

# INSTRUCTIONAL APPROACHES AND TEACHERS' KEY COMPETENCIES ON INCLUSIVE EDUCATION FOR AN IMPROVED LEARNERS' OPPORTUNITIES

Jayle B. Manalo<sup>a</sup>, Elisa N. Chua<sup>b</sup>

official email address: jayle.manalo@deped.gov.ph

<sup>1</sup> Master of Arts in Elementary Education Student, Laguna State Polytechnic University- San Pablo City Campus, Philippines

<sup>2</sup> Professor I, Laguna State Polytechnic University- San Pablo City Campus, Philippines

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## Abstract

The research sought to ascertain how instructional approaches and teachers' key competencies relate to inclusive education for improved learner opportunities. The research adopted a descriptive correlational design and implied the participation of 162 out of 181 teachers of the five schools in Lakeside District under the Schools Division of San Pablo City for the school year 2023-2024. A five-part survey was used to collect and analyze the respondents' perceptions of instructional approaches and teachers' key competencies relative to inclusive education for improved learner opportunities. The findings show a substantial positive relationship between the perceived instructional approaches on inclusive education pedagogy and inclusive education opportunities: universal design for learning principles and differentiated instruction dimensions. Similarly, there is a positively significant correlation between the teachers' key competencies in inclusive education and that of inclusive education opportunities. Thus, the hypothesis suggests no significant relationship exists between perceived instructional approaches on inclusive education pedagogy and inclusive education opportunities, as universal design learning principles and differentiated instruction dimensions are not sustained. Likewise, the null hypothesis that no significant relationship exists between teachers' key competencies in inclusive education and inclusive education opportunities is not sustained.

*Keywords: Differentiated Instruction Dimensions; Inclusive Education Opportunities; Instructional Approaches; Universal Design for Learning (UDL) Principles; Teachers' Key Competencies*

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## 1. Introduction

Globalization, technological advancements, and economic and societal changes are only a few factors that have influenced how modern classrooms are organized, Omwami, E. & Rust, V. (2020). Students' variety in character, sense of self, and worldview results from these processes. Additionally, students from various socioeconomic origins, faiths, cultures, ethnicities, languages, and educational levels add to the diversity of the classroom environment. One of the primary drivers of education is learners. Educators can identify their students' various learning styles, distinctive talents, and abilities in the classroom since learners may be categorized into a range of diversity. Inclusive classrooms emerge when researchers look deeper, Sokal, L. & Katz, J. (2015).

According to Patrinos H. (2016), education has been acknowledged as a critical component of every emerging country's development. In connection with this, teachers and learners play a vital role in why education exists. As teachers have different ways and strategies to teach their learners, the same goes for students being unique and different and responding differently. Some laws and programs promote equality, especially in having the right to education. However, teachers find it challenging to meet the requirements of children with disabilities in inclusive classrooms. Moreover, teachers are frequently accused of lacking the knowledge and abilities to interact with their learners in an inclusive classroom.

The Philippines has been implementing many laws and programs to improve inclusive education. One such initiative is the "Inclusive Education for All" program, which trains teachers, parents, and school administrators to meet all students' needs.

Teachers faced the issue of fulfilling the increasing range of student needs in their inclusive general education classes while ensuring that all students met the state's performance objectives, which are aligned with Inclusive Education as a Strategy for Raising Children's Participation Rates of DO 72, s.2009.

In terms of pupils' learning and accomplishment, teachers are essential. Competencies are the abilities and expertise that help teachers succeed. Teachers must be knowledgeable and skilled in education, research, and extension to optimize student learning. Furthermore, most studies have shown that the proficiency of teachers and student academic achievement in class are significantly correlated. Students who qualified instructors taught outperformed those who incompetent professors taught.

Therefore, this study aimed to determine how instructional approaches and teachers' key competencies in inclusive education improved learners' opportunities. The study examined the relationship between the perceived instructional approaches and teachers' key competencies in inclusive education for improved learner opportunities. The research design employed in the study was descriptive-correlational, a type of scientific research that uses several research methodologies to analyze one or more variables while methodically dealing with a specific area or population. The descriptive correlational study aimed to obtain data On teachers' perceptions of various observational approaches applied in Lakeside District Schools. A survey, which describes the current system, was one of the methods used to investigate the relationship between variables. The respondents in the research are the teachers of the five elementary schools in Lakeside District for S.Y. 2023 – 2024, namely Bagong Pook Elementary School, CM Azcarate Elementary School, San Lucas I Elementary School, San Lucas II Elementary School, and San Pablo Central School. The study employed a random sampling technique on teachers from the Public Elementary Schools of the Lakeside District, San Pablo City Division.

## **2. Literature Review**

### **2.1. Inclusive Education Pedagogy**

The perception of "inclusive education" has grown in favor, and students who were formerly categorized as "less able" and placed in special education programs are now thought to belong in general classrooms. It is sometimes emphasized, nevertheless, that instructors lack the expertise and capabilities needed to associate with learners in inclusive classrooms, Florian & Linklater (2010).

For instructors dealing with children in inclusive learning environments, various pedagogical techniques have been suggested as being useful. These strategies were formed in the concluding half of the 20th century and were mostly drawn from exceptional education concepts. Countless of these are yet present in many schools nowadays. Constructed on tactics that arrive to have worked, a set of recommendations for the establishment and enactment of inclusive educational pedagogy, as acknowledged in scholarly writings, may be identified. However, the best way to understand these ideas is critically, emphasizing the need for instructors to practice inclusive teaching to exercise prudence. Several inclusive approaches that follow certain basic inclusive

pedagogy ideas are differentiated teaching, UDL Principles, and Florian and Spratt's (2013) Inclusive Educational Approaches in Action framework Loreman (2017).

## **2.2. Universal Design for Learning (UDL) Approach**

The study by Sanger (2020) highlights the importance of inclusive pedagogy and Universal Design for Learning (UDL) in fostering a sense of community and promoting diversity in the classroom. It provides practical techniques for educators to implement these approaches effectively. Blanton, Pugach, and Boveda (2018) discuss the challenges in implementing inclusive education due to historical practices and teacher preparation issues. Tiwari et al. (2015) investigate the interaction of teacher attitudes and self-efficacy in inclusive education preparation. Pantic (2015) proposes a fresh perspective on instruction and learning to reinforce inclusive pedagogy. Loreman (2017) discusses the contested nature of inclusive education and the need for considering local contexts. Florian and Black-Hawkins (2015) emphasize the importance of teachers viewing student diversity as essential for their development. Bender (2012) suggests varied instructional techniques to accommodate diverse student needs. Faulkner et al. (2019) argue for a varied approach to implementing inclusive education. Mullick et al. (2012) stress the importance of accepting diversity in inclusive education. Westwood (2018) emphasizes the need for teachers to expand their knowledge and enactment of inclusive practices. Wah (2010) highlights the importance of adapting inclusive practices to each organization's context. The SERA Lecture (2014) provides an overview of inclusive pedagogy and its potential to reduce educational disparities. Florian and Black-Hawkins (2013) advocate for a shift in academic rationale towards inclusive pedagogy. Forlin (2012) discusses inclusive pedagogy as a response to diverse student characteristics. Ainscow (2019) and Sharma (2015) emphasize the role of evaluation in improving inclusive education practices. Vaughn (2012) stresses the importance of engaging students in conversation and real-world learning opportunities in an inclusive classroom.

## **2.3. Differentiated Instruction Approach**

Fox & Hoffman (2011) discuss differentiation under various labels such as inclusive education, identical and varied grouping, reaction to interference, universal design for learning (UDL) (Meyer et al., 2014), and adaptive education (Parsons et al., 2013). Differentiation is an academic technique tailored to meet the diverse needs of students (Pozas et al., 2020). It involves offering various instructional modalities or levels to cater to different student populations (Loreman et al., 2010). Pappano (2011) highlights student dissatisfaction with differentiated tasks and the strain on teachers to address individual needs. Florian (2015) notes that while diversified instructional methods are necessary, they may clash with the educational system's bell-curve framework. Loreman (2017) discusses the challenges of differentiation within the context of inclusion and the judgment of isolation.

## **2.4. Teachers' Key Competencies**

An instructor's ability to identify learners with exceptional needs resulting from various individual and systemic variables is crucial for inclusive education (Gwayi, 2019). They need skills to examine and detect students with special needs to prevent missed treatments and adverse effects (Gwayi, 2019). Teachers should recognize the individualities of various categories of exceptional needs and tailor instruction to meet specific requirements in typical educational settings (Majoko, 2019). Proficiency in special education referral and

evaluation processes is essential for teachers to recognize students who need differentiated instruction (Majoko, 2019). Differentiating between students who require intense instruction and those who need special education necessitates inclusive teaching and learning (Mubhemhe, 2019). Instructors must possess a variety of instructional approaches, tactics, and procedures to cater to the unique learning needs of every child (Mombe, 2019). They must modify and adapt assessments to be available to children with impairments (Nehoreka, 2019). Teachers must manage students' behavior through various techniques to create supportive learning environments (Gwiti, 2019). Collaborative skills are essential for teachers to work with multidisciplinary team members to promote holistic development (Hove, 2019). Sharing positive attitudes, knowledge, and abilities with all students is crucial for inclusive education (Gwena, 2019). Collaboration with stakeholders is necessary to pool resources and meet the unique needs of all children (Mbudzi, 2019). Effective classroom management and teacher competency support kid-friendly learning environments (Huku, 2019). Identifying influences leading to developmental issues and collaborating with parents are essential competencies for teachers (Shana, 2019; Bete, 2019).

### **2.5. Inclusive Education Opportunities**

A Mihai (2017) highlights the necessity of reorganizing the educational system to ensure equal access to education for all, particularly for individuals with disabilities. While inclusive education faces challenges, it aims to create classrooms and programs where all students can participate and learn together (Newton, 2021). Building communities among students fosters inclusion and diversity, benefiting all individuals (Unicef, n.d.; Jilllis, 2021). Community participation involves integrating individuals with disabilities into various contexts, promoting their well-being and full participation (Debra, 2022). Effective parental involvement enhances children's development and classroom behavior, benefiting both students and teachers (Debra, 2022). Inclusive education not only offers educational benefits but also fosters self-advocacy and better employment opportunities for individuals with disabilities (Formichella, L. 2023).

### **2.6 Conceptual Framework**

The study focused on the relationship between instructional approaches and teachers' key competencies to enhance learners' opportunities for inclusive education. It was deeply rooted in inclusive pedagogy, which aims to replace exclusionary educational practices with inclusive ones that value and incorporate all students (Black-Hawkins et al., 2017). This approach requires a significant transformation in teacher education to ensure that teacher educators incorporate diversity concerns into the curriculum and foster students' understanding of diversity (Wentzel et al., 2016; Powell, 2016).

Inclusive pedagogy is built on three core concepts: valuing and including all students, expanding access to educational opportunities, and shifting perspectives to focus on meeting the needs of all learners (Pantic et al., 2015). Universal Design for Learning (UDL) principles have been instrumental in developing curricula that cater to the diverse needs of learners, focusing on multiple means of action and expression, representation, and engagement (Rose et al., 2014). UDL aims to make instruction accessible to all students and is inherently adaptable to various educational contexts.

Differentiated instruction, often seen as both proactive and reactive, complements UDL by providing various levels of instruction or instructional strategies tailored to individual students' needs (Longfellow, 2019; Roiha & Polso, 2020). A five-dimensional differentiation model has been proposed to guide teachers in implementing differentiation effectively, encompassing teaching arrangements, learning environment, teaching methods, support materials, and assessment (Roiha et al., 2021).

Teacher competency research plays a crucial role in guiding interventions to improve teacher training and support teachers in transitioning from regular instruction to inclusive education (Majoko, 2016). Teachers must possess the skills to identify and assess students with diverse needs and collaborate with parents, professionals, and special educators to reduce barriers to achievement in inclusive classrooms (Ehsan, 2018). Enhancing teachers' skills in inclusive education is essential for them to effectively handle the challenges of diverse classrooms and promote student success (Scruggs, 2010).

Inclusive education offers numerous benefits, including fostering a sense of community, promoting learners' growth and development, encouraging parental involvement, and creating opportunities for collaboration and respect among students (Newton, 2021). It allows every student to participate in their community, develop diverse competencies, work on specific goals, and form meaningful friendships (Newton, 2021). Overall, inclusive education opportunities promote community participation, strength development, learning motivation, collaboration among learners, parental involvement, and a culture of belonging and respect (Newton, 2021).

### 3. Hypotheses

The following hypotheses were posited in the study:

H1. There is no significant relationship between the perceived inclusive instructional approaches on inclusive education pedagogy and that of the inclusive education opportunities as to:

- 1.1 universal design learning principles; and
- 1.2 differentiated instruction dimensions.

H2. There is no significant relationship between the perceived teachers' key competencies in inclusive education pedagogy and that of inclusive education opportunities.

### 4. Methodology

The study utilized a descriptive-correlational research design to explore the relationship between teachers' perceived instructional approaches, key competencies in inclusive education pedagogy, and inclusive education opportunities. Conducted in the Lakeside District during the academic year 2023 – 2024, the study involved 162 out of 181 regular teachers from five elementary schools, selected through random sampling.

Data collection relied heavily on a self-made survey questionnaire, meticulously validated by internal and external panels of experts. The questionnaire covered various aspects including teachers' perceptions of instructional approaches, key competencies, and inclusive education opportunities. Permission to conduct the study was obtained from relevant educational authorities and school principals, followed by the distribution and collection of the surveys.

The collected data were subjected to descriptive statistical analyses such as mean and standard deviation to elucidate teachers' perceptions. Moreover, the Pearson Product-Moment Correlation Coefficient (Pearson r) was employed to explore the significant relationship between teachers' perceptions of inclusive teaching approaches and inclusive education opportunities for learners within public schools in the district.

### 4. Results and Discussion

**Table 1. Inclusive Education Instructional Approaches as to Universal Design for Learning Principles**

| <b>A. Means of Engagement Statements</b>                                           | <b>M</b> | <b>SD</b> | <b>VI</b> |
|------------------------------------------------------------------------------------|----------|-----------|-----------|
| 1. encourage learners to participate in various events to help the school succeed. | 4.89     | 0.32      | HP        |
| 2. address all my learners by name to foster a sense of peer relationships.        | 4.85     | 0.36      | HP        |
| 3. allow my learners to work together to discuss their assignments.                | 4.81     | 0.41      | HP        |

|                                                                                                                                                                                            |             |             |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-----------|
| 4. allow my learners to learn by doing to increase their satisfaction.                                                                                                                     | 4.86        | 0.34        | HP        |
| 5. give my learners a secure learning environment to improve their sense of well-being.                                                                                                    | 4.90        | 0.31        | HP        |
| <b>Overall</b>                                                                                                                                                                             | <b>4.86</b> | <b>0.35</b> | <b>HP</b> |
| <b>B. Means of Representation Statements</b>                                                                                                                                               |             |             |           |
| 1.employ differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences.                                       | 4.72        | 0.46        | HP        |
| 2. create a culture-centric learning environment by utilizing instructional methodologies that consider the socioeconomic, linguistic, cultural, and religious backgrounds of my learners. | 4.64        | 0.52        | HP        |
| 3. develop and implement lesson plans that address each learner's unique learning needs.                                                                                                   | 4.73        | 0.46        | HP        |
| 4. develop and use lesson plans that consider the learning styles, giftedness, and disabilities of my learners.                                                                            | 4.72        | 0.48        | HP        |
| 5. modify and use culturally relevant teaching techniques to meet the needs of learners from indigenous groups.                                                                            | 4.66        | 0.54        | HP        |
| <b>Overall</b>                                                                                                                                                                             | <b>4.70</b> | <b>0.49</b> | <b>HP</b> |
| <b>C. Means of Action and Expression Statements</b>                                                                                                                                        |             |             |           |
| 1. make narrative webs, concept mapping tools, outline tools, and other resources.                                                                                                         | 4.52        | 0.62        | HP        |
| 2. produce in various mediums, including text, voice, illustration, comics, storyboards, video, music, dance/movement, and visual art.                                                     | 4.59        | 0.59        | HP        |
| 3. employ tangible teaching aids.                                                                                                                                                          | 4.70        | 0.47        | HP        |
| 4. use a range of techniques to answer word problems.                                                                                                                                      | 4.69        | 0.49        | HP        |
| 5. use interactive digital technologies and social media.                                                                                                                                  | 4.64        | 0.54        | HP        |
| <b>Overall</b>                                                                                                                                                                             | <b>4.63</b> | <b>0.55</b> | <b>HP</b> |

**Legend:** 4.5 - 5.0 Highly Practiced (HP), 3.50 - 4.49 Practiced (P), 2.50- 3.49 Moderately Practiced (MP), 1.50- 2.49 Slightly Practiced (SP), 1.00 - 1.49 Not Practiced (NP)

The perceived instructional approaches used in inclusive education as to Universal Design for Learning (UDL) Principles in terms of multiple means of engagement, means of representation, and means of action and expression are indicated in this table. Table 1 reveals that the universal design as to multiple means of engagement, means of representation, and means of action and expression as an instructional approach used in inclusive education are interpreted as highly practiced. DepEd Order No. 44 s. 2021, a commitment was made to guarantee that children with disabilities receive instruction in regular or mainstream classrooms and to enhance the educational environment to foster collaboration among all students, irrespective of their unique needs or challenges. The K–12 curriculum outlines a wide choice of courses and subjects that students can choose, depending on their chosen learning styles. In the Lakeside District, teachers allow students to evaluate themselves freely while considering how the subject relates to their interests and way of life. It enables students to assess their progress and interests by offering an extensive range of educational resources and activities that suit various interests and skill levels.

In addition, teachers in the Lakeside District employ Learner Materials (LMs) for every grade level and topic area, which act as guides for learners and teachers. Through these resources' interactive and reflective activities, learners are encouraged to connect information to their own lives, interests, and experiences. Learners are asked to assess their knowledge, abilities, and attitudes concerning the content that has been

covered.

Every teacher must be knowledgeable about implementing learner-centered K–12 curriculum assessment policies, according to DepEd Order No. 35, s.2016, which is enclosed in the learning action cell as a K–12 fundamental education program school-based ongoing professional development method for improving the quality of teaching and learning, assessment, and reporting in the K–12 basic education program. Discussions concerning lessons will inevitably touch on methods of evaluating pupils' learning. Concerning the result of teachers, respondents perceived means of representation, which deals with how teachers implemented teaching strategies on how learners differ in their perceptions and understanding of the information presented to them, highlights that most of the teachers in the Lakeside district develop and implement lesson plans that address each learner's unique learning needs. This is because teachers implement the Individual Learning Monitoring Plan, which consists of customized evaluation, monitoring, and assistance. Individualized monitoring strategies are developed and implemented to ensure that every learner has the chance to achieve academically and holistically.

Teachers in the Lakeside District are also actively leading and participating in School-Based In-service Training (INSET) Programs that are Adapted to meet the unique requirements of both them and their students. These training sessions frequently center on implementing efficient teaching techniques that accommodate a range of learners' perspectives and comprehension. Although these programs and initiatives aim not to address the differences in learners' perceptions and comprehension, they offer teachers a framework and support structure to help them effectively conduct differentiated teaching. However, it is up to individual teachers to use these techniques in their classrooms to meet each learner's particular needs.

**Table 2. Summary Table on Perceived Inclusive Education Instructional Approaches to Universal Design for Learning (UDL) Principles**

| Indicators                     | M           | SD          | VI        |
|--------------------------------|-------------|-------------|-----------|
| Means of Engagement            | 4.86        | 0.35        | HP        |
| Means of Representation        | 4.70        | 0.49        | HP        |
| Means of Action and Expression | 4.63        | 0.55        | HP        |
| <b>Overall</b>                 | <b>4.76</b> | <b>0.45</b> | <b>HP</b> |

**Legend:** 4.5 - 5.0 Highly Practiced (HP), 3.50 - 4.49 Practiced (P), 2.50- 3.49 Moderately Practiced (MP), 1.50- 2.49 Slightly Practiced (SP), 1.00 - 1.49 Not Practiced (NP)

This table presents summarized data on the perceived effectiveness of inclusive education instructional approaches to Universal Design for Learning (UDL) principles indicators. Considering all three aspects, the overall perceived effectiveness of inclusive education instructional approaches is reflected in the mean score of 4.73, with a standard deviation of 0.46, indicating that they are highly practiced. In summary, Table 2 suggests that the surveyed teachers are implementing inclusive education instructional approaches aligned with Universal Design for Learning principles, emphasizing engaging students in diverse ways and representing information in multiple formats to support diverse learners' needs and preferences. Offering alternatives for action and expression is crucial. No single method of expression will be ideal for every learner. It is fundamental to provide resources that allow for interaction among all students. When properly designed instructional materials, they seamlessly integrate with popular assistive technologies, enabling people with movement impairments to interact and navigate. This includes using voice-activated switches, expanded keyboards, and single-switch navigation. Meyer et al. (2017) suggest that by this approach, teachers provide alternatives for executive functions, such as working with students as guides in goal setting, planning, and creating learning or task-oriented techniques.

**Table 3. Inclusive Education Instructional Approach as to Differentiated Instruction Dimensions**

| <b>A. Teaching Arrangements Statements</b>                                     | <b>M</b> | <b>SD</b> | <b>VI</b> |
|--------------------------------------------------------------------------------|----------|-----------|-----------|
| 1. repeat instruction on covering more challenging concepts for some students. | 4.66     | 0.50      | HP        |



|                                                                                                                     |             |             |           |
|---------------------------------------------------------------------------------------------------------------------|-------------|-------------|-----------|
| 2. substitute different assignments for learners who have mastered regular classroom work.                          | 4.52        | 0.58        | HP        |
| 3. modify the instructional format for learners who learn better using an alternative approach.                     | 4.64        | 0.50        | HP        |
| 4. Reach out to small groups who need support or further explanations.                                              | 4.67        | 0.51        | HP        |
| 5. give enrichment activities to those learners who have already mastered the material.                             | 4.69        | 0.49        | HP        |
| <b>Overall</b>                                                                                                      | <b>4.64</b> | <b>0.52</b> | <b>HP</b> |
| <b>B. Learning Environment Statements</b>                                                                           |             |             |           |
| 1. group learners according to readiness levels.                                                                    | 4.72        | 0.49        | HP        |
| 2. establish learning centers in my classroom                                                                       | 4.71        | 0.47        | HP        |
| 3. allow learners to work alone                                                                                     | 4.67        | 0.55        | HP        |
| 4. allow learners to work with peers                                                                                | 4.73        | 0.47        | HP        |
| 5. allow learners to perform a play.                                                                                | 4.69        | 0.54        | HP        |
| <b>Overall</b>                                                                                                      | <b>4.70</b> | <b>0.50</b> | <b>HP</b> |
| <b>C. Teaching Methods Statements</b>                                                                               |             |             |           |
| 1. make time available for learners to pursue self-selected interests.                                              | 4.68        | 0.49        | HP        |
| 2. encourage learners to move around the classroom to work in various locations.                                    | 4.63        | 0.54        | HP        |
| 3. allow learners to leave the classroom to work in another location, such as the school, library, or media center. | 4.54        | 0.67        | HP        |
| 4. use independent learning strategies                                                                              | 4.67        | 0.52        | HP        |
| 5. use peer teaching approaches                                                                                     | 4.67        | 0.51        | HP        |
| <b>Overall</b>                                                                                                      | <b>4.64</b> | <b>0.55</b> | <b>HP</b> |
| <b>D. Support Materials Statements</b>                                                                              |             |             |           |
| 1. use the basic skills worksheet.                                                                                  | 4.74        | 0.44        | HP        |
| 2. use an enrichment worksheet.                                                                                     | 4.70        | 0.48        | HP        |
| 3. use activities such as puzzles or word searches.                                                                 | 4.68        | 0.52        | HP        |
| 4. eliminate curricular material that students have mastered.                                                       | 4.63        | 0.54        | HP        |
| 5. use self-directed instructional kits                                                                             | 4.60        | 0.56        | HP        |
| <b>Overall</b>                                                                                                      | <b>4.67</b> | <b>0.51</b> | <b>HP</b> |
| <b>E. Assessments Statements</b>                                                                                    |             |             |           |
| 1. give creative or expository writing assignments on teacher-selected topics.                                      | 4.59        | 0.59        | HP        |
| 2. give creative or expository writing assignments on topics selected by the learners.                              | 4.56        | 0.60        | HP        |
| 3. use pretests to determine the learner's knowledge of the material covered in a particular unit or content area.  | 4.67        | 0.50        | HP        |
| 4. use posttests to determine if learners have mastered the material covered in a particular unit or content area.  | 4.70        | 0.49        | HP        |
| 5. use a series of related tasks of varying complexity.                                                             | 4.65        | 0.51        | HP        |
| <b>Overall</b>                                                                                                      | <b>4.63</b> | <b>0.54</b> | <b>HP</b> |

**Legend:** 4.5 - 5.0 Highly Practiced (HP), 3.50 - 4.49 Practiced (P), 2.50- 3.49 Moderately Practiced (MP), 1.50- 2.49 Slightly Practiced (SP), 1.00 - 1.49 Not Practiced (NP)



Table 3 shows that the respondents perceived the differentiated instruction Dimensions as an inclusive education instructional approach in terms of teaching arrangements, with an overall mean of 4.64; learning environment, with an overall mean of 4.70; teaching methods, with an overall mean of 4.64; support materials, with an overall mean of 4.67 and assessments, with an overall mean of 4.63. All statements are interpreted as highly practiced.

The result of the table implies that teachers in the Lakeside District adapt the content, process, product, and environment of learning to meet learners' diverse needs and abilities. Department of Education strongly emphasizes using various teaching styles in the K–12 curriculum to accommodate a diverse learner. This covers methods like using technology in the classroom, peer tutoring, and cooperative learning. Additionally, the curriculum promotes teachers' use of formative evaluations to determine student comprehension and modify instruction as necessary. Furthermore, DepEd offers professional development opportunities to teachers in the Lakeside District and across the country so they may improve their abilities to carry out differentiated teaching successfully. Workshops, seminars, and training sessions are held to provide educators with the skills and resources they need to meet the varied requirements of their learners.

DepEd order no. 35 s. 2016, various strategies are implemented for teacher professional development to enhance the teaching-learning process across DepEd. Nonetheless, most of them are top-down procedures that include the sharing or transferring of expert information. These include short-term seminars, lectures, or workshops during cascaded or repeated teacher training. Other instruction, like distance learning and scholarships, are implemented gradually.

Since differentiated instruction caters to teaching arrangements, which means a variety of macro-level solutions for organizing instruction, several DepEd programs have been implemented by the Lakeside District teachers. One of these programs was under the DepEd Memorandum No. 1 S. 2024 last January 10, 2024, entitled Implementation of Catch-Up Fridays. Catch-Up Fridays aims to provide learners with more time and assistance to reinforce their knowledge and fill any comprehension gaps. Learners who require extra support or may have fallen behind in specific topics would benefit from it. Catch-Up Fridays provide a dedicated period for learners to make up for missed classes or review challenging subjects. This helps to enhance their academic performance and guarantee that all learners have a strong foundation in their studies. Teachers can also evaluate learners' progress and pinpoint areas requiring more attention during Catch-Up Fridays. This allows teachers to adapt their lessons to each student's unique needs.

Additionally, implementing this program touches the other parts of differentiated instruction, especially support materials. Because teachers in Lakeside District are committed and passionate, they create many support materials that supplement the needs of their learners. Considering these, DepEd's efforts to support academic excellence and guarantee that every learner has the chance to thrive in their education greatly benefit from this implemented program.

It can also be found in the DepEd order no. 35 s. 2016, contextualizing the curriculum involves aligning it with the material and teaching techniques appropriate for learners. The diversity of learners demands that teachers take individual characteristics into account when planning lesson preparation and execution. Teachers recognize and address chances to connect classroom instruction and learning to the goals, passions, and experiences of the larger school community and additional important parties. Therefore, teachers must use support materials, including individual learning materials.

This table also reveals that teacher respondents perceived the differentiated instruction dimensions as an inclusive education instructional approach regarding assessments as highly practiced. This means the final dimension of differentiation that influences pupils' development more than any other element. The table also demonstrates that teachers in Lakeside District highly practice using basic skills worksheets. This is because teachers and learners receive essential input on learning outcomes through assessment. Teachers can consistently choose, arrange, and employ reliable assessment procedures and feedback, influencing the reporting cycle.

**Table 4. Summary Table on Perceived Inclusive Education Instructional Approaches to Differentiated Instruction Dimensions**

| Indicators            | M    | SD   | VI |
|-----------------------|------|------|----|
| Teaching Arrangements | 4.64 | 0.52 | HP |
| Learning Environment  | 4.70 | 0.50 | HP |

|                   |             |             |           |
|-------------------|-------------|-------------|-----------|
| Teaching Methods  | 4.64        | 0.55        | HP        |
| Support Materials | 4.67        | 0.51        | HP        |
| Assessments       | 4.63        | 0.54        | HP        |
| <b>Overall</b>    | <b>4.66</b> | <b>0.52</b> | <b>HP</b> |

**Legend:** 4.5 - 5.0 Highly Practiced (HP), 3.50 - 4.49 Practiced (P), 2.50- 3.49 Moderately Practiced (MP), 1.50- 2.49 Slightly Practiced (SP), 1.00 - 1.49 Not Practiced (NP)

This summary table presents data on the perceived inclusive education instructional approaches to Differentiated Instruction dimensions. This implies that inclusive education instructional approaches are highly practiced considering all five aspects of differentiated instruction dimensions.

Teachers of Lakeside District show a great dedication to implementing differentiated instruction to meet their student's various requirements and create inclusive learning environments. This implies and identifies potential areas for further research and development to strengthen inclusive practices and support student success while highlighting educators' strengths in implementing inclusive education instructional approaches that align with the principles of differentiated instruction.

**Table 5. Teachers' Key Competencies on Inclusive Education as to Screening and Assessments**

| Statements                                                           | M           | SD          | VI        |
|----------------------------------------------------------------------|-------------|-------------|-----------|
| 1. assess my learners before the school year starts.                 | 4.80        | 0.44        | HP        |
| 2. use an observation checklist to assess my learners' capabilities. | 4.69        | 0.49        | HP        |
| 3. conduct diagnostic tests for my learners.                         | 4.83        | 0.38        | HP        |
| 4. have my learners undergo holistic screening.                      | 4.64        | 0.63        | HP        |
| 5. assess my learners throughout the school year.                    | 4.82        | 0.40        | HP        |
| <b>Overall</b>                                                       | <b>4.75</b> | <b>0.48</b> | <b>HP</b> |

**Legend:** 4.5 - 5.0 Highly Practiced (HP), 3.50 - 4.49 Practiced (P), 2.50- 3.49 Moderately Practiced (MP), 1.50- 2.49 Slightly Practiced (SP), 1.00 - 1.49 Not Practiced (NP)

Table 5 indicates the respondents' perceived key competencies in inclusive education in terms of screening and assessments. This refers to teachers' capability to conduct processes for evaluating the possible presence of a particular problem among learners.

Table 5 reveals that teachers' key competencies on inclusive education by the respondents in terms of screening and assessments have an interpretation of highly practiced with an overall mean of 4.75, and all statements under screening and assessments are interpreted as highly practiced. It also shows that teachers in Lakeside District focus on conducting diagnostic tests for learners since it has the highest mean of 4.83, interpreted as highly practiced.

Given statement number 4, which has the lowest mean, teachers have learners undergo holistic screening, which has a mean of 4.64, which is interpreted as highly practiced.

The DepEd Memorandum Nos. 44 and 45 are significant papers that provide guidelines for services and activities related to student guidance in schools. To guarantee the comprehensive development of pupils, they offer administrators, educators, guidance counselors, social workers, psychologists, and other stakeholders precise recommendations on delivering these services. Additionally, these records guarantee that an efficient mechanism for monitoring and assessing student guidance programs is in place.

In connection with this, schools in the Lakeside District use various screening and assessment techniques to ensure that instruction is delivered effectively and to keep track of learners' development. However, the first and foremost assessments, even before the school year starts, academic records, demographic data, and other pertinent information about learners—such as their age, gender, socioeconomic status, cultural background, language ability, academic achievement, and special educational needs (SEN), and extracurricular interests—are gathered by teachers and school administrators. Each learner's complete profile may be created using this data.

In addition, new learners are also assessed before being administered in kindergarten and/or being transferred in. Teachers and the school principal interview parents or guardians to learn more about new learners' backgrounds, experiences, interests, and developmental histories. Parent interviews offer insightful information on home surroundings, family dynamics, and children's support networks. This information is used to support specific learning requirements and influence instructional design.

Upon starting classes, Lakeside District employs the recent division-wide diagnostic assessment for learners, the Division Learning Mastery Assessment. This is used and administered every first week of each quarter. In addition, the Comprehensive Rapid Literacy Assessment (CRLA), Reading Journey, and Philippine Informal Reading Inventory (Phil-IRI) for English and Filipino, along with Early Grade Mathematics Assessment (EGMA), are also being conducted by the schools of Lakeside District.

Lakeside district schools carry out placement assessments for learners moving up to a new grade level or school to ascertain the proper academic level or class placement based on the learners' knowledge, skills, and academic achievement. This also helps teachers get information that can be used as a basis in the different programs of the schools, specifically remediation among learners. In addition, based on thorough examinations and discussions with parents or guardians, teachers evaluate and revise individualized education plans (IEPs) for students with special educational needs (SEN). Personalized objectives, adjustments, and support services are outlined in IEPs to address the individual requirements of every learner.

**Table 6. Teachers' Key Competencies on Inclusive Education as to Differentiation of Instruction**

| Statements                                                                      | M           | SD          | VI        |
|---------------------------------------------------------------------------------|-------------|-------------|-----------|
| 1. attend to my learners' individual needs.                                     | 4.75        | 0.45        | HP        |
| 2. give different instructions appropriate to my learners' needs.               | 4.74        | 0.47        | HP        |
| 3. let my learners do different activities according to their level.            | 4.73        | 0.47        | HP        |
| 4. utilize tools to measure their comprehension regarding their classification. | 4.73        | 0.45        | HP        |
| 5. instruct my learners according to their capabilities.                        | 4.75        | 0.43        | HP        |
| <b>Overall</b>                                                                  | <b>4.74</b> | <b>0.45</b> | <b>HP</b> |

**Legend:** 4.5 - 5.0 Highly Practiced (HP), 3.50 - 4.49 Practiced (P), 2.50- 3.49 Moderately Practiced (MP), 1.50- 2.49 Slightly Practiced (SP), 1.00 - 1.49 Not Practiced (NP)

The perceived teachers' key competencies on inclusive education by the respondents in terms of differentiation of instruction are indicated in Table 6. This is the ability of teachers to give diverse instructions and activities according to the individual level and needs of all learners.

Table 6 also shows that teachers' key competencies on inclusive education by the respondents in terms of differentiation of instruction have an interpretation of highly practiced with an overall mean of 4.74, and all statements under differentiation of instruction are interpreted as highly practiced. It reveals that Lakeside District teachers focus on statements 1 and 5, attend to learners' individual needs, and instruct learners according to their capabilities; both got the highest mean of 4.75, interpreted as highly practiced. These results prove that teachers in Lakeside District improve their pedagogical abilities, especially ways for differentiated instruction, through training sessions and professional development programs provided by the DepEd. The subjects covered in workshops, seminars, and training modules include recognizing varied learners, modifying curricular materials, and implementing flexible grouping techniques. Teachers incorporate the concepts of differentiation into various educational initiatives and support services to guarantee that all students have equitable access to high-quality education catered to their unique needs and circumstances, even though the department may not have a stand-alone program dedicated solely to differentiated instruction.

**Table 7. Teachers' Key Competencies on Inclusive Education as to Classroom and Behavior Management**

| Statements                                                                                | M    | SD   | VI |
|-------------------------------------------------------------------------------------------|------|------|----|
| 1. encourage every student to participate in social activities in the regular classroom.  | 4.83 | 0.37 | HP |
| 2. modify the curriculum to fit the specific needs of all learners, no matter their skill | 4.78 | 0.47 | HP |

level.

|                                                                                                                                       |      |      |    |
|---------------------------------------------------------------------------------------------------------------------------------------|------|------|----|
| 3. physically include all students in the normal classroom with the required assistance.                                              | 4.78 | 0.43 | HP |
| 4. alter the physical space so students with disabilities can participate in regular classes.                                         | 4.72 | 0.50 | HP |
| 5. modify my communication strategies to integrate all students with emotional and behavioral difficulties into the normal classroom. | 4.79 | 0.42 | HP |

|                |             |             |           |
|----------------|-------------|-------------|-----------|
| <b>Overall</b> | <b>4.78</b> | <b>0.44</b> | <b>HP</b> |
|----------------|-------------|-------------|-----------|

**Legend:** 4.5 - 5.0 Highly Practiced (HP), 3.50 - 4.49 Practiced (P), 2.50- 3.49 Moderately Practiced (MP), 1.50- 2.49 Slightly Practiced (SP), 1.00 - 1.49 Not Practiced (NP)

Table 7 indicates the perceived teachers' key competencies in inclusive education regarding classroom and behavior management. This refers to the ability of teachers to encourage and include all learners in participating in entire activities by adapting the curriculum and modifying the environment suitable to them.

Table 7 also shows that teachers' key competencies on inclusive education by the respondents in terms of classroom and behavior management have an interpretation of highly practiced with an overall mean of 4.78, and all indicators under classroom and behavior management are interpreted as highly practiced. It reveals that teachers in Lakeside District encourage every student to participate in social activities in the regular classroom, which can be found in statement 1, which got the highest mean of 4.83, interpreted as highly practiced. To successfully manage classrooms and encourage healthy conduct among learners, teachers and schools in the Lakeside District are provided with the skills, resources, and assistance they need.

DepEd has put in place a Child Protection Policy (DepEd Order No. 40, s. 2012) to protect pupils from being mistreated, taken advantage of, and assaulted at school. The policy lays forth procedures and principles for stopping, disclosing, and handling cases of child abuse, harassment, bullying, and other wrongdoing. Along with this, the DepEd's Positive Discipline Program, which encourages the employment of positive discipline procedures to create a healthy school atmosphere and successfully manage student conduct, is being carried out in Lakeside District Schools. The Positive Discipline Program strongly emphasizes proactive strategies such as creating routines, teaching conflict resolution techniques, rewarding positive conduct, and defining clear expectations.

**Table 8. Teachers' Key Competencies on Inclusive Education as to Collaboration**

| Statements                                                                                | M           | SD          | VI        |
|-------------------------------------------------------------------------------------------|-------------|-------------|-----------|
| 1. coordinate with the parents and guardians of my learners every time.                   | 4.80        | 0.40        | HP        |
| 2. get feedback from the parents of my learners.                                          | 4.75        | 0.44        | HP        |
| 3. consider suggestions from the internal and external stakeholders.                      | 4.79        | 0.41        | HP        |
| 4. conduct peer evaluation with my coworkers.                                             | 4.74        | 0.47        | HP        |
| 5. collaborate with the inclusive education coordinator for insights to help my endeavor. | 4.72        | 0.49        | HP        |
| <b>Overall</b>                                                                            | <b>4.76</b> | <b>0.44</b> | <b>HP</b> |

**Legend:** 4.5 - 5.0 Highly Practiced (HP), 3.50 - 4.49 Practiced (P), 2.50- 3.49 Moderately Practiced (MP), 1.50- 2.49 Slightly Practiced (SP), 1.00 - 1.49 Not Practiced (NP)

Table 8 indicates the respondents' perceived key competencies in inclusive education in terms of collaboration. This refers to teachers' capability to coordinate, collaborate, get feedback, and consider suggestions from experts, coworkers, parents, and other school community stakeholders.

Table 8 also shows that the respondents' teachers' key competencies on inclusive education in collaboration are interpreted as highly practiced, with an overall mean of 4.76. All indicators under collaboration are interpreted as highly practiced.

Schools in the Lakeside District actively participated in several DepEd programs that promote cooperation amongst diverse stakeholders to improve educational quality and assist learners' holistic development. One is the school-based management (SBM), which principals lead; under this program, schools are given the authority to run their operations through cooperative decision-making procedures that include teachers, parents, students, and community members. Schools utilize SBM to create and carry out School Improvement Plans (SIPs) that cater to their learners' and communities' distinct requirements and preferences. Another program is a statewide volunteer initiative called Brigada Eskwela. This aims to include the community in getting public schools ready for the start of courses, which Lakeside District schools implement regularly. Parents, teachers, students, local government representatives, and other stakeholders work together to maintain and improve school facilities and promote pride and ownership within the school community. Furthermore, the partnerships with the Private Sector and NGOs to support government initiatives to increase access to and the quality of education, schools in Lakeside District work and collaborate with organizations in the business sector, non-governmental organizations (NGOs), and civil society groups. Donation drives, the supply of educational materials, teacher training programs, and community outreach campaigns are a few examples of the kinds of activities that these collaborations could include. Schools also encourage cooperation between learners with special needs and parents and community members to facilitate their integration into mainstream classrooms. Capacity-building exercises, awareness campaigns, and support services create inclusive learning environments where each student feels valued and supported. One crucial competence for teachers to have for inclusive education is the ability to collaborate with local, national, and worldwide charitable and for-profit stakeholder people, organizations, and institutions. It was thought that by doing this, instructors could combine all stakeholders' financial, technical, human, physical, and temporal resources for inclusive education and instruction. Mbudzi (2019) stated that teachers must have the skills to consult and collaborate with local, national, and worldwide businesspeople, donors, organizations, businesses, communities, parents, political organizations, churches, and universities to source funds, personnel, technology, materials, and other resources.

**Table 9. Summary Table on Perceived Teachers' Key Competencies on Inclusive Education**

| Indicators                        | M           | SD          | VI        |
|-----------------------------------|-------------|-------------|-----------|
| Screening and Assessments         | 4.75        | 0.48        | HP        |
| Differentiation of Instruction    | 4.74        | 0.45        | HP        |
| Classroom and Behavior Management | 4.78        | 0.44        | HP        |
| Collaboration                     | 4.76        | 0.44        | HP        |
| <b>Overall</b>                    | <b>4.76</b> | <b>0.45</b> | <b>HP</b> |

**Legend:** 4.5 - 5.0 Highly Practiced (HP), 3.50 - 4.49 Practiced (P), 2.50- 3.49 Moderately Practiced (MP), 1.50- 2.49 Slightly Practiced (SP), 1.00 - 1.49 Not Practiced (NP)

Table 9 presents the summarized data on teachers' perceived key competencies in inclusive education across various indicators. With an overall mean score of 4.76, teachers perceive they are highly skilled in important areas of inclusive education, placing them within the highly practiced (HP) category. This excellent ranking for all factors points to instructors' constant competence and confidence in meeting the varied needs of their pupils in inclusive environments. The 0.45 narrow standard deviation suggests that instructors' opinions of their skills are mostly consistent across the various variables. A good assessment of teachers' preparedness to promote inclusive practices results from their highly perceived abilities in cooperation, differentiation of teaching, screening and assessments, classroom and behavior management, and classroom management.

This shows that teachers are prepared to meet students' varied requirements and provide inclusive learning environments because they believe they are extremely knowledgeable in critical areas of inclusive education. Competencies must be seen positively to encourage inclusive practices and student performance in inclusive classrooms.

**Table 10. Inclusive Education Opportunities for Community Participation**

| Statements                                                         | M    | SD   | VI |
|--------------------------------------------------------------------|------|------|----|
| 1. ensure the community accepts, values, and includes my learners. | 4.80 | 0.40 | AO |

|                                                                                        |             |             |           |
|----------------------------------------------------------------------------------------|-------------|-------------|-----------|
| 2. allow my learners to do activities outside school vicinities.                       | 4.64        | 0.59        | AO        |
| 3. allow my learners to see themselves as an essential member of the school community. | 4.78        | 0.41        | AO        |
| 4. allow my learners to communicate with other stakeholders of the community.          | 4.70        | 0.47        | AO        |
| 5. allow my learners to participate in different competitions in the community.        | 4.73        | 0.47        | AO        |
| <b>Overall</b>                                                                         | <b>4.73</b> | <b>0.48</b> | <b>AO</b> |

**Legend:** 4.5 - 5.0 Always Observed (AO), 3.50 - 4.49 Observed (O), 2.50- 3.49 Good/Sometimes Observed (SO), 1.50- 2.49 Fair/Rarely Observed (RO), 1.00 - 1.49 Poor/Never Observed (NO)

Table 10 indicates the inclusive education opportunities that the respondents observed in terms of community participation. This means learners' involvement, self-expression, and actions in the community while having a sense of belonging.

Table 10 also shows that inclusive education opportunities observed by the respondents in terms of community participation are interpreted and are always observed with an overall mean of 4.73. All statements under community participation are interpreted as always observed. It reveals that teachers in Lakeside District focus on ensuring learners feel accepted, valued, and included by the community, which can be found in statement 1 and got the highest mean of 4.80, interpreted as always observed. To achieve the objectives of education reform and sustainable development, schools in Lakeside District leverage the resources and combined knowledge of stakeholders by promoting community engagement, strengthening partnerships, and encouraging accountability. Participation in the community guarantees that education will always be a shared duty and a team effort to strengthen communities, empower people, and create a better future for the country. Schools also encourage resource mobilization and volunteerism. Community members, companies, non-governmental organizations, and other stakeholders assist schools with money, skills, and time through contributions, collaborations, and volunteer work.

**Table 11. Inclusive Education Opportunities as to Strengths Development**

| Statements                                                                                                        | M           | SD          | VI        |
|-------------------------------------------------------------------------------------------------------------------|-------------|-------------|-----------|
| 1. provide tools for systematically recording observations.                                                       | 4.71        | 0.49        | AO        |
| 2. provide my learners with tools that they can use for self-evaluation.                                          | 4.66        | 0.54        | AO        |
| 3. provide examples of criteria for my learners at the beginning of a project or learning activity.               | 4.68        | 0.51        | AO        |
| 4. Document the development of the skills, strategies, attitudes, and behaviors necessary for effective learning. | 4.69        | 0.49        | AO        |
| 5. identify my learners' learning needs by summarizing learning to date.                                          | 4.66        | 0.51        | AO        |
| <b>Overall</b>                                                                                                    | <b>4.68</b> | <b>0.51</b> | <b>AO</b> |

**Legend:** 4.5 - 5.0 Always Observed (AO), 3.50 - 4.49 Observed (O), 2.50- 3.49 Good/Sometimes Observed (SO), 1.50- 2.49 Fair/Rarely Observed (RO), 1.00 - 1.49 Poor/Never Observed (NO)

The inclusive education opportunities that the respondents observed in terms of strength development are indicated in Table 11.

This implies expanding an individual's abilities, skills, knowledge, and innate talents through teachers' identification of learners' learning needs, documentation of development, and provision of tools and criteria for self-evaluation.

Table 11 reveals that the inclusive education opportunities observed by the respondents in terms of strengths development have an excellent interpretation, with an overall mean of 4.68, and all indicators under strengths development were interpreted as always observed. It shows that providing tools for systematically recording observations makes up teachers in Lakeside District, which can be found on statement 1 and got the highest mean of 4.71, interpreted as always observed.



Because many programs equally address each learner's requirements, opportunities for learners to grow and exploit their abilities are constantly evident. This involves putting in place health and nutrition initiatives that support the growth and well-being of the body. To improve students' nutritional status, health-related behaviors, and general well-being, these programs include school feeding programs, deworming campaigns, health education, and wellness initiatives. Another is promoting physical education and sports as essential curricular Elements to help students improve their motor skills, physical fitness, discipline, teamwork, and sportsmanship.

Schools host leisure programs, physical fitness events, and intramural and interscholastic sports tournaments to promote healthy lives and active learning. In addition, arts and culture education strongly emphasizes developing students' artistic sensibility, self-expression, creativity, and understanding of other cultures. Through visual arts, music, dance, theater, and literary arts activities, arts programs allow learners to discover their artistic abilities, hone their artistic sensibilities, and deepen their understanding of Philippine culture and tradition.

These programs and initiatives demonstrate DepEd's dedication to fostering learners' strengths and overall development. They offer inclusive, high-quality education that acknowledges and develops each learner's unique abilities, interests, and potential. By attending to students' holistic needs and creating a nurturing learning atmosphere, DepEd hopes to enable students to develop into well-rounded people ready to excel and make valuable contributions to society.

**Table 12. Inclusive Education Opportunities for Learning Motivation**

| Statements                                                                       | M           | SD          | VI        |
|----------------------------------------------------------------------------------|-------------|-------------|-----------|
| 1. activate my learners' brains with a quick round of voting.                    | 4.63        | 0.57        | AO        |
| 2. utilize video clips and other ICT-integrated materials to present the lesson. | 4.72        | 0.51        | AO        |
| 3. listen when my learners explain what they need to learn.                      | 4.75        | 0.45        | AO        |
| 4. give various rewards that stimulate learners' motivation to learn.            | 4.70        | 0.48        | AO        |
| 5. integrate interactive games in teaching my learners.                          | 4.68        | 0.55        | AO        |
| <b>Overall</b>                                                                   | <b>4.70</b> | <b>0.52</b> | <b>AO</b> |

**Legend:** 4.5 - 5.0 Always Observed (AO), 3.50 - 4.49 Observed (O), 2.50- 3.49 Good/Sometimes Observed (SO), 1.50- 2.49 Fair/Rarely Observed (RO), 1.00 - 1.49 Poor/Never Observed (NO)

Table 12 indicates the respondents' observed inclusive education opportunities in terms of learning motivation. This means the driving force of learners to learn in an inclusive classroom through video clips, interactive games, rewards systems, and the like.

Table 12 also shows that inclusive education opportunities observed by the respondents in terms of learning motivation are interpreted and are always observed with an overall mean of 4.70. All indicators under learning motivation are interpreted as always observed. It reveals that teachers in Lakeside District listen when learners explain what they need to learn, which can be found in statement number 3 and got the highest mean of 4.75, interpreted as always observed.

Teachers in Lakeside District are guided by the different pedagogical approaches and teaching strategies essential in promoting motivation and involvement among learners. These include techniques for learning that are more engaging, meaningful, and relevant for students, such as active learning, cooperative learning, inquiry-based learning, project-based learning, and experiential learning.

During the surge of the health crisis and pandemic, lots of companies, universities, and even the DepEd Philippines itself provided seminars, trainings, and webinars that boost teachers' skills, knowledge, and creativity in using technologies to utilize video clips and other ICT-integrated materials in presenting The lesson.

Over the years, ICT-integrated lessons have greatly impacted learners' engagement and motivation for learning. This can also refer to the profile of the respondents, who are 53.09 % of the teacher-respondents and Teacher III, which indicates that most of the respondents are highly knowledgeable and skillful in motivating learners. This aligns with the Philippine Professional Standards for Teachers, which state that teachers at career stage 3, also known as Highly Proficient Teachers, continuously exhibit excellent performance in their classrooms.

They have a thorough and nuanced comprehension of the teaching and learning process, including learning motivation.



**Table 13. Inclusive Education Opportunities for Learners' Collaboration**

| Statements                                                                                 | M           | SD          | VI        |
|--------------------------------------------------------------------------------------------|-------------|-------------|-----------|
| 1. encourage my students to take short breaks to discuss, communicate, or work with peers. | 4.69        | 0.50        | AO        |
| 2. group the learners so that they can interact with one another.                          | 4.75        | 0.46        | AO        |
| 3. allow my learners to do team-building activities.                                       | 4.70        | 0.49        | AO        |
| 4. activate the learners, making them curious and developing a need-to-know.               | 4.69        | 0.49        | AO        |
| 5. allow my learners to play games with their peers.                                       | 4.73        | 0.48        | AO        |
| <b>Overall</b>                                                                             | <b>4.71</b> | <b>0.49</b> | <b>AO</b> |

**Legend:** 4.5 - 5.0 Always Observed (AO), 3.50 - 4.49 Observed (O), 2.50- 3.49 Good/Sometimes Observed (SO), 1.50- 2.49 Fair/Rarely Observed (RO), 1.00 - 1.49 Poor/Never Observed (NO)

Table 13 indicates the inclusive education opportunities observed by the respondents in terms of learners' collaboration. This means the willingness of learners to work with peers, groups, and teams in their inclusive classroom setting.

Table 13 shows that inclusive education opportunities observed by the respondents in terms of learning motivation are always observed with an overall mean of 4.70, and all indicators under learning motivation are interpreted as always observed. It also reveals that teachers in Lakeside District listen when learners explain what they need to learn, which can be found in statement number 3 and got the highest mean of 4.75, interpreted as always observed.

Schools in the Lakeside district encourage the formation of clubs, learner groups, and extracurricular activities that provide students the chance to work together outside of the classroom. Engagement in extracurricular activities like student councils, science clubs, and cultural organizations promotes the development of social skills, teamwork, and leadership. Examples are the Supreme Elementary Learners Government (SELG), Barkada Kontra Droga (BKD), and Youth for Environment in Schools Organization (YES-O), which are all evident among schools of Lakeside District. Through these organizations, learners led by teachers are urged to create group projects and activities that enhance learners' collaboration. These could be group research projects, discussions, debates, presentations, or problem-solving exercises where learners must cooperate to accomplish shared objectives.

**Table 14. Inclusive Education Opportunities for Parental Involvement**

| Statements                                                             | M           | SD          | VI        |
|------------------------------------------------------------------------|-------------|-------------|-----------|
| 1. do family background checks among my learners.                      | 4.67        | 0.56        | AO        |
| 2. make sure parents are always informed about their child's progress. | 4.77        | 0.44        | AO        |
| 3. make sure most of the parents attend parent-teacher conferences.    | 4.78        | 0.45        | AO        |
| 4. encourage parents to participate in all the school activities.      | 4.77        | 0.45        | AO        |
| 5. reach out to all parents who can not attend important meetings.     | 4.73        | 0.47        | AO        |
| <b>Overall</b>                                                         | <b>4.74</b> | <b>0.48</b> | <b>AO</b> |

**Legend:** 4.5 - 5.0 Always Observed (AO), 3.50 - 4.49 Observed (O), 2.50- 3.49 Good/Sometimes Observed (SO), 1.50- 2.49 Fair/Rarely Observed (RO), 1.00 - 1.49 Poor/Never Observed (NO)

Table 14 indicates the inclusive education opportunities the respondents observed in terms of parental involvement. This refers to the parent's participation in their children's education and school activities in an inclusive classroom environment.

Table 14 reveals that inclusive education opportunities observed by the respondents in terms of parental involvement are interpreted as always observed, with an overall mean of 4.74. All indicators under parental involvement are interpreted as always observed. It shows that ensuring most parents attend parent-teacher conferences is the foremost priority among teachers in the Lakeside District.

Through PTAs, Lakeside District schools promote parents' active participation in school issues. PTAs help parents, educators, and school officials work together to solve problems about academic achievement, student welfare, and school development. PTAs may plan community outreach programs, parent education seminars, and fundraising events.

The Adopt-A-School Program (AASP) is one of the main programs in the Philippines that Lakeside District schools execute. It encourages parental involvement in education and promotes collaborations between schools and many stakeholders, including parents, to assist educational growth, even if it is not exclusively focused on parental engagement.

To provide parents with the information, abilities, and tools they need to assist their children's learning and development, the AASP supports programs that improve parent education and capacity. Schools host parent orientation sessions, workshops, and seminars on subjects including child development, good parenting techniques, and educational strategies to increase parental involvement and engagement in their children's education.

**Table 15. Inclusive Education Opportunities as to Culture of Belonging and Respect Promotion**

| Statements                                                        | M           | SD          | VI        |
|-------------------------------------------------------------------|-------------|-------------|-----------|
| 1. promote magalang campaign.                                     | 4.84        | 0.38        | AO        |
| 2. teach my learners to respect their differences.                | 4.82        | 0.42        | AO        |
| 3. encourage learners to include all their classmates every time. | 4.84        | 0.40        | AO        |
| 4. make sure they make friends with all their classmates.         | 4.83        | 0.40        | AO        |
| 5. promote good behavior and conduct by being their role model.   | 4.81        | 0.41        | AO        |
| <b>Overall</b>                                                    | <b>4.83</b> | <b>0.40</b> | <b>AO</b> |

**Legend:** 4.5 - 5.0 Always Observed (AO), 3.50 - 4.49 Observed (O), 2.50- 3.49 Good/Sometimes Observed (SO), 1.50- 2.49 Fair/Rarely Observed (RO), 1.00 - 1.49 Poor/Never Observed (NO)

Table 15 indicates the inclusive education opportunities observed by the respondents in terms of promoting a culture of belonging and respect. This implies a sense of community and respect and provides learners with a chance to learn about accepting individual differences.

Table 15 reveals that the respondents observed inclusive education opportunities in terms of the culture of belonging and respect promotion, which is interpreted as always observed, with an overall mean of 4.83. All statements under the culture of belonging and respect promotion are interpreted as always observed.

The Child Protection Policy (DepEd Order No. 40, s. 2012), which provides principles and procedures for establishing safe and supportive school settings where kids feel a sense of belonging and respect, is one of the main initiatives that supports this objective. Schools in the Lakeside district abide by CPP, which protects students' rights and overall well-being by encouraging an environment of protection, dignity, and respect in schools. To guarantee that every child feels secure, valued, and respected within the school community, the policy strongly emphasizes the prevention of bullying, abuse, discrimination, harassment, and violence, as well as how to respond to it. For a long period, teachers with different majors from their baccalaureate degree still possess their own and develop their learners' positive beliefs, attitudes, and character qualities that promote empathy, respect, and understanding. Schools foster a culture of respect for diversity, human rights, and social justice using values education classes, activities, and projects, which are aligned with the department's primary goal of producing citizens who are both responsible and compassionate.

Another program schools in Lakeside District implement regularly is the Gender and Development Program (GAD). This program incorporates gender-responsive methods into educational policies, programs, and practices. The goals of these programs are to combat gender-based violence, dispel gender stereotypes, and establish welcoming learning environments where students of all genders are respected and appreciated.

Schools also support inclusive education strategies that consider the various needs, aptitudes, and histories of all students, including those with exceptionalities, impairments, or learning challenges. Initiatives in inclusive education place a high value on diversity respect, encourage acceptance of individual differences, and highlight the distinct qualities and contributions of each student.

**Table 16. Inclusive Education Opportunities for Growth and Development**

| Statements                                                                                                      | M           | SD          | VI        |
|-----------------------------------------------------------------------------------------------------------------|-------------|-------------|-----------|
| 1. give them different exercises for their developmental needs.                                                 | 4.75        | 0.45        | AO        |
| 2. give them challenges to learn how to pass.                                                                   | 4.72        | 0.45        | AO        |
| 3. give them real-world situations to analyze and solve on their own.                                           | 4.72        | 0.45        | AO        |
| 4. allow them to include not only their physical body and mind but also their emotions in school-related tasks. | 4.75        | 0.44        | AO        |
| 5. allow them to interact with the world around them by providing real-life activities.                         | 4.73        | 0.44        | AO        |
| <b>Overall</b>                                                                                                  | <b>4.73</b> | <b>0.45</b> | <b>AO</b> |

**Legend:** 4.5 - 5.0 Always Observed (AO), 3.50 - 4.49 Observed (O), 2.50- 3.49 Good/Sometimes Observed (SO), 1.50- 2.49 Fair/Rarely Observed (RO), 1.00 - 1.49 Poor/Never Observed (NO)

Table 16 indicates the inclusive education opportunities the respondents observed in terms of growth and development. This means the learner's holistic development, such as biologically, socially, emotionally, cognitively, morally, and in other domains of function.

This table shows that inclusive education opportunities observed by the respondents in terms of growth and development are interpreted as always observed, with an overall mean of 4.73, and all indicators under it are interpreted as always observed.

Schools know how important mental and psychosocial assistance is for Promoting kids' emotional health and resilience. The department collaborates with a range of stakeholders to implement initiatives that raise awareness of mental health issues, provide psychoeducation, and give support services to students who are struggling with emotional distress or mental health issues. By integrating social and emotional learning (SEL) programs into the educational program and school activities, schools improve students' emotional intelligence, awareness of themselves, self-management, social awareness, interpersonal skills, and ability to make responsible decisions. SEL programs include exercises, lessons, and approaches that assist students in recognizing and managing their emotions, developing empathy and positive connections, and making moral judgments in various circumstances.

Schools often offer guidance and counseling services to promote the socioemotional growth and general well-being of their learners. Guidance counselors in schools provide individual, group, and crisis intervention services to assist learners in resolving personal, social, and emotional problems affecting their general well-being and academic achievement. These initiatives support learners' overall growth and equip them with the resilience, empathy, and well-being they need to face life's obstacles.

**Table 17. Summary Table on the Perceived Inclusive Education Opportunities**

| Indicators                                 | M           | SD          | VI        |
|--------------------------------------------|-------------|-------------|-----------|
| Community Participation                    | 4.73        | 0.48        | AO        |
| Strengths Development                      | 4.68        | 0.51        | AO        |
| Learning Motivation                        | 4.70        | 0.52        | AO        |
| Learners' Collaboration                    | 4.71        | 0.49        | AO        |
| Parental Involvement                       | 4.74        | 0.48        | AO        |
| Culture of Belonging and Respect Promotion | 4.83        | 0.40        | AO        |
| Growth and Development                     | 4.73        | 0.45        | AO        |
| <b>Overall</b>                             | <b>4.73</b> | <b>0.48</b> | <b>AO</b> |

**Legend:** 4.5 - 5.0 Always Observed (AO), 3.50 - 4.49 Observed (O), 2.50- 3.49 Good/Sometimes Observed (SO), 1.50- 2.49 Fair/Rarely Observed (RO), 1.00 - 1.49 Poor/Never Observed (NO)

Table 17 summarizes insights on the perceived opportunities for inclusive education across various indicators. The overall mean score of 4.73 falls within the category of "Always Observed" (AO), indicating that

participants perceive inclusive education opportunities to be consistently present across the indicators. This high rating indicates that learners' collaboration, community participation, strengths development, learning motivation, parental involvement, promotion of a culture of belonging and respect, and growth and development within the framework of inclusive education are all perceived as highly present by participants. The relatively constant opinions among participants about inclusive education opportunities across the various metrics are indicated by the low standard deviation of 0.48.

**Table 18. Correlation between Inclusive Education Pedagogy and that of Instructional Approaches and Learners' Opportunities**

|                                                     |                                                  | <i>Community<br/>Participation</i> | <i>Strengths<br/>Development</i> | <i>Learning<br/>Motivation</i> | <i>Learners'<br/>Collaboratio<br/>n</i> | <i>Parental<br/>Involvement</i> | <i>Culture of<br/>Belonging<br/>and Respect<br/>Promotion</i> | <i>Growth and<br/>Development</i> |
|-----------------------------------------------------|--------------------------------------------------|------------------------------------|----------------------------------|--------------------------------|-----------------------------------------|---------------------------------|---------------------------------------------------------------|-----------------------------------|
| <b>Universal Design for<br/>Learning Principles</b> | <b><i>Means of<br/>Engagement</i></b>            | 0.566**                            | 0.570**                          | 0.566**                        | 0.582**                                 | 0.637**                         | 0.722**                                                       | 0.578**                           |
|                                                     | <b><i>Means of<br/>Representation</i></b>        | 0.642**                            | 0.727**                          | 0.642**                        | 0.602**                                 | 0.659**                         | 0.621**                                                       | 0.629**                           |
|                                                     | <b><i>Means of Action<br/>and Expression</i></b> | 0.707**                            | 0.750**                          | 0.771**                        | 0.747**                                 | 0.677**                         | 0.535**                                                       | 0.726**                           |
| <b>Differentiated Instruction<br/>Dimensions</b>    | <b><i>Teaching<br/>Arrangements</i></b>          | 0.632**                            | 0.720**                          | 0.683**                        | 0.690**                                 | 0.769**                         | 0.646**                                                       | 0.743**                           |
|                                                     | <b><i>Learning<br/>Environment</i></b>           | 0.729**                            | 0.729**                          | 0.754**                        | 0.726**                                 | 0.757**                         | 0.648**                                                       | 0.721**                           |
|                                                     | <b><i>Teaching<br/>Methods</i></b>               | 0.734**                            | 0.792**                          | 0.752**                        | 0.721**                                 | 0.755**                         | 0.573**                                                       | 0.735**                           |
|                                                     | <b><i>Support<br/>Materials</i></b>              | 0.726**                            | 0.736**                          | 0.741**                        | 0.751**                                 | 0.693**                         | 0.567**                                                       | 0.718**                           |
|                                                     | <b><i>Assessments</i></b>                        | 0.742**                            | 0.803**                          | 0.757**                        | 0.748**                                 | 0.706**                         | 0.546**                                                       | 0.743**                           |

**Legend:** \*\*, Correlation is significant at the 0.01 level (2-tailed). \*, Correlation is significant at the 0.05 level (2-tailed).

The data presented in this table dwells on the relationship between the instructional approach and universal design for learning principles and inclusive education opportunities. The table illustrates the variables of instructional approach as to universal design for learning principles directly related to inclusive education opportunities. This reveals a significant relationship between universal design for learning principles and inclusive education opportunities.

This suggests that a universal design for learning principles is a teaching strategy for learners who struggle with learning. There are important differences between inclusive education options and the availability of numerous channels for involvement, representation, action, and expression. This is through accessible educational resources and cooperative initiatives that promote inclusive environments and active community engagement. Allowing a variety of learning styles, UDL enables learners to use their strengths, which builds self-assurance and self-efficacy. UDL nurtures intrinsic motivation and a lifetime love of learning by providing relevant learning opportunities and meaningful choices. It also encourages cooperation, communication, and respect for different viewpoints among learners through cooperative activities. Likewise, in promoting cooperation between teachers and parents, raising a nurturing learning environment improves learners' well-being and academic performance. This instructional approach promotes a culture of acceptance and belonging inside educational communities that values variety and encourages respect for one another.

All participants—university or schoolteachers and learners—benefited from using the UDL framework, with a statistically significant difference for learners who, as one might anticipate, represented a spectrum of diverse classroom learners in which the applications of UDL are maximized (Alodat, 2023). This finding also suggests that all participating students in educational settings use UDL practices in a friendly manner. This could be due to the practice's emphasis on action, expression, and engagement, which guarantees that no student is left behind and that they all succeed (Boothe et al., 2018; Rogers-Shaw et al., 2017; U.S. Department of Education, 2015).

The main advantages of universal learning design are synthesized: it promotes higher-order thinking skills, builds a collaborative learning environment, addresses diverse learning styles, facilitates inclusive education, increases student engagement, improves accessibility, supports personalized learning, lowers barriers to learning, prepares students for real-world challenges, improves teacher effectiveness, and supports educational equity that touches the different aspects of learners' opportunities in inclusive education (Veshal, I., 2024).

The data presented in Table 18 also show the relationship between the instructional approach to differentiated instruction and inclusive education opportunities. The table illustrates that the variables of the instructional approach to differentiated instruction are directly related to inclusive education opportunities, revealing a significant relationship.

This shows that inclusive education and individualized instruction are connected practices in Lakeside District schools. Differentiated education modifies instructional tactics and material to match individual students' interests and ability levels. In contrast, inclusive education guarantees that all learners, despite their capacities, have equitable access to learning opportunities. Both approaches uphold customized instruction, follow the guidelines of Universal Design for Learning, and attempt to remove barriers to learning to promote equity and academic success for every learner.

Study findings of Aranda, M. and Zamora, J. (2016) verified that differentiated instruction displayed a significant difference in learners' test scores. Based on observation, learners in the experimental group were motivated and enthusiastic about learning because the lessons prepared for them were according to their learning styles. It has been noticed that the teacher using differentiated instruction has become more creative, more self-efficient, and more open-minded in trying new instructional approaches. Differentiated instruction is promising for supporting the academic needs of diverse learners in the classroom, and it is an effective method of teaching because it gives learners many opportunities to excel in all their performances, which are also aligned with inclusive education opportunities.

This implies that differentiated instruction is a teaching practice for learners who have learning difficulties. Teaching arrangements, learning environments, teaching methods, support materials, and assessments are all significant in creating inclusive education opportunities.

**Table 19. Correlation between Inclusive Education Pedagogy and that of Teachers' Key Competencies and Learners' Opportunities**

| Teacher's Key Competencies | Community Participation | Strengths Development | Learning Motivation | Learners' Collaboration | Parental Involvement | Culture of Belonging and Respect Promotion | Growth and Development |
|----------------------------|-------------------------|-----------------------|---------------------|-------------------------|----------------------|--------------------------------------------|------------------------|
| Screening and              | 0.791**                 | 0.792**               | 0.751**             | 0.770**                 | 0.829**              | 0.712**                                    | 0.798**                |

| <b>Assessment</b>                        |         |         |         |         |         |         |         |
|------------------------------------------|---------|---------|---------|---------|---------|---------|---------|
| <b>Differentiation of Instruction</b>    | 0.763** | 0.794** | 0.727** | 0.740** | 0.779** | 0.656** | 0.769** |
| <b>Classroom and Behavior Management</b> | 0.768** | 0.778** | 0.727** | 0.723** | 0.755** | 0.675** | 0.819** |
| <b>Collaboration</b>                     | 0.820** | 0.751** | 0.756** | 0.734** | 0.829** | 0.671** | 0.841** |

**Legend:** \*\*. Correlation is significant at the 0.01 level (2-tailed). \*. Correlation is significant at the 0.05 level (2-tailed).

The data presented in Table 20 are focused on inclusive education opportunities and teachers' key competencies. The table illustrates the variables of teachers' key competencies directly related to inclusive education opportunities. This shows a significant relationship between teachers' key competencies and inclusive education opportunities.

This shows that the pedagogy of inclusive education is strongly aligned with the essential competencies of teachers of Lakeside District, including cultural competency, individualized teaching, flexibility, cooperation, positive behavior management, and social justice advocacy. Using these competencies, teachers provide inclusive learning environments that foster all learners' intellectual, social, and emotional development. Teachers enable all students to access the curriculum, actively engage in the learning process, and realize their full potential by cultivating an inclusive culture. Through individualized assistance and adjustments, inclusive education methodology enables instructors to acknowledge and praise each learner's distinct skills and contributions while meeting their specific needs. This improves learning results for every learner and equips them to succeed in different cultures by fostering a feeling of respect, empathy, and belonging in the classroom community. To support this, DepEd Order No. 44, entitled "Guidelines on the Implementation of the Comprehensive Policy on Learners and Schools' Support for Inclusive Education," which was published in 2021 and adhered to by schools of Lakeside District, provides instructions on how inclusive education policies should be implemented in Philippine schools. According to this decree, all students, including those with special needs and disabilities, should have equitable access to high-quality instruction and support services. In both public and private schools, it offers guidelines for creating inclusive learning environments, offering support services to students with a range of needs and implementing inclusive education programs. The directive further highlights the importance of strengthening school personnel's and teachers' competence to promote inclusive education methods successfully. DepEd Order No. 44, s. 2021 is vital for advancing fairness and inclusion in the Philippine educational system.

This implies that teachers' key competencies refer to teaching practices for learners with learning difficulties that include screening and assessment, differentiation of instruction, classroom and behavior management, and collaboration, which are all significant relative to inclusive education opportunities.

## 5.1 Findings

The following are the salient findings of the study.

1. The teacher-respondents perceived inclusive education instructional approaches, including universal design for learning principles, as highly practiced in terms of multiple means of engagement, multiple means of representation and multiple means of action and expression.

2. The teacher respondents perceived inclusive education instructional approaches as to differentiated instruction dimensions highly practiced regarding teaching arrangements, learning environment, teaching methods, support materials and assessments.

3. The teacher's key competencies in inclusive education are highly practiced in screening and assessment, differentiation of instruction, classroom behavior management and collaboration.

4. The teacher respondents always observe the inclusive education opportunities.

5. There is a significant relationship between the perceived inclusive instructional approaches to inclusive education pedagogy and that of inclusive education opportunities.

6. There is a significant relationship between the perceived teacher's key competencies in inclusive education pedagogy and that of inclusive education opportunities.



## 5.2 Conclusion

Based on the findings of the study, the following conclusions are drawn:

Since there is a significant relationship between teachers' perceptions on instructional approaches to inclusive education pedagogy and the inclusive education opportunities as to universal design for learning principles and differentiated instruction dimensions, the null hypothesis is not supported.

Given that there is a significant relationship between teachers' perceptions of key competencies in inclusive education pedagogy and that of inclusive education opportunities, the null hypothesis is not supported.

## 5.3 Recommendation

Based on the findings of the study and the conclusions drawn, the researcher has arrived at the following recommendations:

1. Since teachers employ instructional approaches that show a significant result, schools may be monitored through regular inspections that evaluate adherence to curriculum requirements, educational standards, and other relevant factors for the continuous enhancement of inclusive education opportunities.
2. Given that the Department of Education practices inclusion, the department may consider more training and conferences related to the study for teachers, especially beginning teachers, to improve their competencies in inclusive education pedagogy and provide opportunities to all learners.
3. Since inclusive education extends beyond the classroom walls, schools and the organization itself may strengthen partnerships specifically with marginalized or underrepresented communities to widen awareness of inclusive education.
4. Given the study's notable perception and correlation results, future researchers may consider regression analysis to specify the precise variables that influence other variables, explore the underlying relationships in greater detail, and provide quantitative insights regarding the study.
5. To future researchers, this study may help them pursue parallel studies with stakeholders and other community members as respondents and consider exploring other aspects of the variables that were not included in the study which may be done to validate the relatedness of inclusive education pedagogy and inclusive education opportunities.

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