



Evaluating Teachers' Perceptions, Attitudes, And Readiness in Handling Learners with Special Needs in Inclusive Classroom Settings

DOI: 10.5281/zenodo.23585169

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Abstract:

This study evaluated teachers' perceptions, attitudes, and readiness in handling learners with special needs (LSENs) in inclusive classroom settings at Cabancalan II Elementary School, Mandaue City Division, for School Year 2025–2026. Anchored on the Theory of Planned Behavior (Ajzen, 1991), Social Cognitive Theory (Bandura, 1986), and Ecological Systems Theory (Bronfenbrenner, 1979), the research employed a descriptive-correlational design involving 30 general education teachers selected through purposive sampling. A validated researcher-adapted questionnaire measured four domains of perceptions (inclusive understanding, learner beliefs, inclusion benefits, inclusion challenges), four domains of attitudes (inclusive openness, instructional willingness, teaching confidence, professional commitment), and four domains of readiness (pedagogical knowledge, professional development, classroom environment, instructional strategies). Data were analyzed using frequency, percentage, weighted mean, standard deviation, and Pearson's r . Results revealed teachers were 33.33% aged 51 and above, 86.67% female, 66.67% with master's units, 33.33% with 20+ years teaching, and 40% with no relevant special needs training. Perceptions were positive overall (Grand Mean=4.15), highest in inclusion challenges (4.28) and lowest in learner beliefs (4.05). Attitudes were positive (Grand Mean=3.84), highest in instructional willingness and professional commitment (both 3.90) and lowest in teaching confidence (3.73). Readiness was prepared (Grand Mean=3.64), highest in instructional strategies (3.74) and lowest in pedagogical knowledge (3.56). Correlation showed a weak non-significant relationship between perceptions and readiness ($r=0.362$, $p=0.050$) and a strong significant relationship between attitudes and readiness ($r=0.703$, $p=0.000$). Findings indicate positive inclination but need for strengthened specialized training, resources, and collaborative systems. An intervention plan is proposed to enhance inclusive effectiveness.

Keywords: inclusive education, teacher perceptions, teacher attitudes, teacher readiness, learners with special needs, descriptive-correlational

Introduction:

Inclusive education has emerged as a global imperative grounded in equity, human rights, and social justice. International frameworks including the Salamanca Statement and Sustainable Development Goal 4 emphasize education that leaves no learner behind. In the Philippines, Republic Act No. 11650 institutionalizes inclusive education and mandates support services for learners with disabilities in basic education. DepEd Order No. 044, s. 2021 further provides guidelines for programs and services for learners with disabilities, shifting special education from segregated provision to inclusive practice.

Central to successful inclusion are general education teachers. Teachers translate policy into classroom reality through differentiated instruction, collaborative practice, and positive classroom climate. Their perceptions shape understanding of inclusion concepts, beliefs about learner capabilities, perceived benefits, and acknowledgment of implementation challenges. Their attitudes encompass openness to diversity, willingness to adapt instruction, confidence in managing inclusive classrooms, and commitment to professional responsibility. Their readiness reflects pedagogical knowledge, professional development exposure, capacity to manage inclusive environments, and use of adaptive instructional strategies.

Despite policy advances, evidence suggests a gap between positive disposition and actual preparedness. International studies report that teachers often report favorable attitudes but report limited methodological competence, low



confidence in curriculum adaptation and individualized education plan (IEP) implementation, and insufficient specialist support. In Kenya, Mucherah et al. (2024) noted favorable attitudes but uncertainty in preparedness due to limited special education pedagogy. In Europe, Rojo-Ramos et al. (2023) highlighted gaps in readiness and community participation. In the Philippines, emerging studies indicate competence in general inclusion but challenges in handling behavioral concerns, large class sizes, and resource scarcity.

At Cabancalan II Elementary School, teachers handle increasingly diverse classrooms that include learners with learning disabilities, communication difficulties, and emotional-behavioral needs. Anecdotal observations suggest teachers are willing but lack sufficient specialized training and materials. No systematic assessment of their perceptions, attitudes, and readiness has been conducted to inform targeted professional development. This gap necessitates empirical investigation.

This study therefore evaluates teachers' perceptions, attitudes, and readiness in handling LSENs in inclusive settings. It examines demographic profiles and explores relationships among constructs to provide basis for an intervention plan. Anchored on Theory of Planned Behavior, which posits that attitudes, subjective norms, and perceived behavioral control shape intention and behavior; Social Cognitive Theory, which emphasizes self-efficacy and observational learning; and Ecological Systems Theory, which situates teacher development within microsystem, mesosystem, exosystem, and macrosystem interactions, the study contributes to contextualized understanding of inclusive education implementation at the elementary level.

Literature Review:

Theoretical Foundations

This study is anchored on three complementary theories. Ajzen's Theory of Planned Behavior (TPB) explains that behavioral intention is influenced by attitude toward behavior, subjective norms, and perceived behavioral control. Applied to inclusion, teachers who hold positive attitudes, perceive social support from administrators and peers, and feel confident in capability are more likely to implement inclusive practices. Urton et al. (2023) applied TPB and found self-efficacy and attitudes significantly predicted intention to implement inclusive practices.

Bandura's Social Cognitive Theory emphasizes self-efficacy as determinant of effort, persistence, and resilience. Teacher self-efficacy influences willingness to attempt challenging inclusive strategies and sustain them despite difficulties. Woodcock et al. (2023) revealed that teachers with higher self-efficacy reported more inclusive beliefs and practices, though efficacy was constrained by training and support.

Bronfenbrenner's Ecological Systems Theory views teacher readiness as nested within systems. The microsystem includes direct interactions with learners; mesosystem involves collaboration between general and special educators and parents; exosystem includes school leadership and district training provision; macrosystem encompasses laws like RA 11650, RA 7277, and RA 10533. Effectiveness requires alignment across systems.

Legal and Policy Context in the Philippines

Republic Act No. 7277 (Magna Carta for Disabled Persons) established rights to education. RA 10533 (Enhanced Basic Education Act) affirmed inclusive principles. RA 11650 (2022) strengthened mandate for inclusive education, requiring schools to establish inclusive learning resource centers and support services. DepEd Order 044, s. 2021 operationalized provision of educational programs for learners with disabilities. Despite robust policy, implementation faces gaps in teacher training, resources, and monitoring.

Teachers' Perceptions

Perceptions encompass inclusive understanding, learner beliefs, perceived benefits, and challenges. Tenerife et al. (2022) found teachers perceived themselves competent in inclusion benefits but identified resource constraints. Senarlo et al. (2024) found perception significantly influenced readiness. International evidence shows teachers generally understand inclusive concepts but acknowledge challenges of large classes, time constraints, and diverse needs (Rojo-Ramos et al., 2023). Learner belief studies show acceptance that learners with special needs can learn at own pace and benefit from peer interaction, though skepticism remains for severe disabilities.



Attitudes toward inclusion are multidimensional: openness, willingness, confidence, commitment. Maldonado-García et al. (2026) systematically reviewed attitudes of prospective teachers and found generally positive attitudes, moderated by training and contact experience. Mucherah et al. (2024) reported positive attitudes but moderate confidence. Penales (2024) in Bacoar City found receiving teachers showed positive attitudes toward inclusion of LSENs but needed upskilling in adaptive practices. Magtuba and Caballero (2024) linked systems leadership, empowerment, perception, attitude, and commitment to inclusive practices of SPED teachers.

Teaching confidence remains lowest among attitude domains in many contexts. Nimante and Kokare (2022) noted teachers reported lower confidence in differentiated curriculum and IEP handling. Contact theory (Rademaker et al., 2020) suggests direct contact and information improve social participation and teacher attitudes toward students with disabilities.

Teachers' Readiness / Preparedness

Readiness comprises pedagogical knowledge, professional development, classroom environment management, and instructional strategies. Studies consistently report moderate preparedness. Mergenio (2024) reported moderate self-efficacy among public secondary social science teachers in fostering inclusion. Salvaña and Protacio (2025) narrated English teachers' struggles in inclusive classrooms, highlighting need for specialized strategies. Zhang et al. (2025) using Shanghai TALIS data found association between school climate, self-efficacy, instructional practice, and perceived professional development needs.

Pedagogical knowledge gaps include handling cognitive delays, behavioral difficulties, communication and hearing impairments. Professional development gaps are evident in limited attendance in relevant trainings; many teachers report 0-2 trainings only. Classroom environment factors include availability of materials, ICT, specialized assessments, and administrative support. Instructional strategies such as collaborative teaching, scaffolding, Universal Design for Learning (UDL), and co-teaching with SPED teachers are recognized as effective but unevenly implemented.

Relationships Among Variables

Literature suggests attitudes more strongly predict readiness than perceptions alone. Positive attitudes foster willingness to seek training and collaborate, enhancing readiness. Urton et al. (2023) confirmed attitudes and self-efficacy predict implementation. Senarlo et al. (2024) found perception influences readiness, but other studies find weak correlation when training and resources are absent, suggesting perception without support does not translate to preparedness. The present study tests these relationships empirically.

While international and national studies abound, localized assessment at school level, particularly elementary schools in Mandaue City with limited special education training, remains scarce. This study fills gap by providing context-specific baseline data at Cabancalan II Elementary School to inform targeted intervention plan, addressing theoretical linkage between TPB, self-efficacy, and ecological systems in practice.

Methodology:

This section presents research design, locale, respondents, instrument, data gathering, ethical considerations, and data treatment.

Research Design

This study employed descriptive-correlational research design. Descriptive component assessed demographic profile and levels of perceptions, attitudes, and readiness in inclusive classroom settings. Correlational component examined relationships between perceptions and readiness, and attitudes and readiness. This design is appropriate for describing current conditions and testing associations without manipulation (McBurney & White, 2009). Pearson's correlation coefficient measured strength and significance of relationships.

Research Environment

The study was conducted at Cabancalan II Elementary School, located in Cabancalan, Mandaue City, Cebu, Philippines. The school is a public elementary institution under DepEd Division of Mandaue City, serving diverse



learners including learners with special needs integrated in general education classes. The school has general education teachers handling kindergarten to Grade 6 with inclusion classes. Location map is provided in original thesis.

Research Respondents

Respondents comprised 30 general education teachers of Cabancalan II Elementary School for SY 2025–2026 selected through purposive sampling. Inclusion criteria: currently teaching in inclusive classroom, with at least one learner with special needs identified or observed in class, and willing to participate. Distribution: total population of teachers handling inclusion was 30, all included. Demographics: age 21-51+, majority female, educational attainment bachelor's to doctorate units, teaching experience 0-20+ years, relevant trainings 0-10+.

Research Instrument

The instrument was a validated researcher-adapted survey questionnaire with three parts. Part I: Demographic profile (age, sex, highest educational attainment, years of teaching experience, number of relevant trainings related to special needs education). Part II: Teachers' perceptions with 32 items across four subscales: Inclusive Understanding (8 items), Learner Beliefs (8 items), Inclusion Benefits (7 items), Inclusion Challenges (8 items) adapted from Tenerife et al. (2022) and Rojo-Ramos et al. (2023). Part III: Teachers' attitudes with 30 items across Inclusive Openness (7 items), Instructional Willingness (8 items), Teaching Confidence (7 items), Professional Commitment (8 items) adapted from Mucherah et al. (2024) and Penales (2024). Part IV: Teachers' preparedness with 34 items across Pedagogical Knowledge (8 items), Professional Development (8 items), Classroom Environment (8 items), Instructional Strategies (10 items) adapted from Mergenio (2024) and Senarlo et al. (2024). Five-point Likert scale used: 5=Strongly Agree to 1=Strongly Disagree for perceptions; similar for attitudes and readiness with interpretations Very High/Positive/Prepared to Very Low/Negative/Unprepared. Validity established through expert validation by five experts (content validity index >0.85). Reliability tested via Cronbach's alpha: perceptions 0.89, attitudes 0.91, readiness 0.90 (Nunnally & Bernstein, 1994 threshold >0.70).

Data Gathering Procedure

Procedure involved: (1) Transmittal letters secured from CTU Graduate School to Division Superintendent, DepEd Mandaue City, and School Principal Gina C. Bantaya, EdD. (2) Ethical clearance and informed consent obtained. (3) Pilot testing with 10 teachers not part of sample outside research locale. (4) Orientation of respondents on purpose, confidentiality, voluntary participation. (5) Distribution of questionnaires face-to-face, retrieval after 3 days. (6) Checking completeness, coding, tabulation. Data collection conducted March 2026.

Treatment of Data and Scoring

Data analyzed using descriptive statistics: frequency and percentage for demographic profile; weighted mean (WM) and standard deviation (SD) for levels of perceptions, attitudes, readiness. Interpretation: 4.21-5.00 Very High/Positive/Prepared, 3.41-4.20 High/Positive/Prepared, 2.61-3.40 Moderate, 1.81-2.60 Low, 1.00-1.80 Very Low. Inferential: Pearson Product-Moment Correlation to test relationships between perceptions and readiness, attitudes and readiness, significance at $p < 0.05$ two-tailed. Hypotheses tested: Ho1 no significant relationship between perceptions and readiness; Ho2 no significant relationship between attitudes and readiness.

Ethical Considerations

Ethical principles observed: voluntary participation, informed consent, confidentiality, anonymity, non-maleficence, and data privacy per Data Privacy Act of 2012. Identities coded, data used solely for academic purposes, stored securely, and results reported in aggregate. Participants could withdraw anytime without penalty. Approval obtained from CTU ethics committee and DepEd Division.

Results and Discussion:

Profile of Respondents

Teachers' demographic profile shows dominance of experienced female teachers pursuing higher studies but with limited specialized training, which shapes readiness. Age distribution indicates mature workforce with potential for mentorship yet need for updated inclusive pedagogies.

Table 1. Age of the respondents



Age (in years)	f	%
51 and above	10	33.33
41-50	9	30.00
31-40	9	30.00
21-30	2	6.67
Total	30	100.00

Table 1 shows 33.33% aged 51 and above, 30% 41-50, 30% 31-40, and only 6.67% 21-30. Majority are in mid-to-late career, implying stability but possible digital divide in assistive technology. Studies show older teachers may have more classroom management experience but need refresher on inclusive strategies.

Table 2. Sex of the respondents

Sex	f	%
Male	4	13.33
Female	26	86.67
Total	30	100.00

Female teachers comprised 86.67% (n=26) and males 13.33% (n=4). This reflects feminization of elementary teaching in Philippines. Gender did not significantly affect inclusive attitudes in literature, though female teachers often reported higher openness.

Table 3. Respondents' highest educational attainment

Highest Educational Attainment	f	%
With Doctorate Units	1	3.33
Master's Degree	3	10.00
With Master's Units	20	66.67
Bachelor's Degree	6	20.00
Total	30	100.00

66.67% have master's units, 20% bachelor's degree, 10% master's degree, and 3.33% doctorate units. High pursuit of graduate studies indicates professional growth motivation but not necessarily specialization in special needs education, explaining moderate pedagogical knowledge scores.

Table 4. Respondents' years of teaching experience

Years of teaching experience	f	%
20 and above	10	33.33
15-19	1	3.33
10-14	10	33.33
5-9	5	16.67
0-4	4	13.33
Total	30	100.00

33.33% have 20+ years, 33.33% 10-14 years, 16.67% 5-9 years, 10% 0-4 years, 3.33% 15-19 years. Experienced teachers bring classroom management strengths but may lack recent inclusive education training.

Table 5. Number of relevant trainings related to special needs education

Number of relevant trainings	f	%
10 or more	1	3.33
6-9	2	6.67
3-5	5	16.67
1-2	10	33.33
None	12	40.00



Total	30	100.00
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40% reported no training, 33.33% had 1-2 trainings, 16.67% 3-5, 6.67% 6-9, and only 3.33% 10 or more. This critical gap explains lower readiness in pedagogical knowledge and professional development. DepEd Order 044 emphasizes continuous training, yet access remains limited.

Level of Teachers' Perceptions

Perceptions measured understanding, beliefs, benefits, challenges. Overall positive orientation suggests cognitive acceptance of inclusion principles.

Table 6. Level of teachers' perspectives in terms of inclusive understanding

S/N	Indicators	WM	SD	Verbal Description
1	I understand the concept of inclusive education in regular classroom settings.	4.27	0.64	Very Positive
2	I am aware of the goals of inclusive education for learners with special needs.	4.23	0.73	Very Positive
3	I understand the rights of learners with special needs to learn alongside their peers.	4.20	0.71	Positive
4	I am familiar with basic principles of managing inclusive classrooms.	4.03	0.85	Positive
5	I understand the importance of adapting instruction for learners with special needs.	4.03	0.72	Positive
6	I am aware of different types of special needs present in inclusive classrooms.	4.10	0.76	Positive
7	I understand my role as a teacher in supporting inclusive education.	4.17	0.70	Positive
8	I understand how inclusive education	4.13	0.68	Positive



	promotes equal learning opportunities.			
	Aggregate Mean	4.15		Positive
	Aggregate Standard Deviation		0.72	Positive
Legend: 4.21-5.00-Very Positive;3.41-4.20-Positive; 2.61-3.40-Neutral; 1.81-2.60- Negative; 1.00-1.80- Very Negative	Legend: 4.21-5.00-Very Positive;3.41-4.20-Positive; 2.61-3.40-Neutral; 1.81-2.60- Negative; 1.00-1.80- Very Negative	Legend: 4.21-5.00-Very Positive;3.41-4.20-Positive; 2.61-3.40-Neutral; 1.81-2.60- Negative; 1.00-1.80- Very Negative	Legend: 4.21-5.00-Very Positive;3.41-4.20-Positive; 2.61-3.40-Neutral; 1.81-2.60- Negative; 1.00-1.80- Very Negative	Legend: 4.21-5.00-Very Positive;3.41-4.20-Positive; 2.61-3.40-Neutral; 1.81-2.60- Negative; 1.00-1.80- Very Negative

Aggregate Mean 4.15 (Positive, SD=0.72). Highest indicator: understanding concept of inclusive education (4.27, Very Positive). Lowest: familiarity with basic principles (4.03) and adapting instruction (4.03). Teachers understand rights and goals but need deepening of practical principles. Consistent with Tenerife et al. (2022) who reported competence in concepts but gaps in application. Ecological systems perspective suggests exosystem support (training) needed to translate understanding into practice.

Table 7. Level of teachers' perspectives in terms of learner beliefs

S/N	Indicators	WM	SD	Verbal Description
1	I believe learners with special needs can learn in inclusive classrooms.	4.00	0.59	Positive
2	I believe learners with special needs can improve academically with proper support.	4.03	0.61	Positive
3	I believe learners with special needs can participate meaningfully in class activities.	4.03	0.61	Positive
4	I believe learners with special needs can develop social skills in inclusive settings.	4.10	0.61	Positive
5	I believe learners with special needs can benefit from interaction with peers.	4.07	0.64	Positive
6	I believe learners with special needs	4.03	0.61	Positive



	have strengths that can be developed in class.			
7	I believe all learners can learn at their own pace.	4.07	0.58	Positive
8	I believe inclusive classrooms help learners reach their full potential.	4.03	0.67	Positive
	Aggregate Mean	4.05		Positive
	Aggregate Standard Deviation		0.62	Positive

Aggregate Mean 4.05 (Positive, SD=0.62). Highest: belief learners can develop social skills (4.10). Lowest: belief learners with special needs can learn in inclusive classrooms (4.00). Positive beliefs reflect growth mindset aligned with Social Cognitive Theory. Belief in peer interaction benefits (4.07) supports inclusive social benefits, echoing Rademaker et al. (2020) contact theory.

Table 8. Level of teachers' perspectives in terms of inclusion benefits

S/N	Indicators	WM	SD	Verbal Description
1	Inclusive education helps promote acceptance among learners.	4.20	0.61	Positive
2	Inclusive classrooms help reduce discrimination against learners with special needs.	4.10	0.66	Positive
3	Inclusion helps learners with special needs develop social relationships.	4.10	0.61	Positive
4	Inclusive education benefits both learners with and without special needs.	4.07	0.69	Positive
5	Inclusion helps build a supportive learning environment.	4.17	0.59	Positive
6	Inclusive classrooms encourage cooperation among learners.	4.03	0.67	Positive



7	Inclusion helps learners with special needs feel valued.	4.10	0.61	Positive
	Aggregate Mean	4.11		Positive
	Aggregate Standard Deviation		0.63	Positive

Aggregate Mean 4.11 (Positive, SD=0.63). Highest: promotes acceptance (4.20) and builds supportive environment (4.17). Benefits for both learners with and without special needs rated 4.07. Teachers recognize social-emotional benefits more than academic, consistent with Kenny et al. (2023) whole education approach.

Table 9. Level of teachers' perspectives in terms of inclusion challenges

S/N	Indicators	WM	SD	Verbal Description
1	Managing diverse learning needs in one classroom can be challenging.	4.30	0.60	Very Positive
2	Inclusive classrooms require additional planning and preparation.	4.27	0.58	Very Positive
3	Time constraints affect my ability to support learners with special needs.	4.27	0.58	Very Positive
4	Large class sizes make inclusion more difficult.	4.27	0.58	Very Positive
5	Limited resources affect the implementation of inclusive education.	4.27	0.58	Very Positive
6	Learner behavior challenges affect classroom management.	4.30	0.60	Very Positive
7	Lack of specialized support affects inclusive teaching.	4.27	0.58	Very Positive
8	Inclusive education requires continuous teacher adjustment.	4.30	0.60	Very Positive
	Aggregate Mean	4.28		Very Positive
	Aggregate Standard Deviation		0.59	Very Positive



Aggregate Mean 4.28 (Very Positive, SD=0.59), indicating high agreement that inclusion is challenging. All indicators 4.27-4.30: managing diverse needs, additional planning, time constraints, large class sizes, limited resources, behavior challenges, lack of specialist support, continuous adjustment. Very high acknowledgment of challenges does not negate positive perception but reflects realism. This duality—positive toward benefits yet highly aware of challenges—is common in literature (Rojo-Ramos et al., 2023).

Table 10. Summary on the level of teachers' perspectives

Components	WM	SD	SD	Verbal Description
Inclusive Understanding	4.15	0.72	0.72	Positive
Learner Beliefs	4.05	0.62	0.62	Positive
Inclusion Benefits	4.11	0.63	0.63	Positive
Inclusion Challenges	4.28	0.59	0.59	Very Positive
Grand Mean	4.15	4.15		Positive
Grand Standard Deviation			0.64	Positive

Grand Mean 4.15 (Positive, SD=0.64). Inclusion Challenges highest (4.28), Learner Beliefs lowest (4.05). Overall, teachers are positively inclined cognitively, which according to TPB is precursor to intention, but perceived behavioral control may be limited by resource constraints.

Level of Teachers' Attitudes

Table 11. Level of teachers' attitudes in terms of inclusive openness

S/N	Indicators	WM	SD	Verbal Description
1	I am open to teaching learners with special needs in my class.	3.77	0.63	Positive
2	I welcome learners with special needs in inclusive classrooms.	3.83	0.59	Positive
3	I am willing to adjust my teaching to meet diverse learner needs.	3.83	0.65	Positive
4	I feel comfortable having learners with special needs in my class.	3.77	0.73	Positive
5	I accept learners with special needs as part of regular classes.	3.83	0.65	Positive
6	I am open to learning more about inclusive education.	3.87	0.68	Positive



7	I show respect toward learners with special needs.	3.97	0.61	Positive
	Aggregate Mean	3.84		Positive
	Aggregate Standard Deviation		0.65	Positive
Legend: 4.21-5.00-Very Positive;3.41-4.20-Positive;2.61-3.40-Neutral; 1.81-2.60- Negative; 1.00-1.80- Very Negative	Legend: 4.21-5.00-Very Positive;3.41-4.20-Positive;2.61-3.40-Neutral; 1.81-2.60- Negative; 1.00-1.80- Very Negative	Legend: 4.21-5.00-Very Positive;3.41-4.20-Positive;2.61-3.40-Neutral; 1.81-2.60- Negative; 1.00-1.80- Very Negative	Legend: 4.21-5.00-Very Positive;3.41-4.20-Positive;2.61-3.40-Neutral; 1.81-2.60- Negative; 1.00-1.80- Very Negative	Legend: 4.21-5.00-Very Positive;3.41-4.20-Positive;2.61-3.40-Neutral; 1.81-2.60- Negative; 1.00-1.80- Very Negative

Aggregate Mean 3.84 (Positive, SD=0.65). Highest: respect toward LSEs (3.97). Lowest: openness to teaching LSEs (3.77) and comfort (3.77). Respect is high, but comfort and openness moderate, indicating affective acceptance but need for confidence building. Openness correlates with prior contact and training (Maldonado-García et al., 2026).

Table 12. Level of teachers' attitudes in terms of instructional willingness

S/N	Indicators	WM	SD	Verbal Description
1	I am willing to modify lessons for learners with special needs.	3.90	0.61	Positive
2	I am willing to use varied teaching strategies for inclusive classes.	3.90	0.61	Positive
3	I am willing to spend extra time assisting learners with special needs.	3.90	0.61	Positive
4	I am willing to collaborate with other teachers for inclusive instruction.	3.90	0.61	Positive
5	I am willing to attend training related to inclusive education.	3.93	0.64	Positive
6	I am willing to adapt assessment methods for learners with special needs.	3.93	0.64	Positive
7	I am willing to provide individualized	3.87	0.63	Positive



	support when needed.			
8	I am willing to improve my inclusive teaching practices.	3.87	0.63	Positive
	Aggregate Mean	3.90		Positive
	Aggregate Standard Deviation		0.62	Positive

Aggregate Mean 3.90 (Positive, SD=0.62). Willingness to attend training and adapt assessment both 3.93 highest. All items 3.87-3.93 show consistent willingness to modify lessons, use varied strategies, spend extra time, collaborate. Willingness is critical behavioral intention component in TPB, predicting readiness.

Table 13. Level of teachers' attitudes in terms of teaching confidence

S/N	Indicators	WM	SD	Verbal Description
1	I feel confident teaching learners with special needs in inclusive classrooms.	3.70	0.60	Positive
2	I am confident in maintaining a positive classroom environment.	3.73	0.52	Positive
3	I am confident in using basic inclusive teaching strategies.	3.73	0.58	Positive
4	I feel confident communicating with learners with special needs.	3.77	0.50	Positive
5	I feel confident in handling behavioral concerns of learners with special needs.	3.73	0.52	Positive
6	I am confident in maintaining a positive classroom environment.	3.73	0.52	Positive
7	I believe I can teach effectively in inclusive settings.	3.70	0.60	Positive
	Aggregate Mean	3.73		Positive
	Aggregate Standard Deviation		0.55	Positive



Aggregate Mean 3.73 (Positive, SD=0.55), lowest among attitude domains. Highest: communicating with LSENs (3.77). Lowest: confidence teaching LSENs (3.70) and belief can teach effectively (3.70). Confidence gap aligns with limited training (40% no training). Self-efficacy theory predicts low confidence reduces persistence in challenging inclusive situations. Intervention must target mastery experiences via coaching.

Table 14. Level of teachers' attitudes in terms of professional commitment

S/N	Indicators	WM	SD	Verbal Description
1	I am committed to supporting inclusive education in my school.	3.90	0.61	Positive
2	I take responsibility for the learning of learners with special needs.	3.90	0.61	Positive
3	I am committed to improving my skills in inclusive teaching.	3.90	0.61	Positive
4	I am committed to treating all learners fairly.	3.90	0.61	Positive
5	I am committed to following inclusive education policies.	3.90	0.61	Positive
6	I am committed to continuous professional growth related to inclusion.	3.90	0.61	Positive
7	I am committed to working with parents of learners with special needs.	3.90	0.61	Positive
8	I am committed to promoting inclusive practices in my classroom.	3.90	0.61	Positive
	Aggregate Mean	3.90		Positive
	Aggregate Standard Deviation		0.61	Positive

Aggregate Mean 3.90 (Positive, SD=0.61). All indicators 3.90, showing uniform commitment to supporting inclusion, taking responsibility, improving skills, treating fairly, following policies, continuous growth, working with parents, promoting inclusive practices. Commitment reflects normative component of TPB.

Table 15. Summary on the level of teachers' attitudes

Components	WM	SD	SD	Verbal Description
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Inclusive Openness	3.84	0.65	0.65	Positive
Instructional Willingness	3.90	0.62	0.62	Positive
Teaching Confidence	3.73	0.55	0.55	Positive
Professional Commitment	3.90	0.61	0.61	Positive
Grand Mean	3.84	3.84		Positive
Grand Standard Deviation			0.61	Positive

Grand Mean 3.84 (Positive, SD=0.61). Instructional Willingness and Professional Commitment (3.90) highest, Teaching Confidence lowest (3.73). Pattern suggests motivational readiness present, but efficacy beliefs need strengthening.

Level of Teachers' Preparedness / Readiness

Table 16. Level of teachers' preparedness in terms of pedagogical knowledge

S/N	Indicators	WM	SD	Verbal Description
1	My educational background has equipped me to teach learners with special needs who have cognitive delays and difficulties in daily living skills.	3.57	0.86	Prepared
2	My educational background has prepared me to handle learners with special needs who show behavioral difficulties.	3.57	0.86	Prepared
3	My educational background has prepared me to teach learners whose mental development is below their grade level.	3.57	0.86	Prepared
4	My educational background has prepared me to teach learners whose mental age is two or more	3.60	0.89	Prepared



	years below their grade level.			
5	My educational background has prepared me to teach learners with communication difficulties in inclusive classrooms.	3.57	0.86	Prepared
6	My educational background has prepared me to teach learners with emotional and social difficulties.	3.53	0.86	Prepared
7	My educational background has prepared me to teach learners with hearing impairment in inclusive classrooms.	3.53	0.86	Prepared
8	My educational background has helped me understand the specific needs of learners with special needs in regular classrooms.	3.57	0.90	Prepared
	Aggregate Mean	3.56		Prepared
	Aggregate Standard Deviation		0.87	Prepared
Legend: 4.21-5.00- Highly Prepared; 3.41-4.20- Prepared; 2.61-3.40- Moderately Prepared; 1.81-2.60-Less Prepared; 1.00-1.80- Not Prepared	Legend: 4.21-5.00- Highly Prepared; 3.41-4.20- Prepared; 2.61-3.40- Moderately Prepared; 1.81-2.60-Less Prepared; 1.00-1.80- Not Prepared	Legend: 4.21-5.00- Highly Prepared; 3.41-4.20- Prepared; 2.61-3.40- Moderately Prepared; 1.81-2.60-Less Prepared; 1.00-1.80- Not Prepared	Legend: 4.21-5.00- Highly Prepared; 3.41-4.20- Prepared; 2.61-3.40- Moderately Prepared; 1.81-2.60-Less Prepared; 1.00-1.80- Not Prepared	Legend: 4.21-5.00- Highly Prepared; 3.41-4.20- Prepared; 2.61-3.40- Moderately Prepared; 1.81-2.60-Less Prepared; 1.00-1.80- Not Prepared

Aggregate Mean 3.56 (Prepared, SD=0.87), lowest among readiness domains. All items 3.53-3.60. Lowest: handling emotional/social difficulties and hearing impairment (both 3.53). This reflects lack of specialized content knowledge due to limited training. Teachers equipped for general delays but less for sensory and behavioral complexities. Salvaña & Protacio (2025) similarly found gaps in handling diverse disability types.



Table 17. Level of teachers' preparedness in terms of professional development

S/N	Indicators	WM	SD	Verbal Description
1	The trainings I attended prepared me to teach learners with special needs who have an IEP.	3.60	0.89	Prepared
2	School administrators organize seminars and conferences that help improve my skills in teaching learners with special needs.	3.63	0.93	Prepared
3	School administrators are open to addressing concerns related to teaching learners with special needs.	3.73	0.78	Prepared
4	The school district provides training opportunities outside the district related to teaching learners with special needs.	3.60	0.89	Prepared
5	The school district conducts in-service trainings related to inclusive and special needs education.	3.63	0.89	Prepared
6	The school district allows me enough time to attend seminars and workshops on teaching learners with special needs.	3.63	0.93	Prepared
7	My colleagues are willing to assist me when I attend seminars and have learners with special needs in my class.	3.70	0.84	Prepared
8	The seminars and trainings helped me better understand and manage learners' behavior.	3.73	0.87	Prepared
	Aggregate Mean	3.66		Prepared
	Aggregate Standard Deviation		0.88	Prepared

Aggregate Mean 3.66 (Prepared, SD=0.88). Highest: administrators open to concerns (3.73) and seminars helped understand behavior (3.73). Lowest: trainings prepared for IEP and district training opportunities outside (both 3.60). School-level support moderate, district-level opportunities limited. Need for structured in-service and external exposure.

Table 18. Level of teachers' preparedness in terms of classroom environment



S/N	Indicators	WM	SD	Verbal Description
1	Enough materials are available to make proper accommodations for learners with special needs.	3.57	0.77	Prepared
2	My colleagues are ready to help when challenges arise in teaching learners with special needs.	3.63	0.81	Prepared
3	School administrators provide support when I handle learners with special needs in my classroom.	3.70	0.84	Prepared
4	Specialized assessments for learners with special needs are available.	3.53	0.86	Prepared
5	Classroom arrangements and aids are appropriate for learners with special needs.	3.57	0.90	Prepared
6	Teaching materials, including ICT resources, are provided for learners with special needs.	3.57	0.77	Prepared
7	The classroom promotes respect and acceptance for learners with special needs.	3.63	0.72	Prepared
8	The school and community work together to include learners with special needs in activities.	3.67	0.71	Prepared
	Aggregate Mean	3.61		Prepared
	Aggregate Standard Deviation		0.80	Prepared



Aggregate Mean 3.61 (Prepared, SD=0.80). Highest: administrator support (3.70). Lowest: specialized assessments available (3.53). Materials, ICT, classroom arrangements rated 3.57, indicating resource insufficiency. Inclusive environment requires UDL materials, assistive tools, and flexible arrangements, currently limited.

Table 19. Level of teachers' preparedness in terms of instructional strategies

S/N	Indicators	WM	SD	Verbal Description
1	I work collaboratively with colleagues in teaching learners with special needs.	3.70	0.84	Prepared
2	School administrators support me when I face behavioral challenges from learners with special needs.	3.73	0.78	Prepared
3	I collaborate with special education teachers when handling learners with special needs.	3.73	0.87	Prepared
4	Efforts should be made to teach learners with special needs in regular classrooms whenever possible.	3.77	0.82	Prepared
5	Collaborative teaching is effective when learners with special needs are in regular classrooms.	3.73	0.78	Prepared
6	Learners with an IEP should be guided by special education teachers.	3.77	0.90	Prepared
7	Both regular and special education teachers should work together in teaching learners with special needs.	3.80	0.89	Prepared
8	Administrators support me when I face learning-related challenges	3.77	0.82	Prepared



	among learners with special needs.			
9	Learners with special needs who show verbal aggression can still be included in regular classrooms.	3.70	0.79	Prepared
10	Learners with special needs who experience depression but are not disruptive can be taught in regular classrooms.	3.70	0.79	Prepared
	Aggregate Mean	3.74		Prepared
	Aggregate Standard Deviation		0.83	Prepared

Aggregate Mean 3.74 (Prepared, SD=0.83), highest readiness domain. Highest: both regular and SPED teachers should work together (3.80). Lowest: collaborative with colleagues (3.70) and verbal aggression/depression inclusion (3.70). Teachers value co-teaching and collaboration, consistent with mesosystem emphasis in Ecological Systems Theory. However, handling severe behavioral manifestations still challenging.

Table 20. Summary on the level of teachers' preparedness

Components	WM	SD	SD	Verbal Description
Inclusive Openness	3.56	0.87	0.87	Prepared
Instructional Willingness	3.66	0.88	0.88	Prepared
Teaching Confidence	3.61	0.80	0.80	Prepared
Professional Commitment	3.74	0.83	0.83	Prepared
Grand Mean	3.64	3.64		Prepared
Grand Standard Deviation			0.85	Prepared

Grand Mean 3.64 (Prepared, SD=0.85). Instructional Strategies highest (3.74), Pedagogical Knowledge lowest (3.56). Overall prepared but not highly prepared, indicating need for intervention. Pattern matches international findings: moderate preparedness despite positive attitudes.

Test of Relationships

Table 21. Test of relationship between perceptions and preparedness

Variables	r-value	Strength of Correlation	p - value	Decision	Remarks
Perceptions and Preparedness	0.362	Weak Positive	0.050	Do not reject Ho	Not Significant



*significant at p<0.05 (two- tailed)	*significant at p<0.05 (two- tailed)	*significant at p<0.05 (two- tailed)	*significant at p<0.05 (two- tailed)	*significant at p<0.05 (two- tailed)	*significant at p<0.05 (two- tailed)
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$r=0.362$, weak positive, $p=0.050$, not significant at 0.05 level. Decision: Do not reject H_0 . Interpretation: Positive perceptions alone do not significantly translate to preparedness when training and resources lacking. Cognitive understanding without mastery experiences does not build readiness, supporting distinction in Social Cognitive Theory between knowledge and self-efficacy. Senarloo et al. (2024) found significant relationship in different context, suggesting moderating variables like training access. In this locale, perception high but readiness limited by 40% no training.

Table 22. Test of relationship between attitudes and preparedness

Variables	r-value	Strength of Correlation	p - value	Decision	Remarks
Attitudes and Preparedness	0.703*	Strong Positive	0.000	Reject H_0	Significant
*significant at p<0.05 (two- tailed)	*significant at p<0.05 (two- tailed)	*significant at p<0.05 (two- tailed)	*significant at p<0.05 (two- tailed)	*significant at p<0.05 (two- tailed)	*significant at p<0.05 (two- tailed)

$r=0.703$, strong positive, $p=0.000$, significant. Decision: Reject H_0 . Strong significant correlation indicates teachers with more positive attitudes (openness, willingness, confidence, commitment) show higher preparedness. Attitudes as affective-motivational driver predict effort to seek resources, collaborate, adapt. Aligns with TPB: attitude predicts behavior via intention. Also aligns with Woodcock et al. (2023) and Urton et al. (2023) that attitudes and self-efficacy predict implementation. Implication: interventions targeting attitudes (building confidence, willingness) will enhance readiness.

Diagrammatic Models

Figure 1. Theoretical Framework: Theory of Planned Behavior



Figure 1. Theoretical Framework

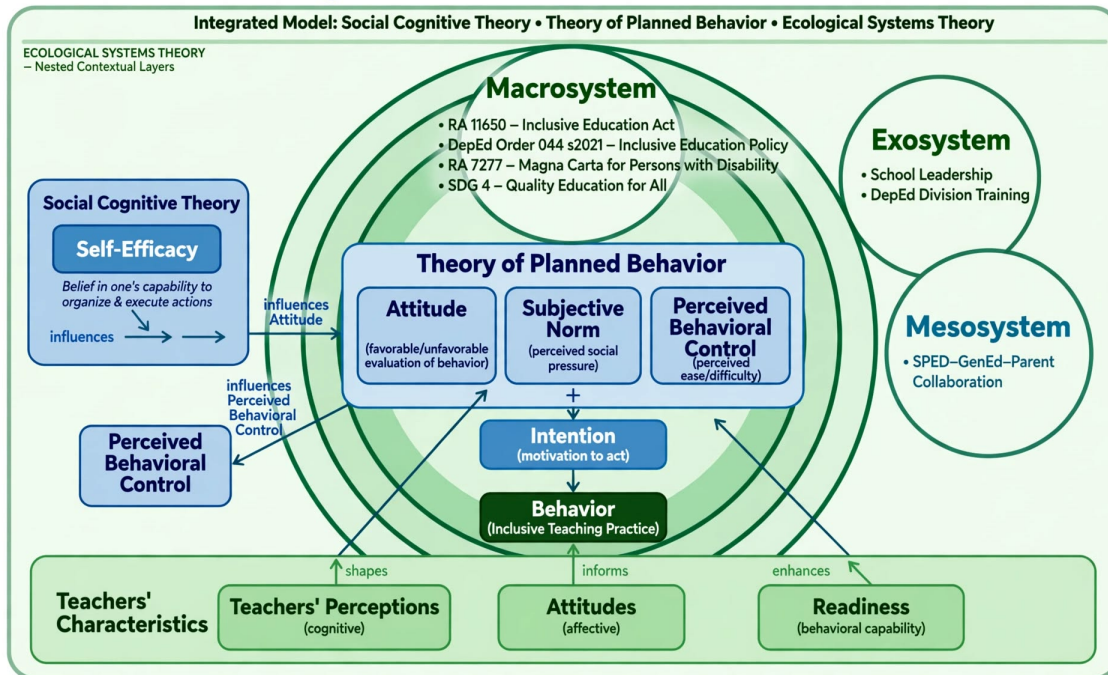


Figure 2. Flow of the Study: IPO Model

Figure 2. Flow of the Study: Input–Process–Output (IPO) Model

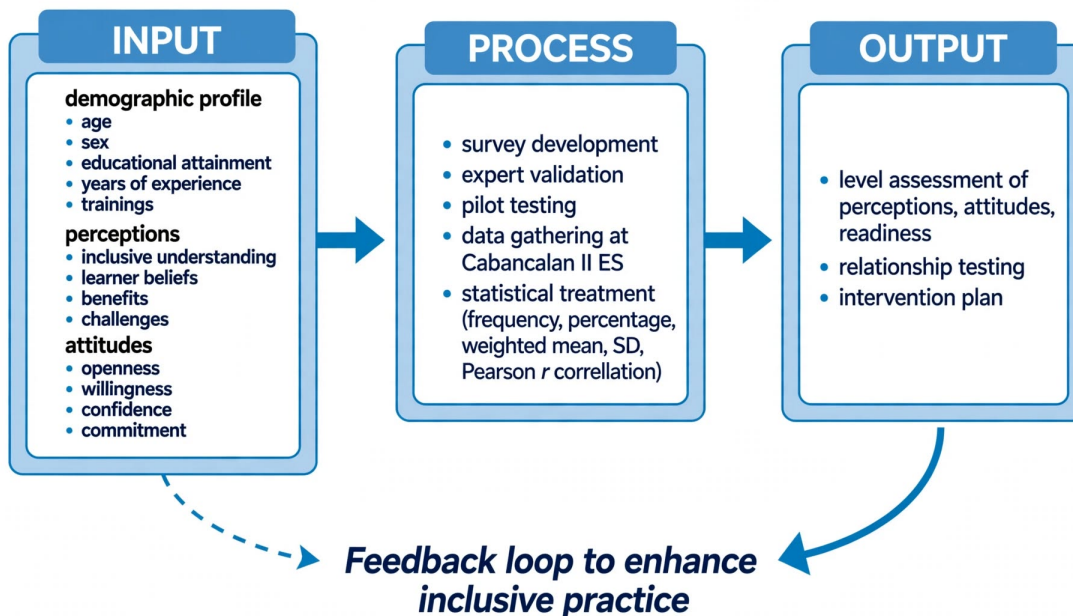
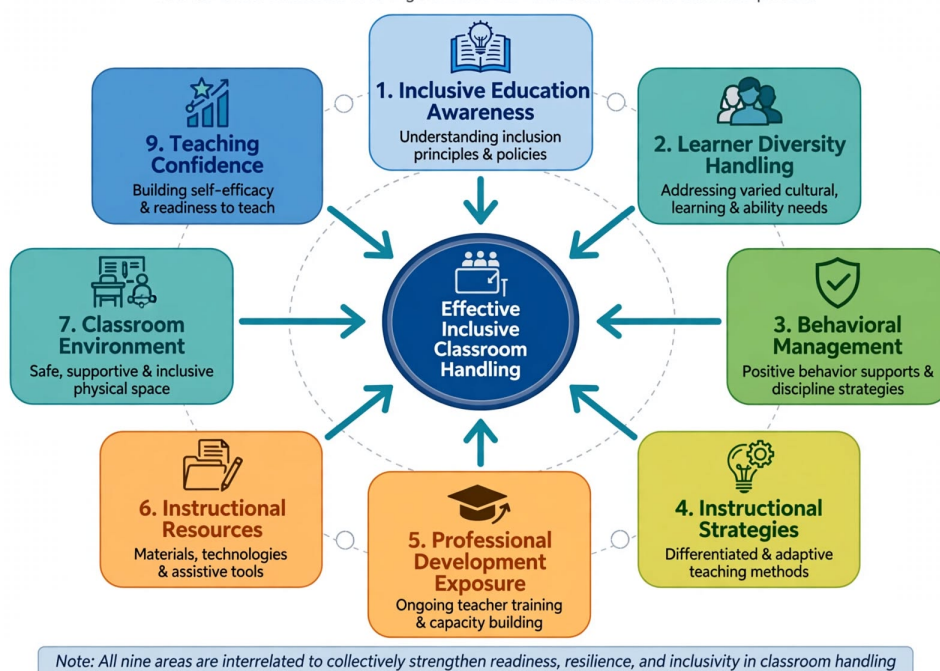


Figure 3. Conceptual Diagram of Intervention Plan:



Figure 3. Conceptual Diagram of Intervention Plan: Nine Key Areas Interconnected to Strengthen Readiness

Interconnected framework to strengthen readiness for effective inclusive classroom practice



Intervention Plan

Based on findings, a comprehensive intervention plan titled STRENGTHEN TEACHERS' READINESS AND EFFECTIVENESS IN INCLUSIVE CLASSROOMS is proposed. Key areas, needs, objectives, strategies, persons involved, beneficiaries, timeframe, resources, expected outputs, and success indicators are detailed below.

Table 23. Proposed Intervention Plan

INTERVENTION PLAN	INTERVENTION PLAN	INTERVENTION PLAN	INTERVENTION PLAN	INTERVENTION PLAN	INTERVENTION PLAN	INTERVENTION PLAN	INTERVENTION PLAN	INTERVENTION PLAN	INTERVENTION PLAN
STRENGTHEN TEACHERS' READINESS AND EFFECTIVENESS IN INCLUSIVE CLASSROOMS	STRENGTHEN TEACHERS' READINESS AND EFFECTIVENESS IN INCLUSIVE CLASSROOMS	STRENGTHEN TEACHERS' READINESS AND EFFECTIVENESS IN INCLUSIVE CLASSROOMS	STRENGTHEN TEACHERS' READINESS AND EFFECTIVENESS IN INCLUSIVE CLASSROOMS	STRENGTHEN TEACHERS' READINESS AND EFFECTIVENESS IN INCLUSIVE CLASSROOMS	STRENGTHEN TEACHERS' READINESS AND EFFECTIVENESS IN INCLUSIVE CLASSROOMS	STRENGTHEN TEACHERS' READINESS AND EFFECTIVENESS IN INCLUSIVE CLASSROOMS	STRENGTHEN TEACHERS' READINESS AND EFFECTIVENESS IN INCLUSIVE CLASSROOMS	STRENGTHEN TEACHERS' READINESS AND EFFECTIVENESS IN INCLUSIVE CLASSROOMS	STRENGTHEN TEACHERS' READINESS AND EFFECTIVENESS IN INCLUSIVE CLASSROOMS



Key Area	Identified Need/Problem	Objective	Strategies/Activities	Persons Involved	Target Beneficiaries	Time Frame	Resources Needed	Expected Output	Success Indicator
Inclusive Education Awareness	Limited deep understanding of inclusive practices in actual classroom application	To strengthen teachers' practical understanding of inclusive education	Seminar-workshop on inclusive education principles and case-based learning	School administrators, SPED coordinators, DepEd trainers	Teachers handling inclusive classrooms	Quarterly	Training materials, modules, LCD, venue	Improved application of inclusive concepts	Increased post-test scores and classroom application
Learner Diversity Handling	Difficulty in addressing varied learner needs and disability types	To enhance competence in managing diverse learners	Training on differentiated instruction and learner profiling	SPED teachers, master teachers	General education teachers	Semi-annually	Modules, assessment tools	Improved classroom differentiation strategies	Improved lesson plans and observation ratings
Behavioral Management	Challenges in managing behavioral issues of learners with special needs	To improve classroom management skills	Workshop on positive behavior support strategies	Guidance counselors, SPED teachers	Teachers	Quarterly	Behavior management guides, case studies	Effective classroom behavior strategies	Reduced behavioral incidents
Instructional Strategies	Limited use of adaptive and inclusive teaching strategies	To enhance use of inclusive instructional methods	Training on co-teaching, scaffolding, and UDL strategies	SPED teachers, school heads	Teachers in inclusive settings	Quarterly	Teaching guides, ICT tools	Improved instructional delivery	Higher learner engagement
Professional Development Exposure	Limited attendance in relevant trainings	To increase access to inclusive education training	Mandatory in-service training and external seminar	DepEd, school heads	All teachers handling inclusion	Year-round	Funding, training fees	Increased training participation	Training attendance records



		opportu nities	participa tion						
Instructi onal Resourc es	Lack of specializ ed material s and assistive tools	To provide adequate instructi onal support material s	Resourc e mobiliza tion and develop ment of localized learning materials	School administ rators, LGU, DepEd	Teacher s and learners	Year-round	Assistiv e tools, printed modules	Availabi lity of learning resource s	Increase d use of adapted material s
Classroom Environ ment	Limited classroom accommodations and support systems	To improve inclusiv e classroom setup	Classroom modifica tion and inclusive environ ment enhance ment	School heads, teachers	Learners with special needs	Annual	Classroom furniture , visual aids	Improve d classroom inclusivi ty	Observa tion checklist ratings
Teachin g Confide nce	Moderate confiden ce in handling inclusiv e classrooms	To strengthen teachers ' confiden ce in inclusiv e teaching	Coachin g, mentorin g, and peer observati on	Master teachers, SPED teachers	Teacher s	Monthly	Coachin g tools, observat ion forms	Increase d teaching confiden ce	Improve d self-assessm ent ratings
Collabo ration System	Need for stronger teacher collabora tion	To enhance teamwor k between SPED and general teachers	Co-teaching and collabora tive planning sessions	SPED & GenEd teachers	Teachin g staff	Monthly	Meeting space, planning template s	Strong collabora tive practices	Docume nted co-planning outputs

Graphical Summary

Graph 1: Bar graph of Demographic Profile - Female 86.67% vs Male 13.33%; No training 40% dominant. Graph 2: Line graph of Perceptions - Challenges 4.28 peak, Beliefs 4.05 low. Graph 3: Attitudes - Willingness and Commitment 3.90, Confidence 3.73 trough. Graph 4: Readiness - Instructional Strategies 3.74 peak, Pedagogical Knowledge 3.56 trough. Graph 5: Correlation scatter plot - Attitudes vs Readiness shows strong positive linear trend ($r=0.703$). These visuals reinforce need to boost confidence and pedagogical knowledge through training.

Conclusion:

This study evaluated 30 general education teachers at Cabancalan II Elementary School regarding inclusive education for SY 2025–2026. Findings revealed a mature, predominantly female, graduate-studies-pursuing workforce with extensive teaching experience but critically limited specialized training in special needs education (40% with none). This profile shapes current inclusive practice.



Teachers demonstrated positive perceptions (Grand Mean 4.15), showing solid inclusive understanding, favorable learner beliefs, recognition of benefits, and high awareness of challenges (4.28). Such cognitive acceptance provides foundation for inclusion but must be supported by resources. Attitudes were positive (Grand Mean 3.84), with high instructional willingness (3.90) and professional commitment (3.90), moderate openness (3.84), and lowest teaching confidence (3.73). Commitment and willingness are strengths; confidence gap requires mastery experiences and mentoring.

Readiness was generally prepared (Grand Mean 3.64) but lowest among three constructs, with instructional strategies highest (3.74) and pedagogical knowledge lowest (3.56). Teachers value collaboration and co-teaching but report insufficient specialized knowledge, materials, specialized assessments, and ICT resources. Professional development support from administrators moderate, but district opportunities limited.

Correlational analysis found perceptions weakly and non-significantly related to readiness ($r=0.362$, $p=0.050$), indicating perception alone insufficient to ensure preparedness without training and resources. Conversely, attitudes strongly and significantly related to readiness ($r=0.703$, $p=0.000$), confirming attitudes as key driver. Positive attitudes propel teachers to seek solutions and persist despite challenges, consistent with Theory of Planned Behavior and Social Cognitive Theory.

The study concludes that while teachers are positively inclined and moderately prepared, systemic support is essential. Ecological Systems perspective underscores need for alignment: microsystem (teacher-learner interaction skills), mesosystem (SPED-GenEd collaboration, parent partnership), exosystem (school leadership, DepEd training provision, LGU resource mobilization), and macrosystem (full implementation of RA 11650 and DepEd Order 044). Proposed intervention plan addresses nine key areas to strengthen awareness, learner diversity handling, behavioral management, instructional strategies, professional development exposure, instructional resources, classroom environment, teaching confidence, and collaboration. Continuous professional development, coaching, resource provision, and collaborative structures are recommended to enhance effectiveness in managing diverse learners and achieving inclusive education goals.

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