

Teacher Management and Parents' Support on Inclusive Education

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Abstract

This study investigates the nexus between teacher management and parental support in the context of inclusive education for learners, including those with special needs and disabilities. Drawing data from 90 Master Teachers in the DepEd Division of Davao City, this descriptive and correlational study elucidates the high levels of teacher management in authority, knowledge, individualization, time management, and patience within mixed learner settings. Concurrently, it underscores the commendable support exhibited by parents in terms of financial, emotional, and social facets for inclusive education. Correlation analysis revealed a significant yet modest relationship between certain aspects of teacher management (knowledge, individualization, time management, and patience) and parental support for inclusive education. The regression analysis affirmed this relationship, illuminating how teacher management aspects predict parental support. Consequently, the study highlights the potential impact of teacher management on parental support in driving the implementation of inclusive education. The findings emphasize the need for educational institutions to bolster resources aiding teachers in addressing diverse learner needs while urging parental involvement for fostering a positive learning environment. Ultimately, this research recommends enhanced training for teachers, proactive measures by educational authorities, and increased parental engagement to fortify the success of inclusive education initiatives.

Keywords: Inclusive Education, Teacher Management, Parents' Support

1. Introduction

The issue of inclusive education was very controversial in the field of education. As we enter the modern era of technology, it also came along the term “inclusion” in education. Hence, we were giving all learners equal access to education despite their disabilities, far from discrimination, bullying, and racism. As we try to fill in the gap between normal learners and learners with special needs and disabilities, we develop the idea of inclusive education. Through this, the implementation of inclusive education, together with the school stakeholders, especially the teacher, was challenged to be more creative, responsive, patient, and flexible to the changes in the educational system in managing the class with mixed groupings of learners. Parental support for inclusive education must also be considered because it will significantly impact learners' lives and the successful implementation of inclusive education. In this case, a question regarding teacher management and preparedness is still unclear, and so is the support of parents for inclusive education.

Teachers are key players in organizing educational environments to cater the diverse needs of learners and provide them with equal educational opportunities. This situation requires teachers to be competent in providing inclusive education (Navarro et al., 2016). An essential component of inclusive education is parents. Because there is no success in inclusive education in a structure where parents' support and active participation cannot be provided (ERG, 2016b), cited in the article by Vural D, et al.(2021). Thus, lack of support from parents and teachers would result in the family's refusal to accept their child's situation, problems in language and communication with the family and their classmates, classroom management problems, and hindrance to success for those learners with special needs and disabilities. This arising problem, if the support for both teachers and parents cannot be met, will significantly impact the behavior and learning possibilities of the learners. It is a vice versa cooperation and participation of teachers and parents. How teachers manage their classrooms is essential to achieving an effective learning environment. Educators must know that all learners learn differently, especially those with special needs and disabilities, and choosing the right instructional style can mitigate behavioral issues and make good instruction possible.

The study by Majoko (2019) in Zimbabwe found that participants perceived screening and assessment, differentiation in instruction, classroom and behavior management, and collaboration to be the key competencies required of teachers for inclusive education. Pre-service and in-service training of teachers is their key competencies that could facilitate the successful and effective implementation of inclusive education by equipping them to respond to child diversity. Alhassan and Abosi (2014) study show that teachers have limited to moderate competence in adaptive instruction. It highlights that those teachers must acquire additional training, personal development, and professional growth to fully prepare for the implementation of inclusive education that will also serve as their advanced knowledge and competencies.

In the Philippines, the law about inclusive education, known explicitly as R. A 11650, was passed last March 11, 2022, and aims to create an enabling environment free from harm and discrimination, which is essential in cultivating a healthy learning space and protecting the welfare and dignity of learners to enable them to focus on their education and allow them to flourish in sociocultural undertakings. With this law, teachers in public and private schools are more challenged to adapt to the

changes in our educational system. In this regard, teachers with special education backgrounds have in low number and there will be instances teachers without special education backgrounds can teach learners with special needs and disabilities. Muega (2016), in his article, also said that the entire Philippine education system is lacking in the knowledge and resources required for high-quality inclusion. This research presents an evidence-based picture of how inclusive education (IE) is practiced in Quezon City, Metro Manila, Philippines, to give stakeholders in IE how inclusion is conceptualized and practiced in the Philippines. Further, such essential information is crucial in aiding parents to maximize the learning opportunities of their children with special needs despite the limited external support system for IE. This implies that less support from the government would result in the failed implementation of IE, and it affects the right of individual learners to access quality education.

In Davao Region, the scientific journal of Zerrudo (2022) concluded that inclusive education in Davao City School Division is highly implemented. Moreover, she recommends that intensive training and seminars on special education-related topics for both regular and Special Education teachers be designed; intensify support to kindergarten teachers in terms of professional and financial needs to help them perform their best, and child find should be conducted not only by Special Education teachers but by the regular teachers as well. Thus, the lack of training for teachers on inclusive education makes it challenging to articulate the reasonable extent of involvement of learners inside the class, especially those with special needs, and would result in low-quality education.

Many studies have been conducted but only focused on teacher training and not on the importance of support from the parents and teachers as a combination. Thus the researcher is interested in a study that will help evaluate the teacher preparedness for implementing inclusive education here in the country and monitor the parents' perspective about their support to their children, especially those learners with special needs and disabilities.

2. Statement of the Problem

This study aims to evaluate teacher management inside the classroom with a mixed grouping of learners and to consolidate parents' support for inclusive education. More specifically, this study seeks to answer the following questions:

1. What is the level of teacher management inside the classroom having a mixed grouping of learners, including learners with special needs and disabilities, in terms of:
 - 1.1 Authority;
 - 1.2 Knowledge;
 - 1.3 Individualization;
 - 1.4 Time management; and
 - 1.5 Patience
2. What is the level of parent's support to their children on the implementation of inclusive education in terms of:
 - 2.1 Financial Support
 - 2.2 Emotional support
 - 2.3 Social Acceptance
3. Is there a significant relationship between teacher management and parents' support in implementing inclusive education?
4. Which teacher management domains significantly influence the parents' support in implementing inclusive education?

2.1 Hypothesis

This study will be tested at a .05 level of significance.

H₀: There is no significant relationship between teacher management and parents' support in implementing inclusive education.

3. Review of Related Literature

Inclusive education ensures equal education for all individuals (Aktekin, 2017), cited in the article by Vural, D.et al. (2021). Inclusive education aims to ensure all individuals' participation in education, increase learning, and remove discrimination. Inclusive education strengthens the relationship between schools and communities. Education is recognized as a crucial element of society. It is aimed at developing schools for both the learners and the teachers. Inclusive education aims to benefit the whole school and community. When teachers take on the task of making their classes interactive and schools more inclusive, they become more skilled and better educators. In this context, they help overcome barriers that hinder access to education and active participation. Teachers, parents, and schools must give their best effort to ensure the quality of the education gained by all learners regardless of their status.

Success in the classroom depends on how the teacher manages the class. It is time for teachers to employ their best practices so that all learners learn better. Their teaching styles, approaches, methodologies, and techniques can be a tools to ensure learners will get good ideas and knowledge about the lesson or subject being taught. According to the article of Abba and Rashid (2020), cited in Jones and Symeonidou (2017), Teachers' management should therefore be considered a key factor for the successful implementation of inclusive education. As Jones and Symeonidou have mentioned, inclusive education

policies should be consistent with teachers' management and teaching practices. Teachers' management in inclusive education is determined by the role of the teacher in the inclusion of disabled students in the inclusive educational environment.

The teacher is the one who is in authority to discipline, teach, and make sure that learners learn very well. It is in the hands of the teacher that values and attitudes will be imparted to the learners. With the authority teachers have, their influences primarily affect student behavior, ensuring that learners are treated equally despite being different from others. In implementing inclusive education, the teacher serves as the caretaker of the learner. A safe environment will also turn to better and smoother learning. Recognizing the importance of teacher authority to inclusion is crucial for understanding the effectiveness of inclusive education in the school and community. It has been reported that teachers who are more optimistic about inclusion have more controlled learning environments than teachers with more negative attitudes toward inclusion (Boyle, Anderson, & Allen, 2020).

According to Dapudong (2014), Teachers' knowledge and attitudes are of great value to the system because these professionals can address any gaps between formally designed education programs and the actual delivery of these programs in terms of the curriculum modifications and adaptations that are appropriate for students with special educational needs. Teacher knowledge is the real knowledge that a teacher has at their disposal at a particular moment which, by definition, underlies their actions.

Teachers know that all learners are diverse regarding skills, learning pace, needs, and characteristics. Hence, individualized activities must be considered, though it is a challenge for teachers. Individualized activities will boost their potential to become successful in learning new things, especially if the classroom has a mixed grouping of learners. A teacher must ensure that the curriculum is suited to individual needs, especially in inclusive education settings. The basis of the modern student's training is the idea of individualization of his educational activities since the modern educational paradigm has designated the personality of the student and his needs as the most critical link in this system (Vaganova, et al., 2020)

Time is essential, especially in setting goals and priorities you want the learners to achieve. Teachers must maximize their time in delivering a lesson and employing techniques for learners. In an inclusive education setting, each activity should be time-bound so that all the needs of the learners will be given much attention. The teacher must know that every learner has a different learning pace, but we should not compromise the welfare of other learners who want to excel. Sahito et al., (2016) said that time management is managing time according to the requirements of different assignments and activities to ensure organizational success and maximize benefits by utilizing, saving, and not wasting time or energy.

Patience may be the most important characteristic that all outstanding teachers must possess. Teachers who demonstrate patience, or the ability to wait calmly when faced with frustration, adversity, or suffering, are essential for a child's academic success. Patience in children is also a positive skill that can benefit a child's academic and social growth and positively impact peer relationships (Morris, 2020). Patience is undoubtedly a positive trait that can lead to positive consequences. As teachers, we must extend our understanding to our learners for them to feel they belong and, at the same time to succeed in class. A teacher handling inclusive education must be patient since our learner needs the most care and understanding.

Parents' support of inclusive education is crucial for its full implementation. Without their support, there is a possibility that it will hinder the implementation. The parent is also a school stakeholder responsible for helping the school's vision and mission to achieve. Parents of afflicted children tend to regard themselves as less competent, have more relationship problems, and use more negative parenting strategies than parents of non-afflicted children. Parental school support has been demonstrated to be a key factor in children's academic outcomes (Lara & Saracosti, 2019).

Parental support and care carry lifelong implications for human development and well-being (Javakhishvili & Vazsonyi, 2021). In the same article cited by (Fan & Chen, 2001; Li et al., 2013a), Parents are essential for their protective role in preventing various health-compromising behaviors that learners may otherwise engage in, including those associated with bullying, discrimination, and racism; however, their influences are also significant for supporting and actively encouraging academic success. This implies that the parents' support plays a significant responsibility in nurturing and ensuring learners' learning, especially those with special needs.

An inclusive education setting is crucial to parents, especially if they have learners with special needs. Learners are more motivated when their parents financially support them for educational purposes Moneva, Pestano, and Vertulfo (2020). This shows a significant association between parental financial support and learners' active participation in learning. The researcher believes that parental financial support significantly impacts learners' motivation and performance in learning, especially in the context of inclusive education.

Parents' financial support can impact learners' persistence in studies to perform well academically at school (Lin, 2016). As parents' supporting the needs of learners is a significant contribution you can give. Hence, this would imply that you take care of them, which would not make them overlooked because parents did everything to make life possible despite having disabilities and special needs.

Parents must give their moral and emotional support for their children to join activities related to academics. If learners are morally and emotionally supported, they will retain information quickly and not disrupt what they do, especially when their parents will appreciate and be proud of their achievements and performances. For learners in a home with fewer parents' emotional support, more excellent communication between home and school was related to more significant behavior problems. Among learners at home with more parents' emotional support, this negative relationship was attenuated by McCormick, M. et al. (2014).

Social acceptance is crucial for learners because it will help them learn effectively and become functional individuals despite being different from others. Parents' support and involvement in learners' school activities matter most in uplifting the learner's academic performances in school. Roy and Garcia (2018) emphasize the responsibility of parents to support their

children, both in terms of academic achievement and social/emotional skills, to have actual tangible development as individuals prepared to interact with society on a global scale. The present authors believe that parent-supported development of social/emotional skills should be encouraged in their children's lives for them to achieve the highest standards, both in school and in all other aspects of their lives.

4. Research Design and Methodology

4. 1. Population/Respondents

The researcher will use random sampling to identify this study's respondents. According to Cherry (2021), a random sample is a subset of individuals randomly selected by researchers to represent an entire group. The goal is to get a sample of people representative of the larger population. This technique is best for my study because it avoids bias and ensures proper representation. This is helpful because it can ensure the scientific process of selecting my respondents. Using random sampling, the researcher will identify 90 Master Teachers in one of the District Areas of DepEd Davao City Division, currently teaching in the public school and with at least three years of teaching experience. The 90 samples are sufficient to statistically compute the data that will be gathered in preparation for answering the questions and problems raised in this study.

4. 2. Data Collection Procedure

The researcher will undergo the following steps and procedures in gathering the data for this study:

Asking for Permission to Conduct the Study. After passing the proposal defense, the researcher will secure ethical clearance from the HCDC-REC. Once granted, the researcher will ask permission from the Graduate School and Office of the Vice President for Academic Affairs to conduct the study. Once permitted, the researcher will seek endorsement from the Department of Education, Division of Davao City. The researcher will then bring the endorsement to his locale in one of the public schools in the third district of Davao City.

Administration and Retrieval of Informed Consent. Before disseminating the survey instrument, the researcher will first distribute the Informed Consent Forms to the respondents and allow them to ask questions related to the research. Once everything is clear and there are no queries from the respondents, they will be asked to sign the Informed Consent Form to ensure their approval to take part in the survey.

Administration and Retrieval of Questionnaires. After securing the informed consent signed by the respondent, the researcher will distribute the survey questionnaire to the respondents. The respondents can answer the survey questionnaires at their most convenient time. The researcher will retrieve the questionnaire after the respondent finished answering the survey. As a token of gratitude, the researcher will give ball pens and provide snacks to the respondents. They will, later on, be acknowledged in the acknowledgment section of the manuscript. Should some respondents wish to not continue, they will not be coerced nor chastised. They will still be eligible for the benefits of the study.

Gathering and Tabulation of Data. After the successful administration and retrieval of the survey questionnaires, the data will be collated and tabulated. Then, appropriate statistical tools will be employed to get the necessary data for interpretation and further analysis.

4. 3. Data Gathering Instrument

To gather data for the independent variable, which is teacher management. The researcher will adopt the Constructivist Learning Environment Management Skills Scale of Yildirim (2014) and was asked permission from the author by sending an email to adapt their questionnaire. It is a 30-item instrument with the following indicators: *authority, knowledge, individualization, time management, and patience*. In evaluating teacher management, the respondents will use the following in rating the questionnaire: 5 as strongly agree, 4 as agree, 3 as neutral, 2 as disagree, and 1 as strongly disagree. The Likert scale below will be used to analyze the result.

Range of Means	Description	Interpretation
4.50 – 5.00	Very High	This means that the teachers are excellent at managing learners in an inclusive education setting.
3.50 – 4.49	High	This means that the teachers are outstanding at managing learners in an inclusive education setting.
2.50 – 3.49	Moderate	This means that the teachers are good at managing learners in an inclusive education setting.
1.50 – 2.29	Low	This means that the teachers are fair in managing learners in an inclusive education setting.
1.00 – 1.49	Very Low	This means that the teachers poorly manage learners in an inclusive education setting.

To gather data for the dependent variable, which is the parent's support, the researcher will also adapt the Parenting Practices Scale of Kahraman, H., Irmak, Turkan., and Basokcu, T. (2016) and was asked permission from the authors to send an email to adapt their questionnaire. It is a 15-item instrument with the following indicators: *financial support, emotional*

support, and social acceptance. In evaluating the parents' support, the respondents used the following rating: 5 as strongly agree, 4 as agree, 3 as neutral, 2 as disagree, and 1 as strongly disagree. For the analysis of the result, the Likert Scale below will be used:

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Range of Means	Description	Interpretation
4.50 – 5.00	Very High	This means that the parents are excellent at supporting the learners' needs in an inclusive education setting.
3.50 – 4.49	High	This means that the parents are outstanding at supporting the learners' needs in an inclusive education setting.
2.50 – 3.49	Moderate	This means that the parents are good at supporting the learners' needs in an inclusive education setting.
1.50 – 2.29	Low	This means that the parents are fair at supporting the learners' needs in an inclusive education setting.
1.00 – 1.49	Very Low	This means that the parents poorly support the learners' needs in an inclusive education setting.

In summary, the research instruments will have a total of 40 items. The independent variable will have 30 items. The dependent variable will have 15 items. To ensure credibility in the research, the data were converted into a written document after they were collected. Researchers have strived to remain neutral throughout the process. In addition, the opinions obtained from the participants were presented directly in the research. The expert examination was used at all stages of the study. To ensure transferability, the selection of the working group, the development of the data collection tool, and the data collection process are described in detail. To ensure consistency, opinions, and suggestions were received from panel experts in the field, both during the process of creating the questions in the interview form and during the coding of the data. In addition, for the reliability of the study, the same data set was coded separately by the researchers, and a consensus was reached among the researchers in the coding. Afterward, it will be pilot-tested to establish reliability.

4.4. Ethical considerations

Research Ethics provides guidelines for the proper conduct of a study to protect the dignity of subjects and the publication of information in the research. The researchers followed specific ethical guidelines while conducting this study. The researchers made sure that the elements of ethical considerations, such as but not limited to Social Values, Privacy, and Confidentiality of information, have been complied with.

5. Result and Discussion

5.1 Summary of Level of Teacher Management Inside the Classroom having a Mixed Group of Learners

The first objective of this study was to determine the level of teacher management inside the classroom having a mixed grouping of learners, including learners with special needs and disabilities, in terms of (1)Authority; (2)Knowledge; (3)Individualization; (4)Time management; and (5)Patience. Table 1 provides the answer to this objective.

Table 1. Summary of level of teacher management inside the classroom having a mixed grouping of learners

Indicators	Mean	Description
Authority	4.47	High
Knowledge	4.28	High
Individualization	4.27	High
Time Management	4.35	High
Patience	4.44	High
Overall	4.36	High

The level of teacher management inside the classroom having a mixed group of learners in terms of authority, knowledge, individualization, time management, and patience is shown in Table 1.

In particular, among the five indicators of teacher management inside the classroom having a mixed group of learners, respondents perceived that *authority* has the highest mean score of 4.47 or *high*, which means that the teachers are outstanding at managing learners in an inclusive education setting. This further implies that the data implies that the teacher's authority sets standards for educating better in inclusive settings.

These findings substantiate the idea of Badley (2017), which states that the importance of understanding teachers' authority is obvious; classrooms without teacher authority usually sink into chaos. While almost everyone intuitively grasps the importance of teachers' authority, many miss its complexity. Hence, authority must be visible inside the classroom, not to the point that learners was not free to express themselves; instead, it must be enforced firmly but by the best of the learners, most especially those learners with special needs who badly need attention to cater to them.

The second highest indicator is *patience*, with a mean score of 4.44 or high which means that the teachers are outstanding at managing learners in an inclusive education setting. This implies that teacher management greatly affects the patience of a teacher and how they handle learners inside the classroom. A teacher must be understanding of all the circumstances happening in the class.

Morris (2020) supported this by stating that having patience in children is also a positive skill that can benefit a child's academic and social growth and positively impact peer relationships. Further, a teacher who handles a classroom with a mixed group of learners should always consider the possibility that sometimes inside a classroom, there are always learners who are hardheaded and show a lack of interest in education. With this, teachers must possess high patience for their learners considering that these learners need special attention.

The third highest indicator is *time management*, with a mean score of 4.35 or high which means that the teachers are outstanding at managing learners in an inclusive education setting. The data revealed that teacher management inside the classroom having a mixed group of learners must be considered time management in presenting the lesson and creating activities as a holistic approach. Knowing the learning pace of the individual capacity of the learners, the teacher should always look for strategies and approaches that was not time-consuming so that they can maximize the time focusing on the objective a teacher wants to achieve.

The findings of this study, according to Olivo (2021) time management is a crucial aspect of teacher management. When teachers learn to control their time, they improve their ability to focus. This implies that working as a teacher requires excellent time management skills. Teachers need to balance the long-term goals of the classroom, and the immediate educational needs of the learners, especially to those with special needs, and consider the large volume of paperwork that comes with every assignment.

The fourth highest indicator is *knowledge* with a mean score of 4.28 or high which means that the teachers are outstanding at managing learners in an inclusive education setting. With regards to *knowledge*, the data revealed that teacher management were perceived to have a great impact in handling a classroom with a mixed group of learners. It indicates that teacher management must be utilized and so their knowledge by exploring other means in equipping a more reliable source of information to better teach in an inclusive education setting.

A teacher knowledgeable about the lesson they discuss can be more effective in imparting a lesson to the learners. This confirms the statement of Dapudong (2014) that teachers' knowledge were of great value to the system because these professionals can address any gaps between formally designed education programs and the actual delivery of these programs in terms of the curriculum modifications and adaptations that are appropriate for learners with special educational needs. A teacher who were equipped with more knowledge implies a better understanding of the lesson.

The lowest indicator, albeit still *high*, is the *individualization* which gained a mean score of 4.27 which means the teachers are outstanding at managing learners in an inclusive education setting. The data shows that individualization constantly impacts the learning progress of learners in an inclusive education. Thus, teachers must be flexible in modifying activities that create positive results for the learners.

5.2 Summary of the Level of Parent's Support to their Children On the Implementation of Inclusive Education

The second objective of this study was to determine the level of parents' support to their children on the implementation of inclusive education in terms of (1) Financial Support; (2) Emotional support; and (3) Social Acceptance. Table 2 provides the answer to this objective.

Table 2. Summary of the level of parent's support to their children on the implementation of inclusive education

Indicators	Mean	Description
Financial Support	4.06	High
Emotional Support	4.15	High
Social Acceptance	4.12	High
Overall	4.10	High

The level of parents' support to their children on the implementation of inclusive education in terms of financial support, emotional support, and social acceptance is shown in Table 2.

Specifically, among the three indicators of the parents' support to their children on the implementation of inclusive education, respondents grasp that *emotional support* has the highest mean score of 4.15. The data revealed that *emotional support* gets a mean of 4.15 or high which means that the parents are outstanding at supporting the learners' needs in an

inclusive education setting. This implies that giving emotional support helps children grow up at lower risks, of depression, violent behavior, and anxiety. Moreover, good emotional support enriches learners to develop socially and learn new skills.

McCormick, M et al. (2014) supported this by stating that among learners at home with more parents' emotional support, this negative relationship was attenuated.

The second highest indicator is *social acceptance* with a mean score of 4.12 or high which means that the parents' support were outstanding at supporting the learners' needs in an inclusive education setting. This emphasized that parents' support significantly impacts the social well-being of the children, most especially learners with special needs. Further, this will create a warm and nurturing environment where learners feel loved and accepted.

The finding is manifested in the study of Roy and Garcia (2018) emphasizes the responsibility of parents to support their children, both in terms of academic achievement and social/emotional skills, to have actual tangible development as individuals prepared to interact with society on a global scale. In connection with the study, learners who are rejected by their classmates can result in negative socio-emotional and academic outcomes inside the classroom having a mixed grouping of learners. It is evidence that social acceptance is determined by the social acceptance of learners.

The lowest indicator, although still *high*, is the *financial support* which gained a mean of 4.06 which means the parents are outstanding at supporting the learners' needs in an inclusive education setting. Despite being the lowest indicator, we can't deny the fact that financial support contributes to the improvement of every learner since all of us have needs and wants. It implies that the parent support motivates their children to actively engage in all the activities by providing every need financially.

This finding substantiates the idea of Moneva, Pestano, and Vertulfo (2020), that learners are more motivated when their parents financially support them for educational purposes. In addition, when parents provide financially the needs of the learners, it motivates them to learn and actively participate in school activities and do better in their academic performance than those who participated less or not at all. Parents' financial support has a positive impact on student success.

5.3 Summary of Relationship between Management and Parent's Support in Implementing Inclusive Education

The third objective of this study was to determine the significant relationship between teacher management and parents' support in implementing inclusive education. Table 3 provides the answer to this objective.

Table 3. Test of relationship between teacher management and parents' support in implementing inclusive education

Predictors	Pearson Correlation	Strength of the Relationship	Sig. (2-tailed)	Interpretation	Decision
Authority	.187	Weak Positive	.078	Not Significant	Failed to Reject H_0
Knowledge	.280**	Weak Positive	.008	Significant	Reject H_0
Individuation	.386**	Weak Positive	.000	Significant	Reject H_0
Time Mgt.	.292**	Weak Positive	.005	Significant	Reject H_0
Patience	.240*	Weak Positive	.023	Significant	Reject H_0
Teacher Mgt.	.334	Weak Positive	.001	Significant	Reject H_0

Outcome: parents' support in implementing inclusive education

**** Correlation is Significant at 0.01 Level (2-tailed)**

N = 90

Correlation coefficients measure the strength (direction and magnitude) of association or relationship between two variables. It can be high or low (magnitude), and positive or negative (direction). Correlation coefficients vary from -1 to +1: whereas -1 and +1 indicate perfect negative and perfect positive correlation coefficients respectively, a correlation coefficient of 0 implies no correlation (zero relationship). Further, correlation coefficients lower the ± 0.40 (whether negative or positive 0.40) are said to be low, between ± 0.40 and ± 0.60 are moderate, and above ± 0.60 are high, Obilo and Amadi (2018).

Based on the data shown, the test of the relationship between teacher management and parents' support in implementing inclusive education is significant in terms of knowledge, individualization, time management, and patience. In the same manner, data revealed that there is a small correlation since most of the indicators lie at +.29. Although there is one indicator of teacher management interpreted as not significant and the decision failed to reject the hypothesis, however, this does not affect the result as a whole.

5.4 Summary of Regression Analysis: Influence of Level of Teacher Management To Parents' Support in Implementing Inclusive Education

The fourth objective of this study was to determine the influence level of teacher management to parents' support in implementing inclusive education. Table 4 provides the answer to this objective.

Table 4. Regression Analysis: Influence of Level of Teacher Management to Parents' Support in Implementing Inclusive Education

Model Summary	R	R ²	Adjusted R ²	SEE
1	.406	.165	.115	.44399
<i>Coefficients</i>				

Model 1	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	SE B	β		
Authority	2.838	.506		5.611	.000
Knowledge	-.132	.178	-.140	-.744	.459
Individuation	.351	.208	.398	1.683	.096
Time Mgt.	.147	.214	.174	.686	.494
Patience	-.090	.196	-.090	-.457	.649
Teacher Mgt.	.026	.566	.025	.046	.963

As shown in Table 4, the regression results indicated that the predictors explained 16.5% of the variance [$R^2 = .165$, $F(5,84) = 3.320$, $p = .009b$]. This suggests that the overall regression model is statistically significant. This means that the relationship between the predictors and parents' support in implementing inclusive education is unlikely to have occurred by chance alone. It was found that although Knowledge, Individuation, Time Management, Patience, and Teacher Management are significantly correlated with parents' support in implementing inclusive education, none of the indicators significantly influences the outcome variable.

6. Conclusions

Drawing upon the comprehensive analysis conducted, several key conclusions emerge:

- The management of teachers within heterogeneous classrooms, encompassing learners with diverse needs, demonstrates an exemplary standard. Effective teacher management not only fosters a positive learning environment but also proactively mitigates disruptive behaviors while setting clear and achievable expectations for learner conduct.
- Simultaneously, the commendable level of parental support in implementing inclusive education is evident. Parents exhibit a profound and affirmative attitude toward their children, actively endorsing their pursuit of higher educational achievements. This support is multifaceted, encompassing financial, emotional, and social encouragement, all of which play integral roles in nurturing a conducive learning atmosphere.
- Statistical significance underscores the likelihood that teacher management significantly influences the implementation of inclusive education, particularly through parental support. The correlation between these variables implies a substantive relationship that extends beyond chance, emphasizing the pivotal role of teacher management in shaping parental involvement and support.
- Teachers possess a vital opportunity to leverage various teaching styles, techniques, and approaches to optimally serve diverse learners. By fostering meaningful and inclusive learning experiences, educators can enhance the educational journey for every student, ensuring no one is left behind.
- In synthesis, the amalgamation of robust teacher management practices, unwavering parental support, and versatile teaching methodologies create an enriched educational landscape conducive to inclusive education. These findings not only reinforce the importance of collaborative efforts between educators, parents, and the educational system but also highlight the need for continual improvement and adaptation in the pursuit of a truly inclusive learning environment.

7. Recommendation

The following recommendations are presented based on the findings and conclusions for future research:

- For the Department of Education Officials at the National Level, it is recommended that they help the teacher better manage the classroom by providing resources to use for teaching and necessary activities that capture their interest for the welfare of the learners, especially since a lot of teachers has no background knowledge about handling learners with special needs and disabilities. In addition, the laws about inclusive education were already in place. These are highly beneficial for sustaining the quality of education in the Philippines.
- The school administrators are strongly advised to initiate school-based in-service training to improve the use of instructional tools addressing the needs of learners and difficulties of teachers in their respective areas.
- The parents are highly encouraged to support their children in providing for their needs so that the learners will be intrinsically and extrinsically motivated to perform and to achieve more in pursuing their studies especially if this learner needs special attention coming from the community of family.
- Future researchers may conduct another study to determine teacher experiences and their effect on handling learners with disabilities and special needs, and how to attend to their needs. A qualitative or mixed-research study is highly recommended.

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