Teachers' Perspectives on Optimal Learning Environment for Students with Special Needs in Self-Contained and Inclusive Classrooms

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ABSTRACT

This study examined teachers' perspectives on optimal learning environments for students with special needs in self-contained and inclusive classrooms in selected public elementary schools in Consolacion District, Cebu Province, Philippines. Using a convergent parallel mixed-methods design and purposive sampling, the study involved 31 Special Education and General Education teachers. Quantitative data were collected through a researcher-made, expert-validated, and pilot-tested questionnaire and analyzed using frequency, percentage, weighted mean, standard deviation, and Spearman's rank-order correlation. Qualitative data from written responses to a semi-structured interview guide were analyzed through thematic induction. Findings revealed that respondents generally agreed on the identified characteristics of an optimal learning environment (M = 4.19, SD = 0.90), with classroom management receiving the highest rating (M = 4.60) and learning resources and assistive support the lowest (M = 3.88). Teachers also reported substantial challenges (M = 4.31, SD = 0.73), particularly concerning classroom and workload demands (M = 4.43). Five interrelated themes emerged: sustained professional development, administrative and organizational support, instructional resources and related services, collaboration and family involvement, and shared responsibility for inclusion. No statistically significant relationships were found between respondents' profile variables and their perceptions (p> .05). The findings indicate the need for coordinated teacher development, organizational support, accessible resources and services, stakeholder collaboration, and continuous monitoring. These findings served as the basis for developing an Inclusive Learning Environment Support Development Plan.

Keywords: Special Education, inclusive education, teacher perspectives, optimal learning environment, mixed methods, Cebu, Philippines.

The Problem and Its Research Design Introduction

Rationale of the Study

For the teachers in this study, a suitable environment for students with special needs involves more than the classroom space. Their daily work offered a basis for assessing accessibility and safety, adjustments to instruction, behavior and participation routines, learning materials and assistive tools, cooperation with others, and confidence in responding to learners' academic, behavioral, social, emotional, and developmental needs.

Teachers also encountered conditions that made this work difficult: gaps in preparation, limited materials and services, large classes, competing duties, and few opportunities to work with families, colleagues, school leaders, and support personnel. These constraints affected the classroom arrangements, teaching adaptations, behavior support, assistive provision, and coordinated services they could offer.

The literature reviewed for this study discussed teacher competence, teaching and management practices, collaboration, resources, and institutional assistance. These issues often appeared in separate investigations.

Philippine and Visayas research similarly addressed readiness, attitudes, competence, strategies, and professional learning. Within the literature examined, less attention was given to how classroom conditions, reported difficulties, and available or desired support fitted together in one local setting, despite national commitments to inclusion.

For Consolacion District, the reviewed evidence did not offer a sufficiently detailed account of both SPED teachers working in self-contained classrooms and General Education teachers supporting students with special needs in inclusive classrooms.

A local inquiry was therefore needed across six connected areas: physical classroom environment, instructional practices, classroom management, learning resources and assistive supports, collaboration and stakeholder support, and teacher self-efficacy. Preparation, resources and services, workload, and collaboration also needed to be examined alongside the assistance teachers requested.

The resulting gap concerned the relationship among the conditions teachers described the difficulties they reported, and the assistance they experienced or considered necessary. An integrated district account could give school leaders a clearer basis for setting priorities in professional learning, resources, cooperation, and school interventions suited to both classroom settings.

To address this gap, the study gathered teachers' assessments of learning-environment characteristics, their reported challenges, and their views of necessary support. It also tested associations between respondent profiles and perceptions. These findings informed the Inclusive Environment Support Framework for Public Schools, intended to help administrators, educational leaders, SPED teachers, and General Education teachers improve provision for students with special needs.

Theoretical Background

Three theoretical perspectives guided the inquiry: Vygotsky's Social Constructivist Theory (1978), Bandura's Self-Efficacy Theory (1997), and Bronfenbrenner's Ecological Systems Theory (1979). They directed attention, respectively, to supported social learning, teachers' beliefs about what they could accomplish, and the connections between learners' immediate surroundings and wider institutions. Together, they helped frame teachers' accounts of self-contained and inclusive classrooms.

The policy context comprised Republic Act No. 7277, Republic Act No. 10533, Republic Act No. 11650, and Department of Education Order No. 044, s. 2021. These instruments establish educational rights and provisions relevant to learners with disabilities and provide a basis for examining access, inclusion, and educational support.

The theoretical framework brings these perspectives and policy foundations together. They were used to interpret teachers' reports and to organize the Development Plan around the classroom features, difficulties, and support needs identified in the study.

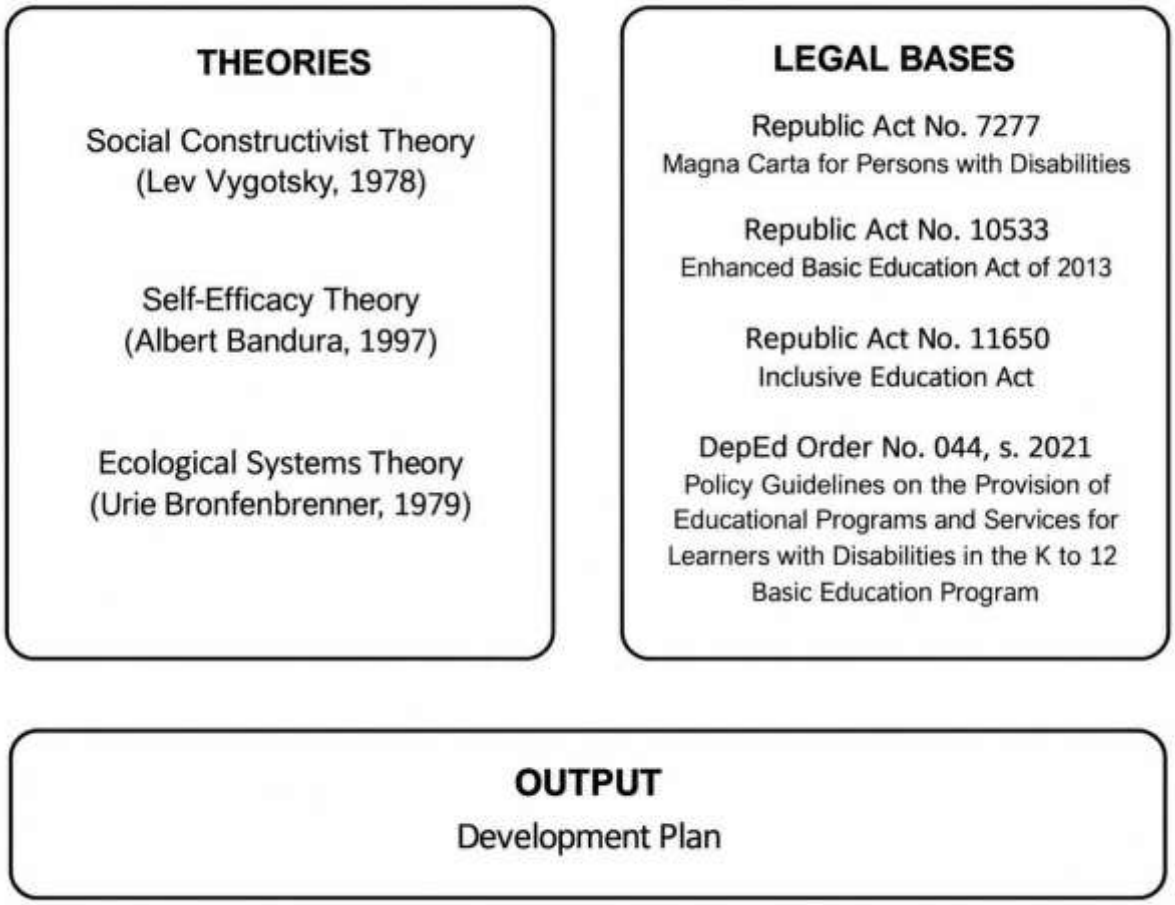

Figure 1. Theoretical Conceptual Framework of the Study

Social Constructivist Theory

Vygotsky (1978) places interaction with others at the center of learning. His Zone of Proximal Development distinguishes what a learner can accomplish independently from what becomes possible with guidance. For this inquiry, that distinction directs attention to teachers' assistance and peer interaction, including the support that enables students to undertake activities beyond their current independent performance.

Florian and Black-Hawkins (2011) examined inclusive pedagogy through observations and interviews with teachers in two Scottish primary schools. Their account focuses on widening classroom opportunities for all learners. It provides a pedagogical basis for considering participation in this study; it does not, by itself, demonstrate gains in the academic achievement of the present respondents' students. This perspective connects the instructional, management, resource, and collaboration dimensions of the inquiry. Teachers' accounts of adapted tasks, guided participation, and interaction indicate how they understand support for learning in their classrooms.

Self-Efficacy Theory

Bandura (1997) treats perceived capability as relevant to the effort people invest, the choices they make, and their persistence when difficulties arise. Applied here, self-efficacy concerns teachers' confidence in adapting teaching, managing classroom needs, and supporting learners whose requirements differ.

Professional preparation is relevant to the instructional work examined here. Donath et al. (2023) found that the outcomes of professional development for inclusion varied across knowledge, skills, beliefs, and student behavior. This evidence supports attention to preparation without assuming that training alone establishes effective classroom practice.

Self-efficacy was included as a measured dimension because beliefs about capability may matter when teachers adapt instruction, select assistive support, coordinate with others, and respond to learner differences. The questionnaire captures reported confidence in these tasks rather than an independent assessment of competence.

Bronfenbrenner (1979) situates development within nested social and institutional settings. The microsystem, mesosystem, exosystem, and macrosystem provide a way to examine immediate relationships, connections between settings, indirect influences, and wider social arrangements. His later discussion of the chronosystem addresses changes over time (Bronfenbrenner, 1986). Together, these perspectives help situate classroom experience within its wider context.

For the present inquiry, an ecological perspective directs attention to how classroom work connects with families, school leadership, specialist assistance, community participation, and policy. Training opportunities and resources can be considered within these surrounding arrangements rather than as matters controlled entirely by an individual teacher.

The theory therefore offers a basis for interpreting the study's classroom findings together with preparation, materials, stakeholder relationships, leadership, and policy conditions.

Philippine legislation and education policy establish the context in which the participating schools provide education for learners with special needs.

Republic Act No. 7277 establishes educational provisions for persons with disabilities, including access to quality education and assistance suited to their needs. These provisions inform the study's concern with participation and the educational support available in the selected schools.

Republic Act No. 10533, the Enhanced Basic Education Act of 2013, provides principles for a curriculum responsive to learners' circumstances and development. Its relevance here lies in the attention given to learner differences and appropriate instruction.

Republic Act No. 11650 establishes a policy of inclusion and services for learners with disabilities. Its provisions address access to education, Inclusive Learning Resource Centers, support services, and coordinated responsibilities. These matters connect with the study's examination of classroom access, preparation, and assistance for learners.

Department of Education Order No. 044, s. 2021 sets out the Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K to 12 Basic Education Program. It supplies the administrative context for the study's discussion of programs, support, and coordination for these learners. These instruments establish a policy basis for considering whether the environments described by teachers provide access and assistance appropriate to learners' needs.

The study combined three perspectives: learning through supported interaction, confidence in carrying out teaching tasks, and the influence of connected educational settings. Philippine laws and policy supplied the institutional context. On that basis, the inquiry examined classroom characteristics, reported difficulties, and requested assistance. The findings then informed a Development Plan toward the Proposed Inclusive Environment Support Framework for Public Schools, intended to guide school leaders and teachers in strengthening educational provision for students with special needs.

The Problem

Statement of the Problem

This study investigated the views of Special Education (SPED) and General Education teachers in selected public elementary schools of Consolacion District. It examined the characteristics they associated with an optimal learning environment for students with special needs, the challenges they encountered, and the support they considered necessary in self-contained and inclusive classrooms. The findings of the study served as the basis for the development of a proposed Development Plan for School Year 2026–2027.

Specifically, it sought to answer the following problems:

1. What is the profile of the respondents in terms of:

1.1 age;

1.2 sex;

1.3 highest educational attainment;

1.4 years of teaching experience; and

1.5 relevant trainings and seminars attended related to inclusive education?

2. As perceived by the respondents, what is the level of agreement regarding the characteristics of an optimal learning environment for students with special needs in terms of:

2.1 physical classroom environment;

2.2 instructional practices;

2.3 classroom management;

2.4 learning resources and assistive supports;

2.5 collaboration and stakeholder support; and

2.6 teacher self-efficacy?

3. To what extent do teachers encounter challenges in creating an optimal learning environment for students with special needs in terms of:

3.1 teacher preparation and training;

3.2 resources and support services;

3.3 classroom and workload; and

3.4 collaboration?

4. How do teachers perceive the support systems necessary for creating an optimal learning environment for students with special needs?

5. Is there a significant relationship between the profile of the respondents and their perceptions regarding the characteristics of an optimal learning environment for students with special needs?

6. Based on the findings of the study, what Development Plan may be proposed to strengthen the learning environment for students with special needs in self-contained and inclusive classrooms?

Statement of the Null Hypothesis

The study evaluated the following null hypothesis using a significance level of 0.05:

Ho1: There is no significant relationship between the profile of the respondents and their perceptions regarding the characteristics of learning environment for students with special needs

Significance of the Study

The study offers a local account of the classroom conditions, difficulties, and support needs described by teachers. Its findings may inform the work of the following groups:

School Administrators. Leaders may use the results to set priorities for school policies, assistance, and resource allocation. The findings identify aspects of inclusive provision that warrant closer review or improvement.

Public Schools in Consolacion District. Participating schools may use the documented strengths and difficulties to adapt the proposed Development Plan to their circumstances and improve support for students with special needs.

Students with Special Needs. Improvements informed by the study may expand opportunities for participation and learning and provide better support for academic, social, emotional, and behavioral needs. These are anticipated benefits rather than outcomes measured in the study.

Special Education Teachers. The findings may help SPED teachers review how instruction, management, materials, partnerships, and assistance work together in their classrooms and identify where additional support is needed.

General Education Teachers. Teachers in inclusive classrooms may draw on the findings when adapting tasks, supporting participation, organizing classroom routines, and coordinating with SPED teachers and other stakeholders.

Parents and Guardians. The findings may help families understand the support teachers request and identify opportunities for communication and joint work with schools around learners' needs.

Educational Policymakers. The local evidence may inform policy review concerning teacher preparation, resources, and services for students with special needs.

Program Implementers. The identified priorities may guide the content of professional learning, the provision of materials, and the coordination of educational services.

Researcher. Examining teachers' accounts may deepen the researcher's understanding of inclusive provision and inform subsequent professional practice and research.

Future Researchers. The local findings may provide a starting point for further inquiry into teachers' perspectives, classroom conditions, challenges, and support in special and inclusive education.

Scope and Delimitations

The inquiry covered selected public elementary schools in Consolacion District, Cebu Province, Philippines. Its focus was teachers' assessments of learning-environment characteristics, the difficulties they reported, and the assistance they regarded as necessary for students with special needs. Participants were SPED teachers in self-contained classrooms and General Education teachers working in inclusive classrooms with learners with special needs or difficulties identified and tagged in the Learner Information System (LIS). Their direct teaching responsibilities made them relevant sources of information about classroom provision and support.

A researcher-made questionnaire supplied the quantitative data, and a semi-structured interview guide supplied qualitative accounts of teachers' experiences and views. The six classroom dimensions were physical environment, instructional practices, classroom management, resources and assistive supports, stakeholder collaboration, and teacher self-efficacy. Coverage was restricted to teachers in the selected public elementary schools. Private and secondary schools were outside the inquiry, as were the perspectives of administrators, families, service providers, and students. The study did not measure students' achievement or behavioral outcomes. Its conclusions are consequently bound by the respondents and settings examined.

The study took place in School Year 2026–2027. Its findings informed an Inclusive Environment Support Framework for Public Schools intended to strengthen educational provision and assistance for students with special needs.

RESEARCH METHODOLOGY

The following sections describe the study design, sequence, setting, participant selection, instruments, data collection, analysis, scoring, and working definitions.

Design

The inquiry used a convergent parallel mixed-methods design in selected public schools of Consolacion District. Survey data described teachers' ratings and permitted tests of association, while qualitative accounts gave detail about the assistance teachers considered necessary. Bringing the two strands together allowed the inquiry to examine numerical patterns alongside respondents' explanations. The quantitative strand was descriptive-correlational. A structured questionnaire gathered SPED and General Education teachers' assessments in self-contained and inclusive classrooms. It was used to describe learning-environment perceptions and examine their association with selected profile characteristics.

The qualitative strand explored teachers’ experiences and the support they considered necessary for students with special needs through written responses to a semi-structured guide. Selected teachers described their classroom experiences, challenges, and suggestions for assistance. The responses were compiled, coded, and analyzed thematically following Braun and Clarke (2006) to identify recurring support needs. Both strands were undertaken in the same study phase. Each dataset was analyzed on its own before the results were brought together to compare the patterns and interpret classroom conditions, challenges, and support needs.

The resulting combination of ratings and teacher accounts informed the proposed Inclusive Environment Support Framework for Public Schools. Its intended relevance extends to Consolacion District and to comparable settings, subject to the study's limits on generalization.

Flow of the Study

The study began by defining the local problem, reviewing relevant sources, and specifying the questions and objectives. The researcher then prepared the questionnaire and semi-structured guide using the objectives, theoretical perspectives, policy bases, and literature. Research, SPED, and inclusive-education experts reviewed

content. Pilot testing of the questionnaire was specified to assess internal consistency through Cronbach's alpha. Data collection followed the required permissions from the Schools Division Office, district supervisor, and participating school heads. Purposive selection focused on SPED teachers in self-contained classrooms and General Education teachers supporting students with special needs in inclusive classrooms.

During the same phase, identified respondents completed the survey about their profiles, classroom perceptions, and challenges. Selected teachers from this group also answered the semi-structured guide, providing more detailed accounts of their experience, support needs, and proposed improvements. Frequency counts, percentages, weighted means, and correlation analysis were used for the survey. Qualitative responses were transcribed verbatim, coded, and grouped into themes concerning experience, difficulties, and assistance for learners with special needs.

After separate analysis, the two sets of findings were compared and interpreted together. The strengths, concerns, and support priorities identified through this process informed the Inclusive Environment Support Framework for Public Schools. The proposed framework offers school leaders and teachers a basis for improving inclusive provision in the selected elementary schools.

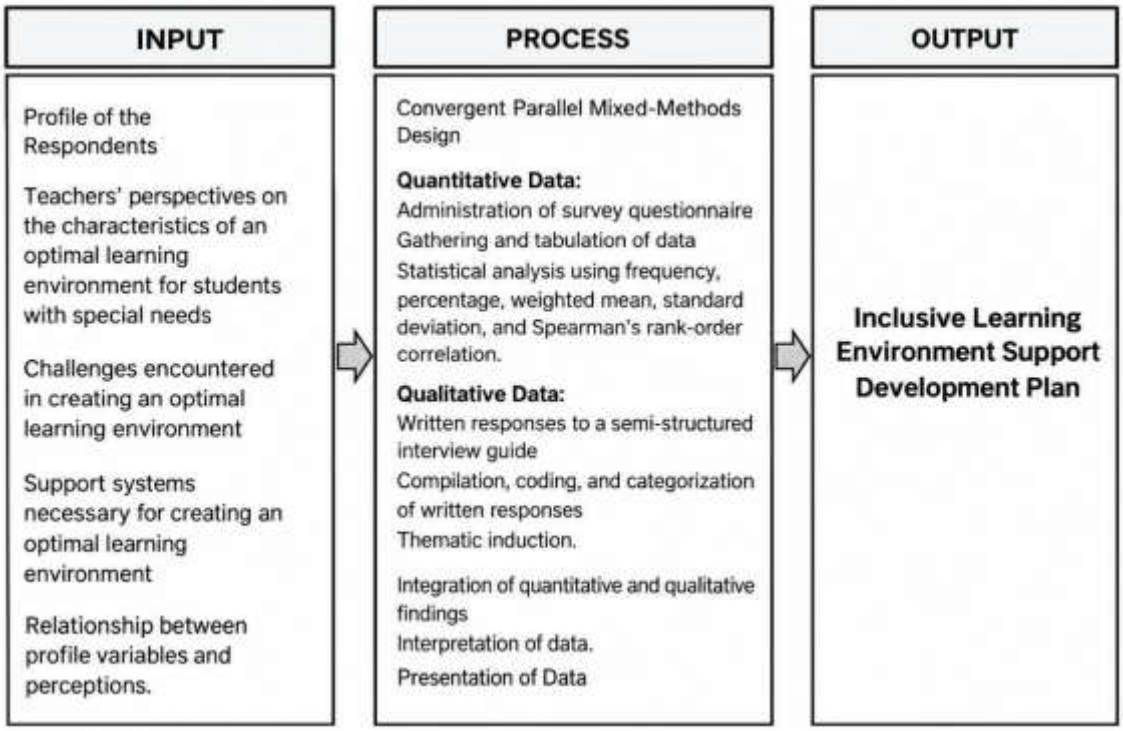

Figure 2: Flow of the Study

The study organized its flow through an Input–Process–Output framework. The input identified the information needed to understand teachers' views of learning environments for students with special needs. It covered respondents' profiles, their assessments of classroom characteristics, the difficulties they encountered, and the assistance they considered necessary. The inquiry also examined whether profile variables were associated with teachers' perceptions. Together, these areas established the focus of data collection and analysis.

The process brought survey findings and written accounts together through a convergent parallel mixed-methods design. Survey responses were tabulated and summarized using frequency, percentage, weighted mean, and standard deviation. Spearman's rank-order correlation was used to examine associations between profile variables and perceptions. For the qualitative strand, teachers answered a semi-structured guide in writing. Their responses were compiled, coded, and organized into categories from which themes were developed. After analyzing each strand separately, the researcher compared and integrated the findings, interpreted their connections and

differences, and presented the results.

The combined findings informed the proposed Inclusive Learning Environment Support Development Plan. Its priorities reflected the classroom conditions teachers described the challenges they reported, and the support they requested. The plan translated these findings into proposed actions for strengthening learning environments in self-contained and inclusive classrooms. Its effectiveness would require evaluation after implementation

Environment

The research setting comprised selected public elementary schools in Consolacion District, Cebu Province, Philippines. These schools provide education for learners with differing needs, including disabilities and learning difficulties, within inclusive provision.

SPED and General Education teachers in these schools support learners in self-contained and inclusive classrooms. Their work includes adapted instruction, accommodations, behavior support, and coordination with others.

This setting allowed the inquiry to consider how inclusion was experienced in public elementary schools. The teachers' direct involvement with learners made it possible to examine classroom conditions and practical difficulties through their accounts.

The district also offered a local setting in which to examine teachers' views of learning



Lamac Elementary School
Lamac, Consolacion, Cebu

Consolacion Central School
Consolacion, Cebu

Figure 3. Location Map of the Research Environment

environments in self-contained and inclusive classrooms, their reported difficulties, and the assistance they considered necessary. Insights from these schools may inform discussion in comparable public-school contexts, while remaining subject to the limits of the sample.

Respondents

The participant group comprised SPED teachers assigned to self-contained classrooms and General Education teachers supporting learners with special needs or LIS-tagged difficulties in inclusive classrooms. All were drawn from selected public elementary schools in Consolacion District, Cebu Province, Philippines.

Table 1 Distribution of Respondents

Respondents	**(f)**	**(%)**
Special Education (SPED) Teachers		
and General Education Teachers	31	100
Total	**31**	**100**

The quantitative component specified purposive selection of approximately 20 to 30 teachers. Eligible participants included SPED teachers providing specialized instruction and General Education teachers currently supporting learners with special educational needs in inclusive classes.

To qualify as respondents in the study, individuals must be Special Education (SPED) teachers assigned to self-contained classrooms or General Education teachers handling learners with special needs or learning difficulties identified in the Learner Information System (LIS). They must be currently employed in public elementary schools within Consolacion District and have direct teaching experience with learners with disabilities, special educational needs, or learning difficulties. Furthermore, all respondents must voluntarily agree to participate in the study.

Their reports described classroom characteristics, challenges, and assistance relevant to students with special needs. These perspectives informed the proposed Inclusive Environment Support Framework for Public Schools serving self-contained and inclusive settings.

Instrument

The researcher prepared instruments for the quantitative and qualitative strands.

The questionnaire consisted of four parts:

Part I. Profile of the Respondents. Items recorded age, sex, highest educational attainment, years of teaching, and attendance at training or seminars relevant to inclusive education.

Part II. Characteristics of an Optimal Learning Environment for Students with Special Needs. Teachers rated six areas: Physical Classroom Environment; Instructional Practices; Classroom Management; Learning Resources and Assistive Supports; Collaboration and Stakeholder Support; and Teacher Self-Efficacy.

Part III. Challenges Encountered in Creating an Optimal Learning Environment for Students with Special Needs. Items addressed difficulties in preparation and training, resources and support services, classroom and workload, and collaboration.

Survey responses used a five-point Likert scale.

Part IV. Semi-Structured Interview Guide on Support Systems Necessary for Creating an Optimal Learning Environment for Students with Special Needs. Questions explored the assistance teachers regarded as necessary for inclusive practice and services.

Teachers supplied written answers to the semi-structured guide. The questions invited detailed descriptions of support for suitable learning environments, while allowing respondents to explain their views in their own terms

within the study's objectives.

Content Validation

Experts in research, SPED, and inclusive education reviewed the questionnaire and guide for content. The researcher incorporated their feedback to clarify items and improve their relevance to the inquiry.

Pilot Testing and Reliability

After expert review, teachers resembling the intended respondents completed a pilot questionnaire. These teachers were excluded from the final sample. The exercise examined whether the instrument's items yielded internally consistent responses.

Cronbach's alpha was used to assess internal consistency, with 0.70 adopted as the study's acceptability threshold. This criterion concerns consistency among items and should not be interpreted as proof of the instrument's validity (Tavakol & Dennick, 2011).

Data Gathering Procedure

The researcher first sought the dissertation adviser's approval, then submitted permission requests to the heads of the selected schools. Once authorized, the researcher agreed with school heads on the schedule, location, and arrangements for administering the questionnaire and semi-structured guide. Instrument development drew on the research questions, theories, policy foundations, and reviewed literature. Experts assessed the questionnaire and guide before use, and their recommendations informed the revisions made to the instruments.

A pilot group of teachers with comparable characteristics, excluded from the main sample, completed the questionnaire. Cronbach's alpha assessed internal consistency, using the study's specified threshold of 0.70.

Purposive selection then identified SPED teachers in self-contained classes and General Education teachers supporting students with special needs in inclusive classes at the selected Consolacion District schools.

The researcher administered the survey during the phase in which qualitative responses were also gathered. It covered profile information, learning-environment ratings, and reported challenges. Completed forms were retrieved immediately or on an agreed date, checked for completeness, encoded, and organized for analysis.

Selected members of the same group answered the semi-structured guide in writing. Beforehand, the researcher explained the inquiry and obtained written consent. Participants had time to describe their experiences, difficulties, and views about the assistance needed for students with special needs.

Survey responses were encoded and tabulated for statistical analysis. Written accounts were compiled, coded, and organized into themes reflecting reported experience, challenges, and requested support.

The two strands were compared after analysis. Their combined interpretation identified strengths and priorities for the Inclusive Environment Support Framework for Public Schools, intended to guide leaders and teachers in improving provision in the selected elementary schools.

Ethical Considerations

The study's ethical arrangements concerned participants' welfare, dignity, privacy, and freedom to make decisions about participation throughout the inquiry. Permissions were sought from the relevant educational authorities and school leaders before data collection. Teachers received information about the study's aims, procedures,

possible benefits, and minimal risks. Participation was voluntary.

Consent preceded administration of both instruments. Participants had time to read the form and seek clarification. They could decline or withdraw without penalty or adverse consequences.

Reporting excluded participants' names, school affiliations, and other identifying details. Codes or pseudonyms were used during processing and presentation to protect identity.

Responses and associated records were used for academic research. Electronic files and storage devices were secured, with access limited to the researcher and, where needed, the dissertation adviser.

The guide was administered respectfully, and participants could leave any uncomfortable question unanswered. Responses were written; no audio recordings were made.

The researcher undertook to report data accurately and acknowledge the literature used. Findings were to be presented without fabrication, falsification, or misleading representation.

Records were to be retained for the period set by institutional policy and then securely disposed of. Findings were to be communicated responsibly to inform inclusive provision and school support.

These arrangements reflected respect for participants, benefit and avoidance of harm, fairness, confidentiality, and academic integrity.

Statistical Treatment

The survey dataset was prepared for descriptive statistics and tests of association.

Counts and percentages described the distribution of age, sex, educational attainment, teaching experience, and relevant training attendance.

Weighted means summarized ratings across physical environment, instruction, management, learning and assistive resources, stakeholder collaboration, and self-efficacy.

The methods section specified Pearson's product-moment correlation (r) for testing associations between profile characteristics and learning-environment perceptions. This specification requires reconciliation with the Spearman analysis reported in the results.

Qualitative Data Analysis

Written responses to the semi-structured guide were examined using the thematic approach of Braun and Clarke (2006). The researcher read the accounts, developed initial codes, assembled candidate themes, reviewed them against the data, clarified their scope and names, and interpreted the resulting patterns.

The analysis focused on recurring descriptions of classroom experience, difficulties, and needed assistance. It added contextual detail to the survey patterns without treating individual accounts as statements about every respondent.

The separate quantitative and qualitative analyses were brought together within the convergent parallel design. Comparison identified where ratings and written accounts agreed, differed, or supplied additional detail.

This integrated interpretation informed the Inclusive Environment Support Framework for Public Schools in Consolacion District.

Scoring Procedure

The following scoring guides specify how questionnaire ratings of learning-environment characteristics and reported challenges were interpreted.

Teachers' Perspectives on the Characteristics of Optimal Learning Environment For Students With Special Needs

Scale	Range of Scores	Descriptive Rating	Verbal Description
5	4.21-5.00	Strongly Agree (SA)	Very high level of optimal learning environment for students with special needs
4	3.41-4.20	Agree (A)	High level of optimal learning environment for students with special needs
3	2.61-3.40	Moderately Agree (MA)	Moderate level of optimal learning environment for students with special needs
2	1.81-2.60	Disagree (D)	Low level of optimal learning environment for students with special needs
1	1.00-1.80	Strongly Disagree (SD)	Very low level of optimal learning environment for students with special needs

Teachers' Challenges Encountered in Creating an Optimal Learning Environment For Students With Special Needs

Scale	Numerical Rating	Descriptive Rating	Verbal Interpretation
5	4.21-5.00	Strongly Agree (SA)	Teachers encountered challenges in creating an optimal learning environment for students with special needs to the greatest extent.
4	3.41-4.20	Agree (A)	Teachers encountered challenges in creating an optimal learning environment for students with special needs to a great extent.
3	2.61-3.40	Moderately Agree (MA)	Teachers encountered challenges in creating an optimal learning environment for students with special needs to a moderate extent.
2	1.81-2.60	Disagree (D)	Teachers encountered challenges in creating an optimal learning environment for students with special needs to a lesser extent.
1	1.00-1.80	Strongly Disagree (SD)	Teachers encountered challenges in creating an optimal learning environment for students with special needs to the least extent.

Definition of Terms

The terms below state how the principal concepts were used and measured in this inquiry.

Characteristics of an Optimal Learning Environment. In this inquiry, the construct comprises six teacher-rated dimensions: physical classroom environment, instructional practices, classroom management, learning resources and assistive support, stakeholder collaboration, and teacher self-efficacy.

Classroom Management. The study uses this term for teachers' rules and routines, responses to behavior, encouragement of independence, and provision of an orderly, respectful, safe classroom for students with special

needs.

Classroom and Workload. This challenge domain concerns teachers' ratings of class size, differing learner requirements, and competing teaching and administrative duties.

Collaboration. Here, collaboration concerns communication, joint work, and responsibility shared among SPED and General Education teachers, school leaders, families, support personnel, and other stakeholders.

Convergent Parallel Design. In this study, survey and qualitative data were gathered within the same phase, examined separately, and then brought together for interpretation.

General Education Teachers. These respondents teach regular classes in the selected Consolacion District public elementary schools and support students with special needs in inclusive settings.

Inclusive Education. For this inquiry, the term concerns learners with special needs participating alongside peers in the selected schools with accommodations, adapted tasks, instruction, and educational services suited to their needs.

Inclusive Environment Support Framework for Public Schools. This is the proposed output developed from the findings and expressed through the Development Plan. It organizes responses to identified classroom challenges and support priorities.

Instructional Practices. This dimension covers differentiated teaching, accommodations and modifications, task adaptations, varied strategies, and opportunities for students with special needs to participate.

Learner Information System (LIS). The term denotes DepEd's electronic system for maintaining learner records. In this study it also identifies the recorded learner difficulties relevant to participant eligibility.

Learning Resources and Assistive Supports. This dimension concerns the availability and use of teaching materials, adapted resources, assistive devices or technologies, and specialist services relevant to learners' access and participation.

Optimal Learning Environment. Conceptually, the term describes conditions in which teaching responds to academic, social, emotional, behavioral, and physical requirements.

Operationally, this environment was represented by respondents' questionnaire ratings across the six stated classroom dimensions in self-contained and inclusive settings. These ratings measure perceptions rather than directly observed student outcomes.

Physical Classroom Environment. This dimension covers space, safety, access, seating, reachability of materials, and distractions relevant to students' participation.

Special Education (SPED) Teachers. These respondents work in self-contained classes in the selected Consolacion District schools, providing specialized teaching and support for students with special needs.

Students in Self-Contained Classrooms. The concept refers to learners receiving most or all instruction in a separate class taught by a SPED teacher.

Operationally, these are students with special needs in the selected schools' SPED classes whose main instruction is provided by SPED teachers.

Students in Inclusive Classrooms. The concept refers to learners with special needs studying with peers while

receiving accommodations, modifications, and services appropriate to their requirements.

Operationally, these are students with special needs in the selected schools' General Education classes, taught by General Education teachers with relevant accommodations and assistance.

Students with Special Needs. The term covers learners in the selected schools whose identified learning needs, developmental conditions, disabilities, or difficulties require additional assistance, adapted tasks, or specialized instruction.

Support Systems. In this inquiry, these are the professional and administrative assistance, educational and related services, and family partnerships teachers identify as necessary.

Teacher Preparation and Training. This challenge concerns preparation for inclusive teaching and opportunities for further learning through seminars, workshops, mentoring, and other professional development.

Teacher Self-Efficacy. The study measures reported confidence in teaching students with special needs, adapting instruction, managing learner differences, and working with families, colleagues, and support personnel.

Teachers' Perspectives. Conceptually, this term covers educators' views and professional judgments about teaching and learning.

Operationally, it denotes the SPED and General Education respondents' assessments of classroom characteristics, difficulties, and needed support, captured in questionnaire ratings and written qualitative accounts.

Development Plan. In this study, the term refers to the proposed plan based on the findings concerning teachers' perceptions of an optimal learning environment, challenges encountered, and support systems needed for students with special needs. It outlines activities, strategies, resources, responsible persons, timelines, and monitoring indicators to guide school administrators, SPED teachers, and General Education teachers in improving classroom practices and support services in self-contained and inclusive classrooms in Consolacion District for School Year 2026–2027.

REVIEW OF RELATED LITERATURE AND STUDIES

The review examines inclusion through the dimensions assessed in this study: classroom space, instruction, management, learning and assistive resources, stakeholder collaboration, and self-efficacy. It also considers reported challenges and necessary assistance. International and Philippine literature provide context for the local inquiry and its research gap.

Inclusive Education

Inclusive education concerns how educational provision responds to learner differences and reduces obstacles to access and participation. UNESCO (2020) situates inclusion within the wider education system, encompassing policy and the arrangements through which learners take part. In this study, the concept directs attention to both classroom provision and support for students with special needs. The Philippine policy context includes Republic Acts Nos. 7277, 10533, and 11650, together with DepEd Order No. 044, s. 2021. These instruments provide educational rights, curriculum principles, and provisions for programs and services relevant to learners with disabilities.

Optimal Learning Environment for Students with Special Needs

The study uses an optimal learning environment to describe conditions responsive to learners' academic, social,

emotional, behavioral, and physical requirements. UNESCO's (2020) discussion of barriers and participation supplies a broader context for examining access and responsiveness in the selected classrooms.

Within this inquiry, relevant provisions include adapted instruction, assistive tools, individual support, positive responses to behavior, and opportunities to interact with others. They are examined as conditions teachers associate with participation, engagement, independence, and learning; the study does not directly measure their effects on student outcomes.

Students with Special Needs

Students with disabilities may require educational assistance because of physical, intellectual, developmental, sensory, emotional, behavioral, or learning conditions. Republic Act No. 11650 addresses their educational access and services. The broader term 'students with special needs' is used in this study according to its stated participant and learner definitions.

Support requirements differ among learners. School provision may therefore involve accommodations, modified tasks, assistive tools, or specialist assistance matched to individual needs. The study's discussion encompasses communication, social participation, functional skills, and independence as well as academic learning.

Role of Teachers in Inclusive Education

SPED and General Education teachers undertake the classroom work examined here: planning, adapting tasks, organizing routines, monitoring progress, and coordinating assistance. Their accounts offer a view of how these responsibilities are carried out for learners with differing requirements.

Florian and Black-Hawkins (2011) offer an inclusive-pedagogy perspective that expands access to ordinary learning opportunities. Their work informs consideration of how teaching can accommodate differences without restricting a learner's opportunities to participate.

Teacher Self-Efficacy

Following Bandura (1997), self-efficacy concerns a person's judgment of capability to undertake particular actions. The present study applies this concept to teachers' confidence in instruction, management, and collaboration for students with special needs.

In this inquiry, efficacy ratings concern willingness and confidence in adapting instruction, providing accommodations, responding to varied needs, and coordinating support. They should be distinguished from observed performance or verified effectiveness.

Classroom Management and Instructional Practices

Classroom management in the study covers rules, routines, behavior support, independence, and respectful participation. The inquiry asks how teachers assess these arrangements when learners have differing support requirements.

The instructional dimension includes differentiated tasks, guided support, cooperative work, universal design for learning, and formative assessment. Vygotsky (1978) supplies a basis for guided learning, while CAST (2018) addresses flexibility in access and participation. These perspectives inform the classroom dimensions examined; effectiveness in individual classrooms requires evidence beyond perception ratings.

Collaboration and Support Systems

The collaboration dimension examines how teachers, leaders, families, specialists, and community participants coordinate support. Shared decisions and communication are relevant because learner needs may extend across people and settings.

Professional learning, mentoring, leadership assistance, materials, and related services are treated here as forms of support that teachers may require. The inquiry examines their perceived necessity and reported availability rather than if a support system guarantees successful inclusion.

Philippine Context of Inclusive Education

Republic Act No. 11650 adds a legislative basis for inclusion and services for learners with disabilities. Its relevance to this inquiry concerns how educational access and assistance are organized in public schools.

The Philippine studies reviewed below discuss difficulties in preparation, materials, services, and cooperation. These concerns provide a basis for examining whether comparable issues appear in the selected Consolacion District schools, rather than presuming that every school faces the same constraints.

SPED and General Education teachers can describe how such conditions are experienced in daily work. Their perspectives therefore supply the local evidence used here to identify priorities for classroom provision and school assistance.

Foreign Studies

Darling-Hammond et al. (2017) reviewed studies of effective teacher professional development. They identified features such as attention to instructional content, active learning, collaboration, modeling, coaching, feedback, reflection, and sufficient duration. Their review provides a basis for considering preparation as an ongoing process connected with classroom practice.

Donath et al. (2023) synthesized research on professional development for inclusion. Effects varied across teacher knowledge, skills, beliefs, and student behavior; the review also considered how training design affected transfer into practice. It supports examining professional learning as a component of assistance for teachers.

CAST (2018) organizes universal design for learning around engagement, representation, and action and expression. The guidelines provide a planning resource for considering barriers and flexible learning opportunities. They inform discussion of accessible instruction and materials in this inquiry; they are not an empirical test of the participating schools' effectiveness.

Florian and Black-Hawkins (2011) investigated teachers' practice through classroom observation and interviews. Their study illustrates an inclusive approach to opportunities for learning and provides a conceptual connection to the instructional dimension examined here.

UNESCO (2020) considers barriers to inclusion across education systems. Its system perspective provides context for examining teacher preparation, school arrangements, resources, and stakeholder participation together rather than attributing classroom provision solely to teacher effort.

Philippine Studies

Alcosero et al. (2023) brought together 15 Philippine studies on regular teachers' preparedness for inclusion. Their synthesis distinguished professional and psychological readiness. It provides context for examining both

preparation and the assistance available to teachers in the present setting.

Masbaño and Solar (2023) examined awareness and training needs among 62 teachers in two schools in Janiuay, Iloilo. Respondents reported high overall awareness and average overall training needs, with moderately high training needs among elementary teachers. The study distinguishes awareness from preparation needs and provides a Philippine context for examining professional learning.

Entrampas et al. (2024) examined 42 pre-service teachers at Cebu Technological University Main Campus. Their abstract distinguishes concerns about readiness from favorable self-reported teaching efficacy and recommends an action plan. It therefore provides a more mixed account than the manuscript's original statement that attitudes were positive.

Gonzaga et al. (2024) surveyed 104 General Education teachers from three selected SPED centers in Cebu Province. Respondents reported overall readiness while identifying a need for further preparation in collaboration. This account provides a local comparison for examining readiness alongside continuing support needs.

Raguindin and Ping (2025) used a Delphi inquiry to develop consensus on competencies important for Filipino teachers implementing inclusion. Their work provides a competency perspective for considering teachers' preparation and professional responsibilities in this study.

The Philippine studies reviewed connect preparation with assistance and professional responsibilities (Alcosero et al., 2023; Masbaño & Solar, 2023; Entrampas et al., 2024; Gonzaga et al., 2024; Raguindin & Ping, 2025). The present inquiry examines preparation, classroom organization, resources, and collaboration within one local account, rather than if the studies describe identical conditions.

Synthesis of the Reviewed Studies

The review connects classroom work with the assistance available to teachers. International literature contributes pedagogical and system perspectives, while the Philippine studies situate preparation and collaboration within local educational settings.

For this inquiry, the connection suggests examining teachers' judgments together with resources and institutional arrangements. It does not establish that teacher competence or any single form of support is sufficient to produce effective inclusion.

Research Gap

The studies reviewed address preparation, competence, instruction, management, and implementation difficulties. Within this review, fewer accounts bring the six learning-environment dimensions together with teachers' challenges and support needs in a single inquiry. This is the gap addressed here, rather than a claim that no such research exists.

The review also provides limited district-level evidence combining SPED teachers' accounts of self-contained classrooms with General Education teachers' accounts of inclusive classrooms. A shared local inquiry can clarify priorities for preparation, resources, workload, cooperation, and services in Consolacion District's public elementary schools.

The study therefore examines both groups' views of classroom characteristics, difficulties, and assistance, alongside tests of association between profile information and perceptions. Their integrated findings inform the Inclusive Environment Support Framework for Public Schools in the district.

Data Presentation, Analysis and Interpretation

Results from 31 teacher-respondents are presented according to the research questions. Profile distributions are followed by ratings of classroom characteristics and challenges, written accounts of needed assistance, and tests of association. The discussion uses frequencies, percentages, weighted means, standard deviations, verbal ratings, and reported Spearman correlations. These results describe perceptions and associations within the sample; they do not establish causal effects.

Profile of the Respondents

Age, sex, qualifications, years of service, and relevant training describe the teachers represented in the dataset. They provide context for the classroom perceptions and are subsequently examined for statistical association with those perceptions.

Age

Table 2 groups respondents by age. This describes the age range represented in the inquiry; the distribution alone does not show that age determines views of inclusion.

Table 2 Age

Age Bracket	Freq	%
51 to 56 years old	3	9.68
46 to 50 years old	4	12.90
41 to 45 years old	6	19.35
36 to 40 years old	6	19.35
31 to 35 years old	4	12.90
25 to 30 years old	8	25.81
Overall	31	100.00

Table 2 shows that the largest group consisted of respondents aged 25 to

30 years, with 8 teachers or 25.81 percent. The 36-to-40 and 41-to-45 age brackets each included 6 respondents or 19.35 percent. Four respondents or 12.90 percent were aged 31 to 35, another 4 or 12.90 percent, were aged 46 to 50, and3 or 9.68 percent were aged 51 to 56. The categories account for all 31 respondents. The sample includes younger and older respondents. The 25-to-30 group is the largest, while 13 respondents are aged 41 to 56. This spread allows accounts from different ages to be represented, but it cannot establish differences in outlook or competence between age groups.

The reviewed preparedness studies provide context for considering age alongside opportunities to learn and apply inclusive practice (Alcosero et al., 2023; Entrampas et al., 2024; Gonzaga et al., 2024). They do not establish that age explains the present respondents' perceptions. The age distribution should therefore be read alongside qualifications, experience, and training.

Sex

Sex was included to establish the gender composition of the respondent group and to clarify whose perspectives are most strongly represented in the findings. The variable is descriptive in this section and provides a basis for the later correlational test. Table 3 presents the distribution according to sex.

Table 3

Category	Freq	%
Male	1	3.23
Female	30	96.77
Overall	31	100.00

As shown in Table 3, 30 of the 31 respondents were female, representing 96.77 percent, while 1 respondent was male, representing 3.23 percent. Female teachers therefore constituted nearly the entire sample, and the two categories were highly unequal in size.

Because 30 respondents were female and one was male, the findings primarily represent female teachers' accounts. This imbalance prevents meaningful subgroup comparison and does not provide evidence that sex affects perceptions or competence.

The sex distribution describes representation in the present sample. It does not explain differences in preparation, perceptions, or competence. Literature concerning preparation and school assistance provides context for these professional issues (Alcosero et al., 2023; Gonzaga et al., 2024), without explaining why this particular sample was predominantly female.

Highest Educational Attainment

Highest educational attainment was examined as an indicator of the respondents' formal academic preparation. Graduate study may broaden teachers' exposure to research, pedagogy, assessment, and inclusive education, making this variable relevant to the interpretation of their professional perspectives. Table 4 presents the highest level attained or the graduate units earned.

Table 4 Highest Educational Attainment

Category	Freq	%
Doctoral Degree	–	–
With Doctoral Units	5	16.13
Master’s Degree	3	9.68
With Master’s Units	16	51.61
Bachelor’s Degree	7	22.58
Overall	31	100.00

More than half of the respondents, 16 or 51.61 percent, had master's units. Seven or 22.58 percent held bachelor's degrees, 5 or 16.13 percent had doctoral units, and 3 or 9.68 percent had completed master's degrees. No respondent was reported as having completed a doctoral degree. Altogether, 24 respondents or77.42 percent pursued education beyond the bachelor's level.

Graduate study was common among respondents, although completed advanced degrees were less common. This indicates participation in further education. Neither attendance nor completion establishes stronger classroom practice or more favorable perceptions by itself.

Professional learning provides context for interpreting qualifications, but it should not be equated with a credential. Darling-Hammond et al. (2017) and Donath et al. (2023) discuss professional-development opportunities, while Masbaño and Solar (2023) distinguish awareness from training needs. These sources support

examining preparation beyond formal attainment without demonstrating differences among the present qualification groups.

Years of Teaching Experience

Table 5 describes years of classroom service. This variable records the length of experience represented in the sample, without assuming that equal years of service produce equal expertise.

Table 5 Years of Teaching Experience

Category	Freq	%
21 years & above	5	16.13
16 to 20 years	4	12.90
11 to 15 years	9	29.03
6 to 10 years	3	9.68
1 to 5 years	10	32.26
Overall	31	100.00

Table 5 indicates that 10 respondents or 32.26 percent had 1 to 5 years of teaching experience, the largest category. Nine or 29.03 percent were 11 to 15 years, 5 or 16.13 percent had 21 years and above, 4 or 12.90 percent had 16 to 20 years, and 3 or 9.68 percent had 6 to 10 years. The sample therefore included both relatively new and highly experienced teachers. The mixture of experience levels allows the study to reflect perspectives developed under varied lengths of classroom service. The large early-career group may have more recent preservice exposure, whereas longer-serving teachers may draw on extensive practical knowledge. Nevertheless, years served should not be treated as a direct measure of expertise, because experience becomes professionally valuable through reflection, feedback, and supportive working conditions. Kini and Podolsky (2016) reviewed evidence linking teaching experience with effectiveness, including the relevance of supportive working environments. Inclusive-education studies also address preparation and competencies (Entrampas et al., 2024; Gonzaga et al., 2024; Raguindin & Ping, 2025). These perspectives provide context for considering experience alongside preparation rather than using years served to predetermine the respondents' views.

Relevant Trainings and Seminars attended related to the education of Students with Special Needs

Table 6 records the number of relevant training and seminar activities respondents reported. It indicates exposure to professional learning, but does not measure duration, quality, content, or subsequent application.

Table 6 Relevant Trainings and Seminars attended

Category	Freq	%
6 training & plus	3	9.68
4 to 5 trainings	2	6.45
1 to 3 trainings	20	64.52
None (at all)	6	19.35
Overall	31	100.00

Twenty respondents or 64.52 percent attended 1 to 3 relevant training courses, making this the dominant category. Six or 19.35 percent had attended none, 3 or 9.68 percent had attended 6 or more, and 2 or 6.45 percent had

attended 4 to 5. Thus, 25 respondents or 80.65 percent reported at least one relevant training course, but only 5 or 16.13 percent reported four or more.

Most respondents reported some relevant training, although one to three activities was the dominant category and six respondents reported none. This pattern identifies limited reported exposure for part of the sample. The later challenge ratings add context about perceived preparation needs without showing that training counts caused those difficulties. Professional-development literature gives context to the attendance counts (Darling-Hammond et al., 2017; Donath et al., 2023; Masbaño & Solar, 2023). The table establishes exposure counts only; it does not establish training quality, duration, or classroom application. Those questions require additional evidence.

Level Of Agreement On The Characteristics Of Optimal Learning Environment For Students With Special Needs

Tables 7 to 13 summarize six dimensions of the classroom environment. They bring together access to space, teaching and management, materials and services, stakeholder relationships, and teachers' reported confidence. The ratings indicate how respondents assess these connected aspects of provision.

Physical Classroom Environment

Table 7 concerns classroom space, safety, seating, access to materials, and distractions. These items capture teachers' assessments of physical conditions relevant to learners with differing requirements

Table 7 Physical Classroom Environment

S/N	Indicators	WM	SD	VD
1	The classroom provides adequate space for students with special needs.	4.06	1.03	AG
2	The classroom environment is safe and accessible for learners with special needs.	4.16	0.93	AG
3	Classroom seating arrangements support participation and engagement.	4.39	0.84	SA
4	Learning materials are readily accessible to students with diverse needs.	3.94	1.06	AG
5	The classroom environment minimizes distractions that may affect learning.	4.06	0.96	AG
	Overall	4.12	0.97	AG

Legend: 4.21-5.00 Strongly Agree (SA); 3.41-4.20 Agree (AG); 2.61-3.40 Moderately Agree (MA); 1.81-2.60 Disagree (DS); 1.00-1.80 Strongly Disagree (SD)

Table 7 obtained an overall weighted mean of 4.12 with a standard deviation of 0.97, verbally described as Agree. Seating arrangements that support participation received the highest rating (M = 4.39, SD = 0.84, Strongly Agree). Safety and accessibility followed (M = 4.16), while adequate space and minimized distractions each obtained 4.06. Accessibility of learning materials received the lowest mean at 3.94, although it remained within Agree.

Respondents generally regarded their classrooms as supportive, particularly in the arrangement of seating. The comparatively lower ratings and greater variation for material accessibility and adequate space indicate that physical inclusion may not be equally realized across all classrooms. The findings suggest a positive baseline while identifying access to materials, space, and distraction reduction as continuing areas for improvement. Guidance on learning barriers and assistive provision provides context for the physical-environment ratings (CAST, 2018; World Health Organization &United Nations Children's Fund, 2022). The table contributes local perception data; it does not demonstrate how particular arrangements affect achievement.

Instructional Practices

Table 8 covers adjustments to instruction, modified activities, varied strategies, and encouragement of participation. These ratings describe how teachers assess the instructional conditions relevant to students with special needs.

Table 8 Instructional Practices

S/N	Indicators	WM	SD	VD
1	Instruction is differentiated to accommodate diverse learner needs.	4.29	0.78	SA
2	Learning activities are modified when necessary to support students with special needs.	4.26	0.86	SA
3	Multiple teaching strategies are used to promote student learning.	4.35	0.71	SA
4	Students with special needs are actively encouraged to participate in classroom activities.	4.52	0.63	SA
	Overall	4.35	0.75	SA

Legend: 4.21-5.00 Strongly Agree (SA); 3.41-4.20 Agree (AG); 2.61-3.40 Moderately Agree (MA); 1.81-2.60 Disagree (DS); 1.00-1.80 Strongly Disagree (SD)

The overall weighted mean for instructional practices was 4.35 with an SD of 0.75, interpreted as Strongly Agree. Encouraging students with special needs to participate obtained the highest mean (4.52, SD = 0.63). The use of multiple teaching strategies followed at 4.35, while differentiated instruction and modified activities obtained 4.29 and 4.26, respectively. All indicators were rated Strongly Agree.

The consistently high means indicate that respondents view responsive instruction and active participation as established characteristics of an optimal learning environment. The narrower variation for participation suggests relatively strong consensus. At the same time, the findings represent perceptions; they do not independently verify the frequency or quality of implementation in every classroom.

Inclusive pedagogy and universal design provide context for the instructional ratings (Florian & Black-Hawkins, 2011; CAST, 2018). The ratings remain teachers' self-reports and do not establish the quality or consistency of implementation through observation.

Classroom Management

Table 9 examines rules and routines, behavior support, independence, and acceptance. These items concern teachers' assessments of the social organization of classroom participation.

Table 9 Classroom Management

S/N	Indicators	WM	SD	VD
1	Classroom rules and expectations are clearly communicated.	4.65	0.49	SA
2	Positive behavior support strategies are effectively implemented.	4.61	0.50	SA
3	Classroom routines promote independence among students.	4.65	0.49	SA

4	The classroom climate promotes respect, acceptance, and inclusion.	4.52	0.63	SA
	Overall	4.60	0.52	SA

Legend: 4.21-5.00 Strongly Agree (SA); 3.41-4.20 Agree (AG); 2.61-3.40 Moderately Agree (MA); 1.81-2.60 Disagree (DS); 1.00-1.80 Strongly Disagree (SD)

Table 9 produced the highest domain mean among the characteristics: 4.60 with an SD of 0.52, interpreted as Strongly Agree. Clearly communicated rules and routines promoting independence each obtained 4.65 (SD = 0.49). Positive behavior support received 4.61 (SD = 0.50), and a climate of respect, acceptance, and inclusion received 4.52 (SD = 0.63). All indicators were strongly endorsed with comparatively low dispersion. Agreement was high across all management indicators, with relatively little variation. Teachers particularly endorsed clear expectations, routines supporting independence, positive behavior support, and acceptance. This describes their assessments of classroom management without establishing the effectiveness of those practices through observation. Simonsen et al. (2008) reviewed evidence-based classroom-management practices. Their work provides a context for considering rules, routines, and preventive behavior support. The present ratings indicate teachers' assessments, rather than an independent demonstration that these practices produced effective inclusion.

Learning Resources and Assistive Support

Learning resources and assistive support were assessed because appropriate materials, technologies, and specialized services enable students to access content, communicate, participate, and demonstrate learning. Their availability also affects teachers' capacity to individualize instruction. Table 10 presents the ratings.

Table 10 Learning Resources and Assistive Supports

S/N	Indicators	WM	SD	VD
1	Adequate instructional materials are available to support students with special needs.	4.03	1.02	AG
2	Assistive devices or technologies are available when needed.	3.74	1.24	AG
3	Learning resources address the diverse needs of learners.	3.84	1.07	AG
4	The school provides sufficient support services for students with special needs.	4.00	1.03	AG
5	Teachers have access to appropriate instructional resources and materials.	3.77	1.09	AG
	Overall	3.88	1.08	AG

Legend: 4.21-5.00 Strongly Agree (SA); 3.41-4.20 Agree (AG); 2.61-3.40 Moderately Agree (MA); 1.81-2.60 Disagree (DS); 1.00-1.80 Strongly Disagree (SD)

The domain obtained an overall weighted mean of 3.88 and an SD of 1.08, interpreted as Agree and the lowest among the six characteristics. Adequate instructional materials received the highest mean (4.03), followed by sufficient school support services (4.00). Learning resources addressing diverse needs scored 3.84, teacher access to appropriate resources 3.77, and assistive devices or technologies 3.74. All indicators remained within Agree, but variability was relatively high.

Respondents recognized the importance and some availability of resources, yet their lower and more dispersed ratings suggest uneven access across settings. Assistive technology and teacher access to materials appear to be areas of concern. This gap may constrain the consistent implementation of otherwise strongly endorsed inclusive instructional and management practices.

Resources need to be considered together with the arrangements for obtaining and using them. WHO and UNICEF (2022) provide an assistive-technology perspective, while UNESCO (2020) and Alcosero et al.

(2023) contribute inclusion and preparedness contexts. The present ratings identify perceived provision and variation; they do not establish the cause of resource differences.

Collaboration and Stakeholder Support

Table 11 covers assistance and joint work involving administrators, SPED and General Education teachers, families, and support personnel. Its ratings describe how respondents perceive these relationships.

Table 11 Collaboration and Stakeholder Support

S/N	Indicators	WM	SD	VD
1	School administrators actively support inclusive education initiatives.	4.52	0.68	SA
2	Parents actively participate in supporting their children's education.	4.00	0.93	AG
3	Effective collaboration exists between SPED and General Education teachers.	4.03	1.08	AG
4	Support personnel contribute positively to inclusive educational practices.	4.23	0.80	SA
5	Teamwork among stakeholders contributes to student success.	4.23	0.84	SA
	Overall	4.20	0.89	AG

Legend: 4.21-5.00 Strongly Agree (SA); 3.41-4.20 Agree (AG); 2.61-3.40 Moderately Agree (MA); 1.81-2.60 Disagree (DS); 1.00-1.80 Strongly Disagree (SD)

Table 11 yielded an overall weighted mean of 4.20 with an SD of 0.89, interpreted as Agree. Administrative support received the highest mean (4.52, Strongly Agree). Support personnel and stakeholder teamwork each obtained 4.23 (Strongly Agree). Collaboration between SPED and General Education teachers scored 4.03, while parent participation received the lowest mean at 4.00; both were interpreted as Agree.

Respondents perceived a generally supportive collaborative climate, with particularly strong recognition of administrative leadership. However, the comparatively lower means for parent participation and teacher-to-teacher collaboration indicate that partnership may be less consistent at the operational level. Strengthening regular communication, shared planning, and meaningful family engagement may therefore help translate broad support into coordinated practice. Epstein et al. (2018) provides a framework for developing school, family, and community partnerships. This perspective informs consideration of organized communication and joint work. It does not verify the quality of partnerships in the selected schools, which would require evidence beyond teachers' ratings.

Teacher Self-Efficacy

Table 12 asks teachers to rate confidence in teaching, inclusive instruction, responding to varied needs, and collaboration. It assesses perceived capability across these functions rather than demonstrated performance.

Table 12 Teacher Self-Efficacy

S/N	Indicators	WM	SD	VD
1	I am confident in teaching students with special needs.	3.90	0.91	AG
2	I can effectively implement inclusive instructional practices.	3.77	0.88	AG
3	I can manage diverse learner needs within the classroom.	4.00	0.82	AG
4	I can collaborate effectively with parents, colleagues, and support personnel.	4.26	0.73	SA
	Overall	3.98	0.85	AG

Legend: 4.21-5.00 Strongly Agree (SA); 3.41-4.20 Agree (AG); 2.61-3.40 Moderately Agree (MA); 1.81-2.60 Disagree (DS); 1.00-1.80 Strongly Disagree (SD)

The overall weighted mean was 3.98 with an SD of 0.85, interpreted as Agree. Confidence in collaborating with parents, colleagues, and support personnel ranked highest (M = 4.26, SD = 0.73, Strongly Agree). Managing diverse learner needs obtained 4.00, confidence in teaching students with special needs 3.90, and implementing inclusive instructional practices 3.77. The last three indicators were interpreted as Agree. Respondents generally expressed confidence, especially in collaboration, but reported comparatively less confidence in implementing inclusive instruction. The pattern suggests that relational capability may be stronger than technical confidence in specialized pedagogy. Continued practice-focused professional learning, coaching, and access to expertise could help strengthen efficacy in areas requiring instructional adaptation.

Bandura (1997) supplies the theoretical basis for interpreting capability beliefs. Tschannen-Moran and Woolfolk Hoy (2001) examine how teacher efficacy is conceptualized and measured. These sources support distinguishing reported confidence from demonstrated competence when interpreting the present ratings.

Summary for the Level of Agreement on the Characteristics of Optimal Learning Environment for Students with Special Needs

Table 13 brings the six characteristic dimensions together. Comparing the means identifies relative differences in teachers' ratings while retaining the overall assessment.

Table 13 Summary of Teachers' Level of Agreement on the Characteristics of an Optimal Learning Environment for Students with Special Needs

Indicators	WM	SD	VD
1. Physical Classroom Environment	4.12	0.97	AG
2. Instructional Practices	4.35	0.75	SA
3. Classroom Management	4.60	0.52	SA
4. Learning Resources and Assistive Support	3.88	1.08	AG
5. Collaboration and Stakeholder Support	4.20	0.89	AG
6. Teacher Self-efficacy	3.98	0.85	AG
Overall	4.19	0.90	AG

Legend: 4.21-5.00 Strongly Agree (SA); 3.41-4.20 Agree (AG); 2.61-3.40 Moderately Agree (MA); 1.81-2.60 Disagree (DS); 1.00-1.80 Strongly Disagree (SD)

The summary produced an overall weighted mean of 4.19 and an SD of 0.90, interpreted as Agree. Classroom Management ranked highest (M = 4.60), followed by Instructional Practices (4.35), Collaboration and Stakeholder Support (4.20), Physical Classroom Environment (4.12), Teacher Self-efficacy (3.98), and Learning Resources and Assistive Support (3.88). Based on the stated legend, the Physical Classroom Environment mean of 4.12 falls within Agree; the table's displayed 'AG' appears to be a label-entry issue, while the numeric value is retained unchanged.

The respondents strongly endorsed the pedagogical and management dimensions while rating material and confidence-related conditions somewhat lower. This pattern suggests that teachers hold clear views about inclusive practice and classroom organization, but the enabling resources and specialized supports needed to realize those practices may be less consistently available. The overall Agree rating therefore reflects a positive perception accompanied by identifiable implementation gaps.

The ratings suggest that respondents assess instruction and management more favorably than resources and

confidence. UNESCO's (2020) system perspective provides context for considering these dimensions together. The local pattern supports examining coordinated assistance without proving which conditions determine inclusive outcomes.

Extent of Challenges Do Teachers Encounter In Creating An Optimal Learning Environment For Students With Special Needs

The study also examined the extent of challenges encountered in creating an optimal learning environment through teacher preparation and training, resources and support services, classroom and workload, and collaboration. These variables capture both professional-capacity needs and organizational barriers that may prevent strongly endorsed inclusive principles from being implemented consistently. Tables 14 to 18 present the domain-specific and overall results.

Teacher Preparation and Training

Table 14 assesses difficulties associated with preparation and further professional learning. Its items concern teachers' reported ability to support learners and apply teaching practices.

Table 14 Teacher Preparation and Training

S/N	Indicators	WM	SD	VD
1	Limited training affects my ability to support students with special needs effectively.	4.23	0.80	SA
2	I need additional professional development related to inclusive education.	4.58	0.72	SA
3	I encounter difficulties implementing evidence-based practices for students with special needs.	4.16	0.93	AG
	Overall	4.32	0.84	SA

Legend: 4.21-5.00 Strongly Agree (SA); 3.41-4.20 Agree (AG); 2.61-3.40 Moderately Agree (MA); 1.81-2.60 Disagree (DS); 1.00-1.80 Strongly Disagree (SD)

The domain obtained an overall weighted mean of 4.32 with an SD of 0.84, interpreted as Strongly Agree. The need for additional professional development received the highest mean at 4.58. Limited training affecting the ability to support students scored 4.23, while difficulty implementing evidence-based practices obtained 4.16 and was interpreted as Agree.

The findings identify preparation and continuing learning as a substantial challenge. Respondents' particularly strong endorsement of additional professional development suggests awareness of gaps and willingness to strengthen competence. The result also corresponds with Table 6, where most respondents reported only one to three relevant trainings and six reported none.

The demand for further preparation can be considered alongside literature on professional learning and teachers' training needs (Darling-Hammond et al., 2017; Masbaño & Solar, 2023). The ratings support reviewing local needs, while leaving the effects of particular training formats to subsequent evaluation.

Resources and Support Services

Table 15 examines reported shortages in materials, technology, personnel, assessment, and related services. These forms of assistance extend beyond what a classroom teacher can supply independently.

Table 15 Resources and Support Services

S/N	Indicators	WM	SD	VD
1	Insufficient availability of instructional materials limits my ability to provide appropriate instruction for students with special needs.	4.26	0.68	SA
2	Limited access to appropriate assistive technology restricts my ability to support the communication, participation, and learning needs of students with special needs.	4.16	0.69	AG
3	Insufficient access to specialized support services (e.g., SPED, speech-language, occupational therapy, behavioral support) makes it difficult to address students' individual needs.	4.23	0.72	SA
4	Limited availability of adapted or differentiated learning materials makes it difficult to meet the varied learning needs of students with special needs.	4.19	0.70	AG
5	Delays or limited access to assessment, intervention, and related services affect the timely support provided to students with special needs.	4.10	0.79	AG
6	Insufficient personnel support, such as SPED teachers, paraprofessionals, or related service providers, limits the implementation of appropriate supports for students with special needs	4.19	0.75	AG
	Overall	4.19	0.71	AG

Legend: 4.21-5.00 Strongly Agree (SA); 3.41-4.20 Agree (AG); 2.61-3.40 Moderately Agree (MA); 1.81-2.60 Disagree (DS); 1.00-1.80 Strongly Disagree (SD)

The overall weighted mean was 4.19 with an SD of 0.71, interpreted as Agree. Insufficient instructional materials received the highest mean (4.26, Strongly Agree), followed by insufficient specialized support services (4.23, Strongly Agree). Limited adapted materials and insufficient personnel support each obtained 4.19, limited assistive technology 4.16, and delays or limited access to assessment and related services 4.10; these were interpreted as Agree.

Respondents consistently identified resource and service limitations, with the strongest concerns centered on instructional materials and specialized services. The relatively close means show that the challenge is not confined to a single resource but spans materials, technology, personnel, assessment, and intervention. Addressing it therefore requires coordinated planning and allocation at the school and system levels.

The reported constraints invite review of how materials and services are obtained and coordinated. WHO and UNICEF (2022), UNESCO (2020), and Alcosero et al. (2023) provide contexts for discussing such assistance. The local findings support reviewing investment, referral arrangements, and personnel access, without establishing which factor caused a reported shortage.

Classroom and Workload

Classroom and workload factors were assessed because class size, learner diversity, and competing administrative and instructional duties shape the time and attention available for individualized support. Table 16 presents the extent of these challenges.

Table 16 Classroom and Workload

S/N	Indicators	WM	SD	VD
1	Large class sizes make it difficult to provide individualized support.	4.48	0.72	SA

2	Managing diverse learner needs presents significant challenges.	4.42	0.62	SA
3	Administrative and instructional responsibilities affect my ability to implement inclusive practices effectively.	4.39	0.67	SA
	Overall	4.43	0.67	SA

Legend: 4.21-5.00 Strongly Agree (SA); 3.41-4.20 Agree (AG); 2.61-3.40 Moderately Agree (MA); 1.81-2.60 Disagree (DS); 1.00-1.80 Strongly Disagree (SD)

This domain recorded an overall weighted mean of 4.43 with an SD of 0.67, interpreted as Strongly Agree and the highest challenge-domain score. Large class sizes ranked highest at 4.48, followed by managing diverse learner needs at 4.42 and competing responsibilities at 4.39. Every indicator was interpreted as Strongly Agree.

The results show broad consensus that workload conditions constrain inclusive practice. Even when teachers value differentiation and positive management, large classes and multiple responsibilities can limit individualized planning, monitoring, feedback, and collaboration. The finding points to organizational conditions, not merely personal skills, as a central barrier to creating optimal environments.

The high workload rating identifies working conditions as a local priority for review. UNESCO (2020) provides a broader context for considering school and system arrangements. The present findings do not independently demonstrate effects on instructional quality or retention.

Collaboration

Table 17 concerns difficulties in communication, family participation, and opportunities for joint work. These ratings indicate the constraints respondents associate with collaboration.

Table 17 Collaboration

S/N	Indicators	WM	SD	VD
1	Limited collaboration opportunities affect inclusive educational practices.	4.32	0.65	SA
2	Communication among stakeholders needs improvement.	4.19	0.79	AG
3	Parent involvement remains a challenge in supporting students with special needs.	4.39	0.72	SA
	Overall	4.30	0.72	SA

Legend: 4.21-5.00 Strongly Agree (SA); 3.41-4.20 Agree (AG); 2.61-3.40 Moderately Agree (MA); 1.81-2.60 Disagree (DS); 1.00-1.80 Strongly Disagree (SD)

The domain obtained an overall weighted mean of 4.30 with an SD of 0.72, interpreted as Strongly Agree. Parent involvement as a challenge received the highest mean at 4.39, followed by limited collaboration opportunities at 4.32; both were Strongly Agree. Communication among stakeholders scored 4.19 and was interpreted as Agree.

The findings indicate that respondents value collaboration but experience difficulty sustaining it, especially with families and through adequate opportunities for joint work. This is compatible with Table 11, where parent participation and SPED-General Education teacher collaboration were the lowest-rated stakeholder indicators. Formal planning time, clear communication channels, and family-responsive engagement may help reduce these barriers.

Epstein et al. (2018) provide a partnership perspective for reviewing family communication, while Gonzaga et al. (2024) identify collaboration-related preparation needs in a Cebu sample. The present ratings support examining

opportunities for joint work; they do not verify the effectiveness of a particular partnership model.

Summary for the Extent of Challenges do Teachers encounter in Creating an Optimal Learning Environment for Students with Special Needs

Table 18 compares the four challenge domains and supplies an overall rating. The relative means indicate which constraints received the strongest agreement in this sample.

Table 18 Summary for the Extent of Challenges do Teachers encounter in Creating an Optimal Learning Environment for Students with Special Needs

Indicators	WM	SD	VD
Teacher Preparation and Training	4.32	0.84	SA
Resources and Support Services	4.19	0.71	AG
Classroom and Workload	4.43	0.67	SA
Collaboration	4.30	0.72	SA
Overall	4.31	0.73	SA

Legend: 4.21-5.00 Strongly Agree (SA); 3.41-4.20 Agree (AG); 2.61-3.40 Moderately Agree (MA); 1.81-2.60 Disagree (DS); 1.00-1.80 Strongly Disagree (SD)

The summary yielded an overall weighted mean of 4.31 and an SD of 0.73, interpreted as Strongly Agree. Classroom and Workload ranked first at 4.43, followed by Teacher Preparation and Training at 4.32, Collaboration at 4.30, and Resources and Support Services at 4.19. Three domains were verbally described as Strongly Agree, while Resources and Support Services were Agree.

Classroom and workload received the highest challenge rating, with preparation and collaboration close behind. Resource and service difficulties were also reported. The combined pattern supports reviewing working conditions, learning opportunities, partnerships, and provision together rather than treating materials as the only priority.

The joint pattern can be considered within the system and preparedness literature (UNESCO, 2020; Alcosero et al., 2023; Raguindin and Ping, 2025). In the present study, it provides a basis for coordinated proposed actions. It does not show how much any one condition contributes to the reported difficulties.

Thematic Induction on Support Needed To Create An Optimal Learning Environment

Teachers' written responses from Consolacion Central Elementary School and Lamac Elementary School were analyzed to identify the support they considered necessary. The responses were coded for recurring ideas and differing perspectives, and related codes were grouped into themes. Selected quotations illustrate these themes, while the survey findings provide additional context for interpretation.

Theme 1: Sustained and Practical Professional Development

Teachers requested learning opportunities relevant to daily decisions about instruction and support. Their responses referred to differentiation, behavior, assessment, accessible materials, and assistive technology.

One respondent stated:

"Teachers need continuous training in inclusive education, differentiated instruction, behavior management, assessment, and assistive technology."

The codes for this statement concerned continuing learning and preparation for inclusive teaching. The respondent's

use of 'continuous' indicates an ongoing request, while the named topics identify several areas of classroom work.

Another respondent explained the purpose of professional development: “Through these trainings/workshops, this will equip me to understand their needs and provide appropriate interventions.”

This account was coded for understanding learner needs and selecting interventions. The respondent linked professional learning to the practical judgment required when deciding how to support a student.

A further response raised concern about the duration and content of training:

“A training not only for one day- or reecho, it’s a training on creating accessible learning materials and use of technologies”

This statement was coded as training beyond brief sessions and practical preparation in materials and technology. It provides a more specific view of the support needed. The respondent requested learning opportunities that extend beyond a brief activity and address tasks such as preparing accessible materials. The grouped codes connect continued preparationwith practical application. They encompass understanding learners, selecting interventions, and developing accessible materials and technology skills. The theme therefore concerns the usefulness of learning opportunities for classroom decisions.

However, the responses also show that the organization of training matters. When discussing administrative support, one respondent requested that training and workshops avoid weekends and holidays, stating:

“It should be done on office days”

The code for this request concerned training during working days. It adds scheduling conditions to the wider demand for preparation. The respondent accepted the value of training while asking that its organization respect teachers' time.

This theme answers the support question through requests for learning that helps teachers interpret differences, choose interventions, and make instruction accessible. It records the needs expressed by respondents and does not imply that every teacher requires identical preparation or lacks competence.

The written requests give detail to the training pattern in the survey. Additional professional development received a mean of 4.58 in Table 14; Table 6 recorded 20 respondents with one to three relevant activities and six with none. These combined findings identify preparation as a priority, without establishing a causal relationship between attendance counts and teaching difficulties.

A response to these requests could provide practical work on adaptations, accessible materials, and technology, followed by classroom application and feedback. Scheduling within designated working days would address the concern expressed. Both content and timing should reflect the circumstances of teachers in the two schools.

Theme 2: Administrative and Organizational Support

Administrative and organizational support appeared in the responses through requests for funding, appropriate learning resources, qualified personnel, and manageable classroom conditions. Teachers described provisions that required school-level decisions and assistance beyond their individual efforts.

One respondent identified the need for:

“Sufficient budget allocation for learning materials and other equipment suited for students with special needs.”

This statement was coded as funding for appropriate resources. It shows that the respondent associated administrative support with the allocation of funds for materials and equipment suited to learners' needs.

Another respondent requested:

"Adequate learning resources, Qualified SPED personnel."

The same respondent explained that teachers could not meet learners' diverse needs "through individual effort alone." These statements were coded as specialized personnel support and support beyond individual teacher effort. They indicate that the assistance sought included both suitable resources and people with relevant expertise.

A further response identified the need for "appropriate assistive devices and manageable class sizes if possible." This statement was coded as assistive resources and manageable classroom conditions. The phrase "if possible" expresses a desired arrangement rather than confirming that manageable class sizes were already available.

These codes concern provisions requiring decisions about funding, personnel, and classroom organization. They show how respondents gave administrative assistance a practical meaning: access to resources and expertise that individual teachers could not readily secure.

However, respondents did not express identical views about classroom arrangements. One respondent stated:

"It is necessary to separate the learners with special needs from the other learners who needs little supervision."

The response was coded for a preference for separate provision to allow focused attention. It records a different understanding of supportive classroom arrangements and prevents the interpretation from assuming unanimity about placement.

This differing view does not establish that separate placement is necessary or more effective. It shows that at least one respondent associated focused support with separation. The response was retained to acknowledge this difference rather than presenting a uniform view of inclusion. Further discussion would be needed to understand whether the preference reflected concerns about class size, available assistance, or other classroom experiences.

The theme identifies resources, staffing, and classroom arrangements as requested school-level assistance. Administrative support received a mean of 4.52 in Table 11, while classroom and workload challenges reached 4.43 in Table 18.

These ratings can coexist favorable perceptions of leadership do not establish that every practical need is met, and the results do not explain why a particular gap persists.

The two schools could use these findings to review materials, specialist access, staffing, and classroom organization. The review should establish each school's needs and assess how its provisions assist teachers, rather than presume that the schools face identical conditions.

Theme 3: Instructional Resources and Related Services

Teachers' accounts linked suitable materials, teaching adaptations, assistive tools, and specialist services to individual learner needs and classroom participation.

One respondent stated:

"Students with special needs need differentiated instruction, individualized interventions, appropriate

accommodations and assessment."

This statement was coded as instruction matched to individual needs and appropriate accommodation and assessment. It indicates that support involves adjusting how students are taught and assessed, rather than providing the same approach for every learner.

The same respondent added:

"When available, services such as speech therapy, occupational therapy, and counseling support can further address their needs."

This statement was coded as access to specialized services. The phrase "when available" qualifies the response: it identifies services considered helpful without establishing that teachers or students could consistently access them.

Another respondent requested:

"Instructional materials to be used for special needs learners."

The respondent further specified:

"Tangible and ready-made and ready to use materials, and materials not to be

made by the teachers"

The codes for these requests concerned usable resources and assistance with preparation. The respondent sought materials that were ready for classroom use, drawing attention to who undertakes adaptation and preparation.

Grouping these codes highlights both teaching resources and assistance beyond the classroom teacher. A material's existence is distinct from its suitability and readiness for use, while related services supply forms of expertise that teachers may not provide themselves.

A further response clarified what these provisions were intended to achieve:

"Placing a learner in a regular classroom does not guarantee meaningful inclusion."

This statement was coded as participation beyond classroom placement. It adds a broader meaning to the theme: resources and services were valued as ways to support a learner's actual participation, rather than merely their presence in a classroom.

Some accounts emphasized individual interventions; another emphasized ready-made material that reduce preparation demands. These requests can coexist, but they raise a question about how supplied materials are adapted to particular learners. The responses distinguish provision, preparation, and use without rejecting the value of resources or services.

In relation to the research question, this theme identifies suitable materials, instructional adaptations, assessment, and specialized assistance as necessary support systems. It complemented Table 13, where Learning Resources and Assistive Support received the lowest characteristic-domain mean of 3.88, and Table 15, where respondents reported resource and service limitations. The written responses explain the kinds of support teachers considered useful. However, neither the quotations nor the ratings independently establish the extent of shortages or whether access differed between the two schools.

The findings support a review of usable materials and service access in the two schools. Inventories, adaptable

resource provision, information about assistive tools, and specialist referral arrangements are possible responses. Each should be planned around the learners served and existing school provision.

Theme 4: Collaboration and Family Involvement

Teachers described families' knowledge, communication with home, and coordination with professionals as useful for understanding students and organizing assistance. They also identified circumstances that could hinder participation.

One respondent explained:

“Yes, family involvement is important because parents have valuable knowledge about their child’s needs, strengths, and behavior.

This statement was coded as parental knowledge of the learner. It identifies specific contribution families can make providing information that helps teachers understand the child beyond what they observe in the classroom.

Another respondent stated:

“It is really important to build partnership between the parents and the teacher.”

The same response referred to “good communication between the two parties.” These statements were coded as parent–teacher partnership and communication between home and school. They suggest that respondents viewed collaboration as a relationship through which information and guidance could be exchanged.

A further response connected family communication with instructional decisions:

“Parents know the child very well and by communicating and working closely with them, teachers can better understand the learner to provide appropriate strategies.”

This statement was coded as using family knowledge to inform teaching. It explains how collaboration was expected to support classroom practice. Parents’ observations could help teachers understand learners and select approaches suited to their needs.

The codes connect knowledge of the child with communication and joint decisions. In these accounts, families' contributions matter because they inform support for a learner, extending partnership beyond attendance at school events.

However, the responses also qualified for this positive view. One respondent explained:

“However, some parents have limited participation because of work, financial difficulties, or other family responsibilities.”

The code for this statement concerned practical obstacles to family participation. Acknowledging partnership's value does not remove work, financial, or family pressures. The account therefore cautions against treating limited involvement as evidence of indifference.

Another respondent described some parents as “still in denial” about their children’s difficulties. This was coded as teacher-perceived difficulty in acknowledging learner needs. The statement represents the teacher’s interpretation; it does not independently establish the parents’ understanding or reasons for responding as they did. Considered alongside the account of work and financial pressures, it shows that respondents offered different explanations for difficulties in family engagement. Parents’ own perspectives would be needed to clarify these

explanations.

This theme identifies family communication and partnership as requested assistance. In Table 11, parent participation and SPED–General Education collaboration were the lowest-rated stakeholder indicators. Table 17 recorded parent-involvement challenges at 4.39 and limited joint-work opportunities at 4.32. Written accounts offer context for these ratings, without demonstrating their causes or establishing that all families face the same barriers.

Flexible communication, family consultation, and scheduled coordination among teachers and personnel could respond to these requests. Arrangements in the two schools should account for family circumstances and allow parents' knowledge to inform decisions. Participation and feedback would be needed to assess their usefulness.

Theme 5: Shared Responsibility for Inclusion

Respondents described support as involving school leaders, families, colleagues, specialists, the community, and government. This theme concerns the allocation of responsibilities across those groups and the assistance expected beyond the teacher's own work.

One respondent stated:

“An optimal learning environment cannot be achieved by teachers alone and

requires support from the school, family, professionals, and community.”

This statement was coded as support beyond the classroom teacher and contributions from multiple groups. It directly identifies the limits of individual teacher’s effort and the need for assistance from people within and outside the school.

Another respondent explained:

“Teachers cannot do it alone and that is why we need continuous support from school administrator, parents, fellow teachers, professional specialists and the community.”

This response was coded as continuing shared support. The emphasis on “continuous support” suggests that shared responsibility involves ongoing assistance rather than occasional participation. It also identifies several groups whose contributions respondents considered necessary.

The common meaning of these codes is that teachers contribute to inclusion while requiring assistance that extends across school, home, and community. Their accounts identify limits to what individual effort can provide.

This theme extends the partnership theme by asking who provides the conditions for joint work. School decisions affect classroom arrangements, professional learning requires opportunities, and specialist resources may depend on provision beyond the school. Shared responsibility connects these expectations.

However, the responses did not suggest that shared support was always available.

One respondent reported:

“We don’t have these support systems at all”

This statement was coded as perceived absence of support. It qualifies the positive descriptions of collective responsibility by distinguishing the support teachers considered necessary from the support they believed they received. It should be treated as that respondent’s account, rather than proof that all support was absent throughout

either school.

Another respondent called for "Not just programs but real and implemented laws and budget". This statement was coded as implementation and funding beyond program statements. It extends the concern to the wider education system and suggests that, for this respondent, shared responsibility required concrete provision. The statement expresses an expectation of action; it does not independently establish whether policies or funding commitments have been implemented.

The theme answers the support question through requests for continuing assistance from several groups. The survey similarly combined strong endorsement of instruction and management with workload, preparation, and collaboration challenges. Resources and services were rated Agree as a challenge domain. These findings suggest that teachers sought assistance alongside their own efforts; they do not demonstrate effects on student outcomes.

The proposed framework could specify responsibility for professional learning, resource review, referrals, family communication, and follow-up. In the two schools, these arrangements should be agreed with the people involved and adapted to local circumstances so that teachers know how to obtain assistance.

Overall Thematic Synthesis

Across the five themes, teachers requested continuing preparation, practical school assistance, appropriate materials and services, and opportunities for partnership. Their accounts connect these requests through the view that individual effort does not meet every learner's requirement.

One respondent expressed this directly:

"An optimal learning environment cannot be achieved by teachers alone and requires support from the school, family, professionals, and community."

The quoted account connects the themes through shared support. Preparation concerns opportunities to learn; administrative assistance concerns working conditions; resources and services offer practical and specialist provision; partnership coordinates knowledge; and shared responsibility identifies who sustains this work. The themes describe connected aspects of the accounts.

The accounts also differ. Training requests include scheduling concerns, family partnership is qualified by participation barriers, placement preferences vary, and one respondent reports absent support. Recognizing these differences prevents a common request for assistance from being treated as a uniform experience.

Written accounts add detail to the survey's combination of favorable instructional and management ratings with reported challenges. Respondents could value particular practices while requesting assistance to carry them out. The combined evidence does not establish that support limitations caused the challenges or affected student outcomes.

The synthesis identifies professional, organizational, material, and relational assistance as necessary from respondents' perspectives. It informs the proposed framework for the two schools, connecting preparation, provision, classroom arrangements, specialists, and family communication. Local priorities and responsibilities should be agreed with those involved, and effectiveness assessed after implementation.

Tests Of Significance On The Relationship Between The Profile Of The Respondents And Their Perceptions Regarding The Characteristics Of Learning Environment For Students With Special Needs

The results section reports Spearman's rho to examine associations between profile characteristics and classroom perceptions, using a 0.05 significance level. The manuscript refers here to Table 21, while the following

discussion refers to Table 19; the numbering requires reconciliation. These tests concern association rather than causation.

Table 19 Correlative Inference between the Respondents' Profile and their Perceptions regarding the Characteristics of Learning Environment for students with special needs

Variables under comparative inference	Comp. rho	Strength of correlation	p-value	Decision	Results
Age & Characteristics of learning environment	0.079	Very weak	0.672	Accept Ho	No significant correlation
Sex & Characteristics of learning environment	0.180	Very weak	0.332	Accept Ho	No significant correlation
Educational attainment & Characteristics of learning environment	0.079	Very weak	0.673	Accept Ho	No significant correlation
Teaching Experience & Characteristics of learning environment	1.433	Moderate	0.251	Accept Ho	No significant correlation
Relevant training & Characteristics of learning environment	0.562	Moderate	0.645	Accept Ho	No significant correlation

*Significant at $p<0.05$ (two-tailed)

As presented in Table 19, every reported p-value is above 0.05. The stated decisions therefore fail to reject each null hypothesis. This interpretation follows the supplied p-values and remains subject to checking the inconsistent coefficient entries.

Age ($r_s = 0.079$, $p = 0.672$), educational attainment ($r_s = 0.079$, $p = 0.673$), and sex ($r_s = 0.180$, $p = 0.332$) showed very weak positive associations. The reported p-values for teaching experience ($p = 0.251$) and relevant training ($p = 0.645$) likewise exceeded 0.05. This interpretation follows the table's reported p-values and decisions; it does not establish the validity of the inconsistent coefficient entries.

The reported tests provide insufficient evidence of an association between profiles and perceptions in this sample. They do not imply that respondents' views were identical or exclude an association in another sample or setting.

Interpretation is bounded by 31 respondents in the two schools and unequal profile groups, including only one male respondent. The other findings add context to classroom experience, but the correlation table does not establish that school conditions matter more than profile characteristics.

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter brings together the study's principal results and their implications. The findings follow the research questions, after which conclusions and recommendations are drawn from the combined survey and written-response evidence.

SUMMARY

The inquiry gathered teachers' assessments of classroom characteristics, reported challenges, and views of necessary assistance in self-contained and inclusive settings. It also tested associations between profiles and

perceptions. The combined evidence informed the proposed Development Plan.

The convergent parallel design combined a researcher-made survey with written qualitative responses. Survey analysis used frequencies, percentages, weighted means, standard deviations, verbal ratings, and reported Spearman rank correlations at the 0.05 significance level. Thematic interpretation added detail about needed assistance. The two strands were brought together to formulate the Chapter 5 Development Plan.

Findings

The principal findings are presented below in the order of the research questions.

On the Demographic Profile of the Respondents

The respondent group represented different ages, levels of formal preparation, and lengths of teaching experience, but it was overwhelmingly female.

Most respondents had pursued education beyond the bachelor's degree, and the sample included both early-career and long-serving teachers. Their exposure to specialized training, however, was generally limited: most had attended only one to three relevant activities, while some had attended none. The profile therefore described a professionally varied group whose formal qualifications and practical experience were not consistently matched by sustained preparation in inclusive and special-needs education.

On the Characteristics of an Optimal Learning Environment

Teachers demonstrated a clear and generally favorable conception of an optimal learning environment. They gave strongest emphasis to classroom management and instructional practices, indicating that predictable routines, positive behavior support, active participation, differentiated teaching, respect, acceptance, and learner independence were viewed as central features of effective inclusion. Their agreement was comparatively lower for learning resources and assistive supports, teacher self-efficacy, and aspects of the physical environment. The findings established that an optimal environment required both responsive teaching and dependable material, technological, physical, collaborative, and professional support.

On the Challenges Encountered in Creating an Optimal Learning Environment

The challenges were substantial and interconnected. Classroom and workload conditions emerged as the most pronounced barrier, particularly large classes, diverse learner needs, competing responsibilities, and limited time for individualized support. Preparation and training and collaboration were also major concerns, while limitations in instructional materials, assistive technology, specialized personnel, assessment, intervention, and related services further constrained implementation. Organizational conditions, resource systems, service availability, and stakeholder participation therefore shaped whether teachers could consistently carry out the practices they valued.

On the Support Systems Needed to Create an Optimal Learning Environment The written qualitative responses generated five interrelated themes: sustained professional development; administrative and organizational support; instructional resources and related services; collaboration and family involvement; and shared responsibility for inclusion. Teachers needed continuing, practice-based learning; workable staffing, schedules, policies, and planning time; timely access to adapted materials, assistive devices, assessment, intervention, and specialists; regular coordination among teachers, families, administrators, and support personnel; and shared accountability across the school and education system.

On the Significant Relationship Between the Respondents' Profile and Their Perceptions

No statistically significant relationship was detected between the reported profile variables and teachers' perceptions because the supplied p-values were greater than .05. Within this sample, the perceived importance of an optimal learning environment appeared to be broadly shared across the represented ages, sex, educational attainment, teaching experience, and training categories.

On the Basis for the Proposed Inclusive Environment Support Framework

The integrated findings identified the priorities for the Inclusive Environment Support Framework for Public Schools. These included teacher-capacity development, workload and staffing support, accessible physical environments, adapted learning materials and assistive technology, coordinated assessment and related services, SPED-General Education collaboration, family participation, leadership accountability, and continuing monitoring. The framework was intended to align the conditions required for teachers to translate their positive understanding of inclusive practice into consistent school-wide implementation.

CONCLUSION

Based on the findings, the study drew the following conclusions regarding teachers' perspectives on an optimal learning environment for students with special needs in Consolacion Central Elementary School and Lamac Elementary School.

The sample included varied ages, qualifications, service lengths, and training exposure. Most respondents were female, had undertaken graduate study, and reported one to three relevant training activities. These distributions describe representation and do not independently assess inclusive-teaching competence.

Teachers generally endorsed the assessed classroom characteristics. Management and instruction received the strongest ratings, including rules, routines, positive behavior support, participation, and adapted teaching. Physical access, partnerships, confidence, and resources were also relevant. The ratings establish perceptions, while implementation and effectiveness require separate evidence.

Respondents reported difficulties in workload, preparation, collaboration, and resource and service access. Workload attracted the strongest agreement. The combined results show that valuing inclusive provision can coexist with difficulty carrying it out and identify professional and organizational priorities for review.

Using the p-values supplied in Table 19, none of the profile-related null hypotheses was rejected at 0.05. The tests did not supply sufficient evidence of associations in this sample. This finding neither establishes identical perceptions nor excludes relationships elsewhere. Interpretation remains limited by sample size, imbalance, and inconsistent coefficient entries.

The written accounts identified continuing practical preparation, administrative assistance, materials and services, family and professional partnership, and shared responsibility. Differences among accounts show that assistance should be tailored to context, rather than presumed to take the same form for every teacher.

The integrated evidence informs a Development Plan connecting professional learning, workload arrangements, provision, specialist access, and participation. School-specific priorities should guide its implementation. The study supplies a basis for the proposal; evaluation is needed to determine its effectiveness.

RECOMMENDATION

Based on the findings and conclusions of the study, it is recommended that the proposed Inclusive Learning Environment Support Development Plan for School Year 2026–2027 be considered for adoption and

implementation in the selected public elementary schools of Consolacion District. The plan may serve as a guide for school administrators, Special Education (SPED) teachers, and General Education teachers in addressing the challenges encountered in providing an optimal learning environment for students with special needs.

The proposed Development Plan should be presented to the Schools Division Office, district supervisors, and school heads for review and consideration. Its implementation may be incorporated into existing school programs and improvement plans, taking into account the available resources, teachers' needs, and conditions of each participating school. Particular attention should be given to strengthening instructional practices, providing appropriate learning resources, improving classroom support, and encouraging collaboration among teachers, families, and other stakeholders.

It is further recommended that the implementation of the Development Plan be monitored and evaluated regularly to determine its usefulness in addressing the identified needs of teachers and students. Feedback from those involved may be used to improve the proposed activities and make necessary adjustments. Through this process, the Development Plan may provide practical guidance for improving educational support and learning opportunities for students with special needs in self-contained and inclusive classrooms.

Output of The Study

Inclusive Learning Environment Support Development Plan

The proposed Development Plan organizes actions around the integrated findings. It prioritizes workload, preparation, and collaboration challenges, alongside comparatively lower ratings for resources, assistive assistance, and self-efficacy. The qualitative themes identify professional learning, school arrangements, services, family partnership, and shared responsibility as relevant forms of support.

Rationale

The Inclusive Learning Environment Support Development Plan is intended for selected public elementary schools in Consolacion District. It brings the survey priorities together with teachers' written requests for continuing preparation, administrative assistance, resources and services, partnership, and shared responsibility.

Teachers endorsed responsive instruction and classroom management while also reporting conditions that made their work difficult. Class sizes, competing duties, training needs, uneven provision, and collaboration difficulties informed the plan's priorities. The proposed actions align professional learning with school arrangements, resources, access, and stakeholder participation.

The plan treats teachers' efforts as part of a wider arrangement of leadership, working conditions, learning opportunities, resources, services, and family communication. Schools and district personnel can adapt its proposed actions to documented needs, available funds, and applicable DepEd policy, using monitoring to assess progress.

Objectives

The plan aims to improve learning environments for students with special needs in both classroom settings by connecting teacher development, school arrangements, accessible resources, stakeholder cooperation, and monitoring.

Specifically, the proposed output sought to:

1. strengthen teachers' competence and confidence in differentiated instruction, positive behavior support,

assessment, accommodations, assistive technology, and collaborative practice;

2. improve school-level arrangements for workload, planning time, case management, and access to specialist support;

3. increase the availability, accessibility, and appropriate use of adapted materials, learning resources, and assistive supports;

4. improve the safety and accessibility of classrooms used by students with special needs;

5. institutionalize collaboration among school leaders, SPED and General Education teachers, support personnel, families, and community partners; and

6. establish a monitoring and evaluation system that uses implementation evidence and stakeholder feedback to sustain improvement.

Scheme of Implementation

The proposed plan shall be submitted to Division and district personnel, school heads, teachers, and other concerned stakeholders for review and approval. Each school shall align its work plan with the School Improvement Plan, Annual Implementation Plan, and available funds. The school head and Inclusive Education Support Team shall coordinate implementation.

Implementation shall begin with a needs assessment and baseline review to identify priorities, assign responsibilities, and establish schedules. Activities shall include teacher training and coaching, provision of learning resources and assistive devices, workload adjustments, and family consultations. These activities shall be carried out according to identified needs and available resources.

District and Division personnel shall provide technical assistance and coordinate access to specialists and community resources. Budget allocations shall remain subject to approval and applicable financial procedures. Learner information shall be handled confidentially.

Monitoring and Evaluation

Quarterly monitoring shall use attendance and coaching records, resource inventories, consultation records, and stakeholder feedback. The team shall review progress in preparation, provision, classroom access, joint work, and family participation.

At the end of the implementation period, baseline and endline findings shall be compared to identify accomplishments, challenges, and necessary improvements. Actual accomplishments shall be recorded based on verified implementation evidence. The Remarks column shall remain blank in the development plan submitted with this study.

Sustainability Measures

To ensure the sustainability and continuous improvement of inclusive education practices, schools should integrate recurring activities, verified resource gaps, and measurable indicators into the School Improvement Plan (SIP) and Annual Implementation Plan (AIP). School-based trainers and mentors should also be developed to sustain professional learning despite personnel changes or limited opportunities for external training. Furthermore, schools should maintain and regularly update the inclusive resource bank, assistive-device inventory, specialist directory, and referral-tracking system to ensure the continued availability and accessibility of essential support services. Protected planning time, support-team meetings, family consultations, and quarterly monitoring activities

should be institutionalized through written schedules, memoranda, or designation orders to promote consistency and accountability in implementation. Finally, monitoring results should be systematically utilized to sustain effective strategies, improve activities that require further development, mobilize appropriate resources, and guide the preparation of the succeeding annual work plan.

Expected Outcomes

Implementation is expected to improve teachers' competence and confidence, classroom safety and access, provision of adapted materials and assistive support, referral arrangements, and stakeholder coordination. The plan also seeks to reduce organizational difficulties affecting individual assistance. These are proposed outcomes whose achievement must be assessed after implementation.

Inclusive Learning Environment Support Development Plan

Areas of Concern (Goals)	Objective	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcomes	Actual Accomplishments	Remarks
Teacher Preparation	Strengthen	Conduct a needs	Schools Division	PHP 45,000 for training	INSET funds; school	Quarter 1 needs	At least 90% teacher	To be documented	
and Self-Efficacy	teachers'	assessment; deliver	Office; district	materials, facilitators,	MOOE; Division training	assessment; quarterly	participation; four	through attendance	
Basis: training	competence	modular INSET on	supervisor; school	demonstration	funds; approved partner	learning cycles;	learning cycles	sheets, outputs,	
challenge, WM =	and confidence	differentiated instruction,	heads; SPED	resources, and digital	support	coaching throughout	completed; improved	coaching logs,	
4.32; teacher self-	in inclusive	Universal Design for	coordinator and	support		one school year	pretest-posttest and	assessments, lesson	
efficacy, WM = 3.98	instructional	Learning, positive	teachers; master				self-efficacy results;	plans, and observation	
	practice.	behavior support,	teachers; invited				lesson plans and	records after	
		assessment,	specialists				observation records	implementation	
		accommodations, and					show application		
		assistive technology;							
		provide coaching,							
		demonstration teaching,							
		peer observation, and							
		reflection sessions.							
Classroom and	Reduce	Review class	School heads; district	PHP 20,000 for planning	School MOOE; Division	Quarter 1 workload	Workload audit	To be documented	

Workload Support	organizational	assignments, ancillary	supervisor; grade-	sessions, reproduction	support; approved local	audit and scheduling;	completed; protected	through schedules,	
Basis: highest	barriers to	duties, and	level leaders; SPED	of streamlined forms,	funds	monthly implementation	planning time reflected	workload audit forms,	
challenge domain,	individualized	documentation	and General	coordination, and		review	in schedules; regular	meeting minutes,	
WM = 4.43; large	learner support	requirements; establish	Education teachers;	approved support costs			case conferences	consultation logs, and	
class size, WM =	and	protected weekly	Schools Division				conducted; fewer	teacher feedback	
4.48	professional	planning and case-	personnel office, as				missed consultations;		
	collaboration.	conference time;	applicable				improved teacher		
		streamline forms;					feedback on time for		
		identify personnel or					individualized planning		
		volunteer support							
		allowed by policy;							
		prepare learner-support							
		schedules.							
Learning Resources,	Improve	Conduct a resource	School heads;	PHP 120,000 for	School MOOE; Special	Quarter 1 inventory;	All target schools	To be documented	
Assistive Support,	access to	inventory; prioritize low-	property or resource	adapted materials,	Education Fund;	Quarters 2-3	maintain updated	through inventories,	
and Related	adapted	cost adaptations; create	coordinator; SPED	printing, priority assistive	approved grants and	procurement and	inventories; more	procurement and	
Services	learning	a resource bank and	teachers; ICT	devices, inventory tools,	donations; LGU or	development; quarterly	adapted resources are	donation records,	
Basis: lowest-rated	materials,	borrowing system; orient	coordinator; district or	and referral coordination	partner support	inventory updates	available and used;	borrowing logs, user	
characteristic, WM =	assistive	teachers on device	Division SPED				borrowing records are	orientation records, and	
3.88; resource	devices,	selection and use; map	personnel; LGU and				operational; referral	referral tracking	
challenge, WM =	assessment,	specialist and referral	qualified partners				directory and tracking		
4.19	intervention,	pathways; include					log are established;		

	and related	verified gaps in the SIP,					priority gaps are		
	services.	AIP, and procurement					reduced		
		plan.							
Physical Classroom	Improve	Use an accessibility	School heads; school	PHP 80,000 for low-cost	School MOOE; Special	Quarter 1 audit;	Accessibility checklist	To be documented	
Accessibility	classroom	checklist; reorganize	safety or DRRM team;	modifications, signage,	Education Fund; PTA or	immediate low-cost	completed for every	through checklists,	
Basis: physical	safety,	seating and traffic flow;	teachers; property	lighting improvements,	approved local support;	corrections; medium-	target classroom;	before-and-after	
environment, WM =	physical	improve signage,	custodian; PTA; LGU	storage, safety supports,	LGU funds subject to	term improvements	corrective actions	photographs, inspection	
4.12; material	access,	lighting, distraction	engineering or	and minor repairs	approval	within the school year	documented; materials	reports, work-completion	
accessibility, WM =	participation,	control, and reachability	appropriate office				placed within learner	records, and stakeholder	
3.94	and control of	of materials; document					reach; fewer reported	validation forms	
	environmental	structural concerns for					access and safety		
	barriers.	inclusion in school							

Areas of Concern (Goals)	Objective	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcomes	Actual Accomplishments	Remarks
		improvement planning and LGU coordination.					barriers; stakeholder validation completed		

Professional Collaboration Basis: collaboration challenge, WM = 4.30; limited collaboration opportunities, WM = 4.32	Institutionalize shared planning, consultation, referral, and accountability.	Create or activate an Inclusive Education Support Team; hold monthly learner-support meetings; use common case-conference and action-tracking forms; establish consultation pathways among SPED teachers, General Education teachers, and specialists; maintain a shared bank of adaptable practices and resources.	School heads; SPED and General Education teachers; guidance or designated focal person; support personnel; district or Division SPED coordinator	PHP 18,000 for meeting materials, secure records, communication tools, and resource-sharing activities	School MOOE; Division technical-assistance funds; approved partner support	Team organized in Quarter 1; monthly meetings; quarterly performance review	Team designation issued; at least eight meetings documented during the school year; action items assigned and tracked; referrals and agreed interventions completed more consistently	To be documented through designation orders, minutes, attendance, case-conference forms, action trackers, referral logs, and quarterly reports	

Family and Stakeholder Involvement Basis: parent-involvement challenge, WM = 4.39	Strengthen meaningful, accessible, and sustained participation of families and community partners.	Orient families on inclusive support and referral processes; provide flexible in-person or online consultation; use accessible two-way communication; conduct shared goal setting; connect families with appropriate school, health, social-service, LGU, and community resources.	School heads; class advisers; SPED teachers; guidance or designated focal person; PTA officers; families; LGU and community partners	PHP 25,000 for orientation materials, communication support, consultation activities, and referral-directory development	School MOOE; PTA funds subject to policy; LGU support; approved community partnerships	Orientation in Quarter 1; consultation every grading period and whenever needed	At least 80% family participation in scheduled conferences or documented alternatives; shared learner goals recorded; referrals followed up promptly; improved family feedback on communication and participation	To be documented through attendance, communication logs, consultation records, shared-goal forms, referral follow-up, and family feedback	

Monitoring, Evaluation, and Sustainability Basis: need for coordinated implementation across all quantitative and qualitative findings	Measure progress, correct implementation gaps, and sustain effective inclusive practices.	Establish baseline indicators; monitor implementation quarterly; review professional learning, workload, accessibility, resources, collaboration, and family engagement; conduct an endline teacher survey and stakeholder feedback; integrate effective activities and remaining gaps into the succeeding SIP and AIP.	School heads; district monitoring team; research or M&E coordinator; Inclusive Education Support Team; Schools Division Office	PHP 22,000 for monitoring tools, data processing, documentation, review meetings, and report production	School MOOE; Division monitoring funds; approved research or partner support	Baseline before implementation; quarterly reviews; endline evaluation at the close of the school year	Quarterly reports completed; at least 80% of planned activities implemented; endline improvement in priority indicators; corrective actions documented; sustainability measures included in the succeeding SIP and AIP	To be documented through baseline and endline data, monitoring reports, accomplishment records, stakeholder feedback, and SIP or AIP entries	

Prepared by: Charmaine M. Rocamora Researcher

I express my profound gratitude to Almighty God for the wisdom, strength, perseverance, and guidance that

sustained me throughout the completion of this dissertation.

I extend my sincere appreciation to **Dr. Niña Rozanne T. Delos Reyes**, my dissertation adviser, for her scholarly guidance, patience, constructive criticism, and encouragement. Her careful direction helped strengthen the conceptual, methodological, and written dimensions of my study.

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I offer my heartfelt gratitude to my beloved parents, **Mama Mera and Papa Nap**, for instilling in me the values of hard work, determination, dedication, and passion. Their constant support, willingness to help in every possible way, and presence throughout this journey enabled me to overcome its many challenges.

To my husband, **Renato**, I express my deepest appreciation for always being by my side and for continually providing motivation, inspiration, understanding, and unwavering support.

To my sisters, **Catherine and Cherrylou**, I am profoundly grateful for always standing by me and offering encouragement whenever I needed it.

I likewise extend my heartfelt thanks to my family, friends, colleagues, and loved ones for their prayers, understanding, encouragement, and steadfast support. I share this accomplishment with everyone who believed in the value of my study and in my ability to complete it.

Above all, I give honor and glory to **Almighty God**, the fountain of wisdom and strength, who made everything possible.

Thank you very much.

CHARMAINE M. ROCAMORA

Researcher

DEDICATION

This humble work is more than the product of hard work, determination, and years of study. Every page reflects the love, encouragement, and inspiration of those who helped me persevere throughout this journey. I dedicate this dissertation to everyone who supported me in reaching this milestone.

To my beloved parents, **Mama Mera and Papa Nap**, thank you for instilling in me the values of hard work, dedication, determination, and passion. Your unconditional love, sacrifices, prayers, and constant support gave me

the strength to overcome every challenge.

To my loving husband, **Renato**, thank you for always being by my side and for your unwavering love, understanding, motivation, and encouragement.

To my sisters, **Catherine and Cherrylou**, thank you for believing in me, standing by me, and inspiring me to continue until the completion of this journey.

To the teachers, school administrators, families, advocates, and communities who tirelessly support students with special needs, may we continue working together to create safe, accessible, responsive, and inclusive learning environments where every learner is valued, respected, and given meaningful opportunities to succeed.

To the students with special needs who inspired this study, may you always be recognized for your strengths and provided with the support and opportunities you need to learn, participate, and flourish.

Above all, I dedicate this dissertation to **Almighty God**, my unfailing source of wisdom, strength, perseverance, and inspiration. I humbly offer this intellectual endeavor to Him for greater good and for His greater glory.

CHARMAINE M. ROCAMORA

Researcher

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APPENDIX B

DATA PRIVACY STATEMENT

Republic Act No. 10173 Data Privacy Act of 2012

The researcher is committed to protecting the privacy and confidentiality of all information obtained from the participants in accordance with the provisions of **Republic Act No. 10173**, otherwise known as the **Data Privacy Act of 2012**, and its Implementing Rules and Regulations.

Participation in this study is entirely voluntary. Prior to data collection, each participant will be informed of the nature and purpose of the research, the procedures involved, the expected duration of participation, and any

potential risks or benefits. Only those who voluntarily provide their informed consent will participate in the study.

The information to be collected includes the respondents' age, sex, highest educational attainment, years of teaching experience, relevant trainings and seminars related to the education of students with special needs, and their responses to the survey questionnaire and interview guide. No unnecessary personal information will be collected.

All information gathered will be treated with the utmost confidentiality. Survey questionnaires and interview responses will be coded using identification numbers instead of participants' names to ensure anonymity. Any information that may directly or indirectly identify the participants will not be disclosed in any report, publication, presentation, or other dissemination of the research findings.

The collected data will be used solely for academic and research purposes in relation to the dissertation entitled:

"Teachers' Perspectives on the Characteristics of Optimal Learning Environment For Students With Special Needs In Self-Contained And Inclusive Classrooms; A Development Plan"

Access to the research data shall be limited only to the researcher, the dissertation adviser, and members of the dissertation panel, when necessary, for academic evaluation. Electronic files shall be password-protected, while printed documents shall be kept in a secure location accessible only to the researcher.

The research data shall be retained for **five (5) years** after the completion of the study, after which all electronic files will be permanently deleted and printed documents will be shredded or otherwise securely disposed of in accordance with institutional policies and applicable laws.

Participants have the right to:

- Participate voluntarily in the study;
- Refuse to answer any question they consider sensitive;
- Withdraw from the study at any time without penalty or prejudice;
- Request clarification regarding any aspect of the study; and
- Be assured that their identity and responses will remain confidential.

By signing the Informed Consent Form, the participant acknowledges that he or she has read and understood this Data Privacy Statement and voluntarily agrees to the collection, processing, storage, and use of his or her personal data solely for the purposes stated above.

Researcher:

Charmaine M. Rocamora

Doctor of Development Education

Cebu Technological University – Main Campus

Research Adviser:

NIÑA ROZANNE T. DELOS REYES, Dev.Ed.D

Dissertation Adviser

Cebu Technological University – Main Campus

APPENDIX C INFORMED CONSENT FORM

Informed Consent Form for Special Education (SPED) Teachers and General Education Teachers who will be participating in the research study entitled:

" TEACHERS' PERSPECTIVES ON THE CHARACTERISTICS OF OPTIMAL LEARNING ENVIRONMENT FOR STUDENTS WITH SPECIAL NEEDS IN SELF-CONTAINED AND INCLUSIVE CLASSROOMS:

A DEVELOPMENT PLAN"

Researcher: CHARMAINE M. ROCAMORA

Name of Institution: College of Education – Graduate Programs

Cebu Technological University

Adviser: Niña Rozanne T. Delos Reyes, Dev.Ed.D

This Informed Consent Form has two parts:

- Information Sheet (to share information about the study with you)
- Certificate of Consent (for signatures if you choose to participate)

You will be given a copy of the full Informed Consent Form

PART I: INFORMATION SHEET

INTRODUCTION

I, Charmaine M. Rocamora, am currently pursuing the degree of Doctor of Development in Education, Major in Special Education, at Cebu Technological University – Main Campus. As part of the requirements for the completion of my degree, I am conducting a research study entitled, "**TEACHERS' PERSPECTIVES ON THE CHARACTERISTICS OF OPTIMAL LEARNING ENVIRONMENT FOR STUDENTS WITH SPECIAL NEEDS IN SELF-CONTAINED AND INCLUSIVE CLASSROOMS:**

A DEVELOPMENT PLAN."

I would like to invite you to participate in this study. Before deciding whether to participate, please take time to read and understand the information provided in this consent form. You may discuss this study with anyone you trust and ask questions about any aspect of the research. If there are words or statements that are unclear, I will gladly explain them to you.

Purpose of the Research

The purpose of this study is to examine the perspectives of Special Education (SPED) teachers and General Education teachers regarding the characteristics of optimal learning environments for students with special needs. Specifically, the study seeks to identify effective practices, challenges encountered, support systems available, and recommendations that may contribute to strengthening inclusive educational practices and improving educational outcomes for students with disabilities.

Type of Research Intervention

This study will involve your participation in answering a survey questionnaire and participating in a semi-structured interview. The survey is expected to take approximately 15 to 20 minutes, while the interview may take approximately 30 to 45 minutes.

PARTICIPANT SELECTION

You are invited to participate because you are either:

1. A Special Education (SPED) teacher assigned to a self-contained classroom; or

2. A General Education teacher handling learners with special needs or learners with difficulties identified and tagged in the Learner Information System (LIS) within an inclusive classroom setting.

Your professional experiences and insights are valuable in understanding how optimal learning environments for students with disabilities are created and maintained.

VOLUNTARY PARTICIPATION

Your participation in this research is entirely voluntary. You may choose whether to participate. You may refuse to answer any question or withdraw from the study at any time without penalty, consequence, or effect on your employment or professional relationships.

PROCEDURE

If you agree to participate in this study, you will be asked to:

1. Complete a survey questionnaire regarding characteristics associated with the optimal learning environments for students with special needs;

2. Participate in a semi-structured interview to discuss the perspectives, toward the support systems; and

3. Allow the researcher to audio-record the interview for transcription and analysis purposes, subject to your permission.

The information collected will be used solely for academic and research purposes. All responses will be treated confidentially and stored securely.

DURATION

The study will be conducted over a period of approximately two months. Your direct participation will involve one survey session and, if selected, one interview session unless clarification is needed and you agree to provide additional information.

RISKS

There are no anticipated physical risks associated with participation in this study. Some participants may feel uncomfortable discussing professional experiences or challenges encountered in their teaching practice. If you feel uncomfortable at any time, you may decline to answer any question or discontinue your participation without any negative consequences.

BENEFITS

Although there may be no direct personal benefit to you, your participation may contribute to a better understanding of effective practices, challenges, and support systems that influence the creation of optimal learning environments for students with disabilities. The findings may be useful to teachers, school administrators, policymakers, and researchers seeking to strengthen inclusive education programs and services.

REIMBURSEMENTS

You will not receive any monetary compensation, incentives, or rewards for participating in this study.

CONFIDENTIALITY

All information gathered during the study will be treated with strict confidentiality. Your identity will not be disclosed in any report, publication, presentation, or dissertation resulting from this research. Codes or pseudonyms will be used instead of names. Only the researcher and dissertation adviser will have access to the collected data.

SHARING OF RESULTS

The findings of the study may be shared through academic presentations, research publications, and the completed dissertation. However, no information that could identify you personally will be disclosed. Participants may request a summary of the research findings upon completion of the study.

RIGHT TO REFUSE OR WITHDRAW

Your participation is entirely voluntary. You may refuse to participate or withdraw from the study at any time without penalty. Your decision to participate or not participate will not affect your employment status, professional evaluation, or relationship with your school, district, or institution.

WHO TO CONTACT

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact the researcher:

Name: Charmaine M. Rocamora Address: Consolacion, Cebu Number: 09190636764

Email:

PART II: CERTIFICATE OF CONSENT

I have been invited to participate in a research study entitled " **TEACHERS' PERSPECTIVES ON THE CHARACTERISTICS OF OPTIMAL LEARNING ENVIRONMENT FOR STUDENTS WITH SPECIAL NEEDS IN SELF-CONTAINED AND INCLUSIVE CLASSROOMS: A DEVELOPMENT PLAN**."

I have read the information presented above, or it has been read and explained to me. I have had the opportunity to

ask questions regarding the study, and all my questions have been answered to my satisfaction. I understand the purpose of the research, the procedures involved, the possible risks and benefits, and my rights as a participant.

I understand that my participation is voluntary and that I may withdraw from the study at any time without penalty or negative consequences. I further understand that all information I provide will be treated with strict confidentiality and used solely for academic and research purposes.

By signing this form, I voluntarily agree to participate in this study and consent to the collection and use of the information I provide for the purposes stated in this research.

Print Name of Participant: _____ Signature of Participant: _____
Date: _____

Day/Month/Year

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant and to the best of my ability, made sure that the participant understands that the following will be done:

1. The participant will answer a survey to collect information related to the study.
2. The participant will provide feedback on the overall development of the product.
3. The participant will share quantitative insights on the possible effect of the product.

I confirm that the participant was allowed to ask questions about the study, and all questions have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this Informed Consent Form has been provided to the participant.

Print Name of Researcher/Person Taking Consent: Charmaine Rocamora

Signature of Researcher/Person Taking Consent: _____ Date:
07/30/2026

Day/Month/Year

APPENDIX D

SURVEY QUESTIONNAIRE

TEACHERS' PERSPECTIVES ON THE CHARACTERISTICS OF OPTIMAL LEARNING ENVIRONMENT FOR STUDENTS WITH SPECIAL NEEDS IN SELF-CONTAINED AND INCLUSIVE CLASSROOMS:

A DEVELOPMENT PLAN

Dear Respondent, Greetings!

The undersigned is currently conducting a research study entitled, " **TEACHERS' PERSPECTIVES ON THE CHARACTERISTICS OF OPTIMAL LEARNING ENVIRONMENT FOR STUDENTS WITH SPECIAL**

NEEDS IN SELF-CONTAINED AND INCLUSIVE CLASSROOMS: A DEVELOPMENT PLAN" in

partial fulfillment of the requirements for the degree Doctor of Development Education, Major in Special Education, at Cebu Technological University.

You have been selected as one of the participants in this study. Your responses will be treated with strict confidentiality and will be used solely for academic and research purposes. Kindly answer all items honestly and objectively.

Thank you for your valuable participation. Respectfully,

CHARMAINE M. ROCAMORA

Researcher

PART I.

PROFILE OF THE RESPONDENTS

Direction: Please provide the information requested below or place a check mark (✓) in the box that corresponds to your answer.

Name (optional): _____

Position:

☐ SPED Teacher

☐ General Education Teacher

1. Age:

2. Sex:

☐ Male

☐ Female

3. Highest Educational Attainment:

☐ Bachelor's Degree

☐ With Master's Units

☐ Master's Degree

☐ With Doctoral Units

☐ Doctoral Degree

4. Years of Teaching Experience:

☐ 1–5 years

☐ 6–10 years

☐ 11–15 years

☐ 16–20 years

☐ 21 years and above

5. Relevant Trainings/Seminars Attended Related to Inclusive Education:

☐ None

☐ 1–2

☐ 3–5

☐ More than 5

Teacher Self-Efficacy

Statements	5	4	3	2	1
24. I am confident in my ability to teach students with special needs and create an optimal learning environment that supports their learning and participation.	☐	☐	☐	☐	☐
25. I can effectively implement inclusive instructional practices.	☐	☐	☐	☐	☐
26. I can manage diverse learner needs within the classroom.	☐	☐	☐	☐	☐
27. I can collaborate effectively with parents, colleagues, and support personnel.	☐	☐	☐	☐	☐

PART III. CHALLENGES ENCOUNTERED IN CREATING OPTIMAL LEARNING ENVIRONMENT FOR STUDENTS WITH SPECIAL NEEDS

Direction: Please indicate your level of agreement with each statement by placing a check mark (✓) under the appropriate column.

Scale	Description
5	Strongly Agree (SA)
4	Agree (A)
3	Moderately Agree (MA)
2	Disagree (D)
1	Strongly Disagree (SD)

Teacher Preparation and Training

Statements	5	4	3	2	1

1. Limited training affects my ability to support students with special needs effectively.	☐	☐	☐	☐	☐
2. I need additional professional development related to inclusive education.	☐	☐	☐	☐	☐
3. I encounter difficulties implementing evidence-based practices for students with special needs.	☐	☐	☐	☐	☐

Resources and Support Services

Statements	**5**	**4**	**3**	**2**	**1**
4. Insufficient availability of instructional materials limits my ability to provide appropriate instruction for students with special needs.	☐	☐	☐	☐	☐
5. Limited access to appropriate assistive technology restricts my ability to support the communication, participation, and learning needs of students with special needs.	☐	☐	☐	☐	☐
6. Insufficient access to specialized support services (e.g., SPED, speech-language, occupational therapy, behavioral support) makes it difficult to address students' individual needs.	☐	☐	☐	☐	☐
7. Limited availability of adapted or differentiated learning materials makes it difficult to meet the varied learning needs of students with special needs.	☐	☐	☐	☐	☐
8. Delays or limited access to assessment, intervention, and related services affect the timely support provided to students with special needs.	☐	☐	☐	☐	☐
9. Insufficient personnel support, such as SPED teachers, paraprofessionals, or related service providers, limits the implementation of appropriate supports for students with special needs.	☐	☐	☐	☐	☐

Classroom and Workload Challenges

Statements	**5**	**4**	**3**	**2**	**1**
10. Large class sizes make it difficult to provide individualized support.	☐	☐	☐	☐	☐
11. Managing diverse learner needs presents significant challenges.	☐	☐	☐	☐	☐
12. Administrative and instructional responsibilities affect my ability to implement inclusive practices effectively.	☐	☐	☐	☐	☐

Collaboration Challenges

Statements	**5**	**4**	**3**	**2**	**1**
13. Limited collaboration opportunities affect inclusive educational practices.	☐	☐	☐	☐	☐
14. Communication among stakeholders needs improvement.	☐	☐	☐	☐	☐
15. Parent involvement remains a challenge in supporting students with special needs.	☐	☐	☐	☐	☐

PART IV. INTERVIEW GUIDE

SUPPORT SYSTEMS NECESSARY IN CREATING AN OPTIMAL LEARNING ENVIRONMENT FOR STUDENTS WITH SPECIAL NEEDS

Main Question:

How do teachers perceive the support systems as necessary in creating an optimal learning environment for students with special needs?

Sub-questions:

- What professional development do you need to create an optimal learning environment for students with special needs? Why is it important?
- What administrative and school support is needed to create an optimal learning environment for students with special needs? Why is it necessary?
- What instructional and related services should be provided to create an optimal learning environment for students with special needs? Why is it important?
- In your perspective, is it necessary to strengthen collaboration and family involvement in creating an optimal learning environment for students with special needs? Why?

Exit Question:

Is there anything else you would like to share about your perception toward the support systems as necessary in creating an optimal learning environment for students with special needs?

Thank you very much for your participation and valuable contribution to this study!!!

STATISTICAL TREATMENT

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Respondents	31	1.00	31.00	16.0000	9.09212
Age	31	26.00	56.00	39.6452	8.51880
Gender	31	1.00	2.00	1.0323	.17961
HEA	31	1.00	4.00	2.1613	.93441
YTE	31	1.00	5.00	2.8065	1.44728
Trainings	31	1.00	4.00	2.1290	.88476
Physical	31	2.20	5.00	4.1226	.88946
Instructional	31	3.00	5.00	4.3548	.67631
Classroom	31	3.75	5.00	4.6048	.45081
LRS	31	2.00	5.00	3.8774	.97390
Support	31	3.00	5.00	4.2000	.79162
Efficacy	31	2.50	5.00	3.9839	.76359
PLE_Total	31	17.85	30.00	25.1435	3.97152
Valid N (listwise)	31				

Age <> Perceptions of LE and its sub-variables

Correlations

		Age	Physical	Instructional	Classroom	LRS	Support	Efficacy	PLE_Total
Age	Pearson Correlation	1	.120	.018	.097	.109	.113	-.057	.079
	Sig. (2-tailed)		.519	.922	.604	.561	.546	.760	.672
	N	31	31	31	31	31	31	31	31
Physical	Pearson Correlation	.120	1	.770**	.881**	.801**	.773**	.550**	.911**
	Sig. (2-tailed)	.519		.000	.000	.000	.000	.001	.000
	N	31	31	31	31	31	31	31	31
Instructional	Pearson Correlation	.018	.770**	1	.755**	.827**	.794**	.653**	.915**
	Sig. (2-tailed)	.922	.000		.000	.000	.000	.000	.000
	N	31	31	31	31	31	31	31	31
Classroom	Pearson Correlation	.097	.881**	.755**	1	.611**	.691**	.592**	.841**
	Sig. (2-tailed)	.604	.000	.000		.000	.000	.000	.000
	N	31	31	31	31	31	31	31	31
LRS	Pearson Correlation	.109	.801**	.827**	.611**	1	.889**	.502**	.909**
	Sig. (2-tailed)	.561	.000	.000	.000		.000	.004	.000
	N	31	31	31	31	31	31	31	31
Support	Pearson Correlation	.113	.773**	.794**	.691**	.889**	1	.560**	.912**
	Sig. (2-tailed)	.546	.000	.000	.000	.000		.001	.000
	N	31	31	31	31	31	31	31	31
Efficacy	Pearson Correlation	-.057	.550**	.653**	.592**	.502**	.560**	1	.728**
	Sig. (2-tailed)	.760	.001	.000	.000	.004	.001		.000
	N	31	31	31	31	31	31	31	31
PLE_Total	Pearson Correlation	.079	.911**	.915**	.841**	.909**	.912**	.728**	1
	Sig. (2-tailed)	.672	.000	.000	.000	.000	.000	.000	
	N	31	31	31	31	31	31	31	31

**. Correlation is significant at the 0.01 level (2-tailed).

3.1 Sex <> Teaching Techniques

Correlations

		Gender	PLE_Total	Physical	Instructional	Classroom	LRS	Support	Efficacy
Gender	Pearson Correlation	1	.180	.183	.177	.060	.214	.188	.065
	Sig. (2-tailed)		.332	.324	.341	.749	.248	.312	.730
	N	31	31	31	31	31	31	31	31
PLE_Total	Pearson Correlation	.180	1	.911**	.915**	.841**	.909**	.912**	.728**
	Sig. (2-tailed)	.332		.000	.000	.000	.000	.000	.000
	N	31	31	31	31	31	31	31	31
Physical	Pearson Correlation	.183	.911**	1	.770**	.881**	.801**	.773**	.550**
	Sig. (2-tailed)	.324	.000		.000	.000	.000	.000	.001
	N	31	31	31	31	31	31	31	31
Instructional	Pearson Correlation	.177	.915**	.770**	1	.755**	.827**	.794**	.653**
	Sig. (2-tailed)	.341	.000	.000		.000	.000	.000	.000
	N	31	31	31	31	31	31	31	31
Classroom	Pearson Correlation	.060	.841**	.881**	.755**	1	.611**	.691**	.592**
	Sig. (2-tailed)	.749	.000	.000	.000		.000	.000	.000
	N	31	31	31	31	31	31	31	31
LRS	Pearson Correlation	.214	.909**	.801**	.827**	.611**	1	.889**	.502**
	Sig. (2-tailed)	.248	.000	.000	.000	.000		.000	.004
	N	31	31	31	31	31	31	31	31
Support	Pearson Correlation	.188	.912**	.773**	.794**	.691**	.889**	1	.560**
	Sig. (2-tailed)	.312	.000	.000	.000	.000	.000		.001
	N	31	31	31	31	31	31	31	31
Efficacy	Pearson Correlation	.065	.728**	.550**	.653**	.592**	.502**	.560**	1
	Sig. (2-tailed)	.730	.000	.001	.000	.000	.004	.001	
	N	31	31	31	31	31	31	31	31

**. Correlation is significant at the 0.01 level (2-tailed).

3.2 Educational attainment* <> Teaching Techniques

Correlations

			HEA	PLE_Total	Physical	Instructional	Classroom	LRS	Support	Efficacy
Spearman's rho	HEA	Correlation Coefficient	1.000	.079	-.029	.130	.201	-.003	-.030	.279
		Sig. (2-tailed)	.	.673	.877	.484	.279	.989	.874	.129
		N	31	31	31	31	31	31	31	31
	PLE_Total	Correlation Coefficient	.079	1.000	.868**	.881**	.794**	.915**	.869**	.731**
		Sig. (2-tailed)	.673	.	.000	.000	.000	.000	.000	.000
		N	31	31	31	31	31	31	31	31
	Physical	Correlation Coefficient	-.029	.868**	1.000	.760**	.786**	.815**	.703**	.476**
		Sig. (2-tailed)	.877	.000	.	.000	.000	.000	.000	.007
		N	31	31	31	31	31	31	31	31
	Instructional	Correlation Coefficient	.130	.881**	.760**	1.000	.780**	.796**	.750**	.645**
		Sig. (2-tailed)	.484	.000	.000	.	.000	.000	.000	.000
		N	31	31	31	31	31	31	31	31
	Classroom	Correlation Coefficient	.201	.794**	.786**	.780**	1.000	.600**	.611**	.622**
		Sig. (2-tailed)	.279	.000	.000	.000	.	.000	.000	.000
		N	31	31	31	31	31	31	31	31
	LRS	Correlation Coefficient	-.003	.915**	.815**	.796**	.600**	1.000	.860**	.513**
		Sig. (2-tailed)	.989	.000	.000	.000	.000	.	.000	.003
		N	31	31	31	31	31	31	31	31
	Support	Correlation Coefficient	-.030	.869**	.703**	.750**	.611**	.860**	1.000	.547**
		Sig. (2-tailed)	.874	.000	.000	.000	.000	.000	.	.001
		N	31	31	31	31	31	31	31	31
	Efficacy	Correlation Coefficient	.279	.731**	.476**	.645**	.622**	.513**	.547**	1.000
		Sig. (2-tailed)	.129	.000	.007	.000	.000	.003	.001	.
		N	31	31	31	31	31	31	31	31

**. Correlation is significant at the 0.01 level (2-tailed).

3.3 Years of teaching experience <> Teaching Techniques

3.4 Years of teaching experience <> Teaching Techniques

Directional Measures

			Value
Nominal by Interval	Eta	YTE Dependent	.635
		Physical Dependent	.492

ANOVA

Physical

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.743	4	1.436	2.075	.113
Within Groups	17.991	26	.692		
Total	23.734	30			

Directional Measures

			Value
Nominal by Interval	Eta	YTE Dependent	.650
		Instructional Dependent	.440

ANOVA

Instructional

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.652	4	.663	1.557	.215
Within Groups	11.069	26	.426		
Total	13.722	30			

Directional Measures

			Value
Nominal by Interval	Eta	YTE Dependent	.470
		Classroom Dependent	.502

ANOVA

Classroom

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.536	4	.384	2.188	.098
Within Groups	4.561	26	.175		
Total	6.097	30			

Directional Measures

			Value
Nominal by Interval	Eta	YTE Dependent	.745
		LRS Dependent	.347

ANOVA

LRS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.418	4	.854	.887	.485
Within Groups	25.036	26	.963		
Total	28.454	30			

Directional Measures

			Value
Nominal by Interval	Eta	YTE Dependent	.646
		Support Dependent	.323

ANOVA

Support

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.957	4	.489	.755	.564
Within Groups	16.843	26	.648		
Total	18.800	30			

Directional Measures

			Value
Nominal by Interval	Eta	YTE Dependent	.467
		Efficacy Dependent	.408

ANOVA

Efficacy

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.914	4	.729	1.299	.296
Within Groups	14.578	26	.561		
Total	17.492	30			

Directional Measures

			Value
Nominal by Interval	Eta	YTE Dependent	.934
		PLE_Total Dependent	.425

ANOVA

PLE_Total

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	85.492	4	21.373	1.433	.251
Within Groups	387.696	26	14.911		
Total	473.189	30			

3.5 Number of trainings attended <> Teaching Techniques

Directional Measures

			Value
Nominal by Interval	Eta	Trainings Dependent	.669
		Physical Dependent	.301

ANOVA

Physical

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.154	3	.718	.898	.455
Within Groups	21.580	27	.799		
Total	23.734	30			

Directional Measures

			Value
Nominal by Interval	Eta	Trainings Dependent	.585
		Instructional Dependent	.281

ANOVA

Instructional

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.085	3	.362	.773	.519
Within Groups	12.637	27	.468		
Total	13.722	30			

Directional Measures

			Value
Nominal by Interval	Eta	Trainings Dependent	.331
		Classroom Dependent	.308

ANOVA

Classroom

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.580	3	.193	.946	.432
Within Groups	5.517	27	.204		
Total	6.097	30			

Directional Measures

			Value
Nominal by Interval	Eta	Trainings Dependent	.558
		LRS Dependent	.155

ANOVA

LRS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.680	3	.227	.220	.881
Within Groups	27.774	27	1.029		
Total	28.454	30			

Directional Measures

			Value
Nominal by Interval	Eta	Trainings Dependent	.747
		Support Dependent	.198

ANOVA

Support

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.739	3	.246	.368	.776
Within Groups	18.061	27	.669		
Total	18.800	30			

ANOVA

Efficacy

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.738	3	.246	.396	.757
Within Groups	16.754	27	.621		
Total	17.492	30			

Directional Measures

			Value
Nominal by Interval	Eta	Trainings Dependent	.533
		Efficacy Dependent	.205

Directional Measures

			Value
Nominal by Interval	Eta	Trainings Dependent	.989
		PLE_Total Dependent	.242

ANOVA

PLE_Total

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	27.808	3	9.269	.562	.645
Within Groups	445.381	27	16.496		
Total	473.189	30			

LICENSE AND ELIGIBILITY

- **New Mexico Level III-A Instructional Leader License – PreK–12 Special Education**

State of New Mexico June 2031

- **New Mexico Level III-A Instructional Leader License – K–8 Elementary Education**

State of New Mexico June 2031

- **Nevada Professional Teaching License – Special Education Generalist (K–12)**

State of Nevada, License July 2030

- **Professional Teacher License**

Professional Regulation Commission (PRC), Republic of the Philippines July 2026

TEACHING EXPERIENCE

SPED Resource Teacher (K–6th)

Shiprock Associated Schools, Inc. – Atsa Biyaazh Community School Shiprock, New Mexico, USA

August 2023 – Present

SPED Resource Teacher (Grades 3–5)

Fredric W. Watson Elementary School, Clark County School District North Las Vegas, Nevada, USA

February 2021 – August 2023

Inclusion Teacher (Grades 4–5)

Lamac Elementary School, Department of Education Consolacion, Cebu, Philippines

November 2015 – February 2021

Inclusion Teacher (Grades 4–5)

San Roque Child Development School Liloan, Cebu, Philippines

June 2013 – March 2015

SEMINAR AND WORKSHOPS

Restorative and Trauma-Informed Summer Summit 2022

Participant

Clark County School District June 2022

2022 Digital Learning Summit

Participant

Nevada Department of Education April 2022

Leader in Me

Participant

Clark County School District October 2021

Structured Teacher Planning Time

Participant

Clark County School District September 2022

CHAMPS Training

Participant

Clark County School District August 2022

i-Ready: Helping All Learners Succeed

Participant

Curriculum Associates January 2023

EPICS 2023 Native American Special Education Conference

Participant

Education for Parents of Indian Children with Special Needs (EPICS) November 2023