

Towards Inclusive School Leadership Policy Framework for Basic Education in Southern Palawan

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Abstract

The study examined the status and the implementation of inclusion of learners with special needs to the Basic Education Program. Findings were used as inputs for a proposed Inclusion Model for Basic Education in Southern Palawan. The study will involve all fourteen (14) respondents composed of school heads and SPED teachers of learners with special needs from five (5) SPED Centers in Southern Palawan during the academic year 2022-2023. Limitations include the selection of respondents particularly the inclusion of learners with special needs in the Basic Education Program. The study will follow the inclusion and exclusion criteria. The respondents' unwillingness to participate in the study will be the basis for exclusion from participation in the study. Responses will only represent the assessments of school heads and SPED teachers of learners with special needs from five (5) SPED Centers in Southern Palawan. On account of the foregoing significant findings, the following conclusions were derived. It can be noted that of the 14 total respondents composed of 9 SPED teachers and 5 school heads; 8 or 57 percent belong to the age bracket of 51 to 60 years old; which showed that the majority of the respondents are in their prime-time age which is 51 to 60 years old and are married. Most of the SPED teachers are in master's units while School head respondents are in doctoral units. Overall, the assessment of respondents on the implementation of inclusive education as per setting direction was strongly agreed as indicated by the overall weighted mean of 4.35. Overall, the assessment of respondents on the implementation of inclusive education as per organizational development was strongly agreed as indicated by the overall weighted mean of 4.31. Overall, the assessment of respondents on the implementation of inclusive education as per human development was agreed as indicated by the overall weighted mean of 3.97. No significant relations were found between the profiles of the respondents to the implementation of inclusive education in setting direction; organizational development; and human development. A high positive degree of correlation was found on the assessment of inclusive education in setting direction and the profile of respondents in terms of age; a moderate degree of correlation in terms of gender and civil status; and a low correlation in terms of educational attainment. There is a low positive degree of correlation as assessed by the respondents on inclusive education in organizational development between the profile of respondents in terms of age; a very high positive correlation in terms of gender; a high positive correlation in terms of civil status; very high positive correlation existed between the profile of respondents in terms of educational attainment. There is a very high positive correlation as assessed by the respondents on inclusive education in human development between the profile of respondents in terms of age; A low positive correlation in terms of gender; a low positive correlation in terms of civil status; and negligible correlation was found in terms of educational attainment.

Keywords: School Leadership, Basic Education, SPED teachers