

Challenges and Teaching Practices of General Education Teachers in Handling Learners with Disabilities

Rochel Lee C. Igot

Cebu Technological University, Cebu, Philippines

ABSTRACT

This study aimed to determine the level of preparedness of general education teachers in handling mainstreamed learners with disabilities and the inclusive teaching strategies they employed at Quiot Elementary School during the School Year 2025–2026, with the findings serving as the basis for a proposed Action Plan. Employing a descriptive-correlational research design, the study involved thirty teacher. Data were collected using an adapted survey questionnaire and analyzed through frequency, percentage, weighted mean, and standard deviation-and inferential statistics using the Pearson Product-Moment Correlation Coefficient. The study found that most teachers possessed substantial experience in inclusive education, with 43.33% having served seven years or more, while only 10.00% were in their first year. Half of the teachers reported handling one to three mainstreamed learners with disabilities. In terms of professional development, 43.33% had not attended any inclusive education training in the last three years, and 40.00% had attended only one to two sessions. Teachers were rated as only slightly prepared, with an overall mean of 2.38. Their strengths were in creating safe classrooms and engaging parents, but weaker areas included fair assessment and collaboration with SPED specialists. Inclusive strategies were applied frequently, with an overall mean of 3.09, particularly in parental involvement and step-by-step instructions, though structural modifications were less emphasized. Correlation analysis revealed no significant relationship between preparedness and inclusive practices. The study concluded that while teachers often employed inclusive strategies, their perceived preparedness remained low, highlighting the need for stronger institutional support. An Action Plan was recommended to strengthen professional development.

How to cite this paper: Rochel Lee C. Igot "Challenges and Teaching Practices of General Education Teachers in Handling Learners with Disabilities" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-10 | Issue-1, February 2026, pp.948-973, URL: www.ijtsrd.com/papers/ijtsrd100158.pdf



Copyright © 2026 by author (s) and International Journal of Trend in Scientific Research and Development Journal. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<http://creativecommons.org/licenses/by/4.0>)



KEYWORDS: *Special Education, Teacher Preparedness, Inclusive Teaching Strategies, Action Plan, Descriptive Correlational, Action Plan Cebu City.*

1. THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

The level of teaching effectiveness delivered in mainstream classrooms often depended on how well educators were prepared to meet the varied needs of students, including those with disabilities. Policies promoting equality and accessibility of education in the Philippines has been in place for several decades; however, many teachers were still struggling to implement it due to poor training, inadequate teaching materials, and structural issues. Lessons been modified, behavioral and academic differences balanced, and inclusive participation guaranteed were the responsibilities of general education teachers-often without sufficient professional support.

Researchers across the globe recognize the potential of inclusive education depends on the preparedness and training of the educator. Mahmood et al. (2025) noted the importance of the teachers and the school administrators in the inclusion of all pupils, particularly those with disabilities, positing that ‘systematic’ support of the educators should also be put in place. Likewise, Sitoy et al. (2025) reported on the instructional approaches employed in inclusive education and noted that teachers used ‘limited’ strategies, thus suggesting the need for professional training and for teachers to use varied strategies in their instruction. Ozodova (2025) stated that teaching

to inclusivity in the mainstream classrooms could reach higher levels of student participation, and engagement, and improved effectiveness in instruction when teachers use multiple models of instruction. Teachers of mainstreamed classes documented a series of obstacles for 'innovative' adaptive teaching methods, Alvarez et al. (2025) argued on the lack of flexible strategies in the context of teaching and 'broad' teaching methods. Over Parveen et al. (2025) urged that the inclusion of students with disabilities should be aided with instruction that is focused and based on the needs of students, both academically and socially. Supporting the claim, Darwish et al. (2025) pointed out that not having adequate systemic support as well as the appropriate level of professional training undermined inclusive practices at general education.

Readiness to support learners with autism was shown to affect instructional effectiveness in Ghana (Dseagu et al., 2025), underscoring the impact of teacher awareness of neurodivergent learners on classroom outcomes. In the Philippines, Olayer et al. (2025) noted variations in teacher readiness and acceptance of learners with special educational needs based on training, professional experience, and school culture. Lalwani and Sakarwal (2025) noted greater adaptability in teachers working with students who have visual impairments compared to those trained solely in segregated settings. Derguy et al. (2025) found positive teacher attitudes on the inclusion of autistic learners were mediated by self-efficacy, knowledge about autism, and indicating that confidence and competence were critical to the success of inclusive teaching.

At the local level, research continues to show variations in the practices surrounding the implementation of inclusive education. For example, in the Visayas region, Sitoy et al. (2025) found that although teachers had increasing levels of awareness regarding inclusive strategies, many still had challenges in executing these strategies because of the lack of support and resources at the institution and systemic levels. Alvarez et al. (2025), on the other hand, found that although secondary school teachers were receptive to inclusive practices, they were often undermined in their efforts because of large class sizes and insufficient support from school administration. These and similar observations highlight the critical need for localized studies, especially in divisions like Cebu City where there is little recent data that addresses the preparedness of elementary school teachers in inclusive practices.

The case of Quiot Elementary School in Cebu City exemplified the realities of public education under the inclusion policy. Even where there is institutional commitment to inclusive education, teachers still dealt with overcrowded classrooms, insufficient specialized materials, and inadequate training focused on learners with special educational needs. Assessing their preparedness and strategies offered insights into the actualization of inclusive education policies in real classrooms and the possible improvements needed in specific areas. It was anticipated that the findings of this study would provide the groundwork for developing an action plan aimed at strengthening teacher support and institutional advocacy for mainstreamed learners, to better assist Quiot Elementary School.

Therefore, this study aimed to provide the assessment of teacher preparedness, the inclusive strategies employed, and the relationship between the two as the foundation for an action plan to promote inclusive education at Quiot Elementary School.

Theoretical Background

This study was grounded in three educational theories—Universal Design for Learning (CAST, 1990), Zone of Proximal Development (Vygotsky, 1978), and Inclusive Pedagogy (Black-Hawkins, 2011)—which collectively highlighted the need for flexible curriculum design, the provision of scaffolding within learners' developmental ranges, and the utilization of diversity as a resource for meaningful learning. The three legal documents from the Philippines provided further support to these theoretical foundations. These were Republic Act No. 10553, The Enhanced Basic Education Act of 2013, Republic Act No. 9442, The Amended Magna Carta for Persons with Disabilities and DepEd Order No. 72, s. 2009, Policy Guidelines on Inclusive Education.

These laws cumulatively enshrined equitable, accessible, and quality education for all learners, and for learners with special needs, in particular. The integration of these theories and laws provided the study with a contextual and statutory framework that highlighted the responsibility of general education teachers to implement inclusive strategies within their practice to support learners with disabilities in a mainstream classroom, thereby ensuring that the legal requirements of inclusive education were met within the pedagogy.

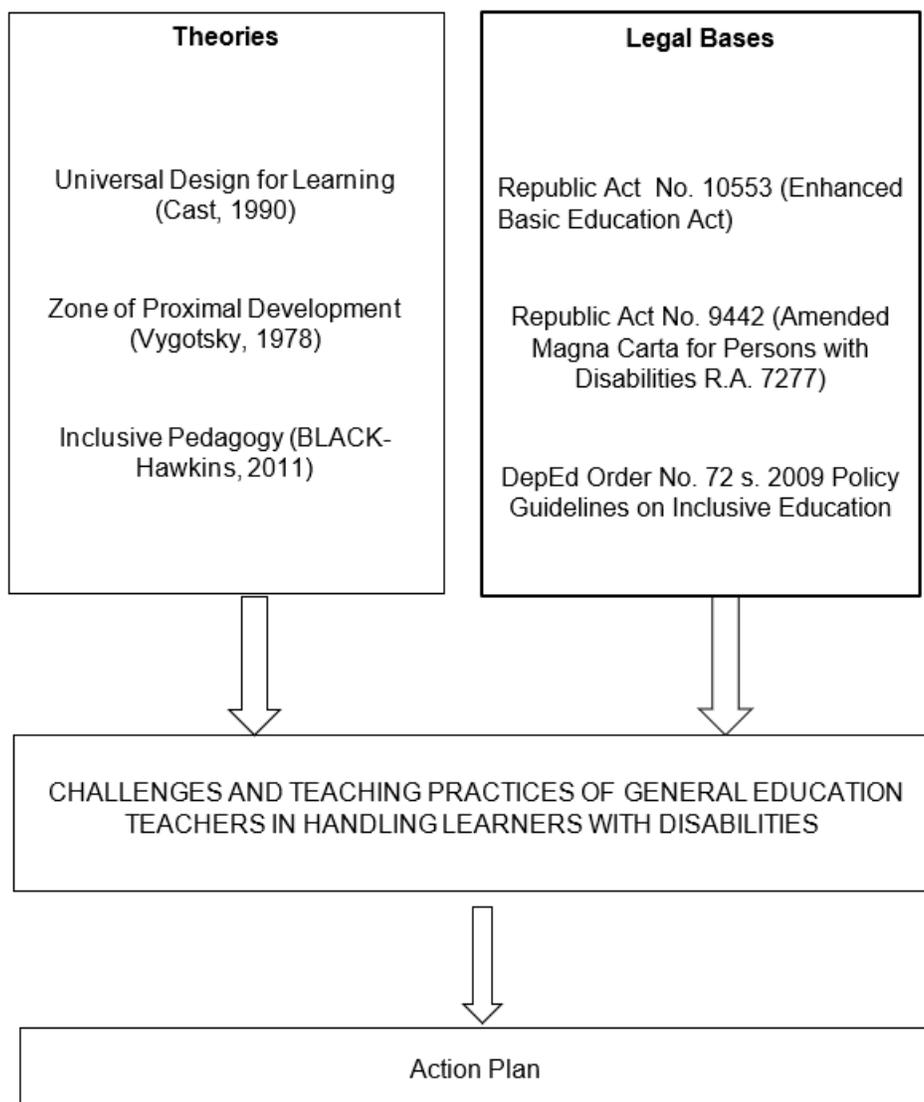


Figure 1 Theoretical Framework of the Study

Universal Design for Learning (UDL), developed by the Center for Applied Special Technology (CAST, 1990), is a foundational approach for building adaptable curricula that meet the varying educational needs of all learners. Modeled after the concept of universal design in architecture, UDL aims to render the goals of instruction, methods, materials, and evaluation processes adaptable to different learning needs. It appreciates that learners differ in how they access, engage, and express knowledge. UDL addresses these differences by advocating for three support pillars: multiple means of representation, multiple means of engagement, and multiple means of action and expression (CAST, 2018; Meyer et al., 2014). Adopting these principles aids teachers in anticipating variation and building lessons that are valuable and reachable to all students, and particularly to students with disabilities. UDL is a prospective approach to planning rather than a reactive approach, which is primarily concerned with learning difficulties after they occur (Rose & Meyer, 2002).

UDL as an empirical foundation for inclusive education has recently been strengthened by Haegele et al. (2024), showing how UDL enabled teachers to foster flexibility and engagement to address different learners' needs in physical education. Equally, Griful-Freixenet et al. (2021) conducted empirical research within the UDL framework with preservice teachers, finding that their confidence in inclusive and adaptive teaching design increased. Yet, Hollingshead et al. (2022) warn that the policy embrace of UDL may outstrip evidence-based practice, thereby calling for ongoing teacher support and situated practice. Expanded into digital learning contexts by Rao (2021), the provision of UDL-based inclusive instructional design for live and asynchronous classrooms and inclusive instructional design UDL increases engagement and access. Aimed at flexibility, accessibility, and proactivity, the UDL framework remains relevant in all educational contexts, and especially elementary education, as in Quiot Elementary School.

The relevance of Universal Design for Learning (UDL) to the current study focuses on teacher readiness concerning the handling of mainstreamed learners with disabilities at Quiot Elementary School. UDL-compliant teachers demonstrate higher levels of readiness to create flexible lesson plans, execute lesson scaffolding, and modify lesson materials to support multiple learners. For example, Ramić (2024) noted that teachers with more inclusive attitudes were more likely to implement UDL-based lesson designs, and Rubee (2024) argued that the self-efficacy of teachers is a vital component in a teacher's readiness to implement inclusive practices. In the same vein, Perez et al. (2024) showed that institutional support and inclusion-oriented professional development training were predictors of teacher preparedness. This is relevant to Quiot Elementary School, where teachers trained to work with diverse learners still report inadequate training and classroom resources. According to Woodcock et al. (2022), teacher confidence concerning sustained inclusive practices is also a component of collective support, while Carballo et al. (2021) highlighted the role of UDL-centered professional development in shifting teachers' conceptualizations of disabilities and inclusion in more equitable ways.

Regarding teaching practices, UDL provides solid groundwork for understanding learning variability within the Quiot Elementary School classrooms. Aftab et al. (2024) argued for the use of multimodal practices aligned with UDL principles, specifically the provision of multiple means of engagement and representation. Mahmood et al. (2025) supported this, stating that the inclusion of learners with special needs is a shared responsibility between the teacher and school administration, highlighting the necessity of collective agency. Hasanah et al. (2024) recognized differentiated instruction, peer tutoring, and scaffolding as central UDL-aligned techniques that assist educators in maintaining a UDL balance between the academic and behavioral expectations. Bindhani and Gopinath (2024) remarked that positively-oriented UDL practices assist schools in predicting and removing potential barriers, therefore avoiding exclusion. Meanwhile, Jardinez and Natividad (2024) described large class sizes and inadequate training as continuing barriers to the comprehensive application of inclusive practices. In a similar vein, Börnert-Ringleb et al. (2021) and Tohara et al. (2021) emphasized digital literacy and technological adaptation as extensions of UDL, proposing the provision of digital tools to educators as a means to address the needs of students with special educational needs. Tai et al. (2024) further advanced the UDL principles to encompass

assessments arguing that flexible evaluative systems create equity and inclusiveness for all learners.

All the above, UDL, serves as the foundational anchor for this research conceptually and practically. It characterizes teacher preparedness as the designing of flexible, learner-centered instructional and positioned inclusive teaching strategies as an integral part of the instructional practice, rather than an afterthought. At Quiot Elementary School, the application of UDL principles helps teachers cope with reality: large class sizes, scant resources, and learner needs that vary. This is the reason for this study in UDL as a guiding framework: to understand the extent to which prepared general education teachers are to accommodate mainstreamed learners with disabilities and the inclusive strategies they employ. With evidence from global and national studies, this research aspires to practice inclusive education in Cebu City and align the realities of the classroom with the principles of Universal Design for Learning.

Vygotsky's (1978) ZPD theory describes how learning takes place with the aid of social interaction and mediation. He describes the ZPD as the gap between the tasks a learner can perform without assistance and those they can execute with help from a teacher, peer, or a more learned individual. Scaffolding is the primary concept of this theory. It is the aid and support that teachers give their students in order to help them attain more independence. Within the context of inclusive ZPD, the ZPD highlights the fact that learners with disabilities can reach greater levels of competence when their teaching practice focuses on the integration of support.

Within the framework of the ZPD theory, the experience of implementing included integrating mainstreaming within Quiot Elementary School is evaluated. Here, the importance of teacher preparedness is emphasized. Teachers should know learner developmental stages, how to shift the lesson, and the most effective methods of scaffolding. Sulaimani and Bagadood (2023) cited that limited training in assistive and adaptive strategies constrained the teachers to support learners with intellectual disabilities. Chow and Sharma (2024) and Sulaimani and Bagadood (2023) work aligns with the challenges that Quiot Elementary School is experiencing. For instance, teachers are expected to manage heterogeneous classes with multiple ability levels. This expectation is placed within the framework of limited specialized training that teachers have received.

Consistent with the ZPD, inclusive teaching practices such as peer tutoring, differentiated instruction, and

collaborative learning effectively support diverse learners. Kaur and Bhatia (2024) reported an increase in student confidence and participation across ability levels when teaching practices were underpinned by scaffolding and empowerment. Bhandari et al. (2025) similarly highlighted how differentiated instruction addresses individual learning gaps, thereby allowing teachers to meet learners within the range of their developmental stage. Peer tutoring also facilitates empathy as students reciprocally support one another, and when it is framed within the principles of scaffolding, as Nardacchione and Peconio (2022) indicates, it promotes cooperation. Hence, it is particularly effective in inclusive settings such as Quiot Elementary School.

Puntambekar (2022) extends the scaffolded distributed learning approach and acknowledges the diverse learning support that can stem from teachers, classmates, and learning aids. In the Quiot Elementary School context, this suggests that knowledge construction from the perspective of teaching has to be collaborative between teachers and students. From Lapidot-Lefler's (2025) perspective, the advocating of inclusive practices is predicated upon the psychological and emotional responsiveness and well-being of teachers, for teachers whose emotional and psychological support needs are met can be expected to integrate scaffolding practices with inclusivity and psychological responsiveness. This is also identified as a strategy by Legede et al. (2024) in which teacher motivation, competency, and reflective practice recognition are correlated directly to quality inclusive teaching and extension of practice.

Hence, this illustrates the necessity of teacher preparedness in the successful application of the ZPD framework for teaching in Quiot Elementary School. The diverse learning needs of students demands the seamless combination of collaborative learning and scaffolded instructional approaches. The challenge for teachers is to flexibly-structured spaces where learners are optimally guided to move to select thresholds in their ZPD. Cognitive development, confidence, social interaction, and social inclusion are the expected outcomes of this approach.

To summarize, the Zone of Proximal Development offers a unique viewpoint on the assessment of teacher readiness and inclusive teaching at Quiot Elementary School and shows that even mainstreamed learners with disabilities can succeed as long as teachers are trained to provide the necessary scaffolds, modify instruction, and build caring communities in the classroom. Centering this study on the ZPD demonstrates the importance of

teacher skill and inclusive pedagogy to facilitate the ZPD and provide all learners with valuable learning opportunities.

As articulated by Black-Hawkins (2011) Inclusive Pedagogy frames diversity as a positive resource instead of a problem and focuses on teaching approaches that offer learning opportunities to all students. Instead of providing special, separate arrangements for learners with disabilities as suggested by mainstream pedagogy, inclusive pedagogy promotes the idea of making access to what is typically provided in classrooms available to all students. It is based on the three interdependent principles: (1) learning must respond to diversity, (2) participation and belonging are intrinsic to the classroom, and (3) all teachers, not just specialists, are responsible for inclusion. This means that inclusion is more than just the physical presence of students in a classroom; students both with and without disabilities must receive focused and responsive teaching of high quality.

The framework is extremely pertinent with respect to teacher readiness in regard to mainstreaming learners with disabilities. In this context, preparedness speaks to professional skill but also to one's belief in the worth of diverse populations. Larios and Zetlin (2023) pointed out that teacher education continues to grapple with the problem of preparing teachers to serve all students in inclusive classrooms. Kamran, Siddiqui, and Adil (2023) argue that teachers' attitudes toward students with mild learning disabilities directly impact their ability to incorporate inclusive practices, indicating that attitudinal readiness is as important as pedagogical readiness. Malata and Muzata (2022) also remark that in lower grade levels, where more individualized support is needed, proactive lesson tailoring is essential when instruction is to be adapted to the needs of learners with disabilities.

Ginja and Chen (2023) noted that the training and attitudes of teachers towards inclusion directly affect the conceptualization and implementation of inclusive education. Jardinez and Natividad (2024) described inclusive education as containing both benefits and challenges, and as such, teachers are required to continually strive for equity amidst the competing realities of diverse classrooms. Lyra, Koullapi, and Kalogeropoulou (2023) described educators' fears or uncertainty surrounding a disability as a significant barrier to the consistent implementation of inclusive practices, and thus, the promotion of professional training that builds educator confidence and empathetic awareness is greatly needed.

Additionally, Al-Rashaida and Massouti (2024) argue well-designed, practical, context-based strategies embedded within online teacher training programs can successfully prepare teachers to aid students with special educational needs. Similarly, Colombo and Santagati (2022) noted that during the COVID-19 pandemic, teachers in Italy showed remarkable resilience and innovation under pressing conditions as they developed adaptive strategies to maintain inclusive learning environments.

Including pedagogy reconfirms that in order to successfully include students in the classroom, teacher preparedness needs to be paired with an appropriate pedagogical response. This inclusive framework centers on the instrumental role of general education teachers, signifying the need to embrace and promote diverse learning as a foundational element of the education system.

The Universal Design for Learning (CAST, 1990), Zone of Proximal Development (Vygotsky, 1978), and Inclusive Pedagogy (Black-Hawkins, 2011) offer vital theoretical underpinnings for inclusive teaching and learning, but these must also be situated vis-a-vis the Philippine laws and policies that regulate educational practice. While the theories elucidate the principles of inclusive approaches, the legal construct is the one that requires, formalizes, and ensures the perpetuity of their practice. Thus, the preparedness of teachers and the implementation of inclusive teaching strategies at Quiot Elementary School is, in part, a professional, pedagogical, and legal responsibility.

Under Republic Act No. 10533 (Enhanced Basic Education Act of 2013), the K–12 program was instituted in the Philippines, aimed at improving the availability of quality education to all learners. At the heart of the changes brought about by this Act, is a learner-centered, inclusive orientation, which requires teaching to address the varying capacities, interests, and needs of different students. At Quiot Elementary School, the K–12 Act enshrines preparedness as more than an admirable quality; it is a legal necessity. General educators and teachers for inclusive practices are expected to employ, inclusive of integration, differentiation, scaffolding, and a range of assessments to ensure equity for learners with disabilities and their peers in the general education classroom. In addition, this Act is a guarantee of sustained professional development, and, of all, unrelenting demand on schools to understand that learners' mastery on a subject alone is not equipping. Teachers also require adaptive methodologies for teaching in heterogeneous classes.

In Quiot Elementary School's context, RA 10533 has great relevance because the school caters to students

with differing abilities within the same classroom. Teachers are required to plan lessons targeting different learning styles, facilitate classrooms with minimal materials, and attend to students who are both high achieving and low achieving, all within a single period. If teachers are not supported with training and resources, fully achieving the purpose RA 10533, which is to make learning inclusive by design, becomes extremely challenging. Consequently, the preparedness of Quiot teachers to carry out the K–12 reforms has a significant impact on the extent to which mainstreamed learners with disabilities are provided with equitable opportunities to succeed.

Republic Act No. 9442 (Amended Magna Carta for Persons with Disabilities) enhances the rights of learners with disabilities to include equal access, nondiscrimination, and reasonable accommodation. The law aims to include and empower individuals with disabilities beyond mere enrollment. Teachers at Quiot Elementary School, for example, understand that learners with disabilities who are mainstreamed into the school system should not be confined to a passive role. Instead, all learners must be adequately resourced to participate in all lessons, assessments, and classroom interactions. Rather, preparedness must be underpinned by and the ordinary rationales of inclusive practice that center on the removal of exclusion and marginalization. Teachers are encouraged by RA 9442 to embrace and fully implement inclusive practices.

In keeping with Quiot Elementary School, RA 9442 highlights the necessity for educators to cultivate an environment of acknowledgment and impartiality. For example, schools may have learners with disabilities who face difficulty with classroom routines and traditional assessment tasks. Teachers legally must make modifications, such as adjusting test formats, varying deadlines, and flexible participation alternatives. This is important so learners are not placed at a disadvantage because their needs are different from the larger population. In this context, the preparedness of teachers involves not just the requisite skills but a commitment to and the ability to legally defend practices of nondiscrimination and reasonable accommodation.

DepEd Order No. 72, series of 2009 (Policy Guidelines on Inclusive Education) implemented inclusive education in Philippine schools. It states that children with disabilities must be incorporated within regular classes with appropriate provisions. This policy stresses the inclusive collaboration of teachers, SPED specialists, community, parents, and peers. For Quiot Elementary School, this means that the

teacher's readiness goes beyond the principles of classroom management and instructional adaptation; it also encompasses collaborative partnership with the community and other stakeholders. DepEd Order No. 72 attempts to actualize the principles of UDL, ZPD and Inclusive Pedagogy making them real for teachers to action on flexible instructing and responsive classroom strategies while sharing the responsibility of supporting a classroom of learners. Most importantly, the Order centers on the systemic support of training, school leadership, and resources which affirms that teacher's preparedness goes beyond their autonomy.

As for Quiot Elementary School, this DepEd Order underscores the value of partnerships in every undertaking. Teachers, for example, cannot possibly fulfill the requests of families of mainstreamed learners with disabilities without the help of parents, SPED teachers, and the school administration. In the absence of these, there needs to be family rapport, SPED intervention planning, and administrative support of professional growth and resource allocation. In these situations, the teachers' preparedness is undermined. Therefore, the order engages the school community to act together in fostering environments where inclusion can be achieved and sustained.

As indicated in the previous sections, Quiot Elementary School operates in a legal and institutional framework Guided by RA 10533, RA 9442, and most recently, DepEd Order No. 72. In this context, the school policies expect the teachers to be prepared, active, and willing to collaborate in moving towards the inclusive, integrated practices in the school. The unique situation and challenges of the school must be taken into consideration to make these policies work in practice, especially the oversize classrooms, scant teaching materials, and the mixed levels of teacher's preparedness.

THE PROBLEM

Statement of the Problem

This research investigated their level of preparedness in handling mainstreamed learners with disabilities and their inclusive teaching strategies used by general education teachers in handling mainstreamed learners with disabilities at Quiot Elementary, school year 2025-2026 and as basis for Action Plan.

Specifically, it sought to answer the following sub-problems:

1. What was the profile of the respondents in terms of:
 - 1.1. years of teaching experience in inclusive settings;

- 1.2. number of mainstreamed learners with disabilities handled;
- 1.3. inclusive education-related trainings or seminars attended;
- 1.4. educational attainment;
- 1.5. teaching position?
2. What was the level of preparedness of general education teachers in handling mainstreamed learners with disabilities?
3. What inclusive teaching strategies were used by general education teachers in handling mainstreamed learners with disabilities?
4. Was there a significant relationship between the level of preparedness of general education teachers and their use of inclusive teaching strategies?
5. Based on the findings, what action plan can be proposed?

Statement of Null Hypothesis

Based on the objectives of the study, the following null hypotheses will be tested at the 0.05 level of significance:

Ho: There is no significant relationship between the level of preparedness of general education teachers and their use of inclusive teaching strategies.

Significance of the Study

The Philippine educational system has focused on inclusive education as a primary concern, particularly on integrating learners with special needs into the regular classroom. However, the effectiveness of inclusion was primarily contingent on the preparedness of general education teachers and the methodologies they employed. This research aimed to fill the gap on the linkage between teacher preparedness and the inclusive methodologies employed in the management of mainstreamed learners with disabilities.

Learners with Special Needs. This study advocated the development of additional positive educational opportunities for learners with disabilities through the identification of specific academic and social skills. This research targeted inclusive education practices which focused on the specific needs of learners with disabilities in general education classrooms. Active and responsive education practices led to greater meaningful participation and progress in students with disabilities.

General Education Teachers. Teachers gained a better understanding of the readiness needed for inclusive instruction. Teachers were empowered through the clarity the research provided on the

specific strategies they were encouraged to implement. This research strengthened the teachers' confidence with respect to disparate classroom integration and increased the scope of her teaching to include equitable and inclusive pedagogies.

Parents. Parents of children with special needs gained new insights on how schools and teachers interacted with their children's learning needs. The study promoted openness and collaboration with the fostered school-home partnerships. It encouraged parents to join in their children's education and advocate for the needed support services.

Researcher. The researcher's understanding of the inclusive instructional practices expanded as well as the professional challenges teachers faced. This study served as a foundation for evidence-based suggestions to improve inclusive education in the public school system. It enhanced the researcher's understanding of the gaps and the possibilities that exist with inclusive classroom instruction.

Future Researchers. This study served as a resource for subsequent scholars in the areas of inclusive education, teacher preparedness, and intervention programs. It contributed to the little available local literature and offered a base for other comparative or longitudinal studies. Future research may utilize the findings to construct new models or suggest policy approaches to further enhance inclusive education and practices across the country.

RESEARCH METHODOLOGY

This chapter presented the methodology utilized in the study. It described the research design, the flow of the investigation, and the research environment where the study was conducted. The participants and the sampling technique employed were identified, while the research instruments used for data collection were explained in detail. Furthermore, the step-by-step procedures for gathering data were discussed, together with the statistical methods applied in the analysis and interpretation of results. Each methodological component was carefully outlined to ensure that the findings of the study were valid, reliable, and consistent with the stated research objectives.

Design

This study utilized a descriptive–correlational research design to examine the relationship between teachers' preparedness and the inclusive teaching strategies applied by general education practitioners in handling learners with disabilities. This design was considered appropriate since it allowed the investigation of how two or more variables were associated without altering or controlling them. In this

research, the independent variable was identified as the teachers' level of preparedness, while the dependent variable referred to the extent of inclusive teaching strategies practiced in classrooms. Using this approach, the study aimed to determine whether greater preparedness levels were linked to increased application of inclusive strategies in actual teaching contexts.

In educational research, descriptive–correlational designs are commonly utilized to analyze patterns and relationships that occur naturally within classroom environments. As highlighted by Calderon and Gonzales (2020), this method provides a systematic way of describing present conditions while measuring multiple variables together, without attempting to establish causal connections.

Flow of the Study

The Input–Process–Output (IPO) model serves as a systems framework that analyzes complex phenomena by categorizing them into three interconnected components: inputs, processes, and outputs. According to McGrath (2019), the IPO model has been widely utilized in both social and educational research to demonstrate how inputs are systematically converted into measurable results.

Input. In this study, the input focused on examining the respondents' profiles, which included their teaching experience in inclusive classrooms, the number of mainstreamed learners with disabilities they had taught, their participation in trainings or seminars on inclusive education, their highest educational attainment, and their current teaching position. Furthermore, it considered the preparedness levels of general education teachers in teaching mainstreamed students, the inclusive teaching strategies they employed, the relationship between preparedness and the implementation of inclusive practices, and the extent to which these factors were correlated.

Process. The process component involved a series of systematic steps undertaken at Quiot Elementary School. The initial step was the preparation of a transmittal letter and a formal request for approval from the Schools Division Office and the school head. Once approval was secured, the researcher distributed survey questionnaires to thirty purposively selected general education teachers from Quiot Elementary School. Prior to answering the survey, the respondents were given a clear explanation of the objectives of the study, and their informed consent was obtained. The statistical analysis involved the use of frequency and percentage for demographic variables, weighted mean with standard deviation to measure levels of preparedness and inclusive teaching

strategies, and the Pearson Product-Moment Correlation Coefficient to determine whether a significant relationship existed between teacher preparedness and inclusive classroom practices.

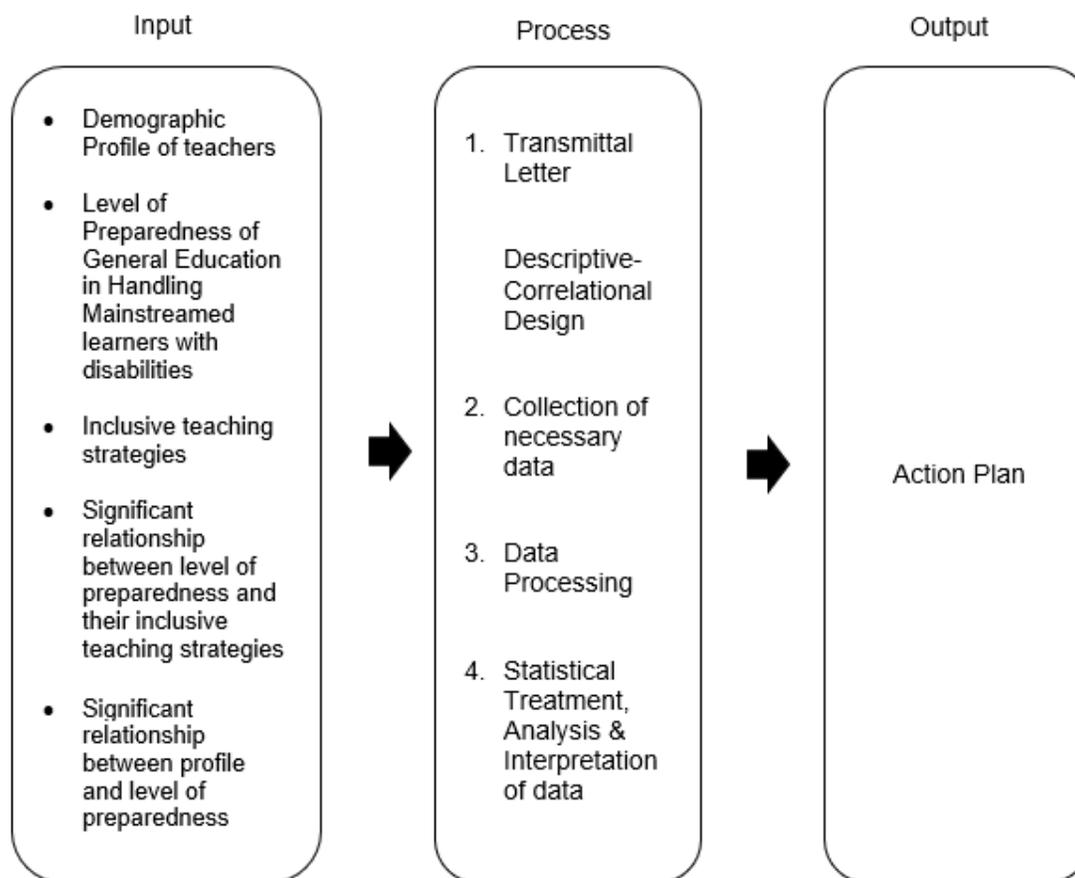


Figure 2. Flow of the Study

Output. The output of this study was the formulation of a proposed action plan, which represented the primary product of the research. This action plan was designed to address gaps in teacher preparedness while strengthening inclusive strategies for accommodating learners with disabilities in mainstream classrooms. It specifically included interventions such as capacity-building programs, targeted professional development seminars, peer mentoring systems, and the use of contextualized instructional materials. These measures collectively aimed to support teachers in enhancing inclusive practices and to establish a sustainable framework for fostering equity and responsiveness within the instructional environment at Quiot Elementary School.

Environment

The research environment of this study was Quiot Elementary School, an urban public school under the Cebu City Division. The school serves a highly diverse student population and places strong emphasis on the development of literacy and numeracy as central to its educational mission. Through its flagship initiative, “*Kita ang Pagbag-o*,” the institution collaborates with families, stakeholders, and community leaders to strengthen learners’ academic competencies, particularly in reading comprehension and mathematical proficiency. This initiative reflects the school’s recognition that education is a shared responsibility and underscores its effort to cultivate active community involvement in promoting student success.

Beyond academic priorities, Quiot Elementary School has also integrated classroom differentiation and localized intervention strategies into its instructional practices. Teachers employ contextualized learning activities to address varying academic abilities, as well as socio-emotional and behavioral needs, thereby ensuring that learners receive support tailored to their specific circumstances. As an urban public school, it operates within a resource-constrained environment where large class sizes, limited specialized instructional materials, and the need for continuous professional development pose ongoing challenges. Nonetheless, the school has remained proactive in adapting its approaches to accommodate mainstreamed learners with disabilities, ensuring that they are meaningfully included in classroom activities and assessments.



Figure 3. Location Map of the Research Environment

Respondents

The respondents of this study were 30 general education teachers from Quiot Elementary School, purposively selected for their direct involvement in teaching mainstreamed learners with disabilities in inclusive classrooms. Consistent with the purposive sampling approach of Palinkas et al. (2015), participants were deliberately chosen for their relevance and firsthand experience in inclusive education to ensure context-specific and meaningful data. Eligible respondents were officially employed general education teachers with at least one year of experience handling learners with disabilities who voluntarily consented to participate. SPED specialists, non-teaching personnel, teachers without mainstreamed learners, and those unavailable during data collection were excluded. These criteria ensured that only teachers with authentic, practical experience in inclusion informed the study’s findings.

Table 1 Distribution of Respondents

Respondents	f	%
Male	3	10.00
Female	27	90.00
Total	30	100.00

Instrument

This study utilized an adapted survey questionnaire as the primary data-gathering instrument at Quiot Elementary School in Cebu City. The tool was structured into three parts: the demographic profile of the respondents, their level of preparedness in handling mainstreamed learners with disabilities, and their inclusive teaching practices. A total of thirty (30) purposively selected general education teachers from Quiot Elementary School were asked to accomplish the questionnaire.

Part I focused on the demographic profile of the respondents. It included questions regarding years of teaching experience in inclusive settings, the number of mainstreamed learners with disabilities handled, inclusive education-related trainings or seminars attended, highest educational attainment, and present teaching position. These background details provided a clearer picture of the professional context of the teachers and served as variables for analyzing the relationship between their preparedness and actual classroom practices.

Part II assessed the respondents' preparedness in handling mainstreamed learners with disabilities. This section contained twelve (12) statements rated on a 4-point Likert scale: 1 – Not Prepared, 2 – Slightly Prepared, 3 – Prepared, and 4 – Very Prepared. Items measured competencies in identifying learner needs, adjusting lessons to diverse abilities, managing inclusive classrooms, collaborating with SPED personnel, and implementing fair assessment methods. The section was adapted from the framework of Loreman, Deppeler, and Harvey (2022), which highlighted the significance of both practical skills and emotional readiness in promoting effective inclusive education.

Part III examined the inclusive teaching practices employed by the respondents. It consisted of twelve (12) statements, likewise rated on a 4-point Likert scale: 1 – Never, 2 – Sometimes, 3 – Often, and 4 – Always. The items referred to classroom strategies such as the integration of visuals, task differentiation, peer collaboration, multi-modal expression of learning, and reflective teaching. This part was adapted from Sharma, Loreman, and Forlin (2021), whose work emphasized teacher efficacy in applying inclusive strategies in mainstream classrooms.

Data Gathering Procedure

Preliminary Stage. The initial stage of the data collection process placed emphasis on ethical considerations, ensuring that all procedures complied with institutional and policy requirements. The researcher first secured approval from the Schools Division Office of Cebu City, which supervises the operations of public elementary schools under its jurisdiction. This approval served as formal recognition at the division level. Following this, written consent was sought from the principal of Quiot Elementary School. The school was selected because of its strong commitment to literacy, numeracy, and inclusive practices, as well as the presence of learners with disabilities integrated into general education classrooms. Upon approval, the researcher worked with the school head to identify qualified respondents. Only general education teachers who had actual experience in teaching mainstreamed learners with disabilities and who were actively involved in inclusive classroom instruction were chosen as participants.

Data Gathering Stage. After identifying the eligible respondents, the researcher conducted an orientation session at Quiot Elementary School to ensure that participants clearly understood the purpose and procedures of the study. The session covered the objectives of the research, an overview of the survey questionnaire, and the rights of the teachers as respondents. The researcher highlighted the voluntary nature of participation, the confidentiality of responses, and the option to withdraw at any point without consequences. After this briefing, printed questionnaires were distributed to the thirty (30) identified general education teachers of Quiot Elementary School. Respondents were given one to two weeks to accomplish the forms, allowing them sufficient time to reflect on their answers while balancing their daily teaching responsibilities. This flexible approach encouraged thoughtful and accurate responses.

Post-Data Gathering Stage. Once the allotted period ended, the researcher collected the completed questionnaires from the participating teachers at Quiot Elementary School. Each instrument was carefully reviewed to check for completeness, clarity, and consistency of responses. In cases of missing or ambiguous data, clarifications were made directly with the concerned teachers. This step safeguarded the reliability of the dataset before subjecting it to statistical analysis. After verification, the data were encoded, variables were defined, and the dataset was securely stored to maintain anonymity and confidentiality. The processed results then served as the basis for statistical treatment and for the formulation of a proposed action plan aimed at strengthening teacher preparedness and enhancing inclusive instructional practices at Quiot Elementary School.

Statistical Treatment of Data

Data obtained from the completed survey questionnaires were systematically organized, processed, and analyzed using appropriate statistical tools aligned with each sub-problem of the study. Both descriptive and inferential statistics were employed to ensure accurate and meaningful interpretation of the findings. The specific statistical treatments utilized are as follows:

Frequency and Percentage. These descriptive measures summarized the respondents' demographic characteristics. Frequency reflected how often a particular response appeared, while percentage showed the proportion of each category relative to the total number of respondents. This method was applied to variables such as teaching experience, number of mainstreamed learners with disabilities handled, educational attainment, and participation in training or seminars, providing a clear overview of the participants' background profile.

Weighted Mean and Standard Deviation. The weighted mean represented the average self-perceived preparedness of general education teachers in managing mainstreamed learners with disabilities, whereas the standard deviation measured the variability of their responses. These same tools were used to assess both the extent and consistency of inclusive teaching practices. Together, they indicated not only the central tendency of teachers' preparedness but also the degree of uniformity or variation among responses.

Pearson Product-Moment Correlation Coefficient (Pearson r). This inferential statistic was used to examine the relationship between teachers' preparedness and their inclusive teaching practices. It measured the strength and direction of the linear association between the two variables. The correlation's significance was tested at the 0.05 level to determine whether the relationship observed was statistically meaningful.

Ethical Consideration

Ethical integrity was a foundational principle in the conduct of this research. The researcher ensured that all procedures aligned with established ethical standards in educational research. Informed consent was obtained from all respondents before they were allowed to complete the questionnaire. The consent form clearly outlined the purpose of the study, the voluntary nature of participation, and the rights of the respondents, including their right to withdraw from the study at any stage without facing any consequences.

Confidentiality and anonymity were strictly observed throughout the research process. No personal identifiers, such as names or specific school affiliations, were disclosed in any part of the report. Instead, unique codes were assigned to each respondent to protect their identity. All gathered data were stored in password-protected digital files, accessible only to the researcher, and were kept secure to prevent unauthorized access.

Moreover, the respondents were assured that all information collected would be used solely for academic and research purposes. Results were presented in summary or aggregate form to prevent the identification of individual responses. The researcher also sought ethical clearance from the appropriate institutional review body before the commencement of data collection to ensure full compliance with ethical protocols.

By upholding transparency, respect, confidentiality, and voluntary participation, the study safeguarded the rights and welfare of the respondents while contributing valuable insights to the improvement of inclusive education practices.

Scoring Procedure

Teacher Preparedness in Handling Learners with Special Needs in Mainstreamed Classes		
Scale	Interpretation	Description
3.26–4.00	Very Prepared	Demonstrates high confidence and consistent ability to manage and support mainstreamed learners with disabilities.
2.51–3.25	Prepared	Shows adequate readiness to apply inclusive strategies, though improvement may be needed in some areas.
1.76–2.50	Slightly Prepared	Displays limited preparedness; may occasionally attempt inclusive practices with minimal effectiveness.
1.00–1.75	Not Prepared	Lacks the necessary preparation and skills to support inclusive teaching effectively.

Inclusive Teaching Practices of Teachers in Handling Learners with Special Needs in Mainstreamed Classes		
Scale	Interpretation	Description
3.26–4.00	Always	Consistently applies inclusive strategies in the classroom with high frequency and commitment.
2.51–3.25	Often	Regularly uses inclusive strategies, though implementation may vary depending on context.
1.76–2.50	Sometimes	Occasionally uses inclusive teaching practices, but application lacks consistency and depth.
1.00–1.75	Never	Rarely or never applies inclusive strategies in classroom teaching.

DEFINITION OF TERMS

To ensure clarity and consistency in understanding the key concepts used in this study, the following terms are defined operationally based on their usage within the context of the research.

Action Plan an organized program of measures to be taken in order to achieve the goal.

Inclusive Education in this study refers to the practice of placing learners with disabilities in general education classrooms, ensuring equal access to learning by removing barriers and supporting individual needs.

Inclusive Teaching Strategies are the methods used by general education teachers to help learners with disabilities participate in and benefit from regular classroom instruction. These include modifications in teaching, materials, and class activities.

Mainstreamed Learners with Disabilities are students with physical, intellectual, emotional, or learning disabilities who are enrolled in regular classes and supported through accommodations and instructional adjustments.

Preparedness refers to the teachers' confidence, knowledge, and skills in managing and teaching learners with disabilities in inclusive settings. It reflects their training, experience, and readiness to apply inclusive practices.

Profile of Respondents includes the teachers' background, such as years of teaching in inclusive settings, number of learners with disabilities taught, trainings attended, educational attainment, and current position.

Teaching Strategies are the planned methods general education teachers use to deliver lessons, with a focus on how they adapt instruction to meet the needs of mainstreamed learners with disabilities.

2. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presented the findings of the study conducted at Quiot Elementary School, organized according to the research objectives. It begins by describing the demographic profile of the teacher-respondents, such as their years of service in inclusive classrooms, the number of learners with disabilities integrated into their classes, participation in seminars and trainings on inclusive education, highest educational attainment, and current teaching assignments. The discussion then highlights the extent of teachers' preparedness in handling learners with special needs in mainstream settings, focusing on the instructional methods and inclusive strategies they adopt to meet the varied needs of their pupils. In addition, the chapter examines the relationship between teachers' readiness and the practices they employ in delivering inclusive instruction, providing insights into both strengths and areas for improvement. The results of this analysis serve as the foundation for designing an action plan that seeks to enhance and sustain inclusive teaching practices within Quiot Elementary School.

DEMOGRAPHIC PROFILE OF THE RESPONDENTS

The succeeding tables presented the analysis and interpretation of data obtained from the respondents of Quiot Elementary School, aligned with the specific aims of the research. The discussion opens with a description of the teachers' demographic profile, which includes their years of experience in inclusive education, the number of learners with special needs they have accommodated in regular classrooms, their attendance in seminars or training programs on inclusive practices, their highest academic qualifications, and their current teaching roles. Establishing these demographic details is essential, as they provide a clearer picture of the respondents' professional background and serve as a meaningful context for examining the study's core variables.

Years of Teaching in Inclusive Settings

The table presented below contained the data on the years of teaching of respondents in inclusive settings. These data were presented in tabular form.

Table 2 Years of Teaching in Inclusive Settings

Length of Service (in years)	F	%
Less than 1 year	3	10.00
1-3 years	7	23.33
4-6 years	7	23.33
7 years and above	13	43.33
Total	30	100.00

Table 2 illustrated the distribution of teachers by the number of years they have taught in inclusive settings. This provides a more thorough understanding of the professional experience of the 30 respondents from Quiet Elementary School. The findings reveal that 43.33% of teachers have taught in inclusive classrooms for more than 7 years, thereby constituting the largest segment. These long-serving teachers are likely to have valuable expertise, a heightened understanding of learner diversity, and mastery of classroom management, all of which are vital for effective inclusive practice. Furthermore, 23.33% of respondents have between 4 and 6 years of experience, and another 23.33% have between 1 and 3 years of service. These two groups are positioned at the inclusive teaching mid-level and may have adequate foundational competencies but will benefit from more advanced training and reflective practice. Lastly, the 10.00% of teachers who have less than a year of experience in inclusive classrooms underscores the need for structured induction, mentorship by peers, pro-active professional training, and in-service training opportunities.

The school showcases a solid distribution of highly experienced teachers but still lacks differentiated professional support systems to meet teachers where they currently are. This indicates to school administration and stakeholders that experienced teachers should be placed in mentorship positions, while novice teachers need to be provided with professional development. In the absence of support systems, the difference in experience may create gaps in the quality of inclusive pedagogies that are more likely to cause harm. This data does describe the respondents, but they also highlight the need for greater consideration of the equilibrium between experience and the requisite professional development that must be made available to individuals at all points of the spectrum. Saved.

Continuous professional development for teachers, as discussed by Inês et al. (2022) within the context of inclusive education, seems to be a major cornerstone. In particular, the ability of teachers to help learners with learning difficulties or disabilities is linked to the professional development teachers receive. The study also discussed the importance of extended training and the provision of reflective practice as avenues for expanding one's teaching repertoire for more positive inclusive outcomes. In a similar study, AV (2021) described the challenges teachers experience when trying to support learners with disabilities. In particular, AV described the challenge of insufficient training, inadequate instructional materials, and high workload. These challenges are a clear indication that institutional support systems are weak and that there is a need to bolster continuous professional education.

Numbers of Mainstreamed Learners with Disabilities

Table 3 Numbers of Mainstreamed Learners with Disabilities

Number of Mainstreamed Learners	F	%
None	10	33.33
1 to 3	15	50
4 to 6	1	3.33
More than 6	4	13.33
Total	30	100.00

The table presented below contained the data on the number of mainstreamed learners with disabilities. These data were presented in tabular form.

Table 3 showed the distribution of teachers according to the number of mainstreamed learners with disabilities in their classes and the extent of exposure to inclusive practices among the 30 respondents from Quiet Elementary School. The findings indicate that 50.00 % of the teachers have 1 to 3 learners with disabilities integrated in their classes, and 33.33 % reported having no mainstreamed learners, while a smaller proportion of teachers (13.33 %) accommodate more than six learners with disabilities, and only 3.33 % have four to six. This distribution shows that while many teachers have inclusive practices, a large number of teachers have not, which may inhibit their ability to develop and implement advanced inclusive techniques. Teachers assigned the task of working

with 1 to 3 learners with disabilities may be in the best position to refine and modify their instruction, whereas those that accommodate greater numbers experience more challenging instruction that requires more advanced skills, creativity, and greater organizational support.

It appeared as if the exposure teachers' experience at Quiot Elementary School is lacking inclusion as it is not equitable as some teachers get a lot of direct exposure while others get very little or none at all. Teachers without learners with disabilities in their class may get some professional development in the indirect manner of training through collaboration or peer observation. Conversely, teachers with multiple learners with disabilities face the implications of having a heavier workload, which may intensify their stress. Thus, the necessity of tailored support like co-teaching, equitable workload distribution, and other administrative strategies is very critical. In the absence of such support, teachers may experience burnout, which in turn may impact their instructional delivery and the learning experience of all the students.

These findings align with Allam and Martin (2021), which discussed problems for teachers, such as excessive workloads, inadequate materials, and a lack of training, as they work with learners with special needs. The effect of these problems on a teacher's ability to maintain effective inclusive practices are quite pronounced. In a similar vein, Al Jaffal (2022) documented the constraints general education teachers experience in the inclusion of learners with autism, specifically inadequate knowledge, a lack of training, and weak support from the school. Collectively, the studies reiterate the point that while substantial contact with learners with disabilities is important to building competence, effective and sustainable inclusion in Quiot Elementary School requires intentional training and adequate resources.

Furthermore, the current study highlights that teachers' perceived preparedness does not always translate into consistent application of inclusive strategies. While many educators reported confidence in creating a welcoming classroom environment and engaging parents, practices such as fair assessment of learners with disabilities, collaboration with support staff, and modification of instructional materials were less frequently implemented. This gap between perceived readiness and actual practice underscores the need for ongoing professional development, targeted mentoring.

Inclusive Education-Related Training/Seminars Attended

The table presented below contained the data on the inclusive education-related training or seminars attended. These data were presented in tabular form

Table 4 Inclusive Education-Related Training/Seminars Attended in the Last 3 Years

Inclusive Education Related Training	F	%
None	13	43.33
1 to 2	12	40
3 to 4	4	13.33
5 and above	1	3.33
Total	30	100.00

Table 4 displayed the distribution of teachers based on their attendance in inclusive education training or seminars in the previous three years and shed light on the professional development exposure of the 30 participants from Quiot Elementary School. Data shows that 43.33% of teachers did attend any training on inclusive education for the reviewed years, whereas 40% did attend one or two sessions. Even fewer, 13.33% reported attending three to four, and only 3.33% reported attending five or more trainings. This distribution shows that almost half of the teaching staff recently had training opportunities provided to them which directly impacts their ability to adequately manage a diverse teaching arrangement for the inclusion of learners with disabilities. Those with exposure of one or two sessions may have a very basic understanding of inclusive practices and are in need of further opportunities. In contrast, the small number of teachers that engaged in several trainings are in a more advantageous position to apply modern techniques and, with formal training opportunities, are in a position to assist their colleagues. This is a missed opportunity for inter-staff collaboration and training on inclusive educational practices.

Given the evidence, it suggests that professional development in inclusive education continues to be uneven and inadequate in Quiot Elementary School. The lack of training of a sizable part of the teaching force points to the possibility of unevenness in knowledge, self-assurance, and flexibility in teaching. In order to strengthen inclusivity, schools ought to establish routine and systematic training that brings teachers up to date with best practices and offers practical, situational learning. Moreover, a school-based mentoring strategy, in which highly

trained teachers disseminate their knowledge to peers, could help close gaps in exposure to professional development and build a culture of cooperation.

These findings are consistent with Bolourian et al. (2022), indicating that general education teachers' perceptions of autism and inclusive practices are significantly influenced by their training and exposure. Teachers with greater professional development opportunities were better able to form positive relationships and respond more adaptively to inclusive practices. In like manner, Seliane and Kgothule (2022) noted that inadequate preparation for teaching learners with disabilities remains one of the greatest challenges in inclusive classrooms. They argued that 障整 structure training ide framework tools and differentiated active solutions in the classroom were likely to focus teachers to reduce barriers and help strengthen their supportive teaching practices. These studies provide evidence of the importance of ensuring all teachers, irrespective of their prior exposure, sustained equitable training in order to meet the inclusive education objectives of Quiot Elementary School.

Highest Educational Attainment of the Respondents

The table presented below contained the data on the highest educational attainment of the respondents. These data were presented in tabular form

Table 5 Highest Educational Attainment of the Respondents

Highest Educational Attainment	f	%
Bachelor's Degree	11	36.67
Master's Degree (Units)	14	46.67
Master's Degree (Completed)	5	16.67
Total	30	100.00

Table 5 showed the distribution of teachers based on their highest educational level and gives an idea of the academic qualifications of the 30 respondents from Quiot Elementary School. The results indicate that 46.67% of teachers have earned units toward a Master's Degree, 36.67% have a Bachelor's Degree as their highest credential, and 16.67% have fully completed a Master's Degree. This distribution shows that a considerable educational attainment and qualifications of respondents relative to the graduate level education and training the teachers have, along with the professional competence and leadership that comes with graduate education, a smaller yet important advanced education. Teachers with Bachelor's Degrees form a solid foundation of the teaching workforce, and they professional growth could also be complemented with some postgraduate education. The completed or work toward a Master's Degree also give an important level of integration of advanced educational practices in inclusive education with the educational attainment.

Having qualified teaching staff that continue or hold higher learning reflects positively on Quiot Elementary School. This is considered a professional growth trend that can be utilized to bolster inclusive practice. Graduate prepared teachers are more likely to take on leadership positions, exemplify, and mentor different collaborative professional frameworks. Nevertheless, the data highlights the importance of encouraging teachers at the bacallaureate level to pursue higher education, perhaps through clearly identified pathways such as scholarships and professionally designed, sponsored, or supported opportunities. This is vital for consistent and equitable quality inclusive education across the whole school.

Similarly, Larosa, Zebua,-&- Zebua (2022) emphasize the management of inclusive education greatly depends on the preparedness and training of the teachers, especially those dealing with children with special education needs. Larosa, Zebua, and Zebua (2022) stated that teachers with higher education attainment are better positioned to plan and handle inclusive teaching processes. Likewise, Larios and Zetlin (2023) analyzed the issue surrounding the preparation of teachers for inclusive classrooms, focusing on the challenges most teachers with minimal academic preparation find in managing complexities within diverse classrooms. They further explained the structured postgraduate training and sustained professional education. All the mentioned studies lend weight to the suggest that the academic qualification of teachers should be improved to ensure that inclusive practices at Quiot Elementary School are effective and sustainable. **Teaching Position**

The table presented below contained the data on current teaching position of the respondents. These data were presented in tabular form.

Table 6 Current Teaching Position of the Respondents

Current Teaching Position	f	%
Master Teacher	4	13.33
Teacher III	6	20.00
Teacher II	13	43.33
Teacher I	7	23.33
Total	30	100.00

As stated in Table 6, the distribution of teaching positions reflects the professional ranks of 30 respondents for Quiot Elementary School. The results show that 43.33 % of respondents are Teacher IIs, the largest group, while Teacher I ranks come in second at 23.33 %. On the other hand, 20.00 % are Teacher IIIs, and Master Teacher constitutes only 13.33 %. This distribution shows that most of the teaching staff are in the lower to mid levels of the position, with fewer respondents attaining the position. Since promotion in the teaching profession is age and years of service, professional development, and academic advancement, the results suggest that many teaching staff are still in the lower ranks with only a small proportional advanced ranks.

These findings suggest that the teaching staff at Quiot Elementary School shows equilibrium between leadership and the capacity for further development. The predominance of teachers at the entry and mid-level positions signifies that the institution has a substantively developing staff which could benefit from further focused mentoring, training, and exposing teachers to inclusive practices. Conversely, Master Teachers and those in senior management positions hold and can continue to give guidance, mentoring, and leadership in the promotion of inclusive practice. Nevertheless, the limited number of teachers in senior positions must enable the increase of opportunities for movement since these opportunities are vital to encourage teachers to be actively concerned with professional movement and the adoption of practices in inclusive teaching.

Larosa et al. (2022) have shown that the effectiveness of managing inclusive education is contingent on how educators are trained and supported within the scope of their varied responsibilities. Higher-ranked teachers bear the most responsibility for the leadership and coordination of inclusive practices, especially for working with and guiding their peers on children with special needs. Their role is therefore pivotal. Larios and Zetlin (2023) also contend that one of the foremost barriers in teacher preparation for inclusive environments is the lack of adequate preparatory training for all teaching levels, whether entry or leadership.

LEVEL OF PREPAREDNESS OF GENERAL EDUCATION TEACHERS IN HANDLING MAINSTREAMED LEARNERS WITH DISABILITIES

This part of the study presented the Preparedness in Handling Mainstreamed Learners with Disabilities. The data were presented in tabular form

Table 7 Level of Preparedness of General Education Teachers in Handling Mainstreamed Learners with Disabilities

S/N	Indicators	WM	SD	Verbal Description
1	I can identify the academic and behavioral needs of learners with disabilities	2.40	0.81	Slightly Prepared
2	I can adjust lessons and activities to fit the different needs of my learners	2.27	0.83	Slightly Prepared
3	I know how to manage classroom behavior while addressing diverse learner needs.	2.40	0.93	Slightly Prepared
4	I am able to work with SPED teachers or support staff when needed.	2.23	0.77	Slightly Prepared
5	I can use available materials or improvised tools to support learners with disabilities.	2.73	0.74	Prepared
6	I can conduct differentiated instruction even with time or resource limitations.	2.23	0.73	Slightly Prepared
7	I am confident in assessing learners with disabilities using fair methods.	2.17	0.87	Slightly Prepared
8	I can create a welcoming and safe classroom for all types of learners.	2.80	0.71	Prepared
9	I am capable of involving parents or guardians in supporting their child's learning.	2.77	0.82	Prepared

10	I know how to support the emotional and social needs of learners with disabilities.	2.37	0.76	Slightly Prepared
11	I can apply what I learned from trainings or seminars in actual classroom practice.	2.50	0.68	Prepared
12	I know when and how to refer learners to proper support services.	2.33	0.71	Slightly Prepared
	Aggregate Mean	2.38		
	Aggregate Standard Deviation		0.78	Slightly Prepared

Legend:3.25-4.00- Very Prepared; 2.50-3.24-Prepared; 1.75-2.49- Slightly Prepared; 1.00-1.74- Not Prepared

Table 7 showed the Preparedness in Handling Mainstreamed Learners with Disabilities which shows the level of preparedness with which teachers at Quiot Elementary School deal with learners with disabilities. The teachers' self-preparedness difining mean was 2.38 with an aggregat standard deviation of 0.78 which is qualitatively described as "Slightly Prepared". Teacher respondents self-evaluating the items "I can create a welcoming and safe classroom for all types of learners" and "I am capable of involving parents or guardians in supporting their child's learning" as 2.80 and 2.77 means respectively as well as "I can use available materials or improvised tools to support learners with disabilities" 2.73 means as the highest in self-preparedness indicates that teachers are more confident in creating positive safe environments and resourcefully in engaging resource in the learning process suggested more. The described constructs demonstrates that teachers confidently are capable of creating a positive and safe environment, engaging parents in the learning process, and resourcefully using materials to address the needs of learners with disabilities.

However, the results also reveal areas where the level of preparedness was weaker, especially in, "I am confident in assessing learners with disabilities using fair methods," with a mean of 2.17, "I am able to work with SPED teachers or support staff when needed," with a mean of 2.23, and "I can conduct differentiated instruction even with time or resource limitations," with a mean of 2.23. Such low rankings indicate that, although teachers perceive themselves as able to construct environments that are supportive, there are areas of definitional weakness in assessment, inter-disciplinary collaboration, and instruction differentiation when resources are restricted.

The teachers' focus on relational and environmental aspects of inclusion, and not on instructional and structural aspects, is to be expected. These teachers are likely to rate more highly the establishment of a warm classroom and the inclusion of parents because these are seamlessly integrated into classroom management and interpersonal skills. In contrast, knowledge of assessment, collaboration with SPED specialists, and differentiation entail a depth of understanding that involves ongoing professional training and infrastructure within the system, which may be lacking in the school's ecosystem. This situation in which relational readiness and professional skills are out of balance is not unexpected in the context of inclusive practice as evidenced by collaboration with teachers at Quiot Elementary School. This situation indicates that teachers are willing and motivated, but lack the resources in the instructional.

These findings suggest that professional development needs to address not only the creation and maintenance of positive classroom environments, but also the need for the preparation of teachers in sophisticated instructional strategies and relational competencies for collaboration in inclusive practices. Schools should refine and enhance professional development opportunities around teachers' competencies in differentiated instruction, equitable grading and assessment, and collaboration with SPED teachers and support staff. In addition, the creation of collaborative work arrangements like co-teaching, peer coaching, and integrated case conferences should help mitigate the challenges teachers face in confidence and competencies to address the complexity of needs in diverse learners. Therefore, while the teachers' motivation is admirable, the level of professional preparedness for inclusive practices will remain inadequate without more comprehensive and formal professional development and sustained organizational structures.

Xie et al. (2024), noted that educators new to different functions and collaboration between general and special educators integrated inclusive education as noted that many teachers still struggle with the technical details of instruction and assessment due to lack of adequate support structures. Along the same lines, Berry (2021) noted the importance of the equitable sharing of responsibilities between general and special education teachers especially in resource scarce rural environments. His research demonstrated that collaboration and joint accountability in teaching substantially enhanced educator preparedness and confidence in meeting the needs of students with disabilities. These studies provide the needed reinforcement, demonstrating that relational preparedness may be present, but the overall inclusive education readiness of the educators will hinge on professional growth and stronger inter teacher collaborative frameworks in the school.

INCLUSIVE TEACHING STRATEGIES WERE USED BY GENERAL EDUCATION TEACHERS IN HANDLING MAINSTREAMED LEARNERS WITH DISABILITIES

Table 8 presented the Inclusive Teaching Strategies in Managing Learners with Disabilities. The data were presented in tabular form,

Table 8 Inclusive Teaching Strategies Used by General Education Teachers in Handling Mainstreamed Learners with Disabilities

S/N	Indicators	WM	SD	Verbal Description
1	I use visual aids, realia, or illustrations to help learners understand lessons.	3.13	0.78	Often
2	I give clear, step-by-step instructions when introducing tasks.	3.27	0.74	Often
3	I provide extra time or simplified activities for learners who need them.	2.97	0.85	Often
4	I assign classmates as peer buddies to assist learners with disabilities.	2.90	0.92	Often
5	I allow students to express learning in different formats (e.g., oral, visual, written).	3.23	0.73	Often
6	I break down complex tasks into smaller, more manageable parts.	3.10	0.71	Often
7	I give regular feedback and praise to support student progress.	3.23	0.73	Often
8	I adjust seating or grouping arrangements to support learners' needs.	2.87	0.73	Often
9	I am capable of involving parents or guardians in supporting their child's learning.	3.50	0.78	Always
10	I modify written activities so that learners with disabilities can participate.	2.83	0.91	Often
11	I regularly reflect on how my strategies meet the needs of diverse learners	2.97	0.85	Often
12	I apply inclusive teaching techniques I learned from recent trainings.	3.03	0.67	Often
	Aggregate Mean	3.09		Slightly
	Aggregate Standard Deviation		0.78	Prepared

Legend: 3.25-4.00- Always; 2.50-3.24- Often; 1.75-2.49- Sometimes; 1.00-1.74- Never

Table 8 illustrated the Inclusive Teaching Strategies in Managing Learners with Disabilities. The inclusive teaching classifications pertaining to the teaching practices adopted by Quiot Elementary School teachers to support inclusion in their classrooms. The mean rate of 3.09 and an aggregate standard deviation of 0.78 signifies that the indicators were described as "Often." The mean of 3.50 described as Always for the item "I am capable of involving parents or guardians in supporting their child's learning" captured the teachers' perceptions that family and parental inclusion and support is an important aspect of inclusive teaching. Other noteworthy indicators were "I give clear, step-by-step instructions when introducing tasks" with a mean of 3.27, "I allow students to express learning in different formats" with a mean of 3.23, and "I give regular feedback and praise to support student progress" with a mean of 3.23, which were all described as a frequency of Often. These show that teachers feel the most confident in incorporating strategies that provide clarity in instruction, flexibility with performance outputs, and praise.

In contrast, "I modify written activities so that learners with disabilities can participate" received 2.83, "I adjust seating or grouping arrangements to support learners' needs" received 2.87, and "I assign classmates as peer buddies to assist learners with disabilities" received 2.90 as well. These results suggest that while teachers use general inclusive strategies, specialized adjustments that require more elaborate planning or restructuring of the entire classroom layout tend to be used less.

This can be interpreted as teachers favoring general and relational strategies that any educator might employ for all learners, which is reflected in their overall higher ratings. These strategies comprise practices that facilitate engagement and motivation, as well as integral skills in instructional clarity, all of which teachers generally possess confidence in. The lower ratings for performing written activity modifications, peer buddy assignments, and flexible classroom arrangements point to a lack of confidence in inclusive teaching's more subtle, "technical" dimensions. These dimensions require more exhaustive strategies and intricate levels of planning, potentially revealing that the necessary time, collegiality resources, and support to enact these strategies are insufficient.

These findings indicate that although the use of inclusive teaching strategies is common, there is major room for improvement in teachers' delivery of individualized accommodations and instructional adjustments at the classroom level. Consequently, school leaders should focus professional development on equipping teachers with the necessary competencies for designing tasks at varying levels of difficulty, implementing structured

peer-assisted strategies, and altering the classroom environment. Addressing the infusion of adjunct instructional strategies through collaborative support frameworks, such as co-teaching or peer mentoring, would likely increase the frequency with which such strategies become normative in everyday teaching practice.

These findings align with Supratiwiwi, Yusuf, and Anggarani's (2021) study, which identified gaps when teachers attempted to support learners with disabilities to the best of their ability without sufficient resources and structural support, especially in situations that require differentiated or individualized instruction. In addition, Jardinez and Natividad (2024) pointed to inadequate teacher training in specialized tactics and compliance with inclusive education's inequitable outcomes, and so, teachers most frequently default to general approaches.

Also, Colson, Xiang, and Smothers (2021) argued that professional development related to co-teaching is one of the most effective ways to develop teachers' self-efficacy in using inclusive practices. This clicked with the study's findings in that training and collaboration seem critical in moving focused inclusive practices. All of this stems the professional development directed aligned with the institutional vision at Quiot Elementary School, which centers around inclusion, is sufficient.

The findings indicate that teachers at Quiot Elementary School often face challenges when attempting to support learners with disabilities due to insufficient resources and structural support. This is particularly evident in situations that require differentiated or individualized instruction, where the lack of tools, materials, or institutional guidance makes it difficult for teachers to fully address the diverse needs of their students. As a result, teachers tend to rely on general instructional approaches, which may not fully meet the unique learning requirements of all students and can contribute to uneven learning outcomes.

TEST OF SIGNIFICANT RELATIONSHIP BETWEEN THE LEVEL OF PREPAREDNESS OF GENERAL EDUCATION TEACHERS AND THEIR USE OF INCLUSIVE TEACHING STRATEGIES

Table 8 displayed the Test of Relationship Between the Preparedness and Inclusive Practices for Mainstreamed Learners with Disabilities. These data were presented in tabular form

Table 9 Test of relationship between the Preparedness and Inclusive Practices for Mainstreamed Learners with Disabilities

Variables	r-value	Strength of Correlation	p-value	Decision	Remarks
Preparedness and Inclusive Practices for Mainstreamed Learners with Disabilities	-0.011	Negligible Negative	0.97354	Do not reject Ho	Not Significant

*significant at $p < 0.05$ (two-tailed)

Table 9 showed the Test of relationship between the Preparedness and Inclusive Practices for Mainstreamed Learners with Disabilities at Quiot Elementary School. The computed r-value was -0.011 , which indicates a negligible negative correlation. The corresponding p-value was 0.97354 , which is greater than the 0.05 level of significance. Since the p-value is higher than 0.05 , the null hypothesis is not rejected.

Based on these findings, the hypothesis that there was a significant relationship between preparedness and inclusive practices is not supported. This means there is no statistically significant association between teachers' level of preparedness and the extent of their inclusive practices for mainstreamed learners with disabilities. The results suggest that whether teachers rated themselves as prepared or slightly prepared, their actual inclusive practices did not vary significantly.

This outcome may be explained by contextual factors. Teachers might still apply inclusive practices even if they feel underprepared, drawing on general teaching experience, personal initiative, or collaborative efforts with colleagues. Conversely, even when teachers feel more prepared, systemic challenges such as resource shortages, time constraints, and limited administrative support may restrict how effectively they can implement inclusive practices. Thus, preparedness alone does not fully determine the frequency or quality of inclusive strategies in classrooms.

These results diverge from studies such as Kurniawati (2021), who found that teachers' preparedness strongly influenced the range and effectiveness of inclusive strategies in rural Indonesian schools, where teachers with higher levels of preparation were more capable of adapting their instruction. Similarly, Rice (2022) showed that preparedness, particularly in the use of technology, was vital in helping special education teachers adjust their instructional practices during the COVID-19 pandemic, highlighting a positive link between readiness and implementation. On the other hand, the current findings align with the insights of Alabdallat, Alkhamra, and Alkhamra (2021), who reported that teachers' inclusive practices are not shaped by preparedness alone but also

by shared responsibilities and attitudes toward collaboration, which can sometimes override differences in individual preparation. Likewise, Khaleel, Alhosani, and Duyar (2021) argued that the role of school leadership and systemic support often has a stronger impact on inclusive practices than teacher readiness, since institutional backing shapes the school culture of inclusion.

The differences between the present findings and previous studies may be explained by the unique context of Quiot Elementary School. While teachers reported being only “slightly prepared,” many of them still often engaged in inclusive strategies (as seen in Table 7). This suggests that teacher motivation, collaboration with peers, and the influence of school culture may have been stronger determinants of practice than preparedness itself. As Alabdallat et al. (2021) and Khaleel et al. (2021) emphasized, collaboration among teachers and support from school leaders can mitigate the effects of limited preparedness, leading to relatively consistent inclusive practices regardless of individual self-assessments of readiness.

The differences observed between the present findings and earlier studies may be attributed to the specific context of Quiot Elementary School. Although teachers reported feeling only “slightly prepared” for inclusive education, many still frequently applied inclusive strategies. This indicates that factors such as teacher motivation, peer collaboration, and the overall school culture may have had a stronger influence on classroom practice than self-perceived preparedness. These results suggest that supportive interactions among teachers and a collaborative school environment can help maintain consistent inclusive practices, even when individual teachers feel less confident in their readiness.

3. SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATION

This chapter presented the summary of the study, the major findings based on the results, the conclusions drawn from these findings, and the recommendations offered for future actions and improvements.

SUMMARY

This study examined the preparedness of general education teachers in managing mainstreamed learners with disabilities and the inclusive strategies they applied in their classrooms at Quiot Elementary School during the school year 2025–2026. The primary aim was to assess the extent of teachers’ readiness in supporting learners with disabilities and to identify the inclusive teaching practices they adopted to respond to diverse student needs. Data were obtained from 30 teacher-respondents through survey questionnaires and analyzed using descriptive statistics, including frequency, percentage, weighted mean, and standard deviation. In addition, Pearson’s correlation was utilized to test the relationship between teachers’ preparedness and their inclusive teaching practices. The findings of this study served as the basis for formulating an Action Plan designed to enhance inclusive education practices in the school.

FINDINGS

Most teachers had several years of experience in inclusive education, though a few were new to the field. Classroom exposure varied, with some handling mainstreamed learners with disabilities and others having none. Professional development was inconsistent, as many had little or no recent training in inclusive education. In terms of qualifications, several teachers were pursuing or had earned graduate units, while others held only a bachelor’s degree, and few had completed a master’s program. Most occupied mid-level teaching positions, with limited representation at higher ranks such as Master Teacher.

Regarding preparedness, teachers generally rated themselves as only slightly prepared for inclusive education. They identified strengths in creating a safe and welcoming classroom environment and in engaging parents. However, they expressed lower confidence in areas such as fairly assessing learners with disabilities and collaborating with SPED teachers or support staff, highlighting areas of inclusive practice where support and improvement are needed.

In terms of inclusive strategies, teachers reported using them frequently. Parent involvement emerged as their strongest and most consistent practice. Other commonly applied strategies included giving step-by-step instructions and allowing students to demonstrate learning in varied formats. Meanwhile, practices such as modifying written activities and adjusting seating arrangements were not emphasized as consistently, suggesting that structural and task-related modifications are still underutilized.

The test of relationship between preparedness and inclusive practices indicated no significant relationship. This means that teachers’ perceived preparedness did not align with how often they applied inclusive strategies. The result reveals a gap between how ready teachers believe they are and the extent to which inclusive practices are actually implemented in their classrooms.

CONCLUSION

In conclusion, teachers at Quiot Elementary School are only slightly prepared to handle mainstreamed learners with disabilities, showing strengths in building a safe classroom environment and engaging parents but remaining less confident in areas such as assessment and collaboration with SPED specialists. While they frequently employ inclusive strategies, particularly those that emphasize clear instruction, varied learning formats, and parental involvement, less emphasis is given to structural adjustments and task modifications. These results indicate that although inclusive practices are being implemented, there is a clear need for stronger training and support to enhance teachers' preparedness and ensure more consistent application of specialized strategies for learners with disabilities.

RECOMMENDATION

Based on the findings and conclusion, it is recommended that an Action Plan be developed and implemented to strengthen teachers' preparedness and inclusive practices at Quiot Elementary School.

4. OUTPUT OF THE STUDY

Rationale

In the 21st century, education transcends the mere delivery of knowledge to include consideration of all learners, regardless of their abilities, and the provision of all learners the opportunity to learn and succeed in the classroom. Inclusion education offers this vision, establishing a framework of participation, access, and respect for diversity. For schools to accomplish this, teachers need more than the willingness to adopt inclusive practices; they need the firm ability and certainty to meet the academic, behavioral, and social needs of learners with disabilities integrated into mainstream classes.

At Quiot Elementary School, the study determined that teachers recognize and consistently apply inclusive education practices, yet their overall readiness to work with mainstreamed learners with disabilities remains at a 'somewhat prepared' level. While teachers express confidence and competence in establishing safe and inviting classrooms and involving parents, they allow classroom assessments and weighted a balance of differentiated instruction as a less important teaching than other skills. The teachers' lack confidence in transitioning learners to higher education goals and collaboration with special education (SPED) professionals and specialists. The gap highlighted between their knowledge and inclusive practices suggests that accountability and intervention in inclusive education should be planned in a structured way to strengthen teachers' inclusive education knowledge and skills.

Addressing the challenges outlined, the development of an Action Plan is warranted as a strategic approach. An Action Plan equates to a systematized structure for the alignment of teacher training, mentoring, and support centers around the specific areas of the identified gaps. It ensures the provision of professional development opportunities that are practical, contextualized, and sustained, as opposed to the generalized inclusive education approaches, supporting teachers to advance to the more refined and focused interventions for learners with disabilities.

As the Action Plan will promote the collaboration of teachers, SPED personnel, school admin, and parents, it will also support the collaboration of school staff and parents, the integration of school-community partnerships, as the plan will support staff and parents in the collaboration to achieve the school set objectives. Since teachers have reported their strengths in parent engagement and the creation of safe and welcoming classrooms, peer-mentoring and co-teaching, holistic integration of collaboration will be created for the teacher. Together, SPED and school admin will institute collaborative practices which will be more mentoring and guiding for teachers working more advanced inclusive education practices in which a setup with support will be created.

The Action Plan seeks to reframe the current state of preparedness to one that sustains and operationalizes inclusive education practices at all levels. It seeks to respond to the issues articulated in the study to help build teachers' skill and confidence while also guaranteeing equitable learning support to learners with disabilities. Thus, the Action Plan provides a response to the study while also taking a proactive approach. measure for building a more inclusive and empowering educational environment at Quiot Elementary School.

Objectives

1. By the end of School Year 2025–2026, increase teachers' level of preparedness in inclusive education by at least one descriptive level (from Slightly Prepared to Prepared) as measured by post-intervention surveys and classroom observations.
2. Within one year, train 100% of teachers on differentiated instruction, fair assessment, and collaboration with SPED personnel through a series of at least three professional development sessions.

3. Engage at least 80% of parents, SPED teachers, and administrators in quarterly collaborative activities (e.g., case conferences, parent-teacher partnerships, co-teaching initiatives) to strengthen shared responsibility for inclusive education.
4. By March 2026, establish and implement a mentoring and peer-coaching program involving at least 50% of Master Teachers and Teacher III respondents to provide ongoing support in applying inclusive teaching strategies.

Scheme of Implementation

The scheme of implementation for the Action Plan will follow a collaborative and phased approach, beginning with the conduct of professional development sessions focused on differentiated instruction, fair assessment, and collaboration with SPED personnel to build teachers' technical competence. This will be followed by the establishment of mentoring and peer-coaching programs where Master Teachers and senior staff guide colleagues in applying inclusive strategies. To ensure sustainability, quarterly collaborative activities involving teachers, parents, SPED staff, and school administrators will be organized to strengthen shared responsibility for inclusive education. Monitoring and evaluation will be carried out through classroom observations, surveys, and feedback sessions at the end of each quarter to track progress and address emerging challenges. The plan will be implemented within the school year 2025–2026, with adjustments made based on the results of ongoing assessments to ensure that the objectives are effectively met.

ACTION PLAN ON LEVEL OF PREPAREDNESS IN HANDLING LEARNERS WITH DISABILITIES AND INCLUSIVE TEACHING STRATEGIES USED IN BY GENERAL EDUCATION TEACHERS IN HANDLING MAINSTREAMED LEARNERS WITH DISABILITIES IN QUIOT ELEMENETARY SCHOOL

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Teachers show low confidence in collaborating with SPED specialists	By the end of SY 2025–2026, increase teachers' collaboration skills with SPED specialists	Organize team-teaching sessions, collaborative case conferences, and SPED consultation meetings	School Head, SPED Teachers, General Education Teachers	2,000	MOOE	Twice a Year	Teachers demonstrate improved collaboration with SPED specialists		
Some teachers lack confidence in conducting fair assessments for learners with disabilities	Within one year, improve teachers' competence in designing and implementing inclusive assessment tools	Conduct training on alternative assessments, develop rubrics for fairness, and share best practices in test design	School Head, Master Teachers, External Resource Persons	2,500	MOOE	Twice a Year	Teachers regularly use inclusive and fair assessment tools		
Teachers report limited ability in differentiated instruction due to resource and time	By March 2026, strengthen teachers' ability to conduct differentiated instruction despite	Facilitate workshops on low-cost differentiation strategies, lesson exemplars, and peer demonstrations	Master Teachers, LAC Coordinators, General Education Teachers	2,000	MOOE	Twice a Year	Teachers apply differentiated instruction with available resources		

constraints	resource limitations								
Limited institutional support for sustained professional development	Within one year, establish sustainable professional development mechanisms for inclusive education	Institutionalize regular LAC sessions, invite external trainers, and provide follow-up coaching	School Head, District Supervisor, Teachers	2,500	MOOE	Quarterly	Teachers gain continuous learning opportunities on inclusive education		
Parental involvement in inclusive education activities remains inconsistent	Engage at least 80% of parents in supporting inclusive education initiatives	Conduct parent orientations, joint learning sessions, and family-school collaboration projects	Teachers, Parents, Guidance Counselor, SPED Coordinator	1,500	PTA/Donations	Every Semester	Strengthened parent-school partnerships in inclusive education		

BIBLIOGRAPHY

- [1] Abu-Alghayth, K. M., Lane, D., & Semon, S. (2024). *Comparative exploration of inclusive practices taught in special education preparation programs in Saudi universities. International Journal of Disability, Development and Education*, 71(5), 774-798.
- [2] Aftab, M. J., Amjad, F., & Chaudhry, H. (2024). *Inclusive education: Strategies for successful inclusion of students with disabilities in mainstream classrooms. Academy of Education and Social Sciences Review*, 4(3), 439-453.
- [3] Alshamri, K. H. (2020). *Challenges and experiences of high school teachers with students having intellectual disabilities in inclusive classrooms in Saudi Arabia. Universal Journal of Educational Research*, 8(5), 2191-2196.
- [4] Alvarez, D., Futralan, M. C., & Sedillo, E. (2025). *Challenges faced and strategies employed by teachers in handling mainstreaming classes in secondary schools. Journal of Interdisciplinary Perspectives*, 3(7), 828-842.
- [5] Bindhani, S., & Gopinath, G. (2024). *Inclusive education practices: A review of challenges and successes. International Journal for Multidisciplinary Research*.
- [6] Chow, W. S. E. (2023). *In-service teachers' views on implementing inclusive practices in Hong Kong classrooms: Challenges and support needs. Asia Pacific Education Review*, 1-12.
- [7] Darwish, S., Alodat, A., Al-Hendawi, M., & Ianniello, A. (2025). *General education teachers' perspectives on challenges to the inclusion of students with intellectual disabilities in Qatar. Education Sciences*, 15(7), 908.
- [8] Dell'Anna, S., Pellegrini, M., & Ianes, D. (2021). *Experiences and learning outcomes of students without special educational needs in inclusive settings: A systematic review. International Journal of Inclusive Education*, 25(8), 944-959.
- [9] Dell'Anna, S., Pellegrini, M., Ianes, D., & Vivonet, G. (2022). *Learning, social, and psychological outcomes of students with moderate, severe, and complex disabilities in inclusive education: A systematic review. International Journal of Disability, Development and Education*, 69(6), 2025-2041.
- [10] Derguy, C., Jury, M., Aubé, B., & Vallée, C. (2025). *Why do special education teachers have more positive attitudes towards the inclusion of autistic students? Educational Psychology*.
- [11] Dseagu, P. A., Adjei-Boateng, E., Adasi, G. S., Commey-Mintah, P., Mahama, N., Essiam, J.

- O., ... Okrah, A. K. (2025). *Examining the perceived effectiveness of teachers and their preparedness in teaching students with autism in mainstream schools in Ghana*. *African Journal of Social Issues*, 8(1), 129-144.
- [12] Fotalan, M. C., Sedillo, E., & Alvarez, D. (2025). *Challenges faced and strategies employed by teachers in handling mainstreamed classes in secondary schools*. *Journal of Interdisciplinary Perspectives*, 3(7).
- [13] Hanreddy, A. (2020). *Alternate curricula as a barrier to inclusive education for students with intellectual disabilities*. *International Electronic Journal of Elementary Education*.
- [14] Hasanah, R., Munawwaroh, I., Hasanah, M., & Mundiri, A. (2024). *Fostering inclusivity: Strategies for supporting students with special needs in mainstream classrooms*. *FALASIFA: Jurnal Studi Keislaman*, 15(1), 73-85.
- [15] Hosshan, H. (2022). *Perspectives of teachers on supporting the participation of students with learning disabilities in inclusive secondary schools: A qualitative study*. *Asia Pacific Journal of Educators and Education*, 37(1), 45-60.
- [16] Jan, R. (2025). *Reimagining education: Strategies for integrating children with disabilities into mainstream classrooms*. *International Journal of Engineering Technology Research & Management*, 9(3), 47-52.
- [17] Jardinez, M. J., & Natividad, L. R. (2024). *The advantages and challenges of inclusive education: Striving for equity in the classroom*. *Shanlax International Journal of Education*, 12(2), 57-65.
- [18] Kart, A., & Kart, M. (2021). *Academic and social effects of inclusion on students without disabilities: A review of the literature*. *Education Sciences*, 11(1), 16.
- [19] Kaur, J., & Bhatia, R. (2024). *Pedagogical practices: A promising approach to empower diverse learners in inclusive setup*. *Shanlax International Journal of Education*, 12, 96-103.
- [20] Lalvani, P. (2024). *Inclusive education*. In *The Palgrave Encyclopedia of Disability* (pp. 1-12). Springer Nature Switzerland.
- [21] Lalwani, K. T., & Sakarwal, R. (2025). *A study of special school teachers and inclusive school teachers toward mainstreaming of students with visual impairment*. *International Journal of Innovations in Science, Engineering and Management*, 86-92.
- [22] Lindner, K. T., & Schwab, S. (2020). *Differentiation and individualisation in inclusive education: A systematic review and narrative synthesis*. *International Journal of Inclusive Education*, 1-21.
- [23] Madhesh, A. (2024). *Examining contributing factors for the implementation of inclusion of students with disabilities from the perspective of university academics in Saudi Arabia*. *Research in Developmental Disabilities*, 149, 104743.
- [24] Mahmood, A., Huang, X., & Rehman, N. (2025). *The role of teachers and administrators in supporting the adaptation of students with special needs in mainstream high schools*. *Quality Education for All*, 2(1), 35-54.
- [25] Malisiova, A., Kougioumtzis, G. A., Tsitsas, G., Koundourou, C., & Mitraras, A. (2023). *Implementing inclusive education in mixed-ability classrooms by employing differentiated instruction*. In *Perspectives of Cognitive, Psychosocial, and Learning Difficulties from Childhood to Adulthood: Practical Counseling Strategies* (pp. 155-178). IGI Global.
- [26] Namanyane, T., & Shaoan, M. R. (2021). *Inclusive education: A literature review on definitions, attitudes and pedagogical challenges*. *International Journal of Research and Innovation in Social Science*, 5(3), 358-365.
- [27] Olayer, A., Reyes, N. R. D., Cabigon, A. F., & Añero, M. (2025). *Teachers' readiness and acceptance on the inclusion of learners with special educational needs in Southern Leyte*. *British Journal of Teacher Education and Pedagogy*, 4(2), 68-77.
- [28] Ozodova, M. (2025). *Inclusive education: Strategies for supporting students with special needs in mainstream classrooms*. *International Journal of Artificial Intelligence*, 1(4), 2169-2174.
- [29] Page, A., Anderson, J., & Charteris, J. (2023). *Including students with disabilities in innovative learning environments: A model for inclusive practices*. *International Journal of Inclusive Education*, 27(14), 1696-1711.
- [30] Perez, A., Lumapenet, H. T., & Sinolinding, H. (2024). *Exploring teachers' preparedness and school practices in mainstreaming learners*

- with special education needs. *International Journal of Advance Research and Innovative Ideas in Education*, 10(3), 1760-1772.
- [31] Ramić, A. (2024). *Teacher's attitudes towards the most effective educational strategies for supporting inclusive education. Multidisciplinarni Pristupi u Edukaciji i Rehabilitaciji*, 6(7), 3-12.
- [32] Rose, D., & Meyer, A. (2002). [Title of publication]. [Publisher].
- [33] Rubee, R. M. (2024). *A study on the impact of self-efficacy on teachers' attitude towards mainstreaming of children with disabilities. International Journal of Special Education*, 39(2), 62-74.
- [34] Sitoy, R. E., Espina, R. C., Sumalinog, M. R. R., Benemerito, P., Cabajar, L. S., & Delantar, L. M. (2025). *Instructional methods for inclusive education: An exploration of teaching strategies for special needs learners in general classrooms. International Journal of Humanities Education*, 13(1), 565-604.

