

ADMINISTRATIVE SUPPORT, TEACHERS' TEACHING STRATEGIES, AND SOCIAL INCLUSION OF JUNIOR HIGH SCHOOL LEARNERS WITH DISABILITIES IN THE CITY SCHOOLS DIVISION OF BIÑAN

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ABSTRACT

Social inclusion is a vital component of inclusive education that ensures learners with disabilities are actively involved in both academic and social aspects of school life. This study aims to determine the administrative support, teachers' teaching strategies, and social inclusion of junior high school learners with disabilities in the City Schools Division of Biñan. This also explores the significant relationship between the main variables and how effectively administrative support attributes and teaching strategies predict the social inclusion of these learners. A descriptive-correlational design was utilized and data were collected from a total of 63 teachers using stratified random sampling. Weighted mean, Pearson R, and regression analysis were applied in analyzing the data gathered. The findings revealed that the schools had a high level of administrative support for inclusive education, the teaching strategies utilized by teachers to foster social inclusion were strongly agreed, and the learners with disabilities had a very high level of social inclusion. There was a significant relationship between the level of administrative support and teaching strategies, and between teaching strategies and the level of social inclusion. However, there was no significant relationship between the level of administrative support and the level of social inclusion. Regression analysis confirmed that inclusive classroom climate, social skills training, and community-based learning were significant predictors of social inclusion, while peer-mediated instruction and collaborative work were not significant predictors. Administrative support or any of its sub-constructs were not significant predictors of social inclusion. The study concludes that while administrative support is crucial for enabling effective teaching strategies, it does not directly drive social inclusion. Instead, social inclusion depends significantly on classroom-level practices, particularly fostering an inclusive climate, social skills training, and community-based learning. The study developed an action plan to sustain the level of social inclusion of learners with disabilities.

Keywords: Social inclusion, administrative support, inclusive education, teaching strategies, learners with disabilities