

TEACHERS AND PARENTS STANDPOINTS ON KNOWLEDGE AND CHALLENGES IN INCLUSIVE EDUCATION

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Abstract. This study aimed at determining the knowledge and challenges in inclusive education as perceived by the teachers and parents at Diffun District, Diffun Quirino. Mixed Methods of Research (MMR) was employed in this study. Mean was used to determine the extent of knowledge of the respondents while thematic analysis was utilized to explore the challenges in inclusive education. The teachers were fully knowledgeable on inclusive education as compared to the parents who have only negligible knowledge about the nature of inclusive education. There is a significant difference on the extent of knowledge on inclusive education between teachers and parents. Teachers are more knowledgeable about inclusive education. The challenges affecting the inclusive education were the occurrence of bullying, lack of teachers' training and attitudes, inadequate school facilities, and poor parents' support. The teachers handling inclusive classes must undergo training to be fully prepared for the job. Schools must initiate orientation in the community particularly among parents about the nature and guidelines in the implementation of inclusive education. The Child Protection Program must be strengthened specially in the inclusive education to avoid discrimination among the students with learning disabilities. Facilities, learning materials and other support needs must be provided in order to realize the goal of inclusive education.

Keywords: *inclusive education, challenges, special education, knowledge, implementation and practices*

Introduction

Inclusive Education means that a school is placing children with special needs into classrooms with their peers who have no disabilities. At other times, the special needs child may be studying in a resource room or "self-contained classroom." Inclusive education focuses on addressing a marginal part of the education system, all educational development systems should follow a framework that that probably help the educational system worthwhile (Booth, 1999). The term inclusion captures, in one word, an all-embracing societal ideology. Regarding individuals with disabilities and special education, inclusion secures opportunities for students with disabilities to learn alongside their non-disabled peers in general education classrooms. Students who are mainstreamed need to be able to handle the adjustment to a general education classroom on their own, whereas students in an inclusion setting often have support groups, in addition to expectations and assessments that are tailored to their own development. In terms of importance, inclusive education, when practiced well, is very important because if all children are able to be part of their community and develop a sense of belonging can become better prepared for life in the community as children and adults. It provides better opportunities for learning.

Relativity, inclusive education has been encouraged in basic education schools in Hong Kong since the 1990s, and it has now banquet to early childhood education. It is

difficult to implement inclusion in early childhood settings, so, without competent, qualified teachers, and sufficient resources, problems in inclusive education might encounter (Zhu et al., 2019). In addition, all the students in inclusive education must be given high regard priority to be supported and feel that they belong to the community and environment. Most importantly, those students need to be respected and appreciated for all their personal differences (Gaad, 2004). On the other hand, Engelbrecht (2006) pointed out that inclusion is customarily strongminded and be determined by on the party-political values and processes of the locality for it to become effective. More so, inclusive education copes with the challenges and issues of the students with learning disabilities. Landsberg et al. (2005) states that the success of the inclusion policies and procedures depend on the perception and point of views of the implementers. It is also associated on how to make sound decisions from the existing policies towards inclusive education (Hammond and Ingalls, 2003).

Teachers in the inclusive education have the capability and ability to affect their students' personal development (Parasuram, 2006). In the context of inclusive education, the point of views, beliefs and attitudes influence their recognition of the policy of inclusion and their assurance and commitment in the implementation of the program (Avramidis and Norwich, 2002). The main objective of the study is to determine the standpoints of the teachers and parents on inclusive education. Knowledge and perception are the basic mechanisms to be more sensitive to the different incidents in the environment. Likewise, the way in which all personages construe the world is controlled by our inimitable discernments and insights (Wylde, 2017). In this research, knowledge among the parents and teachers would involve all aspects of how one senses the implementation of inclusive education in their context, such as a person's personal attitudes, beliefs, behavior, understanding and views. Moreover, the challenges would also be identified to post possible intervention or solution. Further, to craft and be involved in the salient information needed in the society, educators need to ensure that educators need to warrant that students with obstructions to learning are provided with prospects and great opportunities (Chappell, 2008). Relativity, many educationalists feel that teaching students with learning barriers is beyond their area of expertise and so they should not be expected to teach those students without assistance (Fox, 2004).

Inclusive education is not a afresh framed goalmouth; it appeared many years ago on an international level. Inclusive education has become significant intercontinental policy issue of the past decade (Frederickson et al., 2004). In addition, foreign studies stressed on the inclusion of particular students within the inclusive context and setting. These studies principally dovetail on intellectual incapacities as being more somber hurdles to learning within the pedagogical aspects (Gaad, 2004). In Diffun District, Schools Division of Quirino, there are Special Education (SpEd) centers. Unfortunately, these centers cannot accommodate all the students with learning disabilities. Also, the parents have limited understanding, thoughts and ideas about the nature of the curriculum of inclusive education. They just simply send their children to school with limited support. In addition, there are many challenges and issues related to the putting into practice of the inclusive education in the district. Teachers in the regular classes handle learners with learning difficulties, but they have limited skills, strategies and methods to employ in teaching because they were not properly trained and oriented. This defeats the main purpose of inclusive education. Henceforth, it is high time to explore the knowledge and challenges among parents and teachers on inclusive education. The researchers wanted

to venture on the different problems and issues in inclusive education as perceived by the teachers and parents.

Purpose of the study

Generally, this study was conducted to determine the knowledge and challenges in the implementation of inclusive education at Diffun District for the School Year 2019-2020. Specifically, this study explores to identify: (i) the extent of the knowledge of teachers and parents on inclusive education; (ii) the significant difference on the knowledge of teachers and parents on inclusive education; and (iii) the challenges affecting inclusive education as experienced by the teachers and parents.

Theoretical framework

The study is anchored on Social Learning theory which proposes that new behaviors can be acquired by observing and imitating others. In the premise of the study, it tries to correlate the importance of the roles of the parents and teachers on how to help the students with learning disabilities to perform also their obligations and part in the community. In addition, learning is a remarkably complex process that is influenced by a wide variety of factors. As most parents are probably very much aware, observation can play a critical role in determining how and what children learn (Fryling et al., 2011). In addition, Bandura and Walters (1977) explained that learning would be exceptionally arduous, not to mention perilous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned through observation and modeling. That is from observing others one forms an idea of how new behaviors are performed, and on later occasions, this coded information serves as a guide for action. Additionally, teachers' perspectives and experiences provided possible ways on how to help the children with learning disabilities to cope with their learning lags. Based from the teachers' experiences in handling children with learning difficulties, they might initiate activities on how to help them master the needed competencies. On the other hand, the parents shall be given enough knowledge on how to help their children and apply needed support in their academic endeavor.

Based on the citations, it is generally assumed that teachers play a crucial daily role in the inclusion of young children with disability in education settings. Also, the parents must be considered in the program to know the nature of inclusive education in the public school. The paradigm of the study is shown in *Figure 1*. It clearly shows that the teachers and parents tried to determine their how knowledgeable they are on inclusive education. On the other hand, the challenges and barriers that exist in inclusive education were identified through conducting survey questionnaire and interview using an open-ended question in public elementary schools in Diffun District. Interloping the whole paradigm is the output of the study which reflects of dynamic interaction from where the additional insights of the teachers and parents would and maybe derived for the betterment of the inclusive education through programs and for the furtherance of this study.

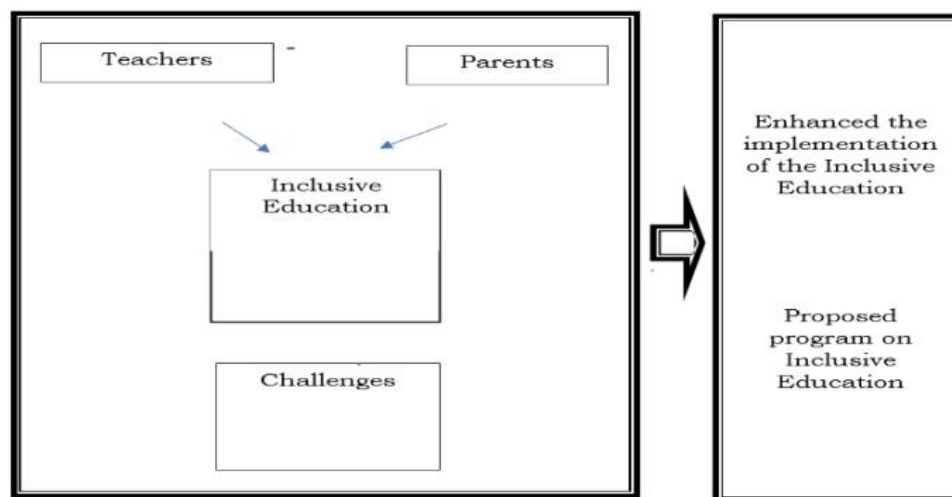


Figure 1. Paradigm of the study.

Materials and Methods

This part covers the methods of research used, research locale, respondents of the study, research instrument, data gathering procedures and the statistical tools used in the study. The study used descriptive method of research. Moreover, Mixed Methods of Research (MMR) was used to gather information about the conditions, status, or trend of a situation as it exists at the time of the study related to the challenges in inclusive education. The choice for descriptive method is appropriate since the objective of study is to determine the knowledge and challenges and considerations among parents and teachers on inclusive education at Diffun District for the School Year 2019-2020. On the other hand, qualitative research was utilized to determine the challenges affecting inclusive education as experienced by the parents and teachers. The researchers utilized the open-ended questions to identify the challenges and other related problems in the implementation of inclusive education. Indeed, the ultimate purpose of a qualitative research design is to understand experiences as according to each individual (Sherman and Webb, 1988). On open-ended questions were used to determine the challenges in inclusive education as perceived by the parents and teachers. The study was conducted to all public elementary schools of Diffun District of Quirino with Special Education Center. Diffun District I has 30 public elementary schools. All Special Education (SpEd) teachers of Diffun District served as the sample of this study. Respondents were selected using total enumeration. On the other hand, selected parents were used as sample in this study using convenient sampling technique.

In selecting the parent-respondents, convenient sampling technique was used in which the research participants were the parents with children with learning disabilities at Quirino District. Other ethical considerations were considered at all times. Prior to the conduct of this study, the researcher sought permission from proper authorities of the Schools Division Office (SDO). After attaining the approval, the researchers prepared the instruments for review of the school principals of the different schools with SPED center and schools with learners with disability. The records of students with learning disabilities were identified and collected from the teachers. Pertinent data were extracted from records with strict confidentiality being noted, then it was validated through the personal encounter with the respondents. The researchers adhered to the

ethical standards for research involving human subjects. Written permission was obtained from the Schools Division Superintendent, Public District Supervisor and principals of the schools to conduct the research, and an information letter was handed to all principals.

Prior to administration of the questionnaire, validity was established through ensuring expert validation and face validity of the questionnaire. Further, the reliability of the test was also established through the test-retest method. The computed reliability index was described as good internal consistency. Further, once consent was obtained from the principals, informal meeting was held with the teachers and parents of each school. In this meeting, an overview of the research study was presented to the teachers and parents by the researcher. Request for participation in the study was strictly on a voluntary basis. The researchers requested a consent from the respondents. In addition, the researchers personally administered the survey questionnaire. The administration among selected respondents followed after thorough and careful revisions of the questionnaire. The survey was carried out in three months with the close supervision of the researcher. After the retrieval of the questionnaire, the researchers cross checked the responses of the respondents through an informal interview. The researchers carefully reviewed the responses in the open-ended questions. Then, the researchers summarized, tabulated and analyzed the gathered data. In particular, in order to avoid issues and problems, the researchers used pseudonyms in label the names of the respondents in the qualitative part.

Data gathering tool

The questionnaire was used to capture the needed information, data or feedback from the respondents to gather all important data to produce a fair and objective result. Experts with substantial knowledge and experience on validation and reliability are consulted to validate the instrument. They evaluated whether the questions effectively captured the information needed for the topic under investigation. A copy of the instrument was provided to language experts to scrutinize the questions, comment on and suggest improvements in terms of form and substance. Further, the researchers underwent pre-testing of the instrument among selected teachers and school head who can look into the questionnaires, fill them out, and comment on the applicability and clarity of the questions contained therein. The participants of the pilot testing were not included in the actual study. The results of the said test were subjected to the reliability testing and coefficient of 0.78 was obtained using Cronbach alpha which signifies that the instrument is reliable. The final instrument for actual administration was developed based from the comments, feedbacks and suggestions of language and content experts.

The questionnaire was used to gather the needed data. It was prepared after a careful and comprehensive review. It composed of the two (2) parts. The first part includes the extent of knowledge on inclusive education of the teachers and parents, while the second part is an open-ended question that stresses on the challenges affecting inclusive education as experienced by the respondents. In the open-ended question, the respondents were free to write possible challenges they have experienced in the implementation of inclusive education. The researchers utilized the Five Point Likert-Scale in all items in the extent of knowledge of the parents and teachers on inclusive education, the following scale was used (*Table 1*):

Table 1. *The matrix of the point, scale and qualitative description.*

Point	Scale	Qualitative description
5	4.51-5.00	Fully knowledgeable
4	3.51-4.50	Knowledgeable
3	2.51-3.50	Moderately knowledgeable
2	1.51-2.50	Slightly knowledgeable
1	1.00-1.50	Least knowledgeable

On the other hand, in order to determine the meaning of the qualitative descriptions, the following statements were served as the bases as reflected in *Table 2*.

Table 2. *The matrix of the point, qualitative description and meaning.*

Point	Qualitative description	Meaning
5	Fully knowledgeable	The observation of the knowledge has the full knowledgeable at the point, degree, or limit to which something extends.
4	Knowledgeable	The observation of the knowledge has the knowledgeable at the point, degree, or limit to which something extends.
3	Moderately knowledgeable	The observation of the knowledge has the moderate knowledgeable at the point, degree, or limit to which something extends.
2	Slightly knowledgeable	The observation of the knowledge has minimal knowledgeable at the point, degree, or limit to which something extends.
1	Least knowledgeable	The observation of the knowledge has limited knowledgeable at the point, degree, or limit to which something extends.

The data were gathered, classified, tallied, tabulated, computed that facilitated the analysis and interpretation of data. Mean was used to determine the extent of knowledge on inclusive education as perceived by the parents and teachers. On the other hand, t-test was used to determine the significant difference on the knowledge on inclusive education by the parents and teachers. Thematic analysis was used to analyze the data which were gathered from personal interviews and responses from the open-ended question about the challenges affecting inclusive education as experienced by the parents and teachers. The data were categorized to generate interrelated thoughts and concepts. Moreover, the main advantage of thematic analysis is that it helps in reducing and simplifying the collected data, while at the same time, producing results that may be measured using qualitative techniques.

Results and Discussion

Extent of knowledge of the parents and teachers on inclusive education

Table 3 shows the mean and over-all mean of the extent of knowledge on inclusive education of the teachers and parents. It shows that the overall mean for teachers was 4.61 which are interpreted as “fully knowledgeable” while the overall mean for parents was 4.37 which denote “knowledgeable.” This means that in terms of knowledge on inclusive education the teachers were fully knowledgeable compared to the parents.

Table 3. *The mean and overall mean of knowledge on inclusive education as perceived by teachers and parents.*

Indicators	Teachers		Parents	
	Mean	QD	Mean	QD
1. All children are able to be part of their community regardless of their learning disabilities.	4.61	FK	4.29	K
2. In spite of students' disabilities, they can still develop their sense of belonging.	4.69	FK	4.29	K
3. Inclusive Education helps LWDs become better prepared for life in the community as children and adults.	4.64	FK	4.23	K
4. Inclusive Education (IE) provides better opportunities for learning among LWDs.	4.58	FK	4.45	K
5. Students enhance their emotional quotient as they develop patience, tolerance and compassion for their peers.	4.56	FK	4.42	K
6. LWDs learn to accept the strengths and weaknesses.	4.50	FK	4.45	K
7. Inclusive Education increases social initiations, relationships and networks of the LWDs.	4.58	FK	4.45	K
8. Through Inclusive Education (IE) it has a greater access to general curriculum.	4.44	FK	4.39	K
9. LWDs enhance the skill acquisition and generalization through inclusive education.	4.47	FK	4.39	K
10. Children who learn and play together will grow into adults who can understand and respect each other's differences.	4.64	FK	4.39	K
11. All children and students who experience disability have the right to access and participate in education.	4.81	FK	4.32	K
12. All children and students who experience disability have the ability to learn and the right to exercise their voice, choice and control in managing their own educational experiences.	4.61	FK	4.32	K
13. All children and students who experience disability have the right to develop to their fullest potential and to be active, valued citizens in the community.	4.67	FK	4.35	K
14. Teachers have the responsibility for taking action for inclusive behavior in their education setting.	4.64	FK	4.42	K
15. All children have the right to an appropriate and adequate allocation of resources to enable their right to access and participate meaningfully in education.	4.64	FK	4.35	K
16. All children have the right to be safe - physically, emotionally, culturally and socially and to be treated respectfully.	4.75	FK	4.35	K
Overall mean	4.61	FK	4.37	K

Teacher

As to the teachers, “All children and students who experience disability have the right to access and participate in education” obtained the highest mean of 4.81 which is interpreted as “fully knowledgeable” while “Through Inclusive Education (IE) it has a greater access to general curriculum” obtained the lowest mean of 4.44 which is interpreted as “knowledgeable.” In addition, indicators such as ‘all children have the right to be safe - physically, emotionally, culturally and socially and to be treated respectfully, all children and students who experience disability have the right to develop to their fullest potential and to be active, valued citizens in the community obtained, and in spite of students' disabilities, they can still develop their sense of belonging’ obtained the means of 4.75, 4.67 and 4.39, respectively which is interpreted as “fully knowledgeable.” On the other hand, indicators such as ‘inclusive Education helps LWDs become better prepared for life in the community as children and adults; teachers have the responsibility for taking action for inclusive behavior in their education and care setting; Children who learn and play together will grow into adults who can understand and respect each other's differences; and all children have the right to an appropriate and adequate allocation of resources to enable their right to access and participate meaningfully in education’ obtained the mean of 4.64 which is interpreted as “fully knowledgeable.”

Besides, indicator 1 “All children are able to be part of their community regardless of their learning disabilities” and indicator 12 “All children and students who experience disability have the ability to learn and the right to exercise their voice, choice and control in managing their own educational experiences” obtained the mean of 4.61. This means that teachers were fully knowledgeable in terms of the ability of the students and experiences regardless of their learning difficulties. The indicators, ‘Inclusive Education increases social initiations, relationships and networks of the LWDs and provides better opportunities for learning among LWDs’ obtained the mean of 4.58 which is interpreted as “fully knowledgeable.” This means that teachers are knowledgeable on the social initiation and relationship and opportunities for students with learning disabilities. Finally, the teachers were fully knowledgeable on how the students enhance their emotional quotient as they develop patience, tolerance and compassion for their peer and LWDs enhance their skill acquisition and generalization through inclusive education which obtained the means of 4.56 and 4.47, respectively.

The result of the study is related to the findings of Mani (2001) that the roles of the teachers today are very diverse and they need to understand their contribution towards making a good individual out of every student in the inclusive education. To understand the students with disabilities, training of teachers is necessary. The findings imply that it is possible to develop awareness on inclusive education among teachers. The present situation demands teachers in inclusive education become confident, competent, and skillful to handle any situation in inclusive setup if they have enough knowledge on inclusive education.

Parents

All the indicators under the extent of knowledge on inclusive education were rated “knowledgeable”. It means that the parents have only negligible extent of knowledge about the nature of inclusive education. Indicators such as ‘Inclusive Education (IE) provides better opportunities for learning among LWDs; LWDs learn to accept the strengths and weaknesses of others; and Inclusive Education increases social initiations, relationships and networks of the LWDs’ obtained the highest mean of 4.45. On the

other hand, 'inclusive Education helps LWDs become better prepared for life in the community as children and adults' obtained the lowest mean of 4.23. The findings revealed that the parents were also knowledgeable about the inclusive education. As to indicators, 'Students enhance their emotional quotient as they develop patience, tolerance and compassion for their peers and teachers have the responsibility for taking action for inclusive behavior in their education and care setting' obtained the mean of 4.42.

Further, the indicators 'through Inclusive Education (IE) it has a greater access to general curriculum, LWDs enhance the skill acquisition and generalization through inclusive education; and LWDs enhance the skill acquisition and generalization through inclusive education' obtained the mean of 4.39. The following indicators, 'All children have the right to an appropriate and adequate allocation of resources to enable their right to access and participate meaningfully in education and all children have the right to be safe - physically, emotionally, culturally and socially and to be treated respectfully, all children and students who experience disability have the right to develop to their fullest potential and to be active, valued citizens in the community' obtained the mean of 4.35. Furthermore, the parents rated these indicators with 4.32 which means "knowledgeable" that all children and students who experience disability have the ability to learn and the right to exercise their voice, choice and control in managing their own educational experiences and all children and students who experience disability have the right to access and participate in education.

The indicators 'All children are able to be part of their community regardless of their learning disabilities and in spite of students' disabilities, they can still develop their sense of belonging' both obtained the mean of 4.29. The result of the study is related to the findings of Mitchell (2013) that inclusive education is a multi-component strategy or, perhaps, a mega-strategy which includes the participation of the parents and their awareness and knowledge on inclusive education which is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve Education for All (EFA).

Difference on extent of knowledge between teachers and parents

The *Table 4* shows the difference on the extent of knowledge of teachers and parents on inclusive education. Result shows that teachers and parents differ in their knowledge on inclusive education. The computed t-value and p-value were 8.629 and 0.000, respectively which means that there is a significant difference on the extent of knowledge of the teachers as compared to the parents. The result implies that the teachers are more knowledgeable about inclusive education than the parents. This result may be attributed to the fact that teachers are more immersed and exposed to inclusive education since they are the one's attending to the learning needs of students with learning disabilities as compared to their parents. Also, prior to the immersion of teachers in inclusive education, they were given orientation about the nature and scope of the job that is why they are expected to be more knowledgeable. The result of the study is in consonance to the suggestion of European Agency for Development in Special Needs Education that the quality and knowledge of the teacher in inclusive education contributes more to learner achievement than any other factor such as class size, class composition, or background. Moreover, states that teachers need to have the full range of subject knowledge, attitudes and pedagogic skills to be able to help young

people to reach their full potential by responding to specific needs of each student applying a wide range of teaching strategies in inclusive education.

Table 4. Significant difference on knowledge on inclusive education of teachers and parents.

Respondent	Mean	Knowledgeable	t-value	p-value	Remarks
Teachers	4.61	Fully knowledgeable	8.629	0.000	Significant difference
Parents	4.37	Knowledgeable	-	-	-

The challenges affecting the inclusive education

Having identified the problems, issues and concerns as regards inclusive education, the dominant responses as revealed by the teachers and parents highlighted four (4) underlying themes that include: (1) Occurrence of bullying; (2) Lack of teachers' training and attitudes; (3) Inadequate school facilities; and (4) Poor parents' support.

Occurrence of bullying

Ms. Fely, a 35-year old teacher experienced in her class that “bullying, discrimination and lack of interest were some of the encountered problems in inclusive education.” This was also testified by Teacher Grace that “*bullying on the part of the child with special needs affects the performance of the students with learning disabilities.*” The statements of Teacher Fely and Teacher Grace attest that bullying is being experienced by students with disabilities in Diffun District. The result also confirmed the existence of bullying as a worldwide phenomenon and a problem that can create negative impacts for the general school atmosphere and for the rights of students to learn in a safe environment without fear. Bullying can also have negative lifelong consequences both for students who bully and for their victims (Smith and Brain, 2000).

Tatay Juan also mentioned that... “*if my child encountered bullying, his tasks and activities are affected. There are tendencies that his task will not be completed on time.*” According to Browne and Falshaw (1996), bullying in schools is also a worldwide problem that can have negative consequences for the general school climate and for the rights of students to learn in a safe environment without fear. This is in relation to the statement of the Teacher Mary that... “*Sometimes children with disabilities are ashamed of their situations and materials needed for them are not even available. They were often bullied and have fear to approach the teacher.*” Nanay Erlinda also added that... “*My child is bullied and ashamed to her classmates.*”

These responses imply that when a student with learning disabilities experienced bullying, they tend to behave and fail to participate in the activities among the regular students. A 38-year old parent stated that... “*My child experienced bullying and I have observed that the teacher is not ready to embrace inclusive education.*” (Mother Teresa, Diffun Quirino, January 20, 2020). In addition, Tatay Ernesto mentioned that... “*Bullying of my daughter affected her performance and teacher is incapacitated in accommodating pupils with disability, so, I need to help my child to cope with her studies.*” This was also testified by Tatay Oscar that... “*No enough time for our children, children are ashamed to their classmates because of the bully pupils. I observed that, most of the time, my child has been bullied by his classmates.*”

Noticeably, the claims of the parents stressed that bullying is evident and observed in inclusive education. Moreover, the teacher has limited strategy to handle bullying among the students with disabilities. This was testified by Tatay Greg as he mentioned that... “*My child experienced bullying and unaccepted by his classmates.*” This means

that bullying is the dominant problem experienced by the students with learning disabilities. This implies that in an inclusive education, there is a high rate of bullying among the LSNs. It can indicate that students with learning difficulties are hardly accepted by the regular students. Thus, acceptance of students with disabilities in their class is a big challenge in inclusive education. Truly, if the children with learning difficulties have been bullied by their classmates, they can no longer concentrate with their given task. It added another interference aside from their learning difficulties. Absolutely, when it comes to real actions of bullying as presented above, it becomes clear that such behavior has already existed and has even become common and daily practice among the students. This implies that learners with special needs are always vulnerable to bullying.

Lack of teachers' training and attitudes

Inclusive education opens chances for disabled children and appreciates their right to be educated in the regular set up of education (Kuyini, 2010). Therefore, it is noteworthy for teachers and school leaders to be conscious of what inclusive education is all about, which means, they need to fully apprehend and comprised the nature of the job in inclusive education. Developing a positive attitude towards disabled children and gaining knowledge and skills on how to handle them might help the teachers to treat the students with learning difficulties. It is in dire need to introduce important concepts of inclusive education among the teachers to gain knowledge on how to deal students with special needs (Agbenyega, 2007; Kuyini, 2010). Teachers must also receive training in teaching approaches and styles suitable to teach all children. The statements above were testified by some of the teachers. Teacher Lily stated that... *“there is lack of knowledge about how to handle LWD learners, classroom management to be implemented in LSENs and shortage of fund that are being used.”* (Teacher III, 38 year-old). Teacher Ana also added that ... *“there is lack of training on inclusive education and lack of strategies to be used in teaching LSENs and difficulties on assessing the performance of the learners.”*

Based from the responses of Teacher Lily and Teacher Ana, it indicates that the teachers handling students with learning difficulties encountered problems on classroom management, strategies and even difficulties in assessing the performance of the students. This is related with the statement of Agbenyega (2007) that when teachers are not trained to handle these children in regular or segregated schools, it becomes a challenge for them to handle and develop a positive attitude towards them. Teacher Mary Jane mentioned that... *“Learners with special educational needs (LSENs) do not have concentration. It is also hard to manage their behaviors and they only want to play and stay outside.* Similar point of view is uttered by Teacher Karen when she said that ... *“Pupils with difficulties wanted to play, storytelling. They don't want to write and don't want to talk.”* It can be noted from the experienced of Teacher Mary Jane and Teacher Karen that they need to know how to handle situations when students with learning disabilities do not have focus to learn. This is why inclusive education need to take into contemplation that all children with learning difficulties can and are able to learn when they are given an equal opportunity to play a part in the pedagogical process (Gadagbui, 2008). But, if the teacher has inadequate training and methods on how to handle students with learning difficulties, it contradicts the ultimate objective of inclusive education. This is congruent with the statement of Teacher Michelle when she said that, *“Some teachers in the regular class cannot understand the situation of the*

*LSE*Ns. Some disagree in the implementation of inclusive education.” This implicates that there are teachers who are not fully aware and have inadequate knowledge on inclusive education in the district. This is also supported with the statements of the Teacher Charlyn that... “*Lack of training on inclusive education and classroom management is very difficult.*” It is clearly stated that the attitude of the receiving teachers and parents is also a problem in the inclusive education. Thus, teachers must also receive training in classroom management, teaching approaches and styles suitable to teach all children. At the same time, proper orientation and conferences must be considered among the parents.

Teachers might not possess positive attributes towards the disabled children if they do not get a sufficient modalities and relevant teaching style to include them and learn ways to handle them in the classroom (Kuyini, 2010). Based on the responses of the respondents, teachers need to be sustained and skilled to adopt different teaching techniques, strategies, styles and approaches to teach and support diverse students in the school and classroom. Moreover, Banks and Banks (2019) stressed out that children with disabilities need to be taught with appropriate teaching approaches. Therefore, it is important to train teachers develop positive attitudes towards disabled children which will later support a more successful inclusive programs for students.

Inadequate school facilities and teaching materials

If teachers are to develop a positive attitude towards inclusive education, they must first be educated, trained and supported. The government needs to provide schools with the resources and materials to help the implementation of inclusive education. In Diffun District, inadequate school facilities were both observed by the teachers and parents as one of the challenges in the school. Teacher Grace said that... “*Lack of teaching materials and insufficient time for the for the LSE*Ns is evident in the school.” This implies that schools lack teaching materials needed by students with learning disabilities which could adversely affect teaching and learning processes in inclusive classrooms. The result is related to the statement of Kuyini (2010) that proper facilities and infrastructures need to be provided in the schools to encourage and motivate teachers to teach disabled children. Nanay Jena also stated that... “*there is insufficient facilities in school, readiness of teachers in accommodating our child and no enough time given to the child*”. Truly, the statements of Nanay Jena attest to the statement Teacher Grace that there is lack of materials and facilities needed to teach students with learning disabilities.

This suggests that provision of necessary facilities for the implementation and practice of inclusive education must be given proper attention to further motivate teachers to handle students with learning disabilities. Furthermore, Alhassan (2014) mentions that teachers develop a negative attitude towards inclusion because of large class-size in many of the schools. There were around 40 to 50 students in a classroom and this makes it difficult for teachers to attend to all students, especially disabled ones. This classroom scenario is testified by Nanay Juliet when she said that... “*overpopulated class and lesser time is allotted, unprepared teachers in accommodating the children with learning difficulties.*” In addition, Teacher Mary Jane mentioned that... “*Behavioral management on learners with disabilities, lack of training on handling learners with disabilities and lack of materials and even large number of pupils in the regular class. They often neglected.*” Therefore, it is important for the government to

provide more facilities and support to accommodate fewer students in the classroom for teachers to handle all.

Poor parents’ support

A 42-year-old teacher stated that...“Parents were not actively participating in the activities of their children. They just simply send their children to school. Sometimes, they even neglect to attend PTA meetings.” This indicates that the participation of the parents is not evident. This is related with the statement of Smith and Thomas (2006) that people need to have good motives and intentions about the practice of inclusive education in both the schools and in society. In addition, people should have a good mindset and positive attitude towards inclusive education. However, the responses were in contrary to what is stated by Slee. Teacher Charlyn also added that... “there is no support from the parents.” As people develop positive attitudes towards inclusive education, implementing and practicing inclusive education becomes easier. In order for that, people need to know the importance of inclusive education. They need to be educated about it and the reasons why they need to develop good behavior towards disabled children and send them to regular school to help them get a quality education (Tchintcharauli and Javakhishvili, 2017). The result implies that educating the public will therefore help to embrace and motivate children with disabilities to be in the regular schools and the society. If the public does not develop a positive attitude towards disabled children, the implementation of inclusive education will definitely fail.

In addition, adopting a positive attitude towards disabilities begins in the family. As Obeng-Asamoah (2016) stated, families especially the parents need to have a good mindset for their children who are disabled. When family members develop a positive attitude towards their disabled children, they are more open to sending them to schools to get a quality education and its advantage. This concept is in contrary to the experience of Teacher Sheryl when she said that, “Problem on dealing with parents, they are very passive and sometimes denial.” This may not be easy for some families to show their children with disabilities in public because people might laugh at them. That is why, some of the parents are denial and they refuse to accept the learning disabilities of their children. Given this reason, still parents need to participate in their children’s education. They need to support and encourage their children to be in school and learn in order to become better and productive in their family and community. Table 5 shows the summary of the frequency and rank of the identified challenges as perceived by the teachers. Based on the results, Lack of Training or knowledge on Inclusive Education/handling learners with disabilities obtained the highest frequency of 15 and came first and have no problem as last.

Table 5. Summary of the challenges as perceived by the teachers affecting inclusive education.

Challenges	Frequency	Rank
Lack of training of knowledge on inclusive education/handling learners with disabilities	15	1
Classroom management/time management	10	3
Attitude of parents/lack of support of parents	5	6.5
Bullying of classmates/bullying of other teachers	11	2
Lack of adequate materials to be used in an inclusive education classroom	6	5
Behavioral management	7	4

Learner's attitude (special child)	5	6.5
No problem	2	8

Table 6 shows the summary of the frequency and rank of the identified challenges as perceived by the parents. It clearly shows that children are bullied obtained the highest frequency of 20 and ranked as first while lack of attention/time given to children obtained the frequency came as the last. On the other hand, difficulty of task or activities given to children with special needs, teacher's lack of training and unpreparedness, children's behavior, and insufficient facilities followed respectively.

Table 6. Summary of the challenges as perceived by the parents affecting inclusive education.

Challenges	Frequency	Rank
Children are bullied	20	1
Difficulty of task/activities given to children with special needs	10	3
Lack of attention/time given to children	11	2
Children are ashamed/shy	4	6
Insufficient facilities	3	5
Teacher's lack of training/preparedness	5	4
No problem	1	7

Conclusion

Based on the findings of the study, the following conclusions are drawn: (1) the teachers were fully knowledgeable on inclusive education as compared to the parents who have only negligible knowledge; (2) there is a significant difference on the extent of knowledge on inclusive education between teachers and parents. That is, the teachers are more knowledgeable about inclusive education; (3) the challenges affecting the inclusive education are the following: occurrence of bullying, lack of teachers' training and attitudes, inadequate school facilities, and poor parents' support.

In the light of the findings and conclusions, the following are strongly recommended: (1) the teachers handling inclusive classes must undergo training and workshop to be fully prepared for the job in inclusive education; (2) schools must initiate orientation in the community particularly among parents about the nature and guidelines in the implementation of inclusive education; (3) the Child Protection Program must be strengthened specially in the inclusive education to avoid bullying and discrimination among the students with learning disabilities; (4) facilities, learning materials and other support needs must be provided in order to realize the goal of inclusive education; and (5) the researcher recommends further study to validate the result in another District of Diffun Quirino.

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Conflict of interest

The author confirms that there is no conflict of interest with any parties involved with the study.

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