Challenges Experienced by General Education Teachers in Handling Learners with Special Needs in an Inclusive Classroom

Jennifer S. Paican[1], Honorio C. Añora[2], Janine Joy L. Tenerife-Cañete[3], Reylan G. Capuno[4], Raymond C. Espina[5], Lilibeth C. Pinili[6], Randy C. Mangubat[7], Veronica O. Calasang[8]

Cebu Technological University – Main Campus Cebu City, Philippines

DOI: https://doi.org/10.47772/IJRISS.2026.101000765

Received: 02 November 2026; Accepted: 07 November 2026; Published: 17 November 2026

ABSTRACT

This study examined the challenges experienced by general education teachers in handling learners with special needs in an inclusive classroom at Tejero Elementary School during School Year 2026–2027. Specifically, it identified the challenges encountered, strategies employed, influence of teaching experience, training, and class size, available support, and perceived capability. The study employed a qualitative descriptive research design. Ten general education teacher participants were selected through purposive sampling. Data were gathered using a semi-structured interview guide covering five areas. Data were analyzed through thematic analysis involving transcription, familiarization, coding, categorization, theme identification, review, and refinement. Findings revealed that teachers experienced challenges in balancing diverse learning needs and individualized support; understanding communication, behavior, and transitions; adapting instruction and assessment; addressing limited information, materials, and home-school coordination; and managing competing responsibilities and time constraints. Teachers employed task modification, visual supports, simplified instructions, predictable routines, flexible grouping, alternative assessment, learner observation, and collaboration. Experience and training strengthened confidence and judgment, while class size constrained individualized support. Teachers perceived themselves as capable, although capability depended on resources, learner information, specialized support, and professional development. The study concluded that inclusive classroom practice required flexible instruction, collaboration, adequate resources, and sustained professional learning. An action plan was recommended to strengthen teacher training, instructional adaptation, collaboration, resource access, classroom support.

Keywords: Special Education, Challenges and Strategies, Qualitative Descriptive Research, Action Plan, Tejero Elementary School

INTRODUCTION

General education teachers play a critical role in handling learners with special needs in inclusive classrooms, yet they may encounter difficulties in responding to diverse learning needs while meeting the academic, behavioral, social, and emotional needs of the entire class. The challenges may include adapting instruction, managing behavioral and communication difficulties, addressing individual differences, dealing with large class sizes and workload, and accessing appropriate resources and specialized assistance. These demands may become more complex when teachers have limited preparation or opportunities to develop specialized knowledge and skills. The experiences of general education teachers are therefore important in understanding how inclusive classroom practices are carried out in actual school settings and what conditions may affect their ability to respond effectively to learners with special needs.

Internationally, research has documented that teachers experience various challenges when implementing inclusive education, particularly when they are expected to address diverse learner needs without sufficient preparation and support. Wray et al. (2022), in their systematic review of teacher self-efficacy for inclusive education, found that teachers' perceived capability was associated with factors such as knowledge, professional development, teaching experience, and previous experiences with learners with disabilities. Similarly, Subban et al. (2022) reported that teachers' beliefs, instructional practices, relationships, and

access to appropriate support influenced the implementation of inclusive education. These findings indicate that the challenges encountered by general education teachers are closely related to their preparation, classroom experiences, and the support available within their educational environment.

The international literature also indicates that classroom-level challenges are influenced by broader school and system conditions. Research has identified inadequate training, limited resources, insufficient specialist support, workload, and difficulties in adapting instruction as continuing concerns among teachers responsible for inclusive classrooms. Forlin et al. (2024) emphasized that teacher education and professional development, resources and support, policy implementation, and collaboration remain important considerations in strengthening inclusive education across the Asia-Pacific region. Such findings demonstrate that teachers' difficulties cannot be viewed solely as individual limitations because their experiences are also influenced by the availability of institutional support, professional learning opportunities, and classroom conditions. Understanding these challenges from teachers' own experiences is therefore important in identifying practical ways to strengthen inclusive classroom practice.

In the Philippine setting, general education teachers have increasingly been expected to accommodate learners with disabilities and other special educational needs in regular classrooms. Republic Act No. 11650 (2022), or the Inclusive Education Act, strengthened the national policy on inclusion and recognized the need for appropriate educational support, teacher preparation, reasonable accommodations, and related services for learners with disabilities. Despite this policy direction, Philippine research has continued to identify concerns related to teacher preparation, instructional adaptation, resources, facilities, and support. Allam and Martin (2021) reported that teachers encountered difficulties related to identifying individual needs, selecting appropriate teaching strategies, accessing instructional materials, and receiving adequate training and support. These concerns suggest that the implementation of inclusive education continues to place substantial demands on general education teachers.

Within the local context, general education teachers in Philippine public schools continue to encounter conditions that may affect their ability to handle learners with special needs effectively. Studies conducted in Cebu and other Philippine school settings have examined teachers' preparedness, attitudes, knowledge, practices, and experiences in implementing inclusive education, with findings pointing to continuing concerns involving training, resources, instructional practices, and support. Alido et al. (2023), for instance, examined receiving teachers in Talisay City and highlighted the importance of teacher preparedness in handling learners with special educational needs. Similarly, local research has indicated that teachers may recognize the value of inclusion while still experiencing difficulties in translating inclusive principles into daily classroom practices. These conditions make it necessary to examine the experiences of teachers within their actual school environment rather than relying solely on broader findings from other educational contexts.

Although previous studies have established that teachers encounter challenges in implementing inclusive education, a gap remains in understanding how general education teachers experience and respond to these challenges within the specific context of Tejero Elementary School. Existing studies have frequently focused on teachers' preparedness, attitudes, knowledge, or perceived competence using quantitative approaches, while fewer studies have explored the experiences behind these conditions through a phenomenological approach. In particular, limited attention has been given to how teachers describe the challenges they encounter, the strategies they employ, the influence of teaching experience, training, and class size, the support available to them, and their perceived capability in handling learners with special needs. Addressing this gap was important because teachers' personal experiences may reveal practical classroom concerns that may not be fully captured through numerical measures.

Thus, this study examined the challenges faced by general education teachers in handling learners with special needs in an inclusive classroom at Tejero Elementary School during the School Year 2026–2027. Specifically, it sought to identify the significant challenges encountered by teachers, determine the strategies they employed to address these challenges, examine the influence of teaching experience, level of training,

and class size, determine the forms of support available to teachers, and explore their perceived capability in handling learners with special needs.

Theories and Legal Bases

The study was anchored on three theories and supported by three legal bases that provided a comprehensive framework for understanding the challenges faced by general education teachers in handling learners with special needs in an inclusive classroom. The theories included Bandura's Social Cognitive Theory, the Universal Design for Learning (UDL) framework of CAST, and Bronfenbrenner's Ecological Systems Theory, which provided perspectives on teachers' perceived capability, instructional responses to diverse learning needs, and the influence of classroom, school, and environmental conditions on teachers' experiences. These theoretical perspectives helped explain how teachers' knowledge, skills, experiences, instructional practices, and available support shaped their responses to the demands of inclusive classroom instruction. The study was also supported by Republic Act No. 11650 or the Inclusive Education Act of 2022, Republic Act No. 7277, as amended by Republic Act No. 9442 or the Magna Carta for Persons with Disability, and Republic Act No. 10533 or the Enhanced Basic Education Act of 2013. These legal bases established the policy foundations for inclusive, accessible, equitable, and learner-centered education and emphasized the responsibility of educational institutions to ensure appropriate support and opportunities for learners with special needs.

Bandura's Social Cognitive Theory states that human behavior is the result of the reciprocal interaction between personal factors, behavior and environment. Central to the theory is self-efficacy, which is an individual's belief in his or her capacity to organize and execute the courses of action required to manage prospective situations. In teacher education, self-efficacy influences how teachers approach instructional tasks, handle difficulties, persist when confronting challenges, and change their practices to suit different classroom situations. Therefore, the theory recognizes that teachers' beliefs about their capabilities are shaped not only by their knowledge and experiences, but also by the conditions and support they find in their teaching environment.

The Social Cognitive Theory was applicable to the present study in this regard since the study was on the challenges of general education teachers in handling learners with special needs including the ability to respond to various needs in the classroom. Teachers who are struggling with behavior management, communication, learning differences, workload and limited resources may also have varying levels of confidence in their ability to manage inclusive classrooms. Also, experience in teaching, training, classroom environment and support can affect how teachers see their own abilities and how they react to challenges. Hence, the theory offered a basis for understanding the relationships between teachers' experiences, their perceived capability, their instructional responses, and the conditions of the environment within which inclusive classroom practice occurs.

Consistent with this perspective, recent studies supported the relevance of Social Cognitive Theory to inclusive education. Wray et al. (2022), in a systematic review, found that teaching experience, knowledge of inclusive education, professional learning, and experience with persons with disabilities were among the factors associated with teacher self-efficacy for inclusive education. Similarly, Woodcock et al. (2022) found that teachers with different levels of self-efficacy demonstrated differences in their inclusive teaching practices, with higher-efficacy teachers more likely to focus on student success, accessibility, and confidence building. Taken together, these findings support the present study's focus on teachers' experiences, training, challenges, strategies, and perceived capability in handling learners with special needs.

Beyond teachers' beliefs and capabilities, however, the way instruction is designed also plays an important role in responding to learner diversity. In this connection, the Universal Design for Learning (UDL) framework provides an instructional perspective for understanding how teachers can anticipate and address differences among learners. UDL is an educational framework that encourages teachers to design learning experiences that reduce barriers and provide multiple opportunities for learners to engage with content,

access information, and demonstrate what they have learned. Rather than designing instruction for an assumed "average" learner and making adjustments only after difficulties occur, UDL encourages educators to consider learner variability during the planning and design of instruction. Consequently, the framework is particularly relevant to inclusive education because it promotes flexible and accessible learning experiences for learners with different abilities and needs.

More specifically, the UDL framework was relevant to the present study because several of the challenges examined involved teachers' efforts to address diverse learning needs, behavioral and communication difficulties, and differences in learners' abilities within the same classroom. General education teachers may need to modify instructional approaches, learning materials, classroom activities, assessment practices, and methods of presenting information to accommodate learners with special needs. In this sense, the strategies identified by the participants could be understood in relation to the principles of providing multiple means of engagement, representation, and action and expression. Furthermore, UDL helped frame the challenges encountered by teachers not simply as learner-related difficulties but as concerns that may arise when instructional environments are not sufficiently flexible or accessible.

Supporting this instructional perspective, recent studies further demonstrate the application of UDL to inclusive classroom practice. Zhang et al. (2024), in a systematic review, identified continuing challenges in implementing UDL and emphasized the importance of teachers' knowledge, beliefs, resources, and professional development in translating the framework into practice. Likewise, Roldán et al. (2024) found that UDL implementation was associated with teacher self-efficacy, motivation, and preparation, highlighting the importance of developing teachers' capacity to apply UDL principles in inclusive settings. In addition, research by King-Sears et al. (2023) found a positive effect of UDL-based instruction on learner achievement, demonstrating the potential of flexible instructional design to support diverse learners. Taken together, these studies strengthened the use of UDL in the present study as a framework for examining the instructional strategies and challenges experienced by general education teachers.

While Social Cognitive Theory emphasizes teachers' personal beliefs and behavioral responses and UDL focuses on instructional responses to learner variability, Bronfenbrenner's Ecological Systems Theory broadens the perspective by examining how different levels of the environment influence individuals' experiences. The theory proposes that human development and behavior are influenced by interconnected environmental systems, including immediate settings such as the classroom and school and broader social, institutional, and policy environments. From an educational perspective, this recognizes that teachers' experiences are shaped not only by their individual knowledge and skills but also by relationships, school structures, available resources, administrative practices, policies, and other conditions surrounding the teaching and learning process.

Accordingly, Ecological Systems Theory was particularly relevant to the present study because the challenges faced by general education teachers may be influenced by several interconnected conditions within and beyond the classroom. Class size, workload, availability of instructional materials, access to specialized personnel, administrative support, collaboration with colleagues and parents, professional development opportunities, and school policies may affect how teachers handle learners with special needs. Thus, the theory provided a framework for examining the forms of support available to teachers and understanding how classroom and school conditions may contribute to or alleviate the challenges they experience. Moreover, it complemented the study's examination of teaching experience, level of training, and class size by situating these factors within the broader environment in which teachers perform their responsibilities.

This ecological perspective is further supported by recent research. Mdikana (2022) used Bronfenbrenner's ecological theory as a framework for examining inadequate teacher support and found that teachers experienced difficulties implementing inclusive education because of insufficient training, resources, and support structures. Similarly, in the Philippine context, Español et al. (2024) applied Bronfenbrenner's Ecological Systems Theory to examine the lived experiences of special needs education teachers and found that interactions across different ecological systems influenced inclusive education practices, including

teaching adaptations, collaboration, institutional policies, and teacher perspectives. Overall, these findings support the present study's examination of teacher challenges within the interconnected classroom and school environment and emphasize the importance of considering support systems when understanding teachers' experiences in inclusive education.

The three theories provided a complementary basis for understanding the challenges faced by general education teachers in handling learners with special needs in an inclusive classroom. Social Cognitive Theory explained the role of teachers' perceived capability, experiences, and training in responding to classroom challenges, while Universal Design for Learning emphasized flexible and accessible instructional approaches that address differences among learners. In addition, Ecological Systems Theory explained how classroom conditions, school resources, professional relationships, and other forms of support influenced teachers' experiences and responses. Taken together, these theoretical perspectives guided the study in examining the challenges encountered by teachers, the strategies they employed, the influence of teaching experience, training, and class size, the support available to them, and their perceived capability in handling learners with special needs. Moreover, the theories emphasized that effective inclusive classroom practice depends on teachers' competencies, appropriate instructional responses, and supportive conditions within the school environment.

Building on these theoretical perspectives, the study was further anchored on Philippine laws that established the rights of learners with disabilities and the responsibilities of schools and teachers in ensuring inclusive and accessible education. The legal bases of the study were Republic Act No. 11650, Republic Act No. 7277 as amended by Republic Act No. 9442, and Republic Act No. 10533. Collectively, these laws provided the policy and institutional context within which general education teachers handled learners with special needs in regular classroom settings.

Among these legal foundations, Republic Act No. 11650, known as the Inclusive Education Act of 2022, institutionalized a policy of inclusion and services for learners with disabilities in the Philippine basic education system. The law recognized inclusive education as a process of addressing the diverse needs of learners through accommodation, modification, adaptation, and individualization of content, approaches, structures, and strategies. It also established Inclusive Learning Resource Centers and emphasized the provision of appropriate support and related services to learners with disabilities. Furthermore, the law recognized the need to train and equip teachers and other school personnel with the capabilities necessary for the education and support of learners with disabilities.

In relation to the present study, Republic Act No. 11650 was directly relevant because it established legal responsibilities and expectations surrounding the inclusion of learners with disabilities in the general education system. The challenges experienced by general education teachers may be understood in relation to these requirements, particularly those concerning teacher preparation, instructional adaptation, resources, technical assistance, and support services. Likewise, the law relates directly to the study's examination of the strategies employed by teachers, the training they received, the support available to them, and their perceived capability in handling learners with special needs. Thus, its provisions provided a legal basis for examining whether teachers had adequate conditions and support to fulfill their responsibilities in inclusive classrooms.

Furthermore, the provisions of Republic Act No. 11650 strengthened the relevance of examining teachers' actual experiences in implementing inclusive education. The law recognized the importance of training teachers and providing technical assistance, consultation, instructional materials, and related support for learners with disabilities and their teachers. These provisions corresponded closely with the concerns examined in the present study, particularly challenges related to limited resources and specialized support and gaps in training and specialized knowledge. Consequently, Republic Act No. 11650 served as the primary legal foundation for understanding the responsibilities of general education teachers and the support structures required for inclusive classroom practice.

Alongside Republic Act No. 11650, Republic Act No. 7277, known as the Magna Carta for Persons with Disability, established the rights of persons with disabilities and provided for their integration into the mainstream of society. Its educational provisions required the State to ensure adequate access to quality education and opportunities for persons with disabilities. The law also directed educational institutions to consider the special requirements of persons with disabilities in educational policies, programs, facilities, schedules, and other relevant considerations. Subsequently, Republic Act No. 9442 amended Republic Act No. 7277 and strengthened protections and benefits for persons with disabilities, including educational assistance and protection against discrimination and social practices that may diminish their dignity and self-esteem.

In this context, the law was relevant to the present study because the challenges faced by general education teachers were connected to the broader responsibility of schools to ensure that learners with disabilities could participate meaningfully in education. Teachers were expected to consider learners' individual needs and provide appropriate classroom experiences despite differences in abilities, behavior, communication, and learning requirements. Therefore, the difficulties encountered by teachers in adapting instruction, managing diverse needs, and accessing appropriate resources had implications for the educational rights protected by the law. These legal provisions supported the study's focus on identifying teachers' challenges and strategies and examining the forms of support available to them.

Moreover, the Magna Carta for Persons with Disability provided a rights-based perspective to the study. It emphasized that persons with disabilities were entitled to educational opportunities and that educational institutions should consider their special needs in the formulation and implementation of educational programs. This perspective further highlighted the importance of understanding the experiences of general education teachers because effective inclusion involves more than placing learners with disabilities in regular classrooms. Rather, it requires teachers and schools to create conditions that allow these learners to participate and learn with appropriate support. Hence, the law provided an important basis for examining whether the challenges experienced by teachers affected their ability to respond adequately to the educational needs of learners with special needs.

In addition to these disability-related laws, Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, established the enhanced basic education program and emphasized the development of a learner-oriented and responsive educational system. The law required the basic education curriculum to be learner-centered, inclusive, developmentally appropriate, relevant, responsive, research-based, and flexible. It also recognized the diversity of learners, schools, and communities and required the curriculum to respond to these differences. Furthermore, the law provided for teacher education and training to ensure that teachers possessed the competencies needed to implement the enhanced basic education program.

Accordingly, Republic Act No. 10533 was relevant to the present study because its emphasis on learner-centered and inclusive education placed general education teachers in a position where they needed to respond to varying learner characteristics and educational needs. The challenges identified in the study, including managing diverse learning needs, adapting instruction, addressing behavioral and communication difficulties, and dealing with workload and class size, were related to the responsibility of teachers to implement responsive instruction. Similarly, the provisions on teacher education and continuing professional development were consistent with the study's examination of teachers' training and perceived capability in handling learners with special needs.

In addition, the provisions of Republic Act No. 10533 highlighted the importance of teacher preparation in achieving quality and inclusive basic education. The law provided for continuing teacher education and training and recognized the need to upgrade teachers' skills through professional development programs. This supported the present study's attention to training as one of the factors influencing teachers' experiences in handling learners with special needs. It also provided a policy basis for the development of an Action Plan that could address identified gaps in teachers' knowledge, skills, instructional strategies, and professional support.

Taken together, the three legal bases established a clear policy foundation for the inclusion and education of learners with special needs in the Philippine basic education system. Republic Act No. 11650 emphasized inclusive education, teacher preparation, and support services; Republic Act No. 7277, as amended by Republic Act No. 9442, protected the educational rights and welfare of persons with disabilities; while Republic Act No. 10533 emphasized learner-centered, inclusive, responsive, and flexible basic education as well as continuing teacher development. Thus, these laws supported the present study by establishing that addressing the challenges of general education teachers was not only an instructional concern but also part of the broader responsibility of schools to uphold the right of learners with special needs to accessible, appropriate, and quality education.

In summary, the theoretical and legal foundations provided interconnected bases for understanding the experiences of general education teachers in inclusive classrooms. The theoretical perspectives explained teachers' perceived capability, instructional responses, and the influence of their classroom and school environments, while the legal bases established the rights of learners with disabilities and the responsibilities of schools and teachers. Consequently, these foundations guided the study in examining teachers' challenges, strategies, training, class size, available support, and perceived capability in handling learners with special needs.

Significance of the Study

This study examined the challenges experienced by general education teachers in handling learners with special needs in an inclusive classroom at Tejero Elementary School during the School Year 2026–2027. The findings provided an understanding of the challenges encountered by teachers, the strategies they employed to address these challenges, the influence of teaching experience, level of training, and class size, the forms of support available to them, and their perceived capability in handling learners with special needs. The findings also served as the basis for an Action Plan designed to improve teachers' capacity, strengthen support mechanisms, and promote responsive inclusive classroom practices.

Objectives of the Study

This study determined the challenges experienced by general education teachers in handling learners with special needs in an inclusive classroom at Tejero Elementary School during the School Year 2026–2027.

Specifically, it sought to answer the following queries:

- What are the significant challenges faced by general education teachers in handling learners with special needs in an inclusive classroom?
- What strategies do general education teachers employ to address the challenges they encounter in handling learners with special needs?
- How do the challenges faced by general education teachers vary according to their teaching experience, level of training, and class size?
- What forms of support are available to general education teachers in handling learners with special needs in an inclusive classroom?
- To what extent do general education teachers perceive themselves as capable of handling learners with special needs in an inclusive classroom?

RESEARCH METHODOLOGY

This part of the study presented the research methods and procedures that were employed to examine the challenges experienced by general education teachers in handling learners with special needs in an inclusive classroom at Tejero Elementary School during the School Year 2026–2027. It discussed the research design,

research environment, participants, research instrument, data gathering procedures, ethical considerations, and data analysis procedures that guided the systematic collection, analysis, and interpretation of the qualitative data. The procedures ensured that the participants' experiences regarding the challenges, strategies, support available, and perceived capability in handling learners with special needs were documented, analyzed, and interpreted systematically and ethically.

Research Design

This study employed a qualitative descriptive research design to examine the challenges faced by general education teachers in handling learners with special needs in an inclusive classroom. The design was appropriate because the study sought to obtain a detailed description of teachers' experiences, challenges, strategies, support needs, and perceived capability based on their own accounts and perspectives. It enabled the researcher to examine how teachers described the challenges they encountered in addressing diverse learning needs, managing behavioral and communication difficulties, accessing resources and specialized support, managing workload and class size, and applying knowledge gained from training. It also allowed the researcher to explore the strategies teachers employed, the influence of teaching experience, training, and class size, the support available to them, and their perceived capability in handling learners with special needs.

Anta et al. (2024) emphasized the importance of understanding teachers' competencies and the conditions that supported the inclusion of learners with special educational needs. Consistent with this perspective, the qualitative descriptive design allowed the present study to examine teachers' experiences directly and describe the challenges, strategies, conditions, and forms of support associated with handling learners with special needs in an inclusive classroom.

Environment

Tejero Elementary School. This school is located in the center of Cebu City, just beside the national road. It offers a full elementary program and welcomes all learners, including children with special needs. In this inclusive environment, some classes have students with different abilities, and the teachers make sure to give extra care and attention to meet the children's individual needs so they can learn and grow together.

The school provides an environment where teachers work collaboratively to address the varied learning, behavioral, communication, and instructional needs of learners with special needs. Through classroom-based interventions, coordination with parents, consultation with school personnel, and the use of available instructional resources, the school supports teachers in creating learning experiences that encourage participation and inclusion among all learners.

Instrument

The study used a semi-structured interview guide as the research instrument for gathering qualitative data from the teacher participants. The interview guide was developed based on the five specific problems of the study and focused on the participants' experiences in handling learners with special needs in an inclusive classroom at Tejero Elementary School. It consisted of five main questions that explored the challenges encountered by teachers, strategies employed to address these challenges, the influence of teaching experience, training, and class size, the support available to teachers, and their perceived capability in handling learners with special needs.

The interview guide was subjected to expert validation to ensure the relevance, clarity, appropriateness, and alignment of the questions with the objectives of the study. The validators' comments and recommendations were considered in revising the instrument before its administration to the participants. Each main question was accompanied by possible probing questions that allowed the researcher to clarify responses and obtain more detailed descriptions of the participants' experiences. The probes covered specific concerns such as diverse learning needs, behavioral and communication difficulties, workload, resources, instructional modifications, classroom strategies, collaboration with parents and other professionals, training gaps, class

size, administrative and school-based support, and teachers' confidence and areas requiring further development. A closing question was also included to provide participants an opportunity to share additional experiences or information that might not have been covered by the main questions. The semi-structured format allowed the researcher to maintain consistency across interviews while providing sufficient flexibility for participants to elaborate on their experiences and perspectives.

Data Gathering Procedure

This part of the study presented the procedures that were undertaken in conducting the research, including the stages of securing approval, conducting the semi-structured interviews, processing the interview data, and observing ethical considerations. It described the systematic steps that were followed to ensure that the study was conducted in an organized and ethically responsible manner in examining the challenges faced by general education teachers in handling learners with special needs in an inclusive classroom at Tejero Elementary School during the School Year 2026–2027.

Preliminary Stage. The study began with the researcher securing formal approval from the administration of Tejero Elementary School through the submission of a transmittal letter. Upon approval, coordination was established with the school administration to identify teachers who met the inclusion criteria of the study. The researcher explained the purpose, objectives, and significance of the study, particularly its focus on the challenges encountered by general education teachers, the strategies they employed, the influence of teaching experience, training, and class size, the support available to them, and their perceived capability in handling learners with special needs. Participation was voluntary, and the participants were informed that all information gathered would be treated with confidentiality. An informed consent form was provided and accomplished by the participants before the conduct of the interviews to confirm their willingness to participate in the study.

Data Gathering. The primary instrument used for data collection was a researcher-made semi-structured interview guide consisting of open-ended questions organized according to the five areas of inquiry of the study. The questions explored the challenges encountered by general education teachers, strategies employed to address these challenges, the influence of teaching experience, training, and class size, available forms of support, and teachers' perceived capability in handling learners with special needs. The researcher conducted individual interviews with the selected participants and used probing and follow-up questions when necessary to clarify responses and obtain detailed descriptions of their experiences. The interviews were documented, and the participants' responses were securely recorded and organized for subsequent transcription and analysis.

Post Data Gathering. After the completion of the interviews, the gathered responses were organized, transcribed, reviewed, and prepared for qualitative analysis. The researcher examined the transcripts to identify significant statements, recurring ideas, and patterns relevant to the five areas of inquiry. Similar responses were grouped according to shared meanings, which led to the development of categories and emerging themes. The themes were analyzed and interpreted in relation to the research questions and supported by relevant participant statements and literature. The findings served as the basis for the formulation of an Action Plan aimed at strengthening teachers' instructional strategies and capabilities, improving access to resources and support, and enhancing inclusive classroom practices.

Data Analysis

Thematic analysis was employed to systematically analyze and interpret the interview responses of the general education teachers regarding their experiences in handling learners with special needs in an inclusive classroom at Tejero Elementary School. The analysis followed a systematic and primarily inductive approach in which patterns, meanings, and themes were identified from the participants' responses. The analysis focused on the five areas of inquiry of the study, namely, the challenges encountered by teachers, strategies employed to address these challenges, influence of teaching experience, training, and class size, support available to teachers, and their perceived capability in handling learners with special needs. The following steps were undertaken in analyzing the data:

Transcription was the initial step, wherein the recorded interviews were transcribed into written text. The transcripts were reviewed, cleaned, and checked against the recorded responses to ensure accuracy and completeness before analysis.

Data familiarization was conducted by reading and rereading the interview transcripts to develop a thorough understanding of the participants' experiences, perspectives, and responses regarding inclusive classroom teaching.

Initial coding was then performed systematically across the transcripts. Meaningful statements and relevant portions of the participants' responses were identified and assigned descriptive codes related to the challenges, strategies, influencing factors, available support, and perceived capability of general education teachers.

Theme identification involved examining the initial codes to identify recurring patterns, similarities, and relationships across the participants' responses. Related codes were grouped together to develop preliminary themes that represented shared experiences of the teachers.

Theme review and refinement were undertaken to determine whether the emerging themes accurately represented the participants' responses and were consistent with the research questions. Similar themes were consolidated when appropriate, while distinct themes were separated to ensure clear and meaningful representation of the teachers' experiences.

Theme definition and naming involved developing clear descriptions and appropriate labels for each final theme. The themes were defined based on the central ideas and meanings reflected in the participants' responses and were organized according to the major areas examined in the study.

Finally, **report writing** involved presenting the identified themes and supporting them with relevant statements from the teacher participants. The findings were interpreted in relation to the research questions and presented systematically to provide a clear account of the challenges, strategies, influencing factors, available support, and perceived capability of general education teachers.

Ethical Consideration

In conducting this study on the challenges faced by general education teachers in handling learners with special needs in an inclusive classroom, ethical principles were strictly observed to protect the rights, privacy, and welfare of all participants from Tejero Elementary School. The researcher ensured that the entire research process adhered to ethical standards in qualitative educational research by promoting transparency, respecting participants' autonomy, maintaining confidentiality, and ensuring the responsible handling of all information gathered during the interviews.

Informed Consent. All participants were provided with clear information regarding the purpose, objectives, procedures, and significance of the study before their participation. The researcher explained the nature of the semi-structured interview, including the areas concerning challenges, strategies, teaching experience, training, class size, available support, and perceived capability in handling learners with special needs. Each participant was required to accomplish an informed consent form to confirm voluntary participation and acknowledge their right to withdraw from the study at any time without negative consequences to their professional responsibilities.

Confidentiality and Anonymity. The privacy and confidentiality of the participants' information were strictly maintained throughout the conduct of the study. Personal identifying information, such as names and other details that could reveal the identity of the participants, was not included in the presentation, analysis, or reporting of the findings. Participant codes were used in organizing and presenting the interview data to maintain anonymity. All interview records, transcripts, and related research documents were securely stored and accessed only for academic and research purposes.

Voluntary Participation. Participation in the study was entirely voluntary. The participants were not subjected to any form of pressure, coercion, or obligation to participate. Their decision to participate or decline involvement in the study did not affect their employment status, professional evaluation, teaching responsibilities, or relationship with the administration of Tejero Elementary School.

Beneficence and Non-Maleficence The study upheld the principles of beneficence and non-maleficence by ensuring that participation did not expose the participants to harm, unnecessary risk, or undue inconvenience. The interview questions focused on the participants' professional experiences in handling learners with special needs and did not require disclosure of unnecessary personal or sensitive information. The study aimed to generate relevant insights that could contribute to strengthening inclusive classroom practices, improving teacher preparation, and identifying areas requiring additional support.

Ethical Approval and Coordination. Prior to the implementation of the study, the researcher secured formal approval from the administration of Tejero Elementary School through proper communication and submission of the necessary research documents. Coordination with the school administration and designated personnel was conducted to facilitate the identification of qualified participants and the proper scheduling and conduct of the interviews. These procedures ensured that the study was conducted in accordance with institutional requirements and established ethical guidelines for qualitative educational research.

RESULTS

This chapter presented, analyzed, and interpreted the results of the data gathered pertaining to the challenges faced by general education teachers in handling learners with special needs in an inclusive classroom, the strategies they employed, the influence of teaching experience, training, and class size, the support available to them, and their perceived capability in teaching learners with special needs at Tejero Elementary School during the School Year 2026–2027.

The findings from the semi-structured interviews of the 10 teacher participants were analyzed through thematic analysis. The responses revealed five major themes concerning the challenges experienced by general education teachers in inclusive classrooms: 1) Balancing Diverse Learning Needs and Individualized Support; 2) Understanding Communication, Behavior, and Transitions; 3) Adapting Instruction and Assessment to Learner Needs; 4) Limited Information, Materials, and Home-School Coordination; and 5) Competing Responsibilities and Time Constraints. The detailed findings and their implications were presented below.

Theme 1: Balancing Diverse Learning Needs and Individualized Support

The participants described the differences in learners' abilities and the need to provide individualized assistance as significant challenges in inclusive classrooms. Their responses indicated that some learners could complete classroom activities independently, while others required frequent guidance and assistance. Teachers had to balance individualized support with the learning needs of the rest of the class. This situation required teachers to divide their attention while ensuring that learners with special needs could participate meaningfully in the same classroom activities.

"One challenge is making sure that learners with different abilities can participate in the same lesson. Some learners can finish the activity independently, while others need frequent assistance. It can be difficult to balance their needs without affecting the learning of the rest of the class." (Participant 1)

The response indicated that learner diversity required teachers to provide different levels of assistance within the same lesson. While some learners could work independently, others needed closer monitoring and guidance. The challenge therefore involved not only supporting learners with special needs but also maintaining the participation and learning of the rest of the class.

"The biggest challenge for me is providing individualized attention while handling the responsibilities of a regular classroom teacher. There are lessons, assessments, reports, and other school activities that also require time. Sometimes I know what support the learner needs, but I cannot provide it as consistently as I would like." (Participant 10)

The response showed that teachers could recognize the support required by a learner but could not always provide it consistently because of competing responsibilities. This suggested that the challenge was not necessarily a lack of willingness or awareness but the difficulty of sustaining individualized support within regular classroom conditions.

The responses indicated that managing learner diversity required teachers to balance individualized assistance with the needs of the entire class. Teachers needed to determine when to provide direct support, when to allow learners to work independently, and how to maintain classroom participation while attending to learners requiring additional assistance. This finding was consistent with Balgos and Albores (2024), who reported that general education teachers experienced difficulties in addressing the varied needs of learners with special educational needs. Pasumala et al. (2024) likewise reported that generalist teachers encountered difficulties in responding to diverse learner needs in inclusive classrooms.

The finding implied that teachers needed practical approaches for managing different levels of learner independence within the same classroom. Flexible instructional arrangements, differentiated activities, peer support, and appropriate classroom routines could have helped teachers provide individualized assistance while maintaining the engagement of other learners.

Theme 2: Understanding Communication, Behavior, and Transitions

The participants identified difficulties in understanding learners' communication and behavior as another significant challenge. Their responses showed that some learners had difficulty expressing their needs or feelings, requiring teachers to observe their actions and behavior to determine the possible cause of a concern. The participants also described challenges associated with classroom transitions, particularly when learners became anxious or distracted when moving from one activity to another. These experiences required teachers to exercise patience, observation, and flexibility.

Participant 2 described the difficulty of identifying the needs behind a learner's behavior:

"I find it challenging when a learner has difficulty expressing what they need or how they feel. Sometimes I have to observe their actions and behavior to understand the concern. This takes patience because the reason behind the behavior is not always immediately clear." (Participant 2)

The response indicated that communication difficulties could affect teachers' ability to immediately understand what a learner needed. The teacher therefore had to rely on observation of behavior and contextual clues. This required additional patience and attention because the visible behavior did not always clearly reveal the learner's underlying concern.

"Managing transitions is one of the challenges I experience. Some learners become anxious or distracted when moving from one activity to another. I have to give reminders and prepare them ahead of time so that the transition will be smoother." (Participant 4)

The response showed that changes in classroom activities could create anxiety or distraction for some learners. The teacher therefore needed to prepare learners in advance and provide reminders to make transitions more predictable. This indicated that classroom routines and transitions could become important considerations in supporting learners with special needs.

Participant 7 likewise described the challenge of managing behavior while preserving an inclusive classroom atmosphere:

"I find it challenging to manage classroom behavior while maintaining an inclusive atmosphere. I do not want the learner to feel singled out because of the support being provided. At the same time, I have to make sure that the behavior does not interfere too much with the learning of others." (Participant 7)

The response demonstrated the need to balance behavioral management with the principle of inclusion. The teacher had to address behavior without making the learner feel excluded or unnecessarily different from classmates. At the same time, the teacher remained responsible for maintaining a classroom environment conducive to the learning of all learners.

The responses showed that communication, behavior, and transitions were interconnected challenges in inclusive classroom management. Teachers needed to interpret learner behavior, identify possible needs, prepare learners for changes in activities, and maintain an inclusive environment. The finding was consistent with Al Jaffal (2022), who identified behavioral and communication-related barriers encountered by general education teachers in inclusive classrooms. Allam and Martin (2021) likewise reported challenges experienced by teachers in addressing the varied needs of learners requiring special education support.

The finding implied that teachers could benefit from practical training in behavior observation, communication strategies, emotional regulation, and transition management. Predictable classroom routines, visual cues, advance reminders, and appropriate communication approaches could have helped teachers respond more effectively to learners' behavioral and communication needs.

Theme 3: Adapting Instruction and Assessment to Learner Needs

The participants described the preparation of differentiated activities and alternative assessment approaches as significant challenges. Their responses indicated that teachers sometimes needed to prepare different versions of classroom activities while maintaining the same competency. They also needed to consider alternative ways of assessing learners who could understand a lesson but had difficulty demonstrating their knowledge through conventional written activities. These adaptations required additional preparation and careful consideration of whether the modified activity still measured the intended competency.

Participant 3 described the additional preparation required for differentiated activities:

"One of my concerns is preparing activities that are appropriate for different levels of ability. I sometimes need to prepare another version of the activity while still following the same competency. The additional preparation takes time, especially when there are other school responsibilities." Participant 3)

The response indicated that teachers had to maintain the intended competency while adjusting activities according to learner ability. Preparing alternative activities required additional planning and time. The challenge therefore involved maintaining curricular expectations while making instruction accessible to learners with different levels of ability.

Participant 6 described the difficulty of assessing learners through conventional written activities:

"Assessment can be difficult because some learners understand the lesson but have difficulty showing it through the usual written activities. I need to consider other ways of checking their learning while still making sure that the competency is assessed. This requires additional preparation." (Participant 6)

The response showed that conventional assessment formats did not always allow some learners to demonstrate what they understood. The teacher therefore had to consider alternative assessment methods while ensuring that the intended competency remained the basis for evaluation. This required additional planning and professional judgment.

The responses demonstrated that inclusive instruction required teachers to adjust both learning activities and assessment procedures. The challenge was not simply modifying classroom tasks but ensuring that modifications remained aligned with the intended learning competency. This finding was consistent with

Crispel and Kasperski (2021), who emphasized the importance of teacher preparation in implementing inclusive practices in mainstream classrooms. Larios and Zetlin (2023) likewise highlighted the challenges involved in preparing teachers to address the learning needs of diverse learners in inclusive settings.

The finding implied that teachers needed practical guidance in differentiated instruction and assessment. Access to adaptable learning materials, examples of appropriate accommodations, and assessment options could have reduced the time required to develop individualized learning and assessment activities.

Theme 4: Limited Information, Materials, and Home School Coordination

The participants identified limited information about learners, inadequate instructional materials, and difficulties in communicating with parents as additional challenges. Their responses indicated that teachers needed sufficient background information to determine appropriate approaches for individual learners. They also reported that available materials were not always suitable for learners' levels or specific needs. In addition, differences between school and home expectations could make it difficult to maintain consistency in supporting learners.

Participant 5 described the difficulty of obtaining sufficient information about a learner's background:

"Another challenge is getting enough information about the learner's previous interventions and educational history. Sometimes the information available to the teacher is limited. Without enough background, it takes time to determine which approach will be most appropriate." (Participant 5)

The response indicated that information about previous interventions and educational history was important in planning appropriate classroom support. When such information was incomplete, teachers had to spend additional time determining which strategies might be appropriate for the learner.

Participant 8 identified the limitations of available instructional materials:

"Limited instructional materials are one of the challenges. Sometimes the available materials are not appropriate for the learner's level or particular need. I usually have to improvise or modify materials using what is available in the classroom." (Participant 8)

The response showed that teachers sometimes had to modify or improvise materials to make them appropriate for learners with different needs. Although this demonstrated teacher resourcefulness, it also added to the preparation demands associated with inclusive instruction.

Participant 9 described difficulties in maintaining consistent expectations between school and home:

"Communication with parents can sometimes be difficult, especially when the school and home have different expectations for the learner. We need to agree on realistic goals and consistent ways of supporting the learner. When communication is limited, it becomes harder to maintain consistency." (Participant 9)

The response indicated that effective support for learners extended beyond the classroom. Differences in expectations between parents and teachers could make it difficult to establish consistent goals and approaches. Regular communication was therefore important in developing coordinated support for learners.

The findings showed that inclusive classroom practice was affected not only by teachers' instructional decisions but also by the information, materials, and family coordination available to them. Limited background information could delay appropriate intervention, inadequate materials could require additional preparation, and inconsistent home-school communication could make it more difficult to maintain consistent support.

The finding was consistent with Robellos et al. (2024), who documented challenges related to resources and support in special education and inclusive settings. Allam and Martin (2021) likewise reported issues encountered by teachers in addressing the needs of learners requiring specialized educational support.

The finding implied that accessible learner records, appropriate instructional materials, and consistent communication with parents could have strengthened teachers' ability to respond to learner needs. Establishing clearer systems for sharing relevant learner information and coordinating home-school expectations could have supported more consistent interventions.

Theme 5: Competing Responsibilities and Time Constraints

The participants identified time limitations and competing school responsibilities as significant challenges in providing consistent support to learners with special needs. Their responses indicated that teachers had to attend to lessons, assessments, reports, and other school activities while also planning individualized support. The limited time available affected teachers' ability to provide the level of individualized assistance they considered appropriate.

Participant 3 emphasized the time required to prepare differentiated activities:

"The additional preparation takes time, especially when there are other school responsibilities." (Participant 3)

The response indicated that differentiated instruction required additional preparation beyond the regular planning demands of classroom teaching. When combined with other school responsibilities, the available time for preparing individualized activities became limited.

Participant 10 similarly described the effect of competing responsibilities:

"There are lessons, assessments, reports, and other school activities that also require time. Sometimes I know what support the learner needs, but I cannot provide it as consistently as I would like." (Participant 10)

The response demonstrated that teachers could identify appropriate support but still encounter difficulty implementing it consistently because of competing responsibilities. This suggested that the problem involved the availability of time and working conditions rather than simply teachers' knowledge or willingness to support learners.

The responses showed that time constraints affected both instructional preparation and the actual provision of individualized assistance. Teachers needed additional time to differentiate activities, adapt assessments, observe learner responses, and plan appropriate interventions. These demands existed alongside the regular instructional and administrative responsibilities of general education teachers.

The finding was consistent with Balgos and Albores (2024), who documented the demanding experiences of general education teachers handling learners with special educational needs. Pasumala et al. (2024) likewise reported that generalist teachers encountered difficulties in responding to diverse learner needs while working within regular classroom conditions.

The finding implied that adequate preparation time and manageable workloads were important in supporting inclusive classroom practice. Reducing unnecessary competing demands and allowing teachers sufficient time for differentiated planning and learner monitoring could have helped them provide more consistent individualized support.

The findings showed that the significant challenges encountered by general education teachers at Tejero Elementary School involved five interconnected areas: balancing diverse learning needs and individualized support, understanding communication, behavior, and transitions, adapting instruction and assessment, dealing with limited information and resources, and managing competing responsibilities and time

constraints. These challenges indicated that inclusive classroom teaching required teachers to make continuous instructional and behavioral adjustments while attending to the needs of the entire class.

The findings further showed that teachers' challenges were not limited to the characteristics of learners with special needs. The difficulties were also influenced by the conditions under which teachers provided instruction. The need to prepare differentiated activities, modify assessments, interpret learner behavior, obtain relevant background information, adapt materials, communicate with parents, and provide individualized attention increased the demands placed on general education teachers.

The findings were consistent with Balgos and Albores (2024) and Pasumala et al. (2024), who reported that general education teachers experienced difficulties in responding to diverse learner needs in inclusive classrooms. Al Jaffal (2022) similarly identified behavioral and communication challenges, while Crispel and Kasperski (2021) emphasized the importance of teacher preparation in implementing inclusion. Larios and Zetlin (2023) further highlighted the continuing demands involved in preparing teachers to address diverse learners, while Allam and Martin (2021) and Robellos et al. (2024) documented challenges involving educational support and resources.

The findings implied that addressing inclusive education challenges at Tejero Elementary School required both teacher-level and school-level responses. Teachers needed practical knowledge and strategies for differentiation, assessment, communication, behavior management, and transition support. At the same time, they needed adequate instructional resources, relevant learner information, coordinated communication with parents, sufficient preparation time, and working conditions that allowed individualized support to be provided consistently.

In synthesis, the findings indicated that the challenges experienced by the teacher participants were interconnected. Learner diversity increased the need for individualized instruction; communication and behavioral difficulties required additional observation and support; differentiated activities and assessments required additional preparation; limited information and resources increased teachers' workload; and competing responsibilities reduced the time available for individualized assistance. These conditions demonstrated that effective inclusive classroom practice depended not only on teachers' willingness and competence but also on the availability of appropriate resources, information, collaboration, and supportive classroom conditions.

CONCLUSIONS

The study concluded that general education teachers at Tejero Elementary School experienced challenges in balancing diverse learner needs, adapting instruction and assessment, managing behavior, and providing individualized support within regular classroom responsibilities. Teachers addressed these challenges through flexible instruction, visual supports, alternative assessment methods, classroom routines, and collaboration with parents, colleagues, and school personnel, while experience and training strengthened their confidence and responsiveness. The teachers generally perceived themselves as capable of handling learners with special needs, although their capability was influenced by class size, available resources, learner information, specialized support, and opportunities for continuing professional development.

Recommendations

The developed action plan is recommended for implementation at Tejero Elementary School to address the identified challenges of general education teachers in handling learners with special needs. It may serve as a guide for strengthening teacher training, instructional adaptation, collaboration, access to resources, and support mechanisms for inclusive classroom practices.

Its implementation may also be monitored and evaluated regularly to ensure that the identified needs of teachers and learners are appropriately addressed.

REFERENCES

1. Al Jaffal, M. (2022). Barriers general education teachers face regarding the inclusion of students with autism. Frontiers in Psychology, 13, Article 873248. https://doi.org/10.3389/fpsyg.2022.873248
2. Alido, A. P., Ancheta, R. A., Manalastas, R. D. C., Delos Reyes, N. R. T., Sitoy, R. E., Manguilimotan, R. P., Capuno, R. G., Etcuban, J. O., & Padillo, G. G. (2023). Receiving teachers' preparedness in handling students with special educational needs in the junior high school level. Russian Law Journal, 11(5). https://doi.org/10.52783/rlj.v11i5.2286
3. Allam, F. C., & Martin, M. M. (2021). Issues and challenges in special education: A qualitative analysis from teacher's perspective. Southeast Asia Early Childhood Journal, 10(1), 37–49. https://doi.org/10.37134/saecj.vol10.1.4.2021
4. Balgos, L. R., & Albores, N. J. (2024). Within the classroom doors: Unveiling the lived experiences of general education teachers in handling learners with special educational needs. Education and Human Development Journal, 9(3).
5. Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Prentice-Hall.
6. Beamish, W., Hay, S., & Yuen, M. (2024). Moving inclusion forward for students with special educational needs in the Asia-Pacific region. Frontiers in Education, 9, Article 1327516. https://doi.org/10.3389/feduc.2024.1327516
7. Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Harvard University Press. https://doi.org/10.2307/j.ctv26071r6
8. CAST. (2024). Universal Design for Learning guidelines version 3.0. CAST. https://udlguidelines.cast.org
9. Crispel, O., & Kasperski, R. (2021). The impact of teacher training in special education on the implementation of inclusion in mainstream classrooms. International Journal of Inclusive Education, 25(9), 1079–1090.
10. Jabri, A., Alodat, A. M., Al-Hendawi, M., & Ianniello, A. (2025). Challenges facing general education teachers in inclusive classrooms in Qatar. Frontiers in Education, 10, Article 1623453.
11. King-Sears, M. E., Stefanidis, A., Evmenova, A. S., Rao, K., Mergen, R. L., Sanborn Owen, L., & Strimel, M. M. (2023). Achievement of learners receiving UDL instruction: A meta-analysis. Teaching and Teacher Education, 122, Article 103956. https://doi.org/10.1016/j.tate.2022.103956
12. Larios, R. J., & Zetlin, A. (2023). Challenges to preparing teachers to instruct all students in inclusive classrooms. Teaching and Teacher Education, 121, Article 103945.
13. Mdikana, A. A. (2022). Teachers' inadequate support in the implementation of inclusive education in the Johannesburg East District, Gauteng Province. Journal of Education, Society and Behavioural Science, 35(9), 1–12. https://doi.org/10.9734/jesbs/2022/v35i930450
14. Pasumala, J., Penoliad, E. J., Embang, S., & Watanabe, K. (2024). Understanding the lived experiences of the generalist teachers in an inclusive classroom. Journal of Higher Education Research Disciplines, 9(1), 32–48.
15. Prasetyo, T., Rachmadtullah, R., Samsudin, A., & Aliyyah, R. R. (2021). General teachers' experience of the brain's natural learning systems-based instructional approach in inclusive classroom. International Journal of Instruction, 14(3), 95–116.
16. Republic Act No. 10533. (2013). Enhanced Basic Education Act of 2013. https://lawphil.net/statutes/repacts/ra2013/ra_10533_2013.html
17. Republic Act No. 11650. (2022). An act instituting a policy of inclusion and services for learners with disabilities in support of inclusive education, establishing inclusive learning resource centers for learners with disabilities in all school districts, municipalities and cities, providing for standards, appropriating funds therefor, and for other purposes. https://lawphil.net/statutes/repacts/ra2022/ra_11650_2022.html
18. Republic Act No. 7277. (1992). Magna Carta for Disabled Persons. https://lawphil.net/statutes/repacts/ra1992/ra_7277_1992.html
19. Republic Act No. 9442. (2007). An act amending Republic Act No. 7277, otherwise known as the Magna Carta for Disabled Persons, and for other purposes. https://lawphil.net/statutes/repacts/ra2007/ra_9442_2007.html

20. Robellos, L. M., Pinili, L., Mangubat, R., Opingo, K. M., Suson, R., & Mangubat, R. (2024). Challenges encountered by teachers in special education and inclusive settings. World Journal on Education and Humanities Research, 4(3), 260–271.
21. 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, 117, Article 103802. https://doi.org/10.1016/j.tate.2022.103802
22. Wray, E., Sharma, U., & Subban, P. (2022). Factors influencing teacher self-efficacy for inclusive education: A systematic literature review. Teaching and Teacher Education, 117, Article 103800. https://doi.org/10.1016/j.tate.2022.103800
23. Zhang, L., Carter, R. A., Greene, J. A., & Bernacki, M. L. (2024). Unraveling challenges with the implementation of Universal Design for Learning: A systematic literature review. Educational Psychology Review, 36, Article 35. https://doi.org/10.1007/s10648-024-09860-7