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Teachers Receptiveness of Inclusive Education in A Blended Learning Modality: The Division of Laguna Experience

Amabelle A. Ramirez
Daniw Elementary School, Emilio Aguinaldo College

Abstract: ***This study determined the extent of teachers' receptiveness of inclusive education in a blended learning modality in the Division of Laguna The study utilized the mixed method. For teachers, it is acceptable to have inclusive education and they are willing to adjust in any curriculum related aspect they are just worried on student behavior since they are not always acquainted with them. Teachers support the goal of education to integrate students with special needs into a flexible learning environment in order for them to obtain quality education that maximizes their potential for holistic development. The self-assessment of teacher respondents on the extent of their receptiveness of inclusive education in a blended learning modality were not influenced by their personal characteristics. Teachers are challenged with lack of teachers' training and experience, students' learning curve and motivation, diverse learners, parental involvement, availability of resources and new normal teaching strategies. Teachers experienced difficult yet engaging and exciting teaching. They were able to think of flexible teaching pedagogies to promote students' needs and motivation. With these they experience continuous professional development. Inclusion***

Keyword: Learner's Behavior, Curriculum Relevance, Development of Learning Resources, Teachers' Skill in Handling Inclusive Education, Learning Delivery, Educational Assessment

I. INTRODUCTION

Inclusive learning provides all children with access to flexible learning choices and effective paths for achieving educational goals in spaces where they experienced a sense of belonging. In an inclusive education environment, all children, regardless of ability or disability, learn together in the same age-appropriate classroom. It is based on the understanding that all children and families are valued equally and deserved access to the same opportunities. According to UNESCO, inclusive education is seen as "a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion from education and from within education." The goal was that the whole education system facilitates learning environments where teachers and learners embrace and welcome the challenges and benefits of diversity. Within an inclusive education approached, learning environments was fostered where individual needs are met, and every student has an opportunity to succeed.

Fully inclusive schools, which are rare, do not separate "general education" and "special education" programs; instead, the school is restructured so that all students learn together

With this situation special education and general education teachers often work together to develop a curriculum and create a positive student culture. In an inclusive classroom, special education teachers have the essential role of ensuring that students with disabilities or special needs receive a quality education. However, general education teachers have a hard time in this kind of practice because they don't have proper training in handling or teaching students with special needs.

Teachers' concerns emanating from their experience with inclusive education could either be beneficial to students with disabilities or create anxiety in teachers to the extent that they are unwilling to or reluctant to commit themselves to inclusion.

With all these observations and experiences, the researcher found it beneficial to conduct the study.

This study aimed to determine the teachers' receptiveness to inclusive education in a blended learning modality in public elementary schools as experience in the Division of Laguna. The implications of the study will be the basis for crafting a training program for teachers. The study sought to answer the following sub-problems: 1. What is the demographic profile of the teacher-respondents in terms of: age, sex, educational attainment, teaching experience, number of years in a mainstream class and training/ seminars attended related to inclusive education? 2. What is the extent of teachers' receptiveness of inclusive education in a blended learning

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modality in the Division of Laguna as assessed by themselves in terms of learner's behavior; curriculum relevance; development of learning resources; teachers' skill in handling inclusive education; learning delivery; and educational assessment? ; 3. Is there a significant difference between the extent of teachers' receptiveness of inclusive education in a blended learning modality when grouped according to their demographic profile?; 4. How do the participants describe their significant experiences on inclusive education in a blended learning modality? 5. Based on the findings, what program in inclusive education may be proposed?

The study aims to know if there is no significant difference between the extent of teachers' receptiveness of inclusive education in a blended learning modality when grouped according to their demographic profile.

This study focused on the teachers' receptiveness to inclusive education in a blended learning modality in public elementary schools in the Division of Laguna. The subject of the study was twenty-one (21) central public elementary schools in the Division of Laguna that caters inclusive education. These schools were considered in the study because they offer inclusive education in a blended learning modality to learners with special needs. The purposive sampling technique was used in determining the subject schools of the study. The respondents of the study were the teachers of inclusive education in central public elementary schools in the Division of Laguna. The researcher used the total enumeration of the teacher respondents handling inclusive education. Each school has five (5) teachers who are handling inclusive education in a blended learning modality. A total of one hundred five (105) teachers of inclusive education served as the respondents of the study who assessed their receptiveness of the inclusive education in a blended learning modality in terms of learners' behavior, curriculum, development of learning resources, teachers' skill in handling inclusive education, learning delivery, and educational assessment. Also, the researcher selected forty-two (42) teachers who served as the participants of the study to answer the open-ended questions on their significant experiences in handling inclusive education in a blended learning modality. The consolidated results of both quantitative and qualitative data analysis served as the basis of the researcher for the development and crafting of a training program for teachers in inclusive education. On the other hand, the study utilized the mixed method of research since the researcher assessed the teachers' receptiveness to inclusive education in a blended learning modality and an interview on their significant experiences in handling inclusive education.

II. METHODOLOGY

This section presents the research design, locale, sample and sampling technique, research instrument, data gathering procedure, statistical treatment of data, and ethical consideration.

The study utilized the mixed method specifically the concurrent research design since the quantitative and qualitative data will be collected by the researcher at the same time. As stated by Abkhezr (2020), concurrent design, the data collection and data analysis of both components occur simultaneously and independently. In the study, the quantitative phase used to determine the teachers' receptiveness to inclusive education in a blended learning modality in public elementary schools in the Division of Laguna in terms of learners' behavior, curriculum, development of learning resources, teachers' skill in handling inclusive education, learning delivery, and educational assessment. A questionnaire checklist was used as a tool to gather the needed information and to assess the receptiveness of teachers to inclusive education in a blended learning modality. More so, in qualitative research the researcher asked the participants on their significant experiences encountered on inclusive education in a blended learning modality.

The study was conducted in all central schools in the Division of Laguna. The subject of the study will be the twenty-one (21) central public elementary schools with inclusive education in the Division of Laguna. These schools were considered in the study because they offer inclusive education in a blended learning modality. The purposive sampling technique was used in determining the subject schools of the study.

The respondents of the study were the teachers of inclusive education in twenty-one (21) central public elementary schools in the Division of Laguna. The researcher used the total enumeration of the teacher respondents handling inclusive education. Each school has five (5) teachers handling inclusive education. A total of one hundred five (105) teachers of inclusive education served as the respondents of the study who assessed their receptiveness of the inclusive education in a blended learning modality in terms of learners' behavior, curriculum, development of learning resources, teachers' skill in handling inclusive education, learning delivery, and educational assessment. Also, the researcher randomly selected forty-two (42) teachers out of one hundred five (105) respondents who served as the participants of the study to answer the open-ended questions on their significant experiences in handling inclusive education in a blended learning modality.

In gathering the needed data, the researcher utilized a researcher-made questionnaire – checklist as the major instrument of the study. The researcher used the google form in administering this questionnaire. Part 1 – This section determines the demographic profile of the respondents.

Part 2 – This section determined the extent of teachers' receptiveness to inclusive education in a blended learning modality in public elementary schools in terms of learners' behavior, curriculum, development of learning resources, teachers' skill in handling inclusive education, learning delivery, and educational assessment. The four (4) point scale was used on the questionnaire checklist.

Scale	Range	Extent of Teachers' Receptiveness to Inclusive Education Verbal Interpretation
4	3.51 – 4.00	Great Extent (GE)
3	2.51 – 3.50	Moderate Extent (ME)
2	1.51 – 2.50	Less Extent (LE)
1	1.00 – 1.50	No Extent (NE)

The researcher-made questionnaire undergone content validation of the experts who are knowledgeable to the field of research. The suggestions of the experts were made integral in the instrument. The same instrument was submitted for face validation with at least five experts. The questionnaire was pilot tested to measure the reliability. The pilot testing was computed using Cronbach's Alpha through the Statistical Package of Social Science (SPSS). The researcher welcomed the suggestions of the experts and made necessary revisions to construct the said instrument valid. The validators utilized the 5-point criteria in validating the said instrument.

Different steps were followed in the conduct of the study following the Gantt Chart of activities. Before the actual administration of the questionnaire, the researcher planned procedures as follows; after the colloquium, the researcher submitted the questionnaire to her adviser and five (5) experts in the field for face validation. The researcher sought approval from the Director of the School to conduct the study.

After the researcher received the principal and the Director's approval, the researcher administered the instrument using the google form to the respondents on the teachers' receptiveness of inclusive education in a blended learning modality in the Division of Laguna in terms of learners' behavior, curriculum relevance, development of learning resources, teachers' skill in handling inclusive education, learning delivery, and educational assessment.

The gathered data were tallied, tabulated, analyzed, and interpreted using the Statistical Program for Social Sciences (SPSS). Version 21.0 was developed by the International Business Machine (IBM).

The following are the statistical tools that were used in the study: To determine the demographic profile of the teacher-respondents; frequency and percentage distribution was utilized. To determine the extent of teachers' receptiveness of inclusive education in a blended learning modality in the Division of Laguna as assessed by themselves in terms of learners' behavior, curriculum relevance, development of learning resources, teachers' skill in handling inclusive education, learning delivery, and educational assessment; weighted mean was utilized.

To determine the significant difference on the extent of teachers' receptiveness of inclusive education in a blended learning modality when grouped according to their demographic profile; ANOVA was used. To determine the significant experiences of the participants on inclusive education in a blended learning modality; qualitative discussion was used.

The following were the ethical considerations observed by the researcher to ensure the integrity of the research process: 1) informed consent of the participants and respondents will be obtained before involving them in the study; 2) members of the sample group will not be subjected to coercion in any way; 3) privacy of the research respondents will be ensured so that no personal data are collected from the respondents; 4) research respondents were debriefed about the aims and objectives of the study before the primary data collection process; 5) works that do not belong to the author of this paper were acknowledged using APA referencing system in an appropriate format; 6) analysis of data is filtered through the researcher's particular theoretical position and biases; 7) in case of harm inflicted by the researcher, the research was held responsible, and 8) top priority and confidentiality were maintained at all times during the conduct of the study.

III. RESULT AND DISCUSSION

Table 1 Frequency Distribution of Respondents' Demographic Profile

Profile	Frequency	Percentage
Age		
20-30 years old	27	25.7%
31-40 years old	34	32.4%
41-50 years old	29	27.6%
51 years old & above	15	14.3%
Total	105	100%
Sex		
Male	9	8.6%
Female	96	91.4%
Total	105	100%
Educational Attainment		
Without units in Masters	25	23.8%
With MAEd/MAT units	53	50.5%
MAEd/MAT Graduate	23	21.9%
With EdD/PhD units	3	2.9%
EdD/PhD Graduate	1	1.0%
Total	105	100%
Teaching Experience		
5 years & below	29	27.6%
6-10 years	25	23.8%
11-15 years	22	21.0%
16-20 years	13	12.4%
21 years & above	16	15.2%
Total	105	100%
Years in Mainstream Class		
2 years & below	14	13.3%
3-5 years	18	17.1%
6-8 years	20	19.0%
9-11 years	23	21.9%
12 years & above	30	28.6%
Total	105	100%
Training/Seminars Attended Related to Inclusive Education		
International	1	1.0%
National	5	4.8%
Regional	11	10.5%
Division	42	40.0%
District	32	30.5%
School-Based	14	13.3%
Total	105	100%

Table 1 presents the frequency distribution of teacher respondents' demographic profile in terms of age. Majority (f=34, 32.4 percent) of the respondents are 31-40 years old, followed by 41-50 years old (f=29, 27.6 percent); 20-30 years old (f=27, 25.7 percent); and 51 years old & above (f=15, 14.3 percent). These results suggest that most of the respondents are somewhat young but most likely have gained enough experience in teaching.

Table 1 also shows the frequency distribution of teacher respondents' demographic profile in terms of sex. Most (f=96, 91.4 percent) of the respondents are female and there are nine (9) male or 8.6 percent of the total sample. This is a female-dominated study.

Table 1 exhibits the frequency distribution of teacher respondents' demographic profile in terms of educational attainment. Majority (f=53, 50.5 percent) of the respondents have MAEd/MAT units followed by some (f=25, 23.8 percent) without units in Masters; MAEd/MAT Graduate (f=23, 21.9 percent); with EdD/PhD units (f=3, 2.9 percent); and EdD/PhD Graduate (f=1, 1.0 percent). The results prove that most of the surveyed teachers continuously improve their craft by continuing their post-graduate studies.

Lastly Table 1 shows the frequency distribution of teacher respondents' demographic profile in terms of training/seminars attended related to inclusive education. Majority (f=42, 40.0 percent) of the respondents have attended a Division training/seminars attended related to inclusive education, followed by District (f=32, 30.5 percent); School-Based (f=14, 13.3 percent); Regional (f=11, 10.5 percent); National (f=5, 4.8 percent); and International (1, 1.0 percent). It can be gleaned that most of the respondents have taken advantage of the Division-provided training/seminars which is apparently given periodically as part of in-service training.

The results implied that the respondents are female ageing 31- 40 years old. They have units in MAEd/MAT. They are serving the DepEd for 5 years but 12 years and above in mainstream class. and below and attended seminars in inclusive education offered by the division.

Table 2

Respondents' Self-Assessment on the Extent of their Receptiveness of Inclusive Education in a Blended Learning Modality in the Division of Laguna in Terms of Learners' Behavior

Learners' Behavior	Mean	SD	Interpretation	Rank
1. Children with physical disabilities need an assistant to help them with their school related activity/work during online class or even in doing their module.	3.16	.94	Great Extent	1.5
2. Children with special needs have difficulty in recognizing alphabets, numbers, etc.	3.03	.73	Great Extent	4
3. Children with physical and multiple handicaps get more tired than children without disabilities. To spend the entire online class is very difficult for them.	3.13	.82	Great Extent	3
4. Children with disabilities have difficulty attending a blended learning modality because of their lack of mobility, understanding, ability to speak, or resistance to illness.	3.16	.75	Great Extent	1.5
Composite Mean	**3.12**	**.43**	**Great Extent**	
	Legend: 3.51-4.00 Very Great Extent; 2.51-3.50 Great Extent; 1.51-2.50 Moderate Extent; 1.00-1.50 Less Extent			

Table 2 shows the respondents' self-assessment on the extent of their receptiveness of inclusive education in a blended learning modality in the Division of Laguna in terms of learners' behavior with a composite mean of 3.12 to a great extent.

Based on the findings, teachers are willing to accept children with physical disabilities who need an assistant to help them with their school related activity/work during online class or even in doing their module and also children with disabilities have difficulty attending a blended learning modality because of their lack of mobility, understanding, ability to speak, or resistance to illness. They just worry with children who have difficulty in recognizing alphabets, numbers, etc. With this, it is clear that there is a need to investigate teachers' openness to inclusive education, as well as their abilities and expertise. Additionally, educators' knowledge of inclusive education and self-evaluations of their readiness to execute inclusive practices may influence their attitudes and views about the practice.

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Receptiveness is an important factor and determinant in successful inclusion educational models. The attitudes of educators toward inclusion and the learning ability of students with disabilities influence the learning environment and the availability of equitable educational opportunities for students. According to studies, teachers are receptive to the benefits of inclusion for their students and are receptive to providing appropriate education to their students. (Roberts & Simpson, 2017).

Table 3
Respondents' Self-Assessment on the Extent of their Receptiveness of Inclusive Education in a Blended Learning Modality in the Division of Laguna in Terms of Curriculum Relevance

Curriculum Relevance	Mean	SD	Interpretation	Rank
1. No student is excluded from or discriminated within education on grounds of race, color, sex, language, religion, political or other opinion, birth, poverty, or other status even in this time of health crisis.	3.56	.60	Very Great Extent	1
2. Every student has the inherent right to education on the basis of equality of opportunity.	3.54	.59	Very Great Extent	2
3. Individual differences between students use sources of richness and diversity.	3.35	.62	Great Extent	4
4. Providing an accessible curriculum, appropriate training program for teachers and for all students, the provision of fully accessible information, environments and support	3.44	.57	Great Extent	3
Composite Mean	3.47	.46	Great Extent	
Legend: 3.51-4.00 Very Great Extent; 2.51-3.50 Great Extent; 1.51-2.50 Moderate Extent; 1.00-1.50 Less Extent				

Table 3 shows the respondents' self-assessment on the extent of their receptiveness of inclusive education in a blended learning modality in the Division of Laguna in terms of curriculum relevance with a composite mean of 3.47 to a great extent.

To a very great extent, respondents' self-assessments with regard to curriculum relevance revealed that no student is excluded from or discriminated within education on grounds of race, color, sex, language, religion, political or other opinion, birth, poverty, or other status even in this time of health crisis (x=3.56) since every student has the inherent right to education on the basis of equality of opportunity (x=3.54). While to a great extent, respondents believe that they are receptive to providing an accessible curriculum, appropriate training program for teachers and for all students, the provision of fully accessible information, environments and support (x=3.44) as well as individual differences between students used as sources of richness and diversity (x=3.35).

It can be implied that teachers do accept that there should be no student who is excluded from or discriminated within education on grounds of race, color, sex, language, religion, political or other opinion, birth, poverty, or other status even in this time of health crisis. They are just hesitant with the possible causes of misbehavior due to individual differences among students which are sources of richness and diversity. In this era of accountability for all children, inclusive education teachers must keep a positive attitude.

This is supported by HInd (2019), who stated that it would also be beneficial for teacher education programs to expose pre-service teachers to children with a wide range of abilities and special education instructional strategies, as well as to require that all field experiences include time in an inclusive and/or special education setting. Teacher readiness to include students with significant disabilities has concentrated on teachers' relatively low expectations of students with more obvious disabilities in inclusive settings. General and special educators have expressed a lack of understanding and a desire to learn more about the characteristics, communication, and learning needs of students with significant disabilities, including those on the autism spectrum.

Table 4
Respondents' Self-Assessment on the Extent of their Receptiveness of Inclusive Education in a Blended Learning Modality in the Division of Laguna in Terms of Development of Learning Resources

Development of Learning Resources	Mean	SD	Interpretation	Rank
1. Uses locally developed and contextualized learning resources in inclusive education.	3.42	.60	Great Extent	3
2. Uses varied contexts in learning materials in blended learning modality.	3.43	.57	Great Extent	1.5
3. Utilizes learning resources that are appropriate to learner's knowledge, learning styles, multiple intelligences, and interest of learners with special needs for both online and modular modalities.	3.43	.61	Great Extent	1.5
4. The learning resources that I use are sensitive to social and cultural contexts with the community.	3.33	.72	Great Extent	4
Composite Mean	3.37	.46	Great Extent	
Legend: 3.51-4.00 Very Great Extent; 2.51-3.50 Great Extent; 1.51-2.50 Moderate Extent; 1.00-1.50 Less Extent				

Table 4 exhibits the respondents' self-assessment on the extent of their receptiveness of inclusive education in a blended learning modality in the Division of Laguna in terms of development of learning resources with a composite mean of 3.37 to a great extent.
In terms of Development of Learning Resources, respondents' receptiveness on utilizing learning resources that are appropriate to learner's knowledge, learning styles, multiple intelligences, and interest of learners with special needs for both online and modular modalities is of great extent (x=3.43) as well as using varied contexts in learning materials in blended learning modality (x=3.43). Further, they are also convinced that, to a great extent, they use locally developed and contextualized learning resources in inclusive education (x=3.42) and the learning resources that they use are sensitive to social and cultural contexts with the community (x=3.33).
This result is strengthened by DepEd Order No. 72, series 2009 stated that special education in the Philippines has only served 2% of the targeted 2.2 million children with special needs in the country who live without access to a basic human right: right to education. Most of these children live in rural and far-flung areas whose parents need to be aware of educational opportunities that these children could avail of. Therefore, the Department of Education has prioritized addressing this issue and ensuring that these children receive appropriate education in an inclusive classroom setting or in a blended learning environment. With the support of the school staff, students, parents, and the community, inclusive education embraces the philosophy of accepting all children regardless of race, size, shape, color, ability, or disability.

Table 5
Respondents' Self-Assessment on the Extent of their Receptiveness of Inclusive Education in a Blended Learning Modality in the Division of Laguna in Terms of Teachers' Skill in Handling Inclusive Education

Teachers' Skill in Handling Inclusive Education	Mean	SD	Interpretation	Rank
1. Uses discussion as a teaching strategy for the subject that I teach in online class.	3.28	.70	Great Extent	1
2. Supports the need for learners especially the basic sign language during online class or even in modular modality.	3.19	.74	Great Extent	2
3. Develops personal skills such as empathy, patience, and love in teaching mainstreamed pupils in a blended learning modality.	3.16	.74	Great Extent	3
4. Develops the Individualized Education Program (IEPs) for each mainstream student.	3.10	.80	Great Extent	4
Composite Mean	3.18	.61	Great Extent	
Legend: 3.51-4.00 Very Great Extent; 2.51-3.50 Great Extent; 1.51-2.50 Moderate Extent; 1.00-1.50 Less Extent				

Table 5 shows the respondents' self-assessment on the extent of their receptiveness of inclusive education in a blended learning modality in the Division of Laguna in terms of teachers' skill in handling inclusive education with a composite mean of 3.18 to a great extent.

In terms of Teachers' Skill in Handling Inclusive Education, teacher-respondents use discussion as a teaching strategy for the subject that they teach in online class (x=3.28) to a great extent and even support the need for learners especially the basic sign language during online class or even in modular modality (x=3.19). In addition, a group of respondents develop personal skills such as empathy, patience, and love in teaching mainstream pupils in a blended learning modality (x=3.16) and develop the Individualized Education Program (IEPs) for each mainstream student (x=3.10).

The result connotes that teachers are willing to use discussion as a teaching strategy for the subject that they teach in online class. They are willing to face the problems and challenges that teachers in inclusive education faced including lack of confidence in teaching in inclusive settings, lack of training on how to teach in inclusive settings, no feedback from supervising officers on what the teachers were doing, curriculum that was not adapted to the needs of special needs children, and teaching methodology that was not suited to the educational needs of children with special needs. Furthermore, teachers in inclusive schools' face challenges as a result of the COVID 19 pandemic, including a lack of knowledge on an accessible digital portal for blended learning, a lack of knowledge on how to develop a partnership with family, and a lack of guidance on how to educate learners with special needs in an inclusive setting during the pandemic. However, teachers are thinking the possible problem in Developing Individualized Education Program (IEPs) for each mainstream student.

Table 6
Respondents' Self-Assessment on the Extent of their Receptiveness of Inclusive Education in a Blended Learning Modality in the Division of Laguna in Terms of Learning Delivery

Learning Delivery	Mean	SD	Interpretation	Rank
1. Adapt lessons to meet the need of learners in a blended learning modality.	3.42	.58	Great Extent	1
2. Implement Individualized Education Programs (IEPs) throughout the school year to reflect learners' progress and goals for both online class and modular class.	3.23	.64	Great Extent	4
3. Teach and mentor learners in small groups or one-on-one during online class or even in modular modality.	3.26	.62	Great Extent	3
4. Flexible in dealing with learners with special needs such as due dates, absences, make-up classes.	3.40	.58	Great Extent	2
Composite Mean	3.33	.50	Great Extent	
Legend: 3.51-4.00 Very Great Extent; 2.51-3.50 Great Extent; 1.51-2.50 Moderate Extent; 1.00-1.50 Less Extent				

Table 6 presents the respondents' self-assessment on the extent of their receptiveness of inclusive education in a blended learning modality in the Division of Laguna in terms of learning delivery with a composite mean of 3.33 to a great extent. In terms of Learning Delivery, adapting lessons to meet the need of learners in a blended learning modality (x=3.42) is of great extent based on the assessment of teachers as well as their flexibility in dealing with learners with special needs such as due dates, absences, make-up classes (x=3.40). Also, to a great extent, they teach and mentor learners in small groups or one-on-one during online class or even in modular modality (x=3.26) and implement Individualized Education Programs (IEPs) throughout the school year to reflect learners' progress and goals for both online class and modular class (x=3.23).

According to the data presented above, it can be said that teachers re willing to adapt lessons to meet the need of learners in a blended learning modality. They can be more supportive of inclusive education but there can be a problem in Implement Individualized Education Programs (IEPs) throughout the school year to reflect learners' progress and goals for both online class and modular class. As shared by Ecoben (2019) resistance to the practice is linked to an inadequate or complete lack of teacher preparedness. Younger, less experienced teachers with no special education training expressed less enthusiasm for the benefits of inclusion, as well as their ability to manage integrated classrooms and teach students with disabilities.

Table 7
Respondents' Self-Assessment on the Extent of their Receptiveness of Inclusive Education in a Blended Learning Modality in the Division of Laguna in Terms of Educational Assessment

Educational Assessment	Mean	SD	Interpretation	Rank
1. Recognizes particularities of learners when assessing them.	3.39	.60	Great Extent	3
2. Uses formative and evaluative assessment.	3.43	.63	Great Extent	1
3. Utilizes the traditional and non-traditional way of assessment of learner's output.	3.42	.60	Great Extent	2
4. Considers authentic assessment in all types of learners with special needs.	3.36	.63	Great Extent	4
Composite Mean	3.40		Great Extent	
	Legend: 3.51-4.00 Very Great Extent; 2.51-3.50 Great Extent; 1.51-2.50 Moderate Extent; 1.00-1.50 Less Extent			

Table 7 shows the respondents' self-assessment on the extent of their receptiveness of inclusive education in a blended learning modality in the Division of Laguna in terms of educational assessment with a composite mean of 3.40 to a great extent.
In terms of Educational Assessment, respondents' assessments stated that they use formative and evaluative assessment (x=3.43) is at great extent as well as utilizing the traditional and non-traditional way of assessment of learner's output (x=3.42) and the recognition of particularities of learners when assessing them (x=3.39) and consideration of authentic assessment in all types of learners with special needs (x=3.36). To support the result Pancsofar (2017) stated that instructional strategy that can be implemented by educators in several different ways is implementing an approach to in which one teacher designs and delivers a lesson and the other teacher provides individualized support to specific students with disabilities. In addition, Amor (2019) emphasized that efficacy of interventions to promote inclusive practices, was needed.

Table 8
Summary of the Respondents' Self-Assessment on the Extent of their Receptiveness of Inclusive Education in a Blended Learning Modality in the Division of Laguna

Indicators	Mean	SD	Interpretation	Rank
1. Learners' Behavior	3.12	.43	Great Extent	6
2. Curriculum Relevance	3.47	.46	Great Extent	1
3. Development of Learning Resources	3.37	.46	Great Extent	3
4. Teachers' Skill in Handling Inclusive Education	3.18	.61	Great Extent	5
5. Learning Delivery	3.33	.50	Great Extent	4
6. Educational Assessment	3.40	.49	Great Extent	2
Over-all Mean	3.31		Great Extent	
	Legend: 3.51-4.00 Very Great Extent; 2.51-3.50 Great Extent; 1.51-2.50 Moderate Extent; 1.00-1.50 Less Extent			

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Table 8 presents the summary of the respondents' self-assessment on the extent of their receptiveness of inclusive education in a Blended Learning Modality in the Division of Laguna with an overall mean of 3.31 to a great extent.

All variables given assessing the extent of respondents' receptiveness of inclusive education such as Learners' Behavior (x=3.12), Curriculum Relevance (x=3.47), Development of Learning Resources (x=3.37), Teachers' Skill in Handling Inclusive Education (x=3.18), Learning Delivery (x=3.33), and Educational Assessment (x=3.40) are of great extent.

This connotes that for teachers, it is acceptable to have inclusive education and they are willing to adjust in any curriculum related aspect they are just worried on student behavior since they are not always acquainted with them. Teachers support the goal of education to integrate students with special needs into a flexible learning environment in order for them to obtain a quality education that maximizes their potential for holistic development. They are aware that this goal is dependent on teachers who can achieve inclusivity in the educational system by instilling positive values, imparting knowledge, and preparing exceptional pupils to face life's problems.

Table 9

Differences in the Self-Assessment of Teacher Respondents on the Extent of their Receptiveness of Inclusive Education in a Blended Learning Modality When Grouped According to Sex

Indicators	Sex	Mean	SD	t-value	Sig	Decision on Ho	Interpretation
1. Learners' Behavior	Male	3.11	0.28	-0.08	0.94	Accepted	Not Significant
	Female	3.12	0.44				
2. Curriculum Relevance	Male	3.50	0.22	0.33	0.75	Accepted	Not Significant
	Female	3.47	0.48				
3. Development of Learning Resources	Male	3.22	0.57	-0.98	0.33	Accepted	Not Significant
	Female	3.38	0.45				
4. Teachers' Skill in Handling Inclusive Education	Male	3.17	0.45	-0.09	0.93	Accepted	Not Significant
	Female	3.18	0.63				
5. Learning Delivery	Male	3.28	0.48	-0.30	0.76	Accepted	Not Significant
	Female	3.33	0.51				
6. Educational Assessment	Male	3.31	0.45	-0.59	0.56	Accepted	Not Significant
	Female	3.41	0.50				
Over-all	Male	3.27	0.31	-0.43	0.67	Accepted	Not Significant
	Female	3.32	0.35				

Table 9 exhibits the differences in the self-assessment of teacher respondents on the extent of their receptiveness of inclusive education in a blended learning modality when grouped according to sex. Learners' Behavior (0.94), Curriculum Relevance (x=0.75), Development of Learning Resources (x=0.33), Teachers' Skill in Handling Inclusive Education (x=0.93), Learning Delivery (x=0.76), and Educational Assessment (x=0.56) all accepted the null hypothesis of no significant difference.

This suggests that teacher respondents' self-assessment of their receptiveness to inclusive education in a blended learning modality and their sex are considerably the same. Because either sex may be affected of this situation and both experience the same struggle. On the contrary, Eryilmaz et. al. (2020) who said that it can affect teachers' career adaptability.

IV. CONCLUSION

On the basis of the summary of findings, the following conclusions were drawn:

1. The results indicated that the majority of responders are female and relatively young, but have likely acquired sufficient teaching experience. The teachers consistently enhance their skill through postgraduate study. The teachers are new to the teaching profession yet has accumulated a substantial amount of experience and have sufficient exposure to mainstream class. Teachers have participated in the training/seminars provided by the Division;
2. For teachers, it is acceptable to have inclusive education and they are willing to adjust in any curriculum related aspect they are just worried on student behavior since they are not always acquainted with them. Teachers support the goal of education to integrate students with special needs into a flexible learning environment in order for them to obtain quality education that maximizes their potential for holistic development. Teachers are willing to accept children with physical disabilities who need an assistant to help them with their school related activity/work during online class or even in doing their module and also children with disabilities who have difficulty attending a blended learning modality because of their lack of mobility, understanding, ability to speak, or resistance to illness. They just worry with children who have difficulty in recognizing alphabets, numbers, etc. Teachers do accept that there should be no student who is excluded from or discriminated within education they are just hesitant with the possible causes of misbehavior due to individual differences among students which are sources of richness and diversity. Furthermore, teachers are willing to use varied contexts in learning materials in blended learning modality and utilize learning resources that are appropriate to learner's knowledge, learning styles, multiple intelligences, and interest of learners with special needs for both online and modular modalities. They are willing to help students with substantial disabilities in inclusive settings. Teachers are willing to use discussion as a teaching strategy for the subject that they teach in online class. They are willing to face the problems and challenges that teachers in inclusive education faced teachers are willing to adapt lessons to meet the need of learners in a blended learning modality. They can be more supportive of inclusive education but there can be a problem in Implement Individualized Education Programs (IEPs) throughout the school year to reflect learners' progress and goals for both online class and modular class. Teachers are willing to use formative and evaluative assessment. They are willing to foster more systematic and supportive inclusive policies in giving assessment as possible if necessary in promoting conditions for more genuinely inclusive educational practices. Teachers are thinking what to consider as authentic assessment in all types of learners with special needs.
3. The self-assessment of teacher respondents on the extent of their receptiveness of inclusive education in a blended learning modality were not influenced by age, sex, educational attainment, teaching experience, number of years in mainstream class and training/seminars attended related to inclusive education
4. Teachers are challenged with lack of teachers' training and experience, students' learning curve and motivation, diverse learners, parental involvement, availability of resources and new normal teaching strategies. These proved that though teachers willingly accept inclusive education they are facing so much struggles not only in the learning process but also in handling the cases with students and parents. Teachers experienced difficult yet engaging and exciting teaching. They were able to think of flexible teaching pedagogies to promote students' needs and motivation. With these they experience continuous professional development. Inclusion

V. RECOMENDATION

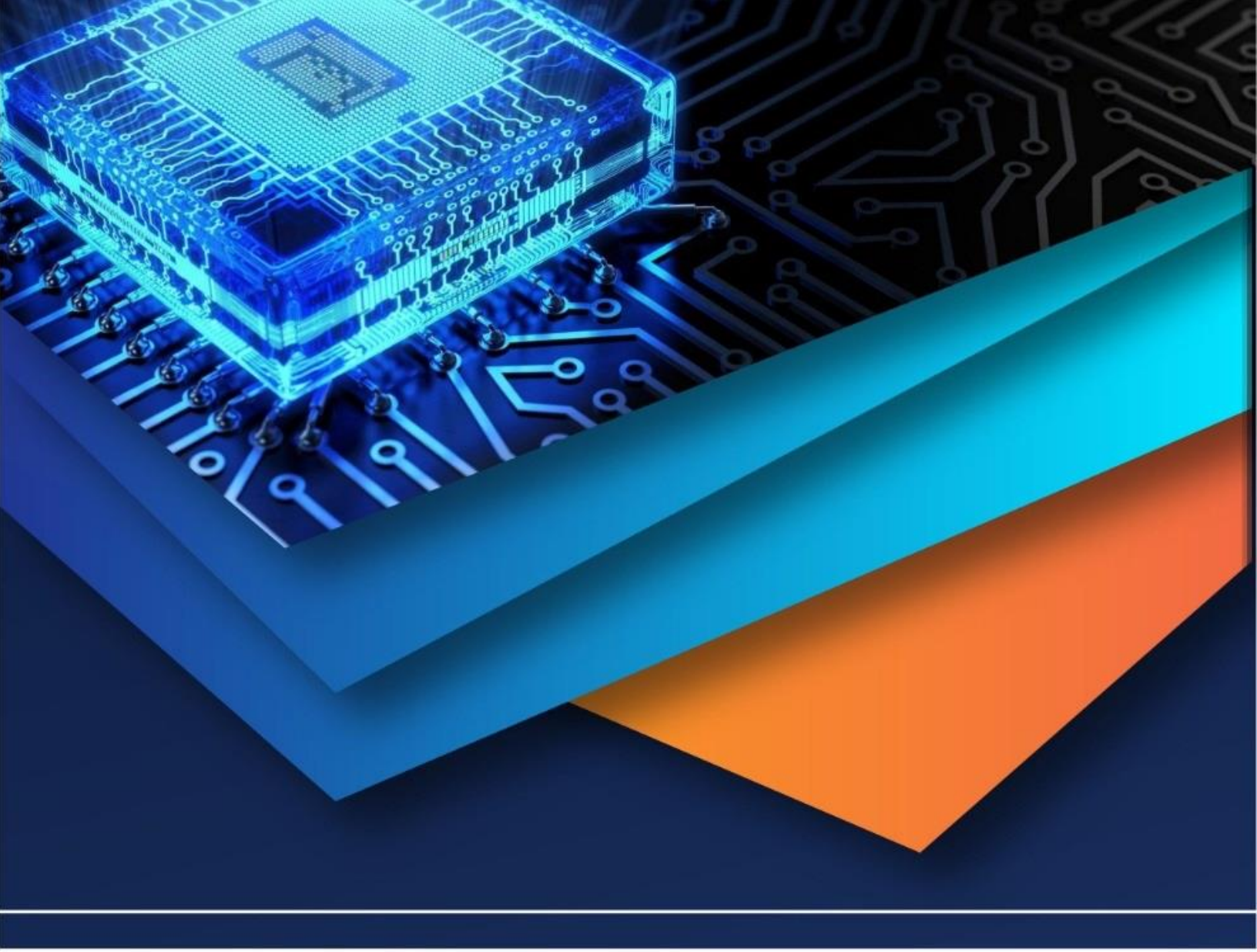
1) The school should invest in pupils from varied backgrounds and has generated learning material that includes everyone.;
2) The school should be focusing on activating learner-centered knowledge generating methodologies and activities;
3) DepEd should think of a curriculum that is adaptable and regenerative. It should be according to the needs of the students. The institution must develop its own curriculum for digital technology education. The concept is that digital technology is integrated into daily education. Digital technology should be incorporated into the empowering workplace culture, learning techniques, and learning settings of schools. It should not be a separate environment or tool;
4) Teachers should create a culture of collaboration and sharing, as well as receiving training at the grassroots level and research-based knowledge of blended learning approaches;
5) For the future researchers, further study is recommended, considering larger setting and additional variables.

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