

Research Article

Teachers' Perceptions and Challenges in the Implementation of the Inclusive Education Program in District III-A, Division of Olongapo City

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ABSTRACT

Inclusive education is a fundamental approach that encourages all children, regardless of cognitive, physical, or physiological differences to study together provided environments conducive to belonging and minimized discrimination. This study examined elementary teachers' perspectives on the implementation of the Inclusive Education (IE) Program in District III-A, Division of Olongapo City, in alignment with RA 11650 and its 2025 IRR. It focused on four domains: trainings and seminars, classroom practices, collaboration, and support factors while identifying challenges encountered in inclusive classroom implementation. Understanding teachers' perspectives and identifying their challenges is critical for translating institutional policies into effective classroom strategies and achieving educational mandates. An Explanatory Sequential Mixed Methods Design was employed, beginning with a quantitative survey administered to all 86 teachers through complete enumeration. Qualitative narrative responses were then analyzed to contextualize and deepen the quantitative findings. Data analysis utilized descriptive statistics, inferential tests, and thematic analysis. Findings revealed that teachers consistently demonstrated strong inclusive classroom practices, particularly in differentiated instruction, student engagement, and creating supportive learning environments. They reported active collaboration with colleagues and frequent instructional adjustments based on learner needs. However, uneven implementation of IEP-aligned strategies and limited access to sustained professional development were noted. Teachers also identified challenges across five areas: learner-related (behavior concerns, lack of home support), teacher-related (insufficient training, workload stress), classroom-related (large class sizes, limited materials), resource-related (shortage of assistive devices and SPED personnel), and policy-related (unclear guidelines, inconsistent implementation). No significant differences in perception were found when grouped according to profile variables. The study concludes that while teachers demonstrate strong commitment to inclusive practices, systemic constraints hinder full implementation. It recommends sustained capacity building, strengthened collaboration cycles, enhanced school-level support systems, and clearer policy alignment. Continuous, structured support is essential to ensure meaningful and consistent inclusive education practices within the district.

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Introduction

Inclusive education (IE) is an approach that ensures all children, regardless of cognitive, physical, or physiological differences, learn together in the same classroom (Cabrera & Santos, 2022). This approach values diversity as a resource for learning rather than a barrier. By integrating all students into mainstream classrooms, IE aims to reduce discrimination and foster a sense of belonging. Hence, teachers, schools, and communities play a crucial role in creating inclusive environments that support both academic and personal growth as inclusive education prepares students to participate in a society that appreciates diversity and equality.

At the local level, the Division of Olongapo City has implemented wide-ranging teacher training and capacity-building programs, as outlined in Division Memorandum No. 338, s. 2023. Nonetheless, despite these ongoing capacity-building efforts, significant gaps remain in understanding how teachers perceive inclusive education, the extent to which inclusive practices are faithfully implemented in classrooms, and the adequacy of structural supports provided by schools and the Division. Limited research exists on how teachers translate training into actual classroom strategies or how consistent these practices are across different grade levels and school contexts. Additionally, there is insufficient insight into how collaboration, administrative guidance, and material resources affect teachers' ability to deliver inclusive education effectively. Understanding these gaps is essential to ensuring that policy mandates are not only known but are also meaningfully applied in everyday teaching.

Therefore, this study aims to investigate teachers' perceptions of inclusive education across four key domains: Trainings and Seminars, Classroom Practices, Collaboration, and Support Factor specifically within Division of Olongapo City. It also explores the challenges and obstacles that educators face in implementing inclusive strategies within their classrooms. By examining these dimensions, the study seeks to provide a comprehensive

understanding of both the strengths and limitations of current inclusive education initiatives. The findings are intended to inform of actionable policy enhancements that align with RA 11650 and the Division's guidelines. Furthermore, the results aim to strengthen school-level support systems by identifying areas where additional resources, coaching, or structural adjustments may be needed. Insights from this study will also guide division-level leadership in planning and implementing sustainable professional development programs as this research aspires to contribute to more effective, responsive, and consistent inclusive education practices across District III-A.

Literature Review

Inclusive education has been identified as an essential framework within contemporary educational research for ensuring equal learning opportunities. The primary research demonstrates consistently that the ultimate success of these programs depends critically on public school teachers' perceptions, mindsets, and overall professional readiness. Manguilimotan et al. (2023) in their recent work confirm that elementary school teachers in the Philippines generally manifest strong ideological acceptance and support for learners with diverse needs and that baseline demographic factors such as teaching tenure or position do not negatively influence these core values. This positive disposition is important because an educator's innate attitude towards respect, equality and student individuality is a direct determinant of how well they modify their instruction to inclusive settings (Condeza & Mongas, 2020).

However, primary research reveals that positive beliefs do not necessarily mean practical competence. Calumpang et al. (2025) show that although teachers have positive attitudes towards inclusion, their localized self-efficacy is at an average level, emphasizing that positive beliefs do not necessarily translate into instructional self-efficacy. Primary studies point to structural pillars such as continuous professional development, classroom adaptation and professional collaboration, as a way to bridge

the gap between mindset and action. For example, Woodcock et al. (2018) confirm that high teacher self-efficacy is a key driver for the implementation of flexible student-centred pedagogies. Moreover, interdisciplinary collaboration, in the form of joint planning and resource sharing between general and special education teachers, is consistently identified as a crucial factor in creating successful inclusive settings (Abuda et al. (2025); Kyamko (2024).

While many of these ideas are supported in theory, recent research points out important challenges and gaps in knowledge at both international and local levels. Villalobos and Enriquez (2021) point out that while educators know the basics of inclusion, they often lack practical skills in making Individualized Education Plans (IEPs), using behavioral interventions and applying Universal Design for Learning (UDL). De Leon et al. (2022) add that schools usually rely on short one-off training sessions. These do not build lasting skills or offer ongoing support, which makes it difficult to consistently apply inclusive strategies.

Moreover, putting policy into practice in classrooms is difficult because of major shortages in infrastructure and resources. Taghaph (2025) show that crowded classrooms and not enough adaptive learning materials make it hard for teachers to give students the individual support they need. Because of these shortages, teachers often have to improvise, which leads to uneven teaching quality (Beltran et al., 2025).

Recent studies show that classroom problems get worse when students have behavioral or emotional issues, short attention spans, and when there are no local assessment tools (Mabeza & Villacruz, 2025). There is also a major gap in research on how to improve communication with parents and deal with ongoing community stigma, both of which often make it harder to achieve inclusion outside of school (Belarda & Belena, 2021).

Although comprehensive frameworks such as Republic Act No. 11650 mandate inclusion in principle, primary evaluations by Talisic and Patan (2021) indicate that institutions face ambiguous local directives, lack diagnostic identification systems, and experience insufficient ongoing administrative oversight from

higher authorities.

One of the significant gaps in the field concerns the limited knowledge of how multiple barriers the necessity for adequate training, specific classroom practices, collaboration, and systemic-level support factors are lived experiences and how they interact with one another in decentralized environments of public schools. Most prior work has analyzed private institutions or limited national data (often aggregated across large groups) and underestimates the localized, district-level variation in which education is forced to reconcile high-stakes policy environments that emphasize curricular rigor but are constrained by budgets.

Information is limited on how public-school teachers' years of experience and education level affect their views of inclusive programs based on current initiatives. The current study attempts to fill that gap and is limited in scope to District III-A of Olongapo City. Meaning it is not about general knowledge or policy positions but revealing where local capacity-building initiatives break down. These insights will form the foundation for a data-driven plan to implement macro-level policy for sustainable, resilient classroom adaptation practices.

Objectives of the Study

The main purpose of this study is to conduct an empirical examination of the perception of the Inclusive Education Program among public school teachers from District III-A in the Division of Olongapo City. It aims to explore the connection between capacity building efforts and practical application and to uncover the underlying systemic obstacles that hamper the success of the program in the classroom setting. The purpose of this study is to fill the gap between the mandates issued by the institution and classroom reality by coming up with an effective implementation plan. The following specific objectives have been formulated to accomplish this purpose:

1. To identify the demographics of the public-school teacher respondents, including their educational qualifications, present status, and years of teaching experience.
2. To determine the level of perception that the public-school teachers have about the

Inclusive Education Program under the following core domains: Trainings and Seminars, Classroom Practices, Collaboration, and Support Factors.

3. To explore the crucial obstacles faced by educators in the process of implementing inclusive education, particularly those involving learners, teachers, instructions, resources, and policies.
4. To develop an implementation plan for the Inclusive Education Program grounded in the results gathered from the study.

Materials and Method

This study will examine teachers' perceptions of inclusive education using an exploratory sequential mixed-methods design. According to Creswell and Plano Clark (2018), this design combines qualitative and quantitative data collection and analysis in sequential phases to provide a comprehensive understanding of a research problem. The integration of both approaches allows for a deeper exploration of teachers' perceptions of inclusive education. In the quantitative phase, a descriptive research method will be employed to determine the factors influencing teachers' perceptions of inclusive education. Descriptive research is appropriate for examining variables and generating data that may serve as a basis for intervention programs and improvement plans (Siriban, 2025). A modified checklist or rating scale will be used to measure teachers' perceptions of inclusive teaching strategies.

The qualitative phase will further explore participants' experiences and perspectives regarding inclusive education. As an exploratory approach, qualitative analysis focuses on identifying meaningful responses, assigning codes, and developing themes from the collected data (Creswell & Plano Clark, 2018). This process enables a deeper understanding of how teachers interpret and experience inclusive education in practice.

The participants of this study will be public elementary school teachers from District III-A, Division of Olongapo City. Cluster sampling will be utilized to ensure representation across grade levels and teaching experience. Eligible participants must have at least one

year of teaching experience. A total of 86 teachers were included in the study. District III-A was selected due to its accessibility and availability of relevant data necessary for the conduct of the research.

Prior to data collection, participants will be provided with information about the study and asked to give informed consent. Confidentiality and anonymity will be maintained throughout the research process. Participation will be voluntary, and participants may withdraw from the study at any time without penalty.

Data was collected using a structured questionnaire adapted from the Promoting Inclusive Teacher Education Series and the survey instrument developed by Jimenez (2025). The instrument will consist of three parts. Part I will gather respondents' demographic profile, including age, sex, years of teaching experience, position, and highest educational attainment. Part II will assess teachers' perceptions of inclusive education across four domains: trainings and seminars, classroom practices, collaboration, and support factors. Part III will contain open-ended questions to obtain qualitative insights regarding teachers' experiences, challenges, and concerns related to inclusive education.

The qualitative responses will provide a deeper understanding of teachers' perceptions and complement the quantitative findings (Siriban, 2025). Prior to data collection, permission will be secured from the appropriate educational authorities. The researcher will personally administer the questionnaires in the selected elementary schools in District III-A, Division of Olongapo City. Clear instructions will be provided for participants to ensure accurate responses and maximize the response rate.

Quantitative data were analyzed using SPSS statistical software. Descriptive statistics, such as frequencies, percentages, and means, will be used to summarize teachers' perceptions of inclusive education. Qualitative data will be analyzed through thematic analysis to identify recurring themes and patterns related to teachers' experiences, challenges, concerns, and influencing factors.

Results and Discussion

Demographic Profile of the Respondents

The frequency and percentage distribution on the teacher-respondents' profile

of age, sex, years in teaching, position, highest educational attainment, and no. of related trainings attended for the past 3 years.

Table 1.

Frequency and Percentage Distribution on the Teacher-respondents' Profile Variables

Profile Variables (n=86)		Frequency (f)	Percentage (%)
Age	21-26 years old	2	2.3%
	27-32 years old	13	15.1%
	33-38 years old	16	18.6%
	39-44 years old	18	20.9%
	45 years old and above	37	43.0%
Sex	Male	7	8.1%
	Female	79	91.9%
Years in Teaching	1-5 years	17	19.8%
	6-10 years	18	20.9%
	11-15 years	16	18.6%
	16-20 years	6	7.0%
	21 years and above	29	33.7%
Position	Teacher I	34	39.5%
	Teacher II	16	18.6%
	Teacher III	28	32.6%
	Master Teacher I	5	5.8%
	Master Teacher II	3	3.5%
Highest Educational Attainment	Bachelor's degree holder	36	41.9%
	Earned Master's units	32	37.2%
	Master's degree holder	13	15.1%
	Earned Doctorate units	3	3.5%
No. of Related Trainings Attended	Doctorate degree holder	2	2.3%
	1-3	53	61.6%
	4-6	21	24.4%
	7-10	7	8.1%
	11 and above	5	5.8%

As indicated in Table 1, the demographic profile of the respondents shows that the public teaching profession is an aging and predominantly female workforce with many years of experience working in the profession. It can be noted that most of the respondents are 45 years old and above, with 37 respondents or 43.0%. The age distribution reflects a teaching workforce dominated by experienced educators, with most respondents belonging to the older age brackets. It can be noted that most of the respondents are female, with 79 respondents or

91.9%. This is followed by male respondents with 7 or 8.1%. In comparison, 33% of the employees have more than 21 years of experience, which shows that the teaching workforce in this study is composed largely of experienced educators, with many serving in the profession for more than two decades, and, in which the majority of the teaching staff (39%) is composed of individuals in the Teacher I (entry level) and Teacher III (mid-level) positions and represent the majority of the teachers employed in the Division of Olongapo City, District III-A. In

addition, the educational achievement level of this group demonstrates that there is a commitment to continuous professional development among the workforce, given that 41.9% of them have at least a bachelor's degree level of education and over half of them, 37%, have completed some or all of their master's degrees.

The distribution indicates that the teaching workforce in this study is academically diverse, with a considerable number pursuing or completing advanced graduate education. The large percentage of teachers with bachelor's Degrees suggests that many are in the foundational stages of professional qualification, while the substantial number of master's degree holders reflect a strong commitment to higher learning and professional advancement.

Teachers' Perception of Inclusive Education Program

Table 2 shows the Teachers' Perception of Inclusive Education Program on the four (4) domains in the instrument.

Teachers demonstrated a consistently positive perception of the Inclusive Education

Program across all dimensions, as reflected in the overall weighted mean of 3.34, interpreted as Always. Among the four dimensions, Classroom Practices received the highest overall weighted mean of 3.60 (ranked 1), indicating that teachers most frequently implement inclusive strategies within their instructional environments. Collaboration followed with a mean of 3.37 (ranked 2), showing that teachers regularly engage peers and other stakeholders to support inclusive education. Trainings and Seminars received a mean of 3.26 (ranked 3), interpreted as Always, suggesting that teachers consistently apply knowledge gained from professional development activities. The lowest mean was recorded for Support Factor at 3.16 (ranked 4), interpreted as Often, indicating that while support is present, it is the least consistently experienced component. These results reflect strong teacher commitment to inclusive practices, with opportunities to strengthen institutional and structural support systems.

Table 2.

Summary of the Teachers' Perception of Inclusive Education Program

Dimensions		Overall Weighted Mean	Descriptive Equivalent	Rank
1	Classroom Practices	3.60	Always	1
2	Collaboration	3.37	Always	2
3	Trainings and Seminars	3.26	Always	3
4	Support Factor	3.16	Often	4
OWM		3.34	Always	

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

The summary table illustrates that inclusive classroom practices are the strongest dimension of the program, demonstrating teachers' readiness and willingness to adapt instruction, manage diverse learners, and implement multisensory and differentiated strategies. This reflects the growing competence of teachers in executing inclusive pedagogies at the classroom level.

Collaboration, ranked second, highlights teachers' recognition of teamwork as an essential mechanism in sustaining inclusive

education. Their frequent engagement in peer problem-solving and coordination underscores a collaborative culture within schools, though some gaps remain in structured collaboration with SPED professionals.

Trainings and Seminars, while still interpreted as Always, show that teachers apply learning from professional development but may benefit from more targeted, continuous, and needs-based training opportunities. The moderate ranking suggests that although training opportunities exist, their

relevance, accessibility, or depth may vary.

Support Factor, with the lowest mean, suggests that institutional provisions such as time, resources, funding, and ongoing professional guidance are not consistently adequate. This dimension reveals structural barriers that may hinder teachers from fully realizing inclusive education principles despite their positive attitudes and strong classroom practices.

The findings show that classroom practices are the strongest dimension align with international literature indicating that teachers increasingly demonstrate competency in implementing inclusive strategies. Forlin and Loreman (2020) found that teachers tend to apply differentiated and adaptive methods even when institutional constraints exist, supporting the high-ranking for-classroom practices.

The emphasis on collaboration is consistent with the work of Dingle and Oliver (2020), who noted that inclusive education is strengthened through collegial teamwork, peer consultation, and shared responsibility among educators. Local studies similarly highlight that Filipino teachers rely heavily on peer support when navigating inclusive environments (Santos & Villena, 2021).

The moderate rating for Trainings and Seminars echoes research by Marchan et al. (2025) which reported that teachers often find professional development valuable but insufficiently sustained or directly aligned with their specific classroom challenges. This supports the need for more structured and context-responsive training programs.

The lowest ranking for Support Factor aligns with literature pointing to systemic barriers in inclusive education. According to Opina and Garcia (2020), inadequate resources, limited funding, and insufficient administrative follow-through reduce teachers' ability to fully operationalize inclusive strategies. International perspectives

similarly emphasize the necessity of institutional support for successful and sustainable inclusive education reform (UNESCO, 2021).

Challenges Encountered in Implementing Inclusive Education

Table 3 shows the qualitative data from open-ended narrative fields that were analyzed with thematic content analysis to provide context for the quantitative trends. The qualitative narratives elucidate the day-to-day life in the classroom, showing how good quantitative willingness does not translate into smooth operation. We survey teachers repeatedly, and they often use the phrase "hard but really worth it," arguing that there can be considerable differences in reading levels within a classroom some learners may read at grade level while others may not even be able to read.

Limited Teacher Understanding of Working with Complex Disabilities stands as the main impediment to their operation. General educators are aware of the basics of inclusion but feel significant stress with students who have profound cognitive delay, ADHD and Autism Spectrum Disorder (ASD). This agrees with the forewarnings of Diaz and Lopez (2021) pointed out, shallow one-off seminars provide no trained strategies for the classroom that will be useful months or years down the line to general education teachers.

Additionally, this deficiency in paperwork is only compounded by Overcrowded Classrooms. Dealing with class sizes of 40 to 50 students while trying to offer intensive, individualized behavioral or academic interventions puts immense pressure on professionals; it is impossible for them and leaves them emotionally fatigued. This is a direct representation of the findings of Massey (2025) emphasized that large class sizes and low material support were barriers to using modules for inclusion in the depth of instructional delivery.

Table 3.
Teachers' Challenges Encountered in Implementing Inclusive Education

Derived Theme	Operational Categories	Descriptive Core Codes	Sample Verbatim Testimonies
Limited Teacher Competence	Lack of specialized disability training, unfamiliarity with IEP structures	Unprepared; no SPED training; unable to build an IEP; improvising activities	<i>"I still don't know how to make an IEP."</i> <i>"Feel completely unprepared to handle diverse learning needs due to a lack of adequate training."</i>
Behavioral & Emotional Challenges	Meltdowns, tantrums, peer-triggered disruptions	Tantrums; meltdowns; aggression; classroom discipline issues	<i>"Handling meltdowns and modifying activities simultaneously is stressful."</i> <i>"It is very hard to approach them when they have tantrums."</i>
Insufficient Material Provision	Lack of assistive devices, shortage of specialists, poor infrastructure	No materials; manual tracking; lack of specialists; no funding	<i>"Limited availability of teaching and learning materials."</i> <i>"Not enough teaching assistants or SPED specialists to guide us."</i>
Overcrowded Classrooms	Large class sizes, heavy workloads, extreme time limits	1-on-1 pressure; large classes; administrative burden; no time	<i>"Large class sizes make classroom management and individual attention difficult."</i> <i>"Struggling to give each learner individualized support within the period."</i>

The qualitative findings revealed six major challenges in the implementation of inclusive education. First, teachers reported limited competence and insufficient training in inclusive practices, particularly in IEP development and managing diverse learning needs. Second, behavioral and socio-emotional challenges among learners with special needs made classroom management difficult. Third, inadequate resources, assistive materials, support

services, and infrastructure hindered effective inclusion. Fourth, teachers struggled to address diverse learning needs and implement differentiated instruction due to limited preparation and resources. Fifth, large class sizes, heavy workloads, and time constraints reduced teachers' ability to provide individualized support. Finally, lack of parental involvement and community support emerged as significant barriers to successful inclusive

education. These findings underscore the need for enhanced teacher training, stronger support systems, adequate resources, and greater stakeholder collaboration to ensure effective inclusive education implementation.

in Implementing Inclusive Education in the Classroom

Table 4 shows the thematic analysis on the teacher-related challenges in the implementation of inclusive education.

Factors that Affect the Teachers' Perception

Table 4.

Factors that Affect the Teachers' Perception in Implementing Inclusive Education in the Classroom

Theme	Categories	Codes	Significant Statements
Teacher Training, Knowledge, and Preparedness	Professional knowledge; SPED training; UDL familiarity; IEP competency; Continuous professional development	no training; no seminar; lack of preparedness; lack of professional development; unfamiliar with IEPs; limited knowledge; need for SPED training	"Teacher's knowledge and training." "I am not equipped for inclusive education." "Level of training on differentiated instruction, SPED strategies, or UDL." "My perception is influenced by my access to training."
Teacher Attitudes, Beliefs, and Self-Efficacy	Attitudes toward inclusion; belief in ability; motivation; professional confidence; emotional commitment	positive attitudes; self-efficacy; confidence level; belief about success of inclusion; motivation from student progress	"Attitudes and self-efficacy affect my ability to create an inclusive classroom." "Seeing their progress makes me happy and continue my commitment." "Lack of preparedness and confidence affects my perception."
School Resources, Infrastructure, and Administrative Support	Facilities; material support; leadership assistance; policy support; availability of tools; classroom suitability	availability of resources; supportive infrastructure; teaching materials; school leader support; assistive tools; institutional backing	"My perception is affected by the availability of resources." "Lack of supportive infrastructure." "Support from school leaders shapes how I carry out inclusive practices."

Workload, Time Constraints, and Class Size	Heavy workload; multitasking; insufficient planning time; administrative tasks; number of students	workload; time constraints; multitasking; large class size; insufficient time to adapt lessons	“Workload and time constraints.” “Multitasking and time management affect how I perceive inclusive education.” “More number of students makes implementation more challenging.”
Learner Characteristics and Classroom Complexity	Severity and type of needs; behavior; academic readiness; reading difficulties; daily challenges	learners' behavior; diverse capabilities; severity of needs; difficulties in reading; everyday challenges	“Student characteristics affect how effectively I can implement inclusive practices.” “Learners' behavior influences my perception.” “Difficulties in reading affect the way I plan lessons.”
Family and Community Collaboration	Parental acceptance; parent-teacher communication; community involvement; parental support	parents in denial; lack of parental support; limited communication; collaboration problems	“Collaboration between parents and teachers.” “Parents' acceptance affects my perception.” “Some parents are not actively communicating and supporting their children's needs.”

The qualitative findings identified six key factors influencing teachers' perceptions of inclusive education. These include teacher training, knowledge, and preparedness; teacher attitudes, beliefs, and self-efficacy; availability of school resources, infrastructure, and administrative support; workload, time constraints, and class size; learner characteristics and classroom complexity; and family and community collaboration. Teachers generally viewed inclusive education more positively when they received adequate training, institutional support, sufficient resources, and strong collaboration with parents and stakeholders. Conversely, limited preparation, heavy workloads, large class sizes, complex learner needs, and

weak parental involvement negatively affected their perceptions and confidence in implementing inclusive practices.

Proposed Implementation Plan for the Improvement of Inclusive Education

The results of the study revealed that teachers demonstrate strong perceptions of inclusive classroom practices and collaboration, while trainings, seminars, and institutional support require further strengthening to ensure effective and sustainable implementation of inclusive education. Notably, differences in perception were associated with teachers' years of experience and highest educational attainment, suggesting the need for

differentiated capacity-building and targeted professional support. Guided by these findings, the proposed implementation plan aims to enhance teacher preparedness, improve support structures, and sustain collaborative and learner-centered practices within the school. The plan outlines strategic interventions

aligned with DepEd policies to address identified gaps, optimize resources, and promote a more responsive and equitable inclusive education environment. Table 5 presents the proposed implementation plan.

Table 5.

Proposed Implementation Plan for Enhancing the Implementation of Inclusive Education

Key Result Area / Component	Specific Objectives	Activities / Strategies	Persons Involved	Time Frame	Budgetary Requirements	Expected / Target Outcomes
1. Strengthening Support Provision for Inclusive Education	Ensure teachers receive adequate material, financial, and time-related support for inclusive implementation.	Allocate school budget for adaptive materials and assistive devices. Schedule protected time for teachers to attend trainings (min. 4 hours/month). Provide transportation or registration subsidies for external seminars.	School Head, Budget Officer, Teachers, LGU Representatives	Quarterly	₱30,000 per quarter (materials, subsidies)	Teachers receive consistent support, leading to improved implementation of adaptations and accommodations.
2. Enhancement of Inclusive Education Trainings and Seminars	Address low teacher engagement by providing relevant, needs-based training.	Conduct in-house workshops facilitated by SPED specialists. Organize division-level training on behavioral management, IEP implementation, and differentiated instruction. Introduce online micro-courses for flexible learning.	Division EPS, School Head, SPED Coordinator, Master Teachers	Every 2 months	₱20,000 per training	Increased teacher engagement and application of inclusive strategies; higher confidence in handling learners with disabilities.

<p>3. Improving Provision of Adaptive Teaching Materials and Assessment Tools</p>	<p>Ensure availability of accessible, diverse, and culturally responsive instructional materials.</p>	<p>Develop a resource bank of visual aids, manipulatives, digital tools, and modified assessment templates.</p> <p>Promote sharing of teacher-made materials within the school.</p>	<p>Teachers, Master Teachers, ICT Coordinator</p>	<p>Monthly updating</p>	<p>₱10,000 for initial materials</p>	<p>Teachers regularly use adaptive materials that support diverse learning needs.</p>
<p>4. Strengthening Collaboration Mechanisms Among Teachers</p>	<p>Sustain and enhance collaborative approaches to support inclusive practices.</p>	<p>Conduct monthly peer-learning circles focused on case discussions.</p> <p>Establish a referral and consultation system with SPED teachers.</p> <p>Implement a mentoring program pairing novice and experienced teachers.</p>	<p>School Head, SPED Coordinator, Teachers</p>	<p>Monthly</p>	<p>Minimal (₱2,000 for materials)</p>	<p>Enhanced collaboration resulting in consistent inclusive practices across grade levels.</p>
<p>5. Enhancing Classroom Practices through Structured Coaching and Observation</p>	<p>Maintain strong performance in student engagement, classroom management, and instructional adaptations.</p>	<p>Regular coaching sessions using inclusive classroom observation tools.</p> <p>Demonstration teaching on differentiated instruction and IEP-based strategies.</p> <p>Recognition program for inclusive teaching innovations.</p>	<p>School Head, Master Teachers, Instructional Coaches</p>	<p>Quarterly</p>	<p>₱5,000 per session</p>	<p>Sustained excellence in inclusive classroom practices; improved learner participation and engagement.</p>
<p>6. Addressing Gaps Related to Years of Teaching Experience</p>	<p>Provide targeted support to teachers with fewer years of</p>	<p>Conduct foundational seminars on inclusive education for early-career teachers.</p>	<p>School Head, HR Coordinator, Master Teachers</p>	<p>Start of SY and Mid-year</p>	<p>₱15,000 (mentoring & subsidies)</p>	<p>Reduced competency gap across experience levels;</p>

and Educational Attainment	experience and lower academic attainment.	Encourage enrollment in graduate studies through scholarship endorsement. Assign mentors to less experienced teachers for classroom support.				improved perception and implementation of inclusive strategies.
7. Strengthening Administrative Support for Inclusive Education	Ensure continuous coaching, monitoring, and recognition of inclusive efforts.	Integrate inclusive education indicators in RPMS. Conduct monitoring visits focusing on inclusive implementation. Provide monthly updates during faculty meetings regarding inclusive practices.	School Head, Department Heads	Monthly, Quarterly	Minimal	Strong administrative oversight leading to consistent school-wide inclusive practices.

The proposed implementation plan was developed in direct response to the findings of the study, which showed that although teachers exhibit strong perceptions of inclusive classroom practices and demonstrate consistent collaboration with colleagues, there are noted areas where instructional and institutional support must be strengthened. Specifically, the survey revealed lower levels of engagement in trainings and seminars, insufficient provision of materials and resources, and gaps in support mechanisms provided by school administration. Additionally, significant differences were observed across teachers' years of teaching experience and highest educational attainment, indicating that professional development needs and competencies vary within the teaching workforce.

The first component of the plan focuses on strengthening support provision; a dimension identified as the weakest area in the study. Teachers reported limited access to adaptive

materials and insufficient financial and time-related support, which hinder their ability to effectively respond to diverse learning needs. The plan therefore recommends systematic allocations of budget for instructional materials, formal scheduling of protected time for professional development, and modest financial subsidies for trainings. These interventions adhere to DepEd Orders on inclusive education (DO 44 s. 2021; DO 21 s. 2019), which emphasize resource mobilization as a critical foundation for equitable learning environments.

The second component aims to enhance trainings and seminars, addressing the study's finding that teacher engagement in professional development related to inclusive education was inconsistent. The proposed activities, such as school-based workshops, division-led training facilitated by SPED specialists, and flexible online micro-courses, are intended to provide both foundational and advanced learning opportunities. These strategies recognize

that effective inclusive education requires ongoing, context-specific capacity-building rather than one-time seminars. By diversifying training delivery, the plan ensures accessibility for teachers with varying schedules, responsibilities, and professional backgrounds.

The third and fourth components highlight the need to improve access to adaptive instructional materials and strengthen teacher collaboration, both of which support inclusive classroom practices already identified as strong but needing reinforcement for long-term sustainability. Establishing a resource bank of modified assessments, multisensory materials, and differentiated learning tools ensures that teachers have concrete resources to implement inclusive strategies competently. Meanwhile, maintaining regular peer-learning circles, mentoring programs, and systematic consultation with SPED professionals fosters a culture of shared responsibility and reflective practice.

The plan also incorporates structured coaching and monitoring, acknowledging that sustaining strong inclusive classroom practices requires not only training but also ongoing feedback. Through quarterly observation cycles, demonstration teaching, and recognition programs, teachers are guided and motivated to continuously refine their approaches. This type of instructional supervision is aligned with DepEd's Results-Based Performance Management System (RPMS), which underscores the role of coaching and mentoring in improving teacher performance.

Finally, the plan emphasizes the importance of administrative support, as the study's results showed that teachers' attitudes toward support were positive, but perceptions of provision remained low. Strengthening administrative mechanisms such as incorporating inclusive indicators in performance evaluations, providing clear communication about inclusive goals during faculty meetings, and conducting regular monitoring ensures that inclusive education becomes a sustained and embedded priority within the school's culture.

Conclusion and Recommendations

The study found that most teacher-respondents were experienced female educators

with bachelor's to graduate-level qualifications. Teachers demonstrated highly positive perceptions of the Inclusive Education Program, particularly in classroom practices, collaboration, and the application of training, although support resources were only moderately sufficient. Key challenges included limited resources, training needs, learner behavioral concerns, and gaps in administrative support. No significant differences were found in teachers' perceptions when grouped according to demographic variables. Based on the findings, an implementation plan was proposed to enhance teacher competence, resource provision, collaboration, and institutional support for inclusive education.

The study recommends that DepEd strengthen policy implementation, monitoring, and resource allocation for inclusive education. School administrators should provide continuous professional development and collaboration opportunities for teachers and SPED specialists. Teachers are encouraged to enhance their competencies in inclusive practices and IEP implementation, while SPED personnel should offer ongoing consultation and support. Parents and community stakeholders should actively participate in promoting inclusive education. Future researchers may explore instructional adaptations, IEP effectiveness, behavior interventions, and resource adequacy to further improve inclusive education programs.

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