



Teachers' Attitudes toward Inclusive Education in Public Schools in Quirino Province

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Abstract **Original Research Article**

The purpose of this study was to investigate teachers' beliefs about inclusion in public schools in Quirino Province, Philippines, while also examining the effects of gender, the highest level of schooling completed by the teacher, and any teacher who has participated in any continuing education. The study utilized a quantitative-descriptive research design, in which data were collected from 195 public school teachers using a structured questionnaire. To analyze the data, descriptive statistics were used to describe the data set, and inferential statistics were used to make comparisons between groups. Statistical tests performed were the t-test and analysis of variance (ANOVA) to identify whether there was evidence that the groups differed significantly on any of the dependent variables. The results of the study provided evidence that teachers have generally positive attitudes towards inclusion; however, statistically significant differences existed in certain areas, including teachers' preparedness to manage challenging behaviour, access to instructional materials, and teaching practices that can facilitate an inclusive classroom. Professional development, through attendance in continuing education sessions and/or attending professional development workshops and/or attending conference workshops, significantly impacted teachers' perceptions and preparedness to provide an inclusive education to their students. Although the overall attitudes of teachers are similar across all demographic variables, the data from the study suggest that there are gaps that exist related to teachers' readiness and resource sufficiency. The implications of these findings on the need for ongoing professional development, adequate instructional support, and cooperative teaching strategies to enhance inclusive education are discussed. Additionally, this study provides empirical evidence for the development of policies and targeted interventions designed to improve teachers' competency and implementation of inclusive classrooms, particularly in rural areas.

Keywords: inclusive education, teacher attitudes, professional development, inclusive pedagogy, rural education, Philippines.

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Introduction

One of the basic human rights that has been established by Article 26 of the Universal

Declaration of Human Rights provides for a quality education to be provided to every person. Today, in a globalized world, there is an urgent need for inclusive education to provide equal access to



education opportunity to all individuals, irrespective of cognitive, physical or socioemotional differences (Deroncele-Acosta and Ellis, 2024). The Philippines has established national policy documents such as AmBisyon Natin 2040 and the Philippine Basic Education Development Plan 2030 to address this issue.

Despite the solid support of inclusive education policies, several problems that need to be addressed remain in the implementation process. For example, there is still inadequate infrastructure and facilities to adequately support the various types of learning-disabled students, and schools are still without adequately prepared teachers (due to lack of training) to instruct children with different types of learning disabilities (UNESCO, 2024). In the Philippines, a major problem that exacerbates the situation is the availability of teaching aids, funding deficits in the area of special education, and a pervasive stigma within their communities toward those with disabilities (Fennis, 2025). The Department of Budget and Management has recommended funding for learner-centered education programs; however, the same concerns regarding available funds continue to persist.

This problem becomes even more apparent when considering the impact on those living in rural areas due to the additional barriers that rural schools face including bullying incidents, run-down school facilities, lack of parent involvement, and a lack of training for teachers (Madarang and Martin, 2022). Research also indicates that while teachers may possess foundational knowledge of inclusive or innovative teaching practices, those in rural areas often demonstrate lower levels of preparedness compared to their urban counterparts due to limited access to training, instructional resources, and institutional support (Adebayo, 2025). In addition, there is limited literature that assesses the level of inclusive practices utilized by rural schools.

The setting of this study will be a sample from a 3rd class province in the Philippines that is referred to as the province of Quirino. According to data collected by the Persons with Disability Affairs Office during the year 2020, there are over 4,840 persons with disabilities in the province, making up 2.37% of the

total population -- the majority of whom are children. However, very little information is currently available regarding how public schools within the province promote inclusion (DepEd, 2024).

The importance of teachers in making inclusive education a reality has been noted multiple times. Using principles of Social Development Theory, proposed by Vygotsky (1978), a teacher needs to implement strategies such as scaffolding, differentiated instruction, and flexible teaching methods in their classrooms to be truly effective regarding the inclusion of all students. However, the extent to which each approach can be successful is dependent upon the teacher's level of preparation and the teacher's overall attitude toward inclusion because, as evidenced by research, teacher preparation and attitude are closely aligned.

Therefore, this study examined statistically the relationship between teachers' attitudes and their professional development with respect to the implementation of inclusive education within the public schools located in Quirino Province. The rural nature of the selected location will help fill a gap in the literature relative to various underserved areas and help to provide policy-making and practice-based information.

Methodology

Researchers used a quantitative-descriptive research design along with survey methods to examine teachers' attitudes toward inclusive education and their professional development in the public schools of Cabarroguis, Quirino. The design allowed for the collection of numeric data in order to provide a description of present conditions and to obtain an indication as to whether relationships exist among variables being evaluated.

The sample for this study was taken from specific public elementary and high schools located in a rural municipality in order to show that geographic location may be a barrier to access to inclusive education resources and assistance. There was a total of 195 public school teachers that participated in this study to provide an adequate data set for performing statistical analyses. The researcher

developed a contextually relevant survey instrument that reflected the socio-educational realities of the Quirino Province region. The survey instrument had six respective variables: demographic profile of respondents, educators' professional development, students with disabilities in the classroom, institutional support for implementing inclusive education practices, current utilization of inclusive education, and future training in inclusive education practices. A Likert scale was used to quantify respondents' responses to each item. To establish reliability, the internal consistency of the survey instrument was determined using Cronbach's alpha coefficient. Respondents were selected using a multi-stage stratified random sampling approach from both elementary and secondary schools.

Data were collected after receiving approval from the appropriate educational authorities and obtaining informed consent from respondents. Data collection was limited to a defined time period to ensure the data sets would be comparable. Multiple statistical analytical approaches were used for data analysis, including frequency distributions, percentage distributions, and means. Independent sample t-tests and ANOVA were also used to analyze differences between groups, as well as the normality of data was assessed using the Shapiro-Wilk test. This multi-faceted analysis supported the validity and reliability of the data generated.

Results and Discussions

Table 1. Grand Means and Significant Differences on the Mean Perception of Respondents toward Inclusive Education in terms of Professional Education when They are Grouped by Sex

Statements	Male (Mean)	Female (Mean)	t-value	p-value	Decision
1. My educational background has prepared me to effectively teach students with cognitive delays and deficits in daily living.	3.55	3.42	0.921	.366	Fail to reject Ho
2. I feel comfortable in working collaboratively with special education teachers when students with an IEP are in my classroom.	3.45	3.42	0.190	.851	Fail to reject Ho
3. My educational background has prepared me to effectively teach students with behavioral difficulties	3.70	3.30	3.400	.002*	Reject Ho
4. My educational background has prepared me to each student with special needs.	3.25	3.18	0.435	.667	Fail to reject Ho
5. Regular education teachers should not be responsible for teaching children with special needs.	2.50	2.55	-0.196	.8471	Fail to reject Ho
6. My educational background has prepared me to effectively teach students who are 1 year below level.	3.05	3.07	-0.136	.893	Fail to reject Ho
7. My educational background has prepared me to effectively teach students with speech impairments.	3.05	2.88	0.943	.355	Fail to reject Ho
8. My educational background has prepared me to effectively teach students who are 2 or more years below level.	3.20	2.97	1.569	.129	Fail to reject Ho

9. I am provided with enough time in order to attend conferences/workshops on teaching students with special needs.	3.05	2.83	1.038	.310	Fail to reject Ho
10. I am provided with monetary support in order to attend conferences/workshops on teaching students with special needs.	2.90	2.76	0.619	.542	Fail to reject Ho
Grand Mean	3.17	3.04	1.104	.280	Fail to reject Ho

*p-value ≤ 0.05 is significant

One area, teachers’ preparedness to work with students who experienced behavioral difficulties, was found to have statistically significant differences between male and female teachers ($t=3.400, p<0.05$), suggesting male teachers may have a higher sense of preparedness for managing students’ behavioral problems in inclusive classrooms than female teachers. This may reflect discrepancies in confidence and/or experience with managing behavioral problems in inclusive classrooms.

The other area of teachers’ overall impressions of inclusive education based on sex showed no statistically significant differences as indicated by the grand mean ($t=1.104, p>0.05$) with both male ($M=3.17$) and female ($M=3.04$) respondents showing similar agreement across majority indicators, suggesting male and female teachers generally have similar attitudes toward inclusive education and there are no strong differences based on sex, therefore, the professional

preparation of teachers, and their attitudes toward inclusive education do not appear to be significantly impacted by their sex in this particular setting.

The current findings are somewhat contradictory to past research, as Zahir et al. (2025) found that gender-sensitive teacher training improves classroom performance of both male and female teachers, while Mendizabal (2024) found there are still gender-based biases in the way male and female teachers are viewed due to cultural contexts that perpetuate gender discrimination in education despite equal opportunities. Although sex did not appear to significantly influence the overall attitudes of teachers toward inclusive education, the statistical difference found in teachers’ preparedness for handling behavioral problems between male and female teachers indicates that if teachers are more confident in their ability to deal with students who have challenging behaviors, there may be a more equal distribution of teachers (male/female).

Table 2. Grand Means and Significant Differences on the Mean Perception of Respondents Toward Inclusive Education in terms of Professional Education when They are Grouped by Highest Educational Attainment

Statements	Bachelor’s Degree (Mean)	Master’s Degree (Mean)	Doctorate Degree (Mean)	F-value	p-value	Decision
1. My educational background has prepared me to effectively teach students with cognitive delays and deficits in daily living.	3.48	3.37	3.50	0.702	.512	Fail to reject Ho

2. I feel comfortable in working collaboratively with special education teachers when students with an IEP are in my classroom.	3.38	3.47	3.50	0.529	.601	Fail to reject Ho
3. My educational background has prepared me to effectively teach students with behavioral difficulties	3.41	3.27	3.50	1.270	.31	Fail to reject Ho
4. My educational background has prepared me to each student with special needs.	3.21	3.15	3.50	1.040	.379	Fail to reject Ho
5. Regular education teachers should not be responsible for teaching children with special needs.	2.56	2.56	2.17	0.318	.733	Fail to reject Ho
6. My educational background has prepared me to effectively teach students who are 1 year below level.	3.02	3.09	3.67	4.002^{ac}	.041*	Reject Ho
7. My educational background has prepared me to effectively teach students with speech impairments.	2.84	2.91	3.50	3.704^{ac}	.050*	Reject Ho
8. My educational background has prepared me to effectively teach students who are 2 or more years below level.	2.94	3.00	3.67	5.167^{ac}	.020*	Reject Ho
9. I am provided with enough time in order to attend conferences/ workshops on teaching students with special needs.	2.89	2.78	3.50	4.305^{bc}	.034*	Reject Ho
10. I am provided with monetary support in order to attend conferences/workshops on teaching students with special needs.	2.77	2.72	3.67	8.428^{bc}	.003*	Reject Ho
Grand Mean	3.05	3.03	3.42	2.275	.139	Fail to reject Ho

*p-value ≤ 0.05 is significant

Results showed that there were significant differences between teachers grouped according to their highest level of education attained in a number of specific areas. These differences were with preparing to work with students who are one year below grade level ($F = 4.002, p = 0.041$), students who have speech impairments ($F = 3.704, p = 0.050$), and those who are 2 or more years below grade level ($F = 5.167, p = 0.020$). There were significant differences noted regarding access to professional development resources as well, most notably regarding time to attend conferences/workshops ($F =$

$4.305, p = 0.034$) and financial resources for these activities ($F = 8.428, p = 0.003$). In these areas, teachers with higher educational levels, particularly those with doctoral degrees, reported feeling more prepared and having greater access to support than did those with lower levels of education. Therefore, it appears that higher levels of education can enhance the teacher's skills as well as provide them with access to more opportunities. This finding is supported by the Organization for Economic Co-operation and Development (OECD) (2020), which highlighted that higher levels of teacher education

and continuous professional learning enhance instructional competence and access to professional opportunities.

However, when the respondents were grouped according to the highest level of education, there were no significant differences in their overall perceptions of inclusive education (based on the grand mean) ($F = 2.275, p = 0.139$). This indicates that there may be generally comparable levels of agreement among respondents with bachelor's, master's, and doctoral degrees across the majority of

indicators. Thus, while having higher levels of educational attainment may influence specific skill sets and resources, it does not significantly impact overall attitudes toward inclusive education. This aligns with findings from the European Agency for Special Needs and Inclusive Education (2022), which indicated that while qualifications improve teacher skills and preparedness, attitudes toward inclusion are often shaped more by beliefs, experiences, and school culture than by academic attainment alone.

Table 3. Grand Means and Significant Differences on the Mean Perception of Respondents toward Inclusive Education in terms of Professional Education when they are grouped by Number of Seminars Attended related to Inclusive Education

Statements	1 – 5 Seminars (Mean)	6 or more Seminars (Mean)	t-value	p-value	Decision
1. My educational background has prepared me to effectively teach students with cognitive delays and deficits in daily living.	3.37	3.57	-2.092	.038	Fail to reject Ho
2. I feel comfortable in working collaboratively with special education teachers when students with an IEP are in my classroom.	3.41	3.45	-0.368	.714	Fail to reject Ho
3. My educational background has prepared me to effectively teach students with behavioral difficulties	3.27	3.52	-2.521	.013*	Reject Ho
4. My educational background has prepared me to each student with special needs.	3.10	3.38	-2.465	.015*	Reject Ho
5. Regular education teachers should not be responsible for teaching children with special needs.	2.53	2.58	-0.304	.761	Fail to reject Ho
6. My educational background has prepared me to effectively teach students who are 1 year below level.	3.00	3.23	-2.074	.040*	Reject Ho
7. My educational background has prepared me to effectively teach students with speech impairments.	2.84	3.03	-1.607	.111	Fail to reject Ho
8. My educational background has prepared me to effectively teach students who are 2 or more years below level.	2.96	3.07	-0.879	.382	Fail to reject Ho

9. I am provided with enough time in order to attend conferences/workshops on teaching students with special needs.	2.79	3.00	-1.582	.117	Fail to reject Ho
10. I am provided with monetary support in order to attend conferences/workshops on teaching students with special needs.	2.70	2.95	-1.856	.066	Fail to reject Ho
Grand Mean	3.00	3.18	-2.194	.030*	Reject Ho

*p-value ≤ 0.05 is significant

Overall differences between teachers who had 6 or more seminars attended versus 1-5 seminars attended in their areas of readiness included: for students with behavioral difficulties (t=-2.521, p=.013), readiness to teach students with special needs (t=-2.465, p=.015), and the ability to teach students who are one-year below readiness level (t=-2.074, p=.040). In each instance, teachers who attended 6 or more seminars reported higher levels of readiness than teachers attending one to five seminars. Higher levels of seminar participation indicate that increased exposure to professional development will increase teachers' competence when addressing diverse learners' needs.

For overall perceptions of inclusive education reflected in the grand mean (t=-2.194, p=.030) a statistically significant difference exists, which rejects the null hypothesis. Teachers with additional seminar participation had higher levels of agreement across all areas, indicating that the number of seminars attended significantly affects teachers' perceptions and readiness toward inclusive education. Additional seminar participation also

reflected the cumulative effect of continuous professional development.

The identified results support the critical role of sustained professional development through training in inclusive education (Almalky & Alrabiah, 2025). The data further identified frequent seminar attendance as a key factor in enhancing teachers' ability to address the complex and diverse needs of learners. This finding is consistent with recent studies indicating that continuous professional development strengthens teachers' competence, confidence, and instructional effectiveness in inclusive classrooms (Sharma & Sokal, 2020; Triviño-Amigo et al., 2022). While some areas, such as institutional support and collaboration, remained consistent regardless of seminar participation, the overall rejection of the null hypothesis reinforces the importance of ongoing training. Consequently, future teacher development initiatives should prioritize not only the frequency but also the quality and relevance of professional learning opportunities as a critical mechanism for strengthening inclusive education practices.

Table 4. Grand Means and Significant Differences on the Mean Perception of Respondents Toward Inclusive Education in terms of Inclusive Pedagogy when They are Grouped by Sex

Statements	Male (Mean)	Female (Mean)	t-value	p-value	Decision
1. Collaborative teaching of children with special needs can be effective, particularly when students with an IEP are placed in a regular classroom.	3.55	3.12	3.442	.002*	Reject Ho

2. All efforts should be made to educate students who have an IEP in the regular education classroom.	3.30	3.19	0.715	.482	Fail to reject Ho
3. I like being the only teacher in the classroom.	3.05	2.69	1.552	.134	Fail to reject Ho
4. I should only be responsible for teaching students who are not identified as having special needs.	2.60	2.36	1.085	.289	Fail to reject Ho
5. I am provided with sufficient materials in order to be able to make appropriate accommodations for students with special needs.	3.15	2.86	1.763	.090	Fail to reject Ho
Grand Mean	3.13	2.84	2.351	.027*	Reject Ho

*p-value ≤ 0.05 is significant

The results showed that there was a marked distinction in a specific area: the collaborative education of kids with exceptional needs, particularly with those children who have an Individualized Education Program (IEP); the outcome having to do with the collaborative instructional teaching practice in inclusive environments, where male teachers reported a greater level of agreement than female teachers relative to the efficacy of collaborating with fellow educators to provide instruction to students with IEPs who are placed in general classrooms ($t = 3.442, p = .002$).

In addition, a statistically significant difference existed between males' and females' perceptions of inclusive pedagogical practices when grouped according to sex as evidenced by the overall perception ($t = 2.351, p = .027$), resulting in the null hypothesis being rejected. This means that sex is a factor in influencing teachers' perceptions of the effectiveness of teacher practices within an inclusive instructional framework. While several indicators support that males and females have similar views regarding the effectiveness of using inclusive educational practices, the overall mean differences provide evidence that males and females may have

different approaches to utilizing inclusive instructional methodologies.

These findings support that while educators, across the board, have to some extent, a similar understanding of why inclusion is important, there are some disparities when implementing it in practice. From the data provided, educators across the spectrum have a global understanding of the rationale for inclusion; however, they utilize disparate pedagogical strategies to accomplish it, specifically as it relates to collaborative teaching. In particular, the findings of Triviño-Amigo et al. (2022) support the findings of this study with respect to the influence of differences in pedagogical self-efficacy on the manner in which teachers are engaged in inclusive instructional practices. Because collaborative teaching is dependent upon high levels of confidence and coordination, differences among male and female teachers' self-perceived competence could help account for the observed variations in the manner in which teachers are implementing inclusive teaching methodologies. Therefore, this supports the need for developing targeted training to better equip ALL educators relative to their ability to collaboratively teach their students through the implementation of inclusive pedagogical practices.

Table 5. Grand Means and Significant Differences on the Mean Perception of Respondents Toward Inclusive Education in terms of Inclusive Pedagogy when They are Grouped by Highest Educational Attainment

Statements	Bachelor's Degree (Mean)	Master's Degree (Mean)	Doctorate Degree (Mean)	F-value	p-value	Decision
1. Collaborative teaching of children with special needs can be effective, particularly when students with an IEP are placed in a regular classroom.	3.19	3.12	3.50	1.327	.296	Fail to reject Ho
2. All efforts should be made to educate students who have an IEP in the regular education classroom.	3.17	3.23	3.17	0.226	.800	Fail to reject Ho
3. I like being the only teacher in the classroom.	2.69	2.71	3.33	1.636	.230	Fail to reject Ho
4. I should only be responsible for teaching students who are not identified as having special needs.	2.37	2.40	2.33	0.046	.955	Fail to reject Ho
5. I am provided with sufficient materials in order to be able to make appropriate accommodations for students with special needs.	3.00	2.74	3.50	5.671^{bc}	.015*	Reject Ho
Grand Mean	2.88	2.84	3.17	1.918	.181	Fail to reject Ho

*p-value ≤ 0.05 is significant

Based on the findings, teachers were asked about their availability of enough materials to accommodate students with special needs. The results demonstrated there was a statistically significant difference between the two groups with higher levels of education ($F = 5.671$), with a p-value less than .05 (.015). Interestingly, among the two groups, the teachers in the higher education group had more agreement regarding their needs compared to teachers in the lower educational group. Thus, the results indicated that higher levels of educational training may have provided teachers with more awareness or greater expectations regarding the number of instructional materials necessary to be effective in their implementation of inclusive pedagogy.

When the overall perceptions about perceptions of inclusive pedagogy were grouped

based on the highest level of educational attainment ($F = 1.918$), the results showed no statistically significant differences ($p = .181$). For the participants in all educational categories, the ratings for the overall perceptions about inclusive pedagogy across all three educational categories did not differ significantly when based on the grand mean of 3.00 (5-point scale). Thus, generally speaking, the ratings between the three groups were consistent, indicating that there are no significant differences in teachers' general perceptions regarding their beliefs toward inclusive pedagogy based on their education level.

The above findings suggest that the major barrier to implementing inclusive pedagogy has less to do with teachers' willingness or conceptual understanding, and more to do with adequate access to physical resources. The fact that participant responses varied greatly in response to their needs

regarding physical resources indicates that an equal distribution of resources was not sufficient to meet the diverse needs of educators in implementing inclusive pedagogy. As emphasized by García-Campos et al., (2020), for effective implementation

of inclusive pedagogy using the Universal Design for Learning model, teachers require access to a wide variety and sufficient quantities of instructional materials in order to implement inclusive pedagogy effectively.

Table 6. Grand Means and Significant Differences on the Mean Perception of Respondents Toward Inclusive Education in terms of Inclusive Pedagogy when They are Grouped by Number of Seminars Attended Related to Inclusive Education

Statements	1 – 5 Seminars (Mean)	6 or more Seminars (Mean)	t-value	p-value	Decision
1. Collaborative teaching of children with special needs can be effective, particularly when students with an IEP are placed in a regular classroom.	3.13	3.23	-0.941	.349	Fail to reject Ho
2. All efforts should be made to educate students who have an IEP in the regular education classroom.	3.13	3.35	-2.235	.027*	Reject Ho
3. I like being the only teacher in the classroom.	2.65	2.88	-1.523	.131	Fail to reject Ho
4. I should only be responsible for teaching students who are not identified as having special needs.	2.32	2.53	-1.426	.157	Fail to reject Ho
5. I am provided with sufficient materials in order to be able to make appropriate accommodations for students with special needs.	2.81	3.07	-1.978	.050*	Reject Ho
Grand Mean	2.81	3.01	-2.252	.026*	Reject Ho

*p-value ≤ 0.05 is significant

The difference observed between groups supports the idea of a strong relationship between teacher experience with education for students with IEPs in regular education ($t = -2.235$, $p = .027$), as well as with teachers having access to adequate materials for accommodated students ($t = -1.978$, $p = .050$). Specifically, teachers who have attended six or more workshops addressing inclusivity issues had a higher level of agreement than teachers who have attended five or fewer workshops. This implies that attendance at events is directly related to increased teacher perceptions of inclusion and their level of implementation of inclusive practices.

In addition, the results of the study indicated that there was a statistically significant difference between the means of teacher perceptions of inclusive pedagogy derived from the grand mean ($t = -2.252$, $p = .026$), allowing for the rejection of the null hypothesis. This result implies that there is a strong relationship between attendance at professional development events and teachers' teaching practices toward inclusion; the longer teachers attend professional development events, the more supportive they are of the pedagogy associated with the provision of inclusive education.

Overall, the study indicated that professional development for teachers contributes to the effective and sustainable establishment of inclusive education practices in school settings. In addition, the findings of the study support the need for schools to institutionalize professional development events designed to prepare teachers for the implementation of inclusive education as a regular practice in their classroom teaching. Specht et al. (2022) found that targeted professional development improves a teacher's self-efficacy, resulting in improved achievement for students with disabilities, and, therefore, teachers should be given priority for attendance at continuous professional development events as a part of the empowerment process.

The study indicated that all participants, regardless of gender or highest level of education, possessed a positive and consistent view of inclusive education. However, there were statistically significant differences in responses of participants in relation to the areas of managing student behavior, accessing instructional resources, and implementing inclusive instruction due to their experiences with professional development. Most importantly, the greatest factor contributing to teacher perceptions of preparedness for inclusive education is their attendance/participation at professional development seminars. Therefore, even though the level of teachers' willingness to support inclusive instruction is high, the greatest area of need is for teachers to have access to resources, readiness to provide inclusive instruction, and expertise in providing the services to implement successful educational programs for students with disabilities.

Based on the findings, it is recommended that educational institutions use a comprehensive approach to strengthen inclusive education initiatives. The first recommendation is for educational institutions to provide sustained, targeted professional development for all educators on inclusive pedagogy and co-teaching as the primary delivery methods. Opportunities for continuous learning, including micro-credentials and action research, should be made available to improve teacher competency. The second recommendation is for educational institutions to implement formal mentoring programs to support novice educators

with guidance and support in practices and collaboration. By establishing a mentoring program, novice educators will gain increased confidence, reflect on their practices, and develop problem-solving strategies in their classrooms. In addition, by promoting collaborative teaching (e.g., co-teaching and interdisciplinary planning), the quality of instruction for all learners will improve. Finally, educational institutions should provide systems for continued professional growth, including peer observations and methods of providing feedback and support for teachers' desirable well-being. All of these recommendations, if implemented, will enhance the development of a more responsive, inclusive, and sustainable environment for all students to learn in.

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