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TEACHERS' PERCEIVED READINESS FOR IMPLEMENTING INCLUSIVE EDUCATION

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Abstract

This research explored the teachers' perceived readiness to implement inclusive education among identified respondents at Danao City Central School in the Danao City Division during School Year 2026-2027. It analyzed the correlation between their perceived level of readiness and their demographic profiles. This descriptive correlational study measured variables in 56 respondents using an adapted survey questionnaire from Moosa et al. (2020). The study found that most respondents were women. A majority of 44 participants (78.57%) had earned units toward a master's degree. Most respondents have 16 years or more of teaching experience. No formal inclusive education training was found among the majority of the respondents. Participants' cumulative weighted average knowledge is 3.33, suggesting "Moderately Ready." Their skill-level weighted average is 3.50, signifying "Ready." Verbally, their attitude weighted mean is 4.38, signifying "Highly Ready." No statistically significant associations were found between the examined demographic profiles and teachers' readiness for inclusive education. Thus, the school should establish a targeted professional development initiative to improve educators' skills in cultivating inclusive learning settings and support their progression.

Keywords: inclusive education, general education classrooms, descriptive correlational, professional development program

Introduction

Successful inclusive education depends on our teachers' capabilities, knowledge, and emotional readiness. When educators are prepared, confident, and knowledgeable, they can create welcoming classrooms that effectively cater to students with diverse learning needs. However, navigating an inclusive classroom is an ongoing professional development journey, and the success of these educational programs depends heavily on how supported teachers feel in their day-to-day practices. The push for inclusive education in the Philippines has never been more urgent. Public schools are legally and morally required to integrate students with diverse needs into regular classrooms following the recent implementation of historic mandates such as Republic Act No. 10533 (Enhanced Basic Education Act), Republic Act No. 11650 (Inclusive Education Act of 2022), and DepEd Order No. 21, s. 2020. Classrooms are rapidly becoming more diverse, yet teacher training has struggled to keep up. There is a deep, immediate impact on how teachers feel when they are tasked with managing diverse learners without adequate preparation. As Ecoben (2019) notes, although many public-school teachers recognize the critical importance of inclusive education, they still lack the support and targeted training they need. Furthermore, recent meta-syntheses (e.g., Abasolo, 2023) and evaluations of general education teachers highlight a recurring theme: the abrupt shift toward full inclusion leaves many general education teachers feeling deficient, overwhelmed, and unprepared. Without urgent intervention, educators may struggle to use differentiated instruction, apply classroom management techniques, or maximize assistive technologies, delaying student progress. While the global and local drive for inclusion is well-documented, a critical blind spot remains in existing research. Previous studies, such as those published in the International Journal of Special Education or the Mountain Journal of Science and Interdisciplinary Research, have explored the broad challenges of inclusive education or focused specifically on Special Education (SPED) teachers' preparedness. Other studies have evaluated general teacher "readiness" in isolation. However, a significant gap remains in research examining the intersection of a general education teacher's knowledge of inclusive concepts, their ability to teach them, and their overall preparedness to implement these practices. Readiness depends not only on what teachers have learned; it also depends heavily on their confidence and the steady support provided by school leadership. Existing literature often overlooks this holistic angle: how a teacher's fundamental understanding directly fuels competence and shapes

preparedness in a public, general education setting where resources are often limited. This study fills that gap by merging these four pillars (preparedness, readiness, competence, and understanding) into a single, comprehensive evaluation.

Even the best-written inclusion policies and laws will not meet classroom expectations without well-prepared, confident teachers. If we fail to address specific missing components, such as the frequency of teacher training, the inclusive practices teachers find difficult to understand, and the need for localized teaching materials or mentoring, teachers will experience burnout, and diverse learners will be denied access to quality education. Consequently, the researcher will investigate the extent to which instructors are prepared to implement inclusive education practices in general education classrooms. This study will provide the Department of Education, school administrators, and training organizations with actionable data by comprehensively evaluating teachers' levels of understanding and competence. It will help them shift from general seminars to evidence-based, highly targeted Action Plans. Ultimately, this research will strengthen institutional support systems, ensuring that educators are not only required to be inclusive but also prepared, skilled, and enthusiastic about teaching all types of students.

Theoretical and Conceptual Framework

This study is primarily anchored on the Diffusion of Innovation Theory (DOI) developed by Everett M. Rogers (2003). The theory's core propositions explain how new ideas and practices spread through a population, governed by a five-stage adoption process: knowledge, persuasion, decision, implementation, and confirmation. Rogers also argues that the adoption rate depends heavily on five innovation attributes: relative advantage, compatibility, complexity, trialability, and observability.

A Filipino educator's understanding aligns with the initial knowledge and persuasion stages, determining whether they view inclusive methods as advantageous and compatible with the realities of large, often congested local classrooms. Consequently, when the Department of Education (DepEd) provides trialability through localized Learning Action Cell (LAC) sessions, teachers transition into the implementation phase, which directly shapes their classroom competence and psychological readiness. The DOI is the most appropriate theoretical tool for this research because it acknowledges that inclusive education is a disruptive innovation within the Philippine public school system; it provides a highly specific, step-by-step metric to measure exactly where a general education teacher currently stands in the transition from traditional, uniform instruction to full inclusive preparedness.

Furthermore, this research's sociological dimension is grounded in George S. Counts's (1932) Social Reconstructionist Theory. The framework's primary principle is that schools must actively function as instruments of social reform, deliberately working to build a fairer, more just social order by dismantling inequality. In this paradigm, education is not merely the transfer of academic facts, but a tool to empower marginalized students, thereby positioning educators as crucial agents of social change. This lens directly shapes how we evaluate a Cebuano teacher's overall readiness and competence in the classroom. Through this theory, a teacher’s understanding of Learners with Special Educational Needs (LSENs) moves beyond basic instructional mechanics. It becomes a moral and civic responsibility rooted in the Filipino core value of Makatao (being humane). When a teacher internalizes this constructivist mindset, their commitment to equity deepens, and their preparedness strengthens. It drives them to advocate for learners who might otherwise fall behind in mainstream public education. This theory was selected over standard cognitive models because it captures the profound ethical and societal expectations placed on Philippine public school teachers today and provides a strong justification for why inclusive competence is essential to true educational equity.

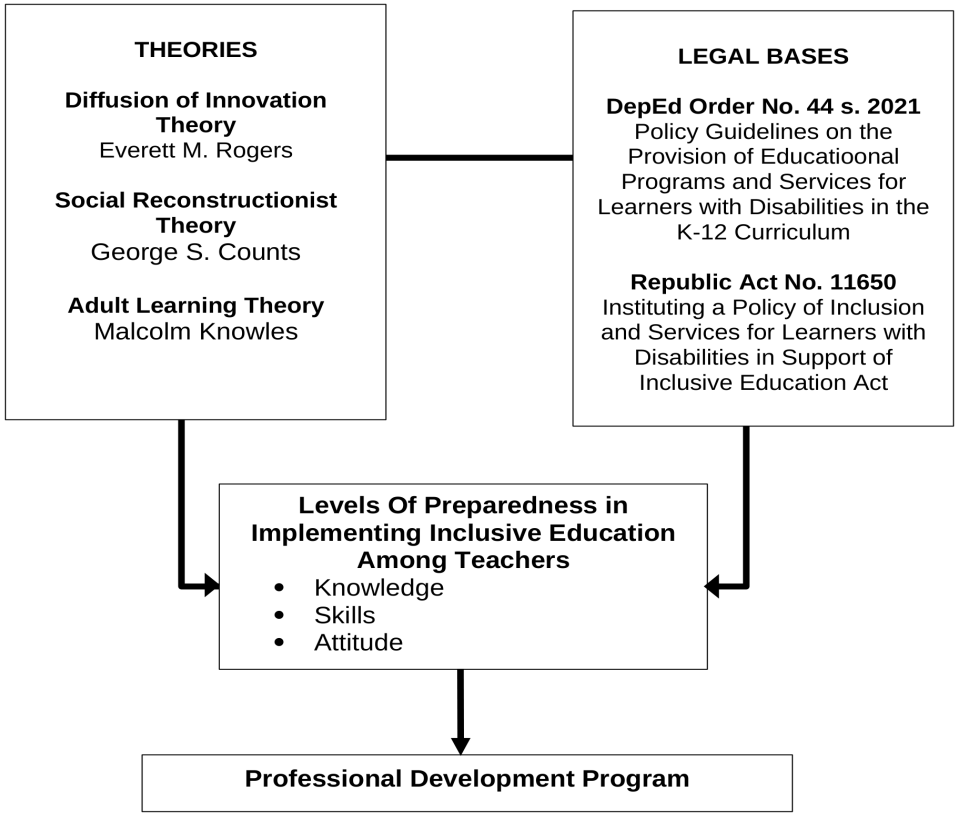
Additionally, to address the study's professional development aspect, this research is anchored in Adult Learning Theory, commonly referred to as Andragogy, popularized by Malcolm Knowles (1984). The core propositions of Andragogy assert that adult learners differ fundamentally from child learners; adults are highly self-directed, draw on a rich reservoir of prior professional experience, and are deeply problem-centered. Most importantly, Knowles argued that adults are intrinsically motivated to learn only when new knowledge immediately and practically helps them overcome real-world occupational challenges. This theory maps directly onto this study's variables by explaining the mechanisms behind teacher preparedness and competence during In-Service Trainings (INSET). A public-school teacher’s readiness to manage an inclusive classroom depends on whether their professional training respects their adult learning needs; training must be contextualized, hands-on, and directly applicable to the specific behavioral and academic realities they face within the Danao City Division. Adult Learning Theory best fits this context because it

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explains why generalized, top-down national seminars often fail to improve localized understanding and shows that targeted, collaborative, practical institutional support is essential to developing genuine instructional competence among in-service professionals.

The three principal theories—Diffusion of Innovations Theory (Everett M. Rogers), Social Reconstructionist Theory (George S. Counts), and Adult Learning Theory (Andragogy) (Malcolm Knowles)—provide a synergistic framework for assessing educators' readiness across the domains of Knowledge, Skills, and Attitude. The Diffusion of Innovations Theory describes how educators recognize an innovation, assess its practicality and alignment, acquire the skills needed for adoption and implementation, and form favorable or unfavorable perceptions of change. Social Reconstructionist Theory focuses on education's role in addressing societal challenges, learner diversity, inequity, and community needs. In doing so, it deepens educators' understanding of social and educational issues, strengthens their critical analysis, problem-solving, collaboration, and transformative practices, and reinforces their commitment to equity, inclusion, and educational improvement. Adult Learning Theory describes how adult learners, such as educators, acquire knowledge through relevant, experience-based learning; build skills through self-directed, problem-oriented professional work; and develop attitudes marked by motivation, autonomy, confidence, and a commitment to ongoing learning and growth. These theories collectively suggest that Knowledge encompasses educators' understanding of educational innovations, learner and societal needs, and professional development; Skills refer to their capacity to apply this knowledge through suitable practices, adaptation, problem-solving, and execution; and Attitude signifies their readiness, receptiveness, confidence, dedication, and favorable disposition toward embracing innovation and continuous professional growth. Together, the three theories endorse assessing preparation as a multifaceted concept that encompasses educators' knowledge, capabilities, and willingness and commitment to apply that knowledge.

Figure 1 *Theoretical-Conceptual Framework of the Study*



Legal Bases

Finally, these educational theories are operationalized and anchored through fundamental legal bases, specifically Republic Act No. 10533 (Enhanced Basic Education Act of 2013), Republic Act No. 11650 (Inclusive Education Act

of 2022), DepEd Order No. 21, s. 2020, and DepEd Memorandum No. 043, s. 2025. These mandates legally require Philippine public schools to provide fair, meaningful access to education for all learners, including those with disabilities, through a flexible, learner-centered curriculum. Furthermore, these laws explicitly mandate continuous capacity-building and professional development for general educators. These mandates connect directly to the study's variables by transforming theoretical readiness and competence into enforceable, measurable national standards. They justify this research framework by showing that evaluating a teacher's understanding and preparedness is a critical legal necessity to ensure that DepEd's inclusive policies are successfully implemented in the general education classrooms of Danao City.

In addition to these legal frameworks, this study is also grounded in DepEd Order No. 44 s. 2021, entitled “Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K to 12 Basic Education Program.” This publication offers an extensive guide for educators and school administrators on implementing inclusive classroom methodologies. It prevents the exclusion of students with impairments from mainstream general education settings and supports the prompt recognition and assessment of students' needs using appropriate evaluative instruments. Inclusive education guarantees equitable opportunities for every child, regardless of ability, by removing learning barriers and fostering a nurturing environment, supported by adaptable curricula, educator training, accessible facilities, and community partnerships, despite hurdles such as resource constraints and societal perceptions (Peerzada et al., 2025).

Furthermore, Republic Act No. 11650 formulates a policy of inclusion and services for students with disabilities to bolster the Inclusive Education Act. This legislation requires all public and conventional private educational establishments in the Philippines to provide inclusive education and prohibits denying admission based on a student's disability. This legislation seeks to ensure that learners with disabilities can access the mainstream education system via formal schooling, incorporating alternative delivery methods, in alignment with the "United Nations Convention on the Rights of Persons with Disabilities," the "UNESCO Convention Against Discrimination in Education," the "Incheon Strategy to Make the Rights Real for Persons with Disabilities in Asia and the Pacific," Republic Act No. 11510 or the "Alternative Learning System Act," and other pertinent rights and benefits established by current laws.

In accordance with the stipulations of this legislation, it seeks to guarantee that individuals with disabilities realize their complete potential for self-sufficiency and actively engage as integral members of society, while also fostering meaningful and affirmative shifts in community attitudes toward disability to ensure that learners with disabilities are comprehended, valued, and esteemed for their uniqueness by both their communities and society at large.

Methodology

Research Design

This study used a descriptive correlational design to determine teachers’ readiness to implement inclusive education practices in general education classrooms. It described their readiness in terms of knowledge, skills, attitudes, and instructional practices.

Barooah (2026) states that a descriptive correlational research strategy is a quantitative, non-experimental approach employed to depict two or more variables in their natural state. It assesses the intensity and direction of the correlation between them without altering any variables. This research design suits this study because it examines educators' knowledge, skills, and attitudes toward implementing inclusive education to guide future professional development programs.

Using this framework, the findings will inform a focused, effective professional development initiative to enhance educators' pedagogical proficiency in inclusive methodologies in conventional education.

Flow of the Study

The study processed the collected information using the Input–Process–Output (IPO) Model. The study examined the respondents' demographic profiles and their level of preparedness to implement inclusive teaching practices in mainstream classrooms.

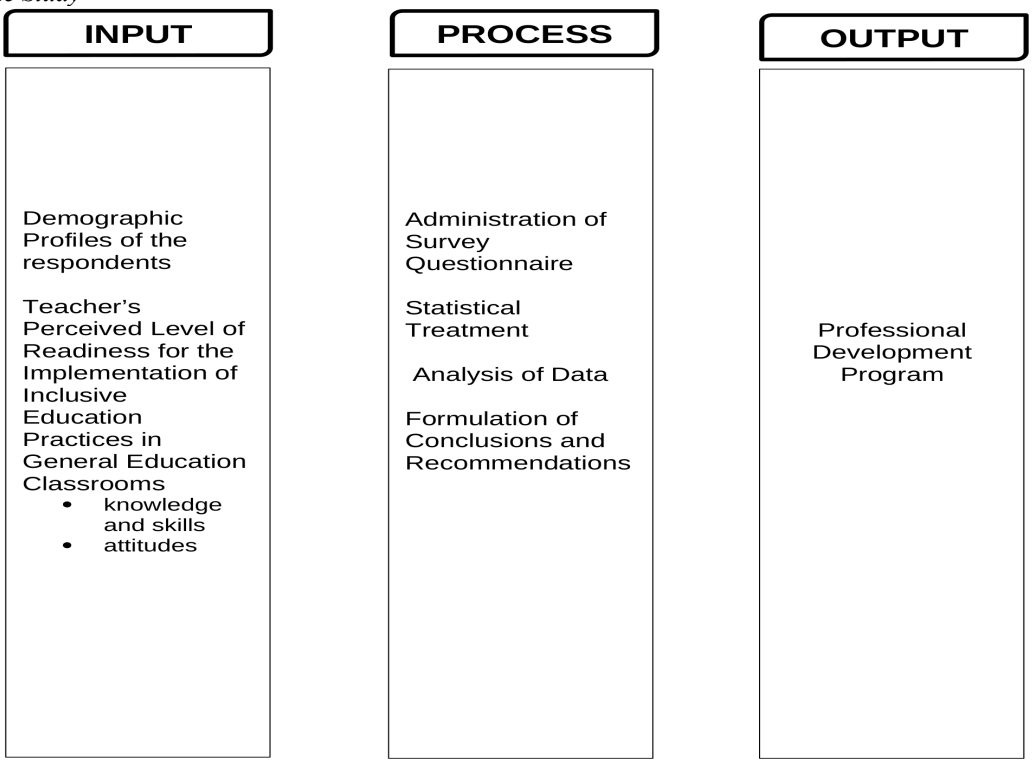
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Input. This research examined the participants' demographic characteristics, including gender, age, highest level of education, teaching experience, and formal training in inclusive education. It also examined teachers' preparedness to implement inclusive teaching methodologies in mainstream classrooms, focusing on their knowledge, skills, and attitudes.

Process. The transmittal letters sent to the Superintendent of the Danao City Schools Division and the Public Schools District Supervisor of District 7, requesting permission for the study, are crucial to this research. After obtaining the Schools Division Superintendent's approved transmittal letter, the researchers will submit a subsequent letter to the Public Schools District Supervisor of Danao City District 7, to which Danao City Central School belongs, requesting authorization to survey the designated educators. Participants will receive a quick introduction before completing the survey. After disseminating the survey questionnaires, the researchers will analyze the data to explain the findings, validate the hypotheses, and identify relationships among the study variables. The data collection outcomes will therefore yield findings and suggestions.

Figure 2

Flow of the Study



Research Environment

The research took place at Danao City Central School (DCCS), formerly known as Danao Elementary School. Founded in 1902, it is Danao City's first public elementary school. The educational establishment is a notable public institution situated on F. Ralota Street, Barangay Población, Danao City. DCCS has long served as a key educational hub in the city center. Its ongoing expansion and advancement are supported by its educators' commitment to delivering high-quality education to students from Danao City and surrounding areas, as well as by its lasting collaborations with public and private entities.

DCCS constitutes a vibrant and densely populated academic community. The total enrollment for the present academic year stands at 2,097 students, assisted by sixty-two (62) instructional staff and four (4) administrative staff. The institution caters to a remarkably varied student demographic, including not just youngsters from Barangay Poblacion but also from adjacent and far-flung barangays. Some parents working in the city choose to enroll their children at

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DCCS because it is convenient and close to their jobs. As a result, the institution serves students from diverse financial statuses, familial configurations, localities, and life situations.

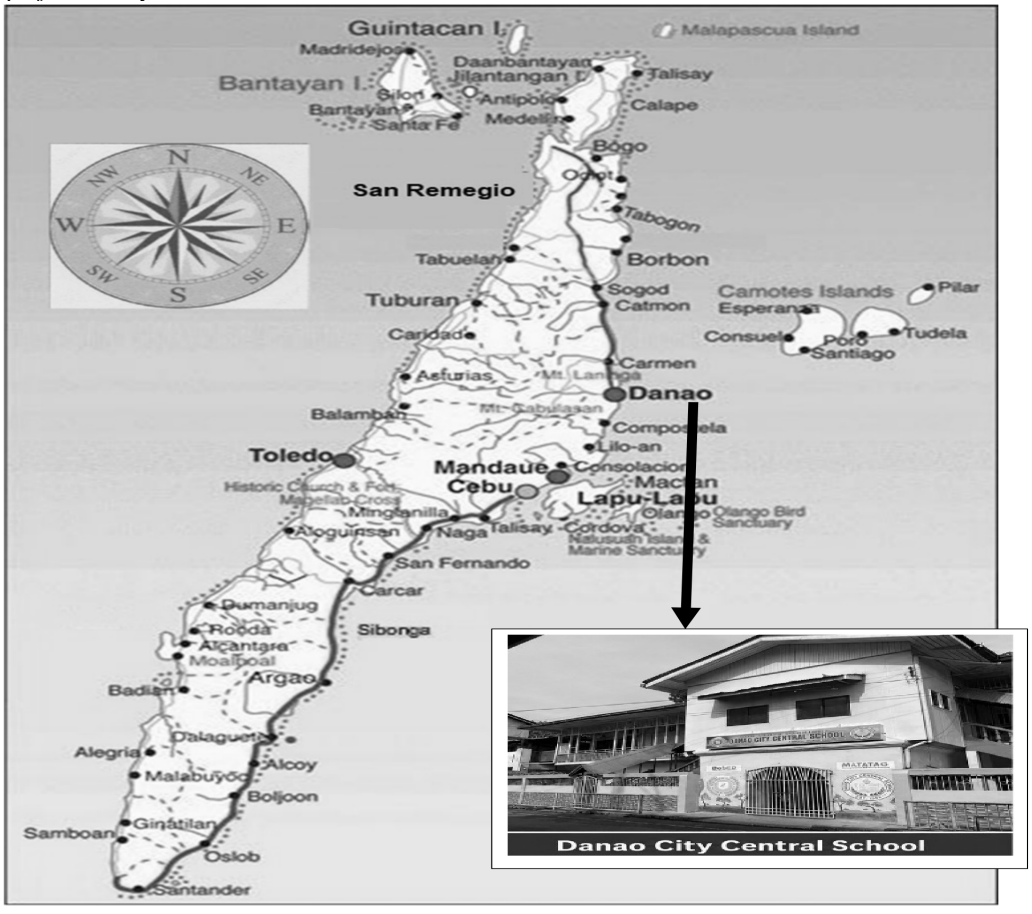
Despite its substantial enrollment, the institution occupies a limited land area of roughly 8,750 square meters and has only eight school structures. These circumstances limit classroom capacity and increase overcrowding. To address these issues and ensure continued education, DCCS implements a rotating timetable for students in Grades 1 to 3.

Significantly, the school's heterogeneous enrollment creates classrooms with diverse learning capabilities, needs, behaviors, and experiences. Educators often work with students with varied academic, behavioral, physical, social, and emotional needs. As a result, they are expected to use adaptive teaching methods, implement appropriate interventions, and create learning environments that foster engagement, fairness, and inclusivity.

Danao City Central School's attributes make it a particularly relevant setting for this research. The extensive and varied student demographic, constrained physical resources, fluctuating class timetables, and varying classroom requirements create an authentic and significant context for exploring educators' perceived preparedness and actual experiences in executing inclusive education. The educational setting provides a suitable framework for understanding how educators address the expectations, challenges, and obligations of teaching students with varied needs in an inclusive environment.

Figure 3

Locale Map of the Study



Respondents

The study assessed general education teachers at Danao City Central School who teach learners with diverse learning abilities, backgrounds, and educational needs in regular classrooms. Readiness was assessed in terms of knowledge, skills, and attitude.

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The sample comprised 56 teachers: 7 (12.50%) with formal training in inclusive education and 49 (87.50%) without such training. Both trained and untrained teachers were represented.

Table 1
Distribution of Respondents

Respondents	**n**	**%**
With training	7	12.50
Without training	49	87.50
Total	56	100.00

Research Instruments
Teachers' readiness was assessed using a 23-item questionnaire adapted from Moosa et al. (2020). The instrument had two parts:

Part I: Respondents' Demographic Profile. This section gathers respondents' demographic profiles, which are essential in this study. It includes their gender, age, highest level of education, teaching experience, and formal training in inclusive education.

Part II: Teacher Readiness for Inclusive Education. This section assesses participants' preparedness for inclusive educational methodologies, including their knowledge, skills, and attitudes. It consists of 23 evaluative statements: 13 on knowledge and skills, and 10 on attitudes.
The questionnaire was intended for the teachers of Danao City Central School.

Data Gathering Procedure
The source sets out a planned procedure involving administrative permission from the Schools Division Superintendent of Danao City and the Public Schools District Supervisor of Danao City District 7, orientation on the study objectives, clarification of instructions, and questionnaire completion during participants' free periods. The phases are outlined below.

Phase 1: Securing Permission
The planned procedure begins with an official request explaining the research objective and seeking authorization to conduct the school-based survey, followed by coordination to identify the 56 teacher-respondents.

Phase 2: Administering the Questionnaire
The planned administration phase includes an explanation of the study's aim, clear response instructions, confidentiality assurances, and adequate time to complete the 23-item questionnaire.

Phase 3: Retrieval and Data Collation
After the surveys, the investigator will personally collect the forms to ensure a complete recovery rate. The investigator will meticulously count the collected data, organize it in a spreadsheet, and prepare it for statistical analysis to assess the educators' readiness in inclusive education.

Statistical Treatment and Scoring
The reported analyses used frequencies, percentages, mean readiness ratings, and tests of association.
For the respondents' demographic profiles, frequencies and percentages were used.
For readiness, the mean ratings were summarized for knowledge, skills, and attitude. The reported overall readiness mean gives equal weight to the three domain means.

Item standard deviations describe dispersion in individual questionnaire responses. The averages of the displayed item standard deviations are presented separately as descriptive summaries; they are not standard deviations of respondent-level composite scores.

For the relationship between profile variables and readiness, the supplied results report chi-square statistics, degrees of freedom, and p-values, interpreted at the 0.05 significance level.

A nonsignificant association test is interpreted as insufficient evidence to reject the null hypothesis; it does not demonstrate that two variables are unrelated.

Scoring Procedure
This scoring procedure assesses teachers' perceived readiness to use inclusive teaching methodologies in general education settings.

Table 2
Scoring Procedure for Teachers' Perceived Readiness

Weights	**Range**	**Descriptive Rating**	**Interpretation**
5	4.21 – 5.00	Strongly Agree	The teacher is highly ready and well-prepared to implement inclusive practices in the classroom.
4	3.41-4.20	Agree	The teacher is ready and adequately prepared to implement inclusive practices in the classroom.
3	2.61-3.40	Neutral	The teacher is moderately ready and has some preparation to implement inclusive practices in the classroom.
2	1.81-2.60	Disagree	The teacher is slightly ready and has limited preparation to implement inclusive practices in the classroom.
1	1.00-1.80	Strongly Disagree	The teacher is not ready to implement inclusive practices in the classroom.

Ethical Considerations
Conducting research within a school environment requires strict adherence to ethical standards to protect the rights, privacy, and well-being of the teacher-respondents. The researcher will ensure that all data-gathering procedures comply with established ethical guidelines for academic research.

Before administering the questionnaire, the researcher will secure informed consent by clearly explaining the study's purpose to the respondents. Participation will be strictly voluntary, and teachers may decline or withdraw from the survey at any time without negative consequences to their employment or standing at Danao City Central School.

To guarantee confidentiality and anonymity, the survey will not require the teachers to provide their names. All data collected will be kept strictly confidential, securely stored, and used solely for this academic research before being safely disposed of after the study is completed. The results are intended solely to assess the faculty's overall preparedness to implement inclusive education and will never be used to evaluate an individual teacher's job performance.

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Results and Discussion

Age and Gender

Table 3

Age and Gender of the Respondents

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
51 and above	20	35.71	0	0.00	20	35.71
41-50	23	41.07	0	0.00	23	41.07
31-40	10	17.86	1	1.79	11	19.64
21-30	2	3.57	0	0.00	2	3.57
Total	55	98.21	1	1.79	56	100.00

The table presents the demographic distribution of respondents by age and gender, including frequencies and percentages. According to the data, the predominant demographic among respondents is female, comprising 98.21% or 55 individuals, while males account for merely 1.79% of the total 56 respondents.

The predominant age group was 41-50 years old, accounting for 41.07% (23 individuals), followed by those aged 51 and above, representing 35.71% (20 individuals). Meanwhile, merely 11 respondents fell into the 31-40 age bracket, representing 19.64% of the overall respondents. Only two respondents were in the 21-30 age bracket, making it the least represented age group.

The findings indicate that most respondents were experienced and middle-aged to older, reflecting their long- life experience. Similarly, most respondents were female, underscoring their perspectives on the subjects examined.

Tenerife et al. (2022) indicate that middle-aged instructors often regarded themselves as highly proficient in implementing inclusive teaching techniques. These educators have extensive teaching experience and are convinced that inclusive education greatly benefits both learners with and without special educational needs.

Highest Educational Attainment

Table 4

Respondents' Highest Educational Attainment

Highest Educational Attainment	f	%
Master's Graduate	3	5.36
With Master's Units	44	78.57
Bachelor's Degree	9	16.07
Total	56	100.00

Table 4 presents the respondents' highest educational attainment, its frequency distribution, and its corresponding percentage. The findings indicate that a predominant 78.57%, or 44 individuals, of the respondents have master's-level coursework. Next, 9 respondents, or 16.07% of the overall respondents, hold a bachelor's degree. Among all the respondents, merely three possess a master's degree, constituting 5.36% of the total respondents.

The table shows that most respondents had pursued master's-level coursework. Educational attainment describes their academic background; it does not by itself demonstrate proficiency in inclusive classroom practice.

Additionally, those with a Master's degree show stronger educational preparation for delivering inclusive education. Tenerife et al. (2022) reported that teachers with a Master's degree perceived themselves as highly competent in applying inclusive pedagogical approaches, even when their area of expertise was not special education.

Moreover, Sabanal et al. (2025) found that academic credentials and relevant training were significantly and positively correlated with teachers' proficiency and skills in inclusive education. This indicates that the educator's advanced academic credentials bolster their perceived proficiency in executing inclusive pedagogical approaches, thus enhancing educational quality in standard classroom contexts. The outcomes suggest that improving teachers' credentials and supporting professional development are vital to advancing inclusive educational strategies.

Teaching Experience

Table 5

Respondents' Teaching Experience

Teaching experience (in years)	**f**	**%**
16 and above	42	75.00
11-15	5	8.93
6-10	8	14.29
1-5	1	1.79
Total	56	100.00

Table 5 presents the teaching experience of the respondents, its frequency distribution, and its corresponding percentage. According to the data, respondents with 16 years or more of teaching experience constitute the largest group, representing 75.00% of the total respondents. Meanwhile, eight respondents have 6-10 years of teaching experience, representing 14.29% of the total. Of the 56 respondents, only one has 1 to 5 years of teaching experience.

According to the table, most respondents have considerable teaching experience, suggesting varied opinions on implementing inclusive education. Moreover, the data suggest that respondents have dedicated many years to teaching, indicating deep and sufficient expertise in the field. The study found correlations among educators' age, teaching tenure, and views on competencies essential for inclusive education (Nimante & Kokare, 2022). Likewise, most educators reported strong expertise in inclusive teaching methods, with special education instructors showing more experience than their general education counterparts (Almalky & Alwahbi, 2023).

This underscores that pedagogical proficiency significantly influenced teachers' ability to implement inclusive education. Teachers demonstrated sufficient proficiency in implementing inclusive education in standard classroom environments, despite lacking formal special education training. Moreover, Wray et al. (2022) showed that teaching experience and the educational setting affected self-efficacy. Acquaintance with inclusive education policies improved educators' self-efficacy beliefs. Other crucial elements included confidence in teaching in inclusive classrooms, training for pre-service educators, ongoing professional development, and hands-on engagement with individuals with disabilities.

Training in Inclusive Education

Table 6

Respondents' Attendance at Trainings in Inclusive Education

Attendance at trainings	**f**	**%**
Have Attended	7	12.50
Not Attended	49	87.50
Total	56	100.00

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Table 6 depicts the involvement of educators in training about inclusive education, together with the frequency distribution and corresponding percentages. The data reveal that a significant number of participants, specifically 49 individuals or 87.50% of the total, reported a lack of formal training in inclusive education. Seven participants, or 12.50% of the overall group, reported formal training in inclusive education.

The results suggest a minimal level of experience with formal training in inclusive education among the participants. This may be attributed to the insufficient integration of inclusive education in teachers' professional development, especially strategies for effectively implementing inclusive teaching methods. Because inclusive education requires educators to address students' diverse needs, teacher professional development initiatives often focus on instructional methods designed to improve educational outcomes.

Marin et al. (2025) emphasize the importance of ongoing professional development in cultivating inclusive educational settings and consider the evolving school values that support this principle. Ecoben (2019) notes that while many public-school teachers recognize the importance of inclusive education, they still lack sufficient support and specialized training. Furthermore, recent meta-syntheses (e.g., Abasolo, 2023) and evaluations of general education educators indicate a recurring trend: the abrupt shift to full inclusion leaves numerous general education teachers feeling insufficient, overwhelmed, and unprepared. Without timely intervention, educators may struggle to implement differentiated instruction, use classroom management techniques, or integrate assistive technologies, thereby impeding student progress.

Readiness in Knowledge

Table 7

Level of Teachers' Readiness in Implementing Inclusive Education as to Knowledge

S/N	Indicators	WM	SD	Verbal Description
1	I understand the processes involved for an inclusive education.	3.73	0.84	Ready
2	I have knowledge of identifying students with special educational needs.	3.36	0.80	Moderately Ready
3	I have knowledge of assessing students with special educational needs.	3.11	1.00	Moderately Ready
4	I have knowledge to create an inclusive learning environment.	3.29	0.95	Moderately Ready
5	I have knowledge to sustain an inclusive learning environment.	3.32	0.90	Moderately Ready
6	I have knowledge how to teach students with special needs.	3.16	0.87	Moderately Ready
7	I understand the type of disabilities that students with special needs have (slow learner, autism, dyslexic, ADHD etc.).	3.36	1.02	Moderately Ready
	Aggregate Mean	3.33		Moderately Ready
	Mean of Displayed Item SDs		0.91	

Legend:4.21-5.00-Highly Ready;3.41-4.20-Ready;2.61-3.40-Moderately Ready;1.81-2.60-Silghtly Ready; 1.00-1.80-Not Ready

Table 7 presents the teachers' level of readiness in implementing inclusive education, its weighted mean, and the corresponding verbal description. According to the data, the aggregate weighted average is 3.33 with a mean item SD of 0.91, characterized by the verbal descriptor "Moderately Ready." This indicates that although respondents have expertise in implementing inclusive education, they need additional training to improve their implementation of inclusive education practices.

According to the data, the statement "I understand the processes involved in inclusive education." had the highest weighted mean (3.73), with a standard deviation of 0.84, and was verbally described as "Ready." This suggests that participants believed they had the requisite knowledge of inclusive education procedures.

Meanwhile, the statements "I understand the type of disabilities that students with special needs have (slow learner, autism, dyslexic, ADHD etc.)" and "I have knowledge of identifying students with special educational needs" both obtained a weighted mean of 3.36 with a verbal description of "Moderately Ready." It was then followed by the statement "I have knowledge to sustain an inclusive learning environment," with a weighted mean of 3.32 and a standard deviation of 0.90, which can be verbally interpreted as "Moderately Ready."

The statement "I have knowledge to create an inclusive learning environment" obtained a weighted mean of 3.29 with a standard deviation of 0.95, with a verbal description of "Moderately Ready." It was followed by the statement "I have knowledge of how to teach students with special needs," which yielded a weighted mean of 3.16 with a standard deviation of 0.87, with a verbal description of "Moderately Ready." Lastly, the statement "I have knowledge of assessing students with special educational needs" obtained a weighted mean of 3.11 with a standard deviation of 1.00 , which can be verbally interpreted as "Moderately Ready."

Overall, the results suggest that participants need to strengthen their understanding of how to implement inclusive education in a standard classroom environment. Although evidence indicates that educators understand inclusive education, they need more training and capacity-building to strengthen their expertise and support successful implementation.

Inclusive education is a transformative approach that emphasizes every student's rights, grounded in principles of justice, diversity, and social equality. This approach seeks to eliminate barriers to education and promote substantial participation for all varied learners in mainstream classrooms. Educators' understanding of inclusive education is fundamental to successfully implementing inclusion in classrooms (Pal & Kumar, 2025).

Readiness in Skills

Table 8

Level of Teachers' Readiness in Implementing Inclusive Education as to Skills

S/N	Indicators	WM	SD	Verbal Description
1	I am able to teach students with special needs.	3.57	0.97	Ready
2	I am able to discuss with parents regarding the emotional need of their children with special needs.	3.80	0.86	Ready
3	I am able to provide information on inclusive education for parents of students with special needs.	3.29	0.91	Moderately Ready
4	I am able to provide educational support for students with special needs.	3.32	0.99	Moderately Ready
5	I am able to manage students with special needs.	3.25	0.84	Moderately Ready
6	I am able to foster positive relationships between mainstream students and students with special needs to accommodate inclusive education.	3.77	0.83	Ready
	Aggregate Mean	3.50		Ready
	Mean of Displayed Item SDs		0.90	

Table 8 shows teachers' readiness in implementing inclusive education in terms of skills, their weighted means, and corresponding verbal descriptions. Based on the data, the overall weighted mean is 3.50 with a mean item SD of 0.90,

which can be verbally interpreted as "Ready". This suggests that respondents predominantly believed they possessed the necessary competencies to implement inclusive education.

Based on the results, the statement "I am able to discuss with parents regarding the emotional needs of their children with special needs' obtained the highest weighted mean of 3.80 among the indicators, with a standard deviation of 0.86, which can be verbally interpreted as "Ready". This indicates that respondents generally believed they have the requisite abilities to build relationships with parents regarding the educational requirements of their children with special learning difficulties. It was then followed by the statement "I am able to foster positive relationships between mainstream students and students with special needs to accommodate inclusive education" which obtained a weighted mean of 3.77 with a standard deviation of 0.83 which can be verbally interpreted as "Ready". This indicates that participants have the requisite abilities to build relationships between mainstream students and those with specific learning requirements, which is vital for inclusive education.

Meanwhile, the statement "I am able to teach students with special needs" obtained a weighted mean of 3.57 (SD = 0.97), which can be verbally interpreted as "Ready". In contrast, the statement "I am able to provide educational support for students with special needs" obtained a weighted mean of 3.32 with a standard deviation of 0.99, which can be verbally interpreted as "Moderately Ready." This denotes that the individuals surveyed typically felt the obligation to augment their abilities in supplying the vital help for learners necessitating particular educational focus. Moreover, the statement "I am able to provide information on inclusive education for parents of students with special needs" obtained a weighted mean of 3.29 (SD = 0.91), which can be verbally interpreted as "Moderately Ready." Lastly, the statement "I am able to manage students with special needs" yielded a weighted mean of 3.25 with a standard deviation of 0.84, which can be verbally interpreted as "Moderately Ready".

The findings indicate that participants largely believed they had the requisite competencies to implement inclusive education. The most significant indications focused on enhancing the bond between parents and bolstering peer support among both mainstream learners and those with special educational requirements. These are two fundamental elements of successful inclusive education.

Educators must understand how to engage with students, especially those with special needs, and adapt instructional approaches to meet their specific requirements (Tenerife et al., 2022). In this context, educators must employ inclusive teaching strategies to address students' varied educational requirements.

Readiness in Attitude

Table 9

Level of Teachers' Readiness in Implementing Inclusive Education as to Attitude

S/N	Indicators	WM	SD	Verbal Description
1	I understand the meaning of inclusive education.	4.25	0.77	Highly Ready
2	I care for the well-being of students with special needs.	4.34	0.72	Highly Ready
3	I understand the purpose of an inclusive education.	4.30	0.63	Highly Ready
4	I care for the progressive learning of students with special needs.	4.21	0.73	Highly Ready
5	I care for the achievements of students with special needs.	4.38	0.65	Highly Ready
6	I believe students with special needs can achieve their best with support.	4.43	0.68	Highly Ready
7	Teaching students with special needs requires more teaching aids.	4.43	0.68	Highly Ready
8	I need to work together with special education teachers if I have students with special needs in my class.	4.39	0.78	Highly Ready

S/N	Indicators	WM	SD	Verbal Description
9	Despite the disabilities faced by students with special needs, they also have their own abilities.	4.61	0.65	Highly Ready
10	I need extra effort to teach students with special needs.	4.41	0.76	Highly Ready
	Aggregate Mean	4.38		Highly Ready
	Mean of Displayed Item SDs		0.71	

Table 9 shows teachers' readiness in implementing inclusive education in terms of attitude, its weighted mean, and the corresponding verbal description. Based on the data, the overall weighted mean is 4.38, with a mean item SD of 0.71, and a corresponding verbal description of "Highly Ready". This suggests that participants largely saw themselves as having a strong disposition to implement inclusive education.

Among the indicators, the statement "Despite the disabilities faced by students with special needs, they also have their own abilities" had a weighted mean of 4.61 and a standard deviation of 0.65, interpreted as "Highly Ready". This suggests that participants clearly acknowledged the varied capabilities of students with particular learning requirements, which is crucial for effectively implementing inclusive education. This is followed by the statements "I believe students with special needs can achieve their best with support" and "Teaching students with special needs requires more teaching aids," both of which obtained a weighted mean of 4.43 and a corresponding verbal description of "Highly Ready."

Meanwhile, the statement "I need extra effort to teach students with special needs" yielded a weighted mean of 4.41 (SD = 0.76), corresponding to a verbal description of "Highly Ready." This indicates that participants largely viewed themselves as strongly inclined to recognize the need to invest effort in assisting learners with special needs to achieve effective learning outcomes.

Moreover, the statement "I need to work together with special education teachers if I have students with special needs in my class" obtained a weighted mean of 4.39 and a standard deviation of 0.78, which can be verbally interpreted as "Highly Ready." This was followed by the statement "I care for the achievements of students with special needs," which yielded a weighted mean of 4.38 and a standard deviation of 0.65, which can be verbally interpreted as "Highly Ready." In contrast, the statement "I care for the well-being of students with special needs" garnered a weighted mean of 4.34 and a standard deviation of 0.72, which can be verbally interpreted as "Highly Ready." The statement "I understand the purpose for an inclusive education" obtained a weighted mean of 4.30 and a standard deviation of 0.63, with a corresponding verbal description of "Highly Ready". Meanwhile, the statement "I understand the meaning of inclusive education" yielded a weighted mean of 4.25 (SD = 0.77), which can be verbally interpreted as "Highly Ready." In contrast, the statement "I care for the progressive learning of students with special needs" obtained a weighted mean of 4.21 (SD = 0.73), with a verbal description of "Highly Ready."

According to the findings, respondents predominantly regarded themselves as exceptionally prepared in terms of mindset for successfully implementing inclusive education. The respondents acknowledge the distinctive capabilities of students with special needs and emphasize that teachers must have strong expertise to implement strategies that meet their educational requirements. Similarly, they acknowledged that these learners can excel with appropriate support, including enhanced teaching resources, instructor empathy, and a sufficient understanding of their specific learning requirements.

The results support Sharma's (2019) study, which suggested that teachers typically demonstrate a positive disposition toward inclusive education. This highlights that educators held a positive view of using inclusive teaching strategies and considered them vital for addressing students' diverse needs.

Summary of Readiness

Table 10

Summary of Teachers' Readiness in Implementing Inclusive Education

Components	**WM**	Mean Item SD	**Verbal Description**
Knowledge	3.33	0.91	Moderately Ready
Skills	3.50	0.90	Ready
Attitude	4.38	0.71	Highly Ready
Mean of Domain Means	3.74		Ready
Mean of Domain Mean Item SDs		0.84	

Table 10 presents a summary of teachers' readiness to implement inclusive education, including the weighted mean and corresponding verbal description. The equal-domain mean of 3.74, with a mean of domain mean item SDs of 0.84, suggests that participants predominantly felt prepared to implement inclusive education. This approach is crucial for improving the implementation of inclusive education and achieving favorable learning outcomes.

According to the findings, skills achieved the second-highest weighted mean of 3.50, accompanied by a mean item SD of 0.90, which may be verbally expressed as "Ready". This suggests that respondents largely believed they had the necessary competencies to implement inclusive education. Rahmadani and Kurniawati (2021) assert that teacher participation is crucial for effective classroom management, as educators with heightened self-efficacy and engagement manage inclusive classrooms more effectively. These findings align with data suggesting that teachers generally feel confident managing classroom behavior but would benefit from more training in proactive techniques and equitable participation tactics (Vergara et al., 2025).

Attitude achieved the highest weighted mean of 4.38, accompanied by a mean item SD of 0.71, indicating a status of "Highly Ready". The findings suggest that respondents predominantly held a favorable view of the implementation of inclusive education. This disposition is crucial to successful inclusive education implementation, emphasizing the need to be empathetic and affirming toward students with particular learning requirements.

Ultimately, the knowledge component achieved a weighted average of 3.33 and a mean item SD of 0.91, characterized as "Moderately Ready," indicating that participants need additional information and insights to advocate effectively for inclusive education in mainstream classrooms. Educators clearly need professional development in inclusive education, underscoring the need for specialized training to implement it successfully. Tenerife et al. (2022) assert that teacher competency includes the ability to manage classroom dynamics effectively, align them with tasks, and meet varied student needs. They further argued that, for educators to be successful, they need sufficient knowledge of best teaching methodologies and specialized training for students with special educational requirements, and that a constructive mindset is essential to cultivating an effective inclusive classroom.

Relationship between Profile and Readiness

Table 11

Relationship between Respondents' Profile and Readiness in Implementing Inclusive Education

Variables	Statistic	df	p - value	Decision	Remarks
Age and Teacher's Readiness	5.712	6	0.456	Do not reject Ho	Not Significant
Highest Educational Attainment and Teacher's Readiness	2.073	2	0.355	Do not reject Ho	Not Significant
Years of Teaching Experience and Teacher's Readiness	6.582	4	0.160	Do not reject Ho	Not Significant
Attendance to trainings and Teacher's Readiness	4.190	2	0.123	Do not reject Ho	Not Significant
*significant at $p<0.05$					

Table 11 illustrates that no statistically significant associations were detected between the examined demographic variables and educators' assessed readiness to implement inclusive teaching practices. Concerning the age and the respondents' readiness level, a computed value of 5.712 yielded a p-value of 0.456, not statistically significant at the 0.05 level. In a comparable context, concerning the highest educational attainment and teacher readiness, a computed value of 2.073 yielded a p-value of 0.355, not indicating a statistically significant association. During this period, total years of instructional experience and teacher readiness yielded a calculated value of 6.582 and a p-value of 0.160, not indicating a statistically significant association.

For training attendance and teacher readiness, the computed value was 4.190 with a p-value of 0.123, not indicating a statistically significant association at the 0.05 level. The results showed that age, highest level of education, teaching experience, and involvement in training sessions were not significantly associated with instructors' assessed preparedness to adopt inclusive practices. These findings may suggest that factors beyond the analyzed variables may be relevant to teachers' evaluated readiness. These may include the quality and relevance of the training sessions teachers attended, the availability of educational resources for inclusive education, the presence of peer support alongside formal training for inclusive education, and administrative support for initiatives and projects focused on implementing inclusive education.

This indicates that participants show considerable willingness, openness, confidence, and a positive disposition toward adopting inclusive education approaches; however, their conceptual understanding and practical skills remain limited. The elevated Attitude score may suggest that educators appreciate the significance of inclusion and are receptive to changes in their instructional methods; however, a favorable attitude does not necessarily mean they have sufficient knowledge or the competencies to implement effective interventions.

Vergara et al. (2025) suggest that educators' proficiency, confidence, and classroom management skills are not determined by their personal histories or the challenges pupils face. However, external factors such as training, resources, and professional experience likely shape them. This underscores the need for targeted professional development programs to address gaps in Universal Design for Learning, adaptive technologies, IEP implementation, and classroom management strategies to support equitable participation.

Output of the Study

The findings identified knowledge as the lowest-rated readiness domain (3.33), followed by skills (3.50), while attitude was rated highest (4.38). In addition, 49 of the 56 respondents (87.50%) reported no formal training in inclusive education. These findings informed the proposed professional development program's emphasis on inclusive concepts and policies, practical instructional support, IEP development, accommodations, and classroom management.

The proposed program uses Learning Action Cell sessions, workshops, technical assistance, reflective activities, and monitoring to address these needs. Its activities and expected outcomes are presented below as plans for professional development, rather than as interventions already implemented or outcomes measured by this study.

Rationale

The proposed specialized training program for inclusive education stems from this research. This initiative aims to strengthen educators' competencies in implementing inclusive education in conventional classrooms. In this initiative, educators would participate in a series of workshops to cultivate inclusive learning environments and effectively address pupils' varied educational needs. This also highlights the need for targeted professional development programs to address gaps in Universal Design for Learning, adaptive technologies, IEP implementation, and classroom management strategies to support equitable participation.

Objectives

Consistent with the aim of DepEd's delivery of quality education, this proposed professional development program, tailored to teachers' needs in implementing inclusive education, specifically aims to:

Demonstrate a thorough comprehension of the principles and notions about the effective execution of inclusive education.

Demonstrate appropriate instructional strategies, classroom management techniques, and differentiated learning approaches that promote the participation of all learners.

Apply Universal Design for Learning (UDL), differentiated instruction, and other inclusive teaching strategies in developing accessible and learner-centered lessons.

Scheme of Implementation

To increase the likelihood that the planned professional development program will succeed, the researcher devised several implementation strategies. To begin, the researcher will work with the Master Teachers to incorporate this professional development program into their Learning Action Cell sessions as one of the themes discussed. Next, the researcher will work with the teachers to provide a brief overview of the program's significance and rationale. The researcher will improve the program's implementation through continuous monitoring and participant input.

Table 12

Proposed Professional Development Program: Activities, Responsibilities, and Resources

Areas of Concern	**Objectives**	**Strategies**	**Persons Involved**	**Budget**	**Source of Budget**
Understanding Inclusive Education: Concepts, Principles and Policies	Enhance teachers' understanding of inclusive education concepts, principles, and policies.	Conduct of targeted sessions through Learning Action Cell on Inclusive education Conduct of policy review on inclusive education Provision of technical assistance by the immediate head on inclusive education implementation	School Administrators Teachers	5,000	School MOOE/Local funds

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget
IEP Development and Accommodation	Develop teachers' practical skills in identifying appropriate learner accommodations and translating learner needs into measurable IEP goals, interventions, and classroom support strategies.	Conduct a workshop on IEP development using sample learner profiles and case scenarios. Teachers will practice: analyzing learner needs; identifying strengths and barriers; formulating SMART learning goals; selecting appropriate accommodations and modifications; and preparing an IEP/accommodation plan.	School Administrators; Teachers; SPED/Inclusive Education Focal Person or Resource Person	₱12,000	School MOOE/Local Funds
Classroom Management and Positive Behavior Support in Inclusive Classrooms	Strengthen teachers' skills in managing diverse classrooms and responding appropriately to challenging behaviors using positive, preventive, and non-discriminatory approaches.	Conduct capacity-building on strengthening teachers' skills in implementing inclusive education.	School Administrators Teachers	10, 000	School MOOE/Local funds
From Labels to Learners: Building an Inclusive Mindset	Develop positive attitudes toward learner diversity and reduce misconceptions, stereotypes, labeling, and bias against learners with disabilities and other diverse needs.	Conduct learning sessions aimed at enhancing one's attitudes towards inclusive education, such as reflective activities, empathy exercises, video reflection, and small-group dialogue	School Administrators Teachers	2, 000	School MOOE/Local funds

Table 13

Proposed Professional Development Program: Schedule, Outcomes, Accomplishment, and Monitoring

Areas of Concern	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Understanding Inclusive Education: Concepts, Principles and Policies	Monthly monitoring	Enhanced knowledge on inclusive education	To be determined after the conduct of the activity	Conduct pre- and post-assessment to measure knowledge gain.

Areas of Concern	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
IEP Development and Accommodation	Quarterly	Teachers can prepare appropriate IEP-based accommodations and classroom support plans responsive to individual learner needs.	To be determined after the conduct of the activity	Outputs will be reviewed using an IEP/accommodation checklist and validated through classroom application.
Classroom Management and Positive Behavior Support in Inclusive Classrooms	Monthly monitoring	Teachers apply positive classroom-management techniques and develop appropriate interventions for diverse learner needs.	To be determined after the conduct of the activity	Avoid punitive approaches that may exclude or stigmatize learners.
From Labels to Learners: Building an Inclusive Mindset	Monthly monitoring	Teachers demonstrate greater awareness of personal biases and show more positive and learner-centered perspectives toward diversity.	To be determined after the conduct of the activity	Use reflection journals and attitude surveys before and after the session.

Conclusion

This section presents the conclusions drawn from this study's results. The participants were primarily female educators, who made up the majority of respondents and contributed varied viewpoints to the study.

Most participants had master's-level credits, indicating that many pursued higher-level professional education. Participants have minimal formal training in inclusive education. Moreover, participants reported an overall favorable view of their ability to implement inclusive education, indicating they feel competent to cultivate inclusive learning settings.

No statistically significant associations were detected between teachers' self-assessed readiness and the examined profile variables. The study does not establish which unmeasured factors explain readiness, and the reported associations do not support causal conclusions.

Recommendations

This section presents the recommendations to further this study.

First, establish a targeted professional development initiative to strengthen educators' skills in creating inclusive learning settings and support their progression.

Second, further inquiries should examine factors that affect educators' readiness to implement inclusive education, such as the availability of educational resources, the presence of peer support with formal training in inclusive education, and the quality of professional development training focused on inclusive education, among other considerations.

Lastly, future research may examine students' perspectives on their educators' inclusive teaching strategies to explore relationships among the variables analyzed.

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