

ABSTRACT

This study aimed to find out the implementation of inclusive education in the secondary schools. Specifically, it aimed to identify the types of students with special needs accommodated, qualities of teachers, benefits availed, and difficulties encountered by teachers and students with special needs in the implementation of inclusive education. This study involved 5 selected teachers and 5 students with special needs of Secondary School. The teacher Informants were aging from (28-53 years old) and students with special needs also aged (13-18 years old) and a residence of 1st district of Capiz. . Ethnographic type of research was utilized in this study. The findings of the study revealed that 1st district school cater students with special needs like vision/visual impairment, physical, mental, language and health impairment. They also shared that being a teacher of inclusive program, they must possess the qualities of being patient, understanding, creative, and compassionate. It also revealed that teachers somehow received an increase in monthly salary while in over-all views, students with special needs do not received any benefits coming from the government or institutions which could help them in the inclusive program. In addition, it revealed also that teachers suffers from their student's lack of interest, misbehaved and difficulties in analysing their instructions. The students also shared that they encounter difficulties such as bullying and stress.

Keyword: Inclusive Education, Accommodated, Qualities, Benefits, Difficulties