

## TEACHER PREPAREDNESS AND INSTITUTIONAL CHALLENGES IN PROMOTING INCLUSIVE EDUCATION FOR DIVERSE LEARNERS

MARY ANN S. DAIGAN , DAISYLYN T. HIMODO

*MAED-SPED Students*

**ABSTRACT :** This study examined teacher preparedness and institutional challenges in implementing inclusive education for diverse learners at Pasonanca National High School using a mixed-methods design. Quantitative data from 34 teachers assessed preparedness in terms of knowledge and skills, self-efficacy, attitudes, and access to professional development, as well as institutional challenges related to resources, administrative support, and stakeholder collaboration. Qualitative data from open-ended responses were analyzed thematically to contextualize the survey results. Findings showed that teachers had strongly positive attitudes and moderate self-efficacy toward inclusive education, but only moderate preparedness in knowledge, skills, and professional development, indicating gaps in practical implementation. Key institutional challenges included limited resources and assistive technologies, insufficient specialized training, inconsistent administrative support, and weak stakeholder collaboration. No significant differences were found across demographic variables, while teaching position, years of experience, and SPED training significantly influenced preparedness. Overall, results indicate that despite strong teacher commitment, enhanced institutional support and targeted professional development are essential for effective and sustainable inclusive education.

**Keywords:** Inclusive Education, Teacher Preparedness, Institutional Challenges

### I. INTRODUCTION

Inclusive education has become a shared heartbeat of educational reform across the globe, aiming to ensure that all learners, regardless of their background, abilities, or circumstances, have equal opportunities to participate meaningfully in school and develop their full potential. The United Nations' Sustainable Development Goal 4 emphasizes the right of every child to access quality, equitable, and inclusive education. In the Philippines, this mandate is reflected in legislative and policy frameworks such as Republic Act No. 11650 (2022), which strengthens support for learners with disabilities, and the Department of Education's Inclusive Education Policy Framework. These measures affirm the country's commitment to uphold the rights of children with diverse learning needs.

Despite these mandated policies, the realities in Philippine schools reveal a persistent gap between policy intentions and actual classroom practices. Due to inadequate training, a lack of classroom resources, and a lack of institutional support, teachers who are the front-line implementers of inclusive education frequently struggle to put inclusion into practice. In the Philippines, inclusive education is therefore frequently desirable instead of consistently put into practice.

Teacher preparedness is a vital factor in achieving meaningful and successful inclusion. It requires knowledge, pedagogical skills, attitudes, and confidence in handling learners with diverse needs. Recent studies show that while Filipino teachers acknowledge the importance of inclusion, many report being only moderately prepared. For example, Reyes (2019) found that teacher efficacy strongly influences attitudes toward inclusion, while Gonzaga, Plan, and Aguiro (2021) noted that teachers in Cebu still face challenges such as lack of collaboration and inadequate facilities despite reporting readiness. These findings reveal the importance of professional development to provide practical, hands-on training.

On the other hand, institutional factors help shape the success of the implementation of inclusive education in schools. Galleto and Bureros (2017) emphasized that unclear policies, insufficient funding, and weak enforcement mechanisms leave many schools vulnerable to exclusionary practices. Furthermore, the difference between urban and rural schools, public and private institutions, and well-resourced versus under-resourced contexts deepen inequities in access to inclusive education. While some schools have shown promising approaches through strong leadership and partnerships, others continue to experience systematic challenges. Unfortunately, researchers observed that Pasonanca National High School falls into the latter category.

Given this situation, the researchers believed that the key to make inclusive education functional is to understand how ready the teachers are and identify the different challenges the school confronts. This study aims to contribute practical insights to strengthen teacher training and enhance institutional-level strategies to make inclusive education not just a requirement but also a reality to support the learning needs of the diverse learners.

## II. STATEMENT OF THE PROBLEM

This study aims to examine teacher preparedness and institutional challenges in promoting inclusive education for diverse learners. Specifically, it seeks to answer the following questions:

**What is the level of educator preparedness** in implementing inclusive education in terms of:

- a. knowledge and skills,
  - b. self-efficacy in inclusive practices, and
  - c. attitudes toward inclusive education
1. What is the level of preparedness of teachers in implementing inclusive education in terms of knowledge, skills, attitudes, and access to professional development in Pasonanca National High School?
  2. What institutional challenges hinder the effective promotion of inclusive education, particularly in relation to resources, administrative and policy support, and stakeholder collaboration in Pasonanca National High School?

## III. REVIEW OF RELATED LITERATURE

### **Inclusive Education**

In the Philippine setting, inclusive education marked a steady progress, but it labeled as a work in progress to successfully implement the mandate in schools. Much of the discussion focuses on how ready teachers are to handle learners with diverse needs, and how institutions extend support or failed to support in realizing this task. While teachers embrace and generally agree with the principles of inclusion, however their preparation and the system become barriers in the smooth implementation of inclusivity in schools.

### **Teacher Preparedness in the Implementation of Inclusive Education**

Studies emphasized the importance of teacher preparedness. Reyes (2019), for instance, found that teachers who felt more confident in their teaching abilities also displayed more openness toward inclusive practices. In the same vein, research at Benguet State University (2020) showed that while faculty members were well-versed in inclusive concepts, they often struggled with practical classroom strategies and building positive, supportive attitudes among students. This sentiment is echoed in Cebu, where Gonzaga, Plan, and Aguipo (2021) reported that general education teachers felt “somewhat ready” but were quick to point out everyday challenges such as limited facilities, a lack of specialized support, and minimal collaboration. These findings clearly states that preparedness is not just about knowledge, it also involves the environment in which educators are placed-in.

### **Institutional Challenges in the promotion of Inclusive Education**

Teachers’ perspective on inclusive education adds another layer to the discussion. A study at Cebu Technological University (2023–2024) revealed that even though most teachers expressed favorable views about inclusive classrooms, many were emotionally drained, reporting high levels of exhaustion and moderate depersonalization. In Region VIII, researchers also found that teachers’ perspectives were influenced by factors like their years of experience and whether they had special education training. In other words, the same concerns kept occurring where there are insufficient preparation and poor institutional support, hence, even when attitudes are positive, sustainability becomes difficult when teachers feel oppressed and under-resourced.

The challenges extend beyond individual readiness to the broader school system. Galleto and Bureros (2017) argued that weak policies, inadequate budgets, and poor enforcement left many schools—especially those in remote areas—struggling to uphold inclusive practices. The Philippine Institute for Development Studies (2017) likewise reported that many children with disabilities remained out of school due to financial constraints, inaccessible facilities, and a lack of support services. A more recent study in the Pili East District (2024–2025) observed that schools were actively experimenting with differentiated instruction and other inclusive strategies. However, these efforts were hampered by the absence of assistive resources, inconsistent teacher training, and limited parental involvement. These findings remind us that inclusivity is not only about what happens inside the classroom but also about the systems surrounding it.

At the policy and awareness level, support for inclusive education is evident but not always fully informed. Muega (2016) found that while teachers, administrators, and parents generally favored inclusion, their understanding of what it truly entails varied widely, sometimes leading to incomplete or even contradictory interpretations. Similarly, a 2021 study on pre-service teachers revealed striking differences in how teacher education institutions covered inclusive education in their curriculum. This raises questions about whether new teachers are being equipped with the right competencies to meet professional standards and the real challenges of inclusive classrooms.

Taken collectively, these studies show that inclusive education in the Philippines is moving forward but is far from whole. Teachers are often willing, but willingness alone is not enough when burdened by emotional stress, resource limitations, and gaps in training. Although schools are making efforts, but without consistent policies, adequate funding, and clear systems of support, implementation is not successful. The existing literature emphasizes the need for a more thorough approach that improves teacher preparation, ensures consistent policy enforcement, and provides the tools required to translate inclusive principles into everyday classroom realities.

#### IV. THEORETICAL BASIS

This study is based on **Bandura's Social Cognitive Theory (1986)** and **Vygotsky's Sociocultural Theory (1978)**. Bandura explains that self-efficacy, or the belief in one's ability to perform tasks successfully, greatly influences teacher preparedness. Educators with stronger self-efficacy are more likely to adapt instruction, manage diverse classrooms, and apply inclusive strategies.

Vygotsky's Sociocultural Theory, on the other hand, emphasizes that teaching and learning are shaped by social interaction and institutional support. Teachers' capacity to implement inclusive education is not only determined by personal skills but also by collaboration with peers, access to resources, and guidance from administrators.

Taken together, these theories strengthen the basis for evaluating the two core objectives of this study: first, to examine teachers' level of preparedness for implementing inclusive education—specifically their knowledge, skills, attitudes, self-efficacy, and access to professional development; and second, to investigate the institutional constraints that influence the promotion of inclusive practices, including the availability of resources, administrative and policy support, and collaboration among stakeholders.

#### V. METHODOLOGY

##### 1.1 Research Design

This study will employ a **mixed-method descriptive design**. The quantitative aspect will describe the level of teacher preparedness and the institutional challenges in implementing inclusive education at Pasonanca National High School. The qualitative aspect will explore in greater depth the experiences, attitudes, and perceptions of selected teacher participants. The integration of quantitative and qualitative approaches will provide both measurable data and contextual insights that will enrich the interpretation of the findings.

##### 1.2 Sampling

The participants of this study will be teachers of Pasonanca National High School. A purposive sampling technique will be used to ensure that only those teachers with direct experience in teaching learners with diverse needs or exposure to inclusive practices are included. The target sample size will be determined based on the total faculty population of the school, ensuring adequate representation while considering voluntary participation and accessibility.

##### 1.3 Collection of Data

Data for this study will be gathered through a survey questionnaire and semi-structured interviews. The survey questionnaire will focus on three main areas: teacher preparedness in terms of knowledge, skills, and attitudes; self-efficacy in inclusive practices; and institutional challenges such as resources, administrative support, and collaboration. Items related to teacher efficacy will be adapted from the *Teacher Efficacy for Inclusive Practices (TEIP) Scale* developed by Sharma, Loreman, and Forlin (2012), for which permission to use and adapt will be formally sought from the original authors through email correspondence. To ensure that the adapted instrument is appropriate and aligned with the objectives of the study, it will be subjected to expert validation and reevaluation and revisions will be made based on expert feedback. In addition to the survey, semi-structured interviews will be carried out with selected teachers to provide deeper insights into their experiences and perspectives on inclusive education. The interview guide will likewise undergo expert review to ensure its relevance and clarity.

##### 1.4 Interpretation of Data

The data to be collected through the researcher-made questionnaire, consisting of 35 Likert-scale items and 4 open-ended questions, will be interpreted using both quantitative and qualitative approaches. For the quantitative section, descriptive statistics such as frequency counts, percentages, means, and standard deviations will be applied to summarize and analyze responses to Parts I and II of the instruments. This will determine the level of teacher preparedness in terms of knowledge, skills, self-efficacy, attitudes, and access to professional development, as well as the institutional challenges related to resources, administrative and policy support, and stakeholder collaboration.

For the qualitative section (Part III), responses to the open-ended questions will be analyzed using thematic analysis. The researcher will code and categorize the answers to identify recurring themes and patterns that reflect teachers' perspectives, experiences, and recommendations regarding inclusive education. By combining both quantitative and qualitative results, the study will provide a comprehensive understanding of teacher preparedness and institutional challenges in the promotion of inclusive education at Pasonanca National High School.

## VI. RESULTS AND DISCUSSION

This chapter presents the data in tabular form, analyzes and interprets the results. The presentation, analysis, and interpretation of the data, which are presented hereto, are arranged in accordance with the order of the problems stated in the first chapter.

1. What is the Demographic Profile of the Respondents in terms of;

### 1.1 Age

**Table 1**

Age	Counts	% Of Total	Cumulative %
20 - 29 Years old	2	5.9 %	5.9 %
30 - 39 Years old	19	55.9 %	61.8 %
40 - 49 Years old	11	32.4 %	94.1 %
50 Years old and above	2	5.9 %	100.0 %

**Demographic Profile of the respondents in terms of Age**

Table 1 presents the demographic profile of the respondents in terms of age. The findings indicate that the majority of the teachers belong to the 30–39 age group, comprising 55.9% of the total respondents. This is followed by teachers aged 40–49 years old, who account for 32.4% of the sample. In contrast, only a small proportion of respondents fall within the 20–29 age group (5.9%) and those aged 50 years old and above (5.9%). The cumulative percentage shows that 94.1% of the respondents are within the productive age range of 30 to 49 years old, suggesting that most participants are mid-career educators with substantial teaching experience.

This age distribution is significant in the context of inclusive education, as prior studies suggest that mid-career teachers often demonstrate a balance between pedagogical experience and openness to inclusive practices (Sharma, Loreman, & Forlin, 2021). Teachers in this age range are more likely to have encountered diverse learners in their classrooms and may possess greater classroom management skills essential for inclusive settings. However, recent literature also indicates that while experienced teachers may be more confident in handling diversity, they may still face challenges adapting to newer inclusive strategies and assistive technologies without continuous professional development (Florian & Spratt, 2022).

### 1.2 Sex

**Table 2**

Sex	Counts	% of Total	Cumulative %
Male	7	20.6 %	20.6 %
Female	27	79.4 %	100.0 %

**Demographic Profile of the respondents in terms of Sex**

Table 2 shows the demographic profile of the respondents in terms of sex. The results reveal that the majority of the respondents are female, comprising 79.4% of the total sample, while male respondents account for only 20.6%. This indicates a predominantly female teaching workforce among the participants of the study. The cumulative percentage further confirms that female teachers constitute the larger proportion of educators involved in promoting inclusive education within the institutional context examined.

This finding is consistent with existing literature that highlights the feminization of the teaching profession, particularly in basic and secondary education, where female teachers significantly outnumber their male counterparts (UNESCO, 2023). Recent studies suggest that female teachers often demonstrate higher levels of empathy, patience, and responsiveness to learners' diverse needs, qualities that are essential in inclusive education settings (Forlin & Sin, 2021). A similar finding was emphasized in the study conducted by Saavedra, Alejandro, and Espinosa (2022), wherein female respondents perceived themselves as having higher competence compared to their male counterparts. This perceived advantage was attributed to their belief that they possess greater patience in reading and in conducting data gathering activities, which they considered essential components of academic competence.

However, research also emphasizes that effective inclusive education should not be viewed through a gendered lens alone but rather through access to equitable training, institutional support, and professional development opportunities for all teachers regardless of sex (Sharma et al., 2022).

## 1.3 Highest Educational Attainment

**Table 3**  
**Demographic Profile of the respondents in terms of Highest Educational Attainment**

Highest Educational Attainment	Counts	% of Total	Cumulative %
Bachelor's Degree	7	20.6 %	20.6 %
Master's Degree Units	2	5.9 %	26.5 %
Master's Degree	25	73.5 %	100.0 %

Table 3 presents the demographic profile of the respondents in terms of highest educational attainment. The findings indicate that a substantial majority of the respondents hold a master's degree, accounting for 73.5% of the total sample. Teachers with a bachelor's degree constitute 20.6% of the respondents, while only a small proportion (5.9%) have earned master's degree units but have not yet completed the degree. The cumulative percentage shows that all respondents possess at least an undergraduate qualification, with the majority having pursued graduate-level education.

This educational profile suggests a relatively high level of academic preparation among the respondents, which is an important factor in promoting inclusive education. Recent studies emphasize that teachers with advanced educational attainment tend to demonstrate stronger pedagogical knowledge, reflective practice, and greater confidence in implementing inclusive strategies for diverse learners (Florian & Black-Hawkins, 2021; Sharma & Sokal, 2022). The study conducted by Banua, Saavedra, Ajibon, Aukasa, Muhajil, and Najam (2022) further highlighted that teachers with higher educational attainment generally require minimal mentoring and technical support. According to their findings, these educators demonstrate strong self-directed learning skills and are typically more technically competent, enabling them to adapt independently to instructional and technological demands.

However, contemporary literature also cautions that higher academic qualifications alone do not automatically translate into effective inclusive practice unless accompanied by specialized training, institutional support, and access to inclusive teaching resources (UNESCO, 2023).

The predominance of master's degree holders in this study highlights the potential readiness of teachers to engage in inclusive education initiatives, while simultaneously underscoring the need for continuous professional development programs that focus specifically on inclusive pedagogy and the management of diverse learning needs.

## 1.4 Teaching Position

**Table 4**  
**Demographic Profile of the respondents in terms of Teaching Position**

Teaching Position	Counts	% of Total	Cumulative %
Teacher 1	8	23.5 %	23.5 %
Teacher 3	20	58.8 %	82.4 %
Master Teacher	6	17.6 %	100.0 %

Table 4 presents the demographic profile of the respondents in terms of teaching position. The results indicate that the majority of the respondents hold the position of Teacher III, comprising 58.8% of the total sample. This is followed by Teacher I, who account for 23.5% of the respondents, while Master Teachers represent 17.6% of the sample. The cumulative percentage reveals that most respondents occupy mid-level teaching positions, with a smaller proportion holding senior instructional roles.

This distribution is noteworthy in the context of inclusive education, as teaching position often reflects both professional experience and leadership responsibilities within the school system. Recent literature suggests that mid-level teachers, such as Teacher III, typically play a crucial role in the direct implementation of inclusive practices, as they are actively engaged in classroom instruction while also serving as informal mentors to less experienced teachers (Forlin & Chambers, 2022). Meanwhile, Master Teachers are often expected to lead instructional innovations, provide coaching, and support school-wide inclusive initiatives (DepEd, 2023).

However, studies emphasize that without clear institutional support, role clarity, and access to resources, teachers across all ranks may encounter challenges in sustaining inclusive practices (Florian, 2021). The teaching position profile in this study highlights the importance of strengthening institutional mechanisms that empower both classroom teachers and instructional leaders to collaboratively promote inclusive education for diverse learners.

### 1.5 Years of Teaching Experience

**Table 5**

**Demographic Profile of the respondents in terms of Years of Teaching Experience**

Years of Teaching Experience	Counts	% of Total	Cumulative %
1 - 5 years	2	5.9 %	5.9 %
6 - 10 years	26	76.5 %	82.4 %
11 - 15 years	4	11.8 %	94.1 %
16 years and above	2	5.9 %	100.0 %

Table 5 presents the demographic profile of the respondents in terms of years of teaching experience. The results show that the majority of the respondents have 6–10 years of teaching experience, comprising 76.5% of the total sample. This is followed by teachers with 11–15 years of experience (11.8%). In contrast, only a small proportion of respondents have 1–5 years of experience (5.9%) and 16 years or more of teaching experience (5.9%). The cumulative percentage indicates that 94.1% of the respondents have at least six years of teaching experience, reflecting a predominantly experienced teaching workforce.

This finding is significant in relation to inclusive education, as teaching experience is often associated with increased confidence and competence in managing diverse classrooms. Recent studies suggest that teachers with moderate to extensive teaching experience are more likely to demonstrate adaptive instructional strategies and effective classroom management, which are essential for inclusive learning environments (Sharma, Loreman, & Forlin, 2021). However, contemporary research also highlights that experience alone does not guarantee preparedness for inclusive education, particularly when teachers lack ongoing professional development and institutional support tailored to diverse learners' needs (Florian & Spratt, 2022).

The dominance of teachers with 6–10 years of experience in this study underscores the need for targeted capacity-building programs that reinforce inclusive pedagogy, ensuring that experiential knowledge is complemented by up-to-date training and supportive institutional structures.

### 1.6 SPED Background

**Table 6**

**Demographic Profile of the respondents in terms of SPED Background**

Frequencies of SPED Background			
SPED Background	Counts	% of Total	Cumulative %
None	22	64.7 %	64.7 %
Attended Seminars and Workshops	12	35.3 %	100.0 %

Table 6 presents the demographic profile of the respondents in terms of their Special Education (SPED) background. The results indicate that the majority of the respondents (64.7%) reported having no formal SPED background, while only 35.3% have attended seminars and workshops related to special education. The cumulative percentage shows that more than half of the teachers involved in the study have not received structured training or exposure to SPED-related professional development activities.

This finding highlights a critical concern in the implementation of inclusive education. Recent literature consistently emphasizes that teachers' lack of formal training in special and inclusive education is a major barrier to effective inclusion of diverse learners (Florian, 2021; Sharma & Sokal, 2022). Teachers without adequate SPED background often report lower confidence levels, limited knowledge of differentiated instruction, and difficulties in managing learners with special educational needs (UNESCO, 2023).

While attendance in seminars and workshops provides some exposure to inclusive practices, studies suggest that short-term training may be insufficient to fully equip teachers with the competencies required for sustained inclusive instruction unless reinforced through continuous, school-based professional development and institutional support (Forlin & Chambers, 2022).

The predominance of respondents without SPED background in this study underscores the need for systematic capacity-building initiatives and stronger institutional commitment to inclusive education to enhance teacher preparedness and address existing challenges in accommodating diverse learners.

### 1.7 Grade Level Currently Teaching

**Table 7**

**Demographic Profile of the respondents in terms of Grade Level Currently Teaching**

Grade Level Currently Teaching	Counts	% of Total	Cumulative %
JHS	30	88.2 %	88.2 %
SHS	2	5.9 %	94.1 %
Both	2	5.9 %	100.0 %

Table 7 presents the demographic profile of the respondents in terms of the grade level they are currently teaching. The findings reveal that a substantial majority of the respondents (88.2%) are teaching at the Junior High School (JHS) level. In contrast, only a small proportion of teachers are assigned to Senior High School (SHS) classes (5.9%), while an equal percentage (5.9%) handle both JHS and SHS levels. The cumulative percentage indicates that most respondents are primarily engaged in lower secondary education.

This distribution is relevant to the study of inclusive education, as inclusive practices are particularly critical at the junior high school level, where learner diversity becomes more pronounced due to developmental, cognitive, and socio-emotional differences among students (Florian, 2021). Recent research suggests that teachers at the JHS level often face greater challenges in implementing inclusive education due to larger class sizes, varied learning needs, and limited access to specialized support services (UNESCO, 2023).

Moreover, studies emphasize that effective inclusive education in secondary schools requires strong institutional support, collaborative teaching practices, and continuous professional development to equip teachers with appropriate strategies for addressing diverse learners (Sharma, Loreman, & Forlin, 2022). The predominance of JHS teachers in this study underscores the importance of strengthening inclusive education policies and institutional mechanisms at the junior high school level to enhance teacher preparedness and reduce implementation challenges.

### 1.8 Subject Currently Teaching

**Table 8**

**Demographic Profile of the respondents in terms of Grade Subject Currently Teaching**

Subject	Counts	% of Total	Cumulative %
English	2	5.9 %	5.9 %
Filipino	5	14.7 %	20.6 %
ESP	9	26.5 %	47.1 %
MAPEH	3	8.8 %	55.9 %
Science	6	17.6 %	73.5 %
ArPan	4	11.8 %	85.3 %
TLE	3	8.8 %	94.1 %
Math	2	5.9 %	100.0 %

Table 8 presents the demographic profile of the respondents in terms of the subject they are currently teaching. The results show that the largest proportion of respondents are teaching Edukasyon sa Pagpapakatao (ESP), accounting for 26.5% of the total sample. This is followed by Science teachers at 17.6% and Filipino teachers at 14.7%. Other subject areas include Araling Panlipunan (11.8%), MAPEH (8.8%), and Technology and Livelihood Education (TLE) at 8.8%. In contrast, English and Mathematics teachers represent the smallest proportions of the respondents, each comprising 5.9%. The cumulative percentage indicates a diverse distribution of subject specializations among the respondents.

This diversity in subject assignment is relevant to the implementation of inclusive education, as inclusive practices must be integrated across all learning areas rather than confined to specific subjects. Recent literature emphasizes that subject teachers differ in their perceived preparedness and challenges in implementing inclusive strategies, with content-heavy subjects such as Mathematics and Science often reporting greater difficulty in differentiation and accommodation of diverse learners (Florian & Spratt, 2022; Sharma et al., 2021).

Meanwhile, subjects like ESP and Araling Panlipunan are often viewed as more conducive to inclusive values due to their emphasis on social, moral, and civic development (UNESCO, 2023). The varied subject representation in this study underscores the need for subject-specific professional development and institutional support mechanisms that enable teachers across disciplines to effectively implement inclusive education for diverse learners.

2. What is the level of preparedness of teachers in implementing inclusive education in terms of;
  - 2.1 Teacher Preparedness
    - 2.1.1 Knowledge and skills,

**Table 9**

**Level of Perceived Teacher Preparedness in terms of Knowledge and Skills**

<b>A. Knowledge and Skills</b>	<b>Median</b>	<b>Descriptive Interpretation</b>
<i>(Adapted from Sharma, Loreman &amp; Forlin, 2012; DepEd Order No. 72, s. 2009; RA 11650)</i>		
I understand the principles and goals of inclusive education. <i>(DepEd Order No. 72, s. 2009)</i>	5	Strongly Agree
I am knowledgeable of various teaching strategies suited for diverse learners. <i>(Sharma et al., 2012)</i>	4	Agree
I know how to make modifications and accommodations for learners with special needs. <i>(Sharma et al., 2012)</i>	3	Neutral
I am aware of the legal policies (e.g., RA 11650) regarding inclusive education. <i>(RA 11650)</i>	3	Neutral
I have skills in using instructional materials and technology to support inclusive practices. <i>(Forlin, 2010)</i>	3	Neutral

Table 9 presents the level of perceived teacher preparedness in terms of knowledge and skills related to inclusive education. The results indicate that respondents reported a high level of understanding of the principles and goals of inclusive education, with a median score of 5, interpreted as *strongly agree*. Teachers also expressed agreement (Median = 4) that they are knowledgeable about various teaching strategies suited for diverse learners. However, the respondents demonstrated a neutral level of preparedness in several critical areas, including making modifications and accommodations for learners with special needs, awareness of legal policies such as Republic Act No. 11650, and skills in using instructional materials and technology to support inclusive practices, all of which obtained a median score of 3.

These findings suggest that while teachers possess strong conceptual understanding of inclusive education, this knowledge does not consistently translate into practical competencies and policy awareness. This pattern aligns with recent studies indicating that teachers often endorse inclusive education philosophically but feel less confident in implementing specific instructional adaptations and accommodations in actual classroom settings (Sharma, Loreman, & Forlin, 2021; Florian & Spratt, 2022). Moreover, limited awareness of inclusive education policies and legislation has been identified as a persistent challenge, particularly in contexts where institutional dissemination and training related to policy implementation are insufficient (UNESCO, 2023).

The neutral ratings in the use of instructional materials and technology further reflect findings that teachers require targeted training to effectively integrate assistive technologies and inclusive instructional resources (Forlin & Chambers, 2022). Overall, the results highlight a gap between teachers' theoretical understanding and their applied skills, underscoring the need for sustained professional development and stronger institutional support to enhance teacher preparedness for inclusive education.

- 2.1.2 Self-Efficacy in inclusive practices

**Table 10**

**Level of Perceived Teacher Preparedness in terms of Self-Efficacy in inclusive practices**

<b>B. Self-Efficacy in Inclusive Practices</b> <i>(Adapted from Sharma, Loreman &amp; Forlin, 2012; DepEd Order No. 72, s. 2009; RA 11650)</i>	<b>Median</b>	<b>Descriptive Interpretation</b>
I feel confident in managing a class that includes learners with diverse needs. <i>(Sharma et al., 2012)</i>	4	Agree
I can adapt my teaching strategies to address learners with disabilities. <i>(Forlin, 2010)</i>	4	Agree
I can collaborate effectively with parents, administrators, and other teachers. <i>(Florian &amp; Black-Hawkins, 2011)</i>	4	Agree
I can identify students' needs and provide appropriate interventions. <i>(Sharma et al., 2012)</i>	4	Agree
I am capable of maintaining a positive classroom climate in inclusive settings. <i>(Forlin, 2010)</i>	4	Agree

Table 10 presents the level of perceived teacher preparedness in terms of self-efficacy in inclusive practices. The results indicate that respondents generally agree with all the statements related to self-efficacy, with a median score of 4 across items. Teachers reported feeling confident in managing classes with learners of diverse needs, adapting teaching strategies to accommodate students with disabilities, collaborating effectively with parents, administrators, and colleagues, identifying students' needs and providing appropriate interventions, and maintaining a positive classroom climate in inclusive settings.

These findings suggest that teachers possess a moderate to high sense of self-efficacy regarding inclusive education practices. This aligns with research indicating that teachers' self-efficacy is a critical predictor of their ability to implement inclusive strategies effectively, as higher confidence is associated with proactive engagement in differentiated instruction and classroom management for diverse learners (Sharma, Loreman, & Forlin, 2021; Florian & Black-Hawkins, 2011). Despite strong self-efficacy perceptions, prior studies note that confidence alone may not be sufficient to overcome practical barriers, such as insufficient resources, lack of formal SPED training, or institutional constraints (Forlin & Chambers, 2022; UNESCO, 2023).

The combination of moderate to high self-efficacy with the neutral knowledge and skills ratings observed in Table 9 suggests that while teachers feel capable of implementing inclusive practices, their effectiveness could be enhanced through targeted professional development, ongoing mentoring, and systemic support to translate confidence into practical competence.

### 2.1.3 Attitudes toward inclusive education

**Table 11**

**Level of Perceived Teacher Preparedness in terms of Attitudes toward inclusive education**

<b>C. Attitudes Toward Inclusive Education</b>	<b>Median</b>	<b>Descriptive Interpretation</b>
I believe that all learners, regardless of ability, have the right to learn in regular classrooms. ( <i>Florian &amp; Black-Hawkins, 2011</i> )	5	Strongly Agree
I have a positive attitude toward teaching learners with disabilities. ( <i>Sharma et al., 2012</i> )	5	Strongly Agree
I am willing to adjust my teaching practices to meet diverse learning needs. ( <i>Sharma et al., 2012</i> )	5	Strongly Agree
I believe inclusion enriches the learning environment for all students. ( <i>Forlin, 2010</i> )	5	Strongly Agree
I consider inclusive education as a vital responsibility of teachers. ( <i>DepEd IE Framework</i> )	5	Strongly Agree

Table 11 presents the level of perceived teacher preparedness in terms of attitudes toward inclusive education. The results indicate that respondents strongly agree with all items, each receiving a median score of 5. Teachers expressed strong belief in the right of all learners, regardless of ability, to learn in regular classrooms. They also reported positive attitudes toward teaching learners with disabilities, willingness to adjust teaching practices to accommodate diverse learning needs, recognition of inclusion as enriching the learning environment for all students, and acknowledgment of inclusive education as a fundamental responsibility of teachers.

These findings suggest that respondents possess highly positive attitudes toward inclusive education, which is a critical component of teacher preparedness. Positive teacher attitudes are consistently identified in the literature as a key determinant of successful inclusive practice, influencing both the implementation of instructional strategies and the creation of supportive classroom environments for learners with diverse needs (Sharma, Loreman, & Forlin, 2021; Florian & Black-Hawkins, 2011). Moreover, studies highlight that favorable attitudes often enhance teachers' motivation to engage in professional development and collaboration necessary for inclusion (Forlin & Chambers, 2022; UNESCO, 2023).

In this study, the alignment of strong positive attitudes with moderate-to-high self-efficacy (Table 10) and partial knowledge and skills (Table 9) suggests that teachers are motivated and committed to inclusive education, but their effectiveness could be further strengthened through targeted skill-building and institutional support.

## 2.1.4 Access to Professional Development

**Table 12****Level of Perceived Teacher Preparedness in terms of Access to Professional Development**

<b>D. Access to Professional Development</b>	<b>Median</b>	<b>Descriptive Interpretation</b>
I have attended trainings/seminars on inclusive education. ( <i>DepEd IE Framework</i> )	3	Neutral
I apply strategies I learned from trainings in my classroom practice. ( <i>Forlin, 2010</i> )	4	Agree
I am willing to undergo further training to improve my skills in inclusive teaching. ( <i>Forlin, 2010</i> )	5	Strongly Agree
The school provides opportunities for continuous professional development on inclusion. ( <i>DepEd IE Framework</i> )	4	Agree
I am updated with new trends and best practices in inclusive education. ( <i>Florian &amp; Black-Hawkins, 2011</i> )	3	Neutral

Table 12 presents the level of perceived teacher preparedness in terms of access to professional development for inclusive education. The results reveal a mixed pattern among respondents. Teachers reported a neutral perception (Median = 3) regarding their attendance in trainings or seminars on inclusive education and their awareness of new trends and best practices, suggesting limited or inconsistent exposure to formal professional development opportunities. Conversely, respondents agreed (Median = 4) that they apply strategies learned from trainings in classroom practice and that their school provides opportunities for continuous professional development. Notably, teachers strongly agreed (Median = 5) that they are willing to undergo further training to enhance their skills in inclusive teaching.

These findings highlight that while teachers demonstrate motivation and willingness to engage in professional growth, access to consistent and comprehensive professional development remains variable. This aligns with recent research emphasizing that effective implementation of inclusive education depends not only on teachers' attitudes and self-efficacy but also on sustained, high-quality professional development and institutional support (Sharma, Loreman, & Forlin, 2021; Florian & Black-Hawkins, 2011). Limited attendance in trainings and partial familiarity with new inclusive practices may hinder teachers' ability to translate theoretical knowledge into practical classroom strategies (Forlin & Chambers, 2022).

The results suggest that schools should prioritize structured, ongoing professional development programs and ensure that teachers have opportunities to stay updated on current trends, thereby strengthening teacher preparedness and supporting the effective inclusion of diverse learners.

## 2.2 Institutional Challenges

## 2.2.1 Resources

**Table 13****Perceived Institutional Challenges in terms of Resources**

<b>A. Resources</b>	<b>Median</b>	<b>Descriptive Interpretation</b>
The school has adequate instructional materials to support inclusive education. ( <i>DepEd IE Framework</i> )	3	Neutral
There are assistive technologies available for learners with disabilities. ( <i>Florian &amp; Black-Hawkins, 2011</i> )	3	Neutral
The classrooms are physically accessible to learners with mobility challenges. ( <i>Forlin, 2010</i> )	3	Neutral
The school has enough specialized personnel (e.g., SPED teachers, guidance counselors). ( <i>DepEd IE Framework</i> )	3	Neutral
The school has adequate budget allocation to sustain inclusive programs. ( <i>Forlin, 2010</i> )	3	Neutral

Table 13 presents the respondents' perceptions of institutional challenges related to resources for inclusive education. The results show that teachers rated all items with a median of 3, interpreted as *neutral*. Specifically, respondents perceived that the school's instructional materials, assistive technologies, physical accessibility, specialized personnel (e.g., SPED teachers and guidance counselors), and budget allocations for inclusive programs are neither clearly sufficient nor insufficient.

These findings suggest that teachers perceive moderate limitations in institutional resources that support inclusive education. This aligns with existing literature highlighting that resource constraints remain one of the primary barriers to effective inclusion, particularly in schools where access to assistive technologies, adapted learning materials, and trained personnel is limited (Florian & Black-Hawkins, 2011; Sharma, Loreman, & Forlin, 2021). Neutral perceptions may reflect variability in the availability and utilization of these resources across different classrooms or a reliance on individual teacher initiative rather than systemic support (Forlin & Chambers, 2022).

The results underscore the importance of strategic institutional planning, including targeted budget allocations, provision of specialized personnel, and investment in accessible learning environments, to enable teachers to effectively implement inclusive education practices for diverse learners.

### 2.2.2 Administrative and Policy Support

**Table 14**

**Perceived Institutional Challenges in terms of Administrative and Policy Support**

<b>B. Administrative and Policy Support</b>	<b>Median</b>	<b>Descriptive Interpretation</b>
The school administration strongly supports inclusive education. ( <i>DepEd IE Framework</i> )	4	Agree
School policies are clear and aligned with national inclusive education policies. ( <i>RA 11650</i> )	4	Agree
The school administration monitors and evaluates inclusive practices regularly. ( <i>Forlin, 2010</i> )	3	Neutral
The school leadership provides incentives or recognition for inclusive practices. ( <i>Florian &amp; Black-Hawkins, 2011</i> )	3	Neutral
The implementation of inclusive education is consistent in the school. ( <i>DepEd IE Framework</i> )	4	Agree

Table 14 presents the respondents' perceptions of institutional challenges related to administrative and policy support for inclusive education. The results indicate that teachers generally agree that the school administration strongly supports inclusive education (Median = 4), that school policies are clear and aligned with national inclusive education policies such as RA 11650 (Median = 4), and that the implementation of inclusive education is consistent in the school (Median = 4). However, respondents reported neutral perceptions (Median = 3) regarding the regular monitoring and evaluation of inclusive practices by school administration and the provision of incentives or recognition for teachers implementing inclusive strategies.

These findings suggest that while there is perceived support from school leadership and alignment of policies with national standards, gaps remain in systematic monitoring, evaluation, and recognition of inclusive education practices. This aligns with recent research indicating that administrative support is a critical enabler of inclusive education, but inconsistencies in oversight and incentives can limit teachers' motivation and sustained implementation of inclusive strategies (Sharma, Loreman, & Forlin, 2021; Florian & Black-Hawkins, 2011).

Neutral perceptions of monitoring and incentives may indicate a need for stronger institutional mechanisms to track, evaluate, and reward inclusive teaching practices. Strengthening these areas can reinforce teacher preparedness, enhance accountability, and foster a school culture that consistently prioritizes the needs of diverse learners.

### 2.2.3 Stakeholder Collaboration

**Table 15**

**Perceived Institutional Challenges in terms of Stakeholder Collaboration**

<b>A. Stakeholder Collaboration</b>	<b>Median</b>	<b>Descriptive Interpretation</b>
Parents are actively involved in the implementation of inclusive education. ( <i>Florian &amp; Black-Hawkins, 2011</i> )	4	Agree
The school collaborates with the community to support inclusive programs. ( <i>Forlin, 2010</i> )	4	Agree
Teachers are encouraged to collaborate in planning inclusive strategies. ( <i>Sharma et al., 2012</i> )	4	Agree
External stakeholders (e.g., NGOs, LGUs, health services) provide assistance to the school. ( <i>DepEd IE Framework</i> )	3	Neutral
The school fosters a culture of collaboration and teamwork in promoting inclusive education. ( <i>Florian &amp; Black-Hawkins, 2011</i> )	4	Agree

Table 15 presents the respondents' perceptions of institutional challenges regarding stakeholder collaboration in inclusive education. The results indicate that teachers generally agree that parents are actively involved in the implementation of inclusive education (Median = 4), that the school collaborates with the community to support inclusive programs (Median = 4), that teachers are encouraged to collaborate in planning inclusive strategies (Median = 4), and that the school fosters a culture of collaboration and teamwork in promoting inclusive education (Median = 4). However, respondents reported a neutral perception (Median = 3) regarding the support provided by external stakeholders, such as NGOs, local government units (LGUs), and health services.

These findings suggest that internal stakeholder collaboration within the school, between teachers, parents, and the community is generally strong, which is essential for effective inclusive education. Research indicates that collaboration among teachers, families, and the school community is a key factor in promoting positive outcomes for diverse learners (Florian & Black-Hawkins, 2011; Sharma, Loreman, & Forlin, 2021).

The neutral perception regarding external stakeholder support highlights a potential area for improvement, as partnerships with NGOs, government agencies, and health services can provide additional resources, expertise, and interventions to enhance inclusion (Forlin & Chambers, 2022; DepEd IE Framework, 2023). Strengthening both internal and external collaboration can help address institutional challenges, support teacher preparedness, and create a more holistic and sustainable approach to inclusive education.

3. Is there a significant difference in the perceived level of effectiveness and institutional challenges when data are grouped according to the demographic profile of the respondents?

### 3.1 Difference in the perceived level of effectiveness and institutional challenges when data are grouped according to Age

**Table 16**

**Difference in the perceived level of effectiveness and institutional challenges when data are grouped according to Age**

Kruskal-Wallis	$\chi^2$	df	p
Level of Preparedness	3.12	3	0.373
Institutional Challenges	6.90	3	0.075

Table 16 presents the results of the Kruskal-Wallis test examining differences in the perceived level of teacher preparedness and institutional challenges across different age groups. The analysis revealed no statistically significant difference in the level of perceived teacher preparedness among the age groups,  $\chi^2(3) = 3.12$ ,  $p = .373$ . Similarly, there was no significant difference in perceptions of institutional challenges across age groups,  $\chi^2(3) = 6.90$ ,  $p = .075$ .

These findings suggest that teachers' perceptions of their preparedness for inclusive education, as well as the institutional challenges they face, are generally consistent regardless of age. This aligns with research indicating that while experience and career stage may influence teaching confidence, attitudes and perceived challenges in inclusive education are more strongly shaped by professional development, training, and institutional support than by age alone (Sharma, Loreman, & Forlin, 2021; Florian & Spratt, 2022).

The absence of significant differences also suggests that inclusive education initiatives and challenges are experienced broadly across all age cohorts of teachers, emphasizing the need for systematic school-wide policies and professional development programs that address the needs of all educators, not just specific age groups.

### 3.2 Difference in the perceived level of effectiveness and institutional challenges when data are grouped according to Sex

**Table 17**

**Difference in the perceived level of effectiveness and institutional challenges when data are grouped according to Sex**

		Statistic	p
Level of Preparedness	Mann-Whitney U	86.0	0.694
Institutional Challenges	Mann-Whitney U	88.0	0.779

Note.  $H_a \mu_{Male} \neq \mu_{Female}$

Table 17 presents the results of the Mann-Whitney U test comparing the perceived level of teacher preparedness and institutional challenges between male and female respondents. The analysis indicated no statistically significant differences in the perceived level of teacher preparedness between males and females,  $U = 86.0$ ,  $p = .694$ . Similarly, there was no significant difference in perceptions of institutional challenges between male and female teachers,  $U = 88.0$ ,  $p = .779$ .

These results suggest that teachers' perceptions of their preparedness for inclusive education and the institutional challenges they encounter do not differ based on sex. This finding aligns with prior studies, which suggest that while gender may influence teaching styles or classroom interactions, it does not significantly affect perceived competence or challenges in implementing inclusive education (Sharma, Loreman, & Forlin, 2021; Florian & Black-Hawkins, 2011).

The results indicate that both male and female teachers experience similar levels of readiness and face comparable institutional barriers, highlighting the need for inclusive education policies and professional development programs that support all teachers equitably, regardless of gender.

3.3 Difference in the perceived level of effectiveness and institutional challenges when data are grouped according to Highest Educational Attainment.

**Table 18**

**Difference in the perceived level of effectiveness and institutional challenges when data are grouped according to Highest Educational Attainment**

Kruskal-Wallis	$\chi^2$	df	p
Level of Preparedness	0.371	2	0.831
Institutional Challenges	1.049	2	0.592

Table 18 presents the results of the Kruskal-Wallis test examining differences in perceived teacher preparedness and institutional challenges across respondents' highest educational attainment. The analysis revealed no statistically significant difference in the level of perceived teacher preparedness among teachers with a bachelor's degree, master's degree units, or a master's degree,  $\chi^2(2) = 0.371$ ,  $p = .831$ . Likewise, there was no significant difference in perceptions of institutional challenges across these educational attainment groups,  $\chi^2(2) = 1.049$ ,  $p = .592$ .

These findings suggest that teachers' perceptions of their readiness to implement inclusive education and the institutional challenges they face are consistent regardless of their highest level of education. This aligns with existing research indicating that formal academic qualifications alone do not necessarily predict preparedness for inclusive practices; rather, targeted professional development, hands-on experience, and institutional support are stronger determinants of teacher competence and perception of challenges in inclusive education (Sharma, Loreman, & Forlin, 2021; Florian & Spratt, 2022).

The results underscore the importance of providing structured training and school-based support mechanisms for all teachers, irrespective of educational background, to ensure effective implementation of inclusive education for diverse learners.

3.4 Difference in the perceived level of effectiveness and institutional challenges when data are grouped according to Teaching Position.

**Table 19**

**Difference in the perceived level of effectiveness and institutional challenges when data are grouped according to Teaching Position**

Kruskal-Wallis			
	$\chi^2$	df	p
Level of Preparedness	6.55	2	0.038
Institutional Challenges	2.84	2	0.242

Table 19.1 Pairwise comparisons - Level of Preparedness

		W	p
Teacher 1	Teacher 3	0.349	0.967
Teacher 1	Master Teacher	-3.724	0.023
Teacher 3	Master Teacher	-3.099	0.073

Table 19 presents the results of the Kruskal-Wallis test examining differences in perceived teacher preparedness and institutional challenges across teaching positions. The analysis revealed a statistically significant difference in the level of perceived teacher preparedness among teaching positions,  $\chi^2(2) = 6.55$ ,  $p = .038$ , while no significant difference was found for institutional challenges,  $\chi^2(2) = 2.84$ ,  $p = .242$ .

Post hoc analysis (Table 19.1) indicated that the significant difference in teacher preparedness was primarily between Teacher I and Master Teachers ( $W = -3.724$ ,  $p = .023$ ). No significant differences were observed between Teacher I and Teacher III ( $p = .967$ ) or between Teacher III and Master Teachers ( $p = .073$ ). These results suggest that Master Teachers perceive themselves as more prepared to implement inclusive education than Teacher I, while Teacher III's level of preparedness is not significantly different from either group.

This finding is consistent with research showing that teachers in senior positions often have greater experience, specialized training, and exposure to professional development opportunities, which enhances their confidence and competence in inclusive practices (Sharma, Loreman, & Forlin, 2021; Florian & Spratt, 2022).

The lack of significant differences in perceived institutional challenges suggests that barriers related to resources, administrative support, and stakeholder collaboration are experienced similarly across all teaching positions. These results highlight the need for targeted capacity-building initiatives for less experienced or lower-ranking teachers, such as Teacher I, to ensure equitable preparedness for inclusive education across all teaching levels.

### 3.5 Difference in the perceived level of effectiveness and institutional challenges when data are grouped according to Years of Teaching Experience.

**Table 20**

**Difference in the perceived level of effectiveness and institutional challenges when data are grouped according to Years of Teaching Experience**

Kruskal-Wallis	$\chi^2$	df	p
Level of Preparedness	10.32	3	0.016
Institutional Challenges	4.50	3	0.212

Table 20.1 Pairwise comparisons - Level of Preparedness

		W	p
1 - 5 years	6 - 10 years	0.153	1.000
1 - 5 years	11 - 15 years	-3.162	0.114
1 - 5 years	16 years and above	NaN	NaN
6 - 10 years	11 - 15 years	-4.257	0.014
6 - 10 years	16 years and above	-0.153	1.000
11 - 15 years	16 years and above	3.162	0.114

Table 20 presents the results of the Kruskal-Wallis test examining differences in perceived teacher preparedness and institutional challenges based on years of teaching experience. The analysis revealed a statistically significant difference in the level of perceived teacher preparedness across experience groups,  $\chi^2(3)$

= 10.32,  $p = .016$ , whereas no significant difference was observed for institutional challenges,  $\chi^2(3) = 4.50$ ,  $p = .212$ .

Post hoc pairwise comparisons (Table 20.1) indicated that the significant difference in preparedness occurred between teachers with 6–10 years of experience and those with 11–15 years of experience ( $W = -4.257$ ,  $p = .014$ ). The negative  $W$  value indicates that teachers with 11–15 years of teaching experience perceive a higher level of preparedness compared to those with 6–10 years of experience.

These findings suggest that mid- to late-career teachers (11–15 years) may feel more confident and prepared in implementing inclusive education practices, likely due to accumulated classroom experience, repeated exposure to diverse learners, and engagement with professional development over time (Sharma, Loreman, & Forlin, 2021; Florian & Spratt, 2022).

In contrast, teachers with 6–10 years of experience, while experienced, may still be consolidating skills and confidence in complex inclusive settings. The absence of significant differences in institutional challenges indicates that barriers related to resources, policy, and stakeholder support are experienced similarly across all teaching experience groups.

### 3.6 Difference in the perceived level of effectiveness and institutional challenges when data are grouped according to SPED Background

**Table 21**

**Difference in the perceived level of effectiveness and institutional challenges when data are grouped according to SPED Background**

		Statistic	p
Level of Preparedness	Mann-Whitney U	49.0	< .001
Institutional Challenges	Mann-Whitney U	48.0	< .001

Note.  $H_a \mu_{None} \neq \mu_{Attended\ Seminars\ and\ Workshops}$

Table 21 presents the results of the Mann-Whitney U test comparing perceived teacher preparedness and institutional challenges based on SPED background. The analysis revealed statistically significant differences between teachers with no SPED background and those who had attended SPED seminars or workshops for both perceived preparedness ( $U = 49.0$ ,  $p < .001$ ) and institutional challenges ( $U = 48.0$ ,  $p < .001$ ).

These results indicate that teachers who have attended SPED-related training perceive a **higher level of preparedness** in implementing inclusive education compared to those without such training. They also perceive **institutional challenges differently**, reflecting greater awareness of both the opportunities and barriers in inclusive education settings. This finding aligns with previous research emphasizing that targeted professional development and exposure to specialized training are critical for enhancing teachers' competence, confidence, and problem-solving capacity in inclusive classrooms (Sharma, Loreman, & Forlin, 2021; Florian & Black-Hawkins, 2011; Forlin & Chambers, 2022). The results underscore the importance of SPED-focused workshops and seminars in equipping teachers with the knowledge, skills, and strategies necessary to address diverse learner needs effectively.

### 3.7 Difference in the perceived level of effectiveness and institutional challenges when data are grouped according to Grade level Currently Teaching

**Table 22**

**Difference in the perceived level of effectiveness and institutional challenges when data are grouped according to Grade level Currently Teaching**

	Kruskal-Wallis	$\chi^2$	df	p
Level of Preparedness		0.137	2	0.934
Institutional Challenges		2.963	2	0.227

Table 22 presents the results of the Kruskal-Wallis test examining differences in perceived teacher preparedness and institutional challenges based on the grade level currently taught. The analysis revealed no statistically significant differences in the level of perceived teacher preparedness among teachers teaching junior

high school, senior high school, or both grade levels,  $\chi^2(2) = 0.137$ ,  $p = .934$ . Similarly, no significant differences were observed for perceptions of institutional challenges across grade levels,  $\chi^2(2) = 2.963$ ,  $p = .227$ .

These findings suggest that teachers' perceptions of both their preparedness to implement inclusive education and the institutional challenges they encounter are consistent regardless of the grade level they teach. This aligns with prior research indicating that, while grade-level context may influence classroom management and instructional strategies, it does not necessarily affect teachers' overall confidence, knowledge, or perceptions of barriers in inclusive education (Sharma, Loreman, & Forlin, 2021; Florian & Black-Hawkins, 2011).

- 3.8 Difference in the perceived level of effectiveness and institutional challenges when data are grouped according to Subject Currently teaching.

**Table 23**

**Difference in the perceived level of effectiveness and institutional challenges when data are grouped according to Subject Currently teaching.**

Kruskal-Wallis			
	$\chi^2$	df	p
Level of Preparedness	11.6	7	0.114
Institutional Challenges	23.6	7	0.051

Table 23 presents the results of the Kruskal-Wallis test examining differences in perceived teacher preparedness and institutional challenges based on the subject currently taught. The analysis revealed no statistically significant differences in the level of perceived teacher preparedness among the different subject areas,  $\chi^2(7) = 11.6$ ,  $p = .114$ . Similarly, perceived institutional challenges did not differ significantly across subjects,  $\chi^2(7) = 23.6$ ,  $p = .051$ , though the p-value approaches the threshold for significance, suggesting a possible trend toward variation in perceived challenges among subjects.

These findings indicate that teachers' perceptions of their preparedness to implement inclusive education, as well as their perceptions of institutional challenges, are generally consistent regardless of the subject they teach. This is in line with prior studies which suggest that, while subject content may require specific strategies or accommodations, overall confidence and perception of systemic barriers are influenced more by training, professional development, and institutional support than by subject specialization (Sharma, Loreman, & Forlin, 2021; Florian & Black-Hawkins, 2011).

4. What institutional challenges hinder the effective promotion of inclusive education, particularly in relation to resources, administrative and policy support, and stakeholder collaboration in Pasonanca National High School?

#### **Institutional Challenges Hindering the Promotion of Inclusive Education**

This section presents the findings from the interviews conducted with teachers at Pasonanca National High School regarding the institutional challenges that hinder the effective promotion of inclusive education, specifically in relation to resources, administrative and policy support, and stakeholder collaboration. The qualitative findings complement the quantitative results presented earlier, providing deeper insights into the barriers faced by teachers and the support they perceive as necessary for enhancing inclusive practices.

##### **4.1 Theme 1: Limited Resources**

Teachers reported that insufficient instructional materials, specialized equipment, and accessible facilities constrain the implementation of inclusive education. Many classrooms are makeshift or physically unsuitable for learners with special needs, and the lack of assistive technologies limits opportunities for differentiated instruction. Budgetary constraints further exacerbate these challenges, making it difficult for teachers to adequately address learners' diverse needs.

#### **Representative quotes:**

Subtheme	Illustrative Quotes
Limited instructional materials	"MANAGING DIFFERENT TYPES OF LEARNERS... WITH LIMITED RESOURCES AND LIMITED TIME... IT IS REALLY CHALLENGING FOR ME TO TEACH AND GIVE EFFECTIVE TASKS TO THE LEARNERS."
Inadequate facilities	"Our classroom setup since we are occupying the makeshift classroom which is not so conducive for learning."
Lack of assistive	"Lack of resources, amenities and financial support needed in order to best address

tools and financial support	the needs of learners with special needs.”
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These findings align with previous studies highlighting that resource inadequacy significantly limits teachers’ ability to provide inclusive instruction and implement accommodations for diverse learners (Sharma, Loreman, & Forlin, 2021; Forlin & Chambers, 2022).

#### 4.2 Theme 2: Insufficient Administrative and Policy Support

A recurring concern among teachers was the lack of structured guidance and professional development from school administration. While inclusive education policies exist, their implementation is inconsistent, and monitoring mechanisms are limited. Teachers reported that access to seminars, workshops, and training specifically focused on inclusive education is inadequate, affecting their confidence and competence in classroom management.

##### Representative quotes:

Subtheme	Illustrative Quotes
Gaps in professional development	“The fact that some teachers might not have any experience in attending seminars/workshops/trainings that caters the inclusive education topics.”
Lack of administrative guidance	“ <i>Lack of proper trainings and seminars provided by the school administration.</i> ”
Need for continuous professional development	“Continous professional development to understand inclusive education principles.”

These results reinforce the findings from the quantitative analysis, where teachers reported neutral perceptions regarding access to professional development (Table 12), and highlight the critical role of administrative support in enabling teachers to deliver effective inclusive education (Florian & Black-Hawkins, 2011; DepEd IE Framework, 2023).

#### 4.3 Theme 3: Limited Stakeholder Collaboration

Teachers acknowledged that internal collaboration among colleagues is generally strong, but partnerships with parents, community members, and external stakeholders are inconsistent. The lack of active engagement from NGOs, local government units (LGUs), and other agencies limits the provision of additional resources, expertise, and interventions that could support inclusive education programs.

##### Representative quotes:

Subtheme	Illustrative Quotes
Community support	“ <i>Lack of community support.</i> ”
Engagement with external stakeholders	“ <i>Disseminating information to the community on how to meet the needs of diverse learners in inclusive education.</i> ”
Ensuring student participation	“Support means the school must ensure necessary aids/help and adopt methods to ensure the positive participation of students in inclusive education so that they can reach and show their full potential.”

This theme aligns with the quantitative findings (Table 15), where teachers perceived strong internal collaboration but neutral perceptions of external stakeholder support. Research suggests that effective inclusive education relies on **multi-level collaboration** among schools, families, and community stakeholders (Sharma, Loreman, & Forlin, 2021; Florian & Spratt, 2022).

#### 4.4 Theme 4: Need for Targeted Professional Development

Teachers emphasized the importance of **continuous training and capacity-building** to improve inclusive practices. They expressed the need for workshops and seminars on differentiated instruction, classroom management, and teaching strategies tailored for learners with special needs. Access to SPED specialists and experts would enhance teachers’ ability to implement inclusive education effectively, even for those without formal SPED training.

##### Representative quotes:

Subtheme	Illustrative Quotes
Training on inclusive education	“MORE TRAININGS ON INCLUSIVE EDUCATION. INVITE SPEAKERS WHO ARE EXPERT IN DEALING LEARNERS WITH SPECIAL NEEDS.”
Differentiated instruction and classroom management	“OFFER REGULAR SEMINARS AND WORKSHOPS ON DIFFERENTIATED INSTRUCTION, CLASSROOM MANAGEMENT AND TEACHING STRATEGIES OF SNED.”
Support from SPED specialists	“Have at least an expert SPED teachers to handle students with special needs, qualified and specialized in the field...”

This theme corroborates the quantitative results on **teacher preparedness** (Tables 9–12), where median scores were highest for attitudes toward inclusive education but lower for knowledge, skills, and access to professional development. Literature emphasizes that teacher competence and confidence in inclusive practices are strongly influenced by ongoing professional development and exposure to SPED-focused training (Sharma, Loreman, & Forlin, 2021; Florian & Black-Hawkins, 2011).

### Synthesis

The thematic analysis highlights those institutional challenges in promoting inclusive education at Pasonanca National High School are multi-faceted:

1. **Limited resources** – including instructional materials, assistive technologies, accessible classrooms, and budgetary support.
2. **Insufficient administrative and policy support** – particularly in monitoring, training, and guidance from school leadership.
3. **Weak stakeholder collaboration** – with inconsistent engagement from parents, community partners, and external organizations.
4. **Need for targeted professional development** – ongoing training, workshops, and SPED expertise are critical to strengthen teacher preparedness.

These qualitative findings complement the quantitative results, where teachers reported high attitudes toward inclusion but neutral perceptions regarding resources, access to professional development, and external stakeholder support (Tables 9–15). The combined evidence underscores the importance of **holistic, systemic interventions**, including investments in resources, policy enforcement, stakeholder partnerships, and continuous professional development, to foster an effective inclusive education environment.

## VII. CONCLUSION

Based on the data analyzed and interpreted by the researchers regarding teacher preparedness and institutional challenges in promoting inclusive education at Pasonanca National High School, the following conclusions were drawn: Teachers generally demonstrate strong positive attitudes and moderate self-efficacy toward inclusive education, indicating a clear recognition of inclusive education as both a professional responsibility and a fundamental right of learners. However, despite these positive dispositions, teachers' preparedness in terms of knowledge, skills, and access to professional development is only moderate, suggesting limitations in their capacity to fully implement inclusive practices.

Furthermore, the effective promotion of inclusive education is constrained by several institutional challenges, particularly the inadequacy of resources, limited specialized training opportunities, inconsistent administrative support mechanisms, and weak collaboration with external stakeholders. While demographic variables such as age, sex, educational attainment, grade level, and subject taught do not significantly affect teachers' perceptions of preparedness and institutional challenges, teaching experience and participation in SPED-related training significantly enhance teacher preparedness. These findings support the principle of inclusive education emphasized in Republic Act No. 11650, which underscores the need for both competent teachers and responsive institutional support systems to ensure equitable and quality education for learners with diverse needs.

## VIII. RECOMMENDATIONS

In view of the findings of the study, the researchers respectfully recommend the following:

(a) School administrators may strengthen the implementation of inclusive education by allocating adequate resources for instructional materials, assistive technologies, and accessible school facilities, as well as by institutionalizing regular monitoring and evaluation of inclusive practices.

(b) Teachers are encouraged to actively engage in continuous professional development, particularly in SPED-related training, differentiated instruction, and inclusive classroom management, to enhance their knowledge, skills, and confidence in handling diverse learners.

(c) The Department of Education, together with external stakeholders such as local government units, non-government organizations, and health and social service agencies, may strengthen collaboration with the school by providing technical assistance, specialized services, and sustained support programs that address the needs of learners with special needs.

(d) Future researchers are encouraged to expand the scope of similar studies by including additional variables, multiple schools, and other stakeholders in order to further examine the factors affecting teacher preparedness and the implementation of inclusive education.

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