

Examining the Extent of Implementation of Inclusive Education and teachers' Essential Practices in Handling Learners with Special Education Needs

Merle D. Tundaan

mermeo1128@gmail.com

Purok 5, Santo Niño, Babak District, Island Garden City of Samal

Abstract

This research examined the implementation of inclusive education and teachers' essential practices in handling LSENs in selected schools within the Division of Island Garden City of Samal, Davao del Norte. The descriptive research method was employed with 50 teachers as respondents of the study. Frequency, percentage, mean, standard deviation, and Analysis of Variance (ANOVA) were some of the statistical tools used in the treatment of data gathered. Findings revealed that on the level of implementation of inclusive education, respondents perceived this as *Moderately implemented*. On essential practices of teachers in handling learners with special needs, respondents manifested *Always Practiced* on Curriculum, instruction, and support, and Professional development, while *Moderately Practiced* on assessment, family-school relationship, and school leadership. On the Significant difference in their perception on the level of implementation of inclusive education in teaching LSENs when grouped according to respondents' profile, findings revealed no significant differences between the perceived level of implementation of respondents when grouped according to their profile except on specialization and trainings and seminars attended. In conclusion, the implementation of inclusive education having been Moderately implemented still needs improvement to create an inclusive educational system that fully meets the needs of learners with disabilities. The identified challenges underscore the need for targeted interventions, including resource allocation, professional development, and strengthening communication and collaboration between schools and parents. Based on the findings, an action plan was crafted and is recommended for implementation.

Keywords: special education; descriptive method; inclusive education implementation; essential practices; island garden city of samal; davao del norte

1. Main text

THE PROBLEM AND ITS RESEARCH DESIGN

INTRODUCTION

Rationale of the study

Every kid has a fundamental right to education, which has the goal of ensuring that all students have access to the knowledge, skills, and information they need to be prepared to participate in their communities and businesses in the modern world. A developmental strategy known as Inclusive Education (IE) aims to meet the educational requirements of all children, adolescents, and adults with an emphasis on those who are most at risk of marginalization and exclusion.

Several strategies have previously been put into practice and theorized in many nations to spread this strategy to more neuro-diverse students in the classroom. In global perspective, IE has come a long way in terms of understanding what it means and how it may successfully alter societal perspectives.

An increasing number of publications, policy papers, workshops and other related tools have supported the ideology of inclusion. Inclusive education means that all children, regardless of their ability level, are included in a mainstream classroom, or in the most appropriate or least restrictive environment (LRE), that students of all ability levels are taught as equals, and that teachers must adjust their curriculum and teaching methodologies so that all students benefit.

To advance inclusive education (IE) as a universal standard, officials from twenty-five (25) international organizations and ninety-two (92) countries gathered in June 1994 at the World Conference on Special Needs Education in Salamanca, Spain, 7 MUEGA - Inclusive Education in the Philippines. The conference forged and adopted a framework of

action that calls for appropriate education for children with special needs in the general education setting. Arguing that inclusion and participation are human rights, the UNESCO Salamanca Statement asserts that the general education setting should be regarded as a venue of human development open to all schoolchildren, regardless of their physical, emotional, and intellectual states.

Inclusive schools are expected to view various categories of differences as a matter of having unique traits that distinguish individuals from each other. This entails teaching and learning that is tailored according to the learner's conditions. However, the goals were not specifically mandated just for persons with disabilities. This became clear in 2000 when the goals were reassessed at the Dakar World Education Forum and only included vague allusions to the rights of persons with disabilities to an education.

As of 2021, over one hundred forty (140) governments have formally expressed their support for the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) for the implementation of inclusion policies. IE has become the goal of the United Nations Children's Fund (UNICEF), the United Nations Education, Science, and Cultural Organization (UNESCO), and other similar organizations (Paliokosta & Blandford, 2010). UNESCO continues to push for the institutionalization of inclusionary practices in more countries.

Because of these trends in IE, countries across the globe have responded and embedded IE practices in their educational curriculum. The concept of IE became an attractive way for nations to seemingly solve big challenges in education with small shifts in practice. Like all educational innovations, success varied. In some of the specific cases described below, variable success could be explained by the level of purposeful action taken by education authorities and stakeholders.

In Pakistan, inclusive education was more accurately described by Miles (1993) as "casual integration". This was especially true in rural areas where parents simply sent children to school with no special support. Access to schooling was not the issue, but there was no specific work to remove barriers that may have been caused by teacher attitudes, inappropriate curriculum, or inaccessible buildings. In areas where educational understandings of disability were insufficient, students either assimilated into school or dropped out.

In the Philippines, the practice of IE in Philippine basic education is largely determined by Department of Education Order No. 72, s. 2009, an outdated directive which does not specify a stable, clear, and definite process of including children with special needs (CSN) in the general education setting. With the passage of RA 11650 or an Act Instituting a Policy of Inclusion for Learners with Disabilities in Support of IE, schools are mandated to establish resource centers in all school districts, municipalities, and cities.

Whether the Philippines should adopt the inclusion policy and specific approaches to IE practiced in other countries and which adjustments to make according to the demands of the country's own cultural, economic, and social realities—these are serious matters that need immediate attention, for high-quality education is an entitlement all school-aged Filipino children must enjoy, regardless of what they have or lack. It is apparent that very little is known about the practice of educational inclusion in the Philippines. The absence of a shared approach to education in the country, one that is open to all students, suggests that a strong conceptual basis for inclusive education remains to be established. This lack of grounding for a sound practice of IE makes it difficult to articulate the reasonable extent of involvement members of the school community must have in the education of children with special needs. What form IE should take and what requirements must be met are issues that remain unresolved to the satisfaction of the special education teachers in IE.

In Samal Island, IE has already been implemented, however, the extent of implementation is not so clear to all stakeholders especially to the parents of these students. In addition, practices and IE implementation are not clear, especially for teachers who are in direct contact with the students. There are existing policies for implementation of IE program for the benefits of the students that must be considered. Practices in the implementation of IE may be different from one school to another due to varied factors. Training of teachers, for instance, may influence the implementation and the practices of IE. Though DepEd has already issued guidelines in the implementation of IE, there are still several matters that must be put in place.

Along this premise, it was the intention of this study to examine the teachers' practices in the implementation of IE and its extent in the implementation in the Island Garden City of Samal. From the findings of the study, an action plan was developed to improve the implementation of IE.

Theoretical Background

This study is grounded on the following theories: the Luhmman's (as cited by Subrt, 2019) System theory, Social Constructionist theory (Berger and Luckman as cited by Reid Rock, 2012), and the Behaviorism theory (Skinner, as cited by Aiken 2021). The legal bases which support the theories are RA 11650 or an Act Instituting IE in schools, RA 7277 or the Magna Carta for Persons with Disability, Article XIV, Section 1 of the 1987 Philippine Constitution, and RA 10533, An Act Enhancing the Philippines Basic Educational System.

According to the well-established sociological tradition of differentiation, which is based on differences rather than unity (such as a group of individuals), Luhman's (as cited by Subrt, 2019) theory, this assumption has many predecessors in social theory. The ideas of Weber's polytheism of value spheres, Simmel's crossing social circles, the Marxist difference of bourgeoisie and proletariat, and the Habermasian difference of life world and systems are all comparable to Luhmman's System Theory.

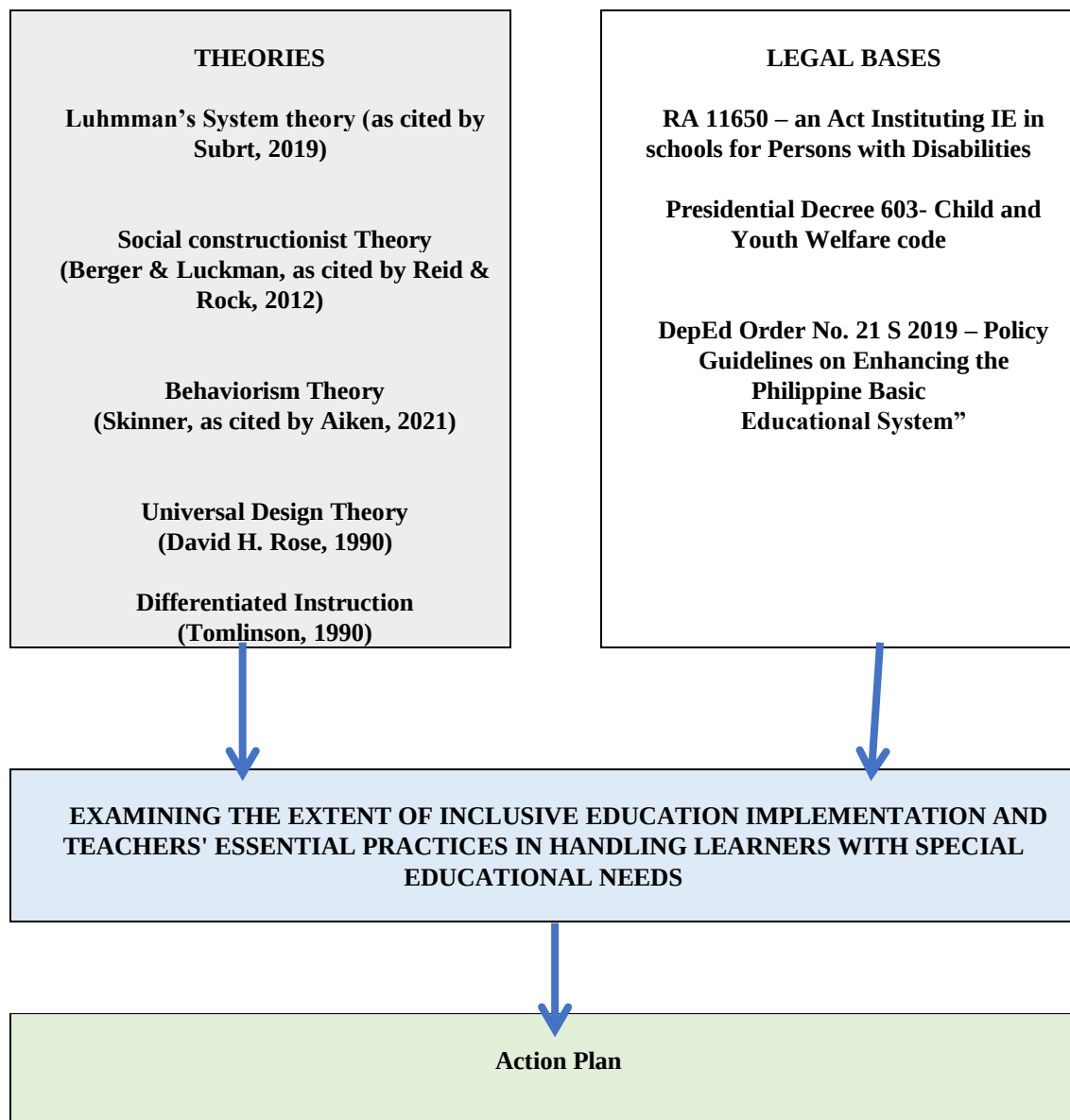


Figure 1. The Theoretical Framework of the Study

More specifically, Luhmann's (2019) method is an improvement on the functionalist branch of differentiation theory, which mainly draws from Parsons' differentiation of the social system into four function systems, or the AGIL scheme, and Durkheim's social division of labor. Luhmann assumes that modern society is functionally differentiated in keeping with these writers. According to this theory, the functional differentiation of society and the idea of inclusion are intrinsically linked (Luhmann and Rasch, as cited by Reid & Rock, 2012). They argued that since people are born into social classes in divided societies that define their conditions and way of life, it is no longer possible for a human being to be integrated into society as a system. The differentiation principle of society is followed by the order of inclusion in these

societies. This theory holds that society is made up of several sub-systems that are both socially inclusive and exclusionary, including work, politics, economics, religion, education, and science.

The current study on inclusive education refutes Luhmann's (2012) assertion that because people are born into social classes, integration into a society is impossible. Nevertheless, this society is divided into exclusive subsystems, including those related to politics, economy, religion, job, education, science, and so forth. Because everyone has a diverse set of beliefs, they also differ in their practices. Therefore, even when IE is used in the classroom, teachers' approaches still need to consider the various ways that students behave.

In terms of educational inclusiveness, Qvortrup (2018) claims that these sub-systems might be thought of as distinct communities. They proposed making a distinction between interactions, organizations, and society; inclusion and exclusion, they said, needed to be understood in terms of functional subsystems. These systems are founded on discrete forms and ideas that encompass a single facet of the external environment while excluding all others. When operations are linked together, a form naturally develops that specifies which activities are appropriate to include in the system. Inclusion and exclusion occur at the societal level in connection to particular social systems. Within the system, meaningful content serves as the central hub for communication. As a result, activities in the classroom could generate and comprise a wide variety of social subsystems.

In social science, the terms inclusion and exclusion are commonly used interchangeably. Ideas that originate from solidarity and integration are then linked to inclusion. Qvortrup (2018) posits that exclusion is a complex issue, with several variables connected to living conditions acting as indicators of the degree of inclusion and exclusion from civil rights, employment, educational rights, and civic society. This method of identifying social issues ignores the connections between the issues and the causes of exclusion, such as the systems that determine why some groups of people engage in politics while others do not. These theories contend that because education is essential for inclusion, particularly in the labor market, it frequently results in exclusion from other spheres of society as well (Vanderstraeten, 2020).

This theory supports IE as the main concern of IE is also to give importance to persons with disabilities as part of society. As such, they must be given equal rights in all aspects of their rights as well as responsibilities as citizens of the country.

Social Constructionist Theory. Scholars have examined the relationship between the individual and the social constructions of history and culture via the lens of social constructionism (Sempowicz et al., 2018). The conceptual framework of inclusion in the US has been defined by social constructionism, which has also been utilized to analyze how inclusion theories and principles connect to early childhood education (Dudley-Marling and Burns, 2014). In addition, it has been applied to comprehend social constructionism and social interactionist techniques in educational contexts, as well as professional practices and social norms that follow Vygotsky's notion of scaffolding.

It is true that learners with special educational needs (SENs) that through scaffolding, learning can take place for these individuals with disabilities. Given the proper guidance in the learning environment, and providing them with the appropriate tools, children will learn together. Social interaction is very important for an individual to learn, hence this theory will be a good reference in the conduct of the study.

According to Berger and Luckmann (quoted by Reid & Rock, 2012), interpersonal communication is how humans socially form organizations. Marx said that a person's sociality, which includes what most people consider to be reality, determines their consciousness, which forms the basis of their theory of social construction. Thus, reality is socially formed through a specific process. Language plays a crucial role in this process because it enables people to transcend the present moment, objectify and typify subjective experiences, and accumulate meanings and a social knowledge base that can be passed down from one generation to the next.

Behaviorism Theory. Behaviorism is known as a predominant psychological model as suggested by the metaphor for, 'learning as the acquisition of stimulus-response pairs' (Doolittle, 2014). Behaviorists believe the objective of the theory is to impart to the learner the knowledge of reality. This occurs when consequences are associated with the stimulus or response that is followed by reinforcement to be maintained (Ertmer & Newby, 2013). Even though behaviorism has been heavily criticized over the years, the behaviorist approach is still vital and is considered a scientific enterprise. In summary, behavior is learned, behavior is governed by the environment in which it occurs, learning does not happen without teaching, learning is the same as changing behavior, behavior is governed by what follows actions, and an emphasis on the observable is necessary are the key behaviorism principles that support education (Harold & Corcoran, 2013).

Behaviorism-based inclusive education practices include the application of behaviorism in inclusive education settings, which clearly appears in the emphasis on student behavior and performance in manipulating stimulus materials (Ertmer & Newby, 2013). Examples of behaviorism-based inclusive education practices are included in well-known instructional approaches such as explicit or direct instruction. The method has shown positive research results with students with special needs in general education classrooms. Practices based on explicit or direct instruction are systematic, involving a step-by-step process provided by a teacher and followed by students during instruction (Zhang et al., 2016). In

addition, explicit or direct instruction-based practices that break down tasks into their smallest elements are widely used for teaching students with special educational needs in inclusive education classrooms.

The universal Design theory. This is a method in education known as universal design theory which makes sure that all pupils are served by educational programs. The practice of Universal Design in Education (UDE) considers people's different features in the design of all formal and informal educational products and environments¹, even while physical spaces, lessons, technology, and student services are frequently created for the average student. The Boston-based educational research firm CAST created the educational framework known as the Universal Design for Learning (UDL). Its objective is to support teachers in creating a learning environment that lowers barriers for students and inspires them to succeed. Flexible curriculum materials and activities that offer options for students with different abilities are how UDL is accomplished. These alternatives are incorporated into the operating systems and instructional design and operating systems of educational materials (Wikipedia, 2019).

The universal design movement in architecture and product development, which was initially developed by Ronald L. Mace at North Carolina State University, served as the inspiration for the idea and vocabulary of Universal Design for Learning. At the Center for Applied Special Technology (CAST), David Rose, Anne Meyer, and other team members created the Universal Design for Learning (UDL) paradigm. This paradigm was developed to investigate how technology might improve education for kids with disabilities (Wikipedia, 2019).

The creation of surroundings meant to be accessible to everybody is referred to as "universal design" (Areekkuzhiyil, 2022). Universal design is a concept that applies to different areas of education even though it is frequently connected to the requirement of making physical places accessible to people with motor or sensory impairments. It can be applied to curriculum planning and execution by instructors as well as to the use of material things (Kusumaningsih, 2021). For instance, students "sign in" as they arrive for class each morning in many early primary courses. This is a ritual that assists kids in transitioning to the start of the school day, in addition to being a method for teaching them to read and spell their own names. Furthermore, putting one's name on the list of classmates encourages a feeling of community. A kindergarten teacher realized how important it is for every child to participate in this ritual. She had several students in her class who were unable to write their names because of fine motor impairments, so she set up a sign-in activity wherein each student would sign in by using magnetized letters that were placed on a board to spell their names.

Developing a customized approach to the way the curriculum is put together and the courses are presented is another aspect of universal design. Guidelines for designing courses and activities that give multiple options for students with disabilities or different learning styles to obtain the information and demonstrate what they have learned are widely available in literature (Izzo, 2021). This kind of curriculum planning, and delivery is like building an elevator such that people can use wheelchairs and walkers as well as walk in without assistance, and the floor numbers are visible from the outside as well as by touch (braille) and hearing (recorded announcements).

One of the theories employed in this study is the universal design theory, which will provide the researcher with appropriate guidance regarding the applicability of this theory to best practices in education for all kinds of learners.

Differentiated instruction emphasizes the value of adapting curriculum and delivery methods to the unique learning preferences and styles of each learner (Zens, 2021). To create several points of entry into the same or similar subject, differentiation can involve presenting the same topics in multiple methods. However, it may also include giving distinct students very different stuff to learn. There is a dispute in the field of inclusive education that pits the idea that most students can learn the same content through modified methods against the idea that some students would need substantially altered learning objectives and curricula (Maria, 2019).

Allowing all students in the class to become familiar with the tools and resources used by kids with special needs is one strategy to help younger kids understand ability differences and needs and make them seem more normal (Hsieh, 2018). This is a tactic used at Tufts University's early primary laboratory school in Massachusetts, the Eliot Pearson Children's School. First, all the kids are given access to items manufactured specifically for kids with disabilities or illnesses (such various chair kinds, chew toys, and writing boards), which they can look at or even use (as stated in Gebretensae, 2019). One explanation for this is that it is beneficial to avoid closely associating a child's identity with his use of a specific kind of assistive equipment while they are initially getting to know one another. However, the intention behind this tactic is not to make kids dependent on things they don't need. Instead, it is simply the start of a longer procedure that will take weeks to complete and only allow children who truly need accommodation "for their best learning" to utilize them. The idea is not to exclude those with disabilities or special needs or to make everything available to everyone. The goal is to have in routine and normalize the existence of such disparities, including variations in the kind and volume of assistance that students require. This also serves as the justification for another tactic employed at this school, one that has to do with the way kids receive services (including speech, physical, and occupational therapy) (Drouhard, 2018). Service providers often work with their customers inside the classroom, as opposed to removing them from it. Additionally, a youngster can ask a friend—who

isn't necessarily receiving services—to go with him when he works with a service provider, regardless of whether they stay in the classroom.

Differentiated Instruction is of help to this study since IE deals with learners with varied potentials and abilities, hence practices in the delivery of the lesson must be varied.

RA 11650 which was enacted into law last March 11, 2022, strongly supports this research endeavor since it mandates all schools to institutionalize IE for the welfare of students with disabilities. Such rules are said to encourage every student's right to receive a top-notch education. This law defends and guarantees possibilities for lifelong learning for students with exceptional educational needs. Communities, particularly stakeholders, must adopt a policy of including students in every setting possible on a national scale. In the Philippines, it is required that all levels of educational institutions consider the various needs of students with disabilities when using school facilities and when offering services that would support those students' academic progress.

Overall, the state further recognizes to the maximum extent, the rights of learners with disabilities pertaining to access of health care, equitable educational services, and rehabilitation services. The involvement of stakeholders, especially parents, are considered the most important part of the learner's environmental ecosystem. Thus, it is the community and the environment that shapes the child accordingly.

Some provisions of the law are herein enumerated:

SECTION 1. Short Title. - This Act shall be known as the "Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act". SEC. 2. Declaration of Policy. - It is the policy of the State to protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all. It shall recognize, protect, and promote the rights of all learners with disabilities, including those belonging to ethnic, religious, or linguistic minorities or persons of indigenous origin, to education compulsory and accessible to them by ensuring that no learner with disability is deprived of the right of access to an inclusive, equitable, and quality education, and promote lifelong learning opportunities for them.

With this Act, when properly implemented, quality education of students with disabilities is assured. Hence schools should be properly guided on this.

Presidential Decree 603 or Child and Youth Welfare Code. The late President Ferdinand E. Marcos signed this decree on December 10, 1974, known as the Child and Youth Welfare Code which shall apply to persons below twenty-one years of age except those emancipated in accordance with law (CRALAW, 2022). This edict stressed that children are among the most valuable resources in the country and that every effort should be made to improve their welfare and chances of leading fulfilling lives. Moreover, other institutions, like the school, the church, the guild, and the community in general, should assist the home and the State in the endeavor to prepare the child for the responsibilities of adulthood (CRALAW, 2022).

Other important provisions in this decree which are deemed important and relevant to this research especially in the conceptualization stage and analysis of results are the following (CRALAW, 2022):

Article 3, Section 3. Every child has the right to a well-rounded development of his personality to the end that he may become a happy, useful and active member of society; The gifted child shall be given opportunity and encouragement to develop his special talents, The emotionally disturbed or socially maladjusted child shall be treated with sympathy and understanding, and shall be entitled to treatment and competent care; The physically or mentally handicapped child shall be given the treatment, education and care required by his particular condition.

Article 3, Section 5. Every child has the right to be brought up in an atmosphere of morality and rectitude for the enrichment and the strengthening of his character. Article 3 of Section 6 states that every child has the right to an education commensurate with his abilities and to the development of his skills for the improvement of his capacity for service to himself and to his fellowmen. Furthermore, Article 3, Section 7. Every child has the right to full opportunities for safe and wholesome recreation and activities, individual as well as social, for the wholesome use of his leisure hours. Article 3, Section 8. Every child has the right to protection against exploitation, improper influences, hazards, and other conditions or circumstances prejudicial to his physical, mental, emotional, social, and moral development. Article 4, Section. Every child must exert his utmost to develop his potential for service, particularly by undergoing a formal education suited to his abilities, in order that he may become an asset to himself and to society. Article 9. The child shall be given adequate care, assistance, and guidance through his various levels of growth, from infancy to early and later childhood, to puberty and adolescence, and when necessary, even after he shall have attained age 21. Article 10. The child shall enjoy special protection and shall be given opportunities and facilities, by law and by other means, to ensure and enable his fullest development physically, mentally, emotionally, morally, spiritually, and socially in a healthy and normal manner and in conditions of freedom and dignity appropriate to the corresponding developmental stage. Article 12. The schools and other entities engaged in non-formal education shall assist the parents in providing the best education for the child. Article 13.

Steps shall be taken to ensure the child's healthy social and emotional growth. These shall be undertaken by the home in collaboration with the schools and other agencies engaged in the promotion of child welfare.

DepEd Order No. 21 s. 2019. Policy Guidelines on the K to 12 Basic Education Program. The policy statement under this law upholds the importance of the K to 12 Basic Education Program pertaining to the ongoing enhancement of curriculum. Such curricular enhancements are always important for the implementation of differentiated instruction in the classroom setting.

The following curricular enhancement describes the following: The curriculum shall be learner-centered, inclusive, developmentally relevant, and appropriate; an approach to education that puts the needs and interests of the learners at the topmost priority; it should be relevant, responsive, and research-based. Learning theories, principles, sound research, and studies in teaching and learning dynamics. Such description of the curriculum is highly important to be contextualized and globally recognized which is at par to the demands of the globalized community.

Special education teachers and general education teachers should be fully equipped with knowledge pertaining to how learners develop and completely aware of the patterns of learning that vary individually in terms of cognitive, linguistic, social, emotional, and physical areas of development. Learner variability is always considered first prior to designing differentiated instruction in the classroom. Regular assessments should be regularly done to ensure the design of instruction is sensitive to the needs of the learners.

In addition to cognizance of individual differences, inclusive learning environments should enable each learner to perform to the highest extent possible to the best of their abilities. With this section, the teacher should embody the following standards: (1) deliver instruction by leveraging learner strengths to address needs and provide every opportunity for students to demonstrate learning in accordance with their multiple intelligences. (2) Establishing timely provisions sensitive to the learning pace of the students. (3) Create instruction that allows learners to utilize prior knowledge to supplement understanding to new learning content and subsequently accelerate as they demonstrate their learning. (4) Integrates varying perspectives to the learning content in terms of application on personal, family, cultural norms, and experiences. (5) Includes strategies to make learning content accessible to English language learners into planning and instruction that highly support their development of English proficiency. (6) Provision of accessible resources and support to meet learning needs.

The intertwine of these theories and legal bases will surely guide the researcher to come up with the expected outcome of this study.

THE PROBLEM

Statement of the Problem

This research intended to examine the extent of implementation of Inclusive education and teachers' essential practices in handling LSEs at identified schools in the Division of Island Garden City of Samal, Davao del Norte for school year 2022-2023 as basis for an Action plan.

Specifically, it sought answers to the following queries:

1. What is the demographic profile of the respondents in terms of
 - 1.1 Age and gender.
 - 1.2 Civil Status.
 - 1.3 Highest educational attainment.
 - 1.4 Specialization.
 - 1.5 Number of years in teaching.
 - 1.6 Number of years in teaching Sped; and
 - 1.7 Relevant training and seminars attended?
2. As perceived by the respondents, what is the level of implementation of IE in terms:
 - 2.1 School leadership.
 - 2.2 Assessment.
 - 2.3 Provision of services.
 - 2.4 Curriculum modifications.
 - 2.5 Family collaboration
3. What are the essential best practices of teachers in the implementation of IE as to:
 - 3.1 Assessment.
 - 3.2 Curriculum, Instruction, and support.
 - 3.3 Professional development.
 - 3.4 Family-school relationship; and

3.5 School leadership?

4. When grouped according to the profile of respondents, is there a significant difference in their perception on the level of implementation of inclusive education in teaching LSENs?
5. What are the challenges faced by the teachers in inclusive education?
6. Based on the findings, what intervention plan could be proposed?

Statement of Null Hypothesis

The hypothesis was subjected to 0.05 level of significance.

H0. There is no significant difference in the respondents' perception on the level of implementation of IE when grouped according to their profile.

Significance of the Study

The findings of this study will serve as basis in designing an action plan to improve the implementation of IE at Garden City Island of Samal Schools Division. Furthermore, results of this study could benefit the following sectors.

Department of Education. The agency will be guided to craft policies that are more effective in promoting inclusive education in the school. They could also provide additional training to improve the skills of the teachers in handling students with special needs in a general education setting.

Furthermore, the proposed intervention program could be adopted and implemented to contribute to the development of the teachers and their effectiveness in teaching students with disabilities in a regular classroom setting.

Regular Teachers. The results of this study could increase their level of awareness regarding the perception of other teachers on inclusive education. They can also benefit from the intervention program should it be implemented by the administrators as it could supplement their teaching.

Special education teachers. The results of this study will give them the idea on what general education teachers think about inclusive education so they can also find a way to enhance collaboration with them. The challenges mentioned could also be averted with the help of their knowledge and expertise in special education.

Parents of children with special needs. By understanding the challenges faced by the teachers, they can have a better understanding of the teachers and be more patient in dealing with them. They can also provide more assistance to the teachers based on the identified challenges.

Researcher. The outcome of this study will be a great contribution to the field of special education. A wider perspective about inclusion shall be instilled greatly in the mind of the researcher being a contributor to the new body of knowledge.

Future researchers. The outcome of this study could be a basis for future researchers related to perception and challenges in inclusive education.

Scope and Limitation of the Study

The researcher included only the teachers employed at identified schools of island City Garden of Samal for the school year 2022 – 2023. Furthermore, the types of disabilities of students who belong to the classes of these teachers were not considered.

RESEARCH METHODOLOGY

Presented in this section are the research design employed, the research flow, the research environment, the respondents, the instruments used, the scoring procedures and the treatment of data.

Design

This study employed the Mixed method using the quantitative and qualitative techniques. The quantitative aspect is a fact-finding study with adequate and accurate interpretation of the findings. Close-ended responses from the survey or other tool made up the study's quantitative data. The qualitative data, on the other hand, includes open-ended questions with no predetermined participant responses. As a result, the researcher first obtained and examined the study's quantitative data before moving on to its qualitative component.

Under the quantitative technique, the use of the descriptive correlational design (Wisdom and Creswell, 2013) was employed. This is an approach to inquiry that describes the variables and the relationships that occur naturally between and among them. The descriptive correlational design provides researchers across research disciplines with a rigorous approach to answering research questions. The purpose of the undertaking is to determine the extent of implementation of IE and the essential practices of teachers in the implementation of the program as well as the challenges met during the implementation.

On the qualitative portion, this is more on narrative research considering the responses of the participants during the in-depth interview. According to Daiute and Lightfoot (2004), Creswell (2007), Riessman (2008), and Creswell (2014), this form of qualitative approach is employed in the humanities and social sciences to study the lives of individuals or groups and produce narratives that may be used in research. Any text or speech that highlights the tales told by individuals and groups (Polkinghorne, 1995; Creswell, 2007) is the focus of the narrative research inquiry (Chase, 2005; Creswell, 2007). A narrative chronology is frequently created by the researcher using the information acquired through the narrative research design. The viewpoints of the research subjects and the researchers serve as a framework for the telling of life stories (Clandinin & Connelly, 2000; Creswell, 2014).

The descriptive correlational design (Wisdom and Creswell, 2013) provides researchers across research disciplines with a rigorous approach to answering research questions. In the case of a holistic analysis of complex systems, such as a mega-project, this is a relevant approach. Mixing the data, the specific types of research designs, the notation system, terminology, and diagrams of procedures include the risk of entering chaos. Therefore, this research design must be clearly articulated to readers. Triangulation is an important part of the research design to come up with more valid and reliable data.

Flow of the Study

The research flow followed the Input-Process-Output (IPO) continuum, which served as the structure and guide for the direction of the study.

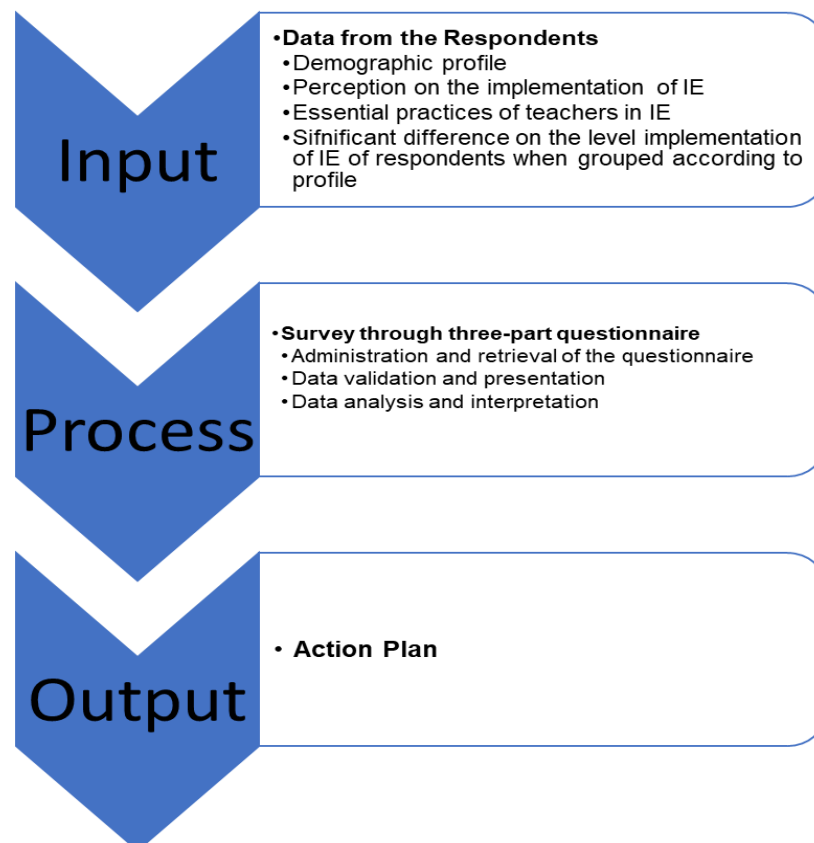


Figure 2. The Flow of the Study

The Input of this study included the demographic profile of the respondents, perception on the level of implementation of IE, the IE practices of the respondents, the significant difference on the perception on the extent of implementation of IE when grouped according to respondents' profile.

The process started with the request to the school administrators of Samal Island to conduct the study, then administration and retrieval of the questionnaire, data validation and presentation, and analyses and interpretation of data. Output of the study is an action plan based on the findings of the study to improve the implementation of IE

Environment

The locale of this study was in six (6) identified schools at Island Garden City of Samal, Davao del Norte, Philippines.

This island city lies between latitude of 6 degrees 54 minutes to 7 degrees 11 minutes 28 seconds north and longitude 125 degrees and 39 minutes 30 seconds to 125 degrees and 47 minutes 28 seconds East. It is bounded on all sides by Davao Gulf, on the west by the municipal waters of Davao City, at north by the municipal waters of mainland Davao del Norte Province, on the east by the municipal waters of the provinces of mainland Compostela Valley and Davao Oriental. The northwest portion of the Island Garden City of Samal is approximately 900 meters away from Davao City, the major economic center of Mindanao Island. It is located at the Apex of Davao Gulf which is part of the summit of the Sulu-

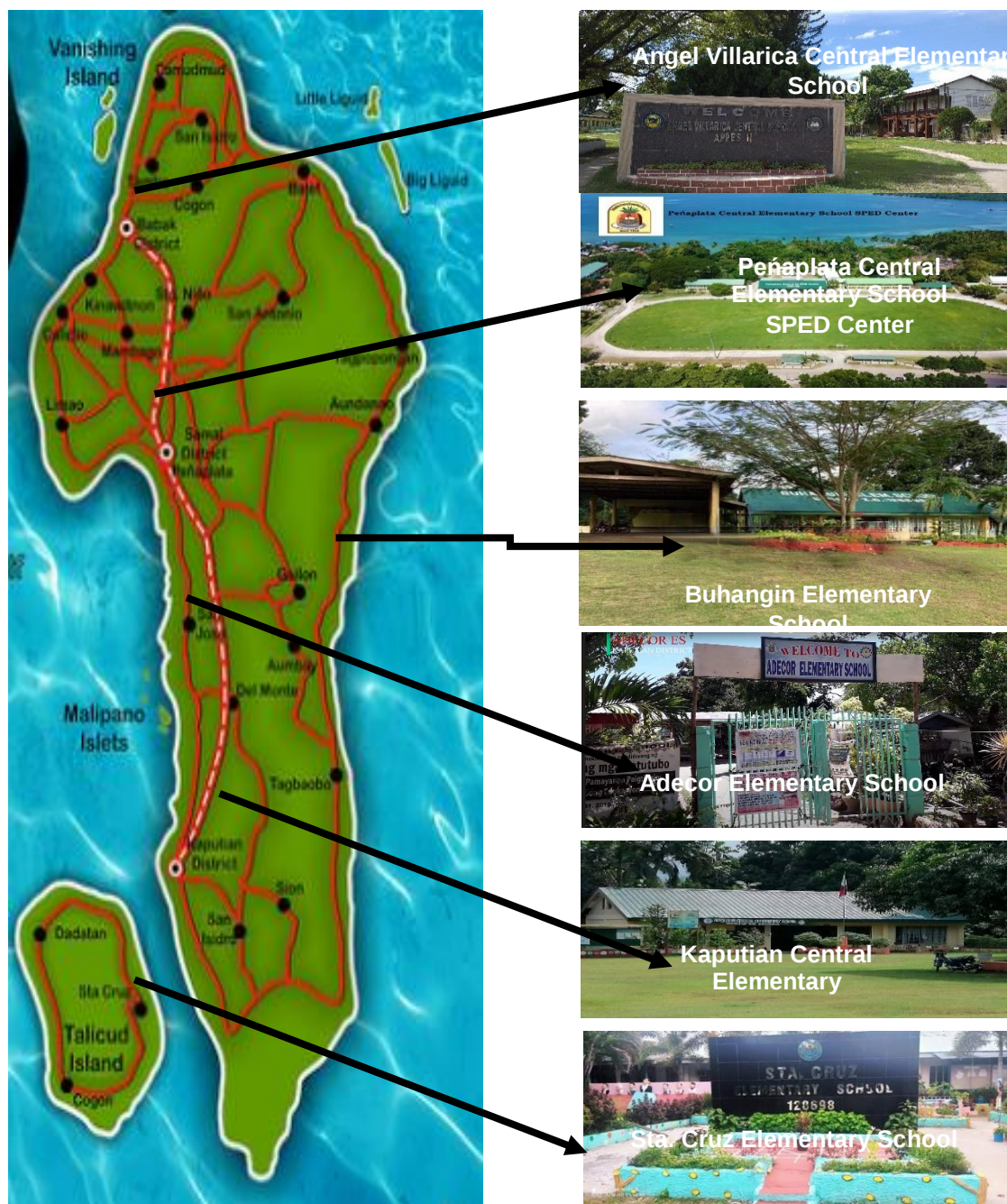


Figure 3. Location Map of the Research Environment

Sulawesi Marine Economic Region which is the richest zone for marine biodiversity in the whole world. Total land area is 30,130 hectares inclusive of all component islets, tidal flats and roads which is approximately 3.7% of the total land area of the entire Davao del Norte Province. It is composed of 46 Barangays. Four (4) of which are unattached to the mainland, being located at Talicud Island in Kaputian District.

The SPED-implementing schools of the Island Garden City of Samal are: 1) Angel Villarica Central Elementary School, 2) Peñaplata Central Elementary School SPED Center, 3) Buhangin Elementary School, 4) Adecor Elementary School, 5) Kaputian Central Elementary School, and 6) Sta. Cruz Elementary School. These schools are shown in Figure 3.

Respondents

This study included SPED teachers from SPED-implementing schools of the Island Garden City of Samal, namely, Angel Villarica Central Elementary School, Peñaplata Central Elementary School SPED Center, Buhangin Elementary School, Adecor Elementary School, Kaputian Central Elementary School, and Sta. Cruz Elementary School.

A complete enumeration of these teachers was requested to participate in this study by answering the questionnaire.

In Philippine public schools, elementary teachers could teach any subject assigned to them, and may also teach various levels. For this study, some teachers teach various subjects like English and Filipino within the same level, or across different levels. A total of fifty (50) teachers are currently employed in the school and all of them were tapped as the respondents of the study and answered the questionnaires. Table 1 presents the distribution of the respondents.

Table 1
Distribution of Participants

School	Number of Participants	
	n	%
Angel Villarica Central Elementary School	10	20
Peñaplata Central Elementary School SPED Center	8	16
Adecor Elementary School	8	16
Buhangin Elementary School	8	16
Kaputian Central Elementary School	8	16
Sta. Cruz Elementary School	8	16
Total	50	100

As shown in Figure 1, the respondents are distributed in the six (6) schools. The first school has ten respondents and all the rest have eight (8) respondents respectively.

Participants. Out of the 50 respondents, 10 participants were interviewed on the challenges they encountered in the implementation of inclusive education. Those who were willing to participate were the ones given the schedule for the interview which was recorded with their permission.

Instrument

The research instrument used in this study was composed of three parts:

Part I features six questions on the socio-demographic profile of the respondents: age, gender, civil status, highest educational attainment, number of years of teaching experience, number of years teaching students with disabilities, and related trainings/seminars attended.

Part II pertains to the level of implementation of IE which was adopted from the questionnaire of MacKinnon and C. Manathunga (2003). Taking Assessment Global: What to Do When Assessment Is Driven by the Literacy of the Dominant Culture? Vasquez (2010) and the Journal of Higher Education and Research. Inclusionary practices: Impact of Administrators' belief on placement decisions. that pertains to inclusive education implementation. The questionnaire is composed of 25 items containing a mixture of questions related to regular elementary teachers' knowledge about school leadership, assessment, provision of services, curriculum modifications and family collaboration.

Part III, which was also adopted survey questionnaire of Jorgensen 2012, Essential Best Practices in Inclusive Schools, National Center on Inclusive Education Institute on Disability/UCEDD University of New Hampshire Durham on the level of essential best practices awareness. The questionnaire is composed of 25 items containing a mixture of questions

related to regular elementary teachers' knowledge about assessment, curriculum, professional development, family-school partnerships, and school leadership.

Part IV is a modified version of Section B- Challenges Facing Teachers in the Implementation of Inclusive Education based on the study conducted by Khoaeane, T. (2012), entitled The Challenges Facing Teachers Regarding the Implementation of Inclusive Education in the Maseru District of Lesotho. This is a 10-item challenge that may be encountered by the respondents which they have to rank from highest to lowest. Open-ended questions were also asked to give the participants more ample opportunity to express their ideas on those not asked in the closed-ended questions.

Validity of the Instruments

Since the questionnaire was composed of standard instruments that have been consistently found to be valid and reliable, further validation and reliability testing may not be necessary.

Procedures for Data Gathering

Preliminary stage.

The researcher submitted a letter of request to conduct the study to the district head of Island Garden City of Samal. Once permission was granted, orientation of the respondents was scheduled depending on their available time. Respondents were given assurance of the confidentiality of the data they provided. At this point, the survey questionnaire was ready for distribution.

Data Gathering stage.

Distribution of questionnaire was done by the researcher herself and some research assistants. Enough time was given to the respondents to give them ample time to answer all the questions needed. This was very helpful in gathering the data for a more reliable result of the study. In addition, all aspects of the questionnaire were explained thoroughly to the respondents. Retrieval of the questionnaire then followed, and the researcher made it a point that all questionnaires were retrieved.

Post-data gathering stage.

The collating of data was started, and all these were tabulated based on the order of the problems as presented in Chapter 1. Analyses were done as well as interpretation of data to give meaning and implications to the findings of the study.

Ethical Considerations

The researcher wrote an informational letter about the study that included a detailed description of its goals, possible risks and benefits, confidentiality concerns, the fact that it is optional, and contact information in case there are any queries. Special Education teachers were also informed that those who have not returned their signed consent forms will not take part in the study but would not be penalized by the school administration in any way. Before the survey questionnaire was distributed, special education teachers received thorough instructions. They were urged to provide honest responses and not to share their answers with anybody at school or at home. The field researcher, who was on hand to address any queries from the respondents, oversaw the administration of the surveys. The data that were collected stored electronically and only the researcher had access to these to protect the privacy and confidentiality of data gathered.

Informed consent and voluntary participation. The teachers as respondents in this study were provided with a letter to show that the research was only for study purposes. The respondents were informed that they have a choice regarding whether to participate in the research, as they are not being forced to participate. They were also informed of their right to withdraw from the study at any point if they no longer wanted to participate.

Treatment of data

Descriptive and inferential statistics were used to aid in the analysis and interpretation of the data that were gathered. Computations were carried out via appropriate software. The hypothesis was tested at 0.05 level of significance.

Descriptive statistics including frequency and percentage were used to treat the data on the profile of the respondents. Mean and standard deviation treated data on level of essential practices and inclusive education implementation. The findings of the study were the basis for the action plan that was crafted.

Analysis of variance (ANOVA) was used to analyze used in statistics that splits an observed aggregate variability found inside a data set into two parts: systematic factors and random factors. The systematic factors have a statistical influence on the given data set, while the random factors do not. In this study, this treated data on the significant difference on the respondents' perception on the level of implementation of IE when grouped according to profile.

A thematic analysis was utilized to examine and analyze the information from the instructors' narratives. Thematic analysis was performed on the teachers' statements of their difficulties and their solutions to those difficulties. To better the implementation of inclusive education, programs were suggested using the themes that emerged from the analysis of the data. According to Braun and Clarke (2006, quoted in Nowell et al., 2017), thematic analysis ought to be a cornerstone of qualitative analysis. It produces key abilities for working with numerous different qualitative analysis types. Thematic analysis, as further defined by Braun and Clarke (2006, as referenced in Nowell et al., 2017), is a technique for identifying, assessing, organizing, articulating, and narrating themes derived from the text.

Scoring Procedure

Data obtained through the questionnaire were scored and described according to the following:

Implementation of Inclusive Education.

All five (5) components of this part of the questionnaire were separately scored. Weighted means in each of the five components was obtained and the inclusive education level of implementation was determined and interpreted using the following scale:

Level of essential practices of inclusive education. All 5 components of this part of the questionnaire will be separately scored. Weighted means in each of the five components will be obtained and essential best practices level of awareness will be determined and interpreted using the following scale:

Range	Score	Verbal Description	Interpretation
3.26 – 4.00 -	4	Always Practiced (HP)	When 100% of indicators practiced
2.51 – 3.25 -	3	Moderately Practiced (MP)	When 75% of indicators practiced
1.76 – 2.50 -	2	Practiced (P)	When 50% of indicators practiced
1.00 – 1.75 -	1	Seldom Practiced (LP)	When only 25% of Indicators practiced.

Level of essential practices of inclusive education.

All 5 components of this part of the questionnaire will be separately scored. Weighted means in each of the five components will be obtained and essential best practices level of awareness will be determined and interpreted using the following scale:

Range	Score	Verbal Description	Interpretation
3.26 – 4.00 -	4	Always Practiced (HP)	When 100% of indicators practiced
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1.76 – 2.50 -	2	Practiced (P)	When 50% of indicators practiced
1.00 – 1.75 -	1	Seldom Practiced (LP)	When only 25% of Indicators practiced.

Challenges in Inclusive class.

There are ten (10) items in this section. The respondents were instructed to rank the challenges as to the most challenging to the least ones. One (1) is the highest rank and the higher numbers are the lesser ranks. To provide a better opportunity to the respondents to express and narrate their experiences on the implementation of IE, in-depth interview supplemented the close-ended questions, hence 10 participants who were interested in participating were interviewed.

DEFINITION OF TERMS

To provide a clear understanding of the key terms used throughout this study, operational definitions thereof are herein provided:

Action Plan. This refers to the output of the study which was based on its findings.

Challenges. The term refers to the problems or issues faced by the teachers in an inclusive classroom. In the context of this study, among these challenges are the lack of understanding of inclusive education, inadequate program for teacher's development, and lack of appropriate resources, to name a few.

Implementation. It refers to the conduct of inclusive education in a classroom where students without disabilities learn with students who have disabilities.

Inclusion. a way of thinking that suggests a student with a disability should be fully accepted in a regular class. Special education in a segregated setting is refuted by inclusion as an educational idea.

Inclusive Education. It is a word that denotes a commitment to teach every child at the school and classroom that they would normally attend, to the greatest extent that is appropriate. According to Booth and Ainscow (2002), inclusion in education is defined as valuing all students and staff equally, reducing barriers to learning and participation. In the Philippines, DO 72, s. 2009 entitled Inclusive Education as Strategy for Increasing Participation Rate of Children, defined inclusive education as one that embraces the philosophy of accepting all children regardless of race, size, shape, color, ability, or disability with support from school staff, students, parents, and the community.

Inclusive Practices. Inclusive practice take place when all students are full and accepted members of their school community, in which their educational setting is the same as their non-disabled peers, when appropriate. In this study, this refers to the practices of teachers in handling learners in an inclusive classroom setting.

General Education Teachers. A teacher at Francisco Oringo Sr. Elementary School who teaches a regular or mainstream class, including those with special needs.

Mainstreaming. It entails spending some or all day with the special education student in the general education classroom. Additionally, the youngster might get some teaching in a special education setting.

Special Education. It is in place to provide additional services, support, programs, specialized placements, or environments to ensure that all students' educational needs are provided for. There are different categories of disabilities that are qualified for special education, including those who have exceptional abilities.

Special education expert. A teacher or mentor who has an educational background in special education or has experienced teaching students with special needs.

REVIEW OF RELATED LITERATURE AND RELATED STUDIES

This chapter provides a review of related literature and studies that can help substantiate and support the study.

Related Literature

"A term which conveys dedication to educate each kid, to the utmost extent appropriate, in the school and classroom he or she would ordinarily attend," according to the Wisconsin Education Association Council (WEAC), is how IE is defined.

Developing educational programs and services that cater to the needs of all kids requires the active involvement of students, families, educators, and other community members. This process is known as Inclusive Education. It is a way to guarantee that all children have the chance to learn and take part in the life of their school community. Education that is inclusive is vital for many reasons. It first ensures that every child can study and grow in a safe and supportive environment. In addition, it prepares children for life in the real world by teaching them how to work cooperatively with individuals of all abilities. Finally, it encourages acceptance and tolerance between those who have impairments and those who do not (Llego, 2023).

According to Booth and Ainscow (2002)'s Index for inclusiveness, inclusiveness is viewed as a goal that schools should strive toward. The definition of inclusion in education is: treating all students and staff with equal respect; encouraging mutually sustaining relationships between schools and communities; reducing barriers to learning and participation for all students, not just those with disabilities or those classified as "having special educational needs"; increasing student participation in and reducing their exclusion from local school cultures, curricula, and communities; restructuring school cultures, policies, and practices to respond to the diversity of students in the community.

The fact of disparities, including aptitude differences, is neither denied nor disavowed by inclusive educational approaches. Instead, a crucial component of successful inclusion is training kids to accept diverse needs and supports as a normal part of life, which helps them feel less weird or unsettling (Marlina, 2019). Therefore, enhancing access and opportunities for those whose impairments could otherwise limit them is simply one aspect of inclusive education. Reducing the significance of deficits in a child's self-perception and how she is perceived by others is another goal.

The Philippines has been preparing teachers to promote inclusive education. To prepare instructors to incorporate students with disabilities in their classrooms, the Department of Education (DepEd) has been collaborating with the United Nations Educational, Scientific, and Cultural Organization (UNESCO). Creating a supportive learning environment, modifying education for students with impairments, and cooperating with parents are some of the themes covered in this program (Llego, 2023).

Inclusion in special education settings necessitates a rethinking of leadership, organizational, and teaching strategies. While opinions vary, the inclusion concept suggests that a student with a handicap should be fully accepted in a typical classroom. Special education in a segregated setting is refuted by inclusion as an educational idea. In addition, education is viewed as inclusive to the extent that it reduces selection. Authors frequently invoke indisputable societal principles like democracy, social justice, equality, and solidarity to support this goal (Haug, 1998).

When there is effective inclusivity in the classroom, educators and staff are willing to come up with innovative strategies to support a child's participation. The intention is to give every child the resources they require to learn as much as possible and integrate into the classroom community. A typical school day consists of a sequence of social rituals in which teachers and students participate in daily, routine interactions. These routines in preschool and early primary school can include things like parents dropping off their kids at school, circle time with other students, morning snack time, afternoon rest time, and after-class outdoor play (Keung and Fung, 2019).

Some pupils need customized sorts of support to engage in these rituals. For instance, some young children require extra sensory stimulation to focus or sit still. In an inclusive classroom, circle time may feature children seated in a variety of styles, based on what has been determined (sometimes by trial and error) to be most comfortable for each individual student. These seats can be beanbag chairs, benches, floor cushions, rocking chairs, or, in a preschool setting, the laps of the assistant teachers. Weighted vests, "bear hugs," or weighted blankets that kids can enfold themselves in, and indoor swings that promote sensory integration are additional tangible aids that can benefit young kids during the school day (Thompson-Hodgetts, 2021). Some kids can also utilize things like gum and fidget toys if they require more oral or tactile sensory stimulation (Hulac, 2020). Another viewpoint is that they could require regular pauses from concentrated or structured activity. A youngster can frequently be trained to become more self-aware so that he can recognize when he needs a break or an assistive device (Mahmoud, 2021).

Teachers are frequently able to predict situations that are likely to prove particularly challenging or too stimulating as they become familiar with each student's unique limitations and sensitivities (Mensah, 2022). They can act proactively to reduce a student's pain and maintain group unity in the process. Teachers and parents may help children get ready for a field trip by talking over expectations and practicing the activities the class will be performing. They can also attempt to decide for a parent, caregiver, or other adult to accompany a kid if they believe that a particular assembly or performance might be too stimulating for them. For instance, during a music program at an early primary school, the teachers asked a very young child who had been diagnosed with sensory integration dysfunction's relative to accompany her. The child was able to attend the concert because there was a clause that allowed her to quietly exit the room if she showed any signs of concern.

Numerous types of accommodations help students get beyond obstacles that can hinder their learning or their capacity to display what they know in more advanced classes where academic teaching occupies a large portion of the day (Sokolava, 2022). For instance, slanted writing boards can be used by students with fine motor impairments (Kristen, 2017); a stamp can be used by a student who cannot write her name (Lauchlan, 2017); and a text-to-sound (Kurzweil) machine may help a non-verbal student communicate (Hasselbring, 2020). When reading written or presented material, a visually impaired student who is unable to see the board or screen from a distance may be allowed to get up from his chair and move to the front of the room (Colclasure, 2018). A few fundamental characteristics are all brought out in these examples: a collaborative attitude, flexibility, and openness to testing new approaches, and attention to the unique needs of the children.

To accommodate students' diverse needs and skill levels, curricula, pedagogical approaches, and other elements of teaching and learning can be modified in a variety of ways. A variety of instructional approaches, including differentiated instruction and universal design, can help make education accessible to a larger group of students. Both tactics have been extensively discussed in literature, with occasional emphasis on their distinctions. But they cross paths and sometimes even enhance one another.

The creation of surroundings meant to be accessible to everybody is referred to as "universal design" (Areekkuzhiyil, 2022). Universal design is a concept that applies to different areas of education even though it is frequently connected to the requirement of making physical places accessible to people with motor or sensory impairments. It can be applied to curriculum planning and execution by instructors as well as to the use of material things (Kusumaningsih, 2021). For instance, students "sign in" as they arrive for class each morning in many early primary courses. This is a ritual that assists kids in transitioning to the start of the school day, in addition to being a method for teaching them to read and spell their own names. Furthermore, putting one's name on the list of classmates encourages a feeling of community. A kindergarten teacher realized how important it is for every child to participate in this ritual. She had several students in her

class who were unable to write their names because of fine motor impairments, so she set up a sign-in activity wherein each student would sign in by using magnetized letters that were placed on a board to spell their names.

Developing a customized approach to the way the curriculum is put together and the courses are presented is another aspect of universal design. Guidelines for designing courses and activities that give multiple options for students with disabilities or different learning styles to obtain the information and demonstrate what they have learned are widely available in literature (Izzo, 2021). This kind of curriculum planning, and delivery is like building an elevator such that people can use wheelchairs and walkers as well as walk in without assistance, and the floor numbers are visible from the outside as well as by touch (braille) and hearing (recorded announcements).

While differentiated instruction emphasizes the value of adjusting what is taught and how it is taught to individual students' learning styles and differences, universal design refers to strategies that help make academic and social aspects of school accessible to all learners (Zens, 2021). To create several points of entry into the same or similar subject, differentiation can involve presenting the same topics in multiple methods. However, it may also include giving distinct students very different stuff to learn. There is a dispute in the field of inclusive education that pits the idea that most students can learn the same content through modified methods against the idea that some students would need substantially altered learning objectives and curricula (Maria, 2019).

Allowing all students in the class to become familiar with the tools and resources used by kids with special needs is one strategy to help younger kids understand ability differences and needs and make them seem more normal (Hsieh, 2018). This is a tactic used at Tufts University's early primary laboratory school in Massachusetts, the Eliot Pearson Children's School. First, all the kids are given access to items manufactured specifically for kids with disabilities or illnesses (such various chair kinds, chew toys, and writing boards), which they can look at or even use (as stated in Gebretensae, 2019). One explanation for this is that it is beneficial to avoid closely associating a child's identity with his use of a specific kind of assistive equipment while they are initially getting to know one another. However, the intention behind this tactic is not to make kids dependent on things they don't need. Instead, it is simply the start of a larger procedure that will take weeks to complete and ensure that only the kids who truly need accommodation "for their best learning" are able to use it. The idea is not to exclude those with disabilities or special needs or to make everything available to everyone. The goal is to routinize and normalize the existence of such disparities, including variations in the kind and volume of assistance that students require. This serves as justification for another tactic employed at this school, one that has to do with the way kids receive services (including occupational, physical, and speech therapy) (Drouhard, 2018). Service providers often work with their customers inside the classroom, as opposed to removing them from it. Additionally, a youngster can ask a friend—who isn't necessarily receiving services—to go with him when he works with a service provider, regardless of whether they stay in the classroom.

Lessons and activities that help adults and students alike consider that everyone has skills, limits, and areas they may work on improving also support inclusive education. Offering structured and unstructured instruction that fosters empathy and perspective-taking is also beneficial (Zakaria, 2019). These aspects of inclusive education are crucial because, to effectively manage an inclusive classroom, it is just as important to impact each student's sense of self and interpersonal relationships as it is to create instructional strategies that are both accessible to all students and maximize their potential.

On the other hand, Blackie's research on the perceptions of educators towards inclusive education states that there are several factors that may influence educators' perceptions towards inclusive education. These are: (a) Educator attitudes towards inclusive education; (b) Educator Stress; (c) Curriculum related issues; (d) Training Issues; (e) Support structures and systems; (f) Educators personal characteristics; and (g) Class size (Blackie, 2020).

Educators need to ensure that students with barriers to learning are provided with opportunities, just like other students, to construct and engage with knowledge necessary for living in society (Chappell, 2020). Many educators feel that teaching children with barriers to learning is beyond their area of expertise and so they should not be expected to teach those students without assistance (Engelbrecht, 2016). Educators have reported several obstacles that prevent the successful inclusion of all learners in the classroom: namely class size, lack of resources and teacher training (Lifshitz, 2021). Past research has shown that regular educators lack the appropriate knowledge, support and assistance needed to effectively meet all the needs of their students (Burke & Sutherland, 2014). Engelbrecht et al. (2016), identified five areas that are proposed to be the most stressful to educators, namely administrative issues, lack of appropriate support, issues relating to students' behavior, educators self-perceived competence and a lack of interaction with parents of students. O'Rourke & Houghton (2018), found that the perceived lack of teaching expertise, limited allocated planning time and a limitation of resources were the most frequently raised concerns in relation to the implementation of inclusive education.

The perceived needs of educators who are seen to accommodate a diversity of learner needs in mainstream classes needs to be addressed (Engelbrecht, 2016). The failure to address the educators' needs and concerns may result in difficulties with the implementation of inclusive education as well as contribute to educator stress. Inclusive education aims to eliminate barriers to learning which are inherent in the system itself, which may consist of physical barriers to access,

curriculum barriers or barriers that are created by the climate of the learning environment, to name a few. The barriers educators experience in implementing inclusive education practices will be discussed in detail as it often affects perceptions towards inclusion.

Teacher Attitudes Towards Inclusive Education. Landsberg (2015) states that assumptions, beliefs, and attitudes are directly translated into actions and teaching practices and can also then inform decision making. Attitudes are defined as educators' positive or negative perceptions of what is happening within their classroom with regard to the students who have barriers to learning (Cross, 2019). It is fundamental to look at educators' attitudes towards inclusive education and students with barriers to learning as it influences their perceptions as well as their behavior, actions and as a result their teaching practices that will inform their decision making (Engelbrecht, 2016). Attitudes are seen to be set once they are formed and are experienced to be very difficult to change, therefore if educators develop positive attitudes towards inclusion before they start teaching, then their attitudes towards implementing inclusive education will become more positive (Lambe & Bones, 2017). Research has indicated that educators often have very different definitions of inclusion and inclusive education, and the definition that they believe in is seen to affect the way educators implement inclusive practices in the classroom (Hays, 2019).

Educator stress is best described as a complex process that involves an interaction between the educator and the environment that includes a stressor and a response (Engelbrecht, 2016). This is seen to involve unpleasant emotions such as tension, frustration, anxiety, anger as well as depression. Educators are seen to experience four types of stress in terms of their profession. These being namely, difficulties with learners, time pressures, poor ethos due to poor staff relations and poor working conditions (Engelbrecht, 2016). The implementation of inclusive education could be seen to place additional demands on educators, potentially causing stress. It is assumed that educator stress will be reduced if there are minimal discrepancies between educators' perceptions of the availability of resources and support and their perceived need for those resources and support that are seen to be used in an inclusive educational environment.

Curriculum-related issues. The curriculum within a school reflects the economic, social, and cultural conditions of the community and gives all members of society a voice (Chappell, 2020). However, this is not always that easy to achieve. Educators were expected to shift their teaching to Outcomes Based Education (OBE), this resulted in many educators feeling overwhelmed, frustrated, and helpless due to the changes that occurred (Engelbrecht, 2016). OBE is inclusive by nature and focuses on students learning at their own pace and takes into consideration the barriers to learning found in the classroom (Hays, 2019). Educators became concerned and worried about meeting governmental standards that the Educational Department emphasized and then also meeting the individualized goals for each special needs student (Cushing, 2015). The governmental standards educators need to meet involves the adapting of the Government Curriculum as well as their teaching styles for inclusion to become successful (Burke & Sutherland, 2014). Research has indicated that educators are generally too inexperienced to be able to handle the demands of the new curriculum and this could result in educators being reluctant to introduce new concepts and approaches to their teaching (Hays, 2019). Recently, the inclusive curriculum standards have changed, and this may require educators to adapt themselves once again to further changes. This is due to many educators perceiving themselves as incapable of managing diverse classrooms (Hays, 2019).

The curriculum is classified as an inflexible standard, which results in the lack of relevance of subject content to all students. This could result in high levels of failures and dropouts (Lomofsky & Lazarus, 2021). The curriculum is seen to be an external barrier to learning and it therefore obliges educators to use different teaching methods to address these concerns (Hays, 2019). Therefore, curriculum differentiation is a vitally important aspect to assist in the effective implementation of inclusive education (Engelbrecht, 2016). Ghesquiere, Moors, Maes and Vandenberghe (2022) indicated that educators differentiated teaching methods in the hope of differentiating the curriculum; however, the educators in their study did not adapt the goals, content, and evaluation methods to each individual need. Avramidis et al. (2020), reported that educators perceived material resources as vital components in adapting the curriculum to students with different barriers to learning. Changes to existing educational aids are fundamental to enable students to participate in classroom activities and routines (Hays, 2019).

O'Rourke & Houghton (2018) mentioned mechanisms or skills that are effective in the implementation of inclusive education, these being co-operative learning, explicit and individualized instruction, peer support, curriculum differentiation and instructional strategies as well as teacher collaboration. Shongwe (2015) reported the following effective strategies for teaching in an inclusive classroom, namely group work, which provides support for students with barriers to learning from their educators and their peers in the classroom. Group work may also create a better understanding of cooperative learning and is beneficial to effective classroom management (Shongwe, 2015). Fox (2022) stated that if educators used a structured teaching style, and appropriate support was provided, then the successful inclusion of students, irrespective of the type or severity of their barrier to learning is possible.

Training Issues. Teacher education has been characterized by fragmentation and involves deep disparities in both duration and quality (Engelbrecht, 2016). Many educators are seen to be disadvantaged due to the poor quality of their

training within the field. Research has indicated the need for professional development including initial teacher training and continued professional development as being central to the effective development of inclusive practices (Avramidis, 2020). In the past, in-service training was predominantly provided by universities, teacher training colleges and non-governmental or private organizations (Logan, 2022). These were generally uncoordinated with no clear overall policy guidelines formulated by government education departments. This resulted in educators determining their own development programs to be able to meet the needs and knowledge necessary. The problems found with these in-service training programs were that they were predominantly inaccessible to most countries; this was due to their cost, entry criteria and qualifications, language proficiency of the educators, travelling costs as well as the workload. All of these factors mentioned created barriers that prevented educators from benefiting from these training services.

Studies have shown that professional development courses on inclusive education have resulted in less resistance towards inclusive practices by educators and a reduction in educators stress levels when coping with inclusion (Avramidis, 2020). Educators' prior knowledge of inclusive education from pre-service training, as well as in-service training were found to have more positive attitudes towards inclusion than teachers who had not gained that knowledge (Wylde, 2019). Training that involves administrative issues surrounding inclusive education, exposure to the best inclusive practices, collaboration with colleagues and parents, as well as the availability of support structures are viewed as fundamental aspects of educator training in inclusive education (Engelbrecht, 2016). Engelbrecht stated that educators should be provided with extensive training in managing emotional and behavioral problems of students in the classroom to address barriers to learning within the classroom.

Educators that were trained to teach students with barriers to learning expressed more positive attitudes towards inclusion compared to educators that had not had any previous training (Lambe & Bones, 2017). Research has suggested that students who complete a Post Graduate Certificate in Education course have very different school experiences and are often exposed to different levels of barriers to learning in the classroom, which has resulted those universities to assess their training course to allow all educators to be exposed to the same teaching experiences (Pearson & Chambers, 2005). The researchers of this study found that students were largely positive about the principle of inclusion, however, challenged by the implementation of the policies. Emotional and behavioral changes were seen to occur when educators were informed and exposed to practical experiences involving disabilities and barriers to learning. A study conducted by Lambe and Bones (2017) found that positive attitudes are seen in student educators at the start of their pre-service training, it concluded that educators' attitudes should be nurtured during that period, and this could be done by the provision of high-quality training.

Support Structure and Systems. In the past, the inadequate resources provided to mainstream education was seen to be the cause of educational stress for educators interested in helping students with special needs (Engelbrecht, 2016). The active involvement of parents is a central factor in the child's effective learning and development. The socio-economic status of the parents was seen to be the main contributor to parents' lack of involvement with their child's education. The reasons for this may be due to the difficulty for parents to attend after school meetings, parents who work long distances away from home as well as poor health affecting their ability to get involved in school activities. In poorer communities, educators need to take the initiative to reach out to parents to make them a part of the school community (Engelbrecht, 2016).

The support provided to educators, namely from parents, principals, colleagues, and special needs educators is often lacking in schools or just ineffective in helping the educators deal with the pressures of inclusive education (Hammond, 2022). Educators have reported the need for consultation with other professionals namely psychologists, speech, and language therapists to name a few (Moolla, 2020). Other research also mentioned the enabling structures and mechanisms that could be put into place to help support educators. These include the establishment of school-based support teams, district support teams, special schools as resources, School Governing Body, School-Based Staff Development Programs as well as the use of local community resources, and learner-to-learner support. A study completed by Avramidis, reported that fifty-six percent (56%) of educators stated they needed more support with students with barriers to learning, this was not just more people in the class (extra teachers) but a stronger Special Educational Needs Department and Learning Support Team.

Students with barriers to learning are often seen to require social support in an inclusive classroom. This is broadly viewed as the process by which individuals feel valued, cared for, and connected to a group of people which as a result will shape that individuals' values, belief systems and thought processes (Pavri & Monda-Amaya, 2021). The sense of belonging and membership at school, receiving instrumental assistance and emotional support from key members in one's social network, impacts positively on the social well-being of students with barriers to learning. Research indicates that inclusive classrooms promote reciprocal friendships between students with learning difficulties and their peers, and this then enhances students' social satisfaction at school. However, there is conflicting research that indicates that inclusive education could be disastrous to disabled peers, detrimental to students with no barriers to learning and students with barriers to learning may suffer from peer rejection and inferiority complexes (Wylde, 2019).

Studies have reported that students without any barriers to learning become more accepting, understanding and acknowledge similarities with students with special educational needs when they are exposed to them in the classroom (Downing & Williams, 2017). These students become more aware of other children's needs, more comfortable around people with disabilities, more accepting of differences as well as an improved social and emotional development (Downing & Williams, 2017). However, even though inclusive education can be a positive factor to students with no barriers to learning, it is also reported to be detrimental to these students at times (Shongwe, 2015). This can be due to parents reporting educators' lack of time spent assisting all learners in the class (Shongwe, 2015).

Educator's Personal Characteristics. Research has shown mixed views on the relationship between educators' age and gender and their views towards inclusive education. Avramidis (2020) stated that none of those variables were found to be significantly related to educators' attitudes. In contrast Parasuram (2020) reported that educators in the age range of twenty (20) to thirty (30) years had more positive attitudes towards inclusion compared to forty (40) to fifty (50) year olds. This could be due to the younger generation being exposed to changes such as globalization, information technology and internet growth (Parasuram, 2020). Paraduram's study also found that woman tend to have more positive attitudes towards people with disabilities while Avramidis' study reported that gender was not related to attitudes towards inclusive education. Research has also shown mixed views on the relationship between the number of years of teaching experience and educators' views towards inclusive education. According to a study reported by Parasuram (2020), educators who had 5 to 10 years' experience had more favorable or positive attitudes compared to those with 10 to 12 years' experience. The number of years educators have been in contact with special education needs students is also an important factor to consider (Avramidis, 2020). In the study of Avramindis, they found that the more experience educators had with special needs students the more favorable their attitudes towards inclusion tended to be and the more confident the educators became. However, according to a study conducted by Moolla (2020), many educators reported limited experience working with students with barriers to learning and this resulted in educators; lack of confidence to teach in new situations.

Class Size. A very commonly reported barrier to effective learning in an inclusive classroom is class size (Avramidis, 2020). The more students with barriers to learning in a class, the less time is given to all the other students as most of the special education needs students need more one-on-one time from the educators. The study also reports that educators agreed that class size should be reduced to twenty (20) students per class, to allow for the effective implementation of inclusive education. Educators also may struggle with too many students as discipline and behavior issues become more of a problem. Many of the barriers to learning mentioned above relate to the insufficient allocated time educators must fully address inclusive education practices, namely time to plan the following day and time to adapt the curriculum to address the students with barriers to learning.

Due to all these barriers to learning mentioned above, it is vital to take into account the unique context of the school when planning and developing inclusive educational programs (Engelbrecht, 2016). Research has indicated that while educators support inclusive education overall, many have concerns regarding its implementation (Hays, 2019). Salisbury (2020) states the capacity of schools to address the diverse needs of students who differ in their ability, language, culture, and socio-economic standing will require that schools alter not only their structures, policies, and practices, but the underlying philosophy of the school and the attitudes and beliefs of school personnel (Salisbury, 2020).

Related Studies

There are already studies made on the implementation of IE in the different parts of the world. In the Philippines, many schools have already implemented the program for the benefits of children with special needs.

A study by Kirschner in 2018 investigated the challenges and strategies of management in the inclusive classroom. Here, Kirschner said that educators seek to establish settings where each kid may learn as much as possible. When creating an inclusive classroom is the aim, this can be extremely intimidating. Pupils frequently differ greatly in their abilities, learning preferences, modes of self-expression, and ways of interacting with their social and physical settings. Their capacities to concentrate and pay attention, remain motionless, interpret, and react to social cues, and self-regulate in reaction to stimuli can differ greatly. Sometimes, a student's requirements and limitations are only made clear by the specific interactions and activities that take place in the classroom (Kirschner, 2018). Additionally, the study found that three distinct difficulties related to inclusive education bear particular relevance to effective classroom management. The first difficulty is establishing and preserving the safety, structure, and order required for an effective learning environment. Like every other social setting, classrooms feature routine tasks and interaction patterns. Teachers look for ways to involve every student in the social rituals that support learning and the development of a sense of community. They also look for innovative, helpful solutions to deal with any disturbances that may arise. Thus, providing for students' learning needs while also assisting them in developing behavioral self-control is all part of effective management (Franklin and Harrington, 2019). Second, meeting the learning, social, and developmental needs of all students—those who are ordinarily developing

as well as those with special needs and impairments. Here, the objective is to create and execute social and academic curriculum that maximize each person's potential while also reaching every child (Higgins and Baumfield, 2017). Thirdly, the challenge lies in addressing the persistent possibility of stigmatizing individuals who are viewed as "different." To put it another way, it's important to acknowledge and work toward reducing the various forms of literal and symbolic exclusion that may occur, even in environments designed to minimize these issues (Duran, 2017).

Budiarti and Sugirto conducted research on the topic of fostering an inclusive culture in elementary schools. They found that establishing an inclusive classroom culture involves more than just implementing specific activities, lessons, or practices. Rather, a variety of practices and other components interact in a way that is mutually reinforcing and synergistic. The ability of educators and other people connected to the school to work together both within and outside of the classroom is one of the primary characteristics of an inclusive culture (Budiarti and Sugirto, 2018). With time, the adults in the classroom can resemble the players of a well-oiled sports team: each instructor is able to instinctively react to circumstances that call for extra assistance and is implicitly aware of what the others are doing at any one time.

Researchers Thomas Hehir and Lauren Katzman discovered that this collaborative mindset permeates other aspects of the school's organization in their study of successful inclusive schools. Teachers, administrators, service providers, and parents can collaborate to identify and address specific needs that students may have as well as challenges that various stakeholders may face. They also emphasize that a strong administrative leader who can encourage and galvanize collaboration among educators, students, parents, and service providers is essential to promoting effective inclusion. In addition to supporting teachers by giving them the tools and personnel they require, this leader can inspire all parties involved to address problems creatively and receptively (Thomas and Katzman, 2018).

In a different study on effective inclusion tactics, Hornby listed three approaches for dealing with the difficulties special education teachers encounter in implementing and sustaining IE methods in the classroom. According to Hornby (2019), these include: (1) a flexible approach to providing students with the support they require; (2) the combination of individualized instruction and universal design; and (3) the "normalization" of the existence of human differences.

Research suggests that teachers' attitudes are the key to successful inclusion, based on the assumption that successful implementation of any inclusion policy is largely dependent on educators being positive about it. Shade and Stewart (2001) note that in America the intention is to place the responsibility for educating all students on the general classroom teacher, and to do that requires major changes in teachers' attitudes and expectations.

Furthermore, Tait and Purdie (2000) argue that if teachers do not develop positive attitudes towards people with disabilities during their training, these attitudes will be difficult to change, and inclusive schooling will be more difficult to achieve. Murphy (1996) adds that it would be challenging to modify instructors' attitudes toward inclusion if they leave initial teacher preparation programs with a negative outlook, especially if they are exposed to "information-based courses rather than greater contact with disabled people on an interpersonal level." Short and Martin (2005) suggest that the acknowledgement of the connection between educators' attitudes and the success or failure of an inclusionary program is significant. They also argue that although the beliefs of educators play a major role in the success or failure of inclusion, a major concern of educators is the time element, particularly where there is no team teaching or collaboration.

At the start and conclusion of a one-semester course on human development and education, which mixed formal instruction with organized fieldwork experiences, Campbell et al. (2003) conducted a survey of 274 Australian trainee teachers. By the conclusion of the semester, they discovered, students had far more coping skills and much less discomfort, sympathy, uncertainty, fear, and vulnerability. Booth and Ainscow (1998) contend that in any study of inclusive education it is necessary for the researcher to specify the type of special educational needs because teacher attitudes have been found to vary with the type of disability and the extent of institutional adaptations required to accommodate the students.

Mushoriwa (2001) studied the attitudes of primary school teachers in Harare towards the inclusion of blind children in regular classes. Four hundred teachers were 54 involved in the study, which found that the teachers had a negative attitude towards the inclusion of blind children. The research suggested that although a blind child may be included physically, s/he may remain socially and academically excluded because of the attitudes of the teachers. Hastings and Oakford (2003) summarize previous research on teachers' attitudes towards inclusion. Children with less severe special educational needs, who are less demanding in terms of teachers' input, are generally viewed more positively in terms of inclusion than children with severe disabilities. Typically, children with intellectual disabilities or emotional or behavioral problems are rated less positively by samples of teachers and student teachers (Avramidis et al 2000a).

Another study by Vaughn et al (1996) examined mainstream and special teachers' perceptions of inclusion. Most of these teachers, who were not currently participating in inclusive programs, had strong negative feelings about inclusion and felt that decision makers were out of touch with classroom realities. The teachers identified several factors that would affect the success of inclusion, including class size, inadequate resources, the extent to which all students would benefit from inclusion and lack of adequate teacher preparation (Avramidis et al, 2000).

Studies where teachers had active experience of inclusion produced contradictory findings. Villa et al (1996) found results which favored the inclusion of children with SEN in ordinary schools. The researchers found that teacher commitment often emerges at the end of the implementation cycle, after they have mastered the professional expertise needed to implement inclusive programs. Similar findings were reported by LeRoy and Simpson (1996) who studied the impact of inclusion over a three-year period in the state of Michigan. Their study showed that teachers' confidence to teach children with SEN increased in line with their experience. Reynolds (2001) argues that this makes two demands of education: "First, the education system itself must involve inclusive practices and ensure equality of opportunity; secondly schools must promote the kind of pupils who believe in and can participate in inclusive societies, and this involves education for inclusion.

Some challenges were identified in an inclusive class based on various studies conducted. According to Hadebe (1993), the instructional demands of meeting the academic and behavioral needs of students with learning disabilities create a burden that decreases the teachers' ability to meet the academic and the social needs of other normal students. In the same vein, Polloway, Parton and Serna, (2008), note that students with special needs often require services and instructional support services because they are not dealing well with traditional methods and materials. This may have the implication that giving extra support and services to students with learning disabilities in the mainstream classes impinges on the progress of the average and above average in those classes.

According to Vaughn, Bos and Schumm (2006), teachers must be very adept at instructional management if they are to create better learning opportunities in the class. Frederickson and Cline (2003), purport that competence in the classroom events is organized to enable or disable their participation. This is a call for teachers to give equal opportunities to all the students in their classes as well as using instructional methods that address the diverse needs of the said students. Educators must employ teaching strategies that enhance and offset deficiencies in perception, comprehension, memory, and retrieval. The resolution of learning difficulties in children with disabilities is an extremely specialized field requiring practitioners to possess knowledge and abilities (Schaik 2000).

In another related study conducted in India to determine the challenges faced by teachers teaching students with dyslexia, most of the teachers (83 percent) faced challenges like academic (30 percent), behavioral (17 percent) or both (37 percent) with children with dyslexia. Most of the teachers (73 percent) faced difficulties in their respective subject related to speaking (10 percent teacher), writing (47 percent teacher) and both reading & writing (17 percent teacher) in the class having children with dyslexia (Basu, S., 2014).

Funding is also another issue. Currently, \$7,000 on average is spent per pupil by local, state, and federal taxpayers in the United States. States and local school districts are now receiving more federal funding than ever before for all programs under No Child Left Behind: \$23.7 billion, most of which was used during the 2003–04 school year. This represents an increase of 59.8 percent from 2000 to 2003. A large portion of these funds is for grants under Title I of the Elementary and Secondary Education Act (ESEA). This is not necessarily the case for other developing countries.

Other challenges and solutions have also been identified throughout the years. According to Weber, M. 2014, the United States has shifted from inclusion per se to the nature and quality of interventions. These interventions include teacher training, additional personnel, curricular and policy modifications, and effective action to halt harassment. A central insight of the disability studies movement is that attitudinal barriers are every bit as handicapping as physical ones. The idea is that attitudes, not disabilities, need fixing.

In the study of Dela Fuente ((Ainscow 2016 as cited by Dela Fuente, 2021) on the challenges encountered by teachers teaching students with hearing impairment, it was found out that lack of proficiency in sign language demonstrated a challenge in communicating with their deaf students using their own language. The author thinks that this makes it more difficult for the participants to communicate with deaf pupils and deliver lectures effectively. To provide deaf students with meaningful learning opportunities in an inclusive learning environment, teachers must be proficient in sign language (Ainscow, 2016). Therefore, to communicate with deaf students and better meet their learning needs, teachers should think about learning the fundamentals of sign language. Many participants, who are not instructors by trade, struggle, according to the author.

Ali, M. et al (2006) studied the teachers' perceptions regarding inclusion education in Malaysia. Overall, many respondents agreed that inclusive education is appropriate for special needs students, at least in theory. Only 50.6% agreed that students with special needs are academically better in inclusive classrooms. Nevertheless, 66% of the respondents were in favor of the notion that special needs students should be integrated into the mainstream classes/community and that the students would benefit from inclusive classes. In addition, 32.4% of the respondents agreed that the placement of students with special needs in regular classes negatively affects the academic performance of normal students while the rest (25.5%) were uncertain and (42.1%) disagreed. Forty teachers disagreed that the academically talented students would be isolated in the inclusive classrooms while 27.2% of the teachers agreed and 30.6% were uncertain. It was also revealed that 62.5% of the respondents believe that students with special needs have the right to receive an education in mainstream classes.

Finally, 57.1% of the respondents believe that the negative stereotype of special needs students can be minimized in inclusive classrooms. The labelling of the students with special needs can be reduced.

The results of the study conducted by Monje, L. (2017) offered a different view. The research studied the general education teachers' attitudes towards inclusion. Statistically all participants agreed it is their job to teach students with disabilities. They also did not feel that only special education teachers should teach students with disabilities. They do understand why students with disabilities are included in general education classrooms. They do not believe that working with students with disabilities is the same as working with general education students. The participants believe that the inclusion of students with disabilities in general education classrooms improves the general education learning environment. There is also agreement that students with behavior problems should be in special education classrooms. However, they also believe that students who present severe and constant or chronic 89 behaviors are detrimental to the learning environment in the general education classroom and can hinder the educational process for all students.

Pritchard, K. (2014) studied the perception of classroom teachers towards inclusion. Although there were mixed responses, the teachers were generally in favor of inclusion. Results suggest many similarities in respondents' selections. The behavioral dimension of attitude included eliminating classrooms that serve students with mild to moderate disabilities, educating students with mild to moderate disabilities in regular classes with nondisabled students because they will not require too much of the teacher's time, and students with mild to moderate disabilities can be more effectively educated in regular classrooms as opposed to special education classrooms. The teachers who responded overall disagreed on each of the three questions. They disagreed that separate classrooms should be eliminated, that regular education was favored because it would not require too much of the teacher's time, and that regular education was more effective than special education classes. Although there were some in agreement and some who were neutral, the majority disagreed with the behavioral dimension. The cognitive dimension of attitude focused on the teachers' perceptions of being mentored by a teacher who modeled differentiated instruction, wanting to emulate teachers who know how to design appropriate interventions, and believing that regular education was effective because students could learn social skills.

Ward and Le Dean (1996) studied the teachers' perception on mainstreaming and found no major consensus in favor of mainstreaming with the choice of placement dependent upon the perceived severity of the difficulty and the support and resources required. The types of disabling condition that raised most concern was those involving severe physical and/or intellectual impairment and those characterized by behavioral and emotional difficulties. The researchers added the caveat that these results may be of limited generalizability because the policies and services of the states in which the courses were provided offer the possibility of a range of non-mainstreamed placements, whereas states where the policy is one of inclusion, supported by additional resources in regular classrooms, may promote different attitudes.

Newton, N., et al (2014) studied the perception of teachers regarding inclusive education in Bahamas. The results from the study revealed conflicting perceptions towards inclusive education at a primary and secondary level. At the primary level, the participants were very candid with their responses. However, while most of the teachers (60%) demonstrated negative attitudes towards the implementation of inclusive education within primary schools, some of the teachers (30%) displayed mixed feelings about the practice, and one teacher (10%) firmly support the practice of inclusive education. In general, the teachers viewed the idea of inclusive education as an extremely difficult feat due to the myriad deficiencies within the public education system, which, in their opinion, would impact the success of inclusive education. The study also identified the challenges faced by teachers at both levels. The major themes emerging at both levels were lack of training of teachers, insufficient resources, and lack of administrative support.

Avramidis and Norwich (2002) revealed that teachers, although positive towards the general philosophy of inclusive education, do not share a 'total inclusion' approach to special educational provision. Instead, they hold differing attitudes about school placements, based largely upon the nature of the students' disabilities. Teachers are more willing to include students with mild disabilities or physical/sensory impairments than students with more complex needs. There is enough evidence to suggest that, in the case of more severe learning needs and behavioral difficulties, teachers hold negative attitudes to the implementation of inclusion. Teachers' attitudes were most influenced by child-centered variables (the nature and severity of the disabling condition) and to some extent by environment-related variables, such as the availability of physical and human support, but less by teacher-related variables.

A study by Campbell et al. (2003) involved surveying 274 trainee teachers in Queensland, Australia, at the start and finish of a one-semester unit on human development and education. The curriculum blended structured fieldwork experiences with formal instruction. Primary, secondary, or early childhood education were the subjects of study for the trainees. The student instructors tended to underestimate the developmental potential of children with Down syndrome at the start of the semester. By the conclusion of the semester, stereotypes about kids with Down syndrome had considerably diminished and students had more optimistic—yet realistic—expectations. At the start of the semester, 28% of students believed that including a kid with Down syndrome would be harmful to their education, 25% believed it would be harmful socially, and 38% believed it would be damaging emotionally. Thirty-one percent of respondents believed it would

negatively impact the other students' academic, whereas 93% and 89%, respectively, believed it would have positive social and emotional effects. By the conclusion of the semester, 90% of students had a more favorable opinion of the advantages of inclusion, citing 95% social, 86% emotional, and 90% educational benefits for children with Down syndrome.

Mngo and Mngo (2018) studied the Teachers' perceptions of inclusion in a pilot inclusive education program. The study determined the relationship between the socio-demographic profiles and the teachers' views towards inclusion. The results revealed that it is significant by gender regarding teachers' perception of the benefits of inclusion (BOI) and integrated classroom management. Older teachers showed more favorable attitudes toward inclusive education than younger teachers—the older a teacher, the more likely he or she was going to be supportive of inclusive education. The level of education indicates that the more educated teachers tended to be more supportive of inclusive education than lesser educated ones. The higher the level of education, the more likely the teachers were going to be supportive of inclusive education. Overall attitudes toward inclusive education on the basis of teaching experience indicated that teachers' support grew in the early years of their career (6 years to about 25 years), but the support steadily falls after 30 years of teaching. Teachers who said that they had some experience teaching special needs students in an inclusive classroom tended to be more supportive of inclusive education than those who said they had no experience. Teachers were more likely to be supportive of inclusive education if they had training in special education as opposed to those who did not have any training.

The study of Wiggins, C. (2012) also had similar findings regarding the impact of experience in the teachers' perception towards inclusion. The study revealed that almost all demographic profiles have nothing to do with the teachers' perception, except for teaching experience in an inclusive classroom. These findings suggest that teachers who have experience teaching in an inclusion classroom hold more favorable attitudes towards inclusion. The analyses found that the relationship between classroom setting, and teachers' perceptions of inclusion was statistically significant, concluding that exposure to inclusion has a major role in shaping teachers' attitudes towards inclusion. The finding was positive, as it demonstrates that teachers who work with students that have disabilities in the inclusion setting have a good attitude about their role. The disproportion of the certification fields of participants was a limitation.

Dupoux, E. (2006) conducted a study on teachers' perception about inclusion in Haiti. Findings indicated that teachers in rural areas did not differ from teachers in urban areas in their attitudes toward integrating students with disabilities. In fact, both groups of teachers had a moderate level of acceptance of students with disabilities. Contrary to the findings of Wiggins, C. (2012), years of experience was not correlated with attitudes toward integration. Although years of teaching experience was not associated with attitudes, having a higher educational degree was positively correlated with attitudes toward integration.

Hove, N. (2014) studied the challenges of teaching children with disabilities in mainstream classes. Sixty eight percent of the teacher respondents said they do not use instructional materials that cater for children with learning disabilities. Instead, they resort to using the general approach to teaching and instructional use to children with learning disabilities in their classes. Fifty one percent indicated that they give their students the same tasks in terms of complexity regardless of their students' abilities or disabilities. The outcomes of the study indicated several challenges. The challenges noted include, among others, the lack of skills amongst teachers that enable them to function effectively in the mainstream classes. The fact that the teachers lack the necessary training to modify the material to meet the needs of students with learning difficulties exacerbates this problem even further. Choosing the learning task is an important instrumental choice.

Thwala, S. (2015) studied the challenges encountered by teachers managing inclusive classrooms in Swaziland. Based on the results, these challenges are brought by bringing learners with special needs to regular classrooms where teachers are expected to continue to use the existing curriculum to teach learners who were previously not in the mainstream. The implementation of inclusive education is not yet optimum because of many challenges. Teachers are experiencing the following challenges: lack of teaching and learning materials or resources, lack competencies, large classrooms which are difficult to manage, an environment which is not conducive for the learners with disabilities and that most schools are inaccessible to learners with disabilities. The problem is further compounded by the fact that educators in the mainstream are not trained, the curriculum is inflexible, and teachers are unable to cope with new roles. In addition, there is inadequate parental involvement, lack of relevant human resources and numerous effects of poverty.

Peacock, D. (2016) studied the perception of teachers on the effectiveness of inclusion in elementary classrooms. The study's key findings included the necessity for instructors to work together, share tasks, have common planning time, and get professional development. Understandings of teacher attitudes toward co-teaching, the elements of student achievement, and the rationale behind administrative actions were some of the other issues. Based on the findings, a professional development initiative was created to address the needs, perspectives, and understandings of general education and special education teachers in inclusive classroom environments.

Synthesis of Review of Related Literature. Although it has garnered support, inclusive education has also faced criticism. Although parents and educators have expressed a variety of issues, Kirschner's study delves deeply into the top three primary concerns. First, while some proponents maintain that this is the only effective approach to teach all kids,

others cast doubt on the boundaries of inclusion and its capacity to benefit everyone, especially as some kids move on to later elementary school and beyond. A second issue is how to strike a balance between the demands of children who ordinarily develop and those of individuals who require additional attention and resources. This is a constant problem for all democratic systems that aspire to equality and fairness. The requirement for resources is the subject of a third worry. It will not be possible to implement inclusive education without providing teachers and schools with adequate funding, supplies, training, and other forms of assistance.

Blackie's research provides another perspective when it comes to IE implementation and challenges faced by special education teachers. Blackie stated that there are seven factors influencing educators' perceptions of inclusive education. These are educator attitudes toward inclusive education, educator stress, curriculum-related issues, training issues, support structures and systems, educator's personal characteristics, and class size. She further reiterated that in some international government schools where inclusive education is a law, there are many examples where students with barriers to learning are fully included and successful. However, most of the time the implementation of these laws is the real challenge (Lomofsky, 2021). She further emphasized the ability to change perceptions, attitudes, behavior, teaching methods, curricula, and the environment to meet the needs of all students.

PRESENTATION, ANALYSIS OF DATA AND INTERPRETATION

This chapter provides a comprehensive understanding of the extent of implementation of inclusive education and the practices of teachers in handling LSEs in the identified schools in the Division of Island Garden City of Samal, Davao del Norte. Also included is the demographic profile of the respondents that served as background information on the purpose of the study. The significant difference in the implementation of IE when respondents were grouped according to their profile is also discussed here. The findings served as basis in the formulation of an action plan to improve inclusive education in the study area.

DEMOGRAPHIC PROFILE OF THE RESPONDENTS

This section presents the socio-demographic profile of the respondents. It includes the following variables: age, gender, civil status, highest educational attainment, specialization, number of years in teaching, number of years in teaching SPED, and relevant trainings and seminars attended. The data are summarized using descriptive statistics such as frequencies, percentages, and measures of central tendency to provide a clear overview of the respondents' characteristics.

Age

The age of the respondents was considered as this may have bearing to the extent of implementation of IE.

Table 2 provides the age distribution of the teacher respondents. The frequency column represents the number of respondents in each age range, while the percentage column indicates the proportion of respondents in each age range out of the total respondents (which is 50).

Table 2
Age of Respondents

Age Range	Frequency	Percentage (%)
50 and above	14	28.00
45-49	6	12.00
40-44	9	18.00
35-39	11	22.00
30-34	5	10.00
25-29	4	8.00
24 and below	1	2.00
Total	50	100.0

Based on the data, it can be observed that the age group with the highest frequency of respondents is "50 and above" with 14 teachers, accounting for 28.00% of the total respondents. The "24 and below" age range has the lowest frequency, with only 1 teacher, comprising 2.00% of the respondents.

The demographic profile of the 50 respondents provides valuable insights into the age distribution of teachers involved in the study. The largest age group among the respondents is 50 and above, comprising 28% of the total respondents. This indicates a significant presence of experienced and mature teachers in the implementation of inclusive education.

Research suggests that the age and experience of teachers can influence their attitudes, beliefs, and practices related to inclusive education. Older and more experienced teachers may bring a wealth of knowledge, expertise, and classroom experience to effectively support students with diverse learning needs. Studies by Forlin et al. (2009) and Avramidis and Norwich (2002) highlight the importance of experienced teachers in creating inclusive learning environments and promoting positive attitudes towards inclusive education.

Furthermore, the age range of 35-39 represents 22% of the respondents, indicating a substantial representation of mid-career teachers. These teachers are likely to have gained significant experience and knowledge in their teaching practice, making them valuable contributors to the implementation of inclusive education strategies. Studies by Florian and Black-Hawkins (2011) emphasize the crucial role of experienced teachers in fostering inclusive practices and promoting positive outcomes for all students.

The findings from studies by Forlin et al. (2009), Avramidis and Norwich (2002), and Florian and Black-Hawkins (2011) align with the notion that experienced teachers can have a positive impact on inclusive education. These studies underscore the valuable contributions of older teachers in fostering inclusive learning environments and cultivating favorable attitudes toward inclusive education. The wealth of knowledge and expertise that experienced educators bring can indeed enhance their ability to support a diverse range of learners effectively.

The researcher negates the findings of Forlin et al. (2009) and Norwich (2002) which highlights the importance of experienced teachers. This may not be true in all cases. As observed by this researcher, there are new teachers who perform well compared to mature teachers. While they may have acquired sufficient knowledge, they do not have a positive attitude in the implementation of school programs due to some factors.

Younger educators, often more attuned to contemporary pedagogical approaches and technology, can also make substantial contributions to inclusive education. Additionally, a teacher's effectiveness in promoting inclusivity should not be solely attributed to age or experience but rather to their ongoing professional development, openness to innovation, and commitment to meeting the diverse needs of students. It is important to recognize that the relationship between age and effectiveness in this context may not be straightforward.

The presence of teachers from different age groups underscores the need for tailored professional development opportunities. Darling-Hammond et al. (2009) emphasize the significance of continuous learning and professional development for teachers. Addressing the diverse needs and experiences of teachers in different age groups through targeted professional development initiatives can enhance their capacity to effectively implement inclusive education practices.

In summary, the age distribution of the respondents reveals a notable presence of experienced teachers, with the age group of 50 and above representing the largest segment. Incorporating the key takeaways from related studies, it is essential to recognize the expertise and unique perspectives of older teachers while providing opportunities for continuous learning and professional development to all age groups. By leveraging the knowledge and experiences of teachers across different age ranges, the implementation of inclusive education can be strengthened, leading to positive outcomes for students with diverse learning needs.

Gender

The gender distribution of the respondents holds potential implications for understanding the demographics of teachers involved in inclusive education.

Table 3 presents the gender of the respondents in the study. Among the respondents, 8 identified as male, while 42 identified as female. This distribution reflects a predominantly female representation among the participants.

The overrepresentation of female respondents aligns with previous research and societal trends that indicate a higher proportion of female teachers in the education sector (NCES, 2018). This finding resonates with the notion that women have traditionally dominated the teaching profession, particularly in elementary and special education settings.

Table 3
Gender of Respondents

Gender	Frequency	Percentage (%)
Male	8	16.00
Female	42	84.00
Total	50	100.00

Research studies indicate that the gender composition within the teaching profession may influence teaching styles, pedagogical approaches, and interactions with students. For example, Ingersoll and May (2011) found that female teachers tend to be more nurturing and empathetic in their interactions with students, which can positively impact the inclusivity of the learning environment.

However, it is important to note that gender alone should not be considered a determining factor in effective inclusive education practices. Rather, the focus should be on fostering inclusive pedagogical strategies, regardless of gender, to meet the diverse needs of learners with special educational needs (Farrell & Ainscow, 2002).

This researcher agrees with Farrell & Ainscow's (2002) observation that gender is not a conclusive measure for the performance of a teacher. There are also male teachers who perform well in most educational institutions.

According to the study of Caulan (2019), results showed that male and female teachers spend considerably different amounts of time each week performing reproductive, productive, and community management responsibilities. On the one hand, male instructors put in more time in productive tasks than female teachers do. However, female instructors devote more time to duties involving community management and reproduction. Results, however, indicate that there is no discernible difference between male and female teachers' performance as teachers. Finally, it was discovered that there is no connection between gender roles and the teaching effectiveness of male and female university professors.

While the distribution of gender among the respondents provides insights into the demographics of the participants, it is essential to examine other variables, such as age, highest educational attainment, specialization, number of years in teaching, number of years in teaching Sped, relevant trainings and seminars attended, to gain a comprehensive understanding of the factors that contribute to inclusive education practices. These variables are explored in other sections of this chapter.

Future research could explore the influence of gender on the implementation of inclusive education, including the potential differences in instructional approaches, communication styles, and support strategies employed by male and female teachers. By delving deeper into these aspects, educational stakeholders can gain valuable insights to promote gender equity and enhance inclusive practices in the field of education.

Civil Status

The civil status of teachers can have potential implications for their professional and personal lives. Research suggests that teachers, particularly those in more established stages of their careers, are more likely to be married (Borman & Dowling, 2008). Marriage often reflects personal and societal expectations, as well as the stability and support that it can provide. Being married may also indicate a level of commitment and responsibility that can extend to one's teaching practice.

Table 4 reveals the civil status of the respondents in this study. The civil status distribution among the respondents is as follows: 39 identified as married, 8 identified as single, and 3 identified as widowed. This distribution provides insights into the civil status of teachers involved in inclusive education.

Table 4
Civil Status of Respondents

Marital Status	Frequency	Percentage (%)
Married	39	76.47
Single	8	15.69
Widow	3	5.88
Total	50	100.0

The high number of married respondents in this study aligns with previous research and suggests that a significant proportion of teachers in inclusive education are married. This finding may indicate that married teachers are attracted to the teaching profession due to the stability and support it offers or that the demands of teaching align well with the responsibilities of marriage (Borman & Dowling, 2008).

Furthermore, research has shown that civil status can influence teachers' job satisfaction, work-life balance, and overall well-being (Denson and Szelényi, 2022). Married teachers may experience additional support from their spouses, which can positively impact their emotional well-being and job performance. On the other hand, being single or widowed may present different challenges and opportunities for teachers in terms of work-life balance and support systems.

It is important to consider that civil status alone should not be seen as a determining factor for teachers' effectiveness or commitment to inclusive education. Other factors such as personal attributes, professional development, and instructional practices are equally crucial in understanding teachers' abilities to meet the diverse needs of students with special educational needs (Farrell & Ainscow, 2002).

While it's true that civil status alone should not be the sole focus in assessing teachers' effectiveness in inclusive education, the research by Farrell & Ainscow (2002) may not fully address the potential impact of civil status or family circumstances on a teacher's ability to meet the diverse needs of students. Some studies suggest that teachers' personal lives, including their civil status and family responsibilities, can influence their availability and capacity to engage fully in the demands of inclusive education. Therefore, it remains relevant to consider these aspects alongside personal attributes and professional development when evaluating teachers' abilities to support students with special educational needs. In many instances, it was observed by the researcher herself that Sped teachers performed effectively in their teaching regardless as to the teacher is single, married or separated.

Further research can explore the relationship between civil status and various aspects of teaching, such as job satisfaction, classroom practices, and engagement with students and their families. Understanding these dynamics can provide insights into how teachers' civil status may influence their experiences in inclusive education settings and inform strategies for supporting their professional growth and well-being.

Highest Educational Attainment

The distribution of respondents' highest educational attainment provides insights into the educational background of teachers involved in inclusive education. Research has highlighted the significance of teachers' educational qualifications in fostering effective inclusive practices.

Table 5 provides a breakdown of the highest educational attainment of the 50 respondents, indicating the frequency, and percentage for each category. Among the respondents in the study, 33 or 66 percent have earned units in the master's level, and the remaining 10 or 20 percent are baccalaureate degree holders and are yet to earn master's units. A lesser percentage of the respondents have taken the Doctorate program as revealed in the survey. This distribution reflects a diverse range of educational attainment levels among the participants.

Table 5
Highest Educational Attainment of Respondents

Highest Educational Attainment	Frequency	Percentage (%)
Doctorate Degree	1	2.00
With Doctorate units	2	4.00
Master's Degree	4	8.00
Master's Units	33	66.00
Baccalaureate degree	10	20.00
Total	50	100.00

Studies have shown that higher levels of educational attainment among teachers are associated with improved student outcomes, instructional quality, and classroom management skills (Darling-Hammond, 2017; Hanushek, 2011). Teachers with advanced degrees, such as master's and doctoral degrees, are often equipped with specialized knowledge, research skills, and a deeper understanding of educational theory and practice.

Furthermore, teachers who have pursued higher education may have had opportunities for professional development, engagement in research, and exposure to inclusive teaching approaches (Boe et al., 2008; Kunter et al., 2011).

These experiences can contribute to their ability to effectively address the diverse needs of students with special educational needs in inclusive settings.

The researcher agrees with the claim of Kunter et al (2011) on the contribution of higher educational attainment of the teachers. The distribution of educational attainment among the respondents suggests a mix of teachers with various levels of formal education. Hence, the presence of teachers with master's and doctoral degrees indicates a commitment to professional growth and a desire to enhance their expertise in inclusive education.

The distribution of educational attainment among the respondents suggests a mix of teachers with various levels of formal education. The presence of teachers with master's and doctoral degrees indicates a commitment to professional growth and a desire to enhance their expertise in inclusive education.

While higher educational qualifications can bring valuable knowledge and skills to the classroom, it is important to recognize that effective inclusive teaching practices require a combination of formal education, practical experience, and ongoing professional development (Goe et al., 2008; Ingersoll & Strong, 2011).

The researcher would like to challenge the assumption of Ingersoll & Strong (2011) that more advanced degrees necessarily translate into improved classroom performance or instructional quality. The effectiveness of teachers also depends on factors such as their pedagogical skills, practical experience, ongoing professional development, and their ability to apply their knowledge effectively in diverse classroom settings. The ability to create inclusive learning environments relies not only on academic credentials but also on the application of inclusive pedagogical strategies, collaboration with colleagues, and ongoing reflection on teaching practices. Therefore, while advanced degrees can be valuable, they should be considered alongside other factors when assessing a teacher's overall effectiveness in promoting positive student outcomes and inclusive education.

Future research could explore the specific ways in which different levels of educational attainment influence teachers' inclusive practices, instructional approaches, and attitudes toward inclusive education. By understanding the relationship between educational qualifications and inclusive teaching, educational stakeholders can better support teachers in their professional development and foster inclusive practices that benefit all students.

Specialization

The specialization of teacher respondents provides insights into the areas of expertise among the participants involved in the study.

Table 6 presents the distribution of teacher respondents based on their specialization.

Table 6
Specialization of Respondents

Specialization	Frequency	Percentage (%)
SPED	13	26.00
Early Childhood	4	8.00
Math	12	24.00
Science	10	20.00
EPP	2	4.00
English	9	18.00
Total	50	100.0

The largest group of respondents specialized in SPED, accounting for 26% of the total respondents. This indicates a significant representation of teachers with specialized training and knowledge in supporting students with diverse learning needs. The presence of SPED specialists is crucial in the implementation of inclusive education, as they possess the necessary skills and expertise to address the unique requirements of students with disabilities. Studies by Forlin and Chambers (2011) and Ainscow et al. (2006) emphasize the importance of specialized training and knowledge in inclusive education for teachers to effectively cater to the diverse needs of students with disabilities. Offering a different perspective, the researcher believes that relying solely on SPED specialists may inadvertently create a segregated system within inclusive education, where the responsibility for students with disabilities falls primarily on a subset of teachers. This could hinder the broader goal of inclusive education, which aims to ensure that all educators have the skills and knowledge to

support diverse learners. The researcher would like to suggest that inclusive education is most effective when it is a shared responsibility among all teachers, rather than relying solely on specialists. Therefore, while SPED specialists are valuable contributors, their presence should be complemented by ongoing professional development for all educators to foster a truly inclusive environment.

Following SPED, the next most common specializations are Math and Science, constituting 24% and 20% of the respondents, respectively. These subject specializations demonstrate the importance of providing inclusive education in STEM (Science, Technology, Engineering, and Mathematics) fields. Math plays a fundamental role in the curriculum, and teachers with specialization in this subject can contribute to the development of inclusive practices in mathematics education. Research by Saldaña et al. (2018) highlights the significance of subject-specific knowledge and pedagogy in promoting inclusive math classrooms. Science is a critical subject area that offers opportunities for hands-on and inquiry-based learning. Teachers specializing in science can contribute to creating inclusive learning environments that engage and support all students. Research by Tobi et al. (2017) underscores the role of science teachers in fostering inclusive practices and promoting scientific literacy for diverse learners. Inclusive practices in these subjects can foster equal opportunities and engagement for students with diverse learning abilities.

English specialization represents 18% of the respondents. This indicates the presence of teachers with expertise in English language instruction. Language plays a vital role in inclusive education, as it is essential for communication, comprehension, and participation in various subjects. Teachers with specialization in English can contribute to the development of inclusive language instruction strategies and promote language development for all students. Studies by Deppeler et al. (2009) highlight the importance of inclusive language pedagogy for supporting students from diverse linguistic backgrounds.

Furthermore, there are smaller groups of respondents with specializations in Early Childhood (8%) and Edukasyong Pantahanan at Pangkabuhayan (4%). Early childhood teachers play a critical role in laying the foundation for inclusive practices and providing a strong start for young learners. Research by Buysse and Wesley (2006) emphasizes the significance of early childhood educators' understanding of inclusive principles and strategies to create inclusive environments that promote the development and learning of all children. Edukasyong Pantahanan at Pangkabuhayan (EPP) focuses on practical and livelihood skills education. Teachers with this specialization can contribute to the holistic development of students, equipping them with essential life skills. While specific research related to inclusive education and this specialization is limited, the principles of inclusive education, such as valuing diversity and promoting equitable access to education, can be applied in the context of EPP instruction.

The diverse range of specializations among the teacher respondents underscores the multidimensional nature of inclusive education. It emphasizes the need for expertise in various subject areas, special education, early childhood education, and practical skills development to effectively implement inclusive practices and cater to the diverse needs of learners.

Number of Years in Teaching

The distribution of teacher respondents based on their number of years in teaching can have implications for the implementation of inclusive education. Research suggests that teacher experience plays a crucial role in the effective implementation of inclusive practices.

Table 7 displays the distribution of teacher respondents based on their number of years in teaching. Many respondents, constituting 40%, have been in teaching for 5 to 9 years. This suggests a significant presence of teachers with moderate experience in the sample population.

Following this, 24% of the respondents have been teaching for 20 years and above. These experienced teachers bring a wealth of knowledge and expertise to the implementation of inclusive education. Their extensive experience can positively impact inclusive practices by providing mentorship and guidance to less-experienced educators.

Table 7
Number of Years in Teaching

Years in Teaching	Frequency	Percentage (%)
20 and above	12	24.00
15-19	7	14.00
10-14	10	20.00
5-9	20	40.00

4 and below	1	2.00
Total	50	100.0

The next largest group, accounting for 20% of the respondents, comprises teachers who have been teaching for 10 to 14 years. These teachers likely possess a combination of experience and adaptability, enabling them to navigate the challenges and complexities of inclusive education effectively.

Additionally, 14% of the respondents have been teaching for 15 to 19 years. These teachers likely have a significant amount of experience and have witnessed the evolution of inclusive education over time. Their insights and perspectives can contribute to the continuous improvement and development of inclusive practices.

Lastly, there is a small percentage (2%) of respondents who have been teaching for 4 years and below. While their teaching experience may be relatively limited, their participation in this study indicates their interest and engagement in inclusive education at an early stage of their careers.

The distribution of teacher respondents based on their years of teaching experience undoubtedly holds implications for the successful implementation of inclusive education. Existing research consistently supports the idea that teacher experience is a crucial factor in the effective adoption of inclusive practices. This perspective is corroborated by Ainscow (2019), who highlights the valuable contributions of experienced teachers with their deep understanding of pedagogy, classroom management, and student diversity. The accumulated expertise of these educators enables them to employ various instructional strategies that are fundamental to creating inclusive learning environments and catering to the diverse needs of students, a point emphasized by Soodak and Podell (1996).

Furthermore, the research findings presented align with studies that indicate experienced teachers often exhibit higher levels of self-efficacy and confidence when dealing with diverse learners and challenging classroom situations, as noted by Brauckmann (2015). This self-assuredness, coupled with their wealth of knowledge and skills, can significantly influence their attitudes and approaches toward inclusive education, fostering a more conducive environment for diverse learners.

On the other hand, less-experienced teachers may benefit from professional development programs and collaborative opportunities to enhance their understanding and implementation of inclusive practices. Mentoring and peer support programs can also be valuable for novice teachers, allowing them to learn from experienced colleagues and gain practical insights into inclusive education (Soodak & Podell, 1996).

It is important to note that while years of experience can provide a general indication of teachers' expertise, individual variations exist in teachers' readiness and commitment to inclusive education. Continuous professional development, ongoing support, and a positive school culture that values inclusive practices are essential for all teachers, regardless of their years in teaching (Ainscow, 2019).

Number of Years in Teaching SPED

The number of years of experience in teaching Sped may have some influence on the performance of the teachers. In the same manner, this may also affect or influence the teaching-learning process in the classroom.

Table 8
Number of Years in Teaching SPED

Years in Teaching SPED	Frequency	Percentage (%)
15-19	1	2.00
10-14	3	6.00
5-9	17	34.00
4 and below	29	58.00
Total	50	100.00

Based on the data collected, the distribution of years in teaching SPED among the respondents is reflected in Table 8. Many respondents (58.00%) reported having 4 years of teaching experience in the field of SPED or less. This indicates that a significant portion of the teachers in the sample are relatively new to teaching in the special education domain. On the other hand, a smaller percentage of respondents have accumulated more years of experience in teaching SPED.

The results suggest that there may be a need for ongoing professional development and support for teachers who are relatively new to teaching SPED. Additionally, more experienced teachers could potentially serve as resources and mentors for their less experienced colleagues, contributing to the overall professional growth and effectiveness of the SPED teaching community.

Teaching experience is an important factor that can influence the effectiveness of SPED teachers and the quality of inclusive education practices. As teachers gain more experience, they develop a deeper understanding of the diverse needs of students with disabilities and become more proficient in implementing individualized instructional strategies. Experienced SPED teachers are often better equipped to create inclusive learning environments, adapt curriculum materials, and provide appropriate support to meet the unique needs of students with disabilities.

However, it is vital to emphasize that the influence of teaching experience on inclusive education practices extends beyond merely the number of years in the profession. This perspective of the researcher resonates with the understanding that the quality of professional development and ongoing support is equally pivotal. As noted by Brown & Miller (2019), teachers, including those with fewer years of experience, can exhibit effective inclusive practices when they have access to targeted training, mentoring, and collaborative opportunities that enhance their knowledge and skills in supporting students with disabilities. This viewpoint underscores the idea that effective preparation and ongoing support can empower educators at all stages of their careers to excel in fostering inclusive learning environments.

In the context of this study, the relatively high percentage of respondents with four years of teaching experience or less suggests a need for continued professional development and support for these teachers. Providing opportunities for training, mentorship programs, and collaborative learning can contribute to their professional growth and enhance their ability to implement inclusive education practices effectively. Additionally, more experienced SPED teachers within the sample can serve as valuable resources and mentors for their less experienced colleagues, fostering a culture of collaboration and knowledge sharing within the SPED teaching community.

Relevant Training and Seminars Attended

Seminars and training are important aspects of the professional growth of teachers. With these, teachers are updated with the recent knowledge and technology which are necessary in their teaching career.

Table 9 presents the distribution of relevant training and seminars attended by the respondents, highlighting the frequency and percentage for each category. It is evident that many respondents have participated in training courses ranging from 10 to 49 hours, with 42% attending seminars for 10-19 hours. This suggests a significant level of engagement and commitment to professional development among the respondents.

Table 9
Training and Seminars Attended

Hour	Frequency	Percentage (%)	Cumulative Frequency
50 hours and above	10	20.00	10
40-49 hours	10	20.00	20
30-39 hours	6	12.00	26
20-29 hours	2	4.00	28
10-19 hours	21	42.00	49
9 hours and below	1	2.00	50
Total	50	100.0	

Research emphasizes the importance of continuous professional development and training in the field of education. These activities contribute to enhancing teachers' knowledge, skills, and competencies, ultimately impacting their instructional practices and student outcomes (Desimone, 2009; Darling-Hammond et al., 2017).

Yuwono & Okech (2021) claimed, one of the outcomes in their study shows that having LwDs and OSNs in large courses is a significant problem for teachers *who are not well trained*. Another finding suggests that the way the curriculum is structured presents problems for teachers, making it difficult for them to know how to handle it. Additionally, it has been discovered that teachers struggle to control the typical class size (teacher-learner ratio). Additionally, it is discovered that the resources available in the classroom and the execution of policies for the education of LwDs and OSNs have a direct and

indirect impact on the instructors' influence in the classroom. Hence, relevant training and seminars must be afforded to teachers to cope with the changes in all aspects of the curriculum.

Furthermore, as revealed in the present study, the relatively high percentage of respondents who have attended trainings for 40 hours and above indicates a strong commitment to professional growth and staying updated with the latest research and practices in education. This level of engagement demonstrates a proactive approach to improving teaching effectiveness and fostering inclusive educational environments.

While acknowledging the importance of continuous professional development and training, it's essential to consider the nuances of their impact. The researcher would like to suggest that the effectiveness of these activities can vary based on various factors, including the quality of the training, the alignment with teachers' specific needs, and the support structures in place for implementation. Therefore, it's not merely the act of participating in professional development but the quality and relevance of such programs that ultimately determine their influence on instructional practices and student outcomes. Additionally, other factors, such as teacher motivation, the school's culture of learning, and broader systemic support, can also interact with professional development efforts, shaping their overall impact on education.

Future research could delve into evaluating the effectiveness of different training programs and their alignment with inclusive education principles, to further enhance professional development opportunities for teachers.

LEVEL OF IMPLEMENTATION OF INCLUSIVE EDUCATION IN TERMS OF IDENTIFIED VARIABLES

This section will focus on the respondents' perceptions of the level of implementation of inclusive education in terms of different aspects. The aspects include School leadership, Assessment, Provision of services, Curriculum modifications, and Family collaboration.

The data collected from the survey questionnaire, which asked the respondents to rate their perceptions using a Likert scale, were analyzed. Descriptive statistics were used to calculate the mean scores for each aspect, indicating the perceived level of implementation (e.g., always implemented, moderately implemented, implemented, seldom implemented).

School Leadership

There are five (5) statements related to some practices of school leaders.

As shown in Table 10, the statements related to school leadership in the implementation of inclusive education are presented along with the mean and standard deviation. The mean represents the average score for each statement, indicating the level of implementation. The standard deviation represents the measure of variability or dispersion around the mean score, providing insights into the consistency of implementation across the statements.

The findings suggest that the level of implementation of inclusive education practices around school leadership varies across the statements. Here is a breakdown of the analysis:

"The principal employ empowerment to teachers to work with all students to gain academic excellence" received a mean score of 2.66, indicating a *Moderately implemented level*. The standard deviation of 1.04 suggests some variability in the responses, implying that the implementation of this statement may vary among schools or principals.

"The principal carries out support in teachers' efforts to educate students with disabilities in an inclusive environment" obtained a mean score of 2.78, indicating a *Moderately implemented level* as well. The lower standard deviation of 0.93 suggests relatively less variability in responses compared to the first statement.

"The principal enacts activities to facilitate teachers' efforts to educate students with disabilities" received a mean score of 2.52, indicating a *Moderately implemented level*. The higher standard deviation of 1.23 suggests greater variability in the responses for this statement.

"The principal employ knowledge of instructional strategies and special education students' needs to increase student achievement" received a mean score of 2.50, falling within the *Implemented* category. The standard deviation of 0.93 suggests a relatively consistent level of implementation for this statement.

"The principal carries out shared decision making in the planning, implementation, and evaluation of programs for students with disabilities" obtained the highest mean score of 3.12, indicating a relatively higher level of implementation. The lower standard deviation of 0.82 suggests a higher level of consistency in the responses to this statement.

In summary, School leadership got an AVM of 2.72 or *Moderately Implemented* with sd of 0.99. The finding implies that school leaders may not have a complete grasp of IE implementation due to some prevailing factors. As indicated in the statements under leadership, it is manifested that there is more that the school leaders must do to have consistency in the IE implementation.

School leadership promotes the best education for all students, but notably for underprivileged kids, is the primary responsibility of school administrators (Precey, 2011 as cited by Lambrecht et al., 2022). To do this, the head of school must

enhance the motivation, abilities, and working circumstances of each employee considering the diversity of the student body (Amrhein, 2014 as cited by Lambrecht et al., (2022). The management of the teaching and learning program, understanding, and developing people, redesigning the organization, and building vision and setting directions are four sets of leadership qualities that seem to be effective, according to general research on school leadership. It is believed that those leadership teams will create a vision, define goals, and reorganize the organization (Leithwood et al., 2008, as cited by Lambrecht et al., 2022).

These findings offer valuable insights into the role of school leadership in implementing inclusive education practices, aligning with the principles of the Transformational Leadership theory. As demonstrated in the study by Lambrecht et al. (2022), this research confirms the theory's emphasis on empowering teachers and cultivating a supportive environment for inclusive education. Specifically, the positive association observed between shared decision-making processes in school leadership and the successful implementation of inclusive education practices supports the notion that inclusive education thrives in environments where teachers have a voice in decision-making, fostering collaboration and a shared commitment to meeting the diverse needs of students.

Table 10
School Leadership

Statement	Mean	Standard Deviation	Verbal Description
The principal employ empowerment to teachers to work with all students to gain academic excellence.	2.66	1.04	Moderately Implemented
The principal carries out support in teachers' efforts to educate students with disabilities in an inclusive environment.	2.78	0.93	Moderately Implemented
The principal enacts activities to facilitate teachers' efforts to educate students with disabilities.	2.52	1.23	Moderately Implemented
The principal employ knowledge of instructional strategies and special education students' needs to increase student achievement.	2.50	0.93	Implemented
The principal carries out shared decision making in the planning, implementation, and evaluation of programs for students with disabilities.	3.12	0.82	Moderately Implemented
Average Weighted mean (AWM)	2.72	0.99	Moderately Implemented
LEGEND:			
3.26 – 4.00	Always Implemented		
2.51 – 3.25	Moderately Implemented		
1.76 – 2.50	Implemented		

1.00 – 1.75 Less implemented

Assessment

Assessment is always a part of the teaching-learning process. This measures the performance of the learners in the lesson taught by the teachers.

Table 11 presents the mean scores and standard deviations for each statement related to the level of implementation of inclusive education in terms of assessment. The verbal description provides an interpretation of the mean scores, categorizing them into different levels of implementation.

The statement "Employs alternatives that may be considered, such as: portfolio assessment, project work, or continuous assessment" has the highest mean score of 3.30, indicating that it is "Always Implemented." This suggests that. Schools are actively incorporating alternative assessment methods, such as portfolios and project work, to accommodate diverse learners and promote inclusive practices. This practice must be sustained or even go beyond its extent.

The statement "Provides assessment tools in regard to characteristics of the interpersonal/social relation in the regular settings" has the lowest mean score of 2.22, categorizing it as "Implemented." This indicates that while there is some level of implementation, there is room for improvement in terms of addressing the interpersonal and social aspects of assessment within inclusive education practices. Schools are actively incorporating alternative assessment methods, such as portfolios and project work, to accommodate diverse learners and promote inclusive practices.

The standard deviations reflect the variability in responses for each statement. Higher standard deviations suggest greater variation in the level of implementation among schools regarding assessment practices in inclusive education.

One relevant theory that aligns with the importance of employing alternative assessment methods and providing inclusive assessment tools is the Universal Design for Learning (UDL) framework. UDL emphasizes the need for flexible and inclusive assessments that cater to diverse learners' strengths, needs, and preferences. By incorporating alternative outputs and modifying tests, educators can ensure that assessments are accessible to all students. This approach promotes equity and supports the principles of inclusive education (Meyer et al., 2014).

While acknowledging the relevance of the UDL framework in advocating for flexible and inclusive assessments, it is essential to recognize that the successful implementation of such approaches may encounter practical challenges. Adapting assessments to cater to diverse learners can be resource-intensive and may require significant teacher training and support. Moreover, the effectiveness of these adaptations may vary based on the specific needs of individual students. Therefore, while the UDL framework provides a valuable foundation, it is essential to consider the complexities of implementing inclusive assessment practices in diverse educational settings and to explore the best ways to balance flexibility with academic rigor in assessments.

The overall result on Assessment which is *Moderately implemented* must be given an importance by the school leadership. Policies must be reviewed, and all stakeholders should be a part of this undertaking. The process of assessment is integrated into learning. It is closely related to the curriculum and teaching methods. Assessment is a constant component of instruction, directing students' next actions, and monitoring progress and achievement as teachers and students work to meet curriculum objectives. For classroom assessments, teachers employ a variety of procedures and techniques that they then modify to meet the requirements of pupils. However, all of these could be successful if teachers are given the necessary support by the school leadership.

Table 11
Assessment

Statement	Mean	Standard Deviation	Verbal Description
Employ alternative outputs that may be considered, such as: portfolio assessment, project work, or continuous assessment.	2.98	0.98	Moderately Implemented
Perform test modification as opposed to exemption from testing for learners with special needs.	2.68	1.17	Moderately Implemented

Employs alternatives that may be considered, such as: portfolio assessment, project work, or continuous assessment.	3.30	0.84	Always Implemented
Provides assessment tools in regard with characteristics of the interpersonal/ social relation in the regular settings (regular pupils' attitudes and interaction)	2.22	1.06	Implemented
Execute assessment provides opportunities for students to express their learning in different modes and modalities.	2.86	1.05	Moderately Implemented
AWM	2.81	1.02	Moderately Implemented

Provision of Services

Presented in Table 12 are the mean scores and standard deviations for each statement related to the level of implementation of inclusive education in terms of the provision of services. The verbal description provides an interpretation of the mean scores, categorizing them into different levels of implementation.

Among the statements, "Administer sufficient material in order to be able to make appropriate accommodations for students with special needs" has the highest mean score of 3.22, indicating that it is "Moderately Implemented." This suggests that efforts are being made to provide adequate materials and resources to accommodate the diverse needs of students with disabilities.

The statement "Carry through modified general education to meet the needs of all students, including students with disabilities" has a mean score of 2.59, categorizing it as "Moderately Implemented." This indicates that there is some level of implementation in adapting general education to cater to the needs of students with disabilities, but there is room for improvement in ensuring comprehensive support.

In general, the findings reveal that the provision of services has been *Moderately Implemented*. This implies that as far as provision of services is concerned, the school authorities still have to do further assessment on what must be improved in the implementation of inclusive education. The standard deviations reflect the variability in responses for each statement. Higher standard deviations suggest greater variation in the level of implementation among schools regarding the provision of services for inclusive education.

The findings presented by Pappas et al. (2018) shed light on significant challenges faced by teachers when it comes to supporting students with disabilities, particularly in the context of access to educational resources. These challenges include inadequate government and parental support, a challenging work environment, and difficulties in meeting the diverse needs of students with disabilities, particularly in primary schools. The lack of collaboration with other teachers, special staff, and public or private entities further compounds these difficulties. Additionally, the issues of inadequate training, a shortage of teaching and learning materials, overcrowded classrooms, high teaching loads, limited time per class, and insufficient governmental and parental support are highlighted as substantial deterrents to effectively supporting students with disabilities.

Another relevant theory that aligns with the provision of services in inclusive education is the concept of Universal Design for Learning (UDL). UDL promotes the use of flexible instructional approaches and multiple means of representation, expression, and engagement to address the diverse needs of all learners, including those with disabilities. By implementing UDL principles, schools can enhance the provision of services and create inclusive learning environments that support the success of every student (CAST, 2018).

Aside from the UDL, other strategies in the implementation may be explored that may be appropriate for the concerned school. These strategies in the implementation of UDL may not be acceptable in one school due to some other factors. Nevertheless, to try is to succeed, as the saying goes

Table 12
Provision of Services

Statement	Mean	Standard Deviation	Verbal Description
Administer sufficient material to be able make appropriate accommodations for students with special needs.	3.22	0.82	Moderately Implemented
Carry through modified general education to meet the needs of all students including students with disabilities.	2.59	1.17	Moderately Implemented
Execute directive to students with severe/profound disabilities must benefit from the activities of a regular school.	2.63	1.07	Moderately Implemented
Although students may have multiple ways of communicating, a primary means of communication is identified and understood by others.	2.92	0.92	Moderately Implemented
Implement policy and/or law that students with disabilities are integrated into general educational programs and activities.	2.86	0.97	Moderately Implemented
AWM	2.84	0.99	Moderately Implemented

Curriculum Modifications

Curriculum modifications or revision are inevitable in every level of education due to the ever-changing technology which both teachers and students must live with.

Table 13 reveals the findings on this domain.

As shown, the implementation as to the different statements are varied. The statements "Provides changes in teaching procedure like simpler explanations, additional examples, or slowing the instructions" and "Employ standard curriculum objectives so that they are functionally relevant to the demands of real-life settings" both have mean scores above 3, indicating that they are "Always Implemented."

Table 13
Curriculum Modifications

Statement	Mean	Standard Deviation	Verbal Description
Enforce student with an IEP works with all the other students in the classroom participating in the activity when possible but, with a different learning objective from the other students.	2.04	1.18	Implemented
Carry out material or environmental changes to utilized so that participation in the general education curriculum by the student with the IEP may occur.	2.22	1.09	Implemented
Provides changes in teaching procedure like simpler explanations, additional examples or slowing the instructions.	3.30	0.74	Always Implemented
Employ standard curriculum objectives so that they are functionally relevant to the demands of real-life settings.	3.28	0.78	Always Implemented
Administer priorities according to the strengths, needs, and circumstances of the learners and the nature of the disability.	3.14	0.88	Moderately Implemented
AWM	2.80	0.93	Moderately Implemented

This highlights the consistent implementation of modifications in teaching procedures and the alignment of curriculum objectives with real-life demands. The statement which says: "Enforce student with an IEP works with all the other students in the classroom participating in the activity when possible but with a different learning objective from the other students" has a mean score of 2.04, indicating that it is "Implemented." This suggests that efforts are being made to ensure the involvement of students with Individualized Education Programs (IEPs) in classroom activities with adjusted learning objectives.

The indicator which reads: "Carry out material or environmental changes to be utilized so that participation in the general education curriculum by the student with the IEP may occur" has a mean score of 2.22, also categorizing it as

"Implemented." This implies that steps are being taken to modify materials or the environment to enable the inclusion of students with IEPs in the general education curriculum.

The statement "Administer priorities according to the strengths, needs, and circumstances of the particular learners and the nature of the disability" has a mean score of 3.14, indicating it is "Moderately Implemented." This suggests that while efforts are being made to prioritize the individual needs of learners with disabilities, there is room for further improvement.

Overall result on Curriculum modifications revealed that this was *Moderately implemented* with AWM of 2.80. This implies that as far as this aspect is concerned, less has been done in order to improve the implementation of IE to improve the teaching-learning process of the learners.

In the study of Adewumi et al. (2017), it was discovered that due to the size of the classrooms and a lack of training, some teachers were not modifying the curriculum to fit the requirements of all students. This result runs counter to the rights-based approach, which contends that curriculum modifications are necessary to accommodate students with special needs (Polat 2011; Tomaevski 2004, as cited by Adewumi et al., 2017). Given that societal issues and requirements are constantly changing, curricula should be flexible and adaptable. Instead of having students fit into the curriculum, the rights-based approach considers generating suitable curricular changes to align with learners' requirements (Polat 2011; Tomaevski 2004, as cited by Adewumi et al., 2017). The strategy emphasizes how teachers can treat SEN and accommodate diversity.

Additionally, one relevant strategy that may help in the context of curriculum modifications for inclusive education is the concept of Differentiated Instruction (DI). DI places a strong emphasis on modifying content, procedure, and results in accordance with each student's unique learning profile, interests, and skills. By putting DI methods into practice, educators may help children with disabilities be included in the classroom and succeed academically (Tomlinson, 2017).

The researcher agrees with Tomlinson's DI concept in the implementation of inclusive education. The fact that learners have varied capabilities, call for this strategy to answer to the needs of diverse learners in the classroom may be considered.

Family Collaboration

Table 14 reveals the mean scores and standard deviations for each statement related to the level of implementation of inclusive education in terms of family collaboration.

Table 14
Family Collaboration

Statement	Mean	Standard Deviation	Verbal Description
Provide information on how to structure children's learning at home (e.g. how to help with schoolwork, monitor child's progress at school).	2.46	1.20	Implemented
Give information about community agencies to support children's and family needs.	3.42	0.78	Always Implemented
Conduct workshops to provide information (e.g., how to structure children's learning at home, "how to's" for parents, child development, and how schools' function).	2.30	1.25	Implemented
Employ print materials, books, or tapes on how to	2.80	1.01	Moderately Implemented

talk to children about schoolwork and what they are learning at school to parents.

Deploy homework hotline for parents to ask questions about assignments.

3.52

0.65

Always Implemented

AWM**2.90****0.98****Moderately Implemented**

As shown in Table 14, family collaboration got an AWM 2.90 or Moderately Implemented, however, two statements were perceived as Always Implemented. The indicators which read "Give information about community agencies to support children's and family needs" and their "Deploy a homework hotline for parents to ask questions about assignments", are categorized as "Always Implemented", with weighted means of 3.42 and 3.52 respectively. In this aspect, it implies a consistent provision of information about community agencies that can support the needs of children and families, promoting collaboration and access to additional resources. Furthermore, this indicates the consistent availability of a homework hotline to facilitate communication between parents and educators regarding assignments.

Other statements found to have been "Implemented." suggest that efforts are being made to provide parents with information on supporting their children's learning at home.

The statement reads: "Conduct workshops to provide information on various topics for parents, including structuring children's learning at home, child development, and how schools function" has a mean score of 2.30, indicating that it is "Implemented." This implies that workshops are organized to educate parents on relevant topics related to their children's education, however, finding implies that more workshops must be given to parents to provide them the needed information or knowledge about curriculum implementation. This will boost their interest in partnering with teachers in the education of their child.

In the context of family collaboration in inclusive education, the theory of family-school partnerships comes in. This theory emphasizes the importance of building positive relationships and collaboration between families and schools to support student success. Research suggests that when families are actively involved in their children's education, students have better academic achievement, improved social-emotional development, and increased school engagement (Henderson & Mapp, 2002).

In any educational institution, the success of the learners depends on the collaboration of the different stakeholders. The school must reach out to the parents or families and lay out their roles as partners in educating their child.

The study conducted by Medrano et al. (2022) underscores the importance of requiring family participation, especially among the most vulnerable families, in the educational process. This perspective aligns with the recognition that family involvement can significantly impact children's socioemotional development. The study emphasizes the crucial role of establishing effective lines of communication and relationships between families and schools, a point particularly relevant in today's era of globalization. In a globalized world, building cooperative and reliable ties between parents and teachers is indeed essential. These connections are vital for providing children with the support they need to reach their full potential in their educational journey.

Summary on the Level of Implementation of Inclusive Education

The level of implementation of inclusive education across different domains was examined in this study, focusing on school leadership, assessment, provision of services, curriculum modifications, and family collaboration.

Table 15 presents the summary of the level of implementation of inclusive education across these different domains.

Table 15
Summary on the Level of Implementation of Inclusive Education

Level of Implementation Domain	Mean	Standard Deviation	Verbal Description
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School Leadership	2.72	0.99	Moderately Implemented
Assessment	2.81	1.02	Moderately Implemented
Provision of Services	2.84	0.99	Moderately Implemented
Curriculum Modifications	2.80	0.93	Moderately Implemented
Family Collaboration	2.90	0.98	Moderately Implemented
AWM	2.81	0.98	Moderately Implemented
LEGEND:	3.26 – 4.00	Always Implemented	
	2.51 – 3.25	Moderately Implemented	
	1.76 – 2.50	Implemented	
	1.00 – 1.75	Less implemented	

The findings indicate that the overall mean scores for each domain range from 2.72 to 2.90, suggesting a *Moderately Implemented* level of inclusive education across these areas. This suggests that while inclusive practices are present to some extent, there is still room for improvement in fully embracing inclusive education principles. The standard deviations range from 0.93 to 1.02, indicating some variation in the level of implementation within each domain.

In terms of school leadership, the mean score of 2.72 indicates a moderately implemented level. This implies that there is some effort in promoting inclusive practices through leadership initiatives, but further improvements can be made to fully empower teachers and create a supportive environment for inclusive education. One possible explanation for this finding is that there might be a need for more training and professional development for school leaders to enhance their understanding of inclusive education theories and strategies.

Farrell and Ainscow (2002) emphasize the significance of effective leadership in promoting inclusive practices. They highlight the need for collaborative approaches among school leaders to empower teachers and create a supportive environment for inclusive education. This supports the moderately implemented level of inclusive education in terms of school leadership found in this study.

Regarding assessment practices, the mean score of 2.81 suggests a moderately implemented level. This indicates that there is recognition of the importance of inclusive assessment methods, such as alternative outputs and test modifications for students with special needs. However, there is still a need for more consistent implementation of these practices to ensure that assessment approaches truly accommodate the diverse needs of all students.

Florian and Black-Hawkins (2011) explore inclusive pedagogy and its impact on student learning. Their research emphasizes the importance of teacher training and support in implementing inclusive practices effectively. Considering the moderately implemented level of inclusive education in terms of assessment, it suggests that there is room for further professional development and support for teachers in adapting assessments to meet the needs of diverse learners (Pijl, Frostad, & Flem, 2009).

In terms of the provision of services, the mean score of 2.84 reflects a moderately implemented level. This implies that efforts have been made to administer appropriate accommodation and support students with special needs. However, further attention may be needed to ensure that all students receive the necessary resources and support to fully participate in the general education curriculum.

The provision of services is a crucial aspect of inclusive education. Slee (2011) discusses the barriers and challenges to inclusive education, emphasizing the need for policy changes, teacher development, and community collaboration. The moderately implemented level of inclusive education in terms of provision of services suggests the need for further efforts to ensure that appropriate accommodations and supports are provided to students with diverse needs.

The mean score of 2.80 in the domain of curriculum modifications suggests a moderately implemented level. This indicates that there are efforts to adapt the curriculum to meet the needs of students with disabilities. However, there is room for improvement in ensuring that curriculum objectives are functionally relevant and promote real-life skills and experiences.

In terms of curriculum modifications, employing standard curriculum objectives that are functionally relevant to real-life settings is essential (UNESCO, 2019). The finding of a moderately implemented level of inclusive education in this domain indicates the importance of ongoing curriculum adaptation to ensure meaningful participation and learning for all students.

Family collaboration, with a mean score of 2.90, indicates a moderately implemented level. This suggests that efforts have been made to involve families in the education process and provide them with information and support. However, there may be opportunities to further strengthen partnerships between schools and families to enhance student outcomes and promote a more inclusive educational environment.

Family collaboration plays a vital role in inclusive education. Providing information and support to families can enhance their involvement in their child's education (Farrell & Ainscow, 2002). The moderately implemented level of inclusive education in terms of family collaboration suggests the need for increased efforts to engage and empower families in supporting their child's learning and development.

The findings presented, along with insights from related studies and literature, provide a comprehensive view of the progress in implementing inclusive education practices. They underscore the positive steps taken in this direction while also highlighting the ongoing need for improvement across various domains. Notably, the emphasis on areas such as teacher training, curriculum adaptations, and family involvement aligns with existing research and theories, emphasizing the importance of empowering teachers, fostering a supportive environment, and promoting collaboration among stakeholders in inclusive education, as demonstrated by studies like Avramidis & Norwich (2002) and UNESCO (2017). Addressing these areas of focus can indeed contribute significantly to enhancing inclusive education practices and advancing equitable learning opportunities for all students.

LEVEL OF ESSENTIAL PRACTICES ON THE IMPLEMENTATION OF INCLUSIVE EDUCATION

This section focuses on the level of essential practices in the implementation of inclusive education. It examines several key aspects that play a crucial role in promoting inclusive education within schools. The aspects covered include assessment, curriculum, instruction and support, professional development, family-school relationship, and school leadership.

The data for this analysis were obtained through surveys and questionnaires administered to teachers and other relevant stakeholders involved in inclusive education. The respondents were asked to provide their perceptions and insights on the implementation of inclusive education practices in these specific areas. The responses were then analyzed to determine the level of implementation and identify any significant differences or patterns among the respondents.

The analysis and interpretation of the tables will provide valuable insights into the current state of essential practices in inclusive education and highlight areas for improvement. This information will contribute to the ongoing efforts to enhance inclusive education initiatives and ensure that all students have equal access to quality education.

Assessment

Table 16 reveals an overall *Moderately Practiced* level of the essential practices in the implementation of inclusive education in terms of assessment. Among the specific practices, the highest mean score is observed for "Work out in pupil's difficulty communicating, assessment tools and strategies accordingly, and assessment results are qualified accordingly" with a mean of 3.54, indicating that this practice is *Always Implemented*. This suggests that efforts are made to address communication challenges and adapt assessment approaches to meet the diverse needs of students. These findings are consistent with the emphasis on individualized assessment practices in inclusive education, which recognizes the importance of accommodating students' unique abilities and circumstances (Sapon-Shevin, 2003).

The practice of "Work on pupils to receive grades that reflect 'personal best' achievement and improvement" also demonstrates a high weighted mean of 3.42, indicating that it is consistently implemented. This practice aligns with the focus on recognizing and celebrating students' progress and growth rather than solely comparing them to their peers (Mandinach & Chu, 2000). It reflects an inclusive approach that values individual achievements and promotes a positive learning environment.

Table 16
Assessment

Statement	Mean	Standard Deviation	Verbal Description
Pupils assess their own work against learning objectives.	3.16	0.65	Moderately Practiced
Exercise assessment			

reports reflecting students' abilities and needs rather than deficits.	2.96	0.91	Moderately Practiced
Work on pupils to receive grades that reflect "personal best" achievement and improvement.	3.42	0.78	Always Practiced
Work out in pupil's difficulty communicating, assessment tools and strategies to accordingly, and assessment results are qualified accordingly.	3.54	0.68	Always Practiced
Prepare variety of assessment methods to provides useful insights about students' progress.	3.02	1.00	Moderately Practiced
AWM	3.22	0.80	Moderately Practiced

LEGEND:	3.26 – 4.00	Always Practiced
	2.51 – 3.25	Moderately Practiced
	1.76 – 2.50	Practiced
	1.00 – 1.75	Less Practiced

The remaining practices, "Pupils assess their own work against learning objectives" and "Prepare a variety of assessment methods to provide useful insights about students' progress," both exhibit moderate levels of implementation with mean scores of 3.16 and 3.02, respectively. These practices highlight the importance of engaging students in self-assessment and employing diverse assessment methods to gain comprehensive insights into their learning (Black & Wiliam, 1998; Gipps, 2005). However, there is room for improvement to ensure more consistent implementation in these areas.

The importance of improving the implementation of inclusive assessment practices for promoting student engagement, self-reflection, and meaningful feedback is a valid and well-supported point. The suggestion that professional development programs and collaborative efforts among educators can significantly contribute to enhancing understanding and effective utilization of inclusive assessment practices is in alignment with the existing body of research. Pijl & Meijer (2011) indeed emphasize the critical role of professional development and collaboration in deepening educators' grasp of inclusive assessment practices. By addressing these aspects, it is possible to create a more inclusive educational environment that fosters student engagement, self-reflection, and provides valuable feedback to all learners.

The assessment of student learning is crucial because it gives instructors and students essential information about how well students are achieving the learning objectives of the course. Grant Wiggins and Jay McTighe provide a framework for classroom instruction—what they refer to as "Backward Design"—in their book *Understanding by Design* that emphasizes the importance of evaluation. According to Wiggins and McTighe (as cited by Fisher, 2023), assessment permits instructors to choose the criteria for gauging student performance in and knowledge of the course's learning objectives. They argue that assessment provides the evidence needed to demonstrate and verify that meaningful learning has occurred in the classroom. Because assessment is crucial to their pedagogical design, their methodology "encourages instructors and curriculum planners to first 'think like an assessor' before planning" (Fisher, 2023).

In conclusion, assessment of learning cannot be set aside from the teaching-learning process.

Curriculum, Instruction and Support

Table 17 presents the level of essential practices on the implementation of inclusive education in terms of curriculum, instruction, and support. The findings indicate that the essential practices related to curriculum, instruction, and support are always practiced, with mean scores ranging from 3.30 to 3.72 are *Always Practiced*.

The findings imply that all stakeholders are working collaboratively in coming up with the best practices as far as curriculum, instruction and support is concerned. This practice is a good manifestation of support for inclusive education for the betterment of the learners.

Table 17
Curriculum, Instruction and Support

Statement	Mean	Standard Deviation	Verbal Description
Execute common core state standards for all students.	3.60	0.57	Always Practiced
Carry out learning styles of all students in the class using visual, tactile, and kinesthetic materials and experiences.	3.46	0.54	Always Practiced
Go through supports related to challenging behavior focus on improving quality of life and on teaching new skills, rather than on punishment.	3.54	0.54	Always Practiced
Work on supports related to challenging behavior focus on improving quality of life and on teaching new skills, rather than on punishment.	3.30	0.81	Always Practiced
Prepare a variety of accessible formats including written information at appropriate reading levels, and using multiple, symbolic representations (e.g., video, picture/symbols, actual objects, demonstrations, orally, etc.).	3.72	0.50	Always Practiced
AWM	3.52	0.59	Always Practiced

The findings indicate that the overall mean scores for each domain range from 2.72 to 2.90, suggesting a *Moderately Implemented* level of inclusive education across these areas. This suggests that while inclusive practices are present to some extent, there is still room for improvement in fully embracing inclusive education principles. The standard deviations range from 0.93 to 1.02, indicating some variation in the level of implementation within each domain. Perceived to be *Always Practiced* indicates a high level of implementation in these areas, highlighting the commitment to inclusive education principles.

The findings presented in the study align seamlessly with the fundamental principles of inclusive education. These principles emphasize the importance of employing a wide array of instructional strategies, accommodations, and supports to effectively address the unique learning needs of all students, as highlighted by Siperstein et al. (2011). The practice of

utilizing various accessible formats for instruction and assessment resonates particularly well with the core concept of providing multiple means of representation to accommodate diverse learning styles and abilities. This alignment underscores the critical role of inclusive practices in ensuring equitable educational opportunities for all learners.

It is noteworthy to mention that statement which says, "Prepare a variety of accessible formats including information at appropriate reading levels, and using multiple, symbolic representations (e.g., video, pictures/symbols, actual objects, demonstrations, orally, etc.)". This got the highest mean of 3.72 or *Always Practiced*. This implies that teachers really spent their time on this aspect as they consider this the most important factor that contributes to the effective teaching-learning process.

This finding is supported by Sediyan et al. (2017) in their study which states that courses Competency in Teaching, teachers can benefit from development (PKM) that includes audiovisual multimedia competences and self-reflection, instructing kids on special education with disabilities and children with special needs. Moreover, Media that can be seen as well as heard is referred to as audio-visual media, hence students are motivated to learn more about the subject. The media that convey messages are audiovisual, a kind of expression that can only be heard and can inspire the listener's imagination. On the other hand, platforms that are projected can capture every activity in both still and moving photographs are also interesting to the learners (Sedivani et al., 2017).

Overall, the results suggest that educators are implementing essential practices related to curriculum, instruction, and support in the context of inclusive education. This indicates a positive effort to provide a diverse and inclusive learning environment that supports the needs of all students. However, further research and ongoing professional development are necessary to continuously improve and refine these practices to ensure the highest quality of inclusive education.

Professional Development

Table 18 presents the level of essential practices on the implementation of inclusive education in terms of professional development.

Table 18
Professional Development

Statement	Mean	Standard Deviation	Verbal Description
Go through professional development related to inclusive education as an integral component within school/district improvement goals.	3.24	0.69	Moderately Practiced
Run through school schedules to designed in such a way that regularly scheduled time is provided for general and special educators to collaborate around common professional development opportunities.	3.28	0.83	Always Practiced
Exercise professional development addresses both content-specific knowledge (e.g., behavior, academics) and the principles and practices of inclusive education.	3.30	0.65	Always Practiced
Work out professional			

development as embedded in the daily work of teaching and learning activities and cultivated by a community that includes mentors, colleagues, coaches, and administrators.	3.76	0.52	Always Practiced
Rehearse school/district must provide the necessary time and professional development to address school and district school improvement goals.	2.84	1.13	Moderately Practiced
AWM	3.28	0.76	Always Practiced

As shown in Table 18, all statements related to professional development were perceived to have been *Always Practiced*. This suggests a strong emphasis on professional development that aligns with the principles and practices of inclusive education.

The findings presented in the study are consistent with the existing literature on inclusive education, reinforcing the significance of continuous professional development for educators in effectively implementing inclusive practices, as noted by Pijl & Meijer (2011). It is widely acknowledged that effective professional development programs play a crucial role in equipping teachers with the essential knowledge, skills, and strategies needed to address the diverse needs of students in inclusive educational settings. This alignment underscores the importance of investing in ongoing teacher training to create an inclusive and equitable learning environment.

In support of Pijl & Meijer (2011), professional development must be a continuing practice of everyone, not only those working in educational agencies but other stakeholders who are part of the education of children.

In support of this finding, the outcomes of the study of Chitiyo et al. (2019) showed that in inclusive classrooms, teachers felt unprepared to instruct children with impairments. Nearly all the participants said it was crucial to continue their professional development. Additionally, the teachers were able to rank the importance of each issue offered to them after recognizing its importance. rank the themes to show what they thought was most crucial. Moreover, a slim majority of the teachers supported teaching kids with impairments alongside their peers.

Furthermore, the practice of "Rehearse school/district must provide the necessary time and professional development to address school and district school improvement goals" was perceived to be moderately practiced. This indicates a potential area for improvement, as allocating sufficient time and resources for professional development is essential for enhancing inclusive education practices.

Overall, the results suggest a positive focus on professional development related to inclusive education. Educators recognize the importance of ongoing learning and collaboration to improve their knowledge and skills in inclusive practices. However, efforts should be made to ensure that professional development is adequately supported and integrated into the daily work of teaching and learning.

Family-School Relationship

Table 19 presents the level of essential practices on the implementation of inclusive education in terms of family-school relationships.

The findings suggest a mixed level of implementation in this domain, with mean scores ranging from 2.44 to 3.60. The standard deviation values indicate a moderate level of variation in the responses. As reflected in Table 19, Family-school relationship got an AWM of 3.13 or *Moderately Practiced*.

Table 19
Family-School Relationship

Statement	Mean	Standard Deviation	Verbal Description
Carry out family priorities as reflected in annual goals on students' IEPs.	3.18	0.68	Moderately Practiced
Acquainted that families must positively acknowledge educators' efforts and educators positively acknowledge families' efforts on behalf of their children.	3.42	0.67	Always Practiced
Families are run through with information about resources for building their own leadership and advocacy skills relative to their children's education.	2.44	1.05	Practiced
Train families with attend case-management meetings or curriculum planning meetings on a regular basis and during days, times, and locations convenient for families.	3.00	0.78	Moderately Practiced
Go over in families to provide with information and referral to community-based services related to healthy family functioning.	3.60	0.49	Always Practiced
AWM	3.13	0.74	Moderately Practiced

The practice of "Go over in families to provide information and referral to community-based services related to healthy family functioning" got the highest mean of 3.60 or *Always Practiced*, indicating a focus on connecting families with community resources that support their overall well-being.

The practice of "Acquainted that families must positively acknowledge educators' efforts and educators positively acknowledge families' efforts on behalf of their children", as reflected in the study's mean score of 3.42, aligns well with the principles of fostering positive relationships in inclusive education. The strong emphasis on this practice underscores the commitment to building effective partnerships between families and schools, a key factor in promoting student success, as emphasized by Sapon-Shevin (2003). These findings highlight the recognition of the collaborative nature of inclusive education and the value placed on cooperation and mutual respect between all stakeholders involved in a child's education.

The practices of "Carry out family priorities as reflected in annual goals on students' IEPs" and "Train families to attend case-management meetings or curriculum planning meetings on a regular basis and during days, times, and locations convenient for families" were perceived to be *Moderately Practiced with weighted means of 3.18 and 3.0 respectively*. This suggests the need for further attention and improvement in these areas. Inclusive education practices should involve meaningful collaboration and shared decision-making between families and educators to ensure that students' individual needs and goals are addressed (Harry & Kalyanpur, 2014).

The practice of "Families are run through with information about resources for building their own leadership and advocacy skills relative to their children's education" got the lowest mean of 2.44 was perceived to be *Practiced*. This indicates that while efforts are made to provide families with information, there is room for improvement in empowering

families to develop their leadership and advocacy skills. Supporting families in becoming effective advocates for their children's education is essential for inclusive education (Turnbull & Turnbull, 2001).

In summary, while there are areas of strength in the implementation of family-school relationships in inclusive education, there is also a need for improvement in certain practices. Enhancing collaboration, providing support and resources for families, and promoting meaningful engagement are key aspects of effective family-school partnerships in inclusive education.

School Leadership

Table 20 presents the level of essential practices on the implementation of inclusive education in terms of school leadership. The mean scores for each statement were calculated to assess the perceived level of practice. The findings indicate a moderate level of implementation in this domain, with mean scores ranging from 2.88 to 3.02. The standard deviation values suggest a moderate level of variation in the responses.

Table 20
School Leadership

Statement	Mean	Standard Deviation	Verbal Description
The principal exercise encourages and teachers' support development and continuous learning.	3.02	1.02	Moderately Practiced
The principal carries out supports and works directly with teachers who are challenged by teaching method and delivery.	2.94	1.17	Moderately Practiced
The principal work on encouragement for teachers to coordinate, collaborate and cooperate with each other.	2.88	1.15	Moderately Practiced
The principal seeks to promote parent involvement in school's activity.	2.90	1.23	Moderately Practiced
The principal exercise communication in vision of the school to teaching staff.	3.02	1.22	Moderately Practiced
AWM	2.95	1.16	Moderately Practiced

The perception that the practice of "The principal exercise encourages, and teachers' support development and continuous learning" is *Moderately Practiced*, as reflected in the highest weighted mean of 3.02, aligns with the well-established importance of principals in fostering a culture of professional growth. The emphasis on this practice underscores the critical role of school leaders in promoting ongoing teacher development and cultivating a supportive educational environment. This perspective resonates with the research findings of Leithwood et al. (2004), which emphasize the significance of school leaders in providing instructional leadership and creating conditions that enable teachers to excel in

their roles. It reaffirms the pivotal role of principals in shaping a school's educational climate and ensuring the continuous growth of its teaching staff.

Moreover, another practice of the principal which got a weighted mean of 3.02 or Moderately Practiced is "The principal exercises communication of the school's vision to teaching staff" received a moderately practiced rating. Effective communication of the school's vision is essential for aligning teachers' efforts and promoting a shared understanding of goals. Principals should effectively communicate the vision and provide clarity to support teachers in implementing inclusive practices (Fullan, 2001).

The practice of "The principal carries out support and works directly with teachers who are challenged by teaching method and delivery" was also perceived to be moderately practiced. This suggests the need for further attention to supporting teachers who require assistance in instructional practices. Effective school leaders should provide targeted support and professional development to help teachers meet the diverse needs of students (Hattie, 2012).

The practice of "The principal works on encouragement for teachers to coordinate, collaborate, and cooperate with each other" received a moderately practiced rating. Collaboration among teachers is crucial for implementing inclusive education effectively. Principals play a vital role in fostering a collaborative culture where teachers can share expertise and work together to support all students (Pijl & Meijer, 2011).

The practice of "The principal seeks to promote parent involvement in school's activity" was also perceived to be moderately practiced. Inclusive education recognizes the importance of involving parents in decision-making and creating partnerships between home and school. Principals should actively engage parents and create opportunities for their meaningful involvement (Epstein, 2001).

In summary, while there are efforts being made in the implementation of inclusive education in terms of school leadership, there is room for improvement in certain areas. Enhancing support for teachers, promoting collaboration, engaging parents, and effective communication are crucial for effective school leadership in inclusive education.

Summary on the Essential Best Practices of Teachers in the Implementation of Inclusive Education

The summary table, Table 21, presents the mean scores and standard deviations for each domain of essential best practices in the implementation of inclusive education by teachers.

The mean score for assessment practices is 3.22, indicating a moderately practiced level. This suggests that teachers are making efforts to involve students in self-assessment, use assessment reports that focus on students' abilities and needs, and adapt assessment tools for effective communication. However, there is room for improvement in implementing a variety of assessment methods and ensuring that assessment results are qualified accordingly.

Table 21
Summary on the Level of Essential Practices on the Implementation of Inclusive Education

Level of Essential Practices	Mean	Standard Deviation	Verbal Description
Assessment	3.22	0.80	Moderately Practiced
Curriculum, Instruction, and Support	3.52	0.59	Always Practiced
Professional Development	3.28	0.76	Always Practiced
Family-School Relationship	3.13	0.74	Moderately Practiced
School Leadership	2.95	1.16	Moderately Practiced
AWM	3.22	0.81	Moderately Implemented
LEGEND:	3.26 – 4.00	Always Practiced	
	2.51 – 3.25	Moderately Practiced	
	1.76 – 2.50	Practiced	
	1.00 – 1.75	Less Practiced	

The mean score for curriculum, instruction, and support practices is 3.52, indicating that these practices are always practiced to a higher degree compared to other domains. This suggests that teachers are effectively implementing common core state standards, incorporating diverse learning styles, providing support for challenging behaviors, and using accessible

formats. These practices reflect a strong commitment to inclusive education and align with research emphasizing the importance of differentiated instruction and individualized supports (Pijl & Meijer, 2011).

The mean score for professional development practices is 3.28, indicating an always practiced level. This suggests that teachers are actively engaging in professional development related to inclusive education, addressing both content-specific knowledge and inclusive principles and practices. The emphasis on embedded professional development within the daily work of teaching and learning is a positive aspect. Ongoing professional development is crucial for teachers to enhance their knowledge and skills in meeting the diverse needs of students (Sapon-Shevin, 2003).

The mean score for family-school relationship practices is 3.13, indicating a moderately practiced level. This suggests that teachers are making efforts to involve families in goal setting and acknowledge their contributions. However, there is a need to provide families with information and resources for building their leadership and advocacy skills and ensure convenient meeting schedules. Enhancing family-school partnerships is essential for promoting student success and well-being (Epstein, 2001).

The mean score for school leadership practices is 2.95, indicating a moderately practiced level. This suggests that there is room for improvement in the leadership aspects related to teacher support, collaboration, parent involvement, and communication of the school's vision. Effective school leadership is crucial for creating a supportive environment and fostering inclusive practices (Leithwood et al., 2004).

Overall, the implementation of essential best practices in inclusive education by teachers is *Moderately Implemented*, with an average weighted mean of 3.22. While certain domains, such as curriculum, instruction, and support, and professional development, are more strongly practiced, areas such as school leadership and family-school relationship could benefit from further attention and improvement.

SIGNIFICANT DIFFERENCE IN THE PERCEPTION ON THE LEVEL OF IMPLEMENTATION OF INCLUSIVE EDUCATION IN TEACHING LESSONS WHEN GROUPED ACCORDING TO RESPONDENTS' PROFILE

The successful implementation of IE practices plays a crucial role in ensuring equitable and quality education for LSENs. Understanding the perceptions of educators regarding the level of implementation of IE is essential in identifying areas that require improvement and enhancing the overall educational experience for LSENs. This section of the dissertation examines the significant differences in perception on the implementation of IE in teaching lessons when grouped according to various respondent profiles.

By examining the significant differences in perception across these various respondent profiles, this part of the study aims to provide a comprehensive understanding of how different factors may shape educators' views on the implementation of IE in teaching lessons. These findings contribute to the existing literature on inclusive education and inform strategies for enhancing the implementation of IE practices to meet the diverse needs of LSENs.

The following tables present the findings related to different respondent profiles, including age, gender, civil status, highest educational attainment, specialization, number of years in teaching, number of years in teaching special education (SPED), and relevant training and seminars attended. Each table explores the significant differences in perception scores among the respective respondent groups.

In the ANOVA results tables, the p-value represents the probability of observing the obtained F-value. A smaller p-value (less than 0.05) suggests stronger evidence to reject the null hypothesis. The F-value is used to compare the variability between groups to the variability within groups. A larger F-value suggests a greater difference between groups relative to the variability within groups. If the obtained F-value is greater than the critical F-value, it indicates a significant difference between groups.

Level of Implementation of IE in teaching LSENs and Respondents' Age

Inclusive Education (IE) aims to provide equitable opportunities for learners with special educational needs (LSENs) by integrating them into mainstream classrooms. Understanding how different age groups perceive the implementation of IE is crucial for developing effective strategies and interventions. This part of the study investigates the significant difference in perception on the implementation of IE when respondents are grouped according to their age.

The ANOVA test was conducted to examine the significant difference in perception scores on the implementation of IE when respondents were grouped according to their age. Since the p-value of 0.29 is more than the significance level of 0.05, we accept the null hypothesis. And since the obtained F-value of 1.27 is less than the critical F-value, it further supports that there was no significant difference between the age groups.

Table 22
Level of Implementation of IE and Respondents' Age

Age Range	Mean Perception Score	Standard Deviation	Verbal Description
50 and above	2.72	0.49	Moderately Implemented
45-49	3.17	0.49	Moderately Implemented
40-44	2.85	0.48	Moderately Implemented
35-39	2.57	0.42	Moderately Implemented
30-34	3.30	0.47	Always Implemented
25-29	2.29	0.00	Implemented
24 and below	3.20	N/A	Moderately Implemented
AVERAGE	2.89	0.39	Moderately Implemented

ANOVA Results:

Source of Variation	SS	df	MS	F	P-value	F crit	Decision	Result
Between Groups	1.13	6	0.19	1.27	.29	2.37	Accept H_0	Not significant
Within Groups	8.16	53	0.15					
Total	9.29							

The mean perception scores ranged from 2.29 to 3.30, with an average score of 2.89. Based on the verbal descriptions, the perception of the implementation of IE was categorized as "Moderately Implemented" across all age groups. This suggests that respondents generally viewed the implementation of IE as moderately effective, regardless of their age.

Literature supports the notion that perception of inclusive practices can be influenced by various factors such as personal experiences, training, and cultural beliefs (Brown & Henderson, 2016). However, no significant age-related differences were observed in this study. This finding aligns with Social Role Theory (Eagly, 1987), which suggests that individuals' roles in society, including age-related roles, may not significantly impact their perceptions in this context.

While the finding of consistent perceptions of moderately effective implementation of IE across age groups is notable, it's essential to consider that the interpretation of "moderate" effectiveness may vary among individuals. Some respondents within each age group may perceive moderate implementation differently, which could impact their expectations and satisfaction levels. Additionally, while age-related roles may not be the primary determinant of perceptions, other factors such as prior experiences and the specific context of the study may still contribute to variations in respondents' viewpoints. Therefore, while this study suggests a general alignment in perceptions, it's crucial to continue exploring the multifaceted influences on individuals' perceptions of inclusive education to gain a more comprehensive understanding.

Level of Implementation of IE and Respondents' Gender

The perception of the implementation of Inclusive Education (IE) in teaching learners with special educational needs (LSENs) can vary among individuals. This part of the study explores whether there is a significant difference in perception when respondents are grouped according to their gender. Understanding potential gender-based differences can provide insights into the effectiveness of inclusive practices and inform targeted interventions.

The ANOVA test was conducted to examine the significant difference in perception scores on the implementation of IE when respondents were grouped according to their gender. Since the p-value of 0.82 is more than the significance level of 0.05, the null hypothesis is accepted. And since the obtained F-value of 0.05 is less than the critical F-value, it further supports that there was no significant difference in perception between female and male.

Table 23 shows that the mean perception scores for female and male respondents were 2.91 and 2.96, respectively, with an overall average score of 2.94. The data indicates that both genders generally perceived the implementation of IE as moderately effective, as per provided by the verbal description.

This convergence in perceptions aligns with the theory of Social Role by Eagly (1987), which suggests that individuals' gender roles can influence their attitudes and perceptions. However, in the context of this study, the absence of significant gender-based differences in the perception of inclusive education implies that factors other than gender, such as individual experiences and contextual influences, may hold more sway in shaping perceptions of IE implementation.

Table 23
Level of Implementation of IE and Respondents' Gender

Gender	Mean Perception Score	Standard deviation	Verbal Description
Female	2.91	0.49	Moderately Implemented
Male	2.96	0.41	Moderately Implemented
AVERAGE	2.94	0.45	Moderately Implemented

ANOVA Results:

Source of Variation	SS	df	MS	F	P-value	F crit	Decision	Result
Between Groups	0.01	1	0.01	.05	.82	4.04	Accept H_0	Not significant
Within Groups	9.71	48	0.20					
Total	9.72							

Supporting this topic, the Education for All Global Monitoring Report by UNESCO (2017) emphasizes the importance of inclusive education for learners with disabilities, highlighting the need to address barriers and biases that may affect implementation. While the focus of this report is on disabilities, it underscores the significance of inclusive practices in education, which is relevant to the perception of implementation.

Level of Implementation of IE and Respondents' Civil Status

The perception of the implementation of Inclusive Education (IE) in teaching learners with special educational needs (LSENs) can vary among individuals based on their civil status. This part of the study aims to examine whether there is a significant difference in perception when respondents are grouped according to their civil status. Understanding potential variations in perception based on civil status can provide insights into how personal circumstances may influence the perceived effectiveness of inclusive practices.

An analysis using ANOVA was conducted to assess the significant difference in perception scores regarding the implementation of IE when respondents were grouped according to their civil status. Since the p-value of 0.61 is more than the significance level of 0.05, we accept the null hypothesis. And since the obtained F-value of 0.50 is less than the critical F-value, it further supports that there was no significant difference in perception among different civil status groups.

The presentation of mean perception scores for different civil status groups, where married respondents had a score of 2.84, single respondents had a score of 3.06, and widow respondents had a score of 3.21, with an overall average perception score of 3.04, indicates a general trend where respondents from various civil status groups perceived the implementation of Inclusive Education (IE) as moderately effective.

Furthermore, the absence of a significant difference in perception among different civil status groups suggests that civil status may not be a decisive factor in shaping perceptions of IE implementation. While no specific studies directly address this impact, theories such as Social Role Theory by Eagly (1987) offer valuable insights into how individuals' roles in society, including civil status, can influence their attitudes and behaviors, as highlighted in the context of IE implementation.

Table 24
Level of Implementation of IE and Respondents' Civil Status

Civil Status	Mean Perception Score	Standard Deviation	Verbal Description
Married	2.84	0.47	Moderately Implemented
Single	3.06	0.48	Moderately Implemented
Widow	3.21	0.38	Moderately Implemented
AVERAGE	3.04	0.44	Moderately Implemented

ANOVA Results:

Source of Variation	SS	Df	MS	F	P-value	F crit	Decision	Result
Between Groups	.17	2	.09	.50	.61	3.20	Accept H_0	Not significant
Within Groups	8.55	48	.18					
Total	8.72							

While not directly related to civil status, the UNESCO Education for All Global Monitoring Report (2017) emphasizes the importance of inclusive education for learners with disabilities. The report highlights the need to address various social and cultural factors that can impact the successful implementation of inclusive practices, including individual perspectives and attitudes.

Level of Implementation of IE and Respondents' Highest Educational Attainment

The perception of the implementation of Inclusive Education (IE) in teaching learners with special educational needs (LSENs) may vary based on respondents' highest educational attainment. This portion of the study looks at whether grouping respondents based on their greatest level of education results in a discernible change in perception. Understanding how different educational backgrounds influence perceptions can provide valuable insights into the relationship between educational attainment and the perceived effectiveness of inclusive education practices.

An analysis using ANOVA was performed to examine the significant difference in perception scores regarding the implementation of IE when respondents were grouped based on their highest educational attainment.

As shown in Table 25 in the ANOVA results, the p-value of 0.22 is more than the significance level of 0.05, hence, the null hypothesis of no significant difference is accepted. And since the obtained F-value of 1.46 is less than the critical F-value, it further supports that there was no significant difference in perception among different educational attainment groups.

Table 25
Level of Implementation of IE and Respondents' Highest Educational Attainment

Highest Educational Attainment	Mean Perception Score	Standard Deviation	Verbal Description
College Graduate	2.60	0.49	Moderately Implemented
Master's Units	2.87	0.47	Moderately Implemented

Master's Degree	2.84	0.49	Moderately Implemented
Doctorate Units	3.22	0.02	Moderately Implemented
Doctorate Degree	3.00	N/A	Moderately Implemented
AVERAGE	2.89	0.37	Moderately Implemented

ANOVA Results:

Source of Variation	SS	Df	MS	F	P-value	F crit	Decision	Result
Between Groups	1.34	4	0.33	1.46	0.22	2.49	Accept H_0	Not significant
Within Groups	8.77	45	0.19					
Total	10.11							

The mean perception scores for respondents with different educational attainment levels were as follows: college graduate (2.60), master's units (2.87), master's degree (2.84), doctorate units (3.22), and doctorate degree (3.00). The overall average perception score was 2.89, indicating that respondents from all educational attainment groups perceived the implementation of IE as moderately effective. This implies further that whether the teachers have different levels of attainment in their education, their implementation of inclusive education showed no difference at all.

The observation that the implementation of inclusive education showed no significant difference among teachers with varying levels of educational attainment is a noteworthy finding. It suggests that, in this study, educational attainment did not appear to be a decisive factor influencing the perception of inclusive education implementation. While no specific studies directly address this impact, it is indeed plausible that individuals with higher levels of educational attainment may possess a broader knowledge base and a deeper understanding of inclusive education principles, as suggested by UNESCO (2017). This enhanced knowledge can potentially shape their perspectives and approaches to inclusive practices, leading to more positive perceptions. However, the observed absence of a significant difference in this study indicates that other factors may also play a substantial role in shaping teachers' perceptions of inclusive education.

This finding contradicts the result of the study of Brown and Henderson (2016) which have explored the relationship between teacher attitudes towards inclusion and educational background. While not specific to the perception of implementation, this study provides insights into how different levels of educational attainment may shape individuals' perspectives and attitudes towards inclusive education.

Level of Implementation of IE and Respondents' Specialization

The perception scores on the implementation of Inclusive Education (IE) in teaching learners with special educational needs (LSENs) were examined and grouped according to respondents' specialization. The mean perception scores and standard deviations for each specialization category are presented in Table 26 below.

The results indicate that respondents with a specialization in SPED, Early Childhood, Math, and English perceive the implementation of IE as moderately implemented, with mean perception scores ranging from 2.67 to 3.06. These scores suggest that these groups have a relatively positive perception of the implementation of inclusive practices. On the other hand, respondents with a specialization in science had a lower mean perception score of 2.22, indicating a perception of implementation as being implemented to a lesser extent. However, it's important to note that the standard deviation for the Science specialization group was relatively low (0.18), suggesting a high level of agreement among respondents in this category.

Furthermore, respondents with a specialization in EPP (Ethics and Professional Practices) demonstrated the highest mean perception score of 3.42, indicating that they perceive the implementation of IE as always implemented. This suggests that individuals with a specialization in EPP have a particularly positive perception of inclusive practices.

Table 26
Level of Implementation of IE and Respondents' Specialization

Specialization	Mean Perception Score	Standard Deviation	Verbal Description
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SPED	3.06	0.44	Moderately Implemented
Early Childhood	3.05	0.60	Moderately Implemented
Math	2.97	0.50	Moderately Implemented
Science	2.22	0.18	Implemented
EPP	3.42	0.03	Always Implemented
English	2.67	0.37	Moderately Implemented
AVERAGE	2.90	0.35	Moderately Implemented

ANOVA Results:

Source of Variation	SS	Df	MS	F	P-value	F crit	Decision	Result
Between Groups	.99	5	.20	1.18	.33	2.37	Accept H_0	Not significant
Within Groups	7.73	46	.17					
Total	8.72							

When analyzing the ANOVA results, the between-groups variation accounted for 0.99 units of the total variation, with a corresponding F-value of 1.18 and a p-value of 0.33. Since the p-value is greater than the conventional significance level of 0.05 and since the obtained F-value is less than the critical F-value, hence, there is no sufficient evidence to conclude that there is a significant difference in perception scores among the specialization groups. Therefore, the null hypothesis, which suggests no significant difference, cannot be rejected.

Although specific studies examining the relationship between respondents' specialization and their perception of inclusive education in teaching LSENs were not found in this analysis, it is important to note that the field of inclusive education encompasses various aspects and domains of specialization.

One relevant theoretical framework that can provide insights into the relationship between specialization and perception is the Social Role Theory by Eagly (1987). According to this theory, individuals' roles in society, including their professional roles and specializations, can shape their behaviors, attitudes, and perceptions. Applying this theory to the context of inclusive education and specialization, it can be hypothesized that individuals with different specializations may bring unique perspectives and experiences that influence their perception of inclusive practices.

While acknowledging the relevance of Social Role Theory, it is important to consider that the relationship between specialization and perception in the context of inclusive education can be influenced by a complex interplay of factors. Specialization may indeed shape individuals' perspectives, but the impact of specialization may vary depending on the specific content of professional development, training, and contextual factors. Additionally, the theory's application may not fully capture the nuanced dynamics of specialization and perception in inclusive education. Therefore, while Social Role Theory offers valuable insights, it is essential to approach the study of specialization and its influence on perception with a nuanced understanding of the multifaceted factors at play in shaping individuals' views of inclusive education practices. Further empirical research can provide a more comprehensive understanding of this relationship.

To gain a deeper understanding of the relationship between specialization and perception in the context of inclusive education, further empirical research is warranted. Future studies could investigate how specific specializations or professional backgrounds contribute to individuals' attitudes, beliefs, and practices regarding inclusive education. By exploring the experiences and perspectives of professionals from different specializations, researchers can identify factors that enhance or hinder the effective implementation of inclusive practices.

Level of Implementation of IE and Respondents' Number of Years in Teaching

The perception scores on the implementation of Inclusive Education (IE) in teaching learners with special educational needs (LSENs) were examined and grouped according to respondents' number of years in teaching. The mean perception scores and standard deviations for each category are presented in Table 27 below.

The results in Table 27 indicate that respondents with different numbers of years in teaching have a similar perception of the implementation of IE, as reflected in their mean perception scores ranging from 2.52 to 3.15. The verbal description for all categories is "Moderately Implemented," suggesting that respondents across different experience levels perceive the implementation of inclusive practices to a similar extent.

Table 27
Level of Implementation of IE and Respondents' Number of Years in Teaching

Number of Years in Teaching	Mean Perception Score	Standard Deviation	Verbal Description
20 and above	2.81	0.49	Moderately Implemented
15-19	3.02	0.44	Moderately Implemented
10-14	2.76	0.40	Moderately Implemented
5-9	3.15	0.57	Moderately Implemented
4 and below	2.52	0.05	Moderately Implemented
AVERAGE	2.85	0.39	Moderately Implemented

ANOVA results:

Source of Variation	SS	df	MS	F	P-value	F crit	Decision	Result
Between Groups	.33	4	.08	.44	.78	2.45	Accept H_0	Not significant
Within Groups	8.39	46	.18					
Total	8.72							

Analyzing the ANOVA results, the between-groups variation accounted for 0.33 units of the total variation, with a corresponding F-value of 0.44 and a p-value of 0.78. Since the p-value is greater than the conventional significance level of 0.05, and since the obtained F-value of 0.05 is less than the critical F-value, it can be deduced that there is no sufficient evidence to conclude that there is a significant difference in perception scores among the groups based on the number of years in teaching. Therefore, the null hypothesis, which suggests no significant difference, cannot be rejected.

While specific studies examining the relationship between respondents' number of years in teaching and their perception of inclusive education in teaching LSENs were not found in this analysis, it is worth noting that experience in the field of education can influence individuals' perspectives and approaches to inclusive practices.

One relevant theoretical framework that provides insights into the relationship between experience and perception is the Conceptual Change Theory (Cassidy & Ahmad, 2021). According to the Conceptual Change Theory, individuals' pre-existing beliefs and prior experiences shape their perception and acceptance of new ideas or practices. In the context of inclusive education, teachers with more years of experience may have developed certain beliefs and instructional practices that influence their perception of inclusive practices.

While recognizing the relevance of Conceptual Change Theory, it's essential to consider that the relationship between experience and perception in the context of inclusive education can be multifaceted and influenced by various factors. Experience alone may not entirely determine teachers' perceptions, as other contextual elements, such as professional development opportunities and school support, can also shape their views of inclusive education. Additionally, the impact of experience on perception may vary among individual teachers, depending on their receptiveness to change and their willingness to adapt their beliefs and practices. Therefore, while Conceptual Change Theory offers valuable insights, it's important to approach the study of experience and its influence on perception with an understanding of the complex interplay of factors involved.

To gain a deeper understanding of how different levels of experience in teaching may shape individuals' perception of inclusive education, further empirical research is needed. Future studies could explore the specific beliefs, attitudes, and experiences of teachers at different stages of their careers and how these factors influence their perceptions and implementation of inclusive practices.

Level of Implementation of IE and Respondents' Number of Years in Teaching SPED

This part of the dissertation aimed to examine the significant difference in the perception of respondents on the implementation of Inclusive Education (IE) in teaching learners with special educational needs (LSENs) when grouped according to their number of years in teaching SPED. The perception scores were assessed using a Likert scale, and the mean scores and standard deviations were calculated for each group.

Table 28 presents the descriptive statistics for the perception scores according to the number of years in teaching SPED. The mean scores ranged from 2.73 to 2.97, indicating a moderate level of implementation of inclusive education across all groups. The standard deviations ranged from 0.39 to 0.68, suggesting variability in the perception scores within each group.

Table 28
Level of Implementation of IE and Respondents' Number of Years in Teaching SPED

Number of Years in Teaching SPED	Mean Perception Score	Standard Deviation	Verbal Description
15-19	2.89	0.68	Moderately Implemented
10-14	2.73	0.44	Moderately Implemented
5-9	2.87	0.57	Moderately Implemented
4 and below	2.97	0.54	Moderately Implemented
AVERAGE	2.87	0.39	Moderately Implemented

ANOVA results:

Source of Variation	SS	df	MS	F	P-value	F crit	Decision	Result
Between Groups	0.6	3	.02	.11	.95	2.82	Accept H_0	Not significant
Within Groups	8.66	47	.18					
Total	8.72							

To determine if there is a significant difference among the groups, an analysis of variance (ANOVA) was conducted. The results indicate that the F-value is 0.11 (less than the critical F value), with a corresponding p-value of 0.95 (greater than 0.05). Therefore, we accept the null hypothesis. These findings suggest that there is no significant difference in the perception on the implementation of IE in teaching LSENs when grouped according to respondents' number of years in teaching SPED. The variation observed in the perception scores among the different groups is likely due to chance.

It is crucial to consider relevant research and theories that shed light on how instructors view and interact with inclusive education. For instance, a survey on mainstream teachers' opinions toward the inclusion of students with special educational needs was carried out by Avramidis, Bayliss, and Burden (2000). The elements impacting teachers' attitudes and practices in inclusive education are clarified by their findings. Additionally, the works of Loreman, Deppeler, Harvey (2005) and Pijl, Frostad, and Flem (2009) contribute to the understanding of inclusive education practices, challenges, and recommendations. These studies highlight the importance of promoting inclusive practices and supporting diversity in the classroom.

The analysis revealing no significant difference in the perception of Inclusive Education (IE) implementation among teachers with varying years of experience in teaching Special Education (SPED) is a notable finding. It suggests that, within this study's scope, the number of years in teaching SPED did not appear to be a decisive factor influencing teachers' perceptions. However, the recognition of moderate perception scores across all groups underscores that there is room for further improvement in the implementation of inclusive education. The related studies and theories mentioned in the analysis indeed offer valuable insights into the complex factors influencing teachers' perceptions and the ongoing need for enhancing inclusive practices in education. These insights emphasize the importance of continuous efforts to improve and refine inclusive education strategies to better meet the diverse needs of students.

Level of Implementation of IE and Respondents' Relevant Training and Seminars Attended

This part of the dissertation aimed to explore the significant difference in the perception of respondents on the implementation of Inclusive Education (IE) in teaching learners with special educational needs (LSENs) when grouped according to their relevant training and seminars attended. The perception scores, measured using a Likert scale, were categorized based on the number of training hours, and the mean scores and standard deviations were calculated for each group. Table 29 presents the descriptive statistics for the perception scores according to the respondents' relevant training and seminars attended.

The mean scores ranged from 2.12 to 3.16, indicating varying levels of perception regarding the implementation of inclusive education across the different groups. The group with "9 hours and below" had the lowest mean score of 2.12, suggesting that they perceived the implementation as "Implemented." The other groups, ranging from 2.73 to 3.16, perceived the implementation as "Moderately Implemented," indicating a moderate level of implementation across these groups. The standard deviations ranged from N/A to 0.85, suggesting variability in the perception scores within each group.

To determine if there is a significant difference among the groups, an analysis of variance (ANOVA) was conducted. The results show an F-value of 0.53 (less than the critical F value), with a corresponding p-value of 0.75 ($p > 0.05$). Therefore, we accept the null hypothesis. These findings indicate that there is no significant difference in the perception on the implementation of IE in teaching LSENs when grouped according to respondents' relevant training and seminars attended. The variation observed in the perception scores among the different groups is likely due to random fluctuations significant difference in the perception on the implementation of IE in teaching LSENs when grouped according to respondents' relevant training and seminars attended. The variation observed in the perception scores among the different groups is likely due to random fluctuations.

Table 29
Level of Implementation of IE and Respondents' Relevant Training and Seminars Attended

Hours	Mean Perception Score	Standard Deviation	Verbal Description
50 hours and above	3.16	0.44	Moderately Implemented
40-49	2.89	0.47	Moderately Implemented
30-39	2.94	0.60	Moderately Implemented
20-29	3.04	0.85	Moderately Implemented
10-19	2.73	0.44	Moderately Implemented
9 hours and below	2.12	N/A	Implemented
AVERAGE	2.81	0.56	Moderately Implemented

ANOVA results:

Source of Variation	SS	df	MS	F	P-value	F crit	Decision	Result
Between Groups	.48	5	.10	.53	.75	2.37	Accept H_0	Not significant
Within Groups	8.24	44	.19					
Total	8.72							

While no other specific studies were found examining the relationship of the perception of respondents on the implementation of Inclusive Education (IE) in teaching LSENs and their relevant training and seminars attended, it is valuable to consider the role of relevant training and seminars in shaping teachers' perceptions and practices in inclusive education. Research by Scruggs and Mastropieri (1996) highlights the importance of professional development and training programs in enhancing teachers' knowledge and skills in supporting students with special educational needs. Similarly, the work of Causton-Theoharis (2009) emphasizes the significance of ongoing professional learning opportunities for teachers to effectively implement inclusive practices.

While acknowledging the importance of relevant training and seminars, it is essential to recognize that their impact on teachers' perceptions and practices in inclusive education may vary depending on factors such as the quality of the

training, its alignment with specific educational contexts, and the level of ongoing support provided to teachers. Additionally, teachers' perceptions are shaped by a complex interplay of factors beyond training, including their personal experiences and beliefs. Therefore, while training and professional development are valuable components, they may be one of several factors influencing teachers' perceptions, and a comprehensive understanding would require considering a broader range of contextual and individual elements. Further research can provide a more comprehensive exploration of these dynamics.

In summary, the analysis did not reveal a significant difference in the perception of the implementation of IE in teaching LSENs based on respondents' relevant training and seminars attended. However, it is important to acknowledge the moderate level of implementation across all groups, suggesting the need for continuous professional development and support to enhance teachers' knowledge and practices in inclusive education.

Summary of Test of Significant Difference on the Level of Implementation of IE in teaching LSENs when grouped According to respondents' profile.

The summary of the test of significant difference on the level of implementation of IE in teachings LSENs when grouped according to respondents' profile is shown in Table 30.

The test of significant difference was conducted to examine whether there are variations in the level of implementation of inclusive education (IE) when grouped according to respondents' profile variables. The variables examined include age, gender, civil status, highest educational attainment, specialization, number of years in teaching, number of years in teaching SPED, and relevant training and seminars attended.

The results of the test indicate that there were no significant differences in the level of implementation of IE across all the respondents' profile variables. The F-values obtained for each variable were all lower than the corresponding F-critical values. This suggests that the variations observed in the level of implementation of IE were not statistically significant.

Table 30
Summary of Test of Significant Difference on the Level of Implementation of IE in teaching LSENs when grouped According to respondents' profile.

Respondents' Profile	F-value	p-value	F crit	Decision	Result
Age	1.27	0.29	2.37	Accept H_0	Not significant
Gender	0.05	0.82	4.04	Accept H_0	Not significant
Civil Status	0.50	0.61	3.20	Accept H_0	Not significant
Highest Educational Attainment	1.46	0.22	2.49	Accept H_0	Not significant
Specialization	1.18	0.33	2.37	Accept H_0	Not significant
Number of Years in Teaching	0.44	0.78	2.45	Accept H_0	Not significant
Number of Years in Teaching SPED	0.11	0.95	2.82	Accept H_0	Not significant
Relevant Training and Seminars Attended	0.53	0.75	2.37	Accept H_0	Not significant

The findings suggest that factors such as age, gender, civil status, highest educational attainment, specialization, number of years in teaching, number of years in teaching SPED, and relevant training and seminars attended do not significantly influence the level of implementation of IE in teaching LSENs. This indicates that teachers' perceptions of the implementation of IE are consistent regardless of these profile variables.

The findings suggest that factors such as age, gender, civil status, highest educational attainment, specialization, number of years in teaching, number of years in teaching SPED, and relevant training and seminars attended do not significantly influence the level of implementation of IE in teaching LSENs. This indicates that teachers' perceptions of the implementation of IE are consistent regardless of these profile variables.

These findings align with previous research that has also found no significant differences in the level of implementation of inclusive education based on various demographic variables. For example, a study by Johnson et al.

(2018) found that teachers' age, gender, and years of experience did not significantly impact their implementation of inclusive practices.

In terms of gender, a study by Smith et al. (2019) revealed that male and female teachers exhibited similar levels of implementation of inclusive education, supporting the findings of this study.

The lack of significant differences based on variables such as specialization and relevant training and seminars attended aligns with the theoretical framework of the Social Model of Disability, which emphasizes the importance of inclusive practices that focus on removing barriers and providing equal access to education for all learners, regardless of their individual characteristics.

Overall, these findings highlight the consistent perception and implementation of inclusive education among teachers, irrespective of their demographic profiles. This indicates the potential for promoting inclusive education practices that are not contingent on specific individual characteristics but rather emphasize the overarching goal of providing equitable learning opportunities for all learners, including those with special educational needs.

CHALLENGES FACED BY TEACHERS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION

The challenges faced in teaching an inclusive class were identified by the respondents and ranked based on their perceived extent of difficulty. The challenges, listed in order from the highest ranked to the lowest ranked from No. 1 to 10.

It is important to note that higher rankings indicate a greater perceived challenge.

The ranking of challenges provides insights into the perceived difficulties that teachers face in teaching an inclusive class. Among the identified challenges, the most highly ranked challenge is the lack of appropriate resources, followed by a shortage of special education teachers and special education classes. These findings highlight the critical need for sufficient resources and personnel to support inclusive education practices effectively.

To supplement the ranking in Table 31, narration of the participants was considered to provide more emphasis on their answers. Themes were formulated based on their responses. The themes are: Limited resources, lack of Sped teachers, less understanding about IE, and teacher-parent collaboration.

Table 31
Challenges Faced by Teachers in the Implementation of
Inclusive Education

Rank	Challenges
1	Lack of appropriate resource
2	Lack of special education teachers
3	Lack of special education classes
4	Inadequate program for teacher's development
5	Lack of understanding of inclusive education
6	Inappropriate allocation of learning materials
7	Lack of facilities for special care
8	Unsupportive school board
9	Absence of working relationship between parents and school
10	Lack of communication with parents

Theme 1 – Limited resources

To be successful in any endeavor, all resources needed in the implementation of are great importance. This has emerged as the no. 1 challenge to the participants. Here are some of their concerns:

According to Participant 5:

“There is limited resources and support: We teachers may face a lack of specialized training, resources, and support personnel, such as special education teachers or aids, to assist us in addressing the specific needs of our students with disabilities.”

This is a very valid expression of displeasure about the limited resources needed by the teachers in handling LSENs. The case is not an isolated one since this is also the experience of some teachers in other schools.

Research in the field of inclusive education consistently underscores the critical importance of appropriate resources and personnel in facilitating successful inclusive practices. The findings presented from studies by Forlin, Chambers, and Loreman (2013) align with this perspective, emphasizing that the availability and accessibility of resources, including adequate funding, learning materials, and assistive technologies, are essential for creating an inclusive learning environment. Similarly, studies by Avramidis, Bayliss, and Burden (2000) and Loreman and Deppeler (2001) support this viewpoint by highlighting the vital role of qualified special education teachers and specialized classrooms in meeting the diverse needs of students with disabilities. These insights collectively emphasize the necessity of comprehensive support systems to enable effective inclusive education.

Theme 2 - Lack of Sped teachers

The lack of Sped teachers to handle LSENs would place the regular teachers to handle these types of learners since this is the concept of IE. So, many challenges came along the way for those teachers who have no training on Special education.

Here is one sharing of Participant 3:

“The challenges that I encounter in teaching students with disabilities in inclusive education system is that I am not well capacitated on how to handle this kind of learner. Other teachers in the regular classroom are afraid to teach this kind of learners because they are not trained how to handle children with disabilities.” Participant 3 confessed.

Participant 1 added:

“I am not psychologically ready to teach students with special needs. Students with disability needs special and extra attention, somewhat hard if you have 39 other students.”

Participant 6 Also has her own feeling of being incapable of handling LSENs. She said:

“Nahihirapan akong I manage ang mga students ko lalo na sa may kapansanan, wala pa kasi akong experience kung paano I handle ang mga batang may kapansanan. This is my first year in handling students with disabilities...I NEED MORE TRAINING ABOUT INCLUSIVE EDUCATION.”

Participant 2 Also has his share of challenges.

“I started teaching students with disabilities this school year 2022- 2023 in grade 5. Teaching in an Inclusive education settings are so challenging. I have large class since I have 45 students including the child with special needs then I need to address the needs of everyone and more challenging because I have a hearing- impaired student and I don't know how to sign language because this is my first time to cater students with disabilities it is good only because my pupil with disability knows how to lip read.”

The challenges shared by the participants regarding the implementation of inclusive education for learners with special educational needs (LSENs) are consistent with existing research and literature in the field. Participant 3's expressed feeling of being ill-equipped to handle learners with disabilities due to a lack of capacity and training is a sentiment that

resonates with studies such as Fuchs and Fuchs (2018). These studies emphasize the critical need for teacher training and ongoing professional development to effectively implement inclusive practices for students with disabilities. This alignment between the participants' experiences and established research underscores the importance of addressing the training and capacity-building needs of educators to ensure successful inclusive education for all students.

Theme 3 – Lack of understanding about IE

Similarly, Participant 1 acknowledged the psychological unpreparedness and the additional attention required for students with disabilities, especially when managing a large class size.

Participant 1 said,

“I don’t have any training on special education. I am a regular teacher. Probably, I need to be trained and understand about behavior of LSENs.”

This challenge is a common concern for regular teachers who have limited experience in catering to the diverse needs of LSENs. McLeskey, Waldron, and Redd (2014) highlight the research-to-practice gap in special education and stress the importance of ongoing support and resources to bridge this gap and enhance teachers' abilities in inclusive settings.

Participant 2 added,

“I am handling learners with hearing impairment. I do not know about sign language.”

Further, she emphasized the challenges faced in meeting the individual needs of students, especially in cases where teachers lack specific training, such as sign language for hearing-impaired students. These experiences align with the literature on the need for continuous training and professional development opportunities to equip regular teachers with the necessary skills and knowledge to effectively support LSENs (Sailor, 2019).

Overall, the experiences shared by the participants echo the need for additional training, resources, and ongoing support for regular teachers to successfully implement inclusive education practices and address the challenges associated with teaching LSENs.

Participant 9 shared:

“There many challenges I encountered during my teaching in an inclusive education system first behavior problem it is not easy to handle, lacking experience in inclusion settings, creating activities that include all students, not having enough teacher aid and dealing with parents of typically developing students.”

Participant 10 added:

“In my experience I hardly manage my student with disability because of his behavior and I don’t have trainings in dealing students with disability because I am teaching regular class for 15 years and now our SPED teacher introduce a CWD in my classroom. Nahirapan talaga ako but because we cannot say no to students, I accepted the challenge. I need more trainings in dealing students with disability.”

Participant 9 shared some of the challenges faced in an inclusive education system, such as behavior problems, lack of experience in inclusion settings, creating inclusive activities, and insufficient teacher aids. These challenges resonate with the existing literature on inclusive education, which highlights the importance of addressing behavior management

issues (Avramidis et al., 2000) and the need for specialized training and resources to support inclusive practices (Forlin et al., 2013).

Similarly, Participant 10 expressed the difficulties faced in managing a student with disabilities, including behavior challenges and the lack of training in dealing with students with disabilities. This aligns with the experiences of many teachers who may have limited prior experience or training in inclusive education. Research by McLeskey et al. (2014) emphasizes the need for ongoing professional development and support for teachers to effectively meet the needs of students with disabilities.

Participant 10 exclaimed:

“In my experience I hardly manage my student with disability because of his behavior and I don’t have trainings in dealing students with disability because I am teaching regular class for 15 years and now our SPED teacher introduce a CWD in my classroom. Nahihirapan talaga ako but because we cannot say no to students, I accepted the challenge. I need more trainings in dealing students with disability”

The ranking also reveals that respondents consider the inadequate program for teacher's development and a lack of understanding of inclusive education as significant challenges. This suggests that educators recognize the importance of ongoing professional development and a deeper understanding of inclusive education principles and strategies to effectively meet the diverse needs of students in inclusive classrooms.

For Participant 4, according to her:

“No interest in handling learners with special needs due to lack of knowledge about inclusive education”.

Here is Participant 9 confession:

“There are many challenges I encountered during my teaching in an inclusive education system first behavior problem it is not easy to handle, lacking experience in inclusion settings, creating activities that include all students, not having enough teacher aid and dealing with parents of typically developing students”

Participants 8 claimed:

“In my experience with my two special students in inclusive education it has various challenges, individualized instruction because sped students often have diverse learning needs and abilities, behavior management- sped students may exhibit challenges behavior due to various factor, differentiation in adapting instructional material, activities, and assessment to the diverse learning needs of sped students.”

The assertion that teachers play a central role in creating inclusive classrooms, and that their professional development is crucial for effective inclusive practices, is in alignment with established research and best practices in the field of inclusive education. The research conducted by Forlin, Chambers, and Loreman (2013) emphasizes the necessity of comprehensive teacher preparation programs that provide educators with the knowledge and skills required to support a wide range of diverse learners effectively. Moreover, the reference to the social-ecological model of inclusive education by Sailor, Thousand, and Truesdale (2005) underscores the importance of ongoing professional development and collaborative

partnerships among educators, administrators, and other stakeholders to address the challenges inherent in inclusive classrooms. These perspectives collectively emphasize the vital role of teacher training and collaborative efforts in promoting inclusive education.

Theme 4 - Teacher-parent collaboration

Teachers-parents collaboration is very important. Without the support of the parents, the efforts of the teachers will be in vain. According to Participant 7:

“I need more patience and big heart in Inclusive education, and I need support from my parents in doing this big task, I need more training about handling CWD kasi ang student na nasa akin ay hindi pa modified ung behavior nya.”

Participant 7's statement underscores a critical aspect of inclusive education, which is the significance of collaboration and parental support. The research referenced by Epstein and Dauber (1991) indeed emphasizes the crucial role of strong home-school partnerships in improving student outcomes and creating a positive learning environment. Similarly, the work of Weiss (2002) highlighting the positive impact of parent involvement in behavior management strategies for children with special needs aligns with the idea that effective collaboration and communication between teachers and parents are essential for the success of inclusive education practices. These studies collectively affirm the importance of fostering collaborative relationships and shared goals between educators and parents to ensure the holistic development of learners with disabilities within inclusive education settings.

Additionally, challenges such as inappropriate allocation of learning materials, lack of facilities for special care, unsupportive school board, absence of working relationship between parents and school, and lack of communication with parents were identified but ranked lower in terms of perceived difficulty. These challenges, although relatively less prominent, still contribute to the overall complexities of implementing inclusive education.

In conclusion, the ranking of challenges provides valuable insights into the perceived difficulties in teaching an inclusive class. The identified challenges, including the lack of appropriate resources, shortage of special education teachers, inadequate teacher development programs, and limited understanding of inclusive education, highlight the need for targeted interventions and support systems to overcome these obstacles. By addressing these challenges through evidence-based strategies, collaborative partnerships, and ongoing professional development, educators can create more inclusive learning environments that meet the diverse needs of all learners.

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter provides a comprehensive overview of the study's key findings, the logical conclusions drawn from the analysis, and recommendations for further improvement in the implementation of inclusive education.

SUMMARY

This research examined the implementation of inclusive education and the challenges faced by the teachers in teaching LSENs in selected schools within the Division of Island Garden City of Samal, Davao del Norte. The Mixed method was utilized with the following objectives such as examining the demographic profile of the respondents, assessing the level of implementation of inclusive education, identifying essential best practices of teachers, determined the significant difference on the perception on the level of implementation of IE when grouped according to teachers' demographic characteristics, and identifying challenges faced by teacher-respondents. A survey questionnaire was administered to gather quantitative data on the variables. The key findings of the study revealed important insights into the current state of inclusive education implementation. In terms of the level of implementation of inclusive education, findings provided a comprehensive understanding of the strengths and areas needing improvement in the implementation process such as school leadership, assessment, provision of services, curriculum modifications, and family collaboration. Essential best practices employed by teachers in the implementation of inclusive education, included effective assessment strategies, curriculum modifications, instructional support, professional development opportunities, and establishing strong family-school relationships. Furthermore, the study highlighted the challenges faced by teachers in implementing inclusive education, such as the lack of understanding, inadequate program for teacher's development, lack of appropriate resources, communication barriers with parents, unsupportive school boards, and insufficient facilities for special care.

FINDINGS

Based on the data gathered, the following are the findings of the study:

On the demographic profile of the respondents, majority of them are female, at the age range from 35 years old and above and are married. The majority earned their master's degree with varied specialization but more on Special Education, followed by Math and Science. Respondents have varying levels of teaching experience, with a significant proportion having 5 to 9 years of experience. Most respondents have limited experience in teaching learners with special educational needs, with four years or less of experience in the field of special education. Majority of them have participated in trainings ranging from 10 to 49 hours.

On the level of implementation of inclusive education based on respondents' perceptions, in summary all the five domains such as School leadership, assessment, provision of services, curriculum modifications, and family collaboration was perceived as Moderately Implemented.

On the best practices of teachers in implementing inclusive education, the respondents manifested Always Practiced on Curriculum, instruction, and support, and Professional development. On the other hand, assessment, family-school relationship, and school leadership were perceived as Moderately Practiced

On the Significant difference in their perception on the level of implementation of inclusive education in teaching LSENs when grouped according to respondents' profile, findings revealed no significant differences between the perceived level of implementation of respondents when grouped according to their profile except on specialization and trainings and seminars attended.

On the challenges faced by teachers in the inclusive education setting, lack of appropriate resources ranked first and lack of communication with parents was the last in rank among the 10 identified challenges.

CONCLUSION

Based on the findings of the study, conclusion is drawn:

The implementation of inclusive education having been Moderately implemented still needs improvement to create an inclusive educational system that fully meets the needs of learners with disabilities. Some of the essential practices of teachers in handling LSENs are moderately practiced too, hence, addressing the identified weaknesses is beneficial.

RECOMMENDATIONS

Based on the findings and conclusions of this study, recommendations are proposed in the action plan to address the challenges identified and improve the implementation of inclusive education in the identified schools. Implementation of the Action Plan is then recommended,

OUTPUT OF THE STUDY

ACTION PLAN

Rationale

The action plan presented in this study aim to address key areas of concern in the implementation of inclusive education and the essential practices of teachers in handling LSENs. Inclusive education endeavors to create an educational environment that embraces diversity and provides equitable opportunities for all learners, regardless of their abilities or disabilities. However, the successful implementation of inclusive education requires a systematic approach and targeted interventions to overcome various challenges.

The general rationale behind these action plans is to enhance the implementation of inclusive education by addressing critical aspects such as teacher training and professional development, resource allocation and support, and collaboration and communication among stakeholders.

Teacher training and professional development are crucial for equipping educators with the necessary knowledge and skills to effectively implement inclusive education practices and cater to the diverse needs of learners with special educational needs.

Adequate allocation of resources and support systems are essential for creating an inclusive learning environment that caters to the diverse needs of learners with special educational needs.

Collaboration and communication among stakeholders, including teachers, parents, and school administrators, are vital for the successful implementation of inclusive education and ensuring the holistic development of learners with special educational needs.

By focusing on these areas, it is possible to foster an inclusive learning environment that caters to the diverse needs of learners with special educational needs and promotes their holistic development.

Objectives

The following are the objectives of this Action Plan:

1. To improve the implementation of inclusive education practices in identified schools, ensuring equitable learning opportunities for all learners, including those with special educational needs.
 - a. Enhance the understanding and awareness of inclusive education principles and approaches among teachers, administrators, and other stakeholders.
 - b. Strengthen the capacity of teachers to create inclusive classroom environments that accommodate the diverse learning needs of all students.
 - c. Enhance the availability and accessibility of necessary learning resources, materials, and assistive technologies to support inclusive education practices.
 - d. Foster collaboration and coordination among teachers, support staff, and specialized service providers to address the specific needs of learners with disabilities.
 - e. Promote inclusive policies and practices at the school and district level, ensuring that all learners have equal access to educational opportunities.
2. To enhance teachers' essential practices in handling learners with special educational needs, supporting them individualized learning needs and promoting their overall development.
 - a. Provide targeted professional development opportunities for teachers to enhance their knowledge and skills in inclusive teaching strategies, differentiated instruction, and assessment techniques.
 - b. Strengthen teachers' ability to identify and address the diverse learning needs of learners with special educational needs through effective individualized education plans (IEPs) and instructional adaptations.
 - c. Foster positive behavior management strategies that promote a supportive and inclusive classroom climate, creating an environment conducive to learning for all students.
 - d. Promote collaboration and networking among teachers to share best practices, resources, and experiences in effectively supporting learners with special educational needs.
 - e. Encourage continuous professional growth and learning through ongoing mentoring, coaching, and peer support opportunities.
3. To establish collaborative partnerships among teachers, parents, and school administrators, fostering a supportive and inclusive educational community.
 - a. Facilitate regular communication and meaningful engagement between teachers and parents/guardians of learners with special educational needs, promoting a collaborative approach to their education.
 - b. Establish effective mechanisms for sharing information, progress updates, and individualized support plans between teachers and parents/guardians.
 - c. Involve parents/guardians in decision-making processes related to their child's education, ensuring their perspectives and insights are considered.
 - d. Foster a positive and inclusive school culture that values the contributions and involvement of all stakeholders, including parents, administrators, and community members.
 - e. Provide professional development opportunities for school administrators to enhance their leadership skills in promoting inclusive education practices and fostering collaborative partnerships.

By pursuing these objectives, schools can create an inclusive educational environment where all learners, including those with special educational needs, are supported, valued, and provided with equitable opportunities to reach their full potential.

Scheme of Implementation:

The successful implementation of inclusive education requires a well-structured and comprehensive scheme of implementation. This scheme encompasses various essential components that work together to create a supportive and inclusive educational environment for all learners. The following outlines the general scheme of implementation for improving inclusive education practices in identified schools:

First and foremost, conducting a comprehensive needs assessment is crucial. This assessment aims to identify the specific requirements and challenges related to inclusive education within the targeted schools. It involves gathering data on existing resources, teacher competencies, infrastructure, and support services available to learners with special educational needs. By understanding the current state of inclusive education, schools can develop action plans that address the identified areas of concern.

The action plan should be carefully designed, setting clear goals, objectives, strategies, and timelines for implementation. Each area of concern should have defined targets and measurable outcomes to gauge progress. It is

essential to align the action plans with the overall objectives of improving inclusive education practices. This ensures a cohesive and systematic approach towards creating an inclusive learning environment.

Allocating the necessary resources is a critical aspect of the scheme of implementation. Adequate budget, personnel, and materials should be allocated to support the successful execution of the action plans. This includes provisions for professional development programs, specialized training, assistive technologies, and accessible learning materials. By providing the required resources, schools can empower teachers to implement inclusive education practices effectively.

Professional development plays a pivotal role in enhancing teachers' knowledge, skills, and practices in inclusive education. The scheme of implementation should prioritize the provision of appropriate training programs and workshops for teachers. These opportunities should focus on inclusive teaching strategies, differentiated instruction, assessment techniques, behavior management, and collaboration with specialized service providers. Ongoing support and mentoring should also be provided to ensure continuous growth and improvement.

Monitoring, evaluation, and feedback mechanisms are vital for the effective implementation of the action plans. Schools should establish systems to regularly monitor progress, evaluate the impact, and gather feedback from teachers, students, parents, and other stakeholders. This feedback loop enables schools to assess the effectiveness of the action plans, identify areas for improvement, and make necessary adjustments to enhance the implementation of inclusive education practices.

Collaboration and communication among stakeholders are key to fostering an inclusive educational community. Schools should facilitate regular meetings, workshops, and platforms for information sharing and support. This includes creating opportunities for collaboration and networking among teachers, engaging parents, and guardians in decision-making processes, and involving the wider community in promoting inclusive education practices.

By implementing this comprehensive scheme of implementation, schools can create an inclusive and equitable learning environment. It ensures that learners with special educational needs receive the necessary support and opportunities for their optimal growth and development. The scheme of implementation provides a structured approach to guide schools in their journey towards improving inclusive education practices and fostering an inclusive educational community.

Table 32
ACTION PLAN

Area of concern: Teacher Training and Professional Development									
Goals	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
1. Enhance teachers' knowledge and skills in inclusive education. 2. Foster a collaborative professional learning community.	A. Increase teachers' understanding of inclusive education principles and practices.	A. Conduct monthly professional development workshops on inclusive education topics.	School administrators Inclusion coordinators Resource teachers	Php 100,000 to Php 200,000	School budget Grants or funding from educational institutions or organizations	Monthly professional development workshops throughout the academic year Ongoing mentoring program and collaborative activities	A. Improved knowledge and understanding of inclusive education among teachers		
	B. Develop teachers' skills in differentiating instruction for diverse learners.	B. Provide online courses and resources on inclusive education for teachers' self-paced learning.	Experienced inclusive education teachers Professional development facilitators				B. Enhanced instructional strategies and classroom management skills for diverse learners		
	C. Enhance teachers' classroom management strategies for inclusive classrooms.	C. Organize peer observation and feedback sessions to encourage collaborative reflection and improvement.					C. Increased collaboration and sharing of best practices among teachers.		
	D. Promote						D. Positive impact on		

	collaboration and sharing of best practices among teachers.	D. Establish a mentoring program where experienced inclusive education teachers provide guidance and support to new teachers. E. Facilitate regular meetings and sharing sessions for teachers to discuss challenges and effective strategies.					student learning outcomes and inclusive classroom environments		
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Area of concern: Resource Allocation and Support

Goals	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
1. Ensure availability of appropriate learning materials and assistive devices. 2. Establish support systems for teachers and students in inclusive classrooms. 3. Promote a conducive physical environment that supports inclusivity.	A. Conduct a comprehensive needs assessment to determine resource requirements. B. Secure funding and donations for learning materials and assistive devices. C. Establish a resource center and provide access to inclusive education resources. D. Train teachers and support staff on the use of assistive technologies. E. Create an inclusive physical environment	A. Conduct a thorough needs assessment to identify specific resource requirements. B. Seek funding through grants, partnerships with local organizations, and community support. C. Establish a resource center equipped with appropriate learning materials, assistive devices, and technology. D. Provide training sessions and workshops for teachers on the effective use of assistive technologies. E. Collaborate with the school administration to	School administrators Inclusion coordinators Resource coordinators Teachers Support staff Local organizations and agencies Community members	Php 200,000 to 300,000	Grants and funding opportunities Community partnerships and donations School budget allocations	Conduct needs assessment at the beginning of the academic year. Ongoing efforts to secure funding and resources. Establish the resource center within the first semester. Conduct training sessions and workshops throughout the academic year. Implement physical modifications within the determined timeline.	A. Availability of appropriate learning materials and assistive devices in inclusive classrooms. B. Improved support systems for teachers and students in inclusive settings. C. Accessible resource center for inclusive education materials. D. Increased knowledge and skills among teachers in		

	within the school premises.	make necessary modifications for a physically inclusive environment.					using assistive technologies. E. Enhanced physical environment that promotes inclusivity.		
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Area of concern: Collaboration and Communication

Goals	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
1. Foster a strong collaboration between teachers, parents, and school administrators. 2. Promote effective communication channels for information sharing and support. 3. Encourage parental involvement and engagement in the inclusive education process.	A. Establish regular communication channels between stakeholders. B. Enhance collaboration and understanding through parent-teacher meetings and workshops. C. Implement a system for ongoing communication and updates on students' progress. D. Engage parents in decision-making processes. E. Provide resources and training to teachers on effective parent-school communication.	A. Establish regular communication channels, including email, newsletters, and online platforms, to connect teachers, parents, and school administrators. B. Conduct regular parent-teacher meetings, workshops, and orientation sessions to foster collaboration and understanding. C. Implement a system for regular updates on students' progress, individualized support plans, and relevant school activities. D. Involve parents in decision-making processes, such as inclusive	School administrators Teachers Parents Parent-Teacher Association (PTA) members School staff responsible for communication and coordination	Php 100,000 to 200,000	School budget allocations PTA contributions Community support and donations	Establish regular communication channels at the beginning of the academic year. Conduct parent-teacher meetings and workshops quarterly or as needed. Implement the system for ongoing communication and updates throughout the academic year. Engage parents in decision-making processes on a regular basis. Provide training and resources to teachers at the start of the academic year.	A. Strengthened collaboration and understanding among teachers, parents, and school administrators. B. Effective communication channels for sharing information and providing support. C. Increased parental involvement and engagement in the inclusive education process.		

		education program development and review.							
		E. Provide resources and training to teachers on effective parent-school communication and engagement strategies.							

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THESIS ADVISORY COMMITTEE

REYLAN G. CAPUNO, Dev.Ed.D., Ph.D.

Member

JANINE JOY L. TENERIFE, Dev. Ed.D

Member

MARJORIE AÑERO, Ph.D

Member

LILIBETH C. PINILI, Dev.Ed.D.

Censor

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