

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

SCHOOL HEADS' MULTIDIMENSIONAL ATTITUDE AND EXTENT OF IMPLEMENTATION
OF INCLUSIVE EDUCATION

A Thesis Presented to the
Faculty of the Graduate School
College of Education
West Visayas State University
La Paz, Iloilo City

In Partial Fulfilment
of the Requirements for the Degree
Master of Arts in Education
(Special Education)

by

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Abstract

This correlational research aimed to determine the attitude of school heads toward inclusive education in the three dimensions of attitude—cognitive, affective, and behavioral. It also aimed to determine the extent of implementation of inclusive education, its relationship to the dimensions of attitude, and its predictors. The study was conducted with the selected districts of the Schools Division of Antique, involving 70 respondents from six randomly selected districts. MATIES (Mahat, 2008) and a validated and pilot-tested researcher-made instrument were used to gather data. Means and standard deviation, Person's Product Moment Correlation coefficient, and multiple linear regression were used for data analysis. The study found that school heads have a positive attitude towards inclusive education in the behavioral domain. While in the cognitive and affective domains, school heads have a neutral attitude toward inclusive education. Inclusive education was moderately implemented by the school heads. There is a significant relationship between the cognitive and affective dimensions and between the cognitive and behavioral dimensions. There is, however, no significant relationship between affective and behavioral dimensions. Cognitive and behavioral dimensions of attitude have a significant relationship with the extent of implementation of inclusive education. On the other hand, the affective dimension does

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not have a significant relationship with the extent of implementation of inclusive education, although it closely approaches statistical significance. The behavioral dimension significantly predicts the implementation of inclusive education.

Recommendations for professional development, policy dissemination, support, monitoring, and the implication for theory and practice are discussed in light of the findings.

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