

Towards Inclusive Education Excellence: Analysis of Management Strategies and Best Practices in Schools

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Abstract

The purpose of the study is to analyze the management strategies and best practices in schools, aiming to contribute valuable insights towards achieving inclusive education excellence. With this, the study determined the relationship between Stand Alone Senior High Schools' Management and Implementation of Inclusive Education and Emerging Best Practices in Inclusive Education.

Using a quantitative-descriptive survey method, the research involves one hundred seventy (170) teachers from ten (10) Stand Alone Senior High Schools in the Schools Division Office of Laguna, employing purposive sampling. The survey-checklist questionnaire is validated by three Education Program Supervisors and two Public School District Supervisors.

In line with the findings, the Stand Alone Senior High Schools in the Schools Division Office of Laguna are reportedly managed inclusive education to a very great extent in terms of goals and objectives, policies and procedures, monitoring, and evaluation, finance and budget, rules and regulations, professional development as well as facilities and infrastructures. Simultaneously, they highly implemented inclusive education in terms of curriculum and instruction, learning resources, learning delivery, educational assessment, learning environment, projects, programs, and activities, as well as linkages and partnerships. Furthermore, they highly practiced the emerging best practices in inclusive education like use of other cultural methods in assessing intelligence, accessibility to the educational environment, equal academic treatment, improving parent and teacher relationships, special interactive behavior consideration inclusive pedagogic and mainstreaming of learners with special needs.

To wrap up, the Stand Alone Senior High Schools in the Schools Division Office of Laguna demonstrate an extensive commitment to inclusive education, managing it to a very great extent. Moreover, these schools exhibit a high level of implementation of inclusive education practices, emphasizing their dedication to creating an inclusive learning environment. Additionally, they actively engage in the practice of emerging best inclusive education strategies reflecting their commitment to fostering an inclusive and supportive educational experience.

Findings reject the hypotheses, indicating a significant relationship between Stand Alone Senior High Schools' management and implementation of inclusive education and emerging best practices. The study emphasizes the proactive role of school leaders in fostering an inclusive environment aligned with best practices, highlighting leadership's pivotal influence. It also underscores the importance of fostering a collaborative and inclusive culture within schools, where the active participation of all stakeholders plays a vital role in shaping and advancing best practices in inclusive education.

Still, to make learning environment more inclusive, schools should regularly inspect bags for safety, incorporate breakout spaces and sensory rooms for a calming atmosphere, seek external support for inclusive recreational facilities, provide incentives for hands-on field trip activities, and strengthen support teams through volunteer recruitment for comprehensive student accommodations.

Keywords: Inclusive Education; Participation; Practices

1. Introduction

The Department of Education launched MATATAG: Bansang Makabata, Batang Makabansa, to set the new direction of the agency and stakeholders in resolving basic education challenges. Here, one of the MATATAG critical components is to take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment. As mentioned by Longfellow (2021), inclusive education involves systemic reform that addresses barriers to learning and provides an equitable and participatory experience for all students such as those who learn quickly, those who may require more time to grasp concepts, students with disabilities, juvenile learners, older students, individuals with varying beliefs, students facing potential challenges, LGBTQ individuals, and those from diverse cultural backgrounds.

Acknowledging the significance of inclusive education when working with a diverse spectrum of students, will not only recognizes each student's distinct needs and qualities but also cultivates an environment where all learners can prosper together. It champions equality, diversity, and respect by providing customized support and fostering an atmosphere of acceptance and mutual understanding among peers. Effective implementation of inclusive education contributes to the creation of a more inclusive and equitable society where everyone can maximize their potential.

With this, inclusivity stands as the cornerstone of the Department of Education's unwavering commitment, asserting that every learner, regardless of their circumstances or background, merits an equitable and enriching path toward a high-quality education. As this research delves into the intricacies of managing and implementing inclusive education, it emerges as a powerful catalyst driving DepEd Matatag's vision. It actively celebrates the unique qualities of diverse students, transforming inclusivity from a concept into a tangible reality.

In this envisioned landscape, inclusivity nurtures an educational environment where the distinctive needs of every student are cherished, fostering a truly inclusive and empowering learning atmosphere, enriching the educational journey of each learner.

The Management and Implementation of Inclusive Education in Stand Alone Senior High Schools within the Schools Division Office of Laguna carry immense importance. The sharing of successful strategies among these schools holds the potential to uplift struggling institutions, contributing to the creation of a more inclusive and equitable educational landscape. As stated by (Mendoza & Lyrma, 2020), the educational leaders were able to draw initiative and enthusiasm from the teachers to perform various tasks and nurture a climate of openness and trust to increase the organization's performance. This research serves as the foundational cornerstone upon which best practice standards can be built, reshaping our collective approach to inclusivity.

By understanding how schools manage and implement inclusive education, we can identify key factors that contribute to emerging best practices, as strong leadership and strategic planning play a crucial role in fostering an environment where inclusive practices can thrive.

Through this research, we gain insights into the relationship between schools' management and implementation and the actualization of emerging best practices in inclusive education, thereby paving the way for a transformative educational experience for all students.

1.1 Statement of the problem

Specifically, it seeks to answer the following questions:

1. What is the Extent of Management of Inclusive Education in terms of;
 - 1.1 Goals and Objectives;
 - 1.2 Rules and Regulations;
 - 1.3 Policies and Procedures;
 - 1.4 Monitoring and Evaluation;
 - 1.5. Finance and Budget;
 - 1.6 Facilities and Infrastructure; and
 - 1.7 Professional Development?
2. What is the Level of Implementation of Inclusive Education in terms of:
 - 2.1 Curriculum and Instruction;
 - 2.2 Learning Resources;
 - 2.3 Learning Delivery;
 - 2.4 Educational Assessment;
 - 2.5 Learning Environment;
 - 2.6 Projects, Program and Activities; and
 - 2.7 Linkages and Partnerships?
3. What is the Level of Emerging Best Practices in Inclusive Education in terms of;
 - 3.1 Use of other cultural methods in assessing intelligence;
 - 3.2 Accessibility to educational environment;
 - 3.3 Equal academic treatment;
 - 3.4 Improving parent and teacher relationship;
 - 3.5 Special interactive behavior consideration;
 - 3.6 Inclusive pedagogic practices; and
 - 3.7 Mainstream of learners with special needs?
4. What is the Stand Alone Senior High Schools' extent of management of inclusive education?
5. What is the Stand Alone Senior High Schools' level of implementation of inclusive education?
6. What is the Stand Alone Senior High Schools' level of emerging best practices in inclusive education?
7. Is there a significant relationship between the Stand Alone Senior High Schools' management of inclusive education and the emerging best practices in inclusive education?
8. Is there a significant relationship between the Stand Alone Senior High Schools' implementation of inclusive education and the emerging best practices in inclusive education?

2. Methodology

The researcher will use the quantitative-descriptive survey method of research. According to Bath (2023), Descriptive research involves systematically collecting and organizing data to provide an accurate and detailed description of a particular phenomenon, group, or situation. It aims to answer questions about "what is" rather than "why" or "how." This type of research is typically used to gain a better understanding of the current state or characteristics of a subject, which can serve as a foundation for further research or decision-making.

3. Results and Discussion

The study's results are showcased through the presentation of findings in tables along with its interpretations in sequential order in which the research questions were originally formulated for the study.

Extent of Management of Inclusive Education

The following data answers the statement of the problem one (1) Extent of Management of Inclusive Education in terms of Goals and Objectives; Rules and Regulations; Policies and Procedures; Monitoring and Evaluation; Finance and Budget; Facilities and Infrastructure; and Professional Development.

Extent of Management of Inclusive Education in terms of Goals and Objectives

Table 1. Extent of Management of Inclusive Education in terms of Goals and Objectives

Goals and Objectives The School...	Mean	SD	Remarks
1. ensures that educational opportunities and resources are distributed fairly among all students, regardless of their backgrounds or circumstances.	4.64	0.56	Always Observed
2. promotes and upholds equal treatment and opportunities for every student within its jurisdiction.	4.65	0.57	Always Observed
3. provides students with diverse learning needs, setting high standards for academic excellence.	4.65	0.55	Always Observed
4. removes any barriers to access, guaranteeing that students with disabilities or from marginalized groups can fully participate in the educational programs and services.	4.67	0.49	Always Observed
5. fosters a learning environment that embraces and respects diversity, incorporating varied perspectives, cultures, and experiences into the curriculum and classroom practices.	4.68	0.49	Always Observed
6. collaborates with exceptional education professionals, parents, stakeholders, and students to support systems tailored to the unique needs of each student.	4.56	0.72	Always Observed
7. prioritizes all students' emotional and mental well-being, implementing programs and initiatives to create a positive and inclusive learning environment.	4.68	0.55	Always Observed
Weighted Mean	4.65	0.57	To the very great extent

The table 1 below shows Extent of Management of Inclusive Education in terms of Goals and Objectives.

The statements, "*The school prioritizes all students' emotional and mental well-being, implementing programs and initiatives to create a positive and inclusive learning environment*" yielded the highest mean score ($M=4.68$, $SD=0.55$) and was remarked as Always Observed. While the statement "*The school*

collaborates with exceptional education professionals, parents, stakeholders, and students to support systems tailored to the unique needs of each student” received the lowest mean score of responses with ($M=4.56$, $SD=0.72$) and commented as Always Observed. With this, the Stand Alone Senior High Schools in the Schools Division Office of Laguna managed inclusive education in terms of goals and objectives to a very great extent ($M=4.65$, $SD=0.57$).

Extent of Management of Inclusive Education in terms of Rules and Regulations

Table 2. Extent of Management of Inclusive Education in terms of Rules and Regulations

Rules and Regulations The School...	Mean	SD	Remarks
1. maintains strict attendance regulations to ensure that all students have equal access to educational opportunities.	4.44	0.77	Always Observed
2. enforces a reasonable and inclusive dress code policy that respects individual expression while maintaining a conducive learning environment.	4.36	0.81	Always Observed
3. mandates wearing identification cards to enhance safety and security measures, promoting inclusivity by facilitating easy recognition of students and staff.	4.67	0.56	Always Observed
4. permits the use of gadgets during classroom hours only when necessary.	4.41	0.73	Always Observed
5. conducts daily checks of school bags to prevent the entry of prohibited items such as cigarettes or smoking paraphernalia and other sharp materials.	3.60	1.23	Often Observed
6. follows a structured, fair, consistent disciplinary action framework that considers every student's unique circumstance and need.	4.37	0.69	Always Observed
7. establishes conflict resolution protocols to address disputes and conflicts within the school community.	4.43	0.8	Always Observed
Weighted Mean	4.33	0.88	To the very great extent

Table 2 explains the extent of management of inclusive education in terms of rules and regulations.

The statements, “*The school mandates wearing identification cards to enhance safety and security measures, promoting inclusivity by facilitating easy recognition of students and staff.*” yielded the highest mean score ($M=4.67$, $SD=0.56$) and was remarked as Always Observed. While the statement “*The school conducts daily checks of school bags to prevent the entry of prohibited items such as cigarettes or smoking paraphernalia and other sharp materials.*” received the lowest mean score of responses with ($M=3.60$, $SD=1.23$) and commented as Often Observed.

Given these findings, the Stand Alone Senior High Schools in the Schools Division Office of Laguna managed inclusive education in terms of rules and regulation to the very great extent ($M=4.33$, $SD=0.88$). This suggests that schools with strong management of inclusive education rules and regulations are likely fostering a conducive environment where students exhibit enhanced self-regulation, reinforcing the positive impact of effective rule management on student behavior and adherence.

Extent of Management of Inclusive Education in terms of Policies and Procedures

Table 3. Extent of Management of Inclusive Education in terms of Policies and Procedures

Policies and Procedures The School...	Mean	SD	Remarks
1. enforces zero-tolerance policies in place for bullying, sexual harassment, and child abuse, with precise reporting mechanisms and consequences to ensure a safe and inclusive environment.	4.57	0.67	Always Observed
2. implements a Zero Collection Policy to ensure that no student faces	4.58	0.62	Always

exclusion based on their socioeconomic background and that all essential educational resources are provided without financial barriers.			Observed
3. enforces its No Discrimination Policy, promoting an inclusive environment where all students are treated with respect and dignity regardless of their background.	4.75	0.53	Always Observed
4. maintains its No Touch or Physical Contact Policy to protect all students' boundaries and comfort while fostering a safe learning environment.	4.73	0.46	Always Observed
5. enforces its No Smoking Policy to maintain a healthy and smoke-free environment conducive to the well-being of all students and staff.	4.73	0.50	Always Observed
6. implements a Language Access Policy to ensure that students from diverse linguistic backgrounds have equal access to educational resources and opportunities.	4.59	0.64	Always Observed
7. formulates admission Policies and Procedures to ensure inclusivity and equitable access to education for all students.	4.68	0.58	Always Observed
Weighted Mean	4.67	0.58	To the very great extent

The table 3 below shows Extent of Management of Inclusive Education in terms of Policies and Procedures.

The statements, “The school enforces its No Discrimination Policy, promoting an inclusive environment where all students are treated with respect and dignity regardless of their background.” yielded the highest mean score ($M=4.75$, $SD=0.53$) and was remarked as Always Observed. While the statement “The school enforces zero-tolerance policies in place for bullying, sexual harassment, and child abuse, with precise reporting mechanisms and consequences to ensure a safe and inclusive environment.” received the lowest mean score of responses with ($M=4.57$, $SD=0.67$) and commented as Always Observed.

In consideration of the findings, the Stand Alone Senior High Schools in the Schools Division Office of Laguna managed inclusive education in terms of policies and procedures to the very great extent ($M=4.67$, $SD=0.58$). This emphasizes that effective management of policies and procedures is essential for creating an environment that not only welcomes diverse students but also ensures that the necessary support structures are in place to facilitate their inclusive education.

Extent of Management of Inclusive Education in terms of Monitoring and Evaluation

Table 4. Extent of Management of Inclusive Education in terms of Monitoring and Evaluation

Monitoring and Evaluation The School...	Mean	SD	Remarks
1. employs a classroom observation tool to assess that teaching practices aligned with inclusive education.	4.75	0.52	Always Observed
2. uses student progress checklist monitors all students' academic and social development, identifying areas where additional support may be needed.	4.61	0.60	Always Observed
3. conducts regular teacher evaluations using a checklist that includes criteria for implementing inclusive teaching strategies and practices.	4.52	0.65	Always Observed
4. utilizes a school improvement checklist to track progress towards inclusive education goals and identify areas for enhancement at the institutional level.	4.56	0.63	Always Observed
5. assesses the school climate using a checklist to ensure that it fosters inclusivity, respect, and a sense of belonging.	4.42	0.77	Always Observed
6. conducts routine safety assessments using a checklist to maintain a secure environment conducive to inclusive learning and well-being.	4.51	0.61	Always Observed
7. administers assessments and gathers feedback from students, parents, and staff to evaluate the effectiveness of its inclusive education initiatives.	4.50	0.80	Always Observed

Overall Mean	4.56	0.67	To the very great extent
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Table 4 explains the extent of management of inclusive education in terms of monitoring and evaluation.

The statements, “*The school employs a classroom observation tool to assess that teaching practices aligned with inclusive education.*” yielded the highest mean score ($M=4.75$, $SD=0.52$) and was remarked as Always Observed. While the statement “*The school assesses the school climate using a checklist to ensure that it fosters inclusivity, respect, and a sense of belonging.*” received the lowest mean score of responses with ($M=4.42$, $SD=0.77$) and commented as Always Observed.

To wrap up, the Stand Alone Senior High Schools in the Schools Division Office of Laguna managed inclusive education in terms of monitoring and evaluation to the very great extent ($M=4.56$, $SD=0.67$). This suggests that a robust system of monitoring and evaluation in inclusive education management contributes positively to the academic and holistic development of students, reinforcing the importance of attentive oversight and assessment for inclusive education success.

Extent of Management of Inclusive Education in terms of Finance and Budget

Table 5. Extent of Management of Inclusive Education in terms of Finance and Budget

Finance and Budget The School...	Mean	SD	Remarks
1. allocates a portion of its budget to cover MOOE, ensuring the availability of essential resources for inclusive education.	4.50	0.77	Always Observed
2. manages canteen funds transparently, using the generated revenue to support school programs and initiatives, including those related to inclusive education.	4.57	0.71	Always Observed
3. collaborates with the Local School Board to secure financial support and resources for inclusive education projects and activities.	4.53	0.71	Always Observed
4. organizes fundraising events to supplement its budget, allowing for the implementation of additional inclusive education initiatives beyond regular funding.	4.40	0.84	Always Observed
5. welcomes private donations and ensures that they are utilized judiciously to enhance resources and services for inclusive education.	4.68	0.56	Always Observed
6. collaborates with the PTA to utilize their fund to support projects and programs that promote inclusive education within the school.	4.73	0.55	Always Observed
7. seeks and applies for grants from various sources to secure additional funding for specific inclusive education projects and improvements.	4.54	0.70	Always Observed
Weighted Mean	4.57	0.70	To the very great extent

Table 5 explains the extent of management of inclusive education in terms of finance and budget.

The statements, “*The school collaborates with the PTA to utilize their fund to support projects and programs that promote inclusive education within the school.*” yielded the highest mean score ($M=4.73$, $SD=0.55$) and was remarked as Always Observed. While the statement “*The school organizes fundraising events to supplement its budget, allowing for the implementation of additional inclusive education initiatives beyond regular funding.*” received the lowest mean score of responses with ($M=4.40$, $SD=0.84$) and commented as Always Observed. This underscores the significance of strategic financial management in fostering inclusive education, emphasizing the need for resource allocation that goes beyond mere financial increments, focusing on innovative approaches that enhance the inclusivity of the learning environment.

Extent of Management of Inclusive Education in terms of Facilities and Infrastructure

Table 6. Extent of Management of Inclusive Education in terms of Facilities and Infrastructure

Facilities and Infrastructure The School...	Mean	SD	Remarks
1. ensures that wheelchair ramps are strategically placed across the campus, providing easy access to buildings and facilities for students with mobility challenges.	4.34	0.85	Always Observed
2. designates a priority lane within the school premises, allowing students with disabilities to navigate the campus efficiently and without barriers.	4.24	0.95	Always Observed
3. designs and equips breakout spaces and sensory rooms to offer students a quiet, calming environment that supports their sensory needs.	4.09	0.96	Often Observed
4. invests in inclusive recreational facilities, ensuring that all students can participate in physical and sports activities.	4.03	1.00	Often Observed
5. ensures that each classroom is accessible and adaptable, accommodating the needs of students with disabilities and providing a conducive learning environment for all.	4.44	0.63	Always Observed
6. allocates suitable spaces within the school for support services, including tutoring, counseling, and occupational therapy, to effectively address students' diverse needs.	4.26	0.86	Always Observed
7. coordinates accessible transportation options to enable safe and convenient commuting to and from school for all students.	4.29	0.80	Always Observed
Weighted Mean	4.24	0.88	To the very great extent

Table 6 explains the extent of management of inclusive education in terms of facilities and infrastructure.

The statements, “*The school ensures that each classroom is accessible and adaptable, accommodating the needs of students with disabilities and providing a conducive learning environment for all.*” yielded the highest mean score ($M=4.44$, $SD=0.63$) and was remarked as Always Observed. While the statement “*The school invests in inclusive recreational facilities, ensuring that all students can participate in physical and sports activities.*” received the lowest mean score of responses with ($M=4.03$, $SD=1.00$) and commented as Often Observed.

As a result, the Stand Alone Senior High Schools in the Schools Division Office of Laguna managed inclusive education in terms of facilities and infrastructure to the very great extent ($M=4.24$, $SD=0.88$). This underscores the importance of attending to these environmental elements as integral aspects of managing inclusive education, highlighting that suitable facilities and infrastructure are essential for creating an effective and comfortable learning environment for all students.

Extent of Management of Inclusive Education in terms of Professional Development

Table 7. Extent of Management of Inclusive Education in terms of Professional Development

Professional Development The School...	Mean	SD	Remarks
1. organizes regular seminars to update educators on the latest inclusive education practices and research.	4.42	0.86	Always Observed
2. conducts hands-on workshops to equip teachers and staff with practical skills for implementing inclusive teaching strategies.	4.39	0.91	Always Observed
3. facilitates LAC sessions to encourage collaboration among educators, fostering a culture of sharing expertise and experiences related to inclusive education.	4.58	0.70	Always Observed

4. promotes mentorship programs where experienced educators guide and support their peers in implementing inclusive practices effectively.	4.47	0.77	Always Observed
5. encourages teachers to engage in action research projects, allowing them to explore innovative ways to enhance inclusivity in the classroom.	4.63	0.56	Always Observed
6. provides access to online courses that educators can take to further their knowledge and skills in inclusive education.	4.29	0.96	Always Observed
7. supports and sponsors educators pursuing graduate studies in inclusive education, contributing to developing expertise in the field.	4.27	1.03	Always Observed
Weighted Mean	4.44	0.85	To the very great extent

Table 7 explains the extent of management of inclusive education in terms of professional development.

The statements, “The school encourages teachers to engage in action research projects, allowing them to explore innovative ways to enhance inclusivity in the classroom.” yielded the highest mean score ($M=4.63$, $SD=0.56$) and was remarked as Always Observed. While the statement “The school supports and sponsors educators pursuing graduate studies in inclusive education, contributing to developing expertise in the field.” received the lowest mean score of responses with ($M=4.27$, $SD=1.03$) and commented as Always Observed.

In light of the above-mentioned, the Stand Alone Senior High Schools in the Schools Division Office of Laguna managed inclusive education in terms of professional development to the very great extent ($M=4.44$, $SD=0.85$). This emphasizes the importance of ongoing and targeted professional development initiatives as an integral part of managing inclusive education effectively, fostering a teaching profession that is better equipped to address the diverse needs of students and contribute to a more inclusive educational environment.

Level of Implementation of Inclusive Education

The following data answers the statement of the problem number two (2) Level of Implementation of Inclusive Education in terms of Curriculum and Instruction; Learning Resources; Learning Delivery; Educational Assessment; Learning Environment; Projects, Program and Activities; and Linkages and Partnerships.

It also shows the statement, mean, standard deviation and the verbal interpretation. Mean score and standard deviation obtained from the points given by the respondents for each statement can be remarked as strongly agree, agree, moderately agree, disagree, strongly disagree.

Level of Implementation of Inclusive Education in terms of Curriculum and Instruction

Table 8. Level of Implementation of Inclusive Education in terms of Curriculum and Instruction

Curriculum and Instruction The School...	Mean	SD	Remarks
1. ensures that every teacher develops inclusive lesson plans that cater to diverse learning styles and abilities.	4.56	0.59	Strongly Agree
2. collaborates with educators to create and implement individualized education plans tailored to the specific needs of students with disabilities.	4.50	0.70	Strongly Agree
3. promotes differentiated instruction strategies that allow teachers to adapt their teaching methods to accommodate their students' varying learning paces and abilities.	4.60	0.65	Strongly Agree
4. introduces flexible schedules when necessary, enabling students with unique needs to access educational opportunities while considering their circumstances.	4.57	0.62	Strongly Agree
5. establishes intervention plans to provide targeted support to students who may require additional assistance in achieving their academic goals.	4.60	0.63	Strongly Agree

6. offers remediation programs to help students bridge learning gaps and reach grade-level expectations, fostering an inclusive approach to academic success.	4.57	0.66	Strongly Agree
7. develops enhancement opportunities for advanced learners, ensuring that all students are challenged and have access to enriched educational experiences.	4.58	0.69	Strongly Agree
Weighted Mean	4.57	0.65	Highly Implemented

Table 8 explains the level of implementation of inclusive education in terms of curriculum and instruction.

The statements, “*The school promotes differentiated instruction strategies that allow teachers to adapt their teaching methods to accommodate their students' varying learning paces and abilities.*” yielded the highest mean score ($M=4.60$, $SD=0.65$) and was remarked as Strongly Agree. While the statement “*The school collaborates with educators to create and implement individualized education plans tailored to the specific needs of students with disabilities.*” received the lowest mean score of responses with ($M=4.50$, $SD=0.70$) and commented as Strongly Agree.

In consideration of these insights, the Stand Alone Senior High Schools in the Schools Division Office of Laguna highly implemented inclusive education in terms of curriculum and instruction ($M=4.57$, $SD=0.65$). This underscores the importance of a curriculum and instructional approach that actively engages students in their learning process, promoting collaboration and teamwork as essential components of inclusive education implementation.

Level of Implementation of Inclusive Education in terms of Learning Resources

Table 9. Level of Implementation of Inclusive Education in terms of Learning Resources

Learning Resources The School...	Mean	SD	Remarks
1. ensures that textbooks used in the classroom are accessible to all students.	4.43	0.70	Strongly Agree
2. provides worksheets and handouts to accommodate various learning styles and abilities.	4.44	0.73	Strongly Agree
3. invests in and utilize assistive technology tools and devices to support students with disabilities.	4.35	0.76	Strongly Agree
4. offers access to educational websites and digital libraries that provide diverse learning resources.	4.25	0.84	Strongly Agree
5. ensures that all instructional materials, including visual aids and printed materials, are available in accessible formats for students with disabilities.	4.42	0.79	Strongly Agree
6. employs a variety of audio-visual aids in the classroom to cater to different learning styles, enhancing the understanding and engagement of all students.	4.32	0.77	Strongly Agree
7. allows field trips and experiments, offering hands-on learning experiences accommodating students' diverse needs and abilities.	4.14	0.86	Agree
Weighted Mean	4.34	0.79	Highly Implemented

Table 9 explains the level of implementation of inclusive education in terms of learning resources.

The statements, “*The school provides worksheets and handouts to accommodate various learning styles and abilities.*” yielded the highest mean score ($M=4.44$, $SD=0.73$) and was remarked as Strongly Agree. While the statement “*The school allows field trips and experiments, offering hands-on learning experiences*

accommodating students' diverse needs and abilities.” received the lowest mean score of responses with (M=4.14, SD=0.86) and commented as Agree.

To outline our key findings, the Stand Alone Senior High Schools in the Schools Division Office of Laguna highly implemented inclusive education in terms of learning resources (M=4.34, SD=0.79). This underscores the importance of thoughtful resource allocation and integration strategies to create an inclusive learning environment that caters to the diverse needs of all students.

Level of Implementation of Inclusive Education in terms of Learning Delivery

Table 10. Level of Implementation of Inclusive Education in terms of Learning Delivery

Learning Delivery The School...	Mean	SD	Remarks
1. ensures that face-to-face classroom instruction is inclusive, creating an environment where all students feel valued and supported.	4.68	0.46	Strongly Agree
2. incorporates synchronous learning activities to allow real-time interaction among students and teachers, fostering inclusive engagement in virtual settings.	4.65	0.51	Strongly Agree
3. provides asynchronous learning options, enabling students to access and engage with course materials at their own pace, accommodating diverse schedules and needs.	4.60	0.57	Strongly Agree
4. employs blended learning approaches that combine in-person and online instruction to offer flexibility while maintaining inclusivity.	4.53	0.69	Strongly Agree
5. supports modular distance learning, offering structured modules that cater to various learning styles and abilities.	4.48	0.82	Strongly Agree
6. utilizes web-based discussion forums to facilitate inclusive online discussions, allowing students to share ideas and collaborate effectively.	4.33	0.82	Strongly Agree
7. implements hybrid learning models, ensuring that in-person and online components are accessible and equitable for all students.	4.40	0.84	Strongly Agree
Weighted Mean	4.53	0.70	Highly Implemented

Table 10 explains the level of implementation of inclusive education in terms of learning delivery.

The statements, “*The school ensures that face-to-face classroom instruction is inclusive, creating an environment where all students feel valued and supported.*” yielded the highest mean score (M=4.68, SD=0.46) and was remarked as Strongly Agree. While the statement “*The school utilizes web-based discussion forums to facilitate inclusive online discussions, allowing students to share ideas and collaborate effectively.*” received the lowest mean score of responses with (M=4.33, SD=0.82) and commented as Strongly Agree.

In view of these results, the Stand Alone Senior High Schools in the Schools Division Office of Laguna highly implemented inclusive education in terms of learning delivery (M=4.53, SD=0.70). This highlights the importance of not only utilizing innovative learning delivery methods but also ensuring that these methods are accompanied by pedagogical approaches that prioritize inclusiveness, making education accessible to all students, regardless of their physical circumstances.

Level of Implementation of Inclusive Education in terms of Educational Assessment

Table 11. Level of Implementation of Inclusive Education in terms of Educational Assessment

Educational Assessment The School...	Mean	SD	Remarks
1. utilizes rubrics and scoring guides to provide transparent and equitable evaluation criteria, ensuring fair assessment of student work across diverse abilities.	4.64	0.59	Strongly Agree

2. incorporates portfolio assessment methods that allow students to showcase their diverse talents, achievements, and progress over time.	4.61	0.55	Strongly Agree
3. administers standardized tests with accommodations and supports as needed to assess all students fairly, including those with disabilities or diverse learning needs.	4.70	0.53	Strongly Agree
4. integrates formative assessments into instruction to provide ongoing feedback and support for students at various levels of readiness and understanding.	4.69	0.54	Strongly Agree
5. conducts summative assessments aligning with inclusive education principles, ensuring that all students demonstrate their knowledge and skills.	4.70	0.59	Strongly Agree
6. encourages self-assessment as part of the evaluation process, empowering students to reflect on their learning and set goals for improvement.	4.64	0.65	Strongly Agree
7. emphasizes the importance of constructive and personalized feedback, helping students of all abilities understand their strengths and areas for growth.	4.62	0.60	Strongly Agree
Weighted Mean	4.66	0.58	Highly Implemented

Table 11 explains the level of implementation of inclusive education in terms of educational assessment.

The statements, “The school conducts summative assessments aligning with inclusive education principles, ensuring that all students demonstrate their knowledge and skills.” yielded the highest mean score ($M=4.70$, $SD=0.59$) and was remarked as Strongly Agree. While the statement “The school incorporates portfolio assessment methods that allow students to showcase their diverse talents, achievements, and progress over time.” received the lowest mean score of responses with ($M=4.61$, $SD=0.55$) and commented as Strongly Agree.

In resonance with the findings, the Stand Alone Senior High Schools in the Schools Division Office of Laguna highly implemented inclusive education in terms of educational assessment ($M=4.66$, $SD=0.58$). This underscores the significance of adopting assessment practices that go beyond traditional methods, promoting inclusivity and enabling diverse learners to engage effectively in the assessment process.

Level of Implementation of Inclusive Education in terms of Learning Environment

Table 12. Level of Implementation of Inclusive Education in terms of Learning Environment

Learning Environment The School...	Mean	SD	Remarks
1. ensures that all school facilities and spaces are physically accessible to disabled students, promoting an inclusive learning environment.	4.58	0.65	Strongly Agree
2. promotes cultural responsiveness by incorporating diverse perspectives and experiences into the curriculum.	4.49	0.68	Strongly Agree
3. prioritizes all students' emotional and psychological safety, creating an environment where they feel valued, supported, and free from discrimination.	4.63	0.60	Strongly Agree
4. engages with the local community to foster partnerships and collaboration that benefit inclusive education initiatives.	4.64	0.54	Strongly Agree
5. celebrates diversity through various activities and events, creating a sense of belonging and appreciation for all students.	4.61	0.59	Strongly Agree
6. offers a range of inclusive extracurricular activities that cater to diverse	4.58	0.60	Strongly Agree

interests and abilities, providing opportunities for all students to participate and thrive.			
7. maintains regular communication with parents, guardians, and caregivers, ensuring that they are informed and involved in supporting their children's inclusive education experiences.	4.63	0.64	Strongly Agree
Weighted Mean	4.60	0.62	Highly Implemented

Table 12 explains the level of implementation of inclusive education in terms of learning environment.

The statements, “*The school engages with the local community to foster partnerships and collaboration that benefit inclusive education initiatives.*” yielded the highest mean score ($M=4.64$, $SD=0.54$) and was remarked as Strongly Agree. While the statement “*The school promotes cultural responsiveness by incorporating diverse perspectives and experiences into the curriculum.*” received the lowest mean score of responses with ($M=4.49$, $SD=0.68$) and commented as Strongly Agree.

In conjunction with the results, the Stand Alone Senior High Schools in the Schools Division Office of Laguna highly implemented inclusive education in terms of learning environment ($M=4.60$, $SD=0.62$). This underscores the importance of creating interactive and inclusive learning spaces to facilitate effective education for all students, promoting engagement and cognitive development, particularly for those with diverse learning needs.

Level of Implementation of Inclusive Education in terms of Projects, Programs and Activities

Table 13. Level of Implementation of Inclusive Education in terms of Projects, Programs and Activities

Projects, Programs and Activities The School...	Mean	SD	Remarks
1. initiates awareness campaigns to educate the school community about the importance of inclusion.	4.45	0.69	Strongly Agree
2. ensures that school sports and physical activities provide opportunities for students of all abilities to participate and enjoy physical education.	4.49	0.66	Strongly Agree
3. implements a feeding program that caters to the diverse dietary needs of students, ensuring access to nutritious meals.	4.60	0.58	Strongly Agree
4. conducts flag ceremonies that embrace diversity, instilling a sense of unity and belonging among students.	4.68	0.46	Strongly Agree
5. participates in cultural exchange programs that allow students to learn about and appreciate different cultures.	4.39	0.90	Strongly Agree
6. encourages students to engage in community service that promotes empathy, social responsibility, and inclusivity.	4.54	0.65	Strongly Agree
7. supports various club activities catering to different interests and abilities.	4.64	0.52	Strongly Agree
Weighted Mean	4.55	0.66	Highly Implemented

Table 13 explains the level of implementation of inclusive education in terms of projects, programs and activities.

The statements, “*The school conducts flag ceremonies that embrace diversity, instilling a sense of unity and belonging among students.*” yielded the highest mean score ($M=4.68$, $SD=0.46$) and was remarked as Strongly Agree. While the statement “*The school participates in cultural exchange programs that allow students to learn about and appreciate different cultures.*” received the lowest mean score of responses with ($M=4.39$, $SD=0.90$) and commented as Strongly Agree.

To wrap up, the Stand Alone Senior High Schools in the Schools Division Office of Laguna highly implemented inclusive education in terms of projects, programs and activities ($M=4.55$, $SD=0.66$). This

underscores the significance of purposeful initiatives and activities that actively contribute to the inclusion of diverse student populations, fostering not only educational but also social development within the school community.

Level of Implementation of Inclusive Education in terms of Linkages and Partnerships

Table 14. Level of Implementation of Inclusive Education in terms of Linkages and Partnerships

Linkages and Partnerships The School...	Mean	SD	Remarks
1. collaborates with school organizations and engage students in initiatives that support and promote inclusive education.	4.56	0.69	Strongly Agree
2. partners with community organizations to leverage resources and expertise.	4.57	0.61	Strongly Agree
3. works closely with government agencies to access funding, support, and guidance for inclusive education programs.	4.51	0.68	Strongly Agree
4. coordinates with local government units to align inclusive education efforts with community needs and resources.	4.57	0.64	Strongly Agree
5. collaborates with non-government organizations to implement projects and tap into additional resources.	4.53	0.59	Strongly Agree
6. engages Parent-Teacher Associations to involve parents and caregivers in supporting inclusive initiatives and fostering a sense of community collaboration.	4.63	0.64	Strongly Agree
7. partners with classroom officers to ensure that student representatives actively contribute to promoting school improvement.	4.64	0.62	Strongly Agree
Weighted Mean	4.57	0.64	Highly Implemented

Table 14 explains the level of implementation of inclusive education in terms of linkages and partnerships.

The statements, “*The school partners with classroom officers to ensure that student representatives actively contribute to promoting school improvement.*” yielded the highest mean score ($M=4.64$, $SD=0.62$) and was remarked as Strongly Agree. While the statement “*The school works closely with government agencies to access funding, support, and guidance for inclusive education programs.*” received the lowest mean score of responses with ($M=4.51$, $SD=0.68$) and commented as Strongly Agree.

With this, the Stand Alone Senior High Schools in the Schools Division Office of Laguna highly implemented inclusive education in terms of linkages and partnerships ($M=4.57$, $SD=0.64$). This emphasizes the importance of establishing and nurturing partnerships within the community, which is crucial for fostering inclusive education by leveraging collective resources and expertise to support the diverse needs of students.

Level of Emerging Best Practices in Inclusive Education

The following data answers the statement of the problem number three (3) Level of Emerging Best Practices in Inclusive Education in terms of Use of other cultural methods in assessing intelligence; Accessibility to educational environment; Equal academic treatment; Improving parent and teacher relationship; Special interactive behavior consideration; Inclusive pedagogic practices; and Mainstream of learners with special needs.

It also shows the statement, mean, standard deviation and the verbal interpretation. Mean score and standard deviation obtained from the points given by the respondents for each statement can be remarked as strongly agree, agree, moderately agree, disagree and strongly disagree.

Level of Emerging Best Practices in Inclusive Education in terms of Use of other Cultural Methods in

Assessing Intelligence**Table 15. Level of Emerging Best Practices in Inclusive Education in terms of Use of other Cultural Methods in Assessing Intelligence**

Use of other Cultural Methods in Assessing Intelligence The School...	Mean	SD	Remarks
1. employs culturally inclusive assessment tools designed to recognize and evaluate various forms of intelligence rooted in students' diverse cultural backgrounds.	4.27	0.85	Strongly Agree
2. provides ongoing cultural competence training for educators, enabling them to better understand cultural nuances in assessing intelligence.	4.30	0.84	Strongly Agree
3. ensures language accessibility by offering assessments in multiple languages, allowing students to express their intelligence more effectively.	4.29	0.80	Strongly Agree
4. explores alternative assessment methods encompassing cultural aspects such as storytelling and community involvement to provide a holistic view of students' intelligence.	4.32	0.74	Strongly Agree
5. incorporates cultural interviews and observations to gain insights into students' intelligence within their cultural identities and experiences.	4.34	0.76	Strongly Agree
6. appoints cultural liaisons who facilitate communication between the school and diverse cultural communities, ensuring that assessment practices are culturally sensitive and informed.	4.27	0.82	Strongly Agree
7. emphasizes individualized assessments considering each student's cultural background and unique strengths.	4.35	0.78	Strongly Agree
Weighted Mean	4.31	0.80	Highly Practiced

Table 15 explains the level of emerging best practices in inclusive education in terms of use of other cultural method in assessing intelligence.

The statements, “The school emphasizes individualized assessments considering each student's cultural background and unique strengths.” yielded the highest mean score ($M=4.35$, $SD=0.78$) and was remarked as Strongly Agree. While the statement “The school employs culturally inclusive assessment tools designed to recognize and evaluate various forms of intelligence rooted in students' diverse cultural backgrounds.” received the lowest mean score of responses with ($M=4.27$, $SD=0.85$) and commented as Strongly Agree.

To sum up, the Stand Alone Senior High Schools in the Schools Division Office of Laguna highly practiced inclusive education in terms of use of other cultural method in assessing intelligence ($M=4.31$, $SD=0.80$). This underscores the significance of adopting culturally sensitive and diverse methods in assessing intelligence, contributing to a more inclusive and equitable educational experience for all students.

Level of Emerging Best Practices in Inclusive Education in terms of Accessibility to Educational Environment**Table 16. Level of Emerging Best Practices in Inclusive Education in terms of Accessibility to Educational Environment**

Accessibility to Educational Environment The School...	Mean	SD	Remarks
1. conducts regular assessments and modifications to ensure that all school buildings and facilities are physically accessible.	4.43	0.71	Strongly Agree
2. designs and maintains sensory-friendly spaces within the school premises, equipped with calming elements, sensory tools, and noise-reducing features.	4.25	0.92	Strongly Agree

3. prioritizes the creation of inclusive play and recreation areas featuring adaptive equipment and accessible pathways to cater to all students' diverse physical abilities and needs.	4.31	0.86	Strongly Agree
4. designs and adapts flexible learning spaces to accommodate various teaching and learning styles.	4.42	0.73	Strongly Agree
5. conducts regular information sessions and workshops for students, parents, caregivers, and staff to raise awareness about accessibility features and best practices.	4.35	0.79	Strongly Agree
6. upgrades and maintains restrooms and hygiene facilities, fully accessible and equipped with assistive devices.	4.38	0.77	Strongly Agree
7. develops communication, and practices comprehensive emergency evacuation plans.	4.55	0.71	Strongly Agree
Weighted Mean	4.39	0.79	Highly Practiced

Table 16 explains the level of emerging best practices in inclusive education in terms of accessibility to educational environment.

The statements, “*The school develops communication, and practices comprehensive emergency evacuation plans.*” yielded the highest mean score ($M=4.55$, $SD=0.71$) and was remarked as Strongly Agree. While the statement “*The school designs and maintains sensory-friendly spaces within the school premises, equipped with calming elements, sensory tools, and noise-reducing features.*” received the lowest mean score of responses with ($M=4.25$, $SD=0.92$) and commented as Strongly Agree.

In light with the findings, the Stand Alone Senior High Schools in the Schools Division Office of Laguna highly practiced inclusive education in terms of accessibility to educational environment ($M=4.39$, $SD=0.79$). This underscores the significance of leveraging educational technologies to enhance accessibility, ensuring that the educational environment is inclusive and supportive for all students, regardless of their unique needs.

Level of Emerging Best Practices in Inclusive Education in terms of Equal Academic Treatment

Table 17. Level of Emerging Best Practices in Inclusive Education in terms of Equal Academic Treatment

Equal Academic Treatment The School...	Mean	SD	Remarks
1. Implements and enforces anti-discrimination policies to ensure that every student is treated fairly and respectfully.	4.55	0.65	Strongly Agree
2. strives to provide equitable access to the curriculum, addressing any disparities in resource allocation and learning opportunities among diverse student populations.	4.54	0.66	Strongly Agree
3. adopts a diverse and inclusive curriculum that reflects the experiences and backgrounds of all students.	4.50	0.68	Strongly Agree
4. offers individualized support to students with unique learning needs, ensuring that they receive the necessary accommodations and assistance to excel academically.	4.49	0.71	Strongly Agree
5. establishes equitable grading and assessment practices that consider students' diverse learning styles and abilities.	4.61	0.63	Strongly Agree
6. conducts regular equity audits to assess and address outcomes, resources, and opportunities disparities.	4.40	0.72	Strongly Agree
7. involves students in decision-making processes and values their input, ensuring their voices shape an inclusive and equitable academic environment.	4.54	0.63	Strongly Agree
Overall Mean	4.52	0.67	Highly Practiced

Table 17 explains the level of emerging best practices in inclusive education in terms of equal academic treatment.

The statements, “The school establishes equitable grading and assessment practices that consider students' diverse learning styles and abilities.” yielded the highest mean score ($M=4.61$, $SD=0.63$) and was remarked as Strongly Agree. While the statement “The school conducts regular equity audits to assess and address outcomes, resources, and opportunities disparities.” received the lowest mean score of responses with ($M=4.40$, $SD=0.72$) and commented as Strongly Agree.

To outline the key findings, the Stand Alone Senior High Schools in the Schools Division Office of Laguna highly practiced inclusive education in terms of equal academic treatment ($M=4.52$, $SD=0.67$). This underscores the importance of fostering an educational environment that values and promotes equal treatment for all students, ensuring fair and equitable academic experiences across diverse backgrounds and perspectives. Embracing diversity enhances the overall educational landscape.

Level of Emerging Best Practices in Inclusive Education in terms of Improving Parent and Teacher Relationship

Table 18. Level of Emerging Best Practices in Inclusive Education in terms of Improving Parent and Teacher Relationship

Improving Parent and Teacher Relationship The School...	Mean	SD	Remarks
1. promotes open and regular communication between parents and teachers through various channels.	4.64	0.52	Strongly Agree
2. organizes parent-teacher conferences to discuss students' progress, needs, and strategies for success.	4.65	0.55	Strongly Agree
3. encourages two-way feedback between parents and teachers, creating opportunities for both parties to share insights, concerns, and observations.	4.55	0.64	Strongly Agree
4. recognizes the importance of involving parents in various aspects of the school and decision-making processes.	4.68	0.50	Strongly Agree
5. conducts a series of parent education workshops that cover topics ranging from effective ways to support their child's learning to understanding special education services.	4.47	0.85	Strongly Agree
6. ensures that information related to curriculum, policies, and events is easily accessible to parents, employing clear communication channels and providing translated materials.	4.64	0.60	Strongly Agree
7. establishes a clear and comprehensive conflict resolution protocol that guides parents and teachers in resolving disputes or concerns respectfully, constructively, and timely.	4.60	0.66	Strongly Agree
Weighted Mean	4.61	0.63	Highly Practiced

Table 18 explains the level of emerging best practices in inclusive education in terms of improving parent and teacher relationship.

The statements, “The school recognizes the importance of involving parents in various aspects of the school and decision-making processes.” yielded the highest mean score ($M=4.68$, $SD=0.50$) and was remarked as Strongly Agree. While the statement “The school establishes a clear and comprehensive conflict resolution protocol that guides parents and teachers in resolving disputes or concerns respectfully, constructively, and timely.” received the lowest mean score of responses with ($M=4.60$, $SD=0.66$) and commented as Strongly Agree.

In the context of the results, the Stand Alone Senior High Schools in the Schools Division Office of Laguna highly practiced inclusive education in terms of improving parent and teacher relationship ($M=4.61$,

SD=0.63). This underscores the significance of fostering strong partnerships between parents and teachers to enhance the overall educational experience and socio-emotional well-being of students, reinforcing the importance of intentional efforts in teacher education programs to promote effective parent-teacher relationships.

Level of Emerging Best Practices in Inclusive Education in terms of Special Interactive Behavior Consideration

Table 19. Level of Emerging Best Practices in Inclusive Education in terms of Special Interactive Behavior Consideration

Special Interactive Behavior Consideration The School...	Mean	SD	Remarks
1. collaborates with parents to develop individualized behavior plans tailored to each student's needs.	4.51	0.65	Strongly Agree
2. implements multi-tiered support systems involving parents, teachers, and specialists in providing layered interventions to address academic and behavioral issues.	4.43	0.74	Strongly Agree
3. conducts behavioral assessments in consultation with parents and teachers to understand students' needs, leading to more targeted and supportive interventions.	4.37	0.76	Strongly Agree
4. employs positive behavior reinforcement strategies, promoting a shared approach between parents and teachers to recognize and encourage desirable student behavior.	4.51	0.69	Strongly Agree
5. adopts trauma-informed practices and training to create a common language and understanding between parents and teachers regarding the impact of trauma on students.	4.42	0.75	Strongly Agree
6. integrates social-emotional learning into the curriculum, emphasizing the importance of collaboration between parents and teachers in nurturing students' holistic development.	4.49	0.71	Strongly Agree
7. establishes peer support programs that engage students as mentors and mediators, enhancing relationships and creating a supportive network within the school community.	4.52	0.72	Strongly Agree
Weighted Mean	4.47	0.72	Highly Practiced

Table 19 explains the level of emerging best practices in inclusive education in terms of special interactive behavior consideration.

The statements, “The school establishes peer support programs that engage students as mentors and mediators, enhancing relationships and creating a supportive network within the school community.” yielded the highest mean score ($M=4.52$, $SD=0.72$) and was remarked as Strongly Agree. While the statement “The school conducts behavioral assessments in consultation with parents and teachers to understand students' needs, leading to more targeted and supportive interventions.” received the lowest mean score of responses with ($M=4.37$, $SD=0.76$) and commented as Strongly Agree.

In light of the above findings, the Stand Alone Senior High Schools in the Schools Division Office of Laguna highly practiced inclusive education in terms of special interactive behavior consideration ($M=4.47$, $SD=0.72$). This underscores the importance of providing teachers with the necessary training and effective strategies to navigate and support students with diverse emotional and behavioral needs in inclusive educational settings.

Level of Emerging Best Practices in Inclusive Education in terms of Inclusive Pedagogic Practices

Table 20. Level of Emerging Best Practices in Inclusive Education in terms of Inclusive Pedagogic

Practices

Inclusive Pedagogic Practices The School...	Mean	SD	Remarks
1. emphasizes the practice of differentiated instruction, where educators adapt teaching methods and assessments.	4.57	0.67	Strongly Agree
2. adopts Universal Design for Learning (UDL) principles, ensuring that curriculum materials and teaching strategies are designed to be accessible and adaptable.	4.35	0.77	Strongly Agree
3. encourages collaborative learning experiences that nurture student cooperation, teamwork, and mutual support.	4.55	0.56	Strongly Agree
4. implements various assessment methods that accommodate diverse learning styles and abilities.	4.56	0.64	Strongly Agree
5. prioritizes flexible seating and classroom arrangement strategies that empower students to choose their learning spaces based on their preferences and needs.	4.52	0.71	Strongly Agree
6. promotes the use of inclusive language and communication strategies among educators.	4.47	0.67	Strongly Agree
7. supports scaffolded learning experiences, where educators provide structured support and guidance to help students build on their existing knowledge and skills.	4.55	0.58	Strongly Agree
Weighted Mean	4.51	0.66	Highly Practiced

Table 20 explains the level of emerging best practices in inclusive education in terms of inclusive pedagogic practices.

The statements, “*The school emphasizes the practice of differentiated instruction, where educators adapt teaching methods and assessments.*” yielded the highest mean score ($M=4.57$, $SD=0.67$) and was remarked as Strongly Agree. While the statement “*The school adopts Universal Design for Learning (UDL) principles, ensuring that curriculum materials and teaching strategies are designed to be accessible and adaptable.*” received the lowest mean score of responses with ($M=4.35$, $SD=0.77$) and commented as Strongly Agree.

To wrap up, the Stand Alone Senior High Schools in the Schools Division Office of Laguna highly practiced inclusive education in terms of inclusive pedagogic practices ($M=4.51$, $SD=0.66$). This emphasizes the importance of equipping educators with targeted training that builds on their existing knowledge, fostering a more inclusive and supportive learning environment for all students.

Level of Emerging Best Practices in Inclusive Education in terms of Mainstream of Learners with Special Needs

Table 21. Level of Emerging Best Practices in Inclusive Education in terms of Mainstream of Learners with Special Needs

Mainstream of Learners with Special Needs The School...	Mean	SD	Remarks
1. supports the integration of learners with special needs into regular classrooms.	4.39	0.76	Strongly Agree
2. collaborates extensively with education experts and resource teachers to develop individualized support plans.	4.21	0.86	Strongly Agree
3. emphasizes continuous training and professional development for regular classroom teachers, equipping them with strategies and adaptive techniques.	4.34	0.77	Strongly Agree
4. establishes comprehensive support teams comprising educators,	4.20	0.86	Agree

therapists, specialists, and caregivers collaborating closely to provide multifaceted accommodations.			
5. promotes extensive peer support programs where students without disabilities actively assist their peers with special needs.	4.30	0.84	Strongly Agree
6. commits to regularly reviewing and enhancing its inclusive education policies and practices.	4.33	0.75	Strongly Agree
7. exemplifies a commitment to championing the rights and dignity of all learners by integrating inclusive education as a core value and foundational element.	4.37	0.76	Strongly Agree
Weighted Mean	4.31	0.80	Highly Practiced

Table 21 explains the level of emerging best practices in inclusive education in terms of mainstream of learners with special needs.

The statements, “*The school supports the integration of learners with special needs into regular classrooms.*” yielded the highest mean score ($M=4.39$, $SD=0.76$) and was remarked as Strongly Agree. While the statement “*The school establishes comprehensive support teams comprising educators, therapists, specialists, and caregivers collaborating closely to provide multifaceted accommodations.*” received the lowest mean score of responses with ($M=4.20$, $SD=0.86$) and commented as Agree.

As a result, the Stand Alone Senior High Schools in the Schools Division Office of Laguna highly practiced inclusive education in terms of mainstream of learners with special needs ($M=4.31$, $SD=0.80$). This underscores the importance of adopting inclusive education practices that prioritize children's rights and the effectiveness of mainstreaming to create a more equitable and supportive educational environment for all students, including those with special needs.

Stand Alone Senior High Schools' Extent of Management of Inclusive Education

The following data answers the statement of the problem number four (4) Stand Alone Senior High Schools' extent of management of inclusive education.

The following table also shows the statement, mean, standard deviation and the verbal interpretation. Mean score and standard deviation obtained from the points given by the respondents for each statement can be remarked as to the very high, high, moderately high, low and very low.

The table 22 below shows Stand Alone Senior High Schools' Extent of Management of Inclusive Education.

Table 22. Stand Alone Senior High Schools' Extent of Management of Inclusive Education

Extent of Management of Inclusive Education	Mean	SD	Remarks
1. Goals and Objectives	4.65	0.57	Very High
2. Rules and Regulations	4.33	0.88	Very High
3. Policies and Procedures	4.67	0.58	Very High
4. Monitoring and Evaluation	4.56	0.67	Very High
5. Finance and Budget	4.57	0.70	Very High
6. Facilities and Infrastructures	4.24	0.88	Very High
7. Professional Development	4.44	0.85	Very High
Grand Mean	4.49	0.76	To the very great extent

Table 22 explains the Stand Alone Senior High Schools' Extent of Management of Inclusive Education.

The Extent of Management in terms of Policies and Procedures yielded the highest mean score ($M=67$, $SD=0.58$) and was remarked as Very High while Facilities and Infrastructures received the lowest mean score of responses with ($M=4.24$, $SD=0.88$) still commented as Very High.

In general, the Stand Alone Senior High Schools in the Schools Division Office of Laguna managed inclusive education to the very great extent ($M=4.49$, $SD=0.76$).

This means that the schools have clear goals and objectives align with the principles of inclusive education, ensuring a focused approach to creating an environment that caters to diverse student needs. The establishment and enforcement of rules, regulations, policies, and procedures contribute to a structured framework that promotes equal opportunities and fair treatment. Through systematic monitoring and evaluation, these schools adapt to evolving needs, celebrating successes, and identifying areas for improvement. Effective financial planning is evident in judicious resource allocation for assistive technologies and specialized training, while the provision of accessible facilities reflects a commitment to creating a physically inclusive learning environment. Additionally, the emphasis on continuous professional development ensures that educators are well-equipped to address diverse learning needs.

Stand Alone Senior High Schools' Level of Implementation of Inclusive Education

The following data answers the statement of the problem number five (5) Stand Alone Senior High Schools' level of implementation of inclusive education.

The following table also shows the statement, mean, standard deviation and the verbal interpretation. Mean score and standard deviation obtained from the points given by the respondents for each statement can be remarked as the very high, high, moderately high, low and very low.

The table 23 below shows Stand Alone Senior High Schools' Level of Implementation of Inclusive Education.

Table 23. Stand Alone Senior High Schools' Level of Implementation of Inclusive Education

Level of Implementation of Inclusive Education	Mean	SD	Remarks
1. Curriculum and Instruction	4.57	0.65	Very High
2. Learning Resources	4.34	0.79	Very High
3. Learning Delivery	4.53	0.70	Very High
4. Educational Assessment	4.66	0.58	Very High
5. Learning Environment	4.60	0.62	Very High
6. Projects, Programs and Activities	4.55	0.66	Very High
7. Linkages and Partnerships	4.57	0.64	Very High
Grand Mean	4.55	0.67	Highly Implemented

Table 23 explains the Stand Alone Senior High Schools' Level of Implementation of Inclusive Education.

The Level of Implementation in terms of Educational Assessment yielded the highest mean score ($M=66$, $SD=0.58$) and was remarked as Very High while Learning Resources received the lowest mean score of responses with ($M=4.34$, $SD=0.79$) still commented as Very High.

Overall, the Stand Alone Senior High Schools in the Schools Division Office of Laguna highly implemented the inclusive education practices ($M=4.55$, $SD=0.67$).

Stand Alone Senior High Schools' Level of Emerging Best Practices in Inclusive Education

The following data answers the statement of the problem number six (6) Stand Alone Senior High Schools' level of emerging best practices in inclusive education.

The following table also shows the statement, mean, standard deviation and the verbal interpretation. Mean score and standard deviation obtained from the points given by the respondents for each statement can be remarked as the very high, high, moderately high, low and very low.

The table 24 below shows Stand Alone Senior High Schools' Level of Emerging Best Practices in Inclusive Education.

Table 24. Stand Alone Senior High Schools' Level of Emerging Best Practices in Inclusive Education

Level of Emerging Best Practices in Inclusive Education	Mean	SD	Remarks
1. Use of other Cultural Methods in Assessing Intelligence	4.31	0.80	Very High
2. Accessibility to Educational Environment	4.39	0.79	Very High
3. Equal Academic Treatment	4.52	0.67	Very High
4. Improving Parent and Teacher Relationship	4.61	0.63	Very High
5. Special Interactive Behavior Consideration	4.47	0.72	Very High
6. Inclusive Pedagogic Practices	4.51	0.66	Very High
7. Mainstream of Learners with Special Needs	4.31	0.80	Very High
Grand Mean	4.44	0.74	Highly Practiced

Table 24 explains the Stand Alone Senior High Schools' Level of Emerging Best Practices in Inclusive Education.

The Level of Emerging Best Practices in Inclusive Education in terms of Improving Parent and Teacher Relationship yielded the highest mean score ($M=61$, $SD=0.63$) and was remarked as Very High while Use of Other Cultural Methods in Assessing Intelligence and Mainstream of Learners with Special Needs both received the lowest mean score of responses with ($M=4.31$, $SD=0.80$) still commented as Very High.

In light of the evidence, the Stand Alone Senior High Schools in the Schools Division Office of Laguna highly practiced the emerging best practices in inclusive education ($M=4.44$, $SD=0.74$).

This means that the schools demonstrate a commitment to cultural responsiveness by incorporating diverse cultural methods in assessing intelligence, recognizing the importance of a broad and inclusive approach to student evaluation. The commitment to an accessible educational environment is evident through physical accommodations and the integration of assistive technologies, ensuring that all students can engage fully in the learning process. The schools prioritize equal academic treatment, fostering an environment where each student, irrespective of abilities, receives fair and tailored academic support. Moreover, the emphasis on improving parent and teacher relationships contributes to a collaborative and supportive network, recognizing the pivotal role of such partnerships in the success of inclusive education. Special interactive behavior consideration is observed, reflecting a nuanced understanding of diverse needs. The adoption of inclusive pedagogic practices and the mainstreaming of learners with special needs underscore the schools' dedication to creating an environment where every student can thrive, reinforcing their commitment to the evolving landscape of inclusive education.

Significant Relationship between Stand Alone Senior High Schools' Management of Inclusive Education and the Emerging Best Practices in Inclusive Education

The following data answers the statement of the problem number seven (7) Significant Relationship between Stand Alone Senior High Schools' Management of Inclusive Education and the Emerging Best Practices in Inclusive Education.

The table shows the relationship between the management of inclusive education in terms of goals and objectives, rules and regulation, policies and procedures, monitoring and evaluation, finance and budget, facilities and infrastructure and professional development and the emerging best practices in terms of use of other cultural method in assessing intelligence, accessibility to educational environment, equal academic treatment, improving parent and teacher relationship, special interactive behavior consideration, inclusive pedagogic practices and mainstream of learners with special needs, the p-value, correlation and analysis at 0.05

level significance (two-tailed). R can be remarked as Very Strong, Strong, Moderate, Weak and Very Weak.

The table 25 below shows Significant Relationship between Stand Alone Senior High Schools' Management of Inclusive Education and the Emerging Best Practices in Inclusive Education.

Table 25. Significant Relationship between Stand Alone Senior High Schools' Management of Inclusive Education and the Emerging Best Practices in Inclusive Education

Management of Inclusive Education	Emerging Best Practices in Inclusive Education	p-value	r	Remarks	Analysis
Goals and Objectives	Use of Other Cultural Methods in Assessing Intelligence	.000	.491	Moderate	Significant
	Accessibility to Educational Environment	.000	.437	Moderate	Significant
	Equal Academic Treatment	.000	.534	Strong	Significant
	Improving Parent and Teacher Relationship	.000	.558	Strong	Significant
	Special Interactive Behavior Consideration	.000	.511	Strong	Significant
	Inclusive Pedagogic Practices	.000	.547	Strong	Significant
	Mainstream of Learners with Special Needs	.000	.405	Moderate	Significant
Rules and Regulations	Use of Other Cultural Methods in Assessing Intelligence	.000	.581	Moderate	Significant
	Accessibility to Educational Environment	.000	.605	Strong	Significant
	Equal Academic Treatment	.000	.556	Moderate	Significant
	Improving Parent and Teacher Relationship	.000	.566	Moderate	Significant
	Special Interactive Behavior Consideration	.000	.515	Moderate	Significant
	Inclusive Pedagogic Practices	.000	.557	Moderate	Significant
	Mainstream of Learners with Special Needs	.000	.550	Moderate	Significant
Policies and Procedure	Use of Other Cultural Methods in Assessing Intelligence	.000	.503	Moderate	Significant
	Accessibility to Educational Environment	.000	.554	Moderate	Significant
	Equal Academic Treatment	.000	.655	Strong	Significant
	Improving Parent and Teacher Relationship	.000	.587	Moderate	Significant
	Special Interactive Behavior Consideration	.000	.552	Moderate	Significant
	Inclusive Pedagogic Practices	.000	.636	Strong	Significant
	Mainstream of Learners with Special Needs	.000	.515	Moderate	Significant
Monitoring and Evaluation	Use of Other Cultural Methods in Assessing Intelligence	.000	.712	Strong	Significant
	Accessibility to Educational Environment	.000	.761	Strong	Significant
	Equal Academic Treatment	.000	.723	Strong	Significant
	Improving Parent and Teacher	.000	.723	Strong	Significant

	Relationship				
	Special Interactive Behavior Consideration	.000	.708	Strong	Significant
	Inclusive Pedagogic Practices	.000	.707	Strong	Significant
	Mainstream of Learners with Special Needs	.000	.586	Moderate	Significant
Finance and Budget	Use of Other Cultural Methods in Assessing Intelligence	.000	.542	Moderate	Significant
	Accessibility to Educational Environment	.000	.594	Moderate	Significant
	Equal Academic Treatment	.000	.495	Moderate	Significant
	Improving Parent and Teacher Relationship	.000	.538	Moderate	Significant
	Special Interactive Behavior Consideration	.000	.527	Moderate	Significant
	Inclusive Pedagogic Practices	.000	.539	Moderate	Significant
	Mainstream of Learners with Special Needs	.000	.434	Moderate	Significant
Facilities and Infrastructure	Use of Other Cultural Methods in Assessing Intelligence	.000	.691	Strong	Significant
	Accessibility to Educational Environment	.000	.737	Strong	Significant
	Equal Academic Treatment	.000	.610	Strong	Significant
	Improving Parent and Teacher Relationship	.000	.619	Strong	Significant
	Special Interactive Behavior Consideration	.000	.655	Strong	Significant
	Inclusive Pedagogic Practices	.000	.642	Strong	Significant
	Mainstream of Learners with Special Needs	.000	.655	Strong	Significant
Professional Development	Use of Other Cultural Methods in Assessing Intelligence	.000	.711	Strong	Significant
	Accessibility to Educational Environment	.000	.747	Strong	Significant
	Equal Academic Treatment	.000	.650	Strong	Significant
	Improving Parent and Teacher Relationship	.000	.642	Strong	Significant
	Special Interactive Behavior Consideration	.000	.680	Strong	Significant
	Inclusive Pedagogic Practices	.000	.608	Strong	Significant
	Mainstream of Learners with Special Needs	.000	.596	Moderate	Significant

Significant at 0.05 level (two-tailed)

In *Goals and Objectives*, the use of other cultural methods in assessing intelligence demonstrates a moderate positive correlation ($p=.000$, $r=.491$), indicating a discernible but not particularly strong relationship between cultural assessment methods and the established goals and objectives of inclusive education. Accessibility to the educational environment shows a moderate positive correlation ($p=.000$, $r=.437$), suggesting a notable but not strong connection between the goals and objectives and the provision of an accessible educational environment. On the other hand, equal academic treatment exhibits a strong positive correlation ($p=.000$, $r = .534$), emphasizing the crucial role of well-defined goals and objectives in achieving fair and

uniform academic treatment. The improvement of parent and teacher relationships ($p=.000$, $r=.558$) and special interactive behavior consideration ($p=.000$, $r=.511$) both demonstrate strong positive correlations, highlighting the significance of positive relationships in achieving the goals and objectives of inclusive education. Inclusive pedagogic practices also exhibit a strong positive correlation ($p=.000$, $r=.547$), reinforcing the importance of diverse and inclusive teaching methods. However, the mainstreaming of learners with special needs shows a moderate positive correlation ($p=.000$, $r=.405$), indicating a positive but less strong relationship between the goals and objectives and the mainstreaming of students with special needs. In line with the findings, this indicates that there is a significant relationship between management of inclusive education in terms of goals and objectives and the emerging best practices in inclusive education.

Meanwhile in *Rules and Regulations*, the use of other cultural methods in assessing intelligence demonstrates a moderate positive correlation ($p=.000$, $r=.581$), indicating a discernible but not particularly strong relationship between cultural assessment methods and adherence to rules and regulations. The accessibility to the educational environment exhibits a strong positive correlation ($p=.000$, $r=.605$), emphasizing the vital role of well-defined rules and regulations in ensuring an accessible educational environment. Equal academic treatment shows a moderate positive correlation ($p=.000$, $r=.556$), reinforcing the importance of fair and uniform treatment in conjunction with established rules and regulations. Similarly, improving parent and teacher relationships ($p=.000$, $r=.566$), special interactive behavior consideration ($p=.000$, $r=.515$), inclusive pedagogic practices ($p=.000$, $r=.557$), and mainstreaming of learners with special needs ($p=.000$, $r=.550$) all display moderate positive correlations, indicating that these facets are moderately associated with adherence to rules and regulations. In line with the context, this indicates that there is a significant relationship between management of inclusive education in terms of rules and regulation and the emerging best practices in inclusive education.

Similarly, in *Policies and Procedures*, the use of other cultural methods in assessing intelligence demonstrates a moderate positive correlation ($p=.000$, $r=.503$), suggesting a discernible but not particularly strong connection between cultural assessment methods and the established policies and procedures. Accessibility to the educational environment displays a moderate positive correlation ($p=.000$, $r=.554$), indicating that the implementation of policies and procedures has a moderate association with ensuring an accessible educational environment. The noteworthy finding is the strong positive correlation ($p=.000$, $r=.655$) between equal academic treatment and policies and procedures, underscoring the pivotal role of well-defined policies in fostering fair and uniform academic treatment. The improvement of parent and teacher relationships ($p=.000$, $r=.587$), special interactive behavior consideration ($p=.000$, $r=.552$), and inclusive pedagogic practices ($p=.000$, $r=.636$) all exhibit moderate to strong positive correlations, indicating that these aspects are moderately to strongly associated with adherence to policies and procedures. The mainstreaming of learners with special needs shows a moderate positive correlation ($p=.000$, $r=.515$), suggesting a positive yet less pronounced relationship. Overall, the findings indicate that there is a significant relationship between management of inclusive education in terms of policies and procedures and the emerging best practices in inclusive education.

Additionally, in *Monitoring and Evaluation*, the use of other cultural methods in assessing intelligence exhibits a strong positive correlation ($p=.000$, $r=.712$), emphasizing a robust association between cultural assessment methods and the effectiveness of monitoring and evaluation processes. Accessibility to the educational environment ($p=.000$, $r=.761$), equal academic treatment ($p=.000$, $r=.723$), and improving parent and teacher relationships ($p=.000$, $r=.723$) all demonstrate strong positive correlations, highlighting the critical role of effective monitoring and evaluation in ensuring an accessible environment and promoting fair and positive relationships among stakeholders. Special interactive behavior consideration ($p=.000$, $r=.708$) and inclusive pedagogic practices ($p=.000$, $r=.707$) also show strong positive correlations, indicating that these elements are strongly associated with the efficacy of monitoring and evaluation processes. In contrast, the mainstreaming of learners with special needs displays a moderate positive correlation ($p=.000$, $r=.586$), suggesting a positive but less pronounced relationship. To wrap up, this indicates that there is a significant

relationship between management of inclusive education in terms of monitoring and evaluation and the emerging best practices in inclusive education.

In *Finance and Budget*, the use of other cultural methods in assessing intelligence demonstrates a moderate positive correlation ($p=.000$, $r=.542$), indicating a discernible but not particularly strong relationship between financial considerations and the utilization of cultural assessment methods. Accessibility to the educational environment ($p=.000$, $r=.594$), equal academic treatment ($p=.000$, $r=.495$), improving parent and teacher relationships ($p=.000$, $r=.538$), special interactive behavior consideration ($p=.000$, $r=.527$), inclusive pedagogic practices ($p=.000$, $r=.539$), and mainstreaming of learners with special needs ($p=.000$, $r=.434$) all exhibit moderate positive correlations. The findings suggest that there is a significant relationship between management of inclusive education in terms of finance and budget and the emerging best practices in inclusive education.

Moreover, in *Facilities and Infrastructures*, the use of other cultural methods in assessing intelligence demonstrates a strong positive correlation ($p=.000$, $r=.691$), underscoring the robust association between the utilization of cultural assessment methods and the quality of facilities and infrastructure. Accessibility to the educational environment ($p=.000$, $r=.737$), equal academic treatment ($p=.000$, $r=.610$), improving parent and teacher relationships ($p=.000$, $r=.619$), special interactive behavior consideration ($p=.000$, $r=.655$), inclusive pedagogic practices ($p=.000$, $r=.642$), and mainstreaming of learners with special needs ($p=.000$, $r=.655$) all exhibit strong positive correlations. The findings suggest that there is a significant relationship between management of inclusive education in terms of facilities and infrastructures and the emerging best practices in inclusive education.

Furthermore, in *Professional Development*, the use of other cultural methods in assessing intelligence exhibits a strong positive correlation ($p=.000$, $r=.711$), emphasizing a robust connection between cultural assessment methods and investments in professional development. Accessibility to the educational environment ($p=.000$, $r=.747$), equal academic treatment ($p=.000$, $r=.650$), improving parent and teacher relationships ($p=.000$, $r=.642$), special interactive behavior consideration ($p=.000$, $r=.680$), and inclusive pedagogic practices ($p=.000$, $r=.608$) all display strong positive correlations. Additionally, mainstreaming of learners with special needs exhibits a moderate positive correlation ($p=.000$, $r=.596$), indicating a positive but less pronounced relationship with professional development initiatives. The findings suggest that there is a significant relationship between management of inclusive education in terms of professional development and the emerging best practices in inclusive education.

Significant Relationship between Stand Alone Senior High Schools' Implementation of Inclusive Education and the Emerging Best Practices in Inclusive Education

The following data answers the statement of the problem number seven (8) Significant Relationship between Stand Alone Senior High Schools' Implementation of Inclusive Education and the Emerging Best Practices in Inclusive Education.

The table shows the relationship between the management of inclusive education in terms of goals and objectives, rules and regulation, policies and procedures, monitoring and evaluation, finance and budget, facilities and infrastructure and professional development and the emerging best practices in terms of use of other cultural method in assessing intelligence, accessibility to educational environment, equal academic treatment, improving parent and teacher relationship, special interactive behavior consideration, inclusive pedagogic practices and mainstream of learners with special needs, the p-value, correlation and analysis at 0.05 level significance (two-tailed). R can be remarked as Very Strong, Strong, Moderate, Weak and Very Weak.

Table 26. Significant Relationship between Stand Alone Senior High Schools' Implementation of Inclusive Education and the Emerging Best Practices in Inclusive Education

Management of Inclusive Education	Emerging Best Practices in Inclusive Education	p-value	r	Verbal Interpretation	Analysis
Curriculum and Instruction	Use of Other Cultural Methods in Assessing Intelligence	.000	.744	Strong	Significant
	Accessibility to Educational Environment	.000	.737	Strong	Significant
	Equal Academic Treatment	.000	.776	Strong	Significant
	Improving Parent and Teacher Relationship	.000	.748	Strong	Significant
	Special Interactive Behavior Consideration	.000	.782	Strong	Significant
	Inclusive Pedagogic Practices	.000	.749	Strong	Significant
	Mainstream of Learners with Special Needs	.000	.560	Moderate	Significant
Learning Resources	Use of Other Cultural Methods in Assessing Intelligence	.000	.715	Strong	Significant
	Accessibility to Educational Environment	.000	.769	Strong	Significant
	Equal Academic Treatment	.000	.741	Strong	Significant
	Improving Parent and Teacher Relationship	.000	.661	Strong	Significant
	Special Interactive Behavior Consideration	.000	.691	Strong	Significant
	Inclusive Pedagogic Practices	.000	.695	Strong	Significant
	Mainstream of Learners with Special Needs	.000	.699	Strong	Significant
Learning Delivery	Use of Other Cultural Methods in Assessing Intelligence	.000	.654	Strong	Significant
	Accessibility to Educational Environment	.000	.675	Strong	Significant
	Equal Academic Treatment	.000	.762	Strong	Significant
	Improving Parent and Teacher Relationship	.000	.739	Strong	Significant
	Special Interactive Behavior Consideration	.000	.731	Strong	Significant
	Inclusive Pedagogic Practices	.000	.666	Strong	Significant
	Mainstream of Learners with Special Needs	.000	.591	Moderate	Significant
Educational Assessment	Use of Other Cultural Methods in Assessing Intelligence	.000	.620	Strong	Significant
	Accessibility to Educational Environment	.000	.683	Strong	Significant
	Equal Academic Treatment	.000	.776	Strong	Significant
	Improving Parent and Teacher Relationship	.000	.784	Strong	Significant
	Special Interactive Behavior Consideration	.000	.730	Strong	Significant
	Inclusive Pedagogic Practices	.000	.717	Strong	Significant
	Mainstream of Learners with Special Needs	.000	.513	Moderate	Significant
Learning Environment	Use of Other Cultural Methods in Assessing Intelligence	.000	.734	Strong	Significant
	Accessibility to Educational Environment	.000	.761	Strong	Significant

	Equal Academic Treatment	.000	.784	Strong	Significant
	Improving Parent and Teacher Relationship	.000	.796	Strong	Significant
	Special Interactive Behavior Consideration	.000	.766	Strong	Significant
	Inclusive Pedagogic Practices	.000	.737	Strong	Significant
	Mainstream of Learners with Special Needs	.000	.579	Moderate	Significant
Projects, Programs and Activities	Use of Other Cultural Methods in Assessing Intelligence	.000	.743	Strong	Significant
	Accessibility to Educational Environment	.000	.722	Strong	Significant
	Equal Academic Treatment	.000	.721	Strong	Significant
	Improving Parent and Teacher Relationship	.000	.772	Strong	Significant
	Special Interactive Behavior Consideration	.000	.750	Strong	Significant
	Inclusive Pedagogic Practices	.000	.709	Strong	Significant
	Mainstream of Learners with Special Needs	.000	.568	Moderate	Significant
Linkages and Partnerships	Use of Other Cultural Methods in Assessing Intelligence	.000	.694	Strong	Significant
	Accessibility to Educational Environment	.000	.740	Strong	Significant
	Equal Academic Treatment	.000	.759	Strong	Significant
	Improving Parent and Teacher Relationship	.000	.803	Very Strong	Significant
	Special Interactive Behavior Consideration	.000	.759	Strong	Significant
	Inclusive Pedagogic Practices	.000	.729	Strong	Significant
	Mainstream of Learners with Special Needs	.000	.549	Moderate	Significant

Significant at 0.05 level (two-tailed)

The table 26 explains the Significant Relationship between Stand Alone Senior High Schools' Implementation of Inclusive Education and the Emerging Best Practices in Inclusive Education. The p-value measures of the statistical significance of the relationship and the correlation coefficients (r) provide insights into the strength and nature of these relationships, accompanied by verbal interpretation and analysis.

Notably, In *Curriculum and Instruction*, there is a strong positive correlation ($p=.000$, $r=.744$) between the use of other cultural methods in assessing intelligence and the implementation of inclusive education, emphasizing the importance of culturally sensitive assessment methods in shaping curriculum practices. Accessibility to the educational environment demonstrates a strong positive correlation ($p=.000$, $r=.737$), underscoring the critical role of an inclusive approach in ensuring physical accessibility for all learners. The implementation of inclusive education shows a strong positive correlation ($p=.000$, $r=.776$) with equal academic treatment, highlighting the integral role of fairness and equity in academic practices within inclusive settings. Furthermore, positive relationships between parents, teachers, and students are strongly associated ($p=.000$, $r=.748$) with the implementation of inclusive education, emphasizing the collaborative aspect of inclusive practices. The consideration of special interactive behaviors ($p=.000$, $r=.782$) is strongly correlated with the implementation of inclusive education, indicating the significance of catering to the unique needs of students with special requirements. Inclusive pedagogic practices also exhibit a strong positive correlation ($p=.000$, $r=.749$), emphasizing the importance of inclusive teaching methods in the successful implementation of inclusive education. Finally, the mainstreaming of learners with special needs displays a moderate positive correlation ($p=.000$, $r=.560$), indicating a positive but moderately associated relationship. Collectively, the

findings suggest that there is a significant relationship between the implementation of inclusive education in terms of curriculum and instruction and the emerging best practices in inclusive education.

Meanwhile, in *Learning Resources*, the use of other cultural methods in assessing intelligence demonstrates a strong positive correlation ($p=.000$, $r=.715$), emphasizing a robust connection between the utilization of cultural assessment methods and the availability of diverse learning resources. Accessibility to the educational environment ($p=.000$, $r=.769$), equal academic treatment ($p=.000$, $r=.741$), improving parent and teacher relationships ($p=.000$, $r=.661$), special interactive behavior consideration ($p=.000$, $r=.691$), inclusive pedagogic practices ($p=.000$, $r=.695$), and mainstreaming of learners with special needs ($p=.000$, $r=.699$) all exhibit strong positive correlations. To sum up, the findings suggest that there is a significant relationship between the implementation of inclusive education in terms of learning resources and the emerging best practices in inclusive education.

Additionally, in *Learning Delivery*, the use of other cultural methods in assessing intelligence exhibits a strong positive correlation ($p=.000$, $r=.654$), emphasizing a robust connection between the application of cultural assessment methods and the delivery of inclusive education. Accessibility to the educational environment ($p=.000$, $r=.675$), equal academic treatment ($p=.000$, $r=.762$), improving parent and teacher relationships ($p=.000$, $r=.739$), special interactive behavior consideration ($p=.000$, $r=.731$), and inclusive pedagogic practices ($p=.000$, $r=.666$) all display strong positive correlations. These findings underscore the critical role of effective learning delivery methods in fostering best practices in inclusive education. The strength of these relationships suggests that the incorporation of diverse and inclusive delivery approaches positively influences various aspects of inclusive education, including equal treatment, positive relationships, and inclusive teaching practices. However, the mainstreaming of learners with special needs exhibits a moderate positive correlation ($p=.000$, $r=.591$), indicating a positive but less pronounced relationship. Overall, the findings suggest that there is a significant relationship between the implementation of inclusive education in terms of learning delivery and the emerging best practices in inclusive education.

Similarly, in *Educational Assessment*, the use of other cultural methods in assessing intelligence demonstrates a strong positive correlation ($p=.000$, $r=.620$), underscoring a robust connection between the incorporation of cultural assessment methods in educational assessments and the implementation of inclusive education. Accessibility to the educational environment ($p=.000$, $r=.683$), equal academic treatment ($p=.000$, $r=.776$), improving parent and teacher relationships ($p=.000$, $r=.784$), special interactive behavior consideration ($p=.000$, $r=.730$), and inclusive pedagogic practices ($p=.000$, $r=.717$) all exhibit strong positive correlations. These findings underscore the critical role of inclusive and culturally sensitive assessment practices in fostering best practices in inclusive education. The strength of these relationships suggests that the integration of diverse and equitable assessment methods positively influences various aspects of inclusive education, including equal treatment, positive relationships, and inclusive teaching practices. However, the mainstreaming of learners with special needs displays a moderate positive correlation ($p=.000$, $r=.513$), indicating a positive but less pronounced relationship. The findings suggest that there is a significant relationship between the implementation of inclusive education in terms of educational assessment and the emerging best practices in inclusive education.

Moreover, in *Learning Environment*, the use of other cultural methods in assessing intelligence displays a strong positive correlation ($p=.000$, $r=.734$), emphasizing a substantial connection between the incorporation of cultural assessment methods in the learning environment and the implementation of inclusive education. Accessibility to the educational environment ($p=.000$, $r=.761$), equal academic treatment ($p=.000$, $r=.784$), improving parent and teacher relationships ($p=.000$, $r=.796$), special interactive behavior consideration ($p=.000$, $r=.766$), and inclusive pedagogic practices ($p=.000$, $r=.737$) all exhibit strong positive correlations. These findings highlight the critical role of an inclusive and culturally sensitive learning environment in fostering best practices in inclusive education. The strength of these relationships suggests that creating a learning environment that is accessible, fair, and supportive positively influences various aspects of inclusive education, including positive relationships and inclusive teaching practices. However, the mainstreaming of

learners with special needs displays a moderate positive correlation ($p=.000$, $r=.579$), indicating a positive but less pronounced relationship. Collectively, the findings suggest that there is a significant relationship between the implementation of inclusive education in terms of learning environment and the emerging best practices in inclusive education.

Furthermore, In *Projects, Programs, and Activities*, the use of other cultural methods in assessing intelligence exhibits a strong positive correlation ($p=.000$, $r=.743$), emphasizing a substantial connection between the incorporation of cultural assessment methods in projects, programs, and activities and the implementation of inclusive education. Accessibility to the educational environment ($p=.000$, $r=.722$), equal academic treatment ($p=.000$, $r=.721$), improving parent and teacher relationships ($p=.000$, $r=.772$), special interactive behavior consideration ($p=.000$, $r=.750$), and inclusive pedagogic practices ($p=.000$, $r=.709$) all display strong positive correlations. These findings highlight the critical role of inclusive and culturally sensitive initiatives in fostering best practices in inclusive education. The strength of these relationships suggests that the implementation of projects, programs, and activities that are accessible, fair, and supportive positively influences various aspects of inclusive education, including positive relationships and inclusive teaching practices. However, the mainstreaming of learners with special needs displays a moderate positive correlation ($p=.000$, $r=.568$), indicating a positive but less pronounced relationship. Overall, the findings suggest that there is a significant relationship between the implementation of inclusive education in terms of projects, programs and activities and the emerging best practices in inclusive education.

Lastly, in *Linkages and Partnerships*, the use of other cultural methods in assessing intelligence displays a strong positive correlation ($p=.000$, $r=.694$), emphasizing a substantial connection between the utilization of cultural assessment methods and the establishment of linkages and partnerships in inclusive education. Accessibility to the educational environment ($p=.000$, $r=.740$), equal academic treatment ($p=.000$, $r=.759$), improving parent and teacher relationships ($p=.000$, $r=.803$), special interactive behavior consideration ($p=.000$, $r=.759$), and inclusive pedagogic practices ($p=.000$, $r=.729$) all exhibit strong to very strong positive correlations. These findings underscore the pivotal role of building strong partnerships and linkages in fostering best practices in inclusive education. The strength of these relationships suggests that collaboration and partnerships, particularly with parents and teachers, significantly influence various aspects of inclusive education, including positive relationships and inclusive teaching practices. However, the mainstreaming of learners with special needs displays a moderate positive correlation ($p=.000$, $r=.549$), indicating a positive but less pronounced relationship. Collectively, the findings suggest that there is a significant relationship between the implementation of inclusive education in terms of linkages and partnership and the emerging best practices in inclusive education.

1. Conclusion and Recommendation

Drawn from the results of the study, the following conclusions are set forth:

(1). The hypothesis stating that the Stand Alone Senior High Schools' management of inclusive education have no significant relationship to the emerging best practices in inclusive education is "rejected". This implies that the Stand Alone Senior High Schools' Management of Inclusive Education in terms of Goals and Objectives, Rules and Regulations, Policies and Procedures, Monitoring and Evaluation, Finance and Budget, Facilities and Infrastructures and Professional Development have significant relationship with the Emerging Best Practices in Inclusive Education.

This highlights the proactive role of school leaders in fostering an inclusive environment that aligns with established best practices, further emphasizing the pivotal influence of leadership in the successful management of inclusive education strategies within the school context. (2). The Stand Alone Senior High Schools' implementation of inclusive education have no significant relationship to the emerging best practices in inclusive education is "rejected". This implies that the Stand Alone Senior High Schools Implementation of Inclusive Education in terms of Curriculum and Instruction, Learning Resources, Learning Delivery,

Educational Assessment, Learning Environment, Projects, Programs and Activities and Linkages and Partnerships have significant relationship with the Emerging Best Practices in Inclusive Education.

This highlights the importance of fostering a collaborative and inclusive culture within schools, where the active participation of school head, teaching and non-teaching staff, students, parents, and stakeholders play a vital role in shaping and advancing best practices in inclusive education. This collaborative effort aligns with the broader ethos of inclusive education, emphasizing the shared responsibility of creating an environment that caters to the diverse needs of all learners.

Based on the research findings, the following are recommendations for management and implementation of inclusive education:

1. Schools should regularly inspect school bags to prevent the entry of prohibited items such as cigarettes or smoking paraphernalia and other sharp materials for safety and security purposes.
2. Schools must add breakout spaces and sensory rooms to provide students with a tranquil and calming atmosphere that caters to their sensory needs.
3. Schools must seek support from private organizations or local government units for successful establishment and maintenance of inclusive recreational facilities for all students' active participation in physical activities.

References:

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