GSJ: Volume 13, Issue 8, August 2025, Online: ISSN 2320-9186
www.globalscientificjournal.com

Practices and Competence in Inclusive Education Among Secondary School Teachers

Francisca Fernandez-Aguilar
SGPS Student, PHINMA Cagayan de Oro College

Cely B. Labadan, PhD
Faculty, SGPS, PHINMA Cagayan de Oro College

ABSTRACT

Inclusive education aims to offer equal learning opportunities to every student in regular classrooms. Hence, this study was conducted to assess teachers' practices and their competence in implementing inclusive education. Specifically, it described teachers' profiles, evaluated their practices and competence, examined the relationship between inclusive practices and competence, and tested the differences in competence across teacher profiles. This study involved 199 public secondary school teachers from West II District, Cagayan de Oro City, during School Year 2025–2026. Employing a stratified sampling technique and descriptive–correlational design, data were gathered using a researcher-made questionnaire and analyzed through descriptive statistics, Pearson's r, t-tests, and ANOVA. Results revealed that teachers implement inclusive practices, with parental involvement receiving the highest rating, while Child Find was the least practiced. This reflects difficulties in identifying out-of-school youth and learners with diverse needs. Teachers reported high competence, though knowledge lagged slightly. A significant correlation was found between inclusive practices and competence, particularly in program options and parental involvement. No significant differences emerged across teachers' profiles. It can be concluded that deeper engagement with inclusive practices significantly enhances teachers' professional competence. To strengthen the Child Find initiative, teachers and local government units, particularly barangay officials, must collaborate to identify children needing support. They should conduct structured interventions such as Learning Action Cell sessions and inclusive teaching workshops to improve teacher preparedness and learner support.

***Keywords**: Practices, Competence, Inclusive education*

INTRODUCTION

Inclusive education is a pedagogical approach designed to accommodate all students within mainstream classrooms, including those with diverse needs and abilities. This approach ensures that every learner, regardless of ability, socioeconomic background, or cultural identity, has equitable access to quality education. However, teachers need to be competent to efficiently and effectively implement inclusive education in schools.

In the Philippines, there has been significant development in recent years, marked by both commendable progress and ongoing challenges. The Philippine government, through the Department of Education (DepEd), has shown a strong commitment to inclusive education by implementing various policies aimed at providing equitable learning opportunities for all students. Recent initiatives include the expansion of digital platforms for inclusive education, growing from just 34 schools to over 1,500 nationwide in the 2024–2025 school year, and the conversion of 32 Special Education (SPED) centers into Inclusive Learning Resource Centers (ILRCs), ensuring regional accessibility. In addition, DepEd Order NO. 044 s. 2021 on Policy Guidelines on the provision of Educational Programs and services for learners with Disabilities in the K to 12 Basic Education Program has mandated all teachers as primary implementers of inclusive education. As such they shall possess values, perspectives, attitudes, as well as competencies that communicate and reflect inclusion as they address the educational needs of diverse learners. Lastly, all teachers, regardless of their field of specializations, are expected to deliver the inclusive education components, as it is one of the indicators in the Classroom Observation Tool (PMES, 2025).

However, despite the presence of inclusive education policies in the Philippines, schools continue to face major challenges in implementation, particularly in child find, curriculum modification, assessment, program options, and parental involvement. Recent data from UNICEF and the Department of Education as cited in Senate of the Philippines, 2024 reveal that out of approximately 1.595 million Filipino learners with disabilities, only 323,344 were enrolled in public schools for SY 2023–2024—a participation rate of just 20%. This reflects a weak Child Find system, largely due to teachers being burdened with academic and administrative tasks, limiting their ability to coordinate with barangay officials and locate children with special needs.

Curriculum modification is another pressing concern. Most teachers lack formal training and rely only on minimal inputs from Learning Action Cell sessions or self-help methods like online research. Inclusive practices were not sufficiently covered in pre-service education, leaving teachers unprepared to address the needs of non-readers, learners with learning disabilities, and those with low comprehension. Even when instruction and assessment are modified, many learners continue to struggle, highlighting the need for differentiated strategies grounded in compassion and understanding.

In terms of assessment, there is a clear shortage of appropriate and standardized tools to evaluate learners with diverse needs. Some teachers show initiative by creating their methods, but these are inconsistent and lack institutional support.

Nevertheless, the Program options also remain limited. A pressing issue that emerged from the study is the limited availability of specialized SPED (SNED) teachers across the five schools. Alarmingly, only three of the schools have a single designated SNED teacher, while the remaining two have none at all. This shortage significantly affects the quality of inclusive education being implemented. In one of the participating schools, for example, a lone SNED teacher is responsible for deaf-mute learners, while three non-SNED teachers are assigned to manage inclusive classes from Grades 7 to 12, catering to 35 students with diverse learning needs. This figure excludes a number of learners who have been mainstreamed without formal diagnosis or targeted support. These findings highlight a systemic lack of specialized personnel and program options, a challenge echoed across other schools in Cagayan de Oro City, further worsening the barriers to effective inclusive education.

Parental involvement is minimal, as most schools lack structured, inclusive programs to engage parents. Existing communication is limited to general meetings, which fail to address the specific needs of learners with disabilities. Compounding these challenges is the lack of teacher preparedness in transitioning learners into mainstream classes. Many teachers report inadequate knowledge, skills, and attitudes to manage inclusive classrooms effectively. Although interventions such as workshops and LAC sessions have been initiated, they remain insufficient to develop true competence.

This local situation mirrors global findings that mainstream teachers often feel unprepared for inclusive settings (Monteiro & Kuok, 2019), and some view students with special needs as added burdens (Warnes, Knowler & Done, 2021). Addressing this gap, especially within divisions like Cagayan de Oro City, is essential to inform evidence-based improvements in inclusive practices. Ultimately, the success of inclusive education relies on stronger support systems, targeted capability-building for teachers, and greater collaboration among stakeholders, including school heads, parents, LGUs, and the wider community.

Hence, this study focuses on investigating the teachers' level of practice of the components of inclusive education and their competence in these aspects, exploring their knowledge, skills, attitudes, and performance. By identifying its level of practice, the strengths and areas for improvement, the research becomes significant in contributing to the Department of Education's targeted professional development programs and policies that promote inclusive education practices for a more effective implementation. Furthermore, the study aims to underscore the importance of empowering teachers as agents of change in fostering inclusive and equitable learning environments.

Literature and Related Studies

Teachers' Practices in Inclusive Education

The daily practices of teachers are central to realizing the goals of inclusive education. In the Philippine context, DepEd Order No. 72, s. 2009 outlines five core components that guide these practices: Child Find, Assessment, Program Options, Curriculum Modification, and Parental Involvement. These elements are grounded in the principles of equity and access, ensuring that all learners, regardless of ability, background, or circumstance, receive meaningful opportunities to succeed. Together, they provide a comprehensive framework for addressing learner diversity in the classroom.

Child Find

Child Find serves as the foundation of inclusive practice, functioning as a proactive process to identify out-of-school or at-risk children. This component relies heavily on community partnerships. Padilla and Guevara (2021) found that collaboration with community health workers, local leaders, and families significantly enhances early detection, particularly in under-resourced communities. However, Nicholas, Rouse, and Paatsch (2021) caution that implementation often lags due to limited teacher training and inadequate coordination among stakeholders—indicating a gap between policy and practice.

Assessment

Assessment in inclusive settings then provides diagnostic and developmental insights, requiring flexibility and responsiveness to individual learner needs. Florian and Black-Hawkins (2019) emphasize that effective assessment integrates both formal and informal strategies, ideally co-developed with input from students and families. This aligns with the recommendations of Tomlinson (2017) and UNESCO (2023), who advocate differentiated assessment methods tailored to learners' strengths, preferences, and contexts. Such approaches move beyond uniform

testing and foster deeper engagement, equitable participation, and more accurate measurement of learner progress.

Program Options

Program Options extend these efforts by offering varied pathways for learners to thrive. When designed according to Universal Design for Learning (UDL) principles, they enable teachers to anticipate and accommodate diverse needs from the outset. Cameron and Travers (2020) report that UDL-based strategies boost self-esteem, lower dropout rates, and foster academic success by embracing learner variability as a norm rather than an exception. In the Philippines, the Inclusive Education Act (RA 11650) reinforces this approach, promoting inclusive strategies such as co-teaching arrangements and the establishment of learning resource centers.

Curriculum Modifications

Curriculum Modification further strengthens inclusive education by removing barriers to participation. Loreman (2021) and Tomlinson (2017) argue that adjusting content, process, and learning outputs is critical for differentiated instruction. These modifications draw from Gardner's theory of multiple intelligences and the UDL framework, ensuring that learning experiences are accessible and equitable for all students.

Parental Involvement

Parental Involvement stands as another pillar of effective inclusion. DepEd Order No. 21, s. 2019 recognizes parents as key partners in education, emphasizing their role in supporting both academic and socio-emotional development. Studies by Bernarte and Tolentino (2023) and Kurniati et al. (2025) highlight that sustained collaboration between home and school improves attendance, motivation, and achievement—especially for marginalized learners. This resonates with Epstein's (2018) framework, which underscores the importance of shared responsibility among families, schools, and communities.

While these practices are supported by substantial evidence, their implementation is not without obstacles. Borja (2025), in a study of Diocesan schools, identified persistent knowledge gaps, vague operational definitions of inclusion, and limited access to technical resources as barriers to success. These challenges point to the need for stronger institutional support, clearer policy guidelines, and sustained teacher training programs to bridge the gap between inclusive education policy and practice.

Teachers' Competence in Inclusive Education

Teacher competence in inclusive education is a multidimensional construct encompassing knowledge, skills, attitudes, and performance essential for effective inclusive teaching (Cañoso, 2024).

Knowlege

Knowledge provides the theoretical and practical foundation for inclusive education. It covers an understanding of learner diversity, inclusive pedagogy, and legal frameworks, as well as curriculum adaptation, differentiated assessment, and early intervention strategies (Florian & Spratt, 2020; Tomlinson, 2017; Yucada, 2022). Teachers with adequate knowledge can better identify barriers to learning and apply Universal Design for Learning (UDL) principles. Despite this, research shows that many, particularly those without a SPED background, rely on personal experience, peer advice, or trial-and-error approaches (Nimante & Kokare, 2022; Tenerife et al., 2024).

Skills

Skills bridge knowledge and practice. This includes curriculum differentiation, flexible assessment, scaffolding, and tiered activities (Tomlinson & Moon, 2020). Such competencies help create accessible learning environments that embrace learner variability as the norm (Florian & Beaton, 2021). Collaboration skills—working with co-teachers, specialists, and families—are also crucial (Ainscow, 2020; Epstein & Sanders, 2020; Jardines & Natividad, 2024). Yet, research highlights skill gaps in curriculum modification and classroom management for students with complex needs (Nimante & Kokare, 2022; Vantieghem et al., 2023).

Attitude

Attitudes toward inclusion strongly influence teachers' willingness to innovate, accommodate, and advocate for diverse learners. Positive attitudes, often linked to high self-efficacy, are associated with more inclusive practices (Suico, 2025). However, Boyle et al. (2020) caution that attitudes alone are insufficient without institutional support and professional development. Moreover, cultural and contextual factors also shape attitudes—countries with robust policy support, targeted training, and positive societal views toward disability tend to have more inclusion-ready teachers (Moon, 2023; Woodcock et al., 2022; Gallego-Ortega & Rodriguez-Fuentes, 2021).

Teachers' Performance

Performance reflects the integration of knowledge, skills, and attitudes into effective classroom practice. High-performing inclusive teachers differentiate instruction, engage in collaborative problem-solving, maintain strong partnerships with families, and participate in reflective practice to improve strategies (Forlin & Chambers, 2020; Epstein & Sanders, 2020; Ainscow, 2020). Nevertheless, systemic barriers such as insufficient training, limited materials, and lack of support staff often hinder optimal performance (Warnes, Knowler, & Done, 2021; Tubo & Antonio, 2022), with some educators perceiving inclusion as an added burden when resources are scarce (Majoko, 2019).

Across the literature, effective inclusive education is shaped by interconnected variables: teacher profile, inclusive practices, and teacher competence. While demographic factors such as age, gender, and experience influence

teachers' perspectives and classroom management styles, the strongest predictors of inclusive success are professional development, relevant training, and institutional support. Inclusive practices grounded in national policies, such as DepEd Order No. 72, s. 2009, and RA 11650, including differentiated instruction, early identification, and family engagement, serve as vital strategies for addressing learner diversity. However, challenges remain due to gaps in training, limited access to resources, and inconsistent application of inclusive education practices. Research strongly supports the need for sustained, context-sensitive capacity building to ensure that inclusive education is not just a policy directive but a lived reality in every classroom.

Theoretical Framework

This study is based on Albert Bandura's Social Cognitive Theory (1986), which emphasizes the interaction between personal factors, behavior, and environmental influences. Central to this theory is self-efficacy, or the belief in one's ability to execute actions necessary for achieving specific outcomes. In inclusive education, teacher self-efficacy is crucial for shaping instructional behavior and openness to implementing inclusive practices.

Bandura asserts that individuals with higher self-efficacy are more likely to take initiative, persevere through challenges, and adapt strategies to meet diverse needs. This is particularly relevant in inclusive education, where teachers must adjust instruction and classroom management to support learners with varied backgrounds and abilities.

This research explores teachers' perceived competence across four aspects: Knowledge, Skills, Attitude, and Performance. This comprehensive perspective is consistent with Bandura's theory, emphasizing that competence beliefs include not only subject knowledge but also the capacity to implement inclusive methods (skills), uphold positive views on inclusion (attitudes), and provide effective teaching (performance).

The relevance of Bandura's theory extends when considering how personal and contextual factors moderate the relationship between inclusive practices and perceived competence. Variables such as age, gender, years of teaching experience, educational attainment, and field of specialization can influence self-efficacy. For instance, teachers with more experience or training in special education may demonstrate higher confidence and adaptability in inclusive settings. Conversely, lack of preparation or mismatched specialization can reduce a teacher's willingness or ability to practice inclusion effectively.

By grounding this study in Social Cognitive Theory, it demonstrates that developing teacher competence in inclusive education involves more than teaching skills. It also requires building teachers' confidence, motivation, and reflective abilities. This theory supports the study's focus on perceived competence and inclusive practices by providing a framework to understand how training, school support, and personal factors work together to improve teacher performance in an inclusive classroom. Its applicability lies in highlighting that teachers' knowledge, skills, and attitudes are not only shaped by formal training but also by their interactions with colleagues, learners, and the broader school environment

Statement of the Problem

This study aimed to determine the teachers' practices and competence in inclusive education in West 1 and 2 districts, Division of Cagayan de Oro City, during the School Year 2025-2026. Specifically, this study intended to answer the following questions:

1. How do teachers assess their level of practices in inclusive education based on Child Find, Assessment, Program Options, Curriculum Modifications, and Parental Involvement?
2. How do teachers perceive their competence in inclusive education with regard to knowledge, skills, attitude, and performance?
3. Is there a significant relationship between the teachers' assessed level of practices in inclusive education and their perceived competence?
4. Is there a significant difference in teachers' perceived competence when grouped according to their profile?

Scope and Limitations

This study focused on the level of teachers' practices and competence in inclusive education in West 1 and 2 Districts, Division of Cagayan de Oro City for School Year 2025-2026. The respondents were the one hundred ninety-nine (199) secondary school teachers in the school where the study was conducted.

Variable I is limited only to the respondents' profile such as age, sex, teaching experience, highest educational attainment, and field of specialization. Variable II is limited to the teachers' practices in inclusive education based on child find, assessment, program options, curriculum modifications, and parental involvement. Further, Variable III on teachers' competence such as knowledge, skills, attitude, and performance, is also considered essential to the study.

RESEARCH METHODOLOGY

Research Design

This study utilized a descriptive-correlational research design to examine teachers' profiles, their level of practice regarding inclusive education components, their competence in inclusive education, and the correlation

between their practice levels and competence. In descriptive research, the information needed or behavior of the subject is clearly observed, defined, and described without influencing the same nor making predictions. Drawing upon the framework outlined by Seeram (2019), this approach aimed to describe the current state of these variables without manipulating the study environment, while also exploring potential correlations between these variables. Hence, the use of descriptive design is appropriate in this study because the situations were described, analyzed, and interpreted based on the gathered data.

Study Setting

The West I and II Districts are educational administrative districts within the Department of Education's (DepEd) Division of Cagayan de Oro City, situated in Mindanao, Philippines. It comprises eight (8) public secondary schools, twelve (12) public elementary schools, and nineteen (19) private schools. The Districts are under the supervision of a Public Schools District Supervisor who oversees the administration of public schools within their jurisdiction, ensuring the implementation of DepEd policies and the delivery of quality education. The district collaborates with local government units and stakeholders to enhance educational facilities and resources, aiming to provide a conducive learning environment for students.

This district corresponds to the city's First Legislative District, which includes barangays located west of the Cagayan de Oro River. This area is characterized by a mix of urban and suburban communities, serving as a vital component of the city's overall landscape.

This study was conducted in five (5) medium to very large schools in West I and II districts, namely: Bulua National High School, Iponan National High School, Canitoan National High School, P.N. Roa National High School, and Carmen National High School.

Research Respondents aand Sampling Procedure

A total of three hundred ninety-six (396) public secondary school teachers from selected schools in the West I and II Districts of the Division of Cagayan de Oro City served as respondents, chosen for their experience with inclusive education. The respondents were selected using stratified random sampling based on school size classification. The schools are Bulua National High School, Iponan National High School, Canitoan National High School, P.N. Roa National High School, and Carmen National High School.

The researcher utilized Slovin's formula to ascertain the appropriate sample size from a population of 396 teachers, employing a 5% margin of error, which resulted in a calculated sample size of one hundred ninety-nine (199) respondents. To ensure equitable representation, stratified sampling was implemented to distribute the sample across the five schools in accordance with their respective teacher populations. The schools were selected based on their classification, ranging from medium to very large, determined by the number of teachers and students enrolled. Within each school, convenience sampling was employed to select participants, which involved gathering data exclusively from teachers who were willing and available to respond to the survey at the time of data collection.

Research Instrument

Data collection was facilitated through an adapted and modified 4-Point Likert-Scale questionnaire. Part I consists of the respondents' profiles, including age, sex, highest educational attainment, teaching experience, and field of specialization.

Part II consists of teachers' practices of the components of the Inclusive Education patterned from DepEd Order No. 72 s. 2009. The sub-components that comprise Variable 2 are child find, assessment, program options, curriculum modification, and parental involvement. The respondents were requested to answer the questionnaire to assess their level of practice of the inclusive education components using the following rating scale: 4-At all Times; 3- Most of the Time; 2- Sometimes; 1- Never.

Part III consists of the teachers' perceived competence in handling Inclusive Education Classes, which incorporates elements from Tenerife et al. (2022) for assessing teachers' competence in terms of knowledge and skills, and Abello et al. (2024) for gauging attitudes towards inclusion. This section also includes the teachers' performance in inclusive education, with indicators that include instructional adaptability, classroom management, collaboration, assessment practices, and professional development.

The questionnaire was designed to capture detailed information on the respondents' ability to manage inclusive classrooms. Responses were measured using a four-point Likert scale, ranging from Strongly Agree to Strongly Disagree, enabling a nuanced analysis of the levels of knowledge, skills, attitudes, and performance among teachers regarding inclusive education. This methodology was chosen for its effectiveness in highlighting associations between teachers' inclusive education practices and competence and their receptiveness to inclusive practices in the classroom, thereby providing valuable insights into the dynamics of inclusive education in contemporary classrooms.

Statistical Treatment of Data

To explain the data obtained, the researcher employed both descriptive and inferential statistics. Statistical calculations were facilitated using appropriate statistical software. All statistical computations and analyses was

conducted with the support of a statistician. Frequency counts and percentages were used to summarize the respondents' profiles. Weighted means and standard deviation were applied to assess and interpret the respondents' level of practices of inclusive education components and perceptions of competence in inclusive education. Pearson's r Correlation was used to significantly predict the relationship between the respondents' level of inclusive education practices and the level of respondents' perceived competence in terms of knowledge, skills, attitude and teachers' performance .Lastly, Anova and t-test were used to generate and analyze the significant difference on teachers' competence when grouped according to their profile.

Ethical Considerations

This study adhered to rigorous ethical standards following the protocols established by the School of Graduate and Professional Studies. An ethics review process was conducted to ensure compliance with established guidelines. The questionnaire was validated, a reliability test was performed, and informed consent was obtained from all participants by providing a clear explanation of the study's purpose, procedures, potential risks, and the voluntary nature of participation.

Anonymity and confidentiality were strictly observed to protect participant privacy, and precautionary measures were taken to minimize potential risks. The researcher secured approval from the Schools Division Superintendent for the conduct of the study upon the endorsement of the University Research Coordinator and the Dean. With permission granted, the researcher coordinated with school heads and secured respondents' consent.

After data collection, the manuscript was again reviewed by the adviser, then by the research coordinator for completeness. The proposal and final defense were completed, and all corrections from the panel we ated. The final paper underwent plagiarism and grammar checks before being submitted to the adviser an final approval and signature. After all these procedures were finalized, the answered questionnaires were shredded to uphold the confidentiality principle.

RESULTS AND DISCUSSION

Problem 1. How do teachers assess their level of practice in inclusive education based on Child Find, Assessment, Program Options, Curriculum Modifications, and Parental Involvement?

Table 1
Summary Distribution of Respondents' Level of Practice in Inclusive Education

Variable	Mean	SD	Interpretation
Child Find	2.66	0.93	Practiced
Assessment	3.15	0.84	Practiced
Program Options	3.20	0.80	Practiced
Curriculum Modification	3.29	0.74	Highly Practiced
Parental Involvement	3.30	0.80	Highly Practiced
Overall	**3.12**	**0.81**	**Practiced**

Legend: 3.26-4.00 At all Times/ Highly Practiced 1.76 – 2.50 Sometimes/Slightly Practiced
2.51-3.25 Most of the Time/ Practiced 1.00-1.75 Never /Not Practiced

Table 1 presents the summary of respondents' level of practice of inclusive education with an overall mean score of 3.12 (SD = 0.81) interpreted as **Practiced**. This means that teachers are actively and consistently applying inclusive strategies in their classrooms, such as adapting lessons, modifying assessments, and providing additional support for learners with disabilities, learning difficulties, and low comprehension. Despite this strong commitment, challenges remain, particularly large class sizes, limited instructional time, scarce resources, and insufficient training, which can limit the depth and effectiveness of these practices. The findings indicate that teachers' inclusive efforts are commendable and sustained, yet could be further strengthened through standardized tools, specialized support, and ongoing professional development.

Moreover, the burden of curriculum demands and administrative responsibilities restricts their ability to collaborate with barangay officials in identifying learners with special or diverse needs. Curriculum modifications are typically based on minimal training, informal Learning Action Cell (LAC) sessions, or self-initiated online learning. Assessment tools suitable for learners with special needs are scarce, prompting some teachers to use improvised, non-standardized approaches. The growing population of non-readers and students with low comprehension further complicates inclusive efforts. This situation reveals a deeper need not only for strategies but for compassion, patience, and learner-centered teaching approaches. For learners with diverse needs, this translates into limited but meaningful support, although significant barriers to full inclusion remain. These insights align with findings from Masongsong et al. (2023), Monteiro and Kuok (2019), Warnes, Knowler, and Done (2021), and the Senate of the Philippines (2024), all of whom highlight the urgent need for system-wide support and sustained teacher

capacity-building in inclusive education.

Among the components of inclusive education, **Parental Involvement** received the highest mean score of 3.30 (SD = 0.80), which is interpreted as **Highly Practiced**. This means that teachers practice engaging families and tailoring instruction to support learners both at home and in school. This aligns with many teachers' classroom experiences, where consistent parent engagement plays a vital role in fostering learner success. Teachers often initiate communication through home visits, messages, or parent-teacher conferences, and they observe that students, particularly those with learning difficulties or behavioral concerns, become more confident and participative when parents are involved. Even simple actions such as assigning follow-up tasks at home or collaborating with parents on behavioral strategies have a meaningful impact. A strong home-school connection helps bridge learning gaps, especially for students needing routine and personalized care.

However, teachers also observe limitations due to the absence of formal, inclusive programs that train or guide parents of children with special needs. Most general parent meetings fail to address specific strategies for inclusion. To build stronger and more sustainable partnerships, schools need structured engagement programs, like inclusive orientation sessions, parenting workshops, and shared goal-setting activities that reflect the diverse needs of families. These practical insights affirm longstanding research highlighting that meaningful parental involvement contributes to academic progress, improved behavior, and greater inclusion for learners with diverse needs (Monteiro & Kuok, 2019; Masongsong et al., 2023).

In contrast, **Child Find** received the lowest mean score of 2.66 (SD = 0.93), which is interpreted as **Practiced**. This reveals significant gaps in identifying out-of-school and at-risk learners, particularly those with developmental delays or disabilities. In many schools, this crucial task depends mostly on the individual initiative of teachers, often without clear policies, training, or tools. While some educators attempt to refer learners showing signs of difficulty, the absence of structured collaboration with barangay officials or health professionals hampers early identification. Reports about children not attending school are often based on hearsay or occasional barangay updates, rather than systematic house visits or data-driven outreach. Families may also hesitate to seek help due to stigma or unawareness of available services. Consequently, many learners are only discovered once they have already fallen significantly behind, making interventions less effective and more challenging to implement. These limitations reinforce the importance of building stronger Child Find systems through inter-agency collaboration, clear referral protocols, and active community mapping.

As research suggests, early identification improves learner outcomes, reduces dropout risks, and allows for more targeted interventions (Hemmeter et al., 2022; Nicholas, Rouse, & Paatsch, 2021). While teachers continue to advocate for inclusive education, the system must provide the enabling environment that empowers them to act effectively on those commitments.

The standard deviation highlights the consistency of teachers' responses across practices. The lowest SD was observed in Curriculum Modification (SD = 0.74), indicating that teachers were generally consistent in rating this component as regularly practiced. In contrast, the highest SD appeared in Child Find (SD = 0.93), reflecting greater variability in responses. This means that while some teachers actively engage in Child Find, others practice it less frequently, pointing to uneven implementation. The overall SD of 0.81 shows a moderate level of variability across all components, which means that although inclusive practices are generally applied, the extent of implementation differs among teachers.

Problem 2. How do teachers perceive their competence in inclusive education with regard to knowledge, skills, attitudes, and performance?

Table 2
Summary Distribution of Respondents' Level of Perceived Competence

Variable	Mean	SD	Interpretation
			Competent
Knowledge	3.24	0.84	
Skills	3.26	0.84	Highly Competent
Attitude	3.26	0.81	Highly Competent
Performance	3.36	0.66	Highly Competent
Overall	**3.28**	**0.79**	**Highly Competent**

Legend: 3.26-4.00 Strongly Agree/ Highly Competent 1.76 -2.50 Disagree/Slightly Competent
2.51-3.25 Agree/Competent 1.00-1.75 Strongly Disagree/Not Competent

Table 2 presents the summary distribution of respondents' level of perceived competence with an overall mean of 3.28 (SD=0.79), which is interpreted as **Highly Competent**. This means that the respondents demonstrated a high level of perceived competence in implementing inclusive education. This means that respondents have a strong

belief in their ability to implement inclusive education practices. High perceived competence indicates that teachers are confident in their skills and knowledge to meet the diverse needs of learners, including those with disabilities. This implies that they can design differentiated instruction, modify curricula, and create supportive environments. High competence also indicates readiness to collaborate with parents and specialists. Additionally, it can lead to greater initiative and creativity in addressing challenges. Teachers with strong perceived competence are more likely to consistently implement effective inclusive strategies, contributing to a more equitable education system and enhancing the quality of instruction for all learners.

Among the four variables, the highest is performance with a mean score of 3.36 (SD = 0.66), interpreted as Highly Competent. This means that teachers demonstrate a strong level of confidence and capability in implementing inclusive education practices within their classroom routines. High competence in this variable reflects not only their knowledge of inclusive strategies but also their ability to adapt these strategies effectively in real-time to meet the varied needs of learners. Teachers proactively adjust their teaching approaches to accommodate students' learning difficulties. This may include simplifying complex topics, breaking down instructions into smaller, manageable steps, or integrating multi-sensory methods to reach students with different learning preferences. This flexibility allows them to create meaningful access to learning and ensures that instructional delivery is both responsive and equitable.

Moreover, the competence of teachers is evident in the way they cultivate safe, respectful, and supportive learning environments. Many are observed to promote classroom norms that uphold respect for diversity, enforce anti-bullying rules, and build a climate of inclusion where every student feels valued and protected especially those with behavioral or developmental challenges. Flexibility in instruction also manifests in teachers offering multiple learning options and assessments tailored to individual strengths, such as allowing students to express their understanding through written tasks, artistic outputs, songs, or dramatic presentations. These differentiated approaches help sustain engagement while fostering each learner's confidence and sense of belonging.

As emphasized by Yucada (2022), performance in inclusive education is a crucial indicator of teachers' day-to-day application of inclusive principles. Likewise, Binammar, Alqahtani, and Alnahdi (2023) found that special education teachers' self-efficacy is positively influenced by their attitudes, preparation, teaching experience, academic degree, and available resources, which in turn supports effective provision of transition services for students with disabilities. Teachers with higher self-efficacy demonstrate stronger performance and are more likely to maintain and improve inclusive educational practices over time. These findings collectively emphasize the crucial role of teacher self-efficacy in sustaining successful and inclusive classroom outcomes.

Conversely, the lowest-rated variable is **Knowledge** with a mean score of 3.24 (SD = 0.84) interpreted as **Competent**. This means that while teachers are aware of inclusive education, their understanding of its theoretical, legal, and pedagogical foundations remains limited. As a result, they often struggle to support learners with more complex needs, such as those who cannot read or comprehend grade-level content. These difficulties are further compounded by the lack of emphasis on inclusive education in undergraduate programs and in most in-service trainings. Since many general education teachers are not trained in Special Needs Education, inclusive education remains an area outside their expertise.

Conversely, the lowest-rated competence dimension is Knowledge, with a mean score of 3.24 (SD = 0.84), interpreted as **Competent**. While teachers show some awareness of inclusive education, their understanding of its theoretical foundations, legal mandates, and specialized pedagogical strategies remains limited. This gap becomes apparent when supporting learners with complex needs, such as those struggling to read or comprehend grade-level content, where advanced instructional approaches are necessary.

A key reason for this limitation is that almost all participating teachers are not specialized in Special Needs Education, which offers in-depth understanding of learner diversity and evidence-based practices for students with disabilities. Lacking this preparation, teachers often rely on generalized pedagogy that may not address the specific requirements of inclusive classrooms. Most teachers are also used to designing instruction and assessment around the general abilities of the class, since only a small proportion of students with special needs are mainstreamed. This focus on average-performing learners reduces opportunities to apply specialized inclusive strategies. In addition, some teachers are not fully sensitive to learner diversity, making it harder to identify subtle learning difficulties or accommodate varied cultural, linguistic, and cognitive needs.

Findings indicate that inclusive education is minimally emphasized in many undergraduate curricula and in-service training programs, limiting teachers' exposure to evidence-based strategies. Without structured preparation, educators often depend on personal experience, peer suggestions, or trial-and-error methods. While these methods show adaptability, they underscore the need for targeted professional development. Rojo-Ramos et al. (2023) note that many specialist and non-specialist teachers feel inadequately prepared for educational inclusion during their formal training.

Similar findings by Moon (2023) reveal that teachers often feel unprepared to manage inclusive classrooms, especially when individualized education plans or disability-specific interventions are necessary. These challenges are compounded by limited external support and classroom resources. Soberano (2020) emphasizes that professional learning on inclusive education must be continuous, contextually relevant, and accessible to all educators. Programs should go beyond raising awareness, ensuring teachers understand the legal bases of inclusive education (e.g., RA

10533), pedagogical approaches, and frameworks like Universal Design for Learning. Without these foundations, it is challenging for teachers to make informed instructional decisions that promote equity, participation, and accessibility.

The overall standard deviation of 0.79 means there is a moderate amount of difference in how teachers see their own skills. Teachers tended to agree the most on their actual performance, meaning they feel confident in using inclusive teaching methods. However, their knowledge showed the most difference, suggesting that some teachers understand the theory and methods behind inclusion better than others.

Lastly, the study results can be interpreted through Albert Bandura's Social Cognitive Theory, particularly the concept of self-efficacy. Bandura posits that individuals who believe in their ability to succeed are more likely to engage in behaviors that lead to successful outcomes. In this study, the teachers' high perceived competence, especially in performance, reflects strong self-efficacy, empowering them to practice inclusive education strategies actively. The parental involvement demonstrates reciprocal determinism, where behavior, personal factors, and the environment influence each other. As teachers engage families and communities, their inclusive practices are reinforced by the positive feedback and support they receive. Additionally, consistent inclusive practices may be influenced by observational learning, where teachers learn effective strategies by observing peers, participating in trainings, or engaging in collaborative environments.

Problem 3. Is there a significant relationship between the teachers' assessed level of practices on inclusive education and their perceived competence?

Table 3
Correlation Between Teachers' Level of Practice of the Components of Inclusive Education and the Level of Teachers' Perceived Competence

Practices in Inclusive Education		Competence in Inclusive Education				Overall Interpretation
		Knowledge	Skills	Attitude	Performance	
Child Find	**r-value**	0.46	0.41	0.004	0.26	0.39
	p-value	0.001	0.001	0.001	0.003	0.001
		S	**S**	**S**	**S**	**S**
Assessment	**r-value**	0.53	0.55	0.34	0.38	0.50
	p-value	0.001	0.001	0.001	0.001	0.001
		S	**S**	**S**	**S**	**S**
Program Options	**r-value**	0.55	0.54	0.35	0.44	0.52
	p-value	0.001	0.001	0.001	0.001	0.001
		S	**S**	**S**	**S**	**S**
Curriculum Modification	**r-value**	0.54	0.53	0.34	0.36	0.49
	p-value	.001	.001	.001	.001	.001
		S	**S**	**S**	**S**	**S**
Parental Involvement	**r-value**	0.54	0.55	0.40	0.42	0.53
	p-value	.001	.001	.001	.001	.001
		S	**S**	**S**	**S**	**S**

Legend: Ho is rejected if Significant (S) Ho is failed to reject if Not significant (NS)
Significant if p-value <0.05

Table 3 presents the correlation between teachers' level of practice of inclusive education components and their perceived competence. The results show that all relationships were statistically significant at the 0.05 level. Thus, the null hypothesis is rejected. This means that as teachers practice more inclusive education strategies, they also feel more competent. The positive relationship suggests that actively using inclusive practices boosts teachers' confidence and self-perception. This shows how important hands-on experience is for professional growth. The consistent association across different competence areas means that inclusive practices help improve teaching skills and attitudes toward inclusion. Therefore, professional development should focus on real classroom experience, mentoring, and applying inclusive strategies. Supporting these efforts can lead to better teaching and learning outcomes. These findings align with research showing that teacher confidence and attitudes improve with active engagement in inclusive practices and continuous training (Avramidis et al., 2019; Sharma & Loreman, 2020; Navarro et al., 2023).

Child Find, which refers to the process of locating and identifying children with special needs through family mapping surveys, advocacy campaigns, and partnerships with local health workers, showed a moderate positive correlation with both knowledge ($r = 0.46$, $p < .001$) and skills ($r = 0.41$, $p < .001$). This means that teachers involved in Child Find activities tend to have better understanding and practical abilities in implementing inclusive strategies. Actively participating in these processes helps them recognize diverse learning needs and apply appropriate support in the classroom.

However, the correlation of Child Find with attitude and performance was lower (both $r = 0.26$), indicating that even if teachers know how to identify learners and apply strategies, it does not always lead to more inclusive mindsets or consistent teaching practices. This could be due to limited confidence, lack of training, or unclear support systems within schools (Binammar, Alqahtani, & Alnahdi, 2023).

Therefore, while Child Find plays a key role in helping teachers build knowledge and skills, it must be supported by efforts to develop their attitudes and confidence. Schools should ensure that training goes beyond technical tasks and fosters empathy, commitment, and collaboration. As Cruz and Mendoza (2021) highlight, creating an inclusive school culture is essential for turning identification efforts into effective teaching practices that benefit all learners.

Assessment showed strong positive correlations with knowledge ($r = 0.53$), skills ($r = 0.55$), and overall competence ($r = 0.50$), all statistically significant at $p < .001$. This means that teachers who are better at using inclusive assessment strategies also tend to have more knowledge and skills in inclusive education. Assessment, in this study, refers to the process of identifying a child's strengths and weaknesses using both formal and informal tools. These tools help determine the most appropriate grade or program placement for the learner. Inclusive assessments are not limited to tests. They also include observations, checklists, portfolios, and other methods to monitor individual progress. As teachers become familiar with these strategies, they can better adjust their instruction to meet each student's needs. Florian and Spratt (2020) emphasized that this kind of assessment boosts teacher confidence and helps them support diverse learners more effectively.

Using modified tasks or alternative ways for students to show what they know like oral responses helps teachers become more responsive in the classroom. Soodak and McCarthy (2021) found that teachers who use inclusive assessments feel more capable and are more committed to inclusive education. Assessment also encourages teachers to reflect on and improve their teaching practices. As Loreman (2019) explained, it becomes a tool not just for measuring learning, but for improving it. Therefore, teacher training should include sessions on how to design and use different types of assessments, how to track progress, and how to make instructional changes based on assessment data. Strengthening assessment skills can help teachers provide better support to all learners, especially those with special needs.

Program Options showed one of the strongest positive correlations with overall teacher competence ($r = 0.52$, $p < .001$), as well as with knowledge ($r = 0.55$) and skills ($r = 0.54$). This means that when teachers are familiar with and supported by flexible teaching models such as pull-out programs, co-teaching, or mainstreaming with additional support, they feel more capable of delivering inclusive instruction.

In the classroom, these program options provide teachers with practical ways to meet the diverse needs of their learners. For instance, in a co-teaching setup, a regular teacher and a special education-trained teacher work together to plan and deliver lessons, making it easier to provide individualized support. Pull-out programs also allow learners who need extra help to receive focused instruction without disrupting the rest of the class.

Program Options in this study state that regular schools, with or without Special Needs Education (SNED) teachers, must be provided with services from SNED Centers or SNED-trained teachers. This ensures that all schools can access support, promoting inclusion beyond those with dedicated special education staff. In practice, this means that if a learner struggles with reading or understanding lessons, they may receive help from a mobile SNED teacher or be referred for additional support through structured programs. This kind of system helps teachers manage their classrooms more effectively, especially when faced with a wide range of learner needs.

Clear communication and consistent implementation of program options also help reduce teacher stress. When teachers know how and where to get support for their students, they feel less overwhelmed and more confident in handling inclusive practices. As Cruz and Mendoza (2021) noted, program flexibility combined with proper training and planning leads to better inclusion outcomes. These models encourage collaboration, reduce isolation, and promote shared responsibility among educators (Ainscow, 2020).

Curriculum Modifications showed strong positive correlations with knowledge ($r = 0.54$), skills ($r = 0.53$), and overall competence ($r = 0.49$), all statistically significant at $p < .001$. This means that when teachers adjust their teaching content, methods, and assessments to meet the individual needs of students, their confidence and competence in inclusive teaching increase.

Curriculum modification in this study involves adapting lessons and learning activities to support each student's potential. This includes making adjustments such as simplifying instructions, using visual aids, providing alternative tasks, extending time, or using assistive technologies. These strategies help learners especially those with disabilities or learning difficulties to fully participate in class activities.In the classroom, this may look like breaking tasks into smaller steps, offering choices in how students show their understanding, or using hands-on materials and

peer support. These practices ensure that all students, regardless of ability, have fair access to learning.

Curriculum modification also requires a shift from one-size-fits-all teaching to more flexible, learner-centered approaches. Teachers are encouraged to explore new ways of teaching, including cooperative or team-teaching models where two or more teachers plan and deliver lessons together, and consulting teacher programs, where a SNED-trained teacher supports general education teachers through coaching and shared planning. These collaborative models help teachers learn from one another, share responsibilities, and provide better support for diverse learners. As they become more comfortable modifying instruction, teachers are better able to maintain high expectations while meeting students where they are. This aligns with Majoko's (2019) view that curriculum modification improves both student learning and teacher competence. Moreover, when teachers are empowered to adjust the curriculum, they become more reflective and innovative. They try out new ideas, evaluate what works, and make improvements based on student feedback and performance. This ongoing growth helps sustain inclusive practices. Professional development plays a key role. Teachers need training not only on what to teach, but on how to teach it inclusively. Workshops should focus on designing accessible lessons, using student data to guide modifications, and creating inclusive materials.

These practices align with the Universal Design for Learning (UDL) framework, which promotes flexibility to support all students (Meyer, Rose, & Gordon, 2019). Techniques such as tiered assignments, small group work, and scaffolding boost student engagement and build teacher confidence (Tomlinson & Moon, 2020). As Florian and Beaton (2021) noted, encouraging curriculum modification also fosters teacher collaboration and creativity.

Parental Involvement had the strongest link to overall competence (r = 0.53) and was highly correlated with skills (r = 0.55) and knowledge (r = 0.54). This means that when teachers work closely with parents of children with diverse needs, their abilities in planning, communication, and decision-making improve. Parental involvement showed the strongest correlation with overall teacher competence (r = 0.53), and was highly linked to both skills (r = 0.55) and knowledge (r = 0.54), all statistically significant at $p < .001$. This means that when teachers actively engage with parents—especially those of learners with diverse needs—their communication, planning, and decision-making skills improve. This collaboration enhances student learning and supports teacher development.

In this study, parental involvement includes observing children's performance, volunteering in the classroom as a teacher aide, and supporting other parents. These roles help parents become active partners in the learning process and strengthen the connection between school and home. As a result, teachers gain deeper understanding of students' backgrounds, behaviors, and learning needs, allowing for more effective and personalized instruction. In the classroom, parental involvement may take the form of helping with learning materials, joining reading sessions, or assisting during activities. Regular parent-teacher meetings also help track student progress and adjust strategies as needed. Open and consistent communication builds trust and creates a shared responsibility for students' success.

Research supports these findings. Rosales (2023) emphasized that strong home-school partnerships improve student outcomes and teacher performance, especially in inclusive settings. Teachers who work closely with families can better address learning challenges and tailor their instruction. Epstein and Sanders (2020) also stressed that involving parents promotes educational equity.

In inclusive classrooms, parental input is especially valuable. For example, if a parent shares that their child with ADHD learns better with movement breaks, the teacher can adjust the lesson accordingly. When parents volunteer during lessons, they help create a more supportive environment not just for their child, but for all learners. Parental involvement also encourages peer support among families. When experienced parents help others navigate school processes or share useful strategies, it creates a culture of collaboration and inclusion. This creates a positive cycle: the more teachers engage with parents, the better they teach; and the more parents feel valued, the more involved they become. These strong school-home ties contribute to effective and sustainable inclusive practices that benefit students, teachers, and families alike.

Overall, the skills and knowledge areas showed the strongest correlations with inclusive practices, meaning these are the areas that improve the most through practice. While attitudes and performance had slightly lower correlations, they were still significant. This means that inclusive teaching helps develop not only skills but also values and behaviors. This supports UNESCO's (2020) view that inclusive education requires continuous teacher development in both teaching methods and values that support diversity and equity.

Problem 4. Is there a significant difference in teachers' competence when grouped according to their profile?

Table 4

Differences in Teachers' Competence when Grouped according to their Profile

Respondents' Profile		Competence in Inclusive Education			
		Knowledge	Skills	Attitude	Performance
Age	**F**	0.585	0.390	0.612	0.907
	P	0.626	0.760	0.608	0.440
		NS	**NS**	**NS**	**NS**

Sex	**t**	0.500	0.589	-0.339	-0.188
	p	0.619	0.557	0.735	0.851
		NS	**NS**	**NS**	**NS**
Teaching Experience	**F**	0.126	0.142	0.608	0.466
	P	0.944	0.935	0.611	0.707
		NS	**NS**	**NS**	**NS**
Highest Educational Attainment		0.196	0.121	0.051	0.950
F					
	P	0.622	0.886	0.950	0.613
		NS	**NS**	**NS**	**NS**
Field of Specialization	**t**	0.545	0.285	1.019	1.845
	P	0.587	0.776	0.310	0.067
		NS	**NS**	**NS**	**NS**
Overall		0.3904	0.3054	0.3902	0.7960
F		0.6724	0.7828	0.6428	0.5356
	p	**NS**	**NS**	**NS**	**NS**

Legend: Ho is rejected if Significant (S) Ho is failed to reject if Not significant (NS)
Significant if p-value <0.05

Table 4 presents the summary of significant differences in teachers' competence when grouped according to their profiles. The data reveal that all the respondents' profiles do not significantly differ in any dimension of teacher competence, as evidenced by the non-significant p-values across all four competence areas. The result implies a homogeneity in competence levels among teachers regardless of their demographic or professional backgrounds. In other words, individual differences in competence overshadow group differences based on age, gender, experience, qualification, or specialization. All F- and t-values are low, and all p-values exceed the 0.05 threshold. Therefore, the null hypothesis stating that there is no significant difference in teachers' competence when grouped according to their profile is accepted across all comparisons.

The analysis shows no significant differences between age groups in Knowledge ($F = 0.585$, $p = 0.626$), Skills ($F = 0.390$, $p = 0.760$), Attitude ($F = 0.612$, $p = 0.608$), and Performance ($F = 0.907$, $p = 0.440$). All p-values exceed 0.05, indicating that variations in teacher competence are not attributable to age differences. The low F-values suggest minimal variation between age groups, indicating that individual differences in competence are more pronounced than age-related patterns. This consistency in competence across age categories may reflect effective professional development practices or consistent hiring standards.

The implications of these results are significant for educational policy and practice, suggesting that age should not be a determining factor in professional development planning, hiring decisions, or competence assessments. Instead, the findings support the implementation of individualized approaches to teacher support and development, as competence appears to be influenced by factors other than age. This evidence supports age-diverse educational environments and indicates that both younger and older teachers contribute equally valuable competencies to the educational system, warranting equal investment in their professional growth and recognition of their contributions regardless of their career stage.

Teacher **sex** does not significantly influence any dimension of teacher competence, as all p-values exceed the conventional significance level of 0.05. Across all four competence domains, the analysis reveals non-significant differences between male and female teachers, with significance values ranging from 0.557 to 0.851. The results are consistent regardless of whether equal variances are assumed or not, indicating robust findings that are not dependent on variance assumptions. Specifically, knowledge shows no significant difference ($p = 0.618$), Skills demonstrates non-significance ($p = 0.557$), Attitude reveals no significant variation ($p = 0.735$), and performance shows no meaningful difference ($p = 0.851$)

The analysis on **teaching experience** reveal that it does not have a statistically significant impact on any of the measured competence areas. For Knowledge, the F-statistic of 0.126 with a significance level of 0.944 indicates no meaningful difference between experience groups. Similarly, Skills shows an F-value of 0.142 ($p = 0.935$), Attitude demonstrates an F-value of 0.608 ($p = 0.611$), and Performance yields an F-value of 0.466 ($p = 0.707$). All p-values are substantially above the conventional 0.05 threshold for statistical significance, suggesting that years of teaching experience do not predict variations in teacher competence across these domains. This means that factors other than years of experience may be more influential in determining teacher competence, such as individual aptitude, training quality, professional development, or intrinsic motivation. The findings challenge the assumption that more experienced teachers are necessarily more competent and highlight the importance of considering multiple factors

when evaluating teacher effectiveness.

Additionally, the analysis reveals that **educational level** does not significantly influence teacher competence in any of the measured areas. The results show consistently non-significant findings across all competence domains. Knowledge demonstrates an F-statistic of 0.196 ($p = 0.822$), Skills shows an F-value of 0.121 ($p = 0.886$), Attitude yields an F-statistic of 0.051 ($p = 0.950$), and Performance produces an F-value of 0.492 ($p = 0.613$). All significance values are well above the 0.05 threshold, indicating no statistically meaningful differences between teachers with different educational qualifications. The findings mean that having higher academic credentials, such as advanced degrees, does not necessarily translate to superior teaching competence. Instead, it implies that practical teaching skills, pedagogical training, classroom experience quality, and personal attributes may be more critical determinants of teacher effectiveness than formal educational credentials alone. These results have important implications for teacher recruitment, evaluation, and professional development policies.

For **field of specialization**, the data reveal that it does not significantly impact teacher competence across any of the four measured dimensions. For Knowledge, ($t = 0.545$, $p = 0.587$) conditions show no significant differences between specialization groups. Similarly, Skills demonstrates non-significant results with t-values of 0.285 ($p = 0.776$). Attitude shows slightly higher t-values of 1.019 ($p = 0.310$), but these remain statistically non-significant. Performance yields the highest t-statistics at 1.845 ($p = 0.067$), approaching but not reaching statistical significance. The consistently non-significant results across all competence domains suggest that a teacher's specific field of specialization does not meaningfully predict their overall teaching competence. However, the Performance dimension shows the closest approach to significance, particularly with the equal variances condition ($p = 0.067$), which may warrant further investigation with a larger, more balanced sample. These results imply that effective teaching may rely more on general pedagogical skills, classroom management abilities, and teaching aptitude rather than subject-matter specialization, though this conclusion should be interpreted cautiously given the uneven sample distribution.

These findings align with recent study of Cañoso (2024) who reports that teacher competence in inclusive classrooms is influenced more by professional position than by age, sex, or length of service. Similarly, Suico (2025), argued that teacher training and school support significantly predict competence of general education teachers in inclusive classrooms, affirming the theory of self-efficacy.

Conclusions

The study found that despite the absence of formal Special Needs Education (SNED) training among most respondents, teachers report high levels of inclusive education practice and self-perceived competence, particularly in areas such as parental involvement. The statistically significant and positive relationships between inclusive education practices and teacher competence means that as teachers increase their application of inclusive strategies, their competence likewise improves. Moreover, the absence of significant differences in competence based on demographic factors such as age, sex, experience, and educational attainment implies that inclusive competence is less a result of personal characteristics and more a function of professional application and reflective teaching.

Recommendation

From the findings of the study, the following are recommended:

1. School administrators should strengthen Child Find by partnering with LGUs, barangay officials, and community organizations, integrating efforts into Brigada Eskwela, enrollment campaigns, and quarterly monitoring. To improve teacher knowledge, they should implement a two-to three-year inclusive education capacity-building program with expert-led training, case-based learning, peer mentoring, School Learning Action Cell (SLAC) sessions, and action research, supported by a clear monitoring and evaluation framework for sustained progress**.**

2. Teachers should actively identify and report at-risk or out-of-school children in coordination with health workers and barangay officials, and participate in school outreach programs to strengthen Child Find. To improve Knowledge competence, they should engage in inclusive education training, apply research-based strategies, join School Learning Action Cell (SLAC) sessions and peer mentoring, and support monitoring efforts through outputs and feedback utilization.

3. Future researchers should conduct longitudinal and comparative studies on inclusive education training's impact on teacher competence and learner outcomes, examine factors such as teacher beliefs, digital competence, and institutional support, and use qualitative methods to capture learner, parent, and classroom perspec or more responsive policy and practice.

REFERENCES

Abello, J. F., Galo, K. L., Maneja, R. J., et al. (2024). Gender dynamics in the Philippine teaching workforce: Challenges and innovations. Manila: Academic Research Press.

Abello, J. F. (2024). Professionalization and Teacher Development in the Philippines. Manila: Academic Research Press.

Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international experiences. Prospects, 49(3), 2490263. https://doi.org/10.1007/s11125-020-09500-2

Akiri, A. A., & Ugborugbo, N. J. (2021). Teaching and assessment methods: STEM teachers' perceptions and implementation. EURASIA Journal of Mathematics, Science and Technology Education, 17(6), Article em1969. https://doi.org/10.29333/ejmste/10882

Avdiu, V., & Ahmedi, V. (2024). Alternative assessment strategies to enhance learning for students with special needs. Journal of Social Studies Education Research, 15(5), 1-25.

Avramidis, E., & Norwich, B. (2020). Teachers' attitudes towards integration/inclusion: A review of the literature. European Journal of Special Needs Education, 129–147. https://doi.org/10.1080/08856257.2020.508251

Avramidis, E., Strogilos, V., Aroni, K., & Kantaraki, A. (2019). Teachers' attitudes and self-efficacy towards inclusive education: The role of training and experience. European Journal of Special Needs Education, 34(3), 351–365.

Bachir-Hicks, J., Chin, M. J., Hill, H. C., & Staiger, D. O. (2024). Explaining Teacher Effects on Achievement. National Bureau of Economic Research. https://doi.org/10.3386/w31954

Bai, Y., & Zag, L. (2025). Gendered approaches to inclusive education: An international review. International Journal of Inclusive Pedagogy, 12(1), 55–71. https://doi.org/10.4324/IJIP.2025.012005

Binammar, S., Alqahtani, A., & Alnahdi, G. H. (2023). Factors influencing special education teachers' self-efficacy to provide transitional services for students with disabilities. Frontiers in Psychology, 14. https://doi.org/10.3389/fpsyg.2023.1140566

Bernarte, M. E., & Tolentino, V. M. (2023). Home-school collaboration: Maximizing resources and efforts to support students' independent learning. International Journal of Multidisciplinary and Academic Research (IJMABER), 4(3). https://doi.org/10.11594/ijmaber.04.03.21

Black-Hawkins, K. (2017). Understanding inclusive pedagogy. Inclusive Education, 13-28. https://doi.org/10.1007/978-94-6300-866-2_2

Camacho, L. F., & David, A. G. (2020). Doctorate-holding teachers as agents of pedagogical innovation. Philippine Journal of Education and Development, 35(2), 112–127.

Cañoso, M. J. P. (2024). Teachers' motivation, self-efficacy, and competence in teaching in an inclusive classroom. Guimaras State University.

Custodio, Z. (2025). Mind the gap: Bridging the divide between designing and implementing inclusion policies in the Philippines. Australian Journal of Asian Law, 26(1), 73–88. https://ssrn.com/abstract=5186085

de Guzman, A. B., & Magpantay, M. L. (2022). Students' engagement and meaningful learning experiences in Biology class: The role of teachers and learning aids. Lukad: An Online Journal of Pedagogy, 2(1), 31-53. https://files.eric.ed.gov/fulltext/ED623900.pdf

Department of Education (DepEd). (2021). Basic Education Development Plan 2030.

Department of Education (DepEd). (2022). Inclusive Education Act IRR (RA 11650).

Department of Education Philippines. (2023). Basic Education Statistics 2023. https://www.deped.gov.ph/resources/statistics

DepEd. (2025). Department Memorandum on Special Needs Education Teacher Definition and Roles.

DepED Order No. 072, s 2009 "Inclusive Education as Strategy for Increasing Participation Rate of Children".

DepEd Order No. 044 s. 2021 "Policy Guidelines on the provision of Educational Programs and services for learners with Disabilities in the K to 12 Basic Education Program".

DepEd Memorandum No.. 017 s. 2025 "Interim Guidelines for the Department of Education Performance Management and Evaluation System for Teachers in the School Year 2024-2025".

Epstein, J. L., Sheldon, S. B., & Sanders, M. G. (2020). School, family, and community partnerships: Preparing educators and improving schools (3rd ed.). Routledge.

Epstein, J. L., & Sanders, M. G. (2020). School, Family, and Community Partnerships: Your Handbook for Action (4th ed.). Corwin Press.

Flores, M. A., & Day, C. (2020). The influence of gender on teachers' professional identity and practice. Teaching and Teacher Education, 89, 102986. https://doi.org/10.1016/j.tate.2019.102986

Francisco, A. R. S. (2020). Teachers' personal and professional demographic characteristics as predictors of students' academic performance in English. International Journal of Management, Technology, and Social Sciences, 5(2), 84–95.

Florian, L., & Black-Hawkins, K. (2019). Exploring inclusive pedagogy. British Journal of Special Education, 46(4), 466-480. https://doi.org/10.1111/1467-8578.12237

Florian, L., & Spratt, J. (2020). Enacting inclusion: A framework for interrogating inclusive practice. European Journal of Special Needs Education, 35(2), 213–228.

Gallego-Ortega, J. L., & Rodríguez-Fuentes, A. (2021). Teaching attitudes towards students with disabilities. Mathematics, 9(14), 1637. https://doi.org/10.3390/math9141637

Gaspar CR, Sahay D. Expanding the concept of parent involvement to special education: Considerations for inclusivity. J Fam Theory Rev. 2025 Jun 23:10.1111/jftr.12634. doi: 10.1111/jftr.12634. Epub ahead of print. PMID: 40823623; PMCID: PMC12356156.

Hemmeter, M. L., Snyder, P., & Fox, L. (2022). Practice-based coaching to support implementation of the Pyramid Model for promoting social-emotional competence in young children. Frontiers in Education, 7, 1488405. https://doi.org/10.3389/feduc.2024.1488405

Jardinez, M. J., & Natividad, L. R. (2024). The the advantages and challenges of inclusive education: Striving for equity in the classroom. Shanlax International Journal of Education, 12(2), 57-65. https://doi.org/10.34293/education.v12i2.7182

Kurniati, D., Zamroni, E., Utomo, S., Lestari, I., & Mirana, A. E. (2025). Research Trends on Parental Involvement in Inclusive Education and Its Implications for Inclusive Education Programs: A Bibliometric Analysis. Qalamuna, 17(1), 43-62. https://doi.org/10.37680/qalamuna.v17i1.6438

Kunwar, I. B. (2024). Exploring parental involvement in providing education to children with disabilities in Nepal. Dibyajyoti Journal, 6(1), 66-87. https://doi.org/10.3126/dj.v6i1.72026

Learning Policy Institute. (2020). California's Special Education Teacher Shortage.

Masongsong, J., Lopres, J. R., Aguirre, M. M., Lopres, G. M., Enriquez, D. M., Bautista, F. B., Niadas, G. Y., & Virtusio, J. D. T. (2023). Level of teachers' training in inclusive education and their sense of efficacy. International Journal of Science and Management Studies (IJSMS), 6(5), 70–87. https://doi.org/10.51386/25815946/ijsms-v6i5p108

Majoko, T. (2019). Teacher key competencies for inclusive education: Tapping pragmatic realities of zimbabwean special needs education teachers. Sage Open, 9(1). https://doi.org/10.1177/2158244018823455

Meyer, A., Rose, D. H., & Gordon, D. (2014). Universal design for learning: Theory and practice. CAST Professional Publishing.

Mills, M., Martino, W., & Lingard, B. (2021). Reimagining the roles of male teachers in schools. Gender and Education, 33(5), 623–638. https://doi.org/10.1080/09540253.2020.1776521

Montecino, J. M., & Bernaldez, C. (2025). Lived experiences of physical education teachers handling students with special needs. Journal of Interdisciplinary Perspectives, 3(6), 618–627. https://doi.org/10.69569/jip.2025.125

Monteiro, A., & Kuok, A. (2019). Mainstream teachers' attitudes and readiness for inclusive education. International Journal of Inclusive Pedagogy, 7(3), 12–27.

Monteiro, A. I., & Kuok, A. C. H. (2019). Teachers' perceptions and practices on inclusive education in Macao. International Journal of Inclusive Education, 23(5), 507–522. https://doi.org/10.1080/13603116.2018.1449744

Montemayor, N., & Gonzales, R. (2023). Teachers' readiness and teaching performance in implementing inclusive education programs among elementary teachers. AIDE Interdisciplinary Research Journal, 6(August), 65-90.

Moon, O. (2023). Teachers' readiness and teaching performance in inclusive education: Their relationship to the implementation of the inclusive education program. AIDE Interdisciplinary

Murawski, W. W. (2019). What Really Works With Exceptional Learners. Corwin.

Navarro, R., Cabello, R., & Guzmán, L. (2023). Enhancing teacher self-efficacy and attitudes through inclusive education training programs. Journal of Educational Research and Practice, 13(1), 45–58.

Natasya, A., & Kembaren, F. R. W. (2025). Teachers' challenges and strategies in adapting English materials for multicultural students. Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics, 12(1), 308-322. https://doi.org/10.22219/celtic.v12i1.40701

Nieminen, J. H. (2022). Assessment for inclusion: Rethinking inclusive assessment in higher education. Teaching in Higher Education, 29(4), 841-859. https://doi.org/10.1080/13562517.2021.2021395

Nimante, D., & Kokare, M. (2022). Perspective of teachers on their competencies for inclusive education. Acta Paedagogica Vilnensia, 49, 8-22. https://doi.org/10.15388/actpaed.2022.49.1

Nicholas, M., Rouse, E., & Paatsch, L. (2021). Child-Centred Teaching: Helping Each Child to Reach Their Full Potential. Education Sciences, 11(6), 280. https://doi.org/10.3390/educsci11060280

Nuñez, M. R. O., & Rosales, S. S. (2021). Inclusive education: Perceptions and attitudes among Filipino high school teachers. The Asian ESP Journal, 6(1), 151–172.

Ozgun, O., & Honig, M. (2020). Parental involvement in inclusive education: Challenges and strategies. International Journal of Inclusive Education.

Poon-McBrayer, K. F., & Deng, M. (2021). Training teachers for inclusive education: Insights from policy and practice in the Asia-Pacific region. Prospects, 50, 61–76. https://doi.org/10.1007/s11125-021-09537-5

Pui, G., & Carlo, D. P. (2023). Exploring the collaboration between parents of children with learning difficulties and teachers in inclusive education. International Journal of Recent Innovation in Social Science, 10(4), 1103–1117.

https://rsisinternational.org/journals/ijriss/articles/exploring-the-collaboration-between-parents-of-children-with-learning-difficulties-and-teachers-in-inclusive-education/

Putwain, D. W., & Symes, W. (2019). The influence of teacher gender on student motivation and engagement. British Educational Research Journal, 45(2), 254–273. https://doi.org/10.1002/berj.3497

Rodriguez, G. M., & Tan, A. G. (2021). Teachers' readiness and teaching performance in implementing an inclusive education program: A case study in public elementary schools in La Trinidad Benguet. AIDE Interdisciplinary Research Journal, 6(2), 66–84. https://journal.aide-inc.net/index.php/aide-irj/article/view/94

Rojo-Ramos, J., Manzano-Redondo, F., Barrios-Fernandez, S., & Garcia-Gordillo, M. A. (2023). A descriptive study of specialist and non-specialist teachers' preparation towards educational inclusion. International Journal of Environmental Research and Public Health, 20(4), 3401. https://doi.org/10.3390/ijerph20043401

Rosales, R. A. (2023). Home-school collaboration: Maximizing resources and efforts to support students' independent learning. International Journal of Multidisciplinary: Applied Business and Education

Roberts, E. (2020). Improving Child Find Practices in Early Childhood Education (Master's thesis). University of Wisconsin. http://digital.library.wisc.edu/1793/84578

Sabanal, M. J., Reyes, N. R. D., Cabigon, A. F., & Tenerife-Cañete, J. J. L. (2025). Inclusive education in Philippine secondary schools: Teachers' readiness and competencies study. Research in Social Sciences, 8(3), 11–26. https://doi.org/10.53935/26415305.v8i3.369

Salvador, K. M., & Reyes, A. D. (2021). Structural barriers to advanced teacher education: A policy review. Asian Journal of Educational Policy and Leadership, 6(1), 44–59.

Seeram, E. (2019) An Overview of Correlational Research. Radiologic Technology, 91, 176-179.

Senate of the Philippines. (2024). Inclusive education updates and implementation challenges. https://www.senate.gov.ph

Sharma, U., & Salend, S. J. (2020). Teaching experience and inclusive education: Examining the link between years of service and teacher confidence in inclusive classrooms. International Journal of Inclusive Education, 24(14), 1521–1534. https://doi.org/10.1080/13603116.2020.1712627

Sharma, U., & Sokal, L. (2019). Teacher efficacy and inclusive education: A systematic review. International Journal of Inclusive Education, 23(7-8), 799-813. https://doi.org/10.1080/13603116.2018.1463039

Sharma, U., & Loreman, T. (2020). Factors contributing to the effective implementation of inclusive education in South Asia. International Journal of Inclusive Education, 24(7), 712–727.

Soberano, M. A. L. (2020). Readiness of teachers with Special Education mainstreamed pupils in Cagayan de Oro City. Cagayan de Oro College.

Suico, D. M. (2025). Self-efficacy, teacher training, and school support as predictors of competence of general education teachers in inclusive classrooms. International Research Journal of Modern Education and Teaching Methods, 3(3). https://doi.org/10.56726/IRJMETS71098

Taherdoost, H. (2019). What is the best response scale for survey and questionnaire design? Review of different lengths of rating scale/attitude scale/Likert Scale. International Journal of Academic Research in Management, 8(1), 1–10. https://doi.org/10.2139/ssrn.3588604

Tenerife, J. J., Peteros, E., Zaragoza, I. D., De Vera, J. V., Pinili, L. C., & Fulgencio, M. D. (2022). Teachers' perceptions on their competence and the benefits of inclusive education. Cypriot Journal of Educational Sciences, 17(8), 2605-2621. https://doi.org/10.18844/cjes.v17i8.7784

Tomlinson, C. A., & Moon, T. R. (2020). Assessment and student success in a differentiated classroom (3rd ed.). ASCD.

Triviño-Amigo, N., Polo-Campos, I., Gomez-Paniagua, S., Barrios-Fernandez, S., Mendoza-Muñoz, M., & Rojo-Ramos, J. (2023). Title of the article. Journal Name, Volume(Issue), page range. https://doi.org/xxxxx

Tuazon, M. C., & Andres, N. L. (2022). Doctoral graduates in basic education: Contributions to policy and practice. Philippine Journal of Educational Research, 28(1), 89–105.

UNESCO. (2021). The role of teachers in building inclusive societies: Global perspectives. Paris: UNESCO Publishing.

UNESCO. (2020). Global Education Monitoring Report: Inclusion and Education – All Means All.

UNESCO. (2019). Global Education Monitoring Report 2019: Gender Report – Building bridges for gender equality. UNESCO Publishing. https://unesdoc.unesco.org/ark:/48223/pf0000368750

Warnes, E., Done, E. J., & Knowler, H. (2021). Mainstream teachers' concerns about inclusive education for children with special educational needs and disability in England under pre-pandemic conditions. Journal of Research in Special Educational Needs, 22(1), 31-43. https://doi.org/10.1111/1471-3802.12525

Warnes, E., Knowler, H., & Done, E. (2021). Inclusive teaching and the burden of support: A teacher perspective. British Journal of Special Education, 48(2), 189–205.

Woodcock, S., Sharma, U., Subban, P., & Hitches, E., . (2022). Teacher self-efficacy and inclusive education practices: Rethinking teachers' engagement with inclusive practices. Teaching and Teacher Education, https://doi.org/10.1016/j.tate.2022.103802

Vantieghem, W., Roose, I., Goosen, K., Schelfhout, W., & Van Avermaet, P. (2023). Education for all in action: Measuring teachers' competences for inclusive education. PLoS ONE, 18(11), Article e0291033. https://doi.org/10.1371/journal.pone.0291033

Villegas, H. C. (2023). Challenges of pursuing doctoral studies among Filipino educators. Quezon City: Global Educators Press.

Yucada, A. B. (2022). Teachers' competence and skills in handling inclusive education in the Division of Misamis Oriental. Cagayan de Oro College.

Zippia. (2025). Special Education Teacher Demographics and Statistics in the US.