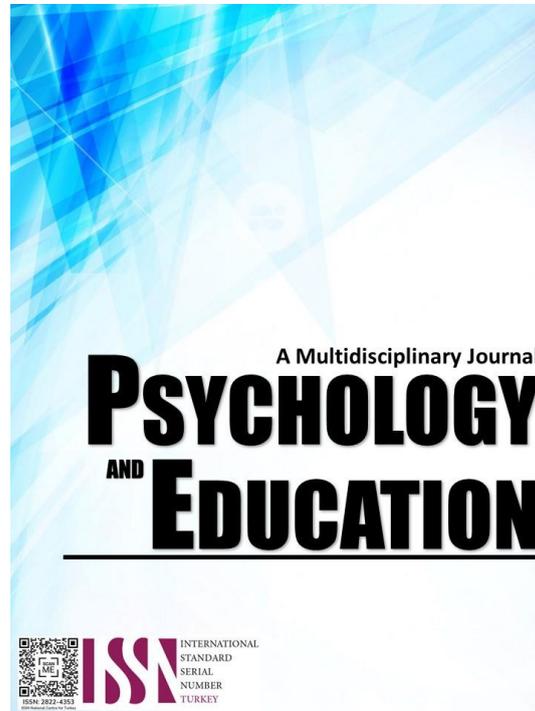# TEACHERS' ATTITUDE TOWARDS INCLUSIVE EDUCATION AND THEIR SENSE Of WELL-BEING

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Teachers' Attitude Towards Inclusive Education and Their Sense of Well-Being

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Abstract

This study was conducted to determine what domain in the teachers' attitude towards inclusive education that significantly influences their sense of well-being. The study used quantitative, non-experimental research design using correlational technique. The respondents of the study were 109 teachers. Adapted survey questionnaires were used for teachers' attitude towards inclusive education and sense of well-being which were modified to fit in to the purpose of the study. Moreover, Pearson r and Regression Analysis were used as statistical tools. The result showed that the level of teachers' attitude towards inclusive education was high and their level of sense of well-being was very high. In addition, data showed that there was a significant relationship between teachers' attitude towards inclusive education and their sense of well-being. Furthermore, in their singular capacities, the specific domains in the teachers' attitude towards inclusive education that significantly influence their sense of well-being were the student variables and collaboration.

Keywords: *educational management, teachers' attitude towards inclusive education, sense of well-being, Philippines*

Introduction

Teachers' poor sense of well-being adversely affect their work performance and student outcomes as well. In United Kingdom, teachers with low sense of well-being who experience high levels of stress may not execute to the best of their capacity. For instance, a teacher with poor well-being may not have the vigor necessary to convey a subject content which effectually drives students to do well. Additionally, a teacher who has poor workload well-being which results them to have high level of work pressure is more expected to be absent from the job. As a result, there have been significant steps to ascertain the role of teacher well-being and what are the ways to address such problem. In addition, teachers in United States have perceived low level of well-being. Teachers are burned out in their work which consequently affect the school negatively. Similarly, in Australia, the well-being status of teachers is declining too (Bajorek, Gulliford & Taskila, 2014; Hugo, 2007; Louden, 2008; McCallum & Price, 2010; Moon 2007; Yong & Yue, 2007).

In the basic level of education where there are diverse learners, teachers' sense of well being is very important. Teachers must be well to do well in their jobs. Teachers who have high level of sense of well-being seem to have easier time interacting with the learners effectively. Thus, it is critical that there is a substantial attention to the well-being of the teachers who are responsible for primary care and instruction (Downer, Kraft-Sayre & Pianta, 2009; Gold et al., 2010; Goyal, Singh, & Sibinga, 2014; Raver, Blair & Li-Grining, 2012). Relative to this, it is important to augment the level of sense of well-being of teachers in the basic education in an inclusive instructional classroom. One way to optimize the well-being of teachers is through strengthening inclusive education policy statement especially in the basic education where there are learners with diverse needs (Department of Education and Training, 2015).

In conjunction, in an educationally inclusive school, teaching and learning and well-being matter. In fact, teachers who have positive attitudes towards inclusive education increase their well-being in teaching. It was revealed that educators who accepted the obligation to be inclusive are able to raise their quality of teaching, and teaching was considered more effective than that of educators who had different opinions regarding inclusive education. This specifies that an improved interest toward including learners with exceptional needs is related to better the efficacy of teachers. In contrast, teachers who do not copiously agree with inclusion have poor confidence that they can apply the requirements of inclusive education goals and are hesitant to offer the essential provisions that would establish a helpful classroom environment for the learners (Avramidis, Bayliss & Burden, 2000; Cassady, 2011; Humphreys, 2009; Office for Standards in Education, Children's Services and Skills, 2014; Ryan, 2009).

Furthermore, in Cateel District I, Helenita Postrero, the District Supervisor, stipulated that most teachers have negative views about inclusivity and care for their ability to implement inclusive education. Also, issues on educational resources caused much worry for

teachers such as inaccessible classrooms to students or overcrowded classrooms. The effectiveness of the inclusionary program is at risk since most classroom educators possess pessimistic views toward the inclusion of learners with special needs. These undesirable attitudes of teachers caused them to perform ineffectively in their work especially in delivering lessons and activities for learners with diverse needs. This means that their work well-being is at stake due to their poor attitudes and level of stress in implementing inclusive education.

The researcher has not come across of a study that dealt on influence of the attitudes of teachers towards inclusive education on their sense of well-being in the local setting. It is in this context that the researcher is interested to determine whether the attitudes of teachers towards inclusive education influences their sense of well-being in Cateel District I as this can raise concern to the intended beneficiaries of this study and possibly develop action plans to augment the attitude of school educators towards inclusive education and develop their sense of well-being.

Research Objectives

The main thrust of the study was to determine what domain in the teachers' attitude towards inclusive education that significantly influences their sense of well-being in Cateel District I. Moreover, this study has the following objectives:

1. To describe the level of teachers' attitude towards inclusive education in terms of:
    1.1 student variables;
    1.2 peer support;
    1.3 administrative support;
    1.4 collaboration, and
    1.5 training.
2. To ascertain the level of teachers' sense of well-being in terms of:
    2.1 work-load well-being;
    2.2 organizational well-being, and
    2.3 student interaction well-being.
3. To determine the significance of the relationship between teachers' attitude towards inclusive education and their sense of well-being.
4. To determine which domain in the teachers' attitude towards inclusive education that best influences their sense of well-being.

Literature Review

Presented in this section are readings from the related literature, different books, journals, articles, and internet of different authors relevant to the present research work. The researcher focuses on the teachers' attitudes towards inclusive education and their sense of well-being.

The teachers' attitudes towards inclusive education as indicated by Kern (2006) was taken into consideration in the choice or selection of indicators used in the study. The following indicators are: student variables, peer support, administrative support, collaboration and training. These indicators served as the parameters in measuring the independent variable.

On the other hand, the teachers' sense of well-being as indicated by Collie (2014) was taken into consideration in the choice or selection of indicators used in the study. The following indicators are: work-load well-being, organizational well-being, and student interaction well-being. These indicators served as the parameters in measuring the dependent variable.

Teachers' Attitude Towards Inclusive Education

The realization of inclusive education which refers to the systematized engagement of learners with incapacities in typical classrooms principally relies on the attitude of teachers towards students with special educational necessities and their understanding on how to appropriately teach them. In some researches, the attitude of teachers towards teaching students with exceptional needs has been made known as a critical aspect in creating inclusive schools. If regular teachers do not agree to take the instruction to these students as a vital part of their work, they may attempt to make certain that others such as the special educational needs educators take the obligation for these learners and may establish concealed exclusion in the school (Dapudong, 2014; Mutasa, Goronga & Tafangombe, 2013; Rose, 2001).

Furthermore, the attitude of educators toward inclusion will radically influence their success and performance of learners with incapacities in the school. Educators who take the accountability to be inclusive have also raised the pedagogical quality, and the instruction was believed more effective than that of educators who had different opinions concerning inclusive education. The increased openness of teachers towards inclusivity which aims to include students with special needs is linked to better efficacy of teachers, advanced level of teacher teamwork, and an improved probability to apply differentiated instruction. Thus, pessimist outlooks of inclusion may affect connections with learners who have incapacities (Avramidis et al., 2000;

Cassady, 2011; Ryan, 2009; Soodak, Podell & Lehman, 1998).

In addition, educators are vital for helpful implementation of inclusive education. Educator's support, mutual aid and enthusiasm play a significant part in effective application of inclusive education program. Hence, it is important to focus on the training of educators in handling students with special needs in inclusive classroom. It is essential for educators to be prepared to manage these learners. Similarly, it was being emphasized that educators are the basic agent in the operation of inclusive education who need to show confident attitude towards inclusive education programs (Good & Brophy, 2007; Loreman, Deppeler & Harvey, 2005; Mohsin, Ghafar & Tabsum, 2016).

In the same vein, a study has revealed that educators have constructive regard towards inclusive education. They stipulated that inclusive education improves public relations and inclusion of the learners and therefore, it reduces undesirable typecasts on students with exceptional needs. Likewise, it is important to set the guidelines on how to operate an inclusive education where there is a partnership between the teachers in the regular classroom and teachers in the special education classroom. Moreover, teachers who are handling inclusive education should always reflect about teaching and be responsive to the possible challenges they may face in the implementation (Ali, Mustapha & Jelas, 2006; Mohsin et al., 2016; Nayak, 2008).

In the same manner, it is contended that the dispositions of teachers, their attitudes and familiarity with inclusive education are imperative in affecting any change in their pedagogical practices inside the classroom. This proposes that the educators acquire knowledge about inclusive education might influence their capacity to adapt, along with their academic performance. Additionally, it is argued that if the teaching of teachers is effective and be sentient to both the strengths and needs of the students, there is a chance for all students to learn. Students with special needs are capable to be in an inclusive program since they typically receive some distinct support from classroom teachers to assist them to complete the essential tasks. Hence, teachers have vital roles in the teaching and learning process since effective and efficient implementation of inclusive education relies on the teachers who have enough knowledge which is gained from training along with helpful attitudes towards it (Ali et al., 2006; Chhabra, Srivastava & Srivastava, 2010; Harding & Darling, 2003; Lindsay, 2003; Loreman et al., 2005; Ntombela, 2009).

Besides, researches have focused on investigating the factors which have been recognized as employing a positive effect on the atttudes of teachers towards inclusive education. This factor includes experience, confidence and training along with reinforcement and support from the head teacher and special education teachers. Moreover, teachers have direct accountability for employing inclusion in the classroom set-up, thus their commitment and interest are essential to realizing the essential changes (Alanazi, 2012; Anderson, Klassen & Georgiou, 2007; Avramidis et al., 2000; Avramidis & Kalyva, 2007; Dickens-Smith, 1995; Janney, Snell, Beers & Raynes, 1995; Koutrouba, Vamvakari & Steliou, 2006; Shevlin, Kenny & Loxley, 2008).

In addition, a specific scale which measures teachers' attitude towards inclusive education has been used in most researches. Teachers' attitudes are described in terms of five subdomains which are the student variables, administrative support, peer support, collaboration, and training. When teachers got higher score to this total attitude scale, the more positive their attitude is (Buford & Casey, 2012; Kern, 2006; Sims, 2015).

The first domain which is the student variables reflects teachers' universal undersrtanding that learners with minor disabilities such as speech/verbal impairments, 1 year below level, and no obvious misbehaviors should be taught within the regular schoolroom. Furthermore, in this domain, teachers believe that learners with intellectual retardation could be taught within the regular teachingsetting. However, students who display more serious disabilities such as students who are 2 or more years below level with autism, and oral or physical hostility must be taught within the special education class. In other schools which are located in the urban areas where there is a higher prevalence of obvious behavioral difficulties, a less helpful attitude towards inclusivity may have ensued (Buford & Casey, 2012; Kern, 2006).

Further, teachers who agree with the inclusion aim for the success of students' learning. They usually believe that learners must be active and not passive individuals in the classroom. The learners must be stimulated to create choices as regularly as possible. A good classroom educator shoud allow learners oftentimes to struggle as some of the most influential learning stems from risk-taking and contemplating from mistakes. Also, learners with special needs should be free to develop learning independently at their own pace and have other strategies in assessment to fulfill their special needs. Learners need to attain

success, educational goals must be specific, attainable, measurable and could have any challenge to them. In fact, it was pointed out that schools must generate opportunities utilizingtasks, facilities and materials in order for all learners to develop learning in an inclusive classroom setting (Eredics, 2014; Watson, 2018).

The second domain which is the peer support reflects teachers' universal belief that they have the peer support when interacting with learners with unique needs in the regular classroom scenario. Peer support is a key aspect in influencing the attitudes of teachers towards teaching students with special needs (Leatherman & Neimeyer, 2005; Kern, 2006; Sims, 2015).

Moreover, as adults, teachers may give support in the class through the use of team teaching and support assistance. Even though some learners may not necessitate this level of intervention, creating peer supports is best for an inclusive situation. Further, peer support is an approach that includes placing learners in pairs or in small to be involved in classroom activities that assist academic pedagogy and interpersonal skills. This pedagogical approach does not demand more staff and additional funding. This approach is an inquiry-based methodology thatproduces positive outcomes related to student performance and social well-being over the period of time. Peer supports give educators with the learning tool to improve teaching for learners with and without special needs. There are three innovative approaches that peer supports can be utilized to attain the pedagogical and interpersonal needs of the learners with special needs in the regular classroom setting. These three approaches are the cross-age peer support, cooperative learning and peer modeling (Wood, 2015).

The third domain which is the administrative support reflects teachers belief that they can talk to their school heads about their concerns when handling learners with disabilities. Nonetheless, educators could also deem that their school heads did not give them enough support, resources, or time to join trainings and conferences so as to make them capable to address issues on teaching learners with disabilities in the usual classroom setting (Buford & Casey, 2012; Kern, 2006; Sims, 2015).

Additionally, so as to make the implementation of the inclusive education effective and successful, school heads should take necessary actions to openly present and explain the new vision, establish agreement for the vision, and involve and lead all concerned stakeholders in school-based decisions. School heads could also give four kinds of support which are identified as significant by regular and special education teachers. These are the instrumental, informational, appraisal, emotional and personal (Littrell, Billingsley & Cross, 2014; Villa & Thousand, 2013).

The fourth domain which is the collaboration domain reflects teachers common covenant that collaboration between the special education and regular teacher has a successful results. Also, they may agree that both of them must be responsible for educating learners with special needs (Buford & Casey, 2012; Kern, 2006; Sims, 2015).

Also, collaborative approach is vital to effective implementation of inclusive education. In schools, the collaboration among teachers can encourage communities to practice collaboration through a sequence of professional associations that improve the learning experience and educational outcomes of learners with special educational needs. Research findings suggested that educators are progressively conscious of the importance of collaboration (Mulholland & O'Connor, 2016).

In addition, the collaborative approach is helpful since it includes paraprofessionals in the daily decisions of the special education learners. The collaborative approach is a platform that aids educators in their endeavors to fully integrate educationally the learners with special needs in the regular education classroom. Studies indicated that collaboration is fundamental for creating effective inclusion. The collaborative approach has appeared as a model used to address the curricular requirements of all learners, both learner with and without special needs in the same classroom. Collaboration is an interpersonal approach that teachers apply in their communications with parents, coworkers, and others. It can only occur in their own accord in circumstances in which persons with uniformity have identified a common goal and are eager to share all of the everyday jobs, resources, and responsibility (Galis, Linscott & Tanner, 2016; Friend, 2012; Tango, 2007).

The fifth domain is training domain which reflects teachers' belief that their training prepared them adequately to teach learners with special needs such as language and speech impairments and learning infirmities. Nonetheless, most educators may also not be certain of their scholastic background sufficiently prepared them to teach learners with intellectual delays and delays in everyday living skills. In addition, in this domain teachers may also believe that they must be

exposed to more trainings in the area of teaching learners with learning difficulties. There was a reasonably even split among educators who assumed their scholastic background prepared them to teach learners with behavioral problems (Buford & Casey, 2012; Kern, 2006; Sims, 2015).

Relative to this, training for inclusive education should start in the pre-service level. A collection of formal, non-formal, and informal classroom tasks is accessible in most controls for educators to advance further knowledge regading inclusive education. In strengthening pre-service training for educators, it is important to guarantee that practicing educators are in the same way able to access continuing professional learning so as to sustain and build upon their primary skills and knowledge of present best practices for assisting all students within inclusive settings. Despite the fact that some specialized learning opportunities may be existing outside of school, many educators either do not discover appropriate courses or cannot be present because of contradictory job schedules. This poses the necessity for more opportunities for specialized learning to take place within the school setting and during school periods (Commonwealth of Australia, 2016; Forlin & Sin, 2017; Ng & Szeto, 2016).

Teachers' Sense of Well-Being

Teachers' well-being has emerged as particularly important in the past years considering that teacher attrition is a continuing issue in education settings (Kilgallon, Malonely & Lock, 2008; Le Cornu, 2013; Pillay, Goddard & Wilss, 2005). Studies showed that teachers' well-being is an important aspect in performance, productivity and quality. Such as an extensive expectation between positive well-being of teachers and student achievement exists. It has been presented that there is a significant positive link between the well-being of teachers and learning outcomes of students (Bajorek et al., 2014; Bricheno, Brown & Lubansky, 2009; Briner & Dewberry, 2007; Ostroff, 1992).

In consonance, teacher's well-being refers to the teachers' sense of individual professional satisfaction, self-actualization, determination and pleasure, created in a concerted practice with co-teachers and learners. This process is reinforced or inhibited by circumstantial factors which facilitate educators to realize their goals and objectives in instruction, offer genuine and controllable work loads that permit for self-sufficiency, and which value, respect and celebrate the specialized capability and work

capability to upshot in a feeling of progressive professional wellness (Acton & Glasgow, 2015; Van Petegem, Creemers, Rossel & Aelterman, 2005; Soini, Pyhalto & Pietarinen, 2010).

Furthermore, teachers' satisfaction and well-being with their everyday working setting are related with their definite behavior. It was shown that a poor psychosocial environment in a classroom and the misbehavior of learners can have undesirable effects on educators' general well-being and psychological health status as well as on work-related performance. If educators' own psychological health needs are mistreated, they may be incapable or reluctant to consider psychological health problems of the learners they teach. Also, when educators' emotional health is in danger, it lessens their capability to assist and respond to learners properly, which produces further problems within the classroom and more emotional suffering for learners and educators alike (Ervasti, Kivimaki & Puusniekka, 2011; Haynes, Emmons & Ben-Avie, 1997; Kidger, Gunnell & Biddle, 2010; Rothi, Leavey & Best, 2008; Scheerder, Van Audenhove & Arensman, 2011).

In the same vein, teachers' well-being refers to feelings of happiness, satisfaction, competence and enacted purpose. This focus on the affective domain and the effective management of emotions and emotional situations is frequently conceptualized as integral to well-being in teachers, with many studies foregrounding this dimension of wellness. Some of the main findings of some research studies set related results to emotions and supporting teachers' well-being include that teachers with higher level of well-being exhibit an emotional intelligence that permits them to reflect positively about the work demands and apply accurate coping schemes to successfully manage challenging emotional conditions that may exist in dealing carefully with adults and learners (Kern, Waters, Adler & White, 2014; McCallum & Price, 2010; Parker, Martin, Colmar & Liem, 2012; Spilt, Koomen & Thijs, 2011; Ross, Romer & Horner, 2012; Vesely, Saklofske, & Nordstokke, 2014).

In addition, understanding the well-being of teachers is significant for some reasons. Initially, it enhances understanding of the careers of teachers. Understanding the issues that are of great apprehension to teachers is useful in establishing school settings that nurture the work commitment of teachers and stops them from separating from the profession. Next, by investigating what is utmost rewarding and satisfying for teachers, an improved awareness and analysis of their outlooks toward

certain reforms and intervention activities in school can be expanded. In some circumstances, teachers are considered as the negotiators of transformation, and awareness in teacher well-being may enhance the broadcasting of schools' intervention activities. Lastly, teachers are vital in the academic lives of the learners, and there is some indication that well-being of teachers has important influences on the socio-emotional regulation and educational performance of students (Hamre & Pianta 2004; Lochman, 2003; Malmberg & Hagger, 2009; Moolenaar, 2010; Roth, Assor, Kanat-Maymon & Kaplan, 2007; van Veen, Sleegers & van de Ven, 2005).

Correspondingly, a scale of well-being of teachers which measures three aspects was established namely; workload well-being, organizational well-being, and student interaction well-being (Collie, 2014). The first domain is the workload well-being. The aspects related with this domain link to activities that teachers are obliged to do as part of their role as teachers which includes designing assignments, participating in the meetings, and functioning after hours (Collie, Shapka & Perry, 2012; Klassen & Chiu, 2010; Schaufeli & Bakker, 2004).

Pursuing the above concept, providing balanced workloads for teachers is important. It has been exposed in some research that teachers' workloads are associated with stress. It was shown that educators who pointed out that administrative jobs impeded with their instruction were more expected to report better externalizing behavioral difficulties among their learners such as aggressiveness, distressing ongoing tasks. School heads and policy-makers, for that reason, may want to give more attention to the increasing job demands that are given to teachers. Even though the purpose of increasing job demands is to ensure better learning and performance among learners, this may not ensue if the well-being of teachers is at stake. In actual fact, the opposite might take place given that the well-being of teachers is related with important results such as effective instruction. In other words, effectiveness in instruction and the learning and performance of learners may suffer from the job demands that are attempting to augment effectiveness in teaching and student learning outcomes (Collie et al., 2012; Duckworth, Quinn & Seligman, 2009; Klassen & Chiu, 2010; Milkie & Warner, 2011).

The second domain is organizational well-being. The aspects related with this domain refer to organizational-level problems concerning teachers and instruction such as relationships and communications between school heads and teachers, rewards and recognition provided by school heads, involvement in decision-making by classroom teachers, and the school procedures and rules and regulations in place. If teachers commonly felt that the organizational-level facets of their job, it may positively influence their well-being (Grayson & Alvarez, 2008; Collie et al., 2012; Collie, 2014).

Besides, these organizational-level concerns are all linked to school work climate. Considering the fact that there are many positive results related with positive school work climates for educators, learners, and schools such as the learning of students and their performance, targeting this aspect for development has the possibility for extensive and helpful implications for all people of the school community which includes the teachers (Bryk & Schneider, 2003; Collie, 2014; MacNeil, Prater, & Busch, 2009).

The third domain is the student interaction well-being. The aspects related with this domain refer to the relationships of teachers with their learners, classroom behaviors, learning interest, and instructional management. Teachers commonly felt that their connections with learners positively affect their well-being. Research showed that relatedness with learners was positively related with satisfaction for teaching and negatively related with nervousness, antagonism, and emotional overtiredness of classroom teachers. Also, considering that dealing with learners is a main reason that many teachers accept the challenge in the teaching profession and find it enjoyable, it is not shocking that learner interactions positively influenced the well-being of teachers (Klassen, Perry & Frenzel, 2012; Shann, 1998; Sinclair, 2008; Watt & Richardson, 2007).

However, despite the significance of learner interactions for the well-being of teachers, teacher-learner interactions can also be demanding. Thus, it seems that student interactions can be demanding for teachers, at the same time affecting the well-being of teachers. Considering the two, these relation between the well-being of teachers and teacher-learner connections further underline the significance that teachers put on their interactions with learners (Collie et al., 2012; Klassen & Chiu, 2010).

Particularly, it also emphasized the significance of bearing in mind a comprehensive picture when trying to recognize how teachers are influenced by their work experiences. Further, the notion also encompasses the understanding by signifying that burn-out and well-being could both be existing relative to similar aspect of instruction. This is due to the multifaceted nature of

work stress at average levels, stress can be helpful for teachers, whereas at high levels it is frequently harmful. Otherwise, it may recount to the relationships of teachers with varied learners in the classroom such as the positive relationship may differ with different learners at diverse times. Hence, it is of significance to try to unravel when and how educators experience well-being and burn-out or stress all at once and what this means for the efficiency of teachers (Collie, Perry & Brenner, 2013; Selye, 1974).

Correlation Between Measures

There have been some researches about the role of inclusive education in developing teachers' sense of well-being in terms of work performance and relationships. It is significant to ascertain the attitudes of teachers toward inclusive education since it can intensely affect their work-load well-being such as in terms of work performance and their student interaction well-being in terms of affecting achievement of learners with special needs in the classroom. Educators who carry out the responsibility to be inclusive have raised their work-load well-being in the area of quality of instruction, especially the increased likelihood to differentiate instruction and such instruction was deemed more successful in teaching than that of educators who had dissimilar and negative views and attitudes concerning inclusive education. In addition, an improved receptivity toward the inclusion of learners with disabilities is related to better school organizational well-being of teachers which comprises their efficacy and higher rates of teacher collaboration. Conversely, the negative views of teachers towards inclusion will negatively influence their student interaction well-being especially their interactions with children who have disabilities (Avramidis et al., 2000; Cassady, 2011; Ryan, 2009; Soodak et al., 1998).

Similarly, it was revealed that the educators who have negative attitude towards inclusive education have poor work-related well-being who are not individualizing learning plans based on the needs of the learners and are poorly self-assured that they have the ability to implement the system under the individualized education program. Particularly, the attitudes of general education teachers towards inclusive education affects their student interaction well-being. When regular teachers have bad outlooks toward inclusive education and are reluctant to have learners with special needs in their classroom, they could not offer the essential supports that might create a helpful learning environment for the learners (Avramidis et al., 2000; Cassady, 2011).

Moreover, it was recommended that exploring and understanding the attitudes of teachers toward learners with special educational needs is contributory to the maintenance of positive relationship between the learners and students, which is essential for effective inclusive education practices. The attainment of inclusive education is thus dependent on the attitudes of teachers (Pianta, 2004; Salend, 2001; Van Reusen, Shoho & Barker, 2000).

In conjunction, inclusive education influences the well-being of teachers in terms of work and organizational relations. The inclusive education offers benefits to educators since it augments the diversity that take place in the classroom. Educators have the ability to develop their skills that enables them to be well-prepared and efficient teachers for all learners. Educators also have the chance to do their best in both socialization and conferencing skills, as they work together with teachers under special education curriculum, individualized education program groups, and co-educators. Predominantly, educators have the chance to create a transformation in all of their learners' lives. Hence, teachers' positive attitudes towards inclusive education contribute to their positive student-relationship well-being as they accept new concerted roles by allotting proficiency and engaging in shared problem solving (Carter, 1991; Cook, 2001; Matlock, Fiedler & Walsh, 2001; Mastropieri & Scruggs, 2004).

Besides, teachers' attitude towards inclusion plays an important role in developing student well-being. It is the educators' attitudes that have the biggest influence on the learner, and thus the curriculum's accomplishment or failure. Educators who have negative attitude towards inclusion may pass that dissatisfaction onto the learners. Eventually, a negative attitude can weaken the self-confidence and achievement of the learners. On the other hand, educators who support and have faith in the inclusion ideal can offer special education learners with self-confidence and a happy, and ultimately positive, learning atmosphere. Predominantly, the effectiveness of the implementation of the inclusion program is considerably reliant on the educators who apply it. Regular classroom teachers collaborate with teachers who handle special education classes so as to include the special education learners into the normal classrooms as frequently as possible. Since the effectiveness of the inclusive education is reliant on those who have the responsibility to implement it, it turns out to be significant to assess the attitudes of teachers towards inclusive education (Kern, 2006; Scruggs & Mastropieri, 1996).

In like manner, it was explained that it is significant to deliver frequent and substantial training to educators on inclusive education in order to affect better work-load well-being especially lessening tension and stress at work, and help teacher-student interaction well-being in inclusive settings. Further, giving educators with support could advance the complete application of inclusion, creating it more helpful for them and to learners. The provision given by the school heads, based on their views regarding the significance of counting students with special needs, intensely dictates the overall teachers' school organizational well-being such as improving their teaching behavior and methods. Teachers are more prepared to cater learners in their classrooms when they recognize that their principal nurtures a helpful environment and when the school's culture buoy up collaboration and teaming. Enough provision from school leaders is usually to upsurge the possibility of teachers in cooperating with teachers handling special education classes so as to solve difficulties in the implementation of inclusive education. It is possible that the collaboration between teachers and the provision systems available upsurge general acceptance of inclusive education program, reward for any uncertainties, and advance educational experts' outlooks towards involving learners with different special needs in the regular classroom (Ross-Hill, 2009; Soodak et al., 1998).

Furthermore, in the context of students, fostering inclusive learning environments among schools ensure better learning outcomes and well-being of all learners, such as solving bullying, imposing discipline and establishing a positive learning environment. Further, supporting fair play and inclusivity helps the school community ascertain and eliminate prejudiced biases and systemic obstacles so as to help improve student success and well-being. Research presented that learners who feel comfortable and recognized in their schools are able to succeed educationally. In fact, every person in a publicly funded schools irrespective of upbringing or individual circumstances have to feel involved and engaged (Ontario Ministry of Education, 2014).

Based on the above related literature and studies, it can be synthesized that the attitudes of teachers towards inclusive education plays an important role in augmenting their sense of well-being especially in terms of their work performance and relationship with students. The attitudes of teachers toward inclusion can influence their work effectiveness and the attainment of learners with special needs in the classroom. Teachers who have positive attitude towards inclusive education have also improved their

pedagogical quality, and the teaching was believed to be better than that of teachers who had contradictory views regarding inclusion. In contrast, negative outlooks of inclusion can affect teachers' relations with learners who have special needs.

Furthermore, the foregoing presentation and discussion of various literatures have helped in bringing into focus the two important variables of the study; the teachers' attitudes towards inclusive education and their sense of well-being. These served as support to the results and findings of the study.

Methodology

Presented in this section are the discussions on the research design, the research locale, the population and sample, the research instrument, the data collection, statistical tools, and ethical consideration.

Research Design

The quantitative, non-experimental design of research using correlational technique was used in this study.Correlational technique is a non-experimental design, where researcher studies the correlation between variables in a normal setting without manipulation or control. In correlational studies, the researchers examine the strength of relationships among variables by looking unto how change in one variable is linked with change in the other variable. Generally, correlational method have independent and dependent variables, but the effect of independent variable is seen on dependent variable without manipulating the independent variable (Creswell, 2002). Relative to this, the correlational research design was suitable for the study because it aimed to test the significant relationship between the teachers' attitude towards inclusive education and their sense of well-being.

Population and Sample

The respondents of the study were the 109 teachers in Cateel District I, Division of Davao Oriental. Universal sampling method was used in determining the respondents of the study. In Cateel District I, there are nine teachers from Mainit Elementary School, 10 teachers from Abejod Elementary School, 12 teachers from Santa Felomina Elementary School, three teachers from Baybay Elementary School, 48 teachers from Cateel Central Elementary School, 15 teachers from San Antonio Elementary School, and 12 teachers from San Isidro Elementary School.

Research Instrument

The questionnaire for teachers' attitude towards inclusive education was adapted from Kern (2006) which was modified to fit in to the study and subjected to the validation of the experts. The teachers' attitude towards inclusive education has the following indicators: *student variables, peer support, administrative support, collaboration* and *training* .

The first draft of the research instrument was submitted to the research adviser for comments, suggestions and recommendations to improve its presentation with the corrections to be included and integrated. The final copies were submitted to panel of experts for refinement. The final revision was made by incorporating the corrections, comments and suggestions given by the expert validators before the gathering of data. The consolidated results from the experts obtained an average weighted mean of 3.54 which has a verbal description of very good.

Further, before the administration of the research instrument, a pilot testing was done to selected teachers who are not the respondents of the study. The survey questionnaire for the pilot test was subjected to the reliability testing to establish using Internal Consistency Method. This is the most appropriate method to use since the test contains dichotomously scored items which the examinee either passes or fails in an item. The computed reliability of the instrument was 0.8512 using Cronbach Alpha.

Data Collection

In the collection of data, the researcher asked permission from the Schools Division Superintendent - Dr. Feliciano A. Tamondong, Jr., CESO VI, then to the District Supervisor of Cateel District I, and to the School Heads concerned, to allow the researcher to conduct the study to the 109 teachers. Upon the approval, the researcher personally distributed and administered the research instrument on the teachers' attitude towards inclusive education and sense of well-being to ensure 100 percent retrieval of the questionnaires.

During the administration of the survey questionnaire, the researcher made sure that the classes were not interrupted. However, the researcher had experienced unexpected circumstances during the conduct of the study. Some of the teacher respondents were not immediately available during the administration of the survey questionnaire. But with the assistance of the school heads and some of his friends among schools,

he was able to completely distribute and accomplish the administration of the questionnaire. The researcher asked some of his friends to contact those teachers who were at seminars and who had their personal matters in order for them to accomplish the instrument. Moreover, since the researcher was from the same school district, it was easy for him to approach each of the school head and teacher concerned to accommodate and assist him during the administration and retrieval of questionnaires. Likewise, in reaching the schools under this said study, the researcher used his motorcycle since some of the schools are geographically distant from his station.

Furthermore, during the administration of questionnaire, the possible questions and clarifications of the respondents were personally addressed to the researcher. After the respondents have completely answered the necessary data needed in the questionnaire, the researcher retrieved all the questionnaires administered to the respondents. Then, a Certificate of Appearance was secured from the School Head concerned to vouch that the researcher honestly collected the data from the research respondents of the study. After the successful retrieval of the questionnaires, the data were collated and tabulated. Then, appropriate statistical tools were employed to derive the necessary data for interpretation and further analysis.

Results

Presented in this section are the data and analysis of findings based on the data collated from the research instruments used in the study to determine the influence of teachers' attitude towards inclusive education on their sense of well-being. Discussions of topics were engaged in the following subheadings: the level of teachers' attitude towards inclusive education, the level of teachers' sense of well-being, correlation between measures and the significance of the influence of teachers' attitude towards inclusive education on their sense of well-being.

It could be noted that the standard deviation ranged from 0.434 to 0.717 which are less than 1.0 is the typical deviation for a five point Likert Scale, according to Wittink & Bayer (1994). This means that the rating obtained in the study are very close to the mean indicating consistency of responses.

Level of Teachers' Attitude towards Inclusive Education

The first objective of this study was to determine the level of teachers' attitude towards inclusive education as perceived by the teachers themselves. The level of teachers' attitude towards inclusive education is in terms of student variables, peer support, administrative support, collaboration, and training.

Table 1. *Level of Teachers' Attitude towards Inclusive Education*

Indicators	SD	Mean	Descriptive Level
Training	0.71	3.88	High
Collaboration	0.54	4.18	High
Administrative Support	0.72	4.14	High
Peer Support	0.59	4.19	High
Student Variables	0.53	4.15	High
Overall	0.45	4.11	High

Shown in Table 1 are the data on the level of teachers' attitude towards inclusive education. The level of teachers' attitude towards inclusive education gets an overallmean of 4.11 with a standard deviation of 0.458. This means that the teachers' attitude towards inclusive education was oftentimes manifested.

From this result, *peer support* has the highest mean score of 4.19 or *high* with a standard deviation of 0.59 which means that it is oftentimes manifested. Data from the appended Table 1.2 indicates that teachers show different views on the existing peer support in the implementation of inclusive education, to wit: *believing that one's colleagues are approachable when asked for their advice when teaching students with special needs,* 4.34; *feeling comfortable in approaching colleagues for help when having to teach students with special needs,* 4.31; *approaching colleagues for assistance when needed if having students with special needs in the classroom,* 4.27; *thinking that colleagues are willing to help with issues which may arise when having students with an Individualized Education Program in the classroom,* 4.17, and *believing that colleagues will try to place all of their special needs students in my classroom if I start including students with an Individualized Education Program in my regular classroom,* 3.88.

The second highest indicator in the teachers' attitude towards inclusive education is *collaboration* with a mean score of 4.18 or *high* with a standard deviation of 0.54 which means that it is oftentimes manifested. Data similarly signify from the appended Table 1.4 that teachers perceived the importance of collaboration with teachers in handling students with special needs, as seen in the following manifestations: *believing that one should be responsible for teaching students who are identified as having special needs,* 4.35; *welcoming collaborative teaching when having a student with a special need in the classroom,* 4.28; *believing that collaborative teaching of children with special needs can be effective particularly when students with special needs are placed in a regular classroom,* 4.21; *feeling comfortable in working collaboratively with special education teachers when students with special needs are in the classroom,* 4.14; and *feeling that both regular education teachers and special education teachers should teach students with special needs,* 3.94.

On the other hand, the third highest indicator for the teachers' attitude towards inclusive education is *student variables* with a mean score of 4.15 or *high* with a standard deviation of 0.53 which means that it is oftentimes manifested. As shown in the appended Table 1.1, teachers believe that students with special needs should be in an inclusive education based on the following manifestations from highest to lowest: *thinking that students who are diagnosed as autistic and mentally retarded need to be in special education classes,* 4.69; *thinking that students who display speech and language difficulties should be in special education classes,* 4.38; *believing that students who are identified as depressed but do not display overt disruptive behavior should be in regular education classes,* 3.97; *believing that students who are 2 or more years below grade level should be in special education classes,* 3.85; and *believing that students who are verbally and physically aggressive towards others can be maintained in regular education classrooms,* 3.84.

The fourth highest indicator and at the same time the second lowest indicator, albeit still *high*, is the *administrative support* with a mean of 4.14 with a standard deviation of 0.72 which means that it is oftentimes manifested. As revealed in the appended Table 1.3, teachers feel the support and assistance of the school administrators in implementing inclusive education because of the following manifestations: *believing that one can approach the administrators*

with concerns when teaching students who have special needs., 4.24; *feeling supported by my administrators when faced with challenges presented by students with behavioral difficulties in my classroom,* 4.18; *feeling being encouraged by administrators to attend conferences/workshops on teaching students with special needs,* 4.17; *feeling supported by my administrators when faced with challenges presented by students with learning difficulties in my classroom,* 4.15; and *being provided with sufficient materials in order to be able to make appropriate accommodations for students with special needs,* 3.94.

Lastly, the lowest indicator in the teachers' attitude towards inclusive education, albeit still *high*, gets a mean score of 3.88 with a standard deviation of 0.71 is *training*. This means that this domain is oftentimes manifested. As shown in the appended Table 1.5, teachers believed that their educational background and trainings has prepared them in inclusive education, as shown in the following perceptions: *believing that educational background has prepared him/her to effectively teach students with cognitive delays and deficits in daily living skills,* 3.99; *believing that his/ her educational background has prepared him/ her to effectively teach students with behavioral difficulties,* 3.98; *believing that one's educational background has prepared him/her to effectively teach students who are 2 or more years below level,* 3.95; *thinking that one's educational background has prepared him/ her to teach students with special needs,* 3.87; and *thinking that his/ her district provides him/ her with sufficient out of district training opportunities in order for him/ her to appropriately teach students with disabilities,* 3.62.

Level of Teachers' Sense of Well-being

The second objective was to determine the level of teachers' sense of well-being which was measured through a survey questionnaire with the following indicators: workload well-being, organizational well-being, and student interaction well-being. Shown in Table 2 are the data on the level of teachers' sense of well-being. Computations yield a grand mean of 4.48 or *very high* with a standard deviation of 0.43 and this indicates that the teachers' sense of well-being is manifested at all times.

Table 2. *Level of Teachers' Sense of Well-Being*

Indicators	SD	Mean	Descriptive Level
Student Interaction Well-being	0.49	4.51	Very High
Organizational Well-being	0.52	4.46	Very High
Workload Well-being	0.50	4.47	Very High
Overall	0.43	4.48	Very High

From this result, the indicator of teachers' sense of well-being that yielded the highest mean score as shown in Table 2 is *student interaction well-being* with a mean score of 4.51 or *very high* and a standard deviation of 0.49. Similarly, this also indicates that the teachers' sense of well-being in terms of student interaction well-being is always manifested. The following are the aspects of student interaction well-being that contribute to the very high level of sense of well-being among teachers as shown in appended Table 2.3, to wit: *having good relations with the students at school,* 4.70; *being able to interact with students positively,* 4.61; *being able to motivate students well,* 4.50; *being able to manage student behavior,* 4.42; and *having better skills in classroom management,* 4.31.

The indicator with the second highest mean is the *workload well-being* with a mean score of 4.47 or *very high* and standard deviation of 0.52. This further means that workload well-being is always manifested by teachers. The indications of workload well-being as revealed in appended Table 2.1 are the following: *being able to accomplish work assignments,* 4.61; *being able to work to finish one's teaching tasks,* 4.61; *being able to fit everything in work into the allotted time,* 4.44; *being able to complete work outside of school hours for teaching,* 4.39; and *being able to do administrative work related to teaching,* 4.22.

Finally, the *organizational well-being* is the indicator with the lowest mean score of 4.46 albeit still *very high* and standard deviation of 0.52. This implies that teachers always manifest this domain. Shown in the appended Table 2.2 are the aspects of this domain from highest to lowest: *having good relations with the administrator at school,* 4.62; *feeling the support offered by school leadership,* 4.48; *having good communication between members of the school,* 4.43; *feeling recognized for one's teaching,* 4.39; and *having an active participation in school-level decision making,* 4.37.

Correlations Between Measures

One important purpose of this study was to determine whether or not the teachers' attitudes towards inclusive education has significant relationship with their sense of well-being. Results of the computations are shown in Table 3. As it can be gleaned from the table, the overall r-value on the correlation between the level of teachers' attitudes towards inclusive education and their level of sense of well-being is 0.575 with the probability value of $p< 0.05$. Since the p-value is less than 0.05, there is a significant relationship between the teachers' attitudes towards inclusive and their sense of well-being. Hence, the null hypothesis is being rejected.

When the domains of teachers' attitudes towards inclusive education were correlated with their sense of well-being, the data show that student variables are significantly correlated with the teachers' sense of well-being since the results show an r-value of 0.575 with the probability value of $p=0.000$ or *significant*. This factor is significantly related to the domains of teachers' sense of well-being such as the workload well-being, organizational well-being, and student interaction well-being.

Table 3. *Correlation Between Measures*

Teachers' Attitude towards Inclusive Education	Teachers' Sense of Well-Being			
	Workload Well-being	Organizational Well-being	Student Interaction Well-being	Overall
Student Variables	0.254* (0.008)	0.270* (0.005)	0.315* (0.001)	0.323* (0.001)
Peer Support	0.288* (0.002)	0.433* (0.000)	0.384* (0.000)	0.427* (0.000)
Administrative Support	0.293* (0.002)	0.557* (0.000)	0.372* (0.000)	0.473* (0.000)
Collaboration	0.442* (0.000)	0.505* (0.000)	0.445* (0.000)	0.538* (0.000)
Training	0.232 (0.015)	0.375* (0.000)	0.362* (0.000)	0.374* (0.000)
Overall	0.400* (0.000)	0.583* (0.000)	0.505* (0.000)	0.575* (0.000)

Further, when the domain peer support is correlated to the sense of well-being of teachers, results of the computation yield an r-value of 0.427 with the probability value of $p=0.000$ or *significant*. As shown in the table, peer support domain is significantly related to the sense of well-being of teachers. All factors of teachers' sense of well-being are associated with the peer support domain. This implies that the peer support received by teachers from their colleagues in implementing inclusive education augment their sense of well-being in completing

related-work tasks. As teachers perceived their teachers who are willing to help with them resolving issues in inclusive education, it increases their confidence to effectively handle workloads and organizational and student demands. Likewise, the comfortability of teachers to approach others to ask assistance when needed if having students with special needs in the classroom are more likely gain success at work at the same time develop their connections within the organization and with students.

Likewise, when the domain administrative support is correlated with the sense of well-being of teachers, results of the computation yield an r-value of 0.473 with the probability value of $p=0.000$ or *significant*. Consequently, this means that the administrative support domain is significantly associated with the teachers' sense of well-being. All factors of teachers' sense of well-being are associated with the administrative support domain. This means that teachers have very high level of sense of well-being at work because they feel that they are encouraged by their school administrators to improve teaching skills through conferences/workshops and that they receive support from them when faced with some challenges in handling behavioral and learning difficulties among students. Further, the positive perceptions of teachers towards the sufficiency of instructional materials for inclusive education boosts their sense of well-being or comfort at work.

In the same manner, collaboration was also significantly related to the sense of well-being of teachers since the results of the computation yield an r-value of 0.538 with the probability value of $p=0.000$ or *significant*. The factors of teachers' sense of well-being such as the workload well-being, organizational well-being, and student interaction well-being are significantly related with the collaboration domain. This means to show that as teachers feel comfortable in engaging with collaborative teaching on students with special needs in the classroom, they will be able to finish teaching tasks on time, develop communication between teachers, and manage students' behavior effectively. Hence, it increases their sense of well-being at work.

Lastly, when training domain is correlated with the sense of well-being of teachers, results of the computation yield an r-value of 0.374 with the probability value of $p=0.000$ or *significant*. As shown in the table, training domain is significantly related to the sense of well-being of teachers. All factors of teachers' sense of well-being are associated with the training domain. This means that teachers perceived

their educational background and trainings provided by their district and schools have prepared them to teach students with special needs. As a result, they gain benefit of well-being at work in terms of performing work, organizational relations and student interaction.

On the other hand, when the domains of teachers' sense of well-being are correlated with the domains of teachers' attitude towards inclusive education, the data show that the domain workload well-being is significantly correlated with the teachers' attitude towards inclusive education since the results of the computation yield an r-value of 0.400 with the probability value of *p=0.000* or *significant.* All factors of teachers' attitude towards inclusive education are significantly related with their sense of well-being such as the student variables, peer support, administrative support, collaboration and training.

In addition, when the domain organizational well-being is correlated with the teachers' attitude towards inclusive education, results of the computation yield an r-value of 0.538 with the probability value of *p=0.000* or *significant*. All factors of teachers' attitude towards inclusive education are significantly related with their sense of well-being such as the student variables, peer support, administrative support, collaboration and training.

Lastly, when the domain student interaction well-being is correlated with teachers' attitude towards inclusive education, results of the computation yield an r-value of 0.505 with the probability value of *p=0.000* or *significant*. All factors of teachers' attitude towards inclusive education were significantly related with their sense of well-being such as the student variables, peer support, administrative support, collaboration and training.

Significance of the Influence of Teachers' Attitude towards Inclusive Education on theirSense of Well-Being

Data shown in Table 4 is the regression coefficients to test the significant influence of the overall teachers' attitude towards inclusive education on their sense of well-being. Using the Regression Analysis, the data reveal that the overall teachers' attitude towards inclusive education significantly influences their sense of well being since the influence of teachers' attitude towards inclusive education on their sense of well-being has the F value 12.49 and *p=0.000*.

Table 4. *Regression Analysis of the Influence of Teachers' Attitude towards Inclusive Education on their Sense of Well-Being*

Teachers' Attitude towards Inclusive Education		Teachers' Sense of Well-Being			
		ß (Standardized Coefficients)	*B (Unstandardized Coefficients)*	*T*	*Sig.*
Student Variables		0.15495	0.07385	2.10	0.038
Peer Support		0.03283	0.08736	0.38	0.708
Administrative Support		0.14305	0.07592	1.85	0.067
Collaboration		0.28388	0.07739	3.67	0.000
Training		-0.00468	0.06243	-0.07	0.940
R	0.377				
R^2	0.614				
F	12.49				
P	0.000				

This means that the teachers' attitude towards inclusive education significantly influences their sense of well being since the probability value is *p=0.000*. The R^2 value of 0.614 implies that 61.40% of their sense of well-being is influenced by their attitude towards inclusive education while the remaining 38.60% is influenced by other factors. The overall results of teachers' attitude towards inclusive education predict their sense of well-being. Hence, it signifies the rejection of null hypothesis. Specifically, the data revealed that the domains of teachers' attitude towards inclusive education which have significant influence on their sense of well-being are the student variables, t=2.10, *p=0.038*, and collaboration, t=3.67, *p=0.000*, since both have probability values of less than the alpha value.

Furthermore, in their singular capacities, student variables and collaboration can significantly influence the sense of well-being of teachers. However, the rest like peer support, administrative support, and training can also influence the sense of well-being of teachers but with the support of the other indicators. Likewise, between the two domains student variables and collaboration, the collaboration domain is the best predictor in its singular capacity based on the beta standardized coefficients.

Discussion

Teachers' Attitude towards Inclusive Education

The overall level of the attitude of teachers towards inclusive education is high which means that teachers are often times proactive towards the implementation of inclusive education in their respective schools. This further implies that teachers accepted the responsibility to be inclusive. Teachers agree that students with disabilities should be educated within the normal classroom. Moreover, they also feel the support of their peers and administrators in terms of collaboration and trainings along with their knowledge and skills in order to effectively implement inclusive education in their school.

This is in parallel with the results of the study of Galovic, Brojcin and Glumbic (2014) which revealed similar findings that teachers held positive attitudes towards inclusive education and more affirmative expectations concerning the upshots of inclusion. It was being emphasized that teachers have great concern in improving their pedagogical performance in an inclusive session. Further, educators with preceding helpful experience at work in an inclusive setting testified positive attitudes towards inclusive education.

In consonance, several authors (Dapudong, 2014; Subban & Sharma, 2005) have revealed the same findings as they stipulated that teachers are primarily positively motivated towards the idea of inclusive education, seeing the process as helpful to all learners inside the inclusive setting. Also, the findings of this study substantiate the contention of various authors (Al-Zyoudi, 2006; Leyser, Kapperman & Keller, 2014; Soodak et al., 1998) who revealed that teachers' opinions and approval of the policy and idea of inclusive education are substantial factors of the degree to which they perform inclusive practices. In addition, in-service training, support and cooperation, knowledge and skills were recognized to be important factors which have been emphasized as conductive to affirmative attitudes towards inclusion.

Furthermore, among the five indicators in the teachers' attitude towards inclusive education, respondents perceive that peer support dominates over the other four indicators, namely: student variables, administrative support, collaboration, and training. Based from the data, the teachers oftentimes receive peer support in implementing inclusive education. They also felt comfortable to approach others to ask help when necessary if having learners with disabilities in the classroom. Hence, teachers positively view the execution of the inclusive education in their school because they felt high level of support from their colleagues.

This finding confirmed the assertion of various authors (Leatherman & Neimeyer, 2005; Kern, 2006; Sims, 2015) who stated that in an inclusive education, it is imperative for teachers to have all-embracing covenant that they have the help and support of their co-teachers when dealing with learners having special needs in the normal classroom situation. Peer support is a crucial aspect in inducing positive attitude of teachers towards teaching learners with disabilities.

Likewise, the data reveal high level of collaborationamong teachers in implementing inclusive education. This means that teachers feel comfortable in working together with educators under special education classes when learners with special needs are in the classroom. They perceived shared teaching as an effective approach for handling learner with disabilties who are placed in a regular classroom and address problems among these students. Therefore, they believe that both regular education teachers and special education teachers are responsible in an inclusive education.

This pursues the assumption of various authors (Bouillet, 2013; Lee, 2012; Widmark, Sandahl, Piuva & Bergman, 2011) who stipulated that concerted problem solving to support inclusive education is usually implemented between educators who work collaboratively to solve particular problems, typically concerning a learner or group of learners, concentrating on classroom-based interventions augments the learners' chances for achievement. Assistance could involve connections between regular teachers and special education teachers.

Moreover, the finding affirms the assertion of some authors (Friend, 2012; Tango, 2007) who avowed that collaboration is crucial for making inclusive education effective. The collaboration method has appeared as an effective tool of addressing the curricular requirements of both regular and special children within a classroom. Further, collaboration is an interpersonal approach that teachers utilize in their relations with co-teachers, learners and parents. It could only occur of their own accord in circumstances in which educators with parity have recognized a shared goal and are eager to share all of the duties, resources, and responsibility.

Moreover, the data divulge high level in terms of student variables which means that teachers believe that learners with disabilties should be in an inclusive classroom. Further, this is indicative when they perceive themselves to have proactive agreement towards the inclusion of learners with disabilities in

special or regular school. In particular, they consider the idea that students who are 2 or more years below grade level, who are identified as autistic and mentally retarded, who are verbally and physically hostile towards others, and who show speech and language defects must be in special education classes. Likewise, they also believe that learners who are known as depressed but do not show overt troublemaking behavior must be in normal classroom. Therefore, teachers believe that inclusion of students with disabilities in special education or normal schooling is of significance.

This expanded the findings of the study of several authors (Avramidis et al., 2000; Diebold & Von Eschenbach, 1991; Hastings & Oakford, 2003) who stressed that student variables also seem to play a part in educator perception towards inclusion. Teachers who are high in this domain are generally more receptive toward including learners with disabilities in learning in their regular education classrooms. Further, educators were also more positive toward including learners with intellectual incapacities and are more eager to accept having a special education learner in the classroom who is a bit incapacitated.

Additionally, the data make known that administrative supports in the high level. This indicates that teachers feel being encouraged by their school administrators to develop their capability to teach learners with special needs through attending conferences/workshops. They have indicated that they receive support from their school administrators in coping with the challenges they face in managing and addressing behavioral and learning difficulties among students. Moreover, teachers have positive perceptions towards the provision of adequate materials so as to be able to make suitable accommodations for learners with special needs in their school.

This finding is in consonance with the study of the Kern (2006) who revealed similar results that teachers assumed that they could coordinate their school heads with problems they experience when teaching learners with special needs. Furthermore, this finding substantiates the pronouncements of Cook, Semmel & Gerber (2009) who pointed out that school head's support is essential for effective inclusion implementation. In order to be effective in the operation of the inclusive education, school heads should first deliver support and practical assistance to educators.

The lowest indicator, though still high, is training. The findings reveal that teachers perceived that their

scholastic background have equipped them to teach learners with special needs. They also recognize their school district which provides them enough training opportunities so as to make them appropriately teach learners with disabilities. For that reason, teachers feel confident towards the implementation of inclusive education because they have enough background knowledge and skills and ample trainings. This is in line with the statements of several authors (Ali et al., 2006; Chhabra et al., 2010; Harding & Darling, 2003; Lindsay, 2003; Loreman et al., 2005; Ntombela, 2009) who pointed out that teachers have vital roles in the teaching and learning process since effective and efficient implementation of inclusive education relies on the teachers who have enough knowledge of it which are gained from training along with helpful attitudes towards it.

Similarly, this is in parallel with the view of some authors (Good & Brophy, 2007; Loreman et al., 2005; Mohsin et al., 2016) who said that it is vital to focus on educators' training in handling children with disabilities in inclusive education. It is necessary for teachers to be equipped to handle these learners. Consequently, they have the ability to show confident attitude towards inclusive education programs.

Teachers' Sense of Well-being

The overall level of teachers' sense of well-being is very high which means that the sense of well-being among teachers is manifested at all times. This further implies that teachers have very high level of well-being at work which means that they do well in their jobs. They become more motivated and committed to accomplish work-related tasks and that they have improved their outlook towards school organizational participation in affecting learning and achievement among learners with special needs. They also have the capability to build positive interaction and relations with students including those with special needs. As a result, they effectively affect better learning outcomes among students.

Moreover, this corresponds to the study of various authors (Downer et al., 2009; Gold et al., 2010; Goyal et al., 2014; Raver et al., 2012) who claimed that teachers who have high level of sense of well-being seems to have easier time interacting with the learners effectively. Thus, it is critical that there is a substantial attention to the well-being of the teachers who are responsible for primary care and instruction.

In conjunction, this also validates the assertion of some authors (Bajorek et al., 2014; Bricheno et al.,

2009; Briner & Dewberry, 2007; Ostroff, 1992) who stated that the well-being of teachers is a significant factor at work. It has been revealed that teachers' well-being indirectly improves student learning outcomes. In the same vein, the overall result substantiates the idea of various authors (Hamre & Pianta 2004; Lochman, 2003; Malmberg & Hagger, 2009; Moolenaar, 2010; Roth et al., 2007; van Veen et al., 2005) who claimed that teacher well-being is supportive in creating school situations that nurture educators' work commitment. Also, teachers' well-being has an indirect substantial influences on learner's socioemotional regulation and academic achievement.

In addition, among the three indicators in teachers' sense of well-being, respondents perceive that student interaction well-being dominates over the other two indicators, namely: workload well-being and organizational well-being. Based from the data, the very high level of student interaction well-being among teachers is evident when teachers perceive themselves as having good relations with the students at school and are able to interact with them positively. In conjunction, the data also disclose that teachers have better classroom management skills particularly in motivating students and in monitoring and managing their behavior.

This is in parallel to the study of several authors (Klassen et al., 2012; Shann, 1998; Sinclair, 2008; Watt & Richardson, 2007) who confirmed that the aspects related with this domain refer to educators' relations with their learners, learner behavior, learner motivation, and classroom management. Further, these authors have supported this finding by stipulating that teachers generally felt that their connections with learners as one facet of their positive well-being at work. More likely, the positive relationship of teachers with students increases their enjoyment and satisfaction for teaching and reduces burn-out at school.

Furthermore, it affirms the claim of various authors (Borko & Putman, 1995; Gonzalez, 2006; Marzano & Marzano, 2013; Ngayawon, 2004) who pointed out that it is important for educators to have classroom management skills for addressing learners' misbehaviors. A successful teacher employs strategies for establishing rule management and monitoring inside the classroom. Additionally, the idea of some authors (Cheong & Kim 2009; Obot, Essien & Akpan, 2014) affirmed the finding by stating that teachers should also possess the ability to motivate students to participate in learning with willingness and purpose.

The motivational skill of the teacher enhances enabling learning in different learning areas.

Also, the teachers are perceived to have very high level of workload well-being. This implies that teachers are able to accomplish work assignments and teaching tasks and fit everything in work in to the allotted time. In the same way, they can do administrative work related to teaching. Also, teachers even reveal that they are able to complete work external to class hours for instruction. This corroborates with the idea of various authors (Collie et al., 2012; Klassen & Chiu, 2010; Schaufeli & Bakker, 2004) who emphasized that the aspects related with this domain relate to activities that educators are required to perform as part of their instruction duties such as completing work, homework, participating in meetings, and working after class hours.

Similarly, the finding demonstrates the statement of some authors (Collie et al., 2012; Duckworth et al., 2009; Klassen & Chiu, 2010; Milkie & Warner, 2011) who declared that supporting educators in balancing their workloads is important. The workload well-being of teachers allows them to be comfortable at work and who are able to manage student behaviors effectively. As teachers improve their workload well-being, they are more likely to affect better learning and achievement among students.

Lastly, teachers perceive that they have very high organizational well-being. The data reveal that teachers are having good relations with their school administrators. Also, they are having good communication between members of the school which entails them to have active participation in school-level decision making. In addition, it was also evident that teachers have very high level of well-being at work because they felt the support offered by school leadership and that they felt being recognized for their teaching.

Congruent to this finding is the declaration of various authors (Grayson & Alvarez, 2008; Collie et al., 2012; Collie, 2014) who stated the aspects related with this domain refer to organizational-level problems concerning teachers and instruction such as relationships and communications between school heads and teachers, rewards and recognition provided by school heads, involvement in decision-making by classroom teachers. Seemingly, teachers acquire higher well-being as they commonly felt the organizational-level facets of their work. Furthermore, it expanded the pronouncement of some authors (Bryk & Schneider, 2003; Collie, 2014; MacNeil et al., 2009)

who stipulated that maintaining very high level teachers' organizational well-being augments helpful school climates for educators, learners, and schools such as learning and achievement of learners.

Conclusion

Based from the findings of the study, the following conclusions are drawn:

The overall level of teachers' attitude towards inclusive education is high. Its indicators reveal the following results: high for student variables, high for peer support, high for administrative support, high for collaboration and high for training. On the other hand, the overall level of teachers' sense of well-being is very high. Its indicators reveal the following results: very high for workload well-being, very high for organizational well-being and very high for student interaction well-being. Moreover, there is a significant relationship between teachers' attitude towards inclusive education and their sense of well-being.

Furthermore, the overall teachers' attitude towards inclusive education significantly influences their sense of well-being. In their singular capacities, student variables and collaboration can significantly influence the sense of well-being of teachers. However, the rest like peer support, administrative support, and training can also influence the sense of well-being of teachers but with the support of the other indicators. Likewise, between the two domains student variables and collaboration, the collaboration domain is the best predictor in its singular capacity.

Moreover, this present study has determined the importance of teachers' sense of well-being. In the basic level of education where there are diverse learners, teachers' sense of well being is of significance. It is necessary for teachers to do well in their jobs. Teachers who have high level of sense of well-being have easier time engaging in with the learners effectively. Furthermore, teachers' well-being indirectly improves student learning outcomes, socioemotional adjustments and academic performance. It also contributes to the creation of school contexts that foster teachers' job commitment.

Specifically, the student interaction well-being of teachers in which they establish positive relationship with students increases their enjoyment and satisfaction for teaching and reduces burn-out at school. Also, the workload well-being of teachers allows them to be comfortable at work and who are

able to manage student behaviors effectively. As teachers improve their workload well-being, they are more likely to affect better learning and achievement among students. Similarly, maintaining very high level teachers' organizational well-being augments affirmative school climates for educators, learners, and schools such as learning and student success.

In addition, this present study has confirmed the proposition of Cassady (2011) which states that the attitude of teachers towards inclusive education has a role in developing their sense of well-being in terms of work performance and relationships. This shows the important role of the attitude of teachers towards inclusive education in augmenting the success of teachers at work. Therefore, it demonstrates the notion how teachers' attitude may affect their work performance, organizational connection and student interaction in implementing inclusive education.

In the light of the foregoing findings and conclusions, the following recommendations are offered:

The study revealed high level of teachers' attitude towards inclusive education and very high sense of well-being; therefore the researcher recommends that the school heads may further monitor the attitudes, necessities and conditions experienced by teachers in order for them to be fully aware what essential actions and support they have to offer for the teachers to maintain a high level of positive attitude and maintain their sense of well-being in performing their work in inclusive education. Further, the school heads may encourage or require teachers to conduct relevant action researches that will help identify the various factors that affect their attitudes towards inclusion and determine other constraints that may hinder their well-being at work.

Nonetheless, the data revealed that the lowest indicator, albeit high for teachers' attitude towards inclusive education is training. Thus, it is recommended that the policy makers in the Department of Education with the cooperation and support of regional, division and school administrators to improve the training development program for teachers in inclusive education. Through intensifying their training, their educational background will be enhanced and will prepare them to teach students with special needs.

On the other hand, it was also found out that lowest indicator, albeit high for the well-being of teachers is the workload well-being. Therefore, it is also recommended that school administrators may improve their good relations with their teachers. Further, the

school and the teachers may help each other to establish good communication between them especially when making school-level decisions. Hence, positive leadership and good work climate must be an utmost concern of the school in general.

Additionally, the study found out a significant relationship between teachers' attitude towards inclusive education and their sense of well-being, thus, the researcher recommends that teachers may be fully aware of their perceptions or attitudes towards the implementation of inclusive education in their respective schools. The teachers should consider inner and external agreement in their job in inclusive classroom in order for them to be more beneficially acquainted with their various tasks as teachers among student with special needs. Particularly, teachers should be more comfortable in engaging with collaborative teaching on students with special needs in the classroom so as to finish teaching tasks on time, develop communication and participation between teachers within the organization, improve student interaction and effectively manage students' behavior.

Moreover, the result which underscores that in their singular capacities suggest that student variables and collaboration significantly influences teachers' sense of well-being. The researcher therefore recommends to the educational leaders from various levels of offices in the Department of Education to formulate programs and activities that may further increase the attitude of teachers towards inclusive education particularly in terms of their attitude towards student variables and collaboration in order to develop their sense of well-being per se. This further implies that the DepEd officials may reorient teachers about the purpose and importance of inclusive education in order to strengthen their proactive agreement towards its implementation especially in terms of their disposition towards the inclusion of students with special needs in regular schooling and their positive view on the importance of collaborative teaching in order to heighten their sense of well-being in terms of student interaction, organizational participation and work performance. With these specific actions, the Department of Education will in turn help attain the success of the implementation of inclusive education among schools.

Also, since the overall teachers' attitude towards inclusive education significantly influence the sense of well-being of teachers, it is recommended that educational planners in the National, Regional and Division level may strengthen their support and developmental assistance to teachers who are immersed in inclusive education in an attempt to increase their positive attitudes towards inclusion and consequently augment their workload well-being, organizational well-being and student interaction well-being. In parallel, school leaders may involve teachers in in-service trainings on inclusive education so as to improve their proactive agreement towards the inclusion of learners with special needs in regular school which in turn increases their well-being at work. Also, school administrators should encourage peer support and provide administrative support such as supplementing sufficient materials to teachers in implementing inclusive education in order to develop their sense of well-being especially in terms of handling workloads and organizational and student demands.

Predominantly, it is also recommended that higher educational institutions may build up better instruction and trainings to pre-service teachers regarding inclusive education. Effective orientation to pre-service teachers about the philosophies and principles of inclusive education may help expedite the positive attitude towards its implementation and consequently improve their sense of well-being in their future field of work. Similarly, every graduate school institutions which offer graduate and post-graduate courses related to special education may also strengthen curriculum for teachers to be oriented and trained about the concepts of inclusive education and its beneficial effects to students and to teachers' well-being at the same time.

Subsequently, albeit the finding of the research shows a significant influence of teachers' attitude towards inclusive education on their sense of well-being, the researcher still recommends that further research regarding the other factors that are associated with the sense of well-being of teachers may be conducted. Further studies may be conducted to validate the results of the present study.

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