Examining Teachers' Personal Qualities and Attitudes Regarding Inclusive Education

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ABSTRACT

In the implementation of inclusive education, teachers face various challenges in accommodating learners with special needs. This descriptivecorrelational research study investigated the correlation between two specific variables: teachers' personal attributes and attitudes of 55 general education teachers towards inclusive education at Pajo National High School in Lapu-Lapu City Division. The instrument consisted of five parts: teaching background of the respondents, a brief resilience scale, a self-esteem scale, an optimism assessment, and teachers' level of attitude towards inclusion. The findings revealed that most of the respondents were female in their late twenties to midthirties; with a high level of educational attainment, most had earned master's level units; respondents represented a diverse range of specializations, with Mathematics, English, and TLE/THE being the most common; majority of the respondents had six to ten years of teaching experience; and 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 non-significant relationships between the respondents' personal attributes (resiliency, self-esteem, and optimism) and their attitudes towards inclusive education ($r=0.152$, $p=0.269$ for resiliency; $r=-0.004$, $p=0.977$ for selfesteem; $r=0.126$, $p=0.360$ for optimism). The study concluded that other factors beyond these personal attributes may be more influential in shaping teachers' attitudes towards inclusive education. Therefore, a comprehensive intervention plan that addresses these factors is necessary to empower general education teachers and promote the successful inclusion of all students in regular classrooms.

Keywords: special education, teachers' attitudes, inclusive education, descriptive-correlational, Lapu-Lapu City, Cebu, Philippines

The Problem and Its Scope

INTRODUCTION

Rationale of the Study

Inclusive education has emerged as a global imperative, aiming to create equitable learning environments for all students. The successful implementation of inclusive practices hinges significantly on teachers' personal attributes and attitudes (Pit-ten Cate et al., 2020). Specifically, teachers' resilience, self-esteem, optimism, and positive attitudes towards inclusion are crucial for creating supportive learning environments that cater to diverse student needs. These attributes enable teachers to adapt their instructional approaches, manage challenging behaviors, and foster a classroom climate that promotes equal learning opportunities for all students (Yada et al., 2022).

In highly industrialized nations, research has consistently shown that teachers' personal characteristics and attitudes, such as openness, empathy, and commitment to diversity, are critical determinants of inclusive education effectiveness. Teachers with higher levels of these attributes were more likely to implement inclusive practices successfully and maintain positive attitudes towards diverse learners. Similarly, in Asian contexts, the educational experiences of students from diverse cultural backgrounds are profoundly influenced by teachers' personal qualities and attitudes towards inclusive education.

The Philippines presents a unique case in the implementation of inclusive education. The country's rich cultural diversity necessitates that Filipino teachers demonstrate high levels of empathy, cultural sensitivity, and commitment to inclusivity (Rogayan & Macario, 2022). However, despite the implementation of inclusive education policies, several challenges persist, including inadequate resources, insufficient training, and teachers' readiness to manage inclusive classrooms. Filipino teachers face significant barriers in implementing inclusive practices, including large class sizes, lack of specialized training, and limited support systems (Bustos et al., 2021).

Pajo National High School (PNHS), the focus of this study, exemplifies these challenges. With 2,398 enrollees and 98 teachers for the 2023-2024 school year, PNHS promotes inclusive education but faces significant hurdles. Teachers report large class sizes (averaging 55 students), including students with special needs in every classroom. Many students struggle with basic literacy, and teachers lack adequate training to address the needs of Learners with Special Educational Needs (LSENs). These issues highlight a critical gap between policy intentions and classroom realities, potentially compromising the quality of inclusive education provided.

The prevalence of these issues at PNHS underscores the need to investigate how teachers' personal attributes and attitudes towards inclusive education impact their ability to implement effective inclusive practices in such challenging environments.

This study aims to address this need by examining teachers' personal attributes (resilience, self-esteem, and optimism) and attitudes towards inclusive education at PNHS. Understanding these factors is crucial as it can inform targeted professional development programs, reveal potential barriers to inclusion, and contribute to the development of supportive school environments that foster teacher well-being and, consequently, improve student outcomes (Savolainen et al., 2020).

Specifically, this study assessed the levels of resilience, self-esteem, optimism, and attitudes towards inclusive education among general education teachers at PNHS. The findings will inform the development of an intervention plan designed to enhance these attributes and attitudes, ultimately improving the quality of inclusive education.

Theoretical Background

This study is grounded in several key theories and legal frameworks that provide the foundation for examining teachers' personal qualities and attitudes regarding inclusive education. The primary theories underpinning this research are **Albert Bandura's Social Cognitive Theory (1977), Icek Ajzen's Theory of**

Planned Behaviour (1985), and **Edward L. Deci and Richard M. Ryan's Self-**

Determination Theory (1985).

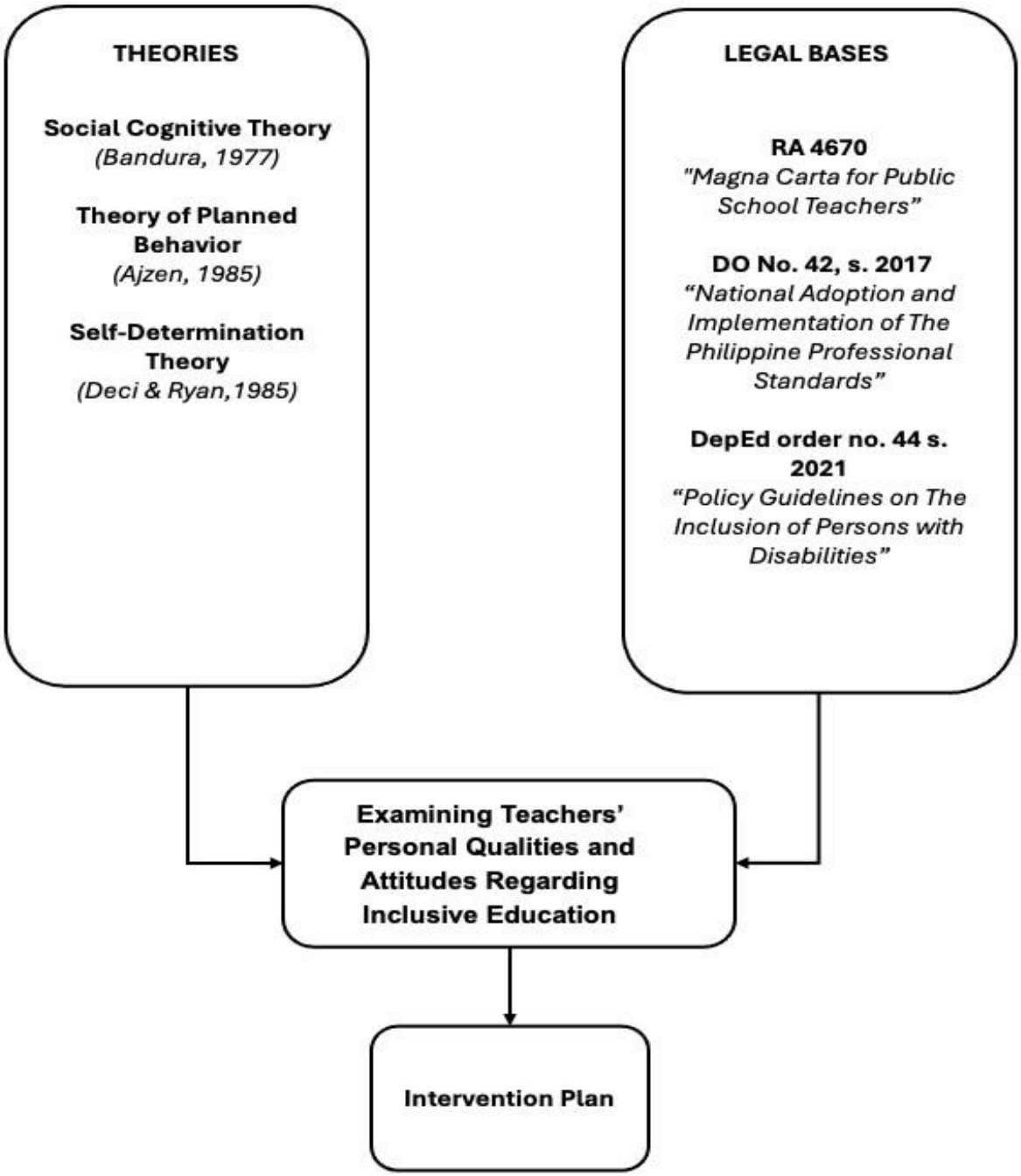


Figure 1. Theoretical Framework of the Study

Additionally, relevant laws and policies, including Republic Act 4670 "Magna

Carta for Public School Teachers", Department Order No. 42 s. 2017 on the "National Adoption and Implementation of The Philippine Professional Standards", and DepEd Order No. 44 s. The 2021 Policy Guidelines on the Inclusion of Persons with Disabilities provide further support for this study.

Social Cognitive Theory. Bandura's Social Cognitive Theory (1977) posits that human behavior is shaped through the reciprocal interaction of personal, behavioral, and environmental factors. Central to SCT is the concept of selfefficacy - an individual's belief in their ability to successfully perform specific tasks or behaviors. This theory operates through triadic reciprocal causation, wherein personal factors, behavior, and environmental

influences operate as interlocking determinants of each other. Teachers develop their capabilities through observational learning, wherein they acquire knowledge and skills by observing models in their environment. The theory emphasizes that individuals are neither driven solely by inner forces nor automatically shaped by environmental stimuli. Rather, psychological functioning involves continuous reciprocal interaction between behavioral, cognitive, and environmental influences.

In the context of inclusive education, SCT suggests that teachers' beliefs about their capabilities to implement inclusive practices effectively can influence their actual behavior and performance in inclusive classrooms. Teachers with strong self-efficacy beliefs are more likely to persist in the face of difficulties, invest greater effort in instructional activities, and demonstrate resilience when encountering challenges with diverse learners. The theory further posits that selfefficacy beliefs are developed through mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states. This theory is relevant to the study as it helps explain how teachers' personal attributes, such as resilience, self-esteem, and optimism, may impact their attitudes and practices in inclusive education settings.

Theory of Planned Behavior. Building on SCT, Ajzen's Theory of Planned Behavior (1985) provides a framework for understanding the relationship between attitudes, intentions, and behaviors. TPB proposes that behavioral intentions are influenced by attitudes towards the behavior, subjective norms, and perceived behavioral control. The theory posits that human action is guided by three kinds of considerations: beliefs about the likely consequences of the behavior, beliefs about the normative expectations of others, and beliefs about the presence of factors that may facilitate or impede performance of the behavior. These beliefs produce a favorable or unfavorable attitude toward the behavior, perceived social pressure or subjective norm, and perceived behavioral control. In combination, attitude toward the behavior, subjective norm, and perception of behavioral control lead to the formation of behavioral intention.

In the context of inclusive education, TPB offers insights into how teachers' attitudes towards inclusive education, along with their perceptions of social expectations and their ability to implement inclusive practices, may predict their intentions to engage in inclusive teaching behaviors. Teachers who hold positive attitudes toward inclusion, perceive that significant others support inclusive practices, and believe they have the necessary resources and skills are more likely to intend to implement inclusive strategies. This theory is crucial for the research as it helps elucidate the factors that may influence teachers' willingness to adopt and implement inclusive education practices. The theory acknowledges that actual behavioral control, reflected by the availability of requisite opportunities and resources, moderates the effect of intention on behavior.

Self-Determination Theory. Self-Determination Theory (1985), developed by Deci and Ryan, focuses on the innate psychological needs that drive human motivation and behavior. SDT identifies three key needs: autonomy, competence, and relatedness. Autonomy refers to the need to self-regulate one's experiences and actions, competence involves the need to produce desired outcomes and experience mastery, and relatedness concerns the need to feel connected to others. The theory distinguishes between different types of motivation based on the reasons or goals that give rise to action. Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable, while extrinsic motivation refers to doing something because it leads to a separable outcome.

In the educational context, SDT suggests that teachers who feel autonomous in their work, competent in their abilities, and connected to their colleagues and students are more likely to be intrinsically motivated and effective in their roles. The satisfaction of these three psychological needs fosters enhanced self-motivation, mental health, and wellbeing. When teachers experience autonomy support, they are more likely to internalize educational values and engage in teaching with greater persistence and creativity. This theory is relevant to the study as it provides a lens through which to examine how fulfilling these psychological needs may influence teachers' resilience, self-esteem, optimism, and attitudes towards inclusive education. The theory maintains that

social environments can facilitate or forestall intrinsic motivation by supporting versus thwarting people's innate psychological needs.

Republic Act 4670: Magna Carta for Public School Teachers. The legal framework supporting this study begins with the Magna Carta for Public School Teachers (Republic Act 4670), which establishes the rights and responsibilities of educators in the Philippines. This legislation recognizes teachers as persons in authority and mandates their protection and welfare. The law provides for teacher tenure, defines the terms and conditions of employment, and establishes mechanisms for professional advancement. It emphasizes the need for ongoing professional development and support, acknowledging that teachers require continuous learning opportunities to remain effective in their profession.

This law underscores the importance of empowering teachers to meet the diverse needs of all students, including those with disabilities. By guaranteeing certain rights and working conditions, the Magna Carta creates an environment wherein teachers can develop the personal attributes necessary for inclusive education. The legislation recognizes that teacher welfare directly impacts educational quality and that supporting teachers' professional growth benefits all learners. This legal foundation is relevant to the study as it establishes the institutional obligation to provide teachers with the resources, training, and support necessary to implement inclusive practices effectively.

Department Order No. 42, s. 2017: National Adoption and

Implementation of The Philippine Professional Standards. Department Order No. 42 s. 2017 sets clear benchmarks for teacher competencies, including those related to inclusive education. The Philippine Professional Standards for Teachers establishes career stages from Beginning to Distinguished teachers, each with specific indicators across seven domains: content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. The standards articulate what teachers should know, be able to do, and value to ensure student learning and development.

This policy supports the study by emphasizing the need for teachers to develop skills and attitudes that promote inclusive learning environments. The domain on diversity of learners specifically addresses teachers' responsibility to demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests, and experiences. The standards require teachers to adapt instruction to respond to learner diversity and to work collaboratively with parents and community to address learners' needs. This order provides a framework for assessing teacher competencies in inclusive education and serves as a basis for professional development initiatives. The policy's emphasis on continuous professional growth aligns with the study's focus on enhancing teachers' personal attributes and attitudes toward inclusion.

DepEd Order No. 44, s. 2021: Policy Guidelines on The Inclusion of

Persons with Disabilities. DepEd Order No. 44 s. 2021 directly addresses the implementation of inclusive education in Philippine schools. This order provides a framework for supporting students with disabilities in regular classrooms, mandating that learners with disabilities be given equal opportunities for quality education alongside their peers without disabilities. The policy outlines the responsibilities of various stakeholders, from school administrators to classroom teachers, in implementing inclusive practices. It establishes procedures for identification, assessment, and support of learners with disabilities, emphasizing the importance of individualized education programs and reasonable accommodations.

The order aligns closely with the focus of this research on teachers' attitudes and attributes regarding inclusive education. It recognizes that successful inclusion requires not only policy directives but also teacher preparedness, positive attitudes, and adequate support systems. The policy mandates training and capability-

building programs for teachers to enhance their competencies in inclusive education. It acknowledges that teachers' beliefs and attitudes significantly influence the implementation of inclusive practices and the success of learners with disabilities. This legal framework is relevant to the study as it establishes the national policy context within which teachers operate and underscores the importance of developing teacher capacities for inclusive education. The order further emphasizes collaboration among teachers, parents, and support personnel, reflecting the multifaceted nature of inclusive education implementation.

The personal attributes examined in this study - resilience, self-esteem, and optimism - play crucial roles in shaping teachers' effectiveness and wellbeing, particularly in the challenging context of inclusive education.

The landscape of inclusive education is shaped by an interplay of factors, with teachers' attitudes and practices at the forefront. Central to this are teachers' self-efficacy beliefs, which Barnova et al. (2022) found to be strongly correlated with positive attitudes towards inclusion and the implementation of inclusive practices. This relationship transcends cultural boundaries, as evidenced by Savolainen's (2022) research, highlighting the universal importance of teacher confidence in fostering inclusive environments.

Building on this foundation, the role of professional development emerges as a critical factor in nurturing these positive attitudes and enhancing teacher competencies. Fernandez et al. (2023) emphasized the need for targeted training programs who underscored the pivotal role of school leadership support in cultivating positive attitudes towards inclusion. This synergy between professional development and institutional support creates a fertile ground for inclusive practices to flourish.

The journey towards effective inclusive education begins long before teachers enter the classroom. Elwakil (2024) advocated for the integration of inclusive pedagogies in teacher education programs, His study revealed that exposure to inclusive education concepts during pre-service training correlated with more positive attitudes towards children with disabilities. This early exposure sets the stage for a career-long commitment to inclusive practices.

However, attitudes towards inclusion are not static; they evolve over time with experience and support. Hosshan et al.'s (2020) longitudinal study in Malaysia demonstrated a general trend towards more positive attitudes as teachers gained experience in inclusive settings. This finding underscores the importance of ongoing support and professional development throughout teachers' careers, reinforcing the notion that inclusive education is a journey rather than a destination. Collaboration emerges to be significant for successful inclusive education. Sebastian et al. (2022) highlighted the crucial role of effective partnerships between general and special education teachers. This collaborative approach is particularly vital when addressing the needs of students with specific disabilities, such as autism. Lazarides et al. (2021) research on teachers' attitudes towards children with autism in inclusive settings further emphasizes the need for specialized knowledge and collaborative efforts to meet diverse learning needs.

Delving into the relationship between teacher attributes and inclusive practices, Kiel et al. (2020) found a strong association between high self-efficacy and effective inclusive teaching strategies. This finding bridges the gap between teachers' internal beliefs and their external practices, reinforcing the importance of nurturing teacher confidence as a means of enhancing inclusive education.

The challenging nature of inclusive education requires a focus on teacher resilience. Nwosu et al. (2021) exploration of this crucial attribute revealed a complex interplay of personal, professional, and contextual factors contributing to teachers' ability to thrive in inclusive settings. Their work provides valuable insights into how resilience can be fostered, suggesting that supporting teacher well-being is integral to sustaining effective inclusive practices.

Interestingly, demographic factors also play a role in shaping attitudes towards inclusion. Kusumoto's (2021) study in Japan revealed that female teachers generally held more positive attitudes towards inclusion than their male counterparts. This finding adds another layer to our understanding of the diverse perspectives that influence inclusive education, suggesting the need for tailored approaches that consider various demographic factors.

Synthesizing these findings, a clear picture emerges of the interconnected nature of factors influencing inclusive education. From pre-service training to ongoing professional development, from individual teacher attributes to collaborative practices, and from institutional support to cultural considerations, each element plays a role in the success of inclusive education.

THE PROBLEM

Statement of the Problem

This research assessed the resiliency, self-esteem, optimism, and attitudes of general education teachers towards inclusive education at Pajo National High

School for the school year 2023-2024 as a 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. Age and gender,
2. Highest educational attainment,
3. Field of specialization, and
4. Length of service?

2. What is the level of personal attributes of the respondents towards inclusive education in terms of:

1. resiliency,
2. self-esteem, and
3. 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?

Statement of the Null Hypothesis

Based on the objectives of the study, the following null hypothesis was tested at 0.05 level of significance:

Ho: There is no significant relationship between the personal attributes and attitudes of the respondents towards inclusive education.

Significance of the Study

The findings of this study are significant to:

Department of Education. For the study offer insights crucial for policy formulation, teacher training, and resource allocation. By focusing into teachers' personal qualities and attitudes towards inclusive education, the study provides data to inform the development of inclusive policies, tailored teacher training programs, and professional development initiatives.

School Administrators. Administrators can implement strategies to promote a culture of inclusion within their schools, and creating a supportive environment for all students, regardless of their backgrounds or abilities.

Teachers. They hold significant implications for teachers as it offers insights into their own attitudes, beliefs, and personal qualities related to inclusive education. Teachers can reflect on their practices and identify areas for growth and improvement in creating inclusive learning environments.

The Researcher. The researcher investigates the effectiveness of interventions aimed at enhancing teachers' capacities in promoting inclusive education, contributing to evidence-based practices and policies in education.

Future Researchers. Future researchers can employ other designs such

as longitudinal studies or experimental designs, to further understand the causal relationships between teachers' personal qualities, attitudes, and student outcomes in inclusive classrooms.

RESEARCH METHODOLOGY

This section described how researchers studied the connection between teachers' personal characteristics and their views on inclusive education. It detailed the complete research methodology, including the study design, environment, participants, instruments, data gathering procedures, statistical treatment of data, scoring procedures, and ethical considerations in detail.

Design

The study used a descriptive-correlational methodology, adhering to the framework established by Oh & Pyrczak, 2023, to explore potential interconnections or mutual influences among various elements within a defined context. Its primary objective was to investigate the correlation between two specific variables: teachers' personal attributes and attitudes of general education teachers towards inclusive education.

Flow of the Study

The study was conducted using the Input-Process-Output (IPO) model to understand the various components and stages of the research. The following inputs were considered: profile of the respondents, level of personal attributes of the respondents towards inclusive education, level of attitudes of the respondents towards inclusive education, and the relationship between the personal attributes and attitudes of the respondents towards inclusive education.

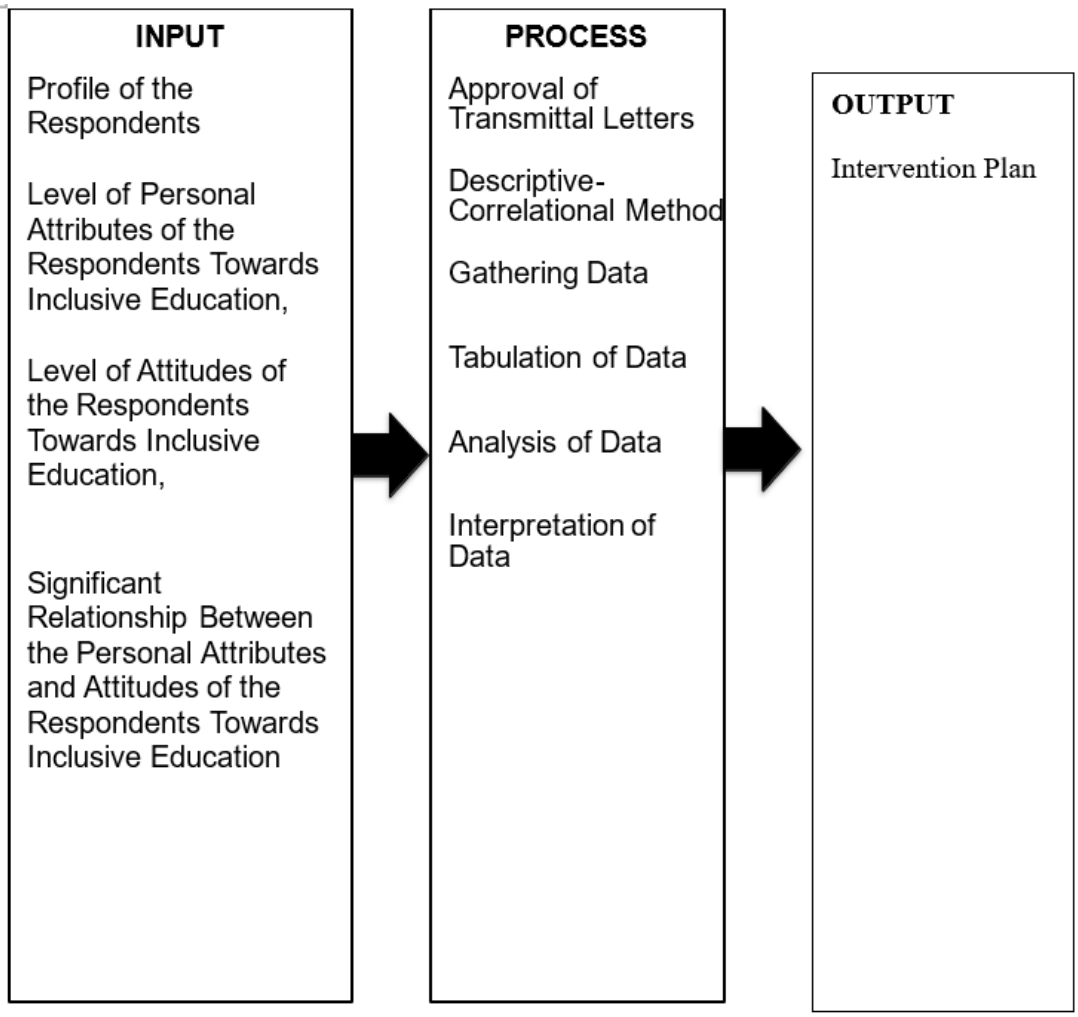


Figure 2. The Flow of the Study

Input. The study examined the profile of respondents at Pajo National High School, focusing on demographic characteristics that shaped the context of inclusive education implementation. The profile encompassed age and gender distribution, highest educational attainment, field of specialization, and length of service. These demographic variables provided the foundation for understanding the teaching force's composition and potential capacity for inclusive education practices.

The study assessed the level of personal attributes of respondents towards inclusive education across three dimensions. Resiliency was measured through the Brief Resilience Scale, examining teachers' capacity to recover from workrelated challenges and stressful events. Self-esteem was evaluated using the Rosenberg Self-Esteem Scale, determining teachers' perceptions of their worth and competence in professional contexts. Optimism was gauged through the Life Orientation Test-Revised, assessing teachers' general expectation patterns regarding future outcomes and their approach to challenges.

The level of attitudes of respondents towards inclusive education was measured using an adapted scale that examined teachers' beliefs about educating students with autism in regular classrooms. The instrument assessed perspectives on full inclusion practices, classroom modifications, collaborative teaching models, and the effectiveness of inclusive education. The study also examined the significant relationship between personal attributes and attitudes of respondents towards inclusive education, investigating whether resiliency, self-esteem, and optimism correlated with teachers' attitudes towards inclusive practices.

Process. The study began with the approval of transmittal letters from relevant authorities. A formal request was submitted to the Schools Division Superintendent of Lapu-Lapu City Division, seeking authorization to conduct research within the jurisdiction. Upon approval, the letter was forwarded to the school principal of Pajo National High School, informing the administration that the school was selected as the research environment.

The descriptive-correlational method was employed to examine the relationship between teachers' personal attributes and their attitudes towards inclusive education. This research design was selected because it allowed the investigation of potential interconnections between variables without manipulation, providing insights into how personal characteristics and professional attitudes were related in the context of inclusive education implementation.

Data were gathered through the distribution of survey questionnaires to respondents. A Google Form link was provided to 55 general education teachers handling inclusive classes across Grades 7-10 at Pajo National High School. Respondents completed sections covering their demographic profile, resilience levels, self-esteem levels, optimism levels, and attitudes towards inclusive education. All data collection procedures complied with the Data Privacy Act, ensuring the confidentiality of gathered information.

Tabulation of data followed the collection phase, where individual responses were compiled and recorded. A summary sheet was prepared containing all information corresponding to the variables outlined in the research problems. Each data point was organized systematically to facilitate subsequent statistical treatment and interpretation.

Analysis of data employed multiple statistical tools to address the research questions. Frequency counts and simple percentages were used to describe the demographic profile of respondents. Weighted means were calculated to determine the levels of personal attributes (resiliency, self-esteem, and optimism) and attitudes towards inclusive education. Pearson's r correlation coefficient was computed to test the relationship between personal attributes and attitudes, with significance tested at the 0.05 level.

The interpretation of the data was conducted based on the statistical results obtained. Each finding was examined in relation to the research problems and contextualized within relevant literature. The interpretation considered patterns, trends, and relationships revealed through the statistical analysis, providing insights into how teachers' personal attributes related to their attitudes towards inclusive education practices.

Output. The intervention plan was developed based on the study's findings. The plan addressed the levels of personal attributes and attitudes of respondents towards inclusive education, as well as the relationship between these factors. The intervention was designed to enhance teachers' capacity for implementing inclusive education practices at Pajo National High School through targeted strategies and support mechanisms.

The plan proposed a comprehensive two-year implementation framework that focused on professional development, school culture transformation, collaborative practices, and policy development. The intervention addressed areas identified in the research findings, including the need for enhanced knowledge and skills in inclusive practices, stronger institutional support systems, and mechanisms to bridge the gap between personal attributes and professional attitudes towards inclusion. The proposed intervention aimed to create an environment where teachers' resiliency, self-esteem, and optimism could be channeled into positive attitudes and effective practices in inclusive education settings.

Environment

Pajo National High School, one of the public schools in Lapu Lapu City

Division, was the site of the research project at Sangi Road, Pajo Lapu Lapu City. Sixteen (16) sections for

Grade 7, sixteen (16) sections for Grade 8, fifteen (15) sections for Grade 9, and fifteen (15) sections for Grade 10 are available at Pajo National High School. There are four sections for Grade 11 and five sections for Grade 12 in Senior High School. For the 2023–2024 school year, there are 2398

registrants in total.

In keeping with this, there are a total of 98 teachers. The Senior High School Department of Pajo National High School (PNHS) offers two tracks: the Academic Track and the Technal Vocational Education (TVL) track. There are three strands available in the Academic Track: Humanities and Social Sciences (HUMSS), General Academic Strand (GAS), and Accounting, Business and Management (ABM). TVL provides services for cooking, housekeeping, food and drink, clothing, and computer system servicing (CSS).



Figure 3. Location Map of the Research Environment

Respondents

The study assessed the resiliency, self-esteem, optimism, and attitudes of general education teachers towards inclusive education at Pajo National High School (PNHS). PNHS was chosen as the research site due to its proximity, accessibility, implementation of special education programs, and status as one of the largest public schools in the division. The study employed universal sampling, including all 55 general education teachers handling inclusive classes across

Grades 7-10.

Table 1 Distribution of Respondents

Name of School	Total
Grade 7	13
Grade 8	16
Grade 9	15
Grade 10	11
Total	55

The distribution of respondents across grade levels (Grade 7: 13, Grade 8: 16, Grade 9: 15, Grade 10: 11) provided representation from all levels, with a slight emphasis on the lower grades, where inclusive practices were particularly crucial. By involving all eligible teachers, the study aimed to gather data on teachers' personal attributes and attitudes towards inclusive education, providing valuable insights for developing targeted interventions and potentially informing recommendations.

Instrument

The instrument used in this study was divided into five parts: teaching background of the respondents, brief resilience scale, self-esteem scale, optimism assessment, and teachers' attitudes towards inclusion.

To assess perceptions of resilience in the workplace, the researcher used an adapted version of the Brief Resilience Scale developed by Smith et al. (2008). For perceptions of self-esteem, an adapted version of the Rosenberg's (1965) SelfEsteem Scale was utilized. To measure perceptions of optimism or outlook on life, the researchers employed an adapted version of the Life Orientation Test-Revised (Scheier & Carver, 1985). Finally, to assess teachers' attitudes towards inclusion, the study used an adapted version of the scale developed by Wilkerson (2012).

The modified survey questionnaire for the Brief Resilience Scale contained 6 statements tailored to assess perceptions of resilience in work settings. The selfesteem section included 10 statements intended to evaluate perceptions of selfworth. For perceptions of life outlook, 10 statements were provided. The section on teachers' attitudes towards inclusion comprised 14 statements. Respondents were asked to select one of five options for each statement, utilizing a 5-point Likert scale to indicate their level of agreement, ranging from strongly agree to strongly disagree.

All data collection strictly complied with the provisions of the Data Privacy

Act, ensuring the utmost confidentiality of gathered information.

Data Gathering Procedure

The process of data gathering began with asking permission from Lapu Lapu City Schools Division Superintendent to utilize PNHS for the study's environment. After the letter was signed, it was forwarded to the school principal.

It then progressed to distributing questionnaires to the respondents, who provided their answers accordingly. Responses was carefully gathered, guaranteeing both accuracy and privacy throughout the process.

Preliminary Stage. A transmittal letter was given to the Lapu-Lapu City Schools' Division Superintendent seeking permission to conduct the study. Then, it was endorsed to the school principal in PNHS for the researcher to administer the study.

Data Gathering Stage. The respondents were given with the a google form link and provided responses regarding their personal information, as well as their level of personal attributes of the respondents towards inclusive education as to resiliency, self-esteem, and optimism, and level of attitudes of the respondents towards inclusive education,

Post Data Gathering Stage. Individual responses was gathered and recorded. A summary sheet for all pertinent information corresponding to the variables outlined in the statement of the problem was collected. Subsequently, the data underwent tabulation, statistical analysis and interpretation based on the results obtained. Each data point was examined alongside the structure outlined in the statement of the problem. Moreover, relevant studies was cited to support the discussion of each data.

Statistical Treatment of Data

The following statistical methods was used to analyze the data in this study to find solutions to the problems of the study.

Frequency Count. An attempt to determine the number of occurrences of specific units in specific variables.

Simple Percentage. This was used to get the percentage of the responses of the teachers to the profile variables.

Weighted Mean. This was used to get the average relationship between their level of personal attributes of the respondents towards inclusive education as to: resiliency, self-esteem, and optimism, and level of attitudes of the respondents towards inclusive education,

Pearson's r. This was used to measure the strength and direction of a linear relationship between two continuous variables. Pearson's r is calculated by dividing the covariance of the two variables by the product of their standard deviations.

Scoring Procedure

The following is the scoring procedure to be used in analyzing the data gathered for the study. This includes the scoring procedure for respondents' resiliency, self-esteem, and optimism. It also includes the Scoring Procedure for respondents' attitudes towards inclusive education.

Scoring Procedure for Respondents' Resiliency, Self-Esteem, and Optimism

The weighted mean of responses was calculated to assess the respondents' resiliency, self-esteem, and optimism. Each mean score was then interpreted using the provided five-level descriptive scale.

Scale	Numerical Rating	Descriptive Rating
5	4.21-5.00	Very High
4	3.41-4.20	High
3	2.61-3.40	Moderate

2	1.81-2.60	Low
1	1.00-1.80	Very low

Verbal Interpretation

The respondents exhibit exceptional resilience, self-esteem, and optimism displaying extraordinary strength and adaptability in the face of adversity.

The respondents demonstrate strong resilience, self-esteem, and optimism effectively managing and overcoming adversity.

The respondents display an average level of resilience, self-esteem, and optimism coping adequately with most challenges

The respondents exhibit limited resilience, self-esteem, and optimism with some difficulty in handling adversity.

The respondents show minimal resilience self-esteem, and optimism struggle to cope with challenges.

Scoring Procedure for the Respondents' Attitudes of the Respondents Towards Inclusive Education

Respondents' attitudes towards inclusive education were determined by calculating the weighted mean of their responses. The resulting score was then classified using the provided five-level scale.

Scale	Numerical Rating	Descriptive Rating	Verbal Interpretation
5	4.21-5.00	Very positive	The respondents hold highly favorable attitudes towards inclusive education, showing enthusiastic support and advocacy.
4	3.41-4.20	Positive	The respondents demonstrate generally favorable attitudes towards inclusive

education, displaying openness and acceptance.

3		2.61-3.40	Neutral	The respondents hold neutral attitudes towards inclusive education, showing neither strong support nor opposition.
2		1.81-2.60	Negative	The respondents express predominantly unfavorable attitudes towards inclusive education, with noticeable reluctance or skepticism.
1		1.00-1.80	Very Negative	The respondents hold extremely unfavorable attitudes towards inclusive education, showing strong opposition or resistance.

efinition Of Terms

The following terms are operationally defined based on how they are used in this study:

Attitudes. The beliefs, opinions, and predispositions that individuals hold towards a particular subject or group. In this study, it specifically related to teachers' attitudes towards inclusive education.

Inclusive Education. In the context of this study, it referred to the practice of educating students with disabilities or special needs alongside their non-disabled peers within mainstream educational settings.

Intervention Plan. A structured approach or strategy designed to address specific problems or needs within an individual, group, organization, or community. It involved implementing targeted actions or interventions aimed at bringing about positive change, improving outcomes, or resolving issues.

Optimism. A positive outlook or mindset characterized by hopeful and positive expectations about the future. Individuals who are optimistic believe that things will work out for the best.

Personal Attributes. The inherent qualities, traits, characteristics, or features that individuals possess, which shape their behavior, attitudes, and interactions with others. These attributes are often intrinsic to an individual's personality and influence how they perceive themselves and the world around them.

Profile. Referred to the personal background of the respondents, including their personal information, age, gender, number of years in-service, and highest educational attainment.

Presentation, Analysis, and Interpretation of Data

This section presents the analyses and interpretation of the data obtained from the respondents of the regular teachers from Pajo National High School, both Junior High and Senior High School. This section is structured into four main parts. It begins by examining the demographic profile of teachers, including their age, gender, educational attainment, field of specialization, and length of service. The second part assessed teachers' personal attributes towards inclusive education, focusing on their resilience, self-esteem, and optimism in relation to work challenges. The third section analyzed teachers' attitudes towards inclusive education, including their views on implementing inclusive classes. Finally, the chapter concluded by investigating the relationship between teachers' personal attributes and their attitudes towards inclusive education.

Demographic Profile of the Respondents

This section provided information about the profile of the respondents in terms age and gender, highest educational attainment, field of specialization, length of service.

Age and Gender

Understanding the age and gender distribution of general education teachers. is essential for tailoring interventions that can effectively address their needs and enhance their attitudes towards inclusive education. The respondents' age and gender distribution were presented in Table 2. The data indicated that most respondents are female (69.09%), with males comprising 30.91% of the sample.

Table 2 Age and Gender of the Respondents

Age (in years)	Female	Male	Total	Age (in years)	Female	Male
	F	%	f		f	%

55 and above	3	5.45	0	55 and above	3	5.45
45-54	6	10.91	2	45-54	6	10.91
35-44	15	27.27	8	35-44	15	27.27
25-34	14	25.45	7	25-34	14	25.45
Total	**38**	**69.09**	**17**	**Total**	**38**	**69.09**

The age group with the highest representation was 35-44 years, making up 41.82% of the total respondents, followed by the 25-34 age group at 38.18%. The age groups 45-54 and 55 and above were less represented, constituting 14.55% and 5.45% respectively. The relatively young age distribution indicated a dynamic workforce that is potentially adaptable and open to new educational practices, such as inclusive education. The higher proportion of female teachers may influence the implementation of inclusive education practices, as previous studies have shown that female teachers often exhibit greater empathy and a nurturing approach towards students with diverse needs. Younger teachers are more open to innovative teaching strategies and inclusive practices (Schwab & H. Alnahdi, 2020). Furthermore, the higher representation of female teachers aligns with findings from other studies which suggest that female educators often show a higher commitment to inclusive education (Dhillon & Meier, 2020).

Highest Educational Attainment

Describing the highest educational attainment of the general education teachers was crucial as it provides insight into the qualification levels within the teaching force. This may impact their capacity to implement inclusive educational practices effectively. As shown in Table 3, a significant proportion of respondents hold advanced degrees.

Table 3 Highest Educational Attainment of the Respondents

Educational Attainment	F	%
Doctorate Degree	2	3.64
With Doctorate Units	2	3.64
Master's Graduate	18	32.73
With Master's Units	29	52.73
Bachelor's Degree	4	7.27
Total	55	100.00

Specifically, 32.73% were Master's graduates, and 52.73% have units towards a Master's degree. Those with Doctorate degrees or units made up a smaller percentage, with 3.64% each. Only 7.27% of respondents had a Bachelor's degree as their highest educational attainment. The high level of educational attainment among the respondents suggested a well-qualified teaching force, which was crucial for the successful implementation of inclusive education. Teachers with advanced degrees were likely to be more knowledgeable about diverse educational strategies and more adept at addressing the varied needs of their students. Research indicated that teachers with higher educational qualifications are better prepared to implement inclusive education practices

effectively (Emmers et al., 2020) They are also more likely to engage in continuous professional development, which is essential for maintaining and enhancing their skills (King et al., 2021).

Field of Specialization

This section examined the respondents' field of specialization. Understanding the diversity in teachers' specializations can provide insights into the breadth of expertise available for fostering an inclusive educational environment.

Table 4 Field of Specialization of the Respondents

Field of Specialization	F	%
Agriculture	1	1.82
Biology	4	7.27
English	6	10.91
Mathematics	15	27.27
Science	4	7.27
PE	3	5.45
TLE/THE	5	9.09
Social Science	4	7.27
Communication Arts	3	5.45
Computer Science	3	5.45
Filipino	3	5.45
Engineering	1	1.82
Electronics	1	1.82
Nursing	1	1.82
Psychology	1	1.82
Total	**55**	**100.00**

Table 4 showed a diverse range of specializations among the respondents, with the highest representation in Mathematics (27.27%), followed by English (10.91%) and TLE/THE (9.09%). Other fields such as Science, Social Science, and PE also had notable representations. The variety of specializations among the teachers implied a broad skill set that can contribute to a more inclusive educational environment. For instance, specializations in Mathematics and English, which are core subjects, suggested that inclusive education strategies can be integrated across essential areas of the curriculum. Diverse specializations within a teaching

staff are beneficial for inclusive education as they provide varied perspectives and approaches to teaching (Nevarez et al., 2019). Teachers from different fields can collaborate to create a more holistic and inclusive learning experience for all students.

Length of Service

Analyzing the experience levels of teachers helped in understanding their familiarity with inclusive education practices and their potential need for further training or support. Most of the respondents were already in service for several years and not novice.

Table 5 Length of Service of the Respondents

Length of Service (in years)	F	%
16 and above	14	25.45
11-15	11	20.00
6-10	22	40.00
1-5	8	14.55
Total	**55**	**100.00**

As detailed in Table 5, most respondents had between 6-10 years of service

(40%), followed by those with 16 and above years (25.45%) and 11-15 years

(20%). Those with 1-5 years of service made up the smallest group at 14.55%.

The data suggested a balanced mix of experienced and relatively new teachers. This mix is beneficial for the implementation of inclusive education, as experienced teachers can provide mentorship and guidance, while newer teachers may bring fresh perspectives and innovative approaches. Studies have shown that a balanced mix of experienced and novice teachers contributes positively to the implementation of inclusive education (Kefallinou et al., 2020). Experienced teachers can offer stability and mentorship, while new teachers can introduce new ideas and methods (Peens, 2022). The profile of the respondents indicated a predominantly female, relatively young, and highly educated teaching force with diverse specializations and a balanced mix of experience levels. These characteristics are conducive to the implementation of inclusive education, as they suggest adaptability, a broad skill set, and a strong knowledge base. The findings aligned with existing literature, which emphasizes the importance of teacher qualifications, diversity, and experience in fostering an inclusive educational environment. This profile served as a solid foundation for the development of an effective intervention plan aimed at enhancing the resiliency, self-esteem, optimism, and attitudes of general education teachers towards inclusive education.

Level of Personal Attributes of the Respondents towards Inclusive Education

Resiliency

The section presented the level of resiliency among general education teachers. Resiliency is defined as the ability to recover from setbacks and adapt to challenging circumstances (Chmitorz et al., 2018). It is particularly important for teachers in inclusive education settings, where they frequently encounter diverse student needs and

unexpected challenges. High resiliency helps teachers maintain their effectiveness and well-being in the face of stress. Most of the respondents view themselves as highly resilient in inclusive education.

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.	3.82	High
2*	I have a hard time making it through stressful events	3.07	Moderate
3	It does not take me long to recover from a stressful event	3.75	High
4*	It is hard for me to snap back when something bad happens	3.29	Moderate
5	I usually come through difficult times with little trouble	3.25	Moderate
6*	I tend to take a long time to get over set-backs in my life	3.33	Moderate
	Aggregate Weighted Mean	**3.42**	**High**

*reverse scoring

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 level of resiliency among respondents is presented in Table 6. The aggregate weighted mean is 3.42, which falls within the "High" category. Individual indicators show varying levels of resiliency, with statements such as "I tend to bounce back quickly after hard times" (WM = 3.82) and "It does not take me long to recover from a stressful event" (WM = 3.75) rated highly. However, some indicators like "I have a hard time making it through stressful events" (WM = 3.07) and "It is hard for me to snap back when something bad happens" (WM = 3.29) were rated moderately, indicating areas where teachers might struggle.

The results indicate that general education teachers exhibit a high overall level of resilience, which is crucial for effectively managing the challenges of inclusive education. This finding aligns with research by Brezan & Vartic (2022), who emphasize the importance of teacher resilience in maintaining effectiveness and well-being in demanding educational environments. However, the moderate ratings on some items suggest areas for improvement, highlighting the need for i to enhance teachers' coping strategies, as recommended by Gerhold et al. (2022) in their study on promoting resilience among professionals in high-stress occupations.

According to social cognitive theory, individuals' belief in their capability to execute behaviors necessary to produce specific performance attainments (selfefficacy) influences their resilience (Bandura, 2000). Additionally, selfdetermination theory emphasizes the role of autonomy, competence, and relatedness in fostering resilience (Ryan & Deci, 2020).

Self-Esteem

Self-esteem, or the overall sense of self-worth and personal value, significantly impacted teachers' confidence and effectiveness in inclusive education. High self-esteem is associated with better mental health, higher job satisfaction, and improved teaching performance (Judge & Bono, 2001). Most of the respondents perceived themselves to have high self-esteem towards inclusive education.

The respondents' self-esteem levels, with an aggregate weighted mean of

3.92, categorized as "High." Items such as "I take a positive attitude toward myself" (WM = 4.27) and "I am able to do things as well as most other people" (WM = 4.22) received very high ratings. Conversely, statements like "At times I think I am no good at all" (WM = 3.22) and "I wish I could have more respect for myself" (WM =

3.29) were rated moderately, suggesting areas for improvement.

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.	4.13	High
2*	At times I think I am no good at all.	3.22	Moderate
3	I feel that I have a number of good qualities.	4.16	High
4	I am able to do things as well as most other people.	4.22	Very High
5*	I feel I do not have much to be proud of.	3.78	High
6*	I certainly feel useless at times.	3.78	High
7	I feel that I'm a person of worth, at least on an equal plane with others.	4.16	High
8*	I wish I could have more respect for myself.	3.29	Moderate
9*	All in all, I am inclined to feel that I am a failure.	4.20	High
10	I take a positive attitude toward myself.	4.27	Very High
	Aggregate Weighted Mean	**3.92**	**High**

*reverse scoring

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 results indicated that the teachers demonstrate high levels of selfesteem, which is crucial for effective teaching in inclusive education settings. This finding aligned with recent research by Yamasaki & Uchida (2023), who emphasize the importance of teacher self-esteem in promoting professional efficacy and job satisfaction. However, the moderate ratings on some items suggest areas for improvement, highlighting the need for targeted interventions to enhance teachers' self-perception and confidence, as recommended by Song (2022) in their study on the role of teacher efficacy and academic optimism in promoting well-being.

Social cognitive theory highlighted the role of self-efficacy in shaping individuals' confidence and actions (Bandura, 1986). The theory of planned behavior suggests that self-esteem influences perceived behavioral control, which in turn affects intentions and actions. Self-determination theory underscores the importance of fulfilling psychological needs to enhance self-esteem and intrinsic motivation (Deci & Ryan, 2000).

Optimism

Optimism, the general expectation that good things will happen, was a key attribute that can influence teachers' attitudes and approaches towards inclusive education. Optimism is linked to better health outcomes, higher job satisfaction, and greater resilience (Rasmussen et al., 2009). Results showed that most respondents have a high level of optimism towards inclusive education.

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.	3.76	High
2	It's easy for me to relax.	3.65	High
3*	If something can go wrong for me it will.	2.98	Moderate
4	I am always optimistic about my future.	4.29	Very High
5	I enjoy my friends a lot.	4.25	Very High
6	It's important for me to keep busy.	3.91	High
7*	I hardly ever expect things to go my way.	2.62	Moderate
8	I don't get upset too easily.	3.25	Moderate
9*	I rarely count on good things happening to me.	3.20	Moderate
10	Overall, I expect more good things to happen to me than bad.	4.40	Very High
	Aggregate Weighted Mean	**3.63**	**High**

*reverse scoring

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 presented in Table 8, the aggregate weighted mean for optimism is 3.63, indicating a high level of optimism among respondents. Indicators such as "Overall, I expect more good things to happen to me than bad" (WM = 4.40) and "I am always optimistic about my future" (WM = 4.29) were rated very high. On the other hand, items like "If something can go wrong for me it will" (WM = 2.98) and "I hardly ever expect things to go my way" (WM = 2.62) were rated moderately.

The results indicated that the teachers demonstrate high levels of optimism, which is crucial for maintaining positive attitudes and resilience in inclusive education settings. This finding aligned with recent research by Markova (2021), who emphasized the importance of teacher optimism in fostering self-efficacy and effective teaching practices. Meanwhile, the moderate ratings on some items suggested areas for improvement, highlighting the need for targeted interventions to enhance teachers' positive outlook, as recommended by Hannush (2021) in their study on the capacity for resilience and optimism among professionals.

Social cognitive theory asserted that optimistic self-beliefs enhance individuals' motivation and perseverance (Bandura, 1986). The theory of planned behavior links optimism to positive attitudes and perceived control over outcomes, influencing intentions and actions. Self-determination theory posits that optimism is nurtured by fulfilling the psychological needs for autonomy, competence, and relatedness (Deci & Ryan, 2000).

Level Of Attitudes Of The Respondents Towards Inclusive Education

Attitudes towards inclusive education were crucial as they significantly influence the successful implementation of inclusive practices. Positive attitudes are often associated with greater willingness to adapt teaching methods and collaborate with special education professionals (Damore & Murray, 2009). Attitudes encompass beliefs, feelings, and behavioral tendencies towards inclusive education, which can impact teachers' readiness and effectiveness in implementing inclusive practices (De Boer et al., 2011). Understanding these attitudes can help in designing effective interventions and support systems for teachers.

The level of attitudes among respondents towards inclusive education was presented in Table 9. The aggregate weighted mean was 3.42, categorized as "Positive." Specific indicators showed varying levels of attitudes, with statements such as "The responsibility for educating students with autism in regular classrooms should be shared between general and special education teachers" (WM = 4.05) and "All students benefit from team teaching" (WM = 4.04) receiving very positive ratings. Conversely, items like "Most or all separate classrooms that exclusively serve students with autism should be eliminated" (WM = 2.53) and "Students with autism can be more effectively educated in regular classrooms as opposed to special education classrooms" (WM = 2.98) were rated neutral to negative.

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.	3.16	Neutral
2	It is seldom necessary to remove students with autism from regular classrooms in order to meet their educational needs.	3.47	Positive
3	Most or all separate classrooms that exclusively serve students with		Negative

	2.53 autism should be eliminated.	
4	Most or all regular classrooms can be modified to meet the needs of 3.96 students with autism.	Positive
5	Students with autism can be more effectively educated in regular 2.98 classrooms as opposed to special education classrooms.	Neutral
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 3.55 one setting to another).	Positive
7	Students with autism should not be taught in regular classes with nondisabled students because they will require too much of the teacher's 3.15 time.	Neutral
8	I have doubts about the effectiveness of including students with autism in regular classrooms because they often lack the academic skills 3.15 necessary for success.	Neutral
9	I have doubts about the effectiveness of including students with autism in regular classrooms because they often lack the social skills 3.15 necessary for success.	Neutral
10	I find that general education teachers often do not succeed with 2.71 students with autism, even when they try their best.	Neutral
11	I would welcome the opportunity to team-teach as a model for meeting 3.91 the needs of students with autism in regular classrooms.	Positive
12	All students benefit from team teaching; that is, the pairing ofa general 4.04 and a special education teacher in the same classroom.	Positive
13	The responsibility for educating students with autism in regular classrooms should be shared between general and special education 4.05 teachers.	Positive
14	I would welcome the opportunity to participate in a consultant teacher model (i.e. regular collaborative meetings between special and general 4.04 education teachers to share ideas,methods and materials) as a means of addressing the needs of students with autism in regular classrooms.	Positive
	Aggregate Weighted Mean 3.42	**Positive**

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 overall positive attitude suggested a general openness among teachers towards inclusive education and collaboration with special education professionals. However, the neutral and negative ratings on certain items indicated reservations about the practicality and effectiveness of fully inclusive classrooms for students with autism. These mixed attitudes highlighted the need for comprehensive training and support to address teachers' concerns and enhance their confidence in inclusive practices.

Research consistently showed that teachers' attitudes towards inclusive education are critical for its successful implementation(Emmers et al., 2020). Positive attitudes are associated with higher levels of teacher engagement and more effective inclusive practices (Barnová et al., 2022). Studies also indicate that professional development and collaborative models, such as team teaching and consultative approaches, significantly enhance teachers' attitudes and competencies in inclusive settings (Holmqvist & Lelinge, 2021). Teachers' concerns about the practicality of full inclusion, as reflected in the neutral and negative ratings, are well-documented in the literature. These concerns often relate to the perceived lack of resources, training, and support needed to effectively teach students with autism in regular classrooms (Mohanapriya, 2023). Addressing these concerns through targeted interventions, such as providing adequate resources and ongoing professional development, is essential for fostering positive attitudes and successful inclusive education.

According to social cognitive theory, teachers' attitudes are influenced by their self-efficacy beliefs and the perceived outcomes of their actions (Bandura, 1986). The theory of planned behavior posits that attitudes, along with subjective norms and perceived behavioral control, predict intentions and behaviors. Teachers' positive attitudes towards inclusive education are likely to enhance their intentions to implement inclusive practices, provided they feel capable and supported. Self-determination theory emphasized the role of fulfilling basic psychological needs—autonomy, competence, and relatedness—in fostering intrinsic motivation and positive attitudes (Deci & Ryan, 2000). When teachers' needs for competence and relatedness are met through professional development and collaborative support, their attitudes towards inclusive education improve.

Test of Relationship Between The Personal Attributes And Attitudes Of The Respondents Towards Inclusive Education

This section presents whether there is a significant relationship between the personal attributes of general education teachers—specifically their resiliency, selfesteem, and optimism—and their attitudes towards inclusive education. Understanding these relationships was crucial, as it helps identify which personal attributes significantly influence teachers' readiness and effectiveness in implementing inclusive education practices. It can be gleaned from the results that there was no significant relationship among the personal attributes and attitudes of the respondents. Table 10 presents the results of the correlation analysis between personal attributes and attitudes towards inclusive education. The correlation between resiliency and attitudes was 0.152, indicating a negligible positive correlation.

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	0.152	Negligible Positive	0.269	Do not reject Ho	Not Significant
Self-esteem and Attitudes	-0.004	Negligible Negative	0.977	Do not reject Ho	Not Significant
Optimism and Attitudes	0.126	Negligible Positive	0.360	Do not reject Ho	Not Significant

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

The p-value of 0.269 suggested that this relationship was not statistically significant. The correlation between self-esteem and attitudes was -0.004, reflecting a negligible negative correlation, with a p-value of 0.977, indicating no statistical significance. Finally, the correlation between optimism and attitudes was 0.126, also a negligible positive correlation, with a p-value of 0.360, indicating no statistical significance.

The negligible correlations between the personal attributes (resiliency, selfesteem, and optimism) and attitudes towards inclusive education indicated that these attributes, while important for personal well-being, do not significantly influence teachers' attitudes towards inclusive education. This suggested that other factors, such as professional development, support systems, and institutional policies, may play a more critical role in shaping teachers' attitudes.

Research consistently showed that teachers' attitudes towards inclusive education are influenced by a combination of personal attributes, professional support, and institutional policies (Triviño-Amigo et al., 2022). Positive attitudes were associated with higher levels of teacher engagement and more effective inclusive practices. Professional development and collaborative models, such as team teaching and consultative approaches, have been found to significantly enhance teachers' attitudes and competencies in inclusive settings.

Teachers' concerns about the practicality of full inclusion, as reflected in the neutral and negative ratings in previous sections, are well-documented in the literature. These concerns often relate to the perceived lack of resources, training, and support needed to effectively teach students with autism in regular classrooms (Hutzler et al., 2019). Addressing these concerns through targeted interventions, such as providing adequate resources and ongoing professional development, is essential for fostering positive attitudes and successful inclusive education.

Social cognitive theory posits that individuals' belief in their capability to execute behaviors necessary to produce specific performance attainments (selfefficacy) influences their attitudes and behaviors (Bandura, 1986). The theory suggests that while personal attributes like resiliency, self-esteem, and optimism are important, they may not directly impact attitudes towards inclusive education unless coupled with strong self-efficacy beliefs.

The theory of planned behavior indicates that attitudes, subjective norms, and perceived behavioral control predict intentions and behaviors. This theory suggests that while personal attributes contribute to perceived behavioral control, they may not be sufficient to influence attitudes towards inclusive education on their own.

Self-determination theory emphasizes the role of fulfilling basic psychological needs—autonomy, competence, and relatedness—in fostering intrinsic motivation and positive attitudes (Deci & Ryan, 2000). The findings suggest that while personal attributes are important, fulfilling these psychological needs through supportive professional environments and collaborative practices may be more crucial for shaping positive attitudes towards inclusive education.

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATION

This section outlined the summary, findings, conclusion, and

recommendation of the study.

Summary The study aimed to assess the resiliency, self-esteem, optimism, and attitudes of general education teachers towards inclusive education at Pajo National High School for the 2023-2024 school year. Using a descriptivecorrelational design, the research involved 55 respondents from Pajo National High School, a public school in Lapu-Lapu City Division. The study employed an adapted questionnaire comprising sections on

teaching background, resilience, self-esteem, optimism, and attitudes towards inclusion. Statistical tools included frequency counts, percentages, weighted means, and Pearson's r correlation.

Data was gathered through a survey questionnaire, either in paper form or via Google Forms, ensuring confidentiality and compliance with data privacy regulations. The collected data was then tabulated, statistically analyzed, and interpreted in relation to the research problems and relevant literature.

FINDINGS

The study revealed that general education teachers at Pajo National High School demonstrated high levels of resiliency, self-esteem, and optimism towards inclusive education. Their attitudes towards inclusive education were also found to be generally positive. However, some reservations were noted regarding the practicality and effectiveness of fully inclusive classrooms for students with autism.

The hypothesis testing showed no significant relationship between the teachers' personal attributes (resiliency, self-esteem, and optimism) and their attitudes towards inclusive education.

CONCLUSION

The study concludes that while general education teachers at Pajo National High School demonstrate high levels of resilience, self-esteem, optimism, and positive attitudes towards inclusive education, these personal attributes do not significantly influence their attitudes towards inclusion. This suggests that other factors beyond personal qualities may be more influential in shaping teachers' perspectives on inclusive practices. The findings highlight the need for a comprehensive approach to promoting inclusive education, focusing on professional development, institutional support, and educational policies, rather than solely on enhancing teachers' personal attributes.

RECOMMENDATION

Based on the study's findings, it is recommended to implement a comprehensive intervention plan at Pajo National High School. This plan should focus on targeted professional development, fostering a supportive school culture, promoting teacher collaboration, and developing inclusive education policies. Key components include workshops on inclusive practices, strategies for differentiated instruction, co-teaching models, and ongoing support for teachers. By addressing these areas, the intervention plan aims to strengthen the connection between teachers' personal attributes and their attitudes towards inclusive education, ultimately enhancing the learning experience for all students in inclusive settings.

Output of the Study

Rationale

Inclusive education has become a global priority, as it aims to ensure that all students, regardless of their abilities or backgrounds, have access to quality education in regular classrooms. General education teachers play a crucial role in creating inclusive learning environments, as they are responsible for meeting the diverse needs of all students in their classrooms. However, effective inclusive education requires teachers to have specific knowledge, skills, and attitudes, which they may not have acquired during their pre-service training. The findings from the current study highlight the need for targeted interventions to support general education teachers in their efforts to create inclusive classrooms. The study revealed that while teachers reported high levels of resiliency, self-esteem, and optimism, these personal attributes were not significantly related to their attitudes towards inclusive education. This suggests that other factors, such as knowledge, skills, and school culture, may be more influential in shaping teachers' attitudes and practices related to inclusive education.

Therefore, a comprehensive intervention plan that addresses these factors is necessary to empower general education teachers and promote the successful inclusion of all students in regular classrooms.

Main Objectives

A. General Objective

1. To enhance general education teachers' knowledge, skills, and attitudes towards inclusive education, ultimately improving learning outcomes for all students

B. Specific Objectives

1. To provide targeted professional development on evidence-based inclusive practices, increasing teachers' knowledge and skills in differentiating instruction, collaborative problem-solving, and managing diverse classrooms

2. To foster a supportive school culture that values and encourages inclusive education, promoting a shared vision of inclusion among all stakeholders

3. To promote collaboration between general and special education teachers, facilitating the sharing of expertise and mutual support

4. To develop and implement policies that prioritize inclusive education, ensuring the allocation of necessary resources and establishing accountability measures

Scheme of Implementation

The implementation of this intervention plan requires a systematic, phased approach that ensures all components are effectively deployed, monitored, and sustained over a two-year period. This scheme outlines the operational framework, resource requirements, stakeholder responsibilities, and quality assurance mechanisms necessary for successful execution.

Implementation Framework

Phase 1: Foundation Building (Months 1-3)

The initial phase establishes the groundwork for all subsequent activities. During this period, the inclusive education task force will be formally constituted, comprising administrators, general education teachers, special education teachers, and support personnel. This multidisciplinary team will conduct a comprehensive needs assessment using validated instruments including preintervention surveys and the Sentiments, Attitudes, and Concerns about Inclusive Education Revised (SACIE-R) scale to establish baseline data on teachers' current knowledge, skills, attitudes, and identified gaps in inclusive education practices.

Concurrently, professional development workshops will be designed based on assessment findings, incorporating evidence-based practices in inclusive education.

The curriculum will address differentiated instruction strategies, collaborative problem-solving techniques, behavior management approaches, and assistive technology integration. Workshop materials, including handouts, presentations, case studies, and interactive resources, will be developed and pretested to ensure quality and relevance.

Resource allocation planning will identify funding sources, secure necessary materials including assistive technologies, and establish partnerships with educational institutions, professional organizations, and community stakeholders. An online learning platform will be configured to support blended learning approaches and provide ongoing access to professional development resources.

Phase 2: Professional Development and Capacity Building (Months 4-6)

This phase delivers intensive professional development through a series of structured workshops. The workshop sequence includes: (1) Introduction to Inclusive Education Principles and Practices, exploring the philosophical and legal foundations of inclusion; (2) Differentiated Instruction and Universal Design for

Learning, providing practical strategies for curriculum adaptation; (3) Collaborative Problem-Solving and Co-Teaching Models, developing partnership skills between general and special education teachers; and (4) Positive Behavior Support and Classroom Management, addressing challenging behaviors through preventive and responsive strategies.

Each workshop employs active learning methodologies including interactive presentations, case study analyses, role-playing exercises, and reflective discussions. Participants engage with authentic scenarios drawn from Pajo National High School contexts, ensuring immediate applicability. Workshop facilitators include external experts in inclusive education, successful practitioners from other schools, and internal champions identified during the needs assessment phase.

Post-workshop support includes action planning sessions where teachers develop implementation strategies for their specific contexts, peer coaching arrangements, and access to online resources for continued learning. Workshop effectiveness is monitored through participant feedback surveys, pre-post knowledge assessments, and observations of practice implementation.

Phase 3: Collaborative Practice Implementation (Months 7-12)

The third phase transitions from knowledge acquisition to practical application through systematic implementation of co-teaching models. Teachers are strategically paired based on compatibility, complementary expertise, and shared planning time. Implementation follows a gradual release model, beginning with parallel teaching (both teachers deliver the same content to different student groups), progressing to station teaching (teachers divide content and students rotate between stations), advancing to alternative teaching (one teacher works with the large group while the other provides targeted support), and culminating in team teaching (both teachers jointly deliver instruction to all students).

Structured collaborative planning time is embedded in the school schedule, with dedicated periods for co-teachers to design lessons, review student progress, and reflect on instructional effectiveness. Planning templates provide scaffolding for curriculum modification, accommodation selection, and assessment adaptation. Regular peer observations with structured feedback protocols enable teachers to learn from each other's practices and refine their collaborative approaches.

Administrative support during this phase includes classroom coverage to facilitate planning time, provision of instructional materials and assistive technologies, and protection of collaborative partnerships from excessive class size or scheduling disruptions. Department heads conduct regular check-ins with co-teaching pairs to address challenges, celebrate successes, and provide problem-solving support.

Phase 4: Monitoring and Continuous Improvement (Months 13-18)

Systematic monitoring ensures implementation fidelity and identifies areas requiring adjustment. Multiple data

sources inform this process, including classroom observations using validated instruments measuring inclusive teaching practices, teacher self-assessment surveys tracking perceived competence and confidence, student outcome data examining academic progress and socialemotional development, and stakeholder feedback from parents and support personnel.

The task force convenes monthly to review monitoring data, identify implementation challenges, and develop responsive solutions. Common challenges such as insufficient planning time, resistance to co-teaching, inadequate resources, or student behavioral difficulties are addressed through targeted support interventions. Successful practices are documented and disseminated through internal professional learning communities, ensuring lateral knowledge transfer across the school.

Continuous improvement mechanisms include mid-year professional development refreshers addressing identified needs, expansion of peer coaching networks, recognition and celebration of inclusive practice exemplars, and refinement of policies based on implementation experience.

Phase 5: Sustainability and Institutionalization (Months 19-24)

The final phase ensures long-term sustainability beyond initial implementation. This involves embedding inclusive education practices into standard operating procedures, updating school policies to mandate rather than encourage inclusive approaches, allocating permanent resources for ongoing professional development, and establishing succession planning for task force leadership.

Documentation systems capture best practices, lesson plans, assessment tools, and collaborative protocols for use by current and future teachers. New teacher induction programs incorporate inclusive education expectations and provide mentorship from experienced inclusive practitioners. Annual professional development cycles maintain teacher competency through refresher workshops, advanced training opportunities, and engagement with current research.

External partnerships with universities, professional organizations, and other schools implementing inclusive education facilitate knowledge exchange, collaborative research, and continuous learning. These partnerships provide access to expertise, resources, and validation of local practices against broader professional standards.

Comprehensive program evaluation examines both implementation quality and student outcomes. Evaluation questions address whether teachers demonstrate increased knowledge and skills in inclusive practices, whether student academic and social outcomes improve in inclusive settings, whether school culture reflects inclusive values, and whether policies effectively support inclusive education. Findings inform program refinement and contribute to the broader knowledge base on inclusive education implementation.

Resource Requirements and Management

Successful implementation requires strategic allocation of financial, human, material, and time resources. The financial budget addresses professional development costs including workshop facilitators, materials, and substitute teachers for release time; instructional resources such as assistive technologies, adapted materials, and curriculum resources; personnel costs for task force coordination, substitute coverage for planning time, and potential additional staff; and evaluation expenses including assessment instruments, data analysis, and reporting.

Human resources include designated task force coordinators with protected time for program management, external consultants providing specialized expertise in inclusive education, mentor teachers supporting colleagues in practice implementation, and support personnel including special education teachers, school

psychologists, and instructional coaches. Clear role definitions, reasonable workload expectations, and appropriate compensation ensure sustainable participation.

Material resources encompass professional development materials, assistive technologies and adaptive equipment, modified curriculum materials and differentiated resources, assessment tools and progress monitoring instruments, and communication technologies supporting collaboration. A centralized resource management system ensures equitable access and efficient utilization.

Time allocation recognizes that meaningful change requires sustained investment. The schedule includes dedicated professional development days, common planning time for co-teachers, observation and feedback cycles, task force meetings, and individual reflection time. Creative scheduling solutions such as banking time through adjusted instructional minutes or restructuring existing professional development time maximize available resources.

Quality Assurance and Accountability

Implementation integrity is maintained through systematic quality assurance processes. Fidelity monitoring ensures that professional development sessions deliver intended content with appropriate pedagogical approaches, that co-teaching models are implemented as designed with both teachers actively engaged, and that policies are consistently applied across contexts. Regular fidelity checks identify implementation drift and enable corrective action.

Outcome accountability establishes clear performance indicators at multiple levels. Teacher-level indicators measure participation in professional development, implementation of inclusive teaching practices, collaboration with special education colleagues, and attitudes toward inclusion. Student-level indicators examine academic achievement, engagement and participation, social-emotional development, and behavioral outcomes. School-level indicators assess the proportion of students successfully included in general education, adequacy of support systems, school climate regarding diversity and inclusion, and policy implementation quality.

Transparent reporting mechanisms share progress with stakeholders through quarterly updates to school leadership, annual reports to the school community, and presentations at division-level meetings. Data visualization tools make complex information accessible, highlighting trends, celebrating successes, and identifying areas requiring attention. Stakeholder feedback loops ensure that implementation remains responsive to community needs and concerns.

Risk Management and Mitigation Strategies

Proactive identification and management of implementation risks increase the likelihood of success. Potential risks include insufficient resource allocation, requiring advocacy for additional funding, reallocation of existing resources, and development of community partnerships; teacher resistance to change, addressed through transparent communication about rationale and benefits, voluntary participation in early phases, and recognition of concerns; inadequate administrative support, managed through building principal capacity in inclusive leadership and ensuring alignment with district priorities; scheduling constraints limiting planning time, resolved through creative scheduling solutions and prioritization of inclusive education; and student behavioral challenges exceeding teacher capacity, supported through intensive professional development in positive behavior support and access to specialized consultation.

Contingency plans address predictable challenges such as turnover of key personnel through succession planning and documentation systems, budget reductions requiring prioritization of essential components and efficiency improvements, unexpected crises disrupting implementation timelines through flexible scheduling

and realistic expectations, and stakeholder opposition necessitating dialogue, education, and relationship building.

Communication and Stakeholder Engagement

Effective communication maintains stakeholder support and facilitates coordination. A comprehensive communication plan addresses multiple audiences: teachers receive regular updates through staff meetings, email communications, and professional learning community sessions; administrators participate in task force meetings, receive progress reports, and engage in leadership coaching; parents access information through newsletters, parentteacher conferences, and informational sessions; students experience ageappropriate education about inclusion through classroom discussions and peer support programs; and the broader community learns about inclusive education through school websites, social media, and community presentations.

Messaging emphasizes the benefits of inclusive education for all students, not only those with disabilities, the evidence base supporting inclusive practices, the school's commitment to continuous improvement, and opportunities for stakeholder participation. Two-way communication channels enable feedback, questions, and concerns to be heard and addressed, building trust and shared ownership.

This implementation scheme provides a roadmap for transforming Pajo National High School into a model of inclusive education. Through planning, dedicated resources, collaborative effort, and continuous improvement, the intervention plan will enhance teachers' capacity to meet the diverse needs of all students.

Proposed Intervention Plan Empowering General Education Teachers for Inclusive Education in PNHS: An Intervention Plan

Phase	**Timelin e**	**Materials & Resources**	**Activities**	**Participants**	**Methods**	**Expected Outputs**	**Evaluation Strategies**	**Sustainability**	**Policy Development**
Initial Planning	Year 1, Q1	A. Training materials: - Handouts - Presentations - Case studies B. Assistive technologies C. Online learning platform D. Professional development funding	1. Form inclusive education task force 2. Conduct needs assessment 3. Develop PD workshop plans 4. Plan collaborative activities	- Administrator s - General education teachers - Special education teachers - Support staff	1. Task force meetings 2. Needs assessment surveys 3. Collaborative planning sessions	1. Comprehensive task force formation 2. Detailed needs assessment report 3. Professional development plan	1. Preintervention surveys 2. SACIE-R scale baseline 3. Initial needs assessment data	1. Funding source identification 2. Resource allocation planning 3. Partnership development	1. Initial policy review 2. Task force establishment 3. Policy needs assessment
Professional	Year 1, Q2	1. Workshop	Workshop Series: 1.	- All teaching	1. Interactive	1. Enhanced teacher	1. Workshop	1. PD module	1. Professiona

Developme nt		materials 2. Case studies 3. Interactive resources	Inclusive education intro 2. Differentiate d instruction 3. Collaborativ e problemsolv ing 4. Behavior management	staff - Support personnel - Administra tor s	workshops 2. Case studies 3. Roleplayin g 4. Reflective discussion s	knowledge 2. Improved inclusive practices 3. Better differentiati on skills	feedback 2. Teacher surveys 3. Practice implementat io n	documentat io n 2. Resource compilation 3. Best practices guide	l developmen t policies 2. Training requirement s 3. Certificatio n standards
Implement atio n	Year 1, Q3	1. Coteachin g materials 2. Planning templates 3.	1. Regular collaborativ e planning 2. Co-teaching implementat io	- Teaching pairs - Departmen t heads - Support staff	1. Parallel teaching 2. Station teaching 3. Team	1. Effective coteaching 2. Collaborativ e planning 3. Peer	1. Classroom observation s 2. Teacher feedback 3.	1. Coteaching model documentat io n 2. Best	1. Co-teaching policies 2. Planning time allocation 3. Support systems

Phase	**Timel in e**	**Materials & Resources**	**Activities**	**Participan ts**	**Methods**	**Expected Outputs**	**Evaluation Strategies**	**Sustainabi lity**	**Policy Developme nt**
		Observatio n protocols	n 3. Peer observation s 4. Feedback sessions		teaching 4. Structured planning	feedback system	Student progress data	practices sharing 3. Resource developmen t	
Year 1 Evaluatio n	Year 1, Q4	1. Evaluation tools 2. Assessmen t materials 3. Data collection instruments	1. Data collection and analysis 2. Progress evaluation 3. Plan refinement	- Evaluation team - Teachers - Administra tor s	1. Data analysis 2. Focus groups 3. Progress reviews	1. Year 1 evaluation report 2. Implementati on data 3. Improvemen t recommenda tion s	1. Comprehen siv e assessment 2. Progress measures 3. Impact analysis	1. Documenta tio n systems 2. Process improveme nts 3. Resource optimizatio n	1. Policy effectiveness review 2. Implementati on assessment 3. Adjustment recommendat ion s
Policy Developm ent	Year 2, Q1-Q2	1. Policy documents 2. Guidelines 3. Implement atio n resources	1. Policy review 2. New policy developme nt 3. Implement atio n planning	- Task force - Stakeholde rs - Administra tio n	1. Policy analysis 2. Stakeholde r consultatio n 3. Implement atio n planning	1. New inclusive policies 2. Implementati on guidelines 3. Support frameworks	1. Policy alignment check 2. Stakeholde r feedback 3. Implement atio n readiness	1. Policy integration 2. Systemic changes 3. Long-term planning	1. Policy documentatio n 2. Guidelines creation 3. Implementati on support
Monitorin	Year	1.	1. Regular	- Teachers	1.	1.	1.	1. Support	1. Policy

g	2, Q3	Monitoring tools 2. Support resources 3. Technology resources	check-ins 2. Classroom observations 3. Resource provision	- Support staff - Administrators	Structured observations 2. Support meetings 3. Resource distribution	Implementation data 2. Support documentation 3. Resource usage data	Implementation monitoring 2. Support effectiveness 3. Resource impact	systems 2. Resource management 3. Capacity building	compliance 2. Support frameworks 3. Resource allocation
Final Evaluation	Year 2, Q4	1. Evaluation tools 2. Analysis software 3. Reporting templates	1. Comprehensive evaluation 2. Results analysis 3. Findings dissemination	- All stakeholders - Community members - Evaluation team	1. Data collection 2. Analysis 3. Report preparation	1. Final evaluation report 2. Success measures 3. Future recommendations	1. Impact assessment 2. Outcome analysis 3. Stakeholder feedback	1. Long-term planning 2. Resource sustainability 3. Program continuation	1. Policy recommendations 2. Future planning 3. Systemic changes

PPROVAL SHEET

This Thesis entitled " EXAMINING TEACHERS' PERSONAL QUALITIES AND ATTITUDES

REGARDING INCLUSIVE EDUCATION " prepared and submitted by **ILIET H. QUIMAT** in partial fulfillment of the requirements for the degree of **MASTER OF ARTS IN EDUCATION MAJOR IN SPECIAL EDUCATION** has been examined and is recommended for acceptance and approval for **Oral Examination.**

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ILIET H.QUIMAT Researcher

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APPENDIX B

SURVEY QUESTIONNAIRE

I. PROFILE

Name:_____ Age:____Gender: ___M____F

Directions: Please put a check (/) mark on the space provided before your appropriate answer about your profile below while in some information you will provide your answer.

Highest Educational Attainment:

_____Doctorate Graduate

_____With Doctorate units

_____Master's Graduate

_____With Master's units

_____Bachelor's Degree

Field of Specialization in your undergraduate studies: (your answer)_____

No. of Years of Teaching:

_____16 and above

_____ 11-15

_____ 6-10

_____ 1-5

_____ less than one year

Brief Resilience Scale

Directions: Below is a list of statements describing your perceptions towards your resilience in your work. Rate your extent of agreement on the statements describing your perceptions from 1 to 5 by putting a check mark (√) on the box corresponding to your extent of resilience on each statement. Please be very truthful and describe yourself as you really are, not as you would like to be.

Legend:

5- Strongly Agree
4- Agree
3- Undecided
2- Disagree
1- Strongly Disagree

S/N	Indicators	5	4	3	2	1
1	I tend to bounce back quickly after hard times.					
2	I have a hard time making it through stressful events					
3	It does not take me long to recover from a stressful event					
4	It is hard for me to snap back when something bad happens					
5	I usually come through difficult times with little trouble					
6	I tend to take a long time to get over setbacks in my life					

Self – Esteem Scale

Directions: Below is a list of statements describing your perceptions towards your self - esteem. Rate your extent of agreement on the statements describing your perceptions from 1 to 5 by putting a check mark (√) on the box corresponding to your extent of self – esteem on each statement. Please be very truthful and describe yourself as you really are, not as you would like to be.

Legend:

5- Strongly Agree
4- Agree
3- Undecided
2- Disagree
1- Strongly Disagree

S/N	Indicators	5	4	3	2	1
1	On the whole, I am satisfied with myself.					
2	At times I think I am no good at all.					

3	I feel that I have a number of good qualities.					
4	I am able to do things as well as most other people.					
5	I feel I do not have much to be proud of.					
6	I certainly feel useless at times.					
7	I feel that I'm a person of worth, at least on an equal plane with others.					
8	I wish I could have more respect for myself.					
9	All in all, I am inclined to feel that I am a failure.					
10	I take a positive attitude toward myself.					

Optimism Assessment

Directions: Below is a list of statements describing your perceptions towards your outlook in life. Rate your extent of agreement on the statements describing your perceptions from 1 to 5 by putting a check mark (√) on the box corresponding to your extent of outlook on each statement. Please be very truthful and describe yourself as you really are, not as you would like to be.

Legend:

5- Strongly Agree

4- Agree

3- Undecided

2- Disagree

1- Strongly Disagree

S/N	**Indicators**	**5**	**4**	**3**	**2**	**1**
1	In uncertain times, I usually expect the best.					
2	It's easy for me to relax.					
3	If something can go wrong for me, it will.					
4	I am always optimistic about my future.					
5	I enjoy my friends a lot.					
6	It's important for me to keep busy.					
7	I hardly ever expect things to go my way.					
8	I don't get upset too easily.					

9	I rarely count on good things happening to me.					
10	Overall, I expect more good things to happen to me than bad.					

V. TEACHERS ATTITUDES TOWARDS INCLUSION

Directions: Below is a list of statements describing your attitudes towards inclusive education. Please check (/) the appropriate level of your agreement towards these statements as you perceived them to be true to yourself. There are no correct or incorrect responses. Please rate each statement on its truthfulness on you.

Legend:

5- Strongly Agree

4- Agree

3- Neither Agree nor Disagree

2- Disagree

1- Strongly Disagree

S/N	**Indicators**	**5**	**4**	**3**	**2**	**1**
1	All students with autism should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.					
2	It is seldom necessary to remove students with autism from regular classrooms in order to meet their educational needs.					
3	Most or all separate classrooms that exclusively serve students with autism should be eliminated.					
4	Most or all regular classrooms can be modified to meet the needs of students with autism.					
5	Students with autism can be more effectively educated in regular classrooms as opposed to special education classrooms.					
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).					
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.					
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.					

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.					
10	I find that general education teachers often do not succeed with students with autism, even when they try their best.					
11	I would welcome the opportunity to team-teach as a model for meeting the needs of students with autism in regular classrooms.					
12	All students benefit from team teaching; that is, the pairing of a general and a special education teacher in the same classroom.					
13	The responsibility for educating students with autism in regular classrooms should be shared between general and special education teachers.					
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.					

Informed Consent

Cebu City, Philippines

January 28, 2024

TERTIARY : Bachelor of Elementary Education

Major in General Education

University of Cebu Lapu Lapu and Mandaue

A.C Cortes Avenue, Looc, Mandaue City ,

Cebu

April 26, 2017- December 29,2020

VOCATIONAL COURSE : Agusan Del Sur School of Arts and Trade/ Electronics Technology

GDOP Government Center Prosperidad, Agusan del Sur March 2002

SECONDARY : Bayugan National Comprehensive High School

Bayugan 1, Agusan del Sur March 27, 2002

PRIMARY : Bayugan West Central Elementary School

Poblacion, Agusan Del Sur

March 1998

PROFESSIONAL CAREER SERVICES ELIGIBILITY:

Licensure Examination for Teachers (LET)

Registered Teacher

Reg. No. 1957671

Reg. Date: February 16, 2023

WORK EXPERIENCE:

VOLUNTARY TEACHER

Mandaue City Central SPED School Mandaue City, Cebu

August 2023- Up to present

SEMINARS AND TRAININGS

Practice Teaching Program

Division of Mandaue- Mandaue City Central SpED School

Centro, Mandaue City,

August 25, 2023

Webinar-Workshop

The Special Education Process in the Lens of US Education

Cebu Technological University -Main Campus Cebu City July 15, 22 & 29, 2023

Face to Face American Sign Language Class

ASL LEVEL 1 Program “Basic Signing Concepts “

Mandaue City Central SPED School

July 16,2023