

Development of Research Tool for Inclusive Education in the Philippine Context

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ABSTRACT: The research aimed to create a valid and reliable instrument for evaluating inclusive education programs. It utilized a mixed methods research approach, specifically an exploratory sequential design. Data were gathered and analyzed through thematic analysis to identify themes that informed the creation of a quantitative inclusive education questionnaire. Exploratory factor analysis determined the number of underlying dimensions within the data. Findings indicated that the inclusive education scale developed for the Philippine context is structured around five dimensions: parent-school partnership, instructional leadership, formal curriculum, inclusive environment, and teacher involvement. Furthermore, the scale was assessed for reliability to evaluate the internal consistency of its items. The reliability of all dimensions was exceptionally high, indicating that the tool demonstrates strong internal consistency. In the Philippines, the success of inclusive education programs relies on the collaborative efforts of school administrators, teachers, and parents.

Additionally, inclusive schools can offer learning services for children with special needs by ensuring that facilities and infrastructure are tailored to student requirements. However, students with special needs often face challenges in their teaching and learning experiences, which stem from a lack of competencies acquired by teachers during their pre-service and in-service training. Furthermore, inclusive schools must implement an inclusive curriculum designed to address the needs and perspectives of students with and without special educational needs.

KEYWORDS: Children with special needs, inclusive education, inclusive curriculum, inclusive school climate, pedagogical facilities.

INTRODUCTION

In inclusive education, children with disabilities and without disabilities are taught together in a common environment and treated equally. It is an international movement that arose from the systemic marginalization of students from access and meaningful participation in education. They include students who are perceived as those with disabilities, ethnically and linguistically diverse students, and students from low socioeconomic backgrounds (Waitoller & Kozleski, 2013). According to the Education for All (EFA), 72 million children are out of school, and millions more drop out before mastering basic literacy and numeracy skills (Rouse, 2006).

Awareness of differences in education provision, as well as a growing understanding of the power of education to reduce poverty, improve the lives of individuals, and to transform societies, has increased throughout the world. Most commonly, children with disabilities and those who find learning difficult are amongst the most disadvantaged in education. Even with the availability of existing provisions for children with special needs, it is often placed in separate, segregated facilities, in long-stay institutions, special schools, or units. In this connection, the development of inclusive practice is affected because of the continued existence of separate facilities.

The law declares that all children have the right to education, including those with disabilities. This right is included in the Philippine Law (RA 7277), the Magna Carta for Persons with Disabilities (1992), and in the international law under the United Nations Convention on the Rights of Persons with Disabilities (2006). In support of these legislations, all school divisions in the country have been directed by the Department of Education to establish Special Education Centers to help provide effective delivery of special education services nationwide (Camitan, 2017).

In addition, the Department of Education officially adopted an inclusive education program in 1997 as a viable education alternative (Inciong & Quijano, 2004). In the 2009 DepEd report, only 2% of the targeted 2.2 million children with disabilities in the country live without access to a basic human right, which is the right to education. Most of these children live in rural and far-flung areas, and their parents need to be aware of educational opportunities that these children could avail of. It means that, despite their potential talents and abilities, many CWDs in the Philippines grow up without a decent education. Hence, it affects their future because it will be more difficult for people with disabilities to access employment opportunities, to live independently, and to achieve their potential later in life.

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Meanwhile, there is still no available research instrument contextualized in the Philippines to determine the effective implementation of the inclusive education (IE) program in the country. Moreover, the practice of IE in Philippine basic education is largely determined by the Department of Education Order No. 72, s. 2009, which is an outdated directive that does not specify a stable, clear, and definite process of including children with special needs (CSN) in the general education setting (Muega, 2016).

Thus, this exploratory sequential design was used by the researcher to establish a valid and reliable research tool for inclusive education (IE) in the Philippine context that will further be utilized to determine the effective implementation of the IE program of DepEd, and to assess the performance of teachers who are handling inclusive education classes.

METHODS

Design and Procedure

This study employed a mixed methods design, specifically, an exploratory sequential design. Mixed methods research is referred to as the 'third methodological orientation which draws on the strengths of both qualitative and quantitative research (Tashakkori & Teddlie, 2008). It is believed that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than that of either approach alone (Creswell & Clark, 2007).

This study explored the personal experiences of participants who are teaching in an inclusive education program of the Department of Education and are currently handling children with and without disabilities and special needs in school. The purpose of this exploratory sequential design was to gather a deeper understanding of the implementation of the inclusive education program of the Department of Education, Region XI, Philippines, to establish a valid and reliable tool for inclusive education in the Philippine context.

The first phase of the study was the qualitative phase, where the exploration of the personal experiences of the elementary school teachers transpired, which include their views, insights, advocacies, motivations, attitudes, struggles, and triumphs in teaching an inclusive classroom. Then, the second phase of the study was the quantitative phase, which followed up the qualitative phase to develop a structured survey questionnaire that was used in establishing a valid and reliable tool for inclusive education in the Philippine context.

This study used a purposive sampling method. During the qualitative phase of the study, 17 teachers from the identified elementary schools in Davao City Division with inclusive education programs were interviewed by the researcher. There were 10 participants selected for the in-depth interview (IDI), and 7 participants were selected for the focus group discussion (FGD). These participants were purposively selected as those that qualified for the inclusion criteria set: that they had been involved in the inclusive education program for at least three years of teaching in an inclusive classroom before the study was conducted, and that they are currently employed in the Department of Education.

In the quantitative phase, the target respondents were 200 teachers from the divisions of Tagum, Panabo, Digos, and Davao Occidental for the exploratory factor analysis (EFA) and reliability testing of the instrument created. Selection was based on these inclusion criteria: participants are currently employed in the identified elementary schools and have worked for at least three years in the school teaching in an inclusive education program of DepEd. Excluded from this study were teachers with less than three years of experience as elementary school teachers handling inclusive classes in the Department of Education.

As with all phenomenological qualitative studies, data are analyzed using thematic analysis. In this study, Braun & Clarke's (2006) 6-step framework was used: become familiar with the data, generate initial codes, search for themes, review themes, define themes, write up. The first step after encoding was becoming familiar with the data. The transcripts were to be read repeatedly in preparation for the second step, which was to generate initial codes. The third step was searching for themes. The themes were predominately descriptive and relevant to the research questions. As most codes were associated with more than one theme, these themes were subjected to the third step, which was to review them. During this phase, the preliminary themes were reviewed and modified in consideration of the categorization of ideas and the heftiness of the synthesized core ideas vis-a-vis data transcript as support. The fifth step was to define the themes. In this section, transcribed thematic statements were included to support the essential themes. The last step was to do the write-up, where the related literature was added to enrich the data.

Data from the quantitative phase was then processed using the systemized computerization method. In the quantitative data, the exploratory (EFA) factor analysis was used in this study. EFA is used when the researcher does not know how many underlying dimensions there are for the given data (Kim & Muller, 1978). This statistical method can serve as an important tool for validating the structure of instruments. Moreover, EFA is a statistical method that increases the reliability of the scale by identifying inappropriate items that can then be removed. It also identifies the dimensionality of the constructs by examining relations between items and factors when the information on the dimensionality is limited (Netemeyer, Bearden, & Sharma, 2003).

The last step involved was the determination of dimensions of the unrotated factors of the data by initial extraction using principal axis factoring of Exploratory Factor Analysis (EFA). Only the variables or items that appeared on the matrix data that have a commonality value of 4.0 were included. After this, it involved rotating the factors using Promax rotation. Rotating the factors was done to simplify the factors whose eigenvalues were greater than or equal to 1 and were retained.

RESULTS AND DISCUSSION

Lived Experiences of Participants in Delivering Inclusive Education

The emerging themes were based on the lived experiences of participants in delivering inclusive education and their experiences that shape the perspectives on the existing inclusive education curriculum for children with and without disabilities.

On inclusive school climate. Based on participants' IDI and FGD, the results ran parallel with the thoughts that inclusive education is a learning environment where children with and without disabilities are taught together and treated equally. It is a global advocacy that emerged as a response to the system's exclusion of students who are viewed as students with disabilities, ethnically and linguistically diverse students, and students from low socioeconomic backgrounds from attaining meaningful access and participation in education (Waitoller & Kozleski, 2013).

But results also showed that sometimes there was bullying in school, especially when other children noticed that the student was different. The moment the teachers notice it, they immediately talk to the child to prevent it from happening again. The teachers immediately teach the child that it is not good. It is easy when there is an immediate action. As soon as one notices it, one should act immediately to impede the recurrence of such a type of incident. In the school environment, the students get used to these kinds of learners with special needs. That is why bullying incidents are minimal. The appropriate approaches of teachers to bullying incidents only show their awareness of some interventions to prevent bullying in school by promoting a positive school climate.

On Good Administrative Support. It can be gleaned from the narratives of the participants that administrative support is one of the most important factors for a successful inclusive education program. On one hand, the participants revealed that some school administrators showed support for the implementation of inclusive programs, while others did not. In addition, some principals provide full support in terms of the accommodation for children with special needs, as well as school activities. These principals made sure that there were activities for children with special needs. Consistent monitoring among the teachers was religiously done. On the other hand, other participants expressed dismay over their school administrators for not being supportive of the implementation of inclusive education programs in their schools. They had not grasped fully the essence of the program. Hence, the efforts of the teachers to implement the program and cater to the needs of the children with special needs did not receive due recognition and funding.

Sufficiency in Pedagogical Facility. Participants expressed their sentiments about their school setup, classroom arrangement, and the current teaching materials that they wanted to have for their school to be called an inclusive school. In general, the data showed that DepEd schools, nowadays, need more infrastructure and facilities for the full implementation of the inclusive education program. What the participants expressed was in congruence with what Azizah (2011) mentioned, that facilities and infrastructures play an important role in serving the special needs of students in inclusive schools, because they give accessibility to special needs students.

Facilities and infrastructures provided by the school should be aligned with the needs of the students. For example, students with visual impairment may need guide blocks and specific signs to indicate rooms and other facilities; students with hearing impairment need some visual signs; students with physical disabilities need ramps and spacious rooms to make them move freely. Also, students with attention deficit disorder may need less distraction, and students with autism may need an organized classroom.

On the issues of Parental Involvement. Participants shared their experiences with the parents of children with special educational needs to the implementation of inclusive education program. According to the participants, some parents coordinated with mainstream teachers while others did not. Some parents supported their children and coordinated with the teachers regarding school activities, which made the teachers feel delighted upon seeing the changes among their children. Participants also said that it would be better if the parents were supportive of their children's activities in school because it would help effectively facilitate their mental and physical development.

The results corroborated with what Shourbagi (2017) stated, that a successful implementation of inclusive educational programs requires the involvement and support from the parents of children with learning disabilities at all levels. Teachers consider the importance of parental involvement in the education of children with special needs, which is a form of parental support in a child's education. Thus, it links two important contexts in a child's education: home and school. It is with parental participation that the best educational processes and experiences of the children, including the child's education, social activities, and athletics, can be achieved.

Personnel Efficacy and Competency. The participants were asked about the teaching and learning experiences of the learners with special needs under their care together with regular students. Data revealed that teaching and learning experiences were difficult and less effective because the majority of teachers were not fully equipped with the necessary skills how to handle the kids based on their disabilities for teaching and learning to become more effective.

In addition, receiving teachers (regular teachers with CSN students) need more seminars, workshops, and even specialized training for special education programs because they lack the necessary competencies on how to facilitate teaching and learning effectively. Moreover, the specialized training should include identifying the necessities to be achieved by the student with special educational needs being placed in the mainstream.

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A previous study entitled “Teachers’ Belief and Efficacy Toward Inclusive Education in Early Childhood Settings in Korea” was conducted. It tried to discover the relevance of teacher self-efficacy to the success of inclusive education. Lohrmann and Barbara (2006) explained that teachers perceived themselves to be more effective when they received relevant training and education and had successful teaching experiences in inclusive educational settings. In addition, teacher self-efficacy, being an internal variable, is not fixed but flexible and can be reinforced by the training and support they receive, including the teaching experience (You, Kim, & Shin, 2019).

Curricular Epistemological Beliefs. Participants revealed that the implemented inclusive education program of DepEd, known as mainstreaming, has no specific curriculum for inclusive education programs as used by the mainstream teachers. Instead, the teachers handling students with special needs utilized the K to 12 Curriculum with the regular students with the same application and approaches. According to the majority of the participants, there should be a specific curriculum based on students’ diversity. There is a need for this, together with the Individualized Education Program (IEP), as the pillar in teaching children with special needs. The participants added that an individualized education program (IEP) is like an individualized plan for students of what to do. For instance, regular class teachers present their daily lesson plans (DLL), under the individualized education program (IEP) as intended for the mainstream teachers.

According to Study International (2019), inclusive schools must utilize inclusive curriculum because students can feel ostracized in an education system or when learning through a curriculum that is not diverse or inclusive. An inclusive curriculum helps them see that people from all walks of life are relevant and important and that they are in a safe environment where everyone is not only accepted but also celebrated. When everyone feels welcome and included, the students will feel more connected to the course material and more willing to learn independently.

The Dimensions of Inclusive Education Model that Arise from the Themes

Table 1 shows the developed questionnaire, which is composed of 72 items regarding the overall picture of inclusion in public schools, based on the lived experiences of the participants and the existing implementation of the inclusive education program of the Department of Education (DepEd). The core ideas of the emerging themes in the qualitative data results were used for the construction of the questionnaire. This drafted questionnaire was administered to 200 public elementary school teachers with three or more years of teaching experience in inclusive classrooms in DepEd Region XI.

Table 1: Drafted Questionnaire on Inclusive Education Program

Statements	Likert Scale				
In our school, the teachers ...	5	4	3	2	1
1. show adequate skills in handling a classroom with highly diversified students.					
2. show knowledge and understanding on inclusive education.					
3. show resourcefulness and resilience to provide the needs of the students.					
4. know how to diagnose students with special needs.					
5. find ways to handle challenging tasks					
6. sustain their effort in handling students with special needs.					
7. update themselves on developments related to inclusive education.					
8. educate themselves by searching on trainings and seminars either free or paid.					
9. direct themselves to achieve and accomplish the set learning goals.					
10. recover more quickly when it comes to disappointments and setbacks in the performance of duty.					
11. focus on positive outcomes and success in delivering inclusive instruction.					
12. provide appropriate learning instructions and materials to diversified students in a classroom.					
13. adjust the level of difficulty of the competencies to suit the level of the students.					
14. provide classroom activities that develops the cognitive, affective, and psychomotor domains.					
Our school has Inclusive education curriculum that ...	5	4	3	2	1
15. encourages the utilization of learning materials that fit the different learning styles of all students, with and without special needs, to stimulate best learning experiences.					
16. provides multiple formats such as for individual, pairs, small groups, and whole class.					
17. are integrated within the general education class and other typical environments to enable the student to participate in and benefit from the general education curriculum and other inclusive learning opportunities and activities.					

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18. reflects the student's support plan that includes physical, emotional, and sensory supports.					
19. is realistic having competencies that are achievable.					
20. responds effectively to learners' diversities and consequently better sustains education for all in the long-term.					
21. possesses the characteristics of being global-local, flexible, balanced and relevant to each context and individual.					
22. ensures both equity and quality to all types of learners.					
23. stimulates students' entitlement to access and participate in a course where unique skills are taken into account.					
24. fortifies continuous monitoring and evaluation of educational needs and services provided to diverse students.					
25. encompasses planned activities based on theoretical and philosophical perspectives of inclusive education.					
26. develops learners with diverse needs with skills that would allow them to efficiently catch up with the community needs.					
Our school head ...	5	4	3	2	1
27. organizes trainings and seminars for teachers to enhance their skills in handling diversified students					
28. shows knowledge and understanding on inclusive education by offering suggestions such plans and programs on how to effectively implement inclusive education.					
29. supports the implementation of the inclusive program.					
30. gives awards and recognition to all achievers from both regular and special classes.					
31. provides planning time for teaching team of general and special educators.					
32. provides the opportunity for all students to develop the attitudes, values, and skills needed to live and work alongside others in a diverse society.					
33. promotes a positive school and postschool climate for students of all abilities and backgrounds.					
34. ensures Inclusive educational settings in school offer many varied opportunities for the students with and without special needs to grow socially and academically.					
35. provides teacher-educators with facilities that will enable them to possess the skills needed in an inclusive curriculum.					
36. provides smooth communication routes between and among teachers especially for needs and concerns related to the improvement of the plans and programs of inclusive curriculum.					
37. observes bench marking of the best practices on the implementation of the inclusive curriculum.					
38. conducts regular consultation periods among the teachers to address issues and concerns.					
Our school ...	5	4	3	2	1
39. has teachers with the heart and patience to teach in inclusive classroom.					
40. has teachers that manifests fairness in dealing with both regular students and students with special needs.					
41. has peaceful and respectful classroom atmosphere.					
42. has teachers and classmates in classes who manifest acceptance towards students with special needs.					
43. has regular students who support the students with special needs.					
44. has a team of licensed professionals who can diagnose and help the students with special educational needs.					
45. sees to it that any student is free from negative judgment and discrimination.					
46. has restrooms and path walks designed for diversified students.					
47. is free from dangerous and hazardous factors to ensure safety among diverse students.					
48. includes all students in all forms of school activities.					
49. provides assistive technology to students to support their individual interests, styles, and educational needs.					
50. equips teachers with relevant knowledge related to learning differences to enable a positive teaching attitude and approach.					
51. has appropriate facilities for differentiated instruction.					

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52. has the facility that is designed to help students of diversified background.					
53. has competent and skilled teachers for inclusive education.					
54. has competent staff and personnel to cater other personal needs of the students.					
55. has an adaptive environment for students with and without special needs.					
56. has the amenities and place where students can spend their alone time.					
The parents or guardians in our school ...	5	4	3	2	1
57. have positive perception on inclusive education.					
58. show knowledge on inclusive education.					
59. donate equipment to support programs under inclusive education.					
60. give financial support to the school.					
61. help the teachers address the learning and behavioral issues of students.					
62. help in monitoring the progress of their children.					
63. provide feedback and progress of their children's physical, social, mental, and emotional developments.					
64. are given the opportunity to sit side-by-side with their children with special needs, working through homework and other learning activities for extended periods.					
65. offer insight into whether current strategies and instruction are helping the child learn, and provide suggestions for change and improvement.					
66. strive to attend meetings to ensure participation in decision making and to provide input in all aspects of their children's development and progress.					
67. participate in different activities and programs of the school and extend help in providing services needed such as offering their skills.					
68. offer open access to communication with the teachers and/ or the school administration.					
Our classroom...	5	4	3	2	1
69. is equipped with facilities enough to support inclusive education program.					
70. has appropriate teacher-student ratio.					
71. size is enough for the total number of students.					
72. is well-ventilated and conducive for learning.					

Dimensions of the Readiness and Capability Model

Table 2 reveals the Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity, which were formed to ensure that the construct could be tested for factor analysis. The KMO value was .833, which was above the recommended threshold value of .5, indicating that the sample was meritorious and adequate for Factor analysis. According to Netemeyer et al. (2003), a KMO correlation above 0.60-0.70 is considered adequate for analyzing the EFA output. Results revealed that the KMO value of this study was .833, which indicated that the sampling was adequate.

On the other hand, Bartlett's test of sphericity (Bartlett, 1950) provided a chi-square output, which was significant. This indicated that the data had patterned relationships, and factorability was assumed. In short, since the KMO indicated sample adequacy and Bartlett's test of sphericity also indicated the item correlation matrix was not an identity matrix, the researchers moved forward with the factor analysis (Taherdoost et al., 2014).

Table 2: Kaiser-Meyer-Olkin (KMO) and Bartlett's Test

Statistical Parameters		Values
KMO Measure of Sampling Adequacy		.833
Bartlett's Test of Sphericity	Approx. Chi-Square	32408.886
	df	2556
	Sig	.000

Derivation of the Number of Factor Structure

Table 2 shows the comparison of eigenvalues between those extracted from the researcher's dataset through the principal component analysis (PCA) screen plot and those that were calculated from the web-based engine as designed by Patil et al. (2008) to ascertain the number of factors to retain. The number of factors retained is the number of eigenvalues, generated from the researcher's dataset, that are larger than the corresponding random eigenvalues (Horn, 1965).

As shown in Table 2, the 10 factors from the PCA are being compared to the mean eigenvalues generated when 72 items from the drafted questionnaire were considered and 200 respondents were taken into account, together with the default (and recommended) values for the number of random correlation matrices and percentile of eigenvalues which are set at 100 and 95, respectively (Cota

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et al., 1993). It can be gleaned from the table that only factors 1 to 5 have the researcher's data set eigenvalues that are greater than the corresponding random eigenvalues, that is, $43.023 > 2.4536$ (F1); $6.067 > 2.3228$ (F2)...; $2.293 > 2.0638$ (F5); thus, these factors were retained and the rest of the other factors were discarded.

Table 3: Parallel Principal Component Analysis of Eigenvalues Using a Web-based Engine (First 10 Entries)

Component or Factor	Eigenvalue		Decision
	Random	Researcher's Dataset	
1	2.4536	43.023	Retained
2	2.3228	6.067	Retained
3	2.2283	3.257	Retained
4	2.1392	3.085	Retained
5	2.0638	2.293	Retained
6	2.0062	1.772	Discarded
7	1.9441	1.494	Discarded
8	1.8864	1.012	Discarded
9	1.8324	.968	Discarded
10	1.7855	.768	Discarded

Table 4 presents the dimensions' names as determined by the researcher; thus, Factor 1 was named Parent-School Partnership, Factor 2 as Instructional Leadership, Factor 3 as Formal Curriculum, Factor 4 as Environment of Inclusion, and Factor 5 as Teacher.

Table 4: Factor Loadings from Principal Axis Factor Analysis with Varimax Rotation with Kaiser Normalization for a Five-Factor Structure

Items	Component				
	1	2	3	4	5
63	.786				
67	.781				
60	.772				
62	.756				
65	.755				
66	.752				
72	.751				
58	.749				
61	.743				
59	.742				
64	.735				
55	.728				
71	.725				
13	.715				
70	.715				
56	.710				
52	.694				
51	.690				
54	.675				
14	.668				
57	.667				
69	.661				
68	.641				
53	.637				
34		.814			
32		.810			
28		.806			
38		.802			

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35		.795			
25		.791			
27		.791			
37		.790			
31		.783			
36		.768			
33		.738			
28		.626			
16			.746		
25			.735		
17			.728		
24			.721		
21			.714		
23			.712		
26			.712		
15			.712		
20			.698		
19			.692		
22			.688		
18			.686		
46				.777	
41				.771	
47				.764	
49				.753	
42				.749	
40				.745	
50				.742	
45				.742	
43				.739	
39				.738	
48				.725	
44				.723	
10					.721
2					.710
6					.708
1					.702
9					.677
8					.666
7					.665
11					.660
3					.652
12					.626
5					.577
Eigenvalues	16.369	12.098	10.254	10.253	8.751
% of Variance	22.735	16.802	14.241	14.241	12.155
Dimension Name	Parent-school Partnership	Instructional Leadership	Formal Curriculum	Environment of Inclusion	Teacher

Table 5. Reliability Coefficients of the Dimensions of the developed Inclusive Education scale

Dimensions	Number of Items	Cronbach's Alpha Coefficients
Parent-school Partnership	24	.985

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Instructional Leadership	12	.985
Formal Curriculum	12	.978
Environment of Inclusion	12	.981
Teacher	11	.972

Table 4 shows the reliability coefficients of the dimensions of the survey instrument for inclusive education programs in the Philippine context. The instrument was evaluated for reliability to determine the internal consistency of items. It can be observed in Table 4 that the reliability of all dimensions was very high, with a Cronbach's alpha value above the criteria of reliability of about .70 alpha. The results indicate that the tool has good internal consistency.

Valid and Reliable Research Tool for Inclusive Education in the Philippine Context.

Table 5 reveals the final version of the survey tool for inclusive education in the Philippine context, which is the output of the study. The scale consists of 71 items with five dimensions. Specifically, a total of 24 items for Parent-school Partnership, 12 items for Instructional Leadership, 12 items for Formal Curriculum, 12 items for a conducive Learning Environment, and 11 items for Teachers. The instrument was evaluated for reliability to determine the internal consistency of items. The reliability of all dimensions was very high, with a Cronbach's alpha value above the criteria of reliability of .70 alpha. The results indicate that the tool has good internal consistency.

Table 5. Valid and Reliable Research Tool for Inclusive Education in the Philippine Context

Statements	5	4	3	2	1
Parent-School Partnership					
The parents or guardians in our school...					
1. provide feedback and progress of their children's physical, social, mental, and emotional developments.					
2. participate in different activities and programs of the school and extend help in providing services needed such as offering their skills.					
3. give financial support to the school.					
4. help in monitoring the progress of their children.					
5. offer insight into whether current strategies and instruction are helping the child learn and provide suggestions for change and improvement.					
6. strive to attend meetings to ensure participation in decision making and to provide input in all aspects of their children's development and progress.					
7. show knowledge on inclusive education					
8. help the teachers address the learning and behavioral issues of students.					
9. donate equipment to support programs under inclusive education.					
10. are given the opportunity to sit side-by-side with their children with special needs, working through homework and other learning activities for extended periods.					
11. have positive perception on inclusive education.					
12. offer open access to communication with the teachers and/ or the school administration.					
Our school...					
13. has an adaptive environment for students with and without special needs.					
14. has the amenities and place where students can spend their alone time.					
15. has the facility that is designed to help students of diversified background.					
16. has appropriate facilities for differentiated instruction.					

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17. has competent staff and personnel to cater other personal needs of the students					
18. has competent and skilled teachers for inclusive education.					
In our school...					
19. the teachers adjust the level of difficulty of the competencies to suit the level of the students.					
20. the teachers provide classroom activities that develops the cognitive, affective, and psychomotor domains					
Our classroom...					
21. is well-ventilated and conducive to learning.					
22. size is enough for the total number of students.					
23. has appropriate teacher-student ratio.					
24. is equipped with facilities enough to support inclusive education program.					
Instructional Leadership	5	4	3	2	1
Our school head...					
25. ensures Inclusive educational settings in school offer many varied opportunities for the students with and without special needs to grow socially and academically.					
26. provides the opportunity for all students to develop the attitudes, values, and skills needed to live and work alongside others in a diverse society.					
27. shows knowledge and understanding on inclusive education by offering suggestions such plans and programs on how to effectively implement inclusive education.					
28. conducts regular consultation periods among the teachers to address issues and concerns.					
29. provides teacher-educators with facilities that will enable them to possess the skills needed in an inclusive curriculum.					
30. organizes trainings and seminars for teachers to enhance their skills in handling diversified students.					
31. supports the implementation of the inclusive program					
32. observes bench marking of the best practices on the implementation of the inclusive curriculum.					
33. provides planning time for teaching team of general and special educators.					
34. provides smooth communication routes between and among teachers especially for needs and concerns related to the improvement of the plans and programs of inclusive curriculum.					
35. promotes a positive school and postschool climate for students of all abilities and backgrounds.					
36. head gives awards and recognition to all achievers from both regular and special classes.					
Formal Curriculum	5	4	3	2	1
Our school has Inclusive education curriculum...					
37. that provides multiple formats such as for individual, pairs, small groups, and whole class.					
38. that encompasses planned activities based on theoretical and philosophical perspectives of inclusive education.					
39. that are integrated within the general education class and other typical environments to enable the student to participate in and benefit from the general education curriculum and other inclusive learning opportunities and activities.					

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40. that fortifies continuous monitoring and evaluation of educational needs and services provided to diverse students.					
41. possesses the characteristics of being global-local, flexible, balanced and relevant to each context and individual.					
42. that stimulates students' entitlement to access and participate in a course where unique skills are taken into account.					
43. that develops learners with diverse needs with skills that would allow them to efficiently catch up with the community needs.					
44. that encourages the utilization of learning materials that fit the different learning styles of all students, with and without special needs, to stimulate best learning experiences.					
45. that responds effectively to learners' diversities and consequently better sustains education for all in the long-term.					
46. that is realistic having competencies that are achievable.					
47. that ensures both equity and quality to all types of learners.					
48. that reflects the student's support plan that includes physical, emotional, and sensory supports.					
Environment of Inclusion	5	4	3	2	1
Our school...					
49. has restrooms and path walks designed for diversified students.					
50. has peaceful and respectful classroom atmosphere.					
51. is free from dangerous and hazardous factors to ensure safety among diverse students.					
52. provides assistive technology to students to support their individual interests, styles, and educational needs.					
53. has teachers and classmates in classes who manifest acceptance towards students with special needs.					
54. has teachers that manifests fairness in dealing with both regular students and students with special needs.					
55. equips teachers with relevant knowledge related to learning differences to enable a positive teaching attitude and approach.					
56. sees to it that any student is free from negative judgment and discrimination.					
57. has regular students who support the students with special needs.					
58. has teachers with the heart and patience to teach in inclusive classroom.					
59. includes all students in all forms of school activities.					
60. has a team of licensed professionals who can diagnose and help the students with special educational needs.					
Teacher	5	4	3	2	1
In our school...					
61. the teachers recover more quickly when it comes to disappointments and setbacks in the performance of duty.					
62. the teachers show knowledge and understanding on inclusive education.					
63. the teachers sustain their effort in handling students with special needs.					
64. the teachers show adequate skills in handling a classroom with highly diversified students.					
65. the teachers direct themselves to achieve and accomplish the set learning goals.					
66. the teachers educate themselves by searching on trainings and seminars either free or paid.					

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67. the teachers update themselves on developments related to inclusive education.					
68. the teachers focus on positive outcomes and success in delivering inclusive instruction.					
69. the teachers show resourcefulness and resilience to provide the needs of the students.					
70. the teachers provide appropriate learning instructions and materials to diversified students in a classroom.					
71. the teachers find ways to handle challenging tasks.					

Implications for Educational Practices. The result of the study provides the insights that a successful promotion and implementation of inclusive education require the following five system-level dimensions: parent-school partnership, instructional leadership, inclusive curriculum, an environment of inclusion, and the teacher. The study informed us that the successful implementation of inclusive educational programs requires the involvement and the support from the parents of learning disabilities children at all levels. In addition, administrative support is one of the most important factors for a successful inclusive education program. The inclusive school requires school administrators who have a full grasp of the inclusive program because they are responsible for managing resources and building collaboration, both within and beyond the school for effective implementation of the program.

Recommendations

For the successful and sustainable implementation of the inclusive education program of DepEd, the school administrators, teachers, and parents of children with special educational needs may work cooperatively. The school may provide learning services for children with special needs through facilities and infrastructure aligned to the needs of the students. That is also for them to learn together with regular children in the school community for their skills and abilities to be optimized.

For an effective and efficient teaching and learning process in an inclusive school, sufficient competencies in special education programs should be acquired by the teachers starting from pre-service and up to the in-service stages of their teaching career. These shall help to increase their self-efficacy in teaching and to develop a positive attitude towards inclusive education. This stems from the idea that teachers have a professional, moral, and, in some cases, legal obligation to implement as part of an effective teaching and learning process in school.

For the school to become more inclusive, an inclusive curriculum is necessary and should be used by mainstream teachers. An inclusive curriculum is imperative in schools implementing an inclusive education program because of its design, which meets the needs, views, experiences, and particular challenges of all students in the diverse student population.

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Statements					
Parent-School Partnership	5	4	3	2	1
The parents or guardians in our school...					
1. provide feedback and progress of their children's physical, social, mental, and emotional developments.					
2. participate in different activities and programs of the school and extend help in providing services needed such as offering their skills.					
3. give financial support to the school.					
4. help in monitoring the progress of their children.					
5. offer insight into whether current strategies and instruction are helping the child learn and provide suggestions for change and improvement.					
6. strive to attend meetings to ensure participation in decision making and to provide input in all aspects of their children's development and progress.					
7. show knowledge on inclusive education					
8. help the teachers address the learning and behavioral issues of students.					
9. donate equipment to support programs under inclusive education.					
10. are given the opportunity to sit side-by-side with their children with special needs, working through homework and other learning activities for extended periods.					

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11. have positive perception on inclusive education.					
12. offer open access to communication with the teachers and/ or the school administration.					
Our school...					
13. has an adaptive environment for students with and without special needs.					
14. has the amenities and place where students can spend their alone time.					
15. has the facility that is designed to help students of diversified background.					
16. has appropriate facilities for differentiated instruction.					
17. has competent staff and personnel to cater other personal needs of the students					
18. has competent and skilled teachers for inclusive education.					
In our school...					
19. the teachers adjust the level of difficulty of the competencies to suit the level of the students.					
20. the teachers provide classroom activities that develops the cognitive, affective, and psychomotor domains					
Our classroom...					
21. is well-ventilated and conducive to learning.					
22. size is enough for the total number of students.					
23. has appropriate teacher-student ratio.					
24. is equipped with facilities enough to support inclusive education program.					
Instructional Leadership	5	4	3	2	1
Our school head...					
25. ensures Inclusive educational settings in school offer many varied opportunities for the students with and without special needs to grow socially and academically.					
26. provides the opportunity for all students to develop the attitudes, values, and skills needed to live and work alongside others in a diverse society.					
27. shows knowledge and understanding on inclusive education by offering suggestions such plans and programs on how to effectively implement inclusive education.					
28. conducts regular consultation periods among the teachers to address issues and concerns.					
29. provides teacher-educators with facilities that will enable them to possess the skills needed in an inclusive curriculum.					
30. organizes trainings and seminars for teachers to enhance their skills in handling diversified students.					
31. supports the implementation of the inclusive program					
32. observes bench marking of the best practices on the implementation of the inclusive curriculum.					
33. provides planning time for teaching team of general and special educators.					
34. provides smooth communication routes between and among teachers especially for needs and concerns related to the improvement of the plans and programs of inclusive curriculum.					
35. promotes a positive school and postschool climate for students of all abilities and backgrounds.					
36. head gives awards and recognition to all achievers from both regular and special classes.					

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Formal Curriculum	5	4	3	2	1
Our school has Inclusive education curriculum...					
37. that provides multiple formats such as for individual, pairs, small groups, and whole class.					
38. that encompasses planned activities based on theoretical and philosophical perspectives of inclusive education.					
39. that are integrated within the general education class and other typical environments to enable the student to participate in and benefit from the general education curriculum and other inclusive learning opportunities and activities.					
40. that fortifies continuous monitoring and evaluation of educational needs and services provided to diverse students.					
41. possesses the characteristics of being global-local, flexible, balanced and relevant to each context and individual.					
42. that stimulates students' entitlement to access and participate in a course where unique skills are taken into account.					
43. that develops learners with diverse needs with skills that would allow them to efficiently catch up with the community needs.					
44. that encourages the utilization of learning materials that fit the different learning styles of all students, with and without special needs, to stimulate best learning experiences.					
45. that responds effectively to learners' diversities and consequently better sustains education for all in the long-term.					
46. that is realistic having competencies that are achievable.					
47. that ensures both equity and quality to all types of learners.					
48. that reflects the student's support plan that includes physical, emotional, and sensory supports.					
Environment of Inclusion	5	4	3	2	1
Our school...					
49. has restrooms and path walks designed for diversified students.					
50. has peaceful and respectful classroom atmosphere.					
51. is free from dangerous and hazardous factors to ensure safety among diverse students.					
52. provides assistive technology to students to support their individual interests, styles, and educational needs.					
53. has teachers and classmates in classes who manifest acceptance towards students with special needs.					
54. has teachers that manifests fairness in dealing with both regular students and students with special needs.					
55. equips teachers with relevant knowledge related to learning differences to enable a positive teaching attitude and approach.					
56. sees to it that any student is free from negative judgment and discrimination.					
57. has regular students who support the students with special needs.					
58. has teachers with the heart and patience to teach in inclusive classroom.					
59. includes all students in all forms of school activities.					
60. has a team of licensed professionals who can diagnose and help the students with special educational needs.					
Teacher	5	4	3	2	1
In our school...					
61. the teachers recover more quickly when it comes to disappointments and setbacks in the performance of duty.					

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62. the teachers show knowledge and understanding on inclusive education.					
63. the teachers sustain their effort in handling students with special needs.					
64. the teachers show adequate skills in handling a classroom with highly diversified students.					
65. the teachers direct themselves to achieve and accomplish the set learning goals.					
66. the teachers educate themselves by searching on trainings and seminars either free or paid.					
67. the teachers update themselves on developments related to inclusive education.					
68. the teachers focus on positive outcomes and success in delivering inclusive instruction.					
69. the teachers show resourcefulness and resilience to provide the needs of the students.					
70. the teachers provide appropriate learning instructions and materials to diversified students in a classroom.					
71. the teachers find ways to handle challenging tasks.					

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