

Examining Teachers Disposition of Assessing Attitudes and Attributes Toward Inclusive Education

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ABSTRACT

This study aimed to assess the resilience, self-esteem, optimism, and attitudes of general education teachers towards inclusive education at Ocaña National High School for the 2023-2024 academic year, providing a basis for an intervention plan. Employing a descriptive-correlational design, the research was conducted at Ocaña National High School in Carcar City, Cebu. Universal sampling was used, involving 38 teachers across grades 7-9. A five-part questionnaire adapted from established scales measured teachers' attributes and attitudes. Data analysis utilized frequency counts, percentages, weighted means, and Pearson's r correlation. The results showed that respondents were predominantly female, aged 27-35, with 6-10 years of experience, and holding master's degrees. Teachers demonstrated high levels of resilience, self-esteem, optimism, and positive attitudes towards inclusive education. However, no significant relationship was found between personal attributes and attitudes towards inclusive education. The study concludes that while teachers possess positive personal qualities, these do not directly correlate with their attitudes toward inclusion. It is recommended that future interventions focus on enhancing teachers' professional knowledge and skills in inclusive practices, as well as promoting a supportive school culture that fosters inclusive education.

Keywords: Special Education, personal attitudes, attributes, inclusive education, descriptive-correlational method, Cebu, Philippines

INTRODUCTION

Education of students with special needs, especially those with autism, in regular classrooms has been adopted in numerous nations. In the Philippines, legislation was passed and adopted in 1997 with the goal of granting all students equal access to educational opportunities. Studies conducted in the Philippines have shown that positive attitudes toward mainstreaming SWANs among

instructors and leadership support are necessary for effective inclusion (Andaya et al., 2015, as referenced by Faragher et al., 2020). It seems that during the years of implementation, it has encountered a few difficulties, including (1) a lack of support, (2) inadequate training, (3) a lack of resources, (4) teachers' attitudes, and (5) teachers' preparedness to handle inclusion courses. Teachers experienced frustration, exhaustion, and negative attitudes on the inclusion of students with disabilities as a result of those circumstances.

As a special education teacher, I have personally seen the value of inclusive education in fostering a safe and accepting atmosphere for all kids, including those on the autistic spectrum. This led me to carry out a survey in order to determine the characteristics of teachers as individuals and their perspectives on inclusive education. Since it has an immediate effect on pupils' level of education, this is a problem that needs to be addressed in the classroom. Unintentionally putting up obstacles for kids with different requirements is a possibility for educators who don't have the right attitudes about inclusivity. According to Porter et al. (2018), a significant number of educators had unfavorable opinions about including ASD children into their classes because they saw them as disruptive or challenging to control. As a result of teachers' unfavorable attitudes toward inclusion, efforts to assist autistic students were less successful, and the students found it difficult to participate in class activities.

In this highly industrialized country, the efficacy of inclusive education—which aims to create a learning environment where all children are treated equally—depends greatly on the personal traits and attitudes of instructors, such as openness, empathy, and commitment to diversity. According to research by Smith et al. (2019), educators who exhibited these traits were more likely to foster an inclusive and diverse learning environment for all students and to have a stronger propensity to do so. It is vital to give teachers thorough and sufficient training, as well as continuing support, to assist them in developing the requisite abilities and mindset. This contributes to ensuring that every child receives an excellent education. As stated in DO#72, s. In order to guarantee that these kids receive a suitable education in a regular or inclusive classroom context, the Department of Education (DepED) saw the need for an immediate solution to this situation in 2009.

In Asia, teachers' views toward inclusive education and their own personal attributes impact the educational experiences of pupils from different cultural backgrounds. As to a study conducted in Bahrain, aspiring educators should have more chances to engage and instruct students with disabilities during their school practicum. They should also be more prepared and knowledgeable about the educational regulations that impact these kids. Given that instructors have generally shown a positive attitude toward students with special education needs, it appears that they were not confident in their knowledge and abilities while working with these students (AlMahdi, O. et.al 2019).

Teachers are more likely to create an inclusive learning environment if they possess characteristics such as resilience, self-esteem, optimism and positive attitudes towards inclusive education. Teacher ability and human ability play an important role in managing educational problems and their impact on student outcomes (Paller, Marilou et. al, 2024).

In the Philippines, teachers' characteristics and perspectives regarding inclusive education have a big impact on how the educational system responds to the various needs of pupils. Given the rich and diverse cultural population of the country, Filipino instructors need to exhibit empathy, cultural awareness, and a strong commitment to inclusivity in order to support pupils from a variety of backgrounds effectively.

Ocaña National High School provides a stimulating and encouraging atmosphere where students are inspired to realize their potential and succeed. The school is committed to supporting students with a variety of learning exceptionalities through inclusive environment.

During my site visit at Ocaña National High School, some teachers said that when it comes to handling an inclusive education, there are considerable benefits as well as significant drawbacks. One of the biggest problems is that many teachers feel unprepared to effectively assist children with a variety of needs since they do not have the necessary tools or training. They also encountered some insufficient support which leads to teacher burnout since the extra workload and stress of teaching a diverse student body can be overwhelming. Another thing is that they have a poor infrastructures and insufficient resources. The classroom is not conducive for learning and it is too crowded.

Examining teachers' attitudes and attributes of teachers toward inclusive education at Ocaña National High School (ONHS) is beneficial to strengthening inclusive education practices, promoting comprehensive professional development, teachers' welfare, and fostering collaboration. However, there are obstacles such a lack of funding, inadequate training, cultural biases, and a lack of skills and knowledge required to properly integrate a diverse learner, which may lead to prejudiced actions or disparities in academic achievement. By fostering a supportive atmosphere and giving educators the tools they require, the nation can endeavor to create a more inclusive educational system that gives every student equal opportunity. Therefore, more targeted campaigns at the local and federal levels is needed to support inclusive laws, provide professional development, and raise awareness among parents, educators, school administrators, and the community so that all students—autistic or disabled—have equal access to highquality education.

This study helps the educational community. By examining teachers' personal characteristics and views on inclusive education, valuable insights to improve teaching practices, inform policy decisions, and enhance teacher training programs is provided. Ultimately, this research aims to contribute to a more equitable and inclusive educational system in the Philippines, where all students have the opportunity to thrive.

Objective of the Study

The general objective of this study was to assess the resiliency, self-esteem, optimism, and attitudes of general education teachers towards inclusive education at Ocaña National High School for school year 2023-2024 as basis for an intervention plan.

Specifically, it seeks answers to the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 age and gender,
 - 1.2 highest educational attainment,
 - 1.3 field of specialization, and
 - 1.4 length of service?
2. What is the level of personal attributes of the respondents towards inclusive education in terms of:
 - 2.1 resiliency,
 - 2.1 self-esteem, and
 - 2.2 optimism?
3. What is the level of attitudes of the respondents towards inclusive education?
4. Is there a significant relationship between the personal attributes and attitudes of the respondents towards inclusive education?
5. Based on the findings, what intervention plan can be proposed?

RESEARCH METHODOLOGY

This section outlined the methodology used in investigating the relationship between teachers' personal attributes and their attitudes toward inclusive education. Additionally, this section offers a detailed discussion of the research design, study environment, research participants, research instruments, data collection procedures, statistical data analysis, scoring procedures, and ethical considerations. Each section is discussed and presented to provide an understanding of how the research was conducted.

Design

This study employed a descriptive-correlational research design, as outlined by Oh & Pyrczak (2023), to investigate the relationship between teachers' personal attributes and their attitudes towards inclusive education. This design was chosen for its ability to describe variables and explore associations without manipulation, making it ideal for examining complex psychological constructs in an educational setting. The descriptive component allowed for a characterization of teachers' personal attributes and attitudes, while the correlational aspect enabled the exploration of potential relationships between these variables.

Respondents

The study evaluated general education teachers' attitudes toward inclusive education as well as their resilience, optimism, and sense of self. It involved the instructors teaching inclusive classes in the designated Ocaña National Highschool, Carcar City Division.

The school was selected as a learning environment because it was one of the largest public schools in the division, easily accessible, and had an SPED program. A universal sampling was then used, so a small number of teachers were teaching inclusive lessons in each setting. They participated in the study as respondents,

offering insightful feedback that helped create an intervention strategy. The researchers had 55, 58, 52, 35, and 38 responders from each of the five learning environments, as shown in Table 1.

Table 1

Distribution of Respondents

Grade Level	Total
Grade 7	15
Grade 8	15
Grade 9	8
Total	38

RESULTS OF THE DATA GATHERED

This section provides information about the respondents' profiles, including age and gender, highest educational attainment, field of specialization, and length of service.

Age and Gender

Age and gender are fundamental demographic characteristics that can influence teachers' attitudes, beliefs, and practices related to inclusive education (Triviño-Amigo et al., 2022). Research has shown that these factors may impact teachers' self-efficacy, empathy, and openness to diversity, which are all relevant to creating inclusive classroom environments (Sebastian et al., 2022). Most of the respondents are early adult females.

Table 2 Age and Gender of the Respondents

Age (in years)	Female (f)	Female (%)	Male (f)	Age (in years)	Female (f)	Female (%)
46-55	3	7.89	1	46-55	3	7.89
36-45	7	18.42	4	36-45	7	18.42
26-35	16	42.11	7	26-35	16	42.11
Total	26	68.42	12	Total	26	68.42

Table 20 presents the breakdown of respondents by age and gender. The majority of respondents (42.11%) were in the 26–35-year-old age bracket, followed by 18.42% aged 36–45 and 7.89% aged 46–55. In terms of gender, over two-thirds (68.42%) of respondents were female, while 31.58% were male.

The relatively young age of most respondents aligns with broader demographic trends in the teaching profession in the Philippines. As of 2019, the median age of public-school teachers was 36 years old (Philippine Statistics

Authority, 2020). The predominance of female teachers also reflects the overall gender composition of the profession, with women comprising around 86% of public-school teachers nationwide (Lazarides et al., 2021).

However, it's important to note that age and gender can intersect with teachers' attitudes and experiences in complex ways. For example, Kusumoto (2021) found that in Japan, while female teachers tended to have more positive attitudes towards inclusive education overall compared to male teachers, this gap narrowed among more experienced teachers. So, the relatively young profile of respondents in this study suggests a need to consider how age and career stage may mediate any observed gender differences.

Highest Educational Attainment

Teachers' educational background is another key factor that may shape their perspectives and practices related to inclusive education (Shutaleva et al., 2023). It. Higher levels of academic preparation, particularly in the areas of special education and inclusive pedagogy, have been associated with more positive attitudes and greater self-efficacy for teaching in inclusive. Results showed that most of the respondents have taken advanced education studies.

Table 3 Highest Educational Attainment of the Respondents

Educational Attainment	f	
With Doctorate Units	4	
Master's Graduate	5	
With Master's Units	24	
Bachelor's Degree	5	
Total	38	

Table 3 showed the highest educational attainment of the respondents. The majority (63.16%) had some postgraduate education, having earned master's level units even if they had not completed the degree. Another 13.16% had finished a master's degree, and 10.53% had gone on to earn doctoral units. Only 13.16% had a bachelor's degree alone.

This profile indicates a relatively high level of educational attainment among the respondents, with over three-quarters pursuing education beyond the bachelor's level. This is notable given that a bachelor's degree is the minimum requirement for teaching at the elementary and secondary levels in the Philippines.

The prevalence of postgraduate education may reflect a broader

professionalization of teaching and specific incentives for pursuing advanced degrees, such as salary (Fernández-Cerero et al., 2023).

Research suggested that higher levels of educational attainment can impact teachers' knowledge, skills, and dispositions relevant to inclusive education. For instance, a study in Ghana found that teachers with postgraduate degrees had more positive attitudes towards inclusive education compared to those with only bachelor's degrees (Ricci et al., 2022). However, the impact of educational background is not always straightforward, as it depends greatly on the specific nature and quality of the education received. Therefore, while the advanced educational credentials of respondents in this study are certainly relevant, their specific implications require further exploration.

Field of Specialization

The subject area or discipline in which teachers specialize can also have implications for their experiences with inclusive education (Rojo-Ramos et al., 2021). Different fields may vary in their emphasis on student diversity, differentiated instruction, and other inclusive practices. Moreover, teachers' content knowledge and pedagogical content knowledge in their specialization may influence their ability to adapt curriculum and instruction for students with special needs. It can be gleaned from the data that most of the respondents are coming from various fields of specialization.

Table 4 Field of Specialization of the Respondents

Field of Specialization	f	%
Agriculture	1	2.63
Values Education	1	2.63
English	7	18.42
Mathematics	5	13.16
Science	2	5.26
PE	4	10.53
TLE/THE	5	13.16
Social Science	5	13.16
Special Education	1	2.63
Filipino	4	10.53
BSEd	2	5.26
Psychology	1	2.63
Total	38	100.00

Table 4 presents the field of specialization of the respondents. The most common specializations were English (18.42%), Mathematics (13.16%), TLE/THE (13.16%), and Social Science (13.16%). A smaller proportion of respondents specialized in other subject areas such as Filipino (10.53%), PE (10.53%), Science (5.26%), and Agriculture (2.63%). Only one respondent (2.63%) had a background in Special Education.

The diversity of disciplinary backgrounds among respondents is unsurprising given that the study focuses on general education teachers, who are typically expected to teach a range of core subject areas depending on their grade level and school context (Department of Education, 2019). However, it is noteworthy that only one respondent had a specialization directly related to inclusive education or special needs learners. This aligns with previous findings that special education remains a niche field in the Philippines, with a limited supply of teachers specifically trained in this area (Bustos et al., 2020).

Research indicates that teachers' disciplinary background and training can shape their experiences with and attitudes toward inclusive education in various ways. For example, a study in the United States found that special education teachers tended to have more positive attitudes toward inclusion compared to general education teachers (Corrêa et al., 2024). The limited representation of teachers with special education backgrounds in the current sample underscores the importance of providing professional development and support to help all teachers develop the knowledge and skills needed for inclusive classrooms.

Length of Service

Teaching experience, as indicated by length of service, is another variable that may be associated with teachers' attitudes and practices related to inclusion (Rowan et al., 2021). While some studies have found that more experienced teachers have more positive attitudes toward inclusion (Rojo-Ramos et al., 2021). These mixed findings suggest that the impact of teaching experience may depend on the nature and quality of that experience,

as well as other contextual factors (Putman, 2012). More than half of the respondents served for less than a decade.

Table 5 showed the length of service of the respondents. Half of the respondents (50%) had been teaching for 1-5 years, while around a quarter

(26.32%) had 6-10 years of experience. Smaller proportions had 11-15 years (13.16%) or 16 or more years (5.26%) in the profession. Only 5.26% were new teachers with less than one year of service.

Table 5 Length of Service of the Respondents

Length of Service (in years)	f	%
16 and above	2	5.26
11-15	5	13.16
6-10	10	26.32
1-5	19	50.00
less than one year	2	5.26
Total	38	100.00

The range of professional experience levels among respondents provides valuable perspectives, as the length of service is another factor that may impact teachers' attitudes and practices related to inclusion. However, the relationship between experience and attitudes towards inclusion is more mixed, and others find the opposite pattern (Hosshan et al., 2020). One reason for these divergent findings may be that the impact of teaching experience depends on the nature of that experience. As Smith-Washington (2023) explains, if veteran teachers have had more exposure to inclusive classrooms and seen positive outcomes, they may develop more favorable attitudes over time. Conversely, challenging or unsuccessful experiences with inclusion may reinforce negative attitudes. Given the range of professional experience levels among respondents in this study, it will be illuminating to examine how this interacts with their reported attitudes and experiences.

Level of Personal Attributes of the Respondents Toward Inclusive Education

This section presents the level of personal attributes of the respondents towards inclusive education in the areas of resiliency, self-esteem, and optimism.

Resiliency

Resiliency, or the ability to bounce back from adversity, is a crucial personal attribute for teachers working in inclusive education settings (Kusuma & Fathiyah, 2024). Teaching students with diverse needs can be challenging, and resilient teachers are better able to cope with stress, adapt to change, and maintain their commitment to inclusive practices. Results revealed that respondents have high resiliency.

Table 6 Level of Personal Attributes of the Respondents Towards Inclusive Education in Terms of Resiliency

S/N	Indicators	WM	Verbal Description
1	I tend to bounce back quickly after hard times.	4.13	High

2*	I have a hard time making it through stressful events	2.87	Moderate
3	It does not take me long to recover from a stressful event	3.95	High
4*	It is hard for me to snap back when something bad happens	3.26	Moderate
5	I usually come through difficult times with little trouble	3.26	Moderate
6*	I tend to take a long time to get over set-backs in my life	3.00	Moderate
Aggregate Weighted Mean		3.41	High

Legend: 4.21-5.00-Very High; 3.41-4.20-High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low

The respondents reported a high level of resiliency overall, with an aggregate weighted mean of 3.41 (see Table 6). They tended to bounce back quickly from hard times (WM=4.13) and recover from stressful events relatively easily (WM=3.95). However, some indicators of resiliency were only moderate, such as taking a long time to get over setbacks (WM=3.00) and having a hard time making it through stressful events (WM=2.87).

The high level of resiliency suggests that most respondents possess the ability to adapt and persevere in the face of challenges related to inclusive education. This is an important strength, as teaching in inclusive classrooms can be demanding and stressful at times. However, the moderate scores on some indicators reveal that there is still room for growth in terms of building teachers' capacity to navigate setbacks and maintain their well-being.

These findings underscore the importance of providing teachers with support and resources to enhance their resilience, such as stress management training, mentoring, and opportunities for self-care (Arslan, 2021). Fostering a supportive school culture that values teacher well-being and encourages work-life balance may also help promote resilience (Gu & Day, 2013).

The high level of resiliency among respondents aligns with previous research indicating that many teachers in inclusive classrooms possess this important quality (Mu et al., 2021). Resiliency is often seen as a key component of teacher self-efficacy (Gu & Day, 2007), which Bandura's (1986) social cognitive theory posits as a major influence on behavior. Resilient teachers are more likely to persist in the face of challenges and maintain their commitment to inclusive education. This finding also supports the self-determination theory, as resilient teachers are more likely to feel autonomously motivated and competent in their ability to teach in inclusive classrooms. From the perspective of the theory of planned behavior (Ajzen, 1991), resiliency can be viewed as a behavioral belief that influences teachers' intentions and practices related to inclusive education.

Self-Esteem

Self-esteem, or individuals' overall sense of self-worth and value, is another important personal attribute for teachers in inclusive settings (Friedman & Farber,

1992). Teachers with high self-esteem tend to be more confident in their abilities, more open to new experiences and challenges, and more positive in their interactions with students (Salice, 2020). This section describes the level of self-esteem among the respondents.

Table 7 Level of Personal Attributes of the Respondents Towards Inclusive Education in Terms of Self-Esteem

S/N	Indicators	WM	Verbal Description
1	On the whole, I am satisfied with myself.	4.39	Very High

2*	At times I think I am no good at all.	3.47	High
3	I feel that I have a number of good qualities.	4.32	Very High
4	I am able to do things as well as most other people.	4.34	Very High
5*	I feel I do not have much to be proud of.	3.58	High
6*	I certainly feel useless at times.	3.87	High
7	I feel that I'm a person of worth, at least on an equal plane with others.	4.08	High
8*	I wish I could have more respect for myself.	3.00	Moderate
9*	All in all, I am inclined to feel that I am a failure.	4.29	Very High
10	I take a positive attitude toward myself.	4.53	Very High
Aggregate Weighted Mean		3.99	High

Legend: 4.21-5.00-Very High; 3.41-4.20-High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low

As shown in Table 7, the respondents reported a high level of self-esteem overall (AWM=3.99). They tended to have a very high sense of satisfaction with themselves (WM=4.39), a strong belief in their good qualities (WM=4.32), and confidence in their abilities compared to others (WM=4.34). However, some indicators of self-esteem were relatively lower, such as wishing they could have more self-respect (WM=3.00) and feeling useless at times (WM=3.87).

The high level of self-esteem among respondents is a positive finding, as it suggests that most teachers in this study have a healthy sense of self-worth and confidence in their abilities. This is important for inclusive education, as teachers with high self-esteem are more likely to take on challenges, persist in the face of obstacles, and maintain positive relationships with students (Savolainen et al., 2022). The lower scores on some indicators may reflect the normal ups and downs of teachers' self-evaluations and the inherent challenges of working in inclusive classrooms.

While the overall level of self-esteem is high, there may be opportunities to further enhance teachers' self-concepts through professional development, coaching, and recognition of their efforts and achievements in inclusive education. Cultivating a school environment that values and affirms teachers' contributions may also help sustain their self-esteem (Friedman & Farber, 1992).

Optimism

Self-esteem, or individuals' overall sense of self-worth and value, is another important personal attribute for teachers in inclusive settings (Friedman & Farber, 1992). Teachers with high self-esteem tend to be more confident in their abilities, more open to new experiences and challenges, and more positive in their interactions with students (Rincón Uribe et al., 2022). The data showed that respondents are highly optimistic.

The respondents reported a high level of optimism overall, with an aggregate weighted mean of 3.65 (see Table 8). They tended to be very optimistic about their future (WM=4.53), expect more good things than bad to happen to them (WM=4.50), and look forward to the best in uncertain times (WM=4.11). However, some indicators of optimism were relatively lower, such as rarely counting on good things happening (WM=2.74) and believing that if something can go wrong, it will turn out to be okay.

Table 8 Level of Personal Attributes of the Respondents Towards Inclusive Education in Terms of Optimism

S/N	Indicators	WM	Verbal Description
1	In uncertain times, I usually expect the best.	4.11	High
2	It's easy for me to relax.	3.55	High
3*	If something can go wrong for me it will.	2.79	Moderate
4	I am always optimistic about my future.	4.53	Very High
5	I enjoy my friends a lot.	4.16	High
6	It's important for me to keep busy.	3.92	High
7*	I hardly ever expect things to go my way.	2.47	Low
8	I don't get upset too easily.	3.74	High
9*	I rarely count on good things happening to me.	2.74	Moderate
10	Overall, I expect more good things to happen to me than bad.	4.50	Very High
Aggregate Weighted Mean		3.65	High

Legend: 4.21-5.00-Very High; 3.41-4.20-High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low

The high level of optimism among respondents is an encouraging finding, as it suggests that most teachers in this study have a positive outlook and hopeful expectations for the future. This is important for inclusive education, as optimistic teachers are more likely to have high aspirations for their students, persist in the face of challenges, and maintain a supportive classroom climate (Mackie, 2022). The lower scores on some indicators may reflect the realistic challenges and uncertainties of working in inclusive classrooms, which can sometimes temper teachers' optimism.

Level of Attitudes of the Respondents Toward Inclusive

Education

Teachers' attitudes towards inclusive education play a crucial role in successfully implementing inclusive practices and creating a welcoming learning environment for all students (Emmers et al., 2020). Attitudes are formed through a complex interplay of factors, including personal beliefs, experiences, and knowledge (Barnová et al., 2022). It can be gleaned from the results that respondents had a positive attitude towards inclusive education.

The respondents reported a high level of positive attitudes towards inclusive education overall, with an aggregate weighted mean of 3.48. They expressed very positive attitudes towards participating in a consultant teacher model (WM = 4.21) and highly positive attitudes towards team teaching (WM = 4.05), sharing responsibility for educating students with autism between general and special education teachers (WM = 4.00), and modifying regular classrooms to meet the needs of students with autism (WM = 3.95). However, some indicators of attitudes were relatively less positive, such as doubts about the effectiveness of inclusion due to students' lack

of academic (WM=3.13) or social skills (WM=3.21), and the belief that students with autism should not be taught in regular classes.

The high level of positive attitudes towards inclusive education among the respondents is encouraging, as it suggests a general openness and willingness to include students with autism in regular classrooms, despite concerns that they may require too much of the teacher's time (WM=3.37).

Table 9

Level of Attitudes of the Respondents Towards Inclusive Education

S/N	Indicators	WM	Verbal Description
1	All students with autism should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	3.08	Moderate
2	It is seldom necessary to remove students with autism from regular classrooms in order to meet their educational needs.	3.08	Moderate
3	Most or all separate classrooms that exclusively serve students with autism should be eliminated.	2.61	Moderate
4	Most or all regular classrooms can be modified to meet the needs of students with autism.	3.95	High
5	Students with autism can be more effectively educated in regular classrooms as opposed to special education classrooms.	3.24	Moderate
6	Inclusion is a more efficient model for educating students with autism because it reduces transition time (i.e. the time required to move from one setting to another).	3.63	High
7	Students with autism should not be taught in regular classes with non-disabled students because they will require too much of the teacher's time.	3.37	Moderate
8	I have doubts about the effectiveness of including students with autism in regular classrooms because they often lack the academic skills necessary for success.	3.13	Moderate
9	I have doubts about the effectiveness of including students with autism in regular classrooms because they often lack the social skills necessary for success.	3.21	Moderate
10	I find that general education teachers often do not succeed with students with autism, even when they try their best.	3.13	Moderate
11	I would welcome the opportunity to team-teach as a model for meeting the needs of students with autism in regular classrooms.	3.97	High
12	All students benefit from team teaching; that is, the pairing of a general and a special education teacher in the same classroom.	4.05	High

13	The responsibility for educating students with autism in regular classrooms should be shared between general and special education teachers.	4.00	High
14	I would welcome the opportunity to participate in a consultant teacher model (i.e. regular collaborative meetings between special and general education teachers to share ideas, methods and materials) as a means of addressing the needs of students with autism in regular classrooms.	4.21	Very High
Aggregate Weighted Mean		3.48	High

Legend: 4.21-5.00-Very Positive; 3.41-4.20-Positive; 2.61-3.40-Neutral; 1.81-2.60-Negative; 1.00-1.80-Very Negative

The very positive attitudes towards collaboration between general and special education teachers are particularly noteworthy, as this is a key factor in successful inclusive practices. The less positive attitudes regarding the effectiveness of inclusion and the demands on teachers' time may reflect the challenges and concerns that teachers often experience when implementing inclusive education (Saloviita, 2020).

These findings had important implications for inclusive education practices and policy. The willingness to collaborate and adapt teaching methods provides a strong foundation for implementing inclusive practices. However, the neutral attitudes towards full inclusion suggest a need for continued professional development and support to address teachers' concerns and build their confidence in including all students, particularly those with more complex needs (Nilholm & Göransson, 2021).

Furthermore, the positive attitudes towards team teaching and consultant models indicated that teachers value professional collaboration. This suggested that schools should prioritize creating opportunities for co-teaching and collaborative planning to enhance inclusive practices (Fluijt et al., 2022).

While the overall positive attitude towards inclusive education was encouraging, the nuanced responses highlight the need for ongoing support, professional development, and collaborative structures further to enhance teachers' attitudes and practices in inclusive education.

Test of the Relationship Between the Personal Attributes and Attitudes of the Respondents Toward Inclusive

Education

Personal attributes such as resiliency, self-esteem, and optimism are potential factors that may influence teachers' attitudes and behaviors in inclusive classrooms (Sezgin & Erdogan, 2015; Sharma & Sokal, 2016). According to the social cognitive theory (Bandura, 1986), personal factors interact with environmental and behavioral factors to shape individuals' attitudes and actions. This section showed the relationship between the respondents' personal attributes (resiliency, self-esteem, and optimism) and their attitudes towards inclusive education. Results revealed that personal attributes and attitudes are not significantly related.

Table 10 Test of Relationship Between the Personal Attributes and Attitudes of the Respondents Towards Inclusive Education

Variables	r-value	Strength of Correlation	p - value	Decision	Remarks
Resiliency and Attitudes	0.009	Negligible Positive	0.959	Do not reject H_0	Not

					Significant
Self-esteem and Attitudes	-0.091	Negligible Negative	0.587	Do not reject Ho	Not Significant
Optimism and Attitudes	0.231	Negligible Positive	0.162	Do not reject Ho	Not Significant

*significant at $p < 0.05$ (two-tailed)

Table 10 presented the results of the correlation analysis between the respondents' personal attributes and their attitudes toward inclusive education. The relationship between resiliency and attitudes was found to be negligible positive ($r=0.009$) and not statistically significant ($p=0.959$). Similarly, the relationship between self-esteem and attitudes was negligible negative ($r=-0.091$) and not statistically significant ($p=0.587$). Finally, the relationship between optimism and attitudes was also negligible positive ($r=0.231$) and not statistically significant ($p=0.162$). The negligible and non-significant correlations between the respondents' personal attributes and their attitudes toward inclusive education suggest that, in this study, resiliency, self-esteem, and optimism did not have a substantial or statistically significant relationship with attitudes. These findings indicate that other factors, beyond the personal attributes examined here, may be more influential in shaping the respondents' attitudes towards inclusive education.

These findings partially align with previous research, such as Pit-ten Cate et al. (2020) who found positive associations between teachers' self-efficacy (related to self-esteem) and attitudes towards inclusive education. The self determination theory (Ryan & Deci, 2020) explains the consistency in findings related to self-esteem and optimism, which suggests that individuals with higher self-esteem and optimism feel more competent and motivated in challenging situations. However, the lack of a significant relationship between resiliency and attitudes differs from some previous research, such as Mu et al. (2020). This discrepancy may be due to contextual differences, or the specific measure of resilience used, as noted by Chmitorz et al. (2020), who emphasize that resilience is a complex construct influenced by various factors. These results suggest that fostering teachers' self-esteem and optimism may be particularly important in promoting positive attitudes towards inclusive education, while further research is needed to understand the role of resilience in this context, considering potential cultural and contextual influence.

FINDINGS

The study examined the profile, personal attributes, attitudes, and the relationship between personal attributes and attitudes of general education 46 teachers towards inclusive education specifically with students with autism. Most respondents were female, in their late twenties to mid-thirties, with a high level of educational attainment, as most had earned master's level units. The respondents represented a diverse range of specializations, with English, Mathematics, TLE/THE, and Social Science being the most common. Half of the respondents had one to five years of teaching experience. The respondents reported high levels of resiliency, self-esteem, and optimism, as well as a high level of positive attitudes towards inclusive education. However, the study found negligible and nonsignificant relationships between the respondents' personal attributes (resiliency, self-esteem, and optimism) and their attitudes towards inclusive education, suggesting that other factors beyond these personal attributes may be more influential in shaping their attitudes.

CONCLUSION

In conclusion, this study aimed to explore the profile, personal attributes, attitudes, and the relationship between personal attributes and attitudes of general education teachers towards inclusive education. The findings revealed that the respondents, who were predominantly female, highly educated, and with diverse specializations and teaching experience, reported high levels of resiliency, self-esteem, optimism, and positive

attitudes towards inclusive education. However, the study found no significant relationship between the respondents' personal attributes and their attitudes towards inclusive education. This suggests that while personal attributes are important for teachers' overall well-being and effectiveness, they may not be the primary determinants of attitudes towards inclusion. The findings highlight the complexity of factors that can influence teachers' perspectives and behaviors in inclusive classrooms and underscore the need for a multifaceted approach to fostering positive attitudes and practices. Understanding these factors is crucial for developing effective interventions and support systems that enable general education teachers to create inclusive learning environments for all students, including those with special needs.

RECOMMENDATION

Based on the findings, the "Empowering General Education Teachers for Inclusive Education: An Intervention Plan" is recommended to support the teachers at Ocaña National High School. The proposed plan clearly outlined specific areas of concern, objectives, and associated strategies aimed at comprehensively supporting general education teachers in implementing inclusive practices. This plan addressed key areas such as professional development, collaborative school culture, resource allocation, policy development, and monitoring systems. By focusing on these crucial aspects, the intervention plan seeks to enhance teachers' knowledge, skills, and attitudes towards inclusive education, ultimately improving the learning experiences of all students, including those with special needs.

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