



ABSTRACT

Title: Administrators' Professional Profile and Attitudes
Toward the Inclusion of Children with
Disabilities in the Regular Classroom
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Major: Educational Management
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Date Completed: May 2017
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This study is an investigation of the administrators' professional profile and attitudes toward the inclusion of children with disabilities in the regular classroom. It presents the significant relationships of the variables toward a proposed program of activities for administrators in the Department of Education-Municipality of Silang District for the next school years.

Findings revealed that majority of the 124 school administrators' highest educational attainment ranged from college to doctorate degrees with the majority 67 or 54 percent with master's units in educational administration. Sixty-nine or 56 percent have 1-5 years of teaching experience in the regular classroom. Sixty-one or 49 percent have 1-5 years of experience as an administrator. As to the extent of special education units/credits taken up in college, the findings showed none or zero replies. The extent of in-service trainings on inclusion showed that 55 or 44 percent had taken 1-5 number of trainings on inclusive education.



All the variables related to administrators' profile such as highest educational attainment, length of teaching experience in the regular classroom, length of experience as administrator, college units or credits in Special Education and in-service trainings on inclusion have no significant relationships with attitudes towards the inclusion of children with disabilities in the regular classroom except the last two variables, college credits or units in Special Education and in-service trainings in Inclusive Education. Among the variables only those related with credits or units in Special Education taken up in college and in-service trainings on Inclusive Education were related to attitudes.

A proposed training program of activities for administrators is recommended for implementation. The recommendations of this study found support in DepED Memorandum No. 191, s.2003 by Secretary Edilberto C. de Jesus, who spearheaded a training workshop for selected administrators or those with organized SPED classes (DepED, 2003). In addition to this, the recommendations are based on findings from the body of literature on inclusive education and on the researcher's experiences as a board member of an inclusive school in Silang, Cavite. The International Leadership Summit in Inclusive Education held on February 22-24, 2017 at the SMX Convention Center in Pasay City also included in the presentations and discussions a call for trainings in order to overcome attitudinal barriers to inclusive education.