

Teachers' Readiness on the Performance of Learners with Disabilities in Regular Schools: Basis for Inclusive Education Modules

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DOI: <https://doi.org/10.47772/IJRISS.2026.1026EDU0388>

Received: 30 May 2026; Accepted: 04 June 2026; Published: 28 June 2026

ABSTRACT

This study investigates the relationship between teacher readiness and the performance of learners with disabilities (LWDs) in regular secondary schools. Employing an explanatory mixed-methods design, the research surveyed 100 public school teachers and conducted focus group discussions in Valenzuela City to capture both statistical trends and lived experiences.

Findings reveal that while teachers maintain highly positive attitudes and adequate knowledge of inclusive policies, they experience significant gaps in practical skills, particularly regarding assistive technologies and specialized instructional materials. Learners with disabilities showed observable progress in participation and academic growth; however, meeting grade-level competencies remains a persistent challenge. Crucially, the study identified a significant positive correlation between teacher readiness—comprising knowledge, skills, attitude, and training—and the overall performance rate of LWDs. No significant differences in readiness were found based on teachers' age, gender, or experience.

Based on these results, the study developed the "No Learner Left Behind" inclusive education module, a 40-hour training program designed to bridge the gap between theoretical knowledge and practical classroom application.

Keywords: Inclusive Education, Teacher Readiness, Learners with Disabilities, Instructional Strategies

INTRODUCTION

This chapter outlines the core problem and discusses relevant literature that underpins the study's findings. Additionally, it defines key parameters designed to facilitate a seamless and thorough investigation.

Inclusive education in the Philippines is about giving every learner the right to learn together in the same classroom, no matter who they are or what challenges they face. It means that students with disabilities, learning difficulties, or other special needs should not be separated from others. Instead, schools and teachers should make adjustments so that everyone can take part and succeed. The goal of inclusive education is to make sure that all learners feel accepted and supported. It also helps students understand and respect one another, which builds a more caring and fair school community.

The Department of Education (DepEd) supports inclusive education through laws and policies that protect the rights of all learners. One of the most important laws is Republic Act No. 11650, or the *Inclusive Education Act of 2022*. This law says that no learner should be denied admission or participation in school because of disability or any condition (Official Gazette, 2022).

To help schools apply this law, DepEd released several orders. DepEd Order No. 44, s. 2021 gives clear guidelines on how schools should provide learning programs and services for learners with disabilities in the K–12 system. It encourages teachers to adjust their lessons and provide support so that learners with disabilities can

join regular classes (Department of Education, 2021).

Another important policy is DepEd Order No. 23, s. 2022, also called the *Child Find Policy*. This order guides schools on how to identify and help learners with disabilities who are not yet enrolled in school (Department of Education, 2022). These laws and policies show that the government is serious about giving every child an equal chance to study and learn.

UNESCO (2014) explained that inclusive education is more than just placing learners with special needs in the same classroom as others. It means changing teaching methods, classroom materials, and assessments so that everyone can learn effectively. In other words, inclusion is not only about students, it is also about preparing teachers. Teachers play the biggest role in making inclusion successful. They need to have the right knowledge, skills, and attitudes to handle students with different learning needs. If teachers are well-prepared, they can create lessons that work for all learners. But if they are not ready, students with special needs might struggle or feel left out.

Many studies in the Philippines have looked at how ready teachers are to teach in inclusive classrooms. However, most of these studies focus on teachers in the early grades, such as kindergarten and elementary school.

For example, studies done in the Loreto District (*Logroño & Gongora, 2023*) and Cebu City (*Dela Cruz, 2024*) found that teachers in early education had good attitudes and were fairly prepared to handle learners with special needs. They also showed that training programs help improve teachers' confidence in teaching inclusively. But very few studies have looked at how ready secondary school teachers are. This is an important gap because teaching at the secondary level is different. High school teachers handle more subjects, larger classes, and more complex lessons. Their students are also at a stage where they experience many emotional and social changes. Because of this, the kind of support and preparation they need might be different from teachers in lower grades.

This study focuses on the readiness of secondary school teachers in inclusive education, which has been largely under-researched in the Philippines. While previous studies concentrated on early grades, this study examines the challenges, strategies, and preparedness of high school teachers who handle learners with disabilities across multiple subjects and larger classes. By targeting secondary education, the study provides insights that are critical for improving inclusive practices at a stage where learners' academic, social, and emotional development is highly sensitive, thereby contributing new knowledge to the field and informing policy and teacher training programs.

It is important to study how ready secondary school teachers are for inclusive education because this level plays a big role in a learner's future. When teachers in high school are prepared, they can help learners with special needs succeed academically and socially. Learners feel more accepted and are less likely to drop out of school. Inclusive classrooms also help other students learn values like patience, understanding, and respect for diversity. On the other hand, if teachers are not prepared, learners with disabilities may find it hard to keep up and could lose confidence in themselves. This shows that teacher readiness is not just a professional issue it affects the lives of students and the success of inclusive education as a whole.

Inclusive education has many advantages when it is done well. It helps improve academic performance because all learners can participate in meaningful activities. It encourages teamwork and friendships among students with and without disabilities. It also makes learning more creative and flexible because teachers find new ways to teach according to each learner's needs.

Despite these positive effects, many secondary teachers in the Philippines still face challenges in practicing inclusive education. Some teachers have limited training in handling learners with special needs. Others deal with big class sizes, lack of materials, or not enough support from special education coordinators. These challenges make it harder to apply inclusion effectively. Because of this, it is important to find out how ready secondary teachers really are. Knowing their level of readiness can help DepEd and school leaders design better training programs, provide materials, and create support systems that truly work in the classroom.

Background of the Study

Inclusive education in the Philippines aims to make sure that all learners, including those with disabilities, can study and learn together in regular classrooms. The Department of Education (DepEd) believes that every child has the right to quality education no matter what their background or condition is. To support this, the government created the Inclusive Education Act (Republic Act No. 11650) in 2022. This law protects the rights of learners with disabilities to receive equal access to education. DepEd also released DepEd Order No. 44, s. 2021, which gives schools clear guidelines on how to provide learning programs and services for students with special needs. Even with these strong laws and policies, many schools in the country still face problems in putting inclusive education into real classroom practice.

At Lawang Bato National High School, teachers have noticed that inclusion is happening, but many of them do not feel ready to handle learners with disabilities in their classes. During In-Service Training (INSET) and focus group discussions, teachers often talk about their struggles in teaching learners with different needs. Some teachers shared that they sometimes pass students even when they are not performing well. This is not because they want to take shortcuts, but because they do not feel confident or prepared to help these students learn better. Many teachers said that they try their best to adjust their lessons, but they lack proper training and strategies to teach inclusively. This shows that the real problem is not about teachers' willingness, but about their readiness to teach learners with diverse needs.

Teachers in Lawang Bato National High School have a strong desire to improve their teaching for learners with disabilities. Many of them want to know how to adjust their lessons, give fair assessments, and use different methods that can help every learner succeed. Some teachers said that they are unsure how to create activities that fit the abilities of students with learning difficulties. Others said that they struggle with how to manage behavior or communicate with learners with disabilities. Because of these challenges, lessons are sometimes not effective, and students with special needs may lose interest or confidence. Even though teachers care deeply about their students, they need more support, training, and guidance to feel ready for inclusive education.

Another issue that teachers often raise is the heavy workload and pressure to meet curriculum requirements. Teachers are expected to finish lessons on time and meet performance standards, which makes it difficult to give extra attention to learners with disabilities. This sometimes leads to a situation where students are promoted even if they have not mastered the required skills. Teachers do this out of kindness and a wish not to discourage students, but it affects the quality of learning. Inclusive education should help every student learn based on their own ability and pace, not just move them to the next grade.

The situation in Lawang Bato National High School shows that there is a need to look more closely at how prepared teachers are to handle inclusive education. Many studies in the Philippines already talk about teacher readiness, but most of them focus on the early grades like kindergarten and elementary (Logroño & Gongora, 2023). There are very few studies about secondary schools, where the learning setup is more complex. High school teachers handle several subjects and larger classes. Students at this level also face emotional and social changes, which make teaching even more challenging. Because of this, teachers at the secondary level may need different kinds of training and support.

This study aims to find out how ready teachers in Lawang Bato National High School are to teach learners with special educational needs. It also hopes to know if teachers in District 1 of Valenzuela City experience the same challenges. Understanding this can help identify what kind of help and training teachers really need. The goal is to use the results to create Inclusive Education Modules that can guide teachers in making their classrooms more supportive and effective for all learners. Through this study, the school hopes to strengthen inclusive education and give every learner a fair chance to learn and succeed.

Review of Related Literature

This section presents the various related literature and studies that serve as the foundation and springboard for

strengthening the findings of the present study. The reviewed materials are classified into themes to provide a comprehensive overview of relevant written documents and scholarly works. Through this organization, the study is strengthened and supported with credible and reliable sources.

International Frameworks on Inclusive Education

The Salamanca Statement of 1994, organized by UNESCO in Spain, was a landmark international agreement that promoted inclusive education as the standard for all children, including those with disabilities. It emphasized equal access, teacher training, and curriculum reforms to support learning in regular schools. This document remains one of the most influential frameworks guiding inclusive education worldwide.

Adipat and Chotikapanich (2022) explained that Sustainable Development Goal 4 (SDG 4) under the 2030 Agenda focuses on ensuring quality education for all, which helps reduce inequality and create more stable communities. Quality education also promotes tolerance, social mobility, and prepares learners for the challenges of the modern world. Similarly, Unterhalter (2019) emphasized that education drives sustainable progress by improving skills, reducing poverty, and supporting better health and nutrition outcomes, all of which contribute to the goal of leaving no one behind.

Philippine Framework on Inclusive Education

In the Philippines, the Department of Education (DepEd) has institutionalized inclusive education principles within its policy frameworks, aligning national actions with international commitments to equity and inclusion. The Inclusive Education Policy Framework for Basic Education (anchored in DepEd Order No. 21, s. 2019) outlines the rationale, principles, and key dimensions for implementing inclusive education in the basic education system. This framework is grounded on the constitutional right to education and aims to ensure that education is learner-centered, context-responsive, and sensitive to the diverse needs of all learners regardless of disability, socio-economic status, culture, or other differences.

The Basic Education Development Plan (BEDP) 2030 further operationalizes inclusive education in the country's long-term education strategy. According to DepEd's policy documents, inclusive education is part of the Department's commitment to provide "quality, equitable, and complete basic education" by protecting and promoting the rights of every Filipino learner, including those with disabilities. The BEDP 2030 integrates inclusive programs such as the Special Education (SPED) Program, early intervention, curriculum adaptations, learning resource support, and guidance services into the broader education system, ensuring that inclusion principles are embedded across planning, implementation, and monitoring processes.

These Philippine frameworks reflect a rights-based and systemic approach to inclusive education. They emphasize the importance of learner diversity, responsive teaching strategies, supportive learning environments, and collaboration among stakeholders to promote equitable outcomes. By aligning national policy with global frameworks such as SDG 4 and the CRPD, the Philippines demonstrates a commitment to advancing inclusive education as a core component of its education development agenda.

Teachers' Readiness for Inclusive Education

Ecoben (2019) shows that teachers are very important in making inclusive education work because they guide students with special needs in regular classrooms. The study says that many public-school teachers already know the importance of inclusion and have good attitudes toward it. But even if they are willing, they still need more training, workshops, and hands-on practice, especially in making Individualized Education Plans (IEPs). Ecoben also points out that teachers have some skills on their own but lack formal preparation in inclusive strategies. Because of this, the study recommends adding a subject on disability and inclusive education in teacher training programs so teachers can be readier and more confident.

Knowledge of Inclusive Education. Teachers' knowledge plays a foundational role in inclusive education, as it influences how well they understand learners with disabilities and apply appropriate instructional strategies.

According to Karynbaeva et al. (2022), teacher readiness is strongly linked to cognitive readiness, which includes knowledge of special pedagogy, inclusive practices, and correctional psychology. Their study revealed that many teachers possess fragmented or surface-level knowledge, indicating gaps in formal preparation.

Similarly, Alcosero et al. (2023) found that many regular teachers in the Philippines have limited theoretical knowledge of inclusive education, particularly in identifying learning needs and understanding disability-related policies. This lack of knowledge often leads to uncertainty in classroom decision-making. More recently, Mabanag et al. (2024) noted that while teachers are aware of the principles of inclusion, many struggle to translate this knowledge into practice, especially in developing Individualized Education Plans (IEPs). These findings suggest that adequate conceptual knowledge is essential for teachers to feel ready and effective in inclusive classrooms.

Skills in Implementing Inclusive Practices. Beyond knowledge, teachers must possess practical skills to manage diverse classrooms and respond to varied learning needs. Zegeye (2022) reported that teachers often feel unprepared due to limited skills in classroom management, differentiated instruction, and behavior support for learners with special needs. Teaching experience was found to influence skill development, with more experienced teachers demonstrating better adaptive strategies.

In a more recent study, Mabanag et al. (2024) found that teachers were generally skilled in supporting learners' basic academic and social needs but were less confident in fostering self-efficacy and independence among learners with disabilities. This indicates that while some inclusive skills are present, more advanced and learner-centered skills remain underdeveloped. The literature highlights that skill readiness requires continuous practice, mentoring, and exposure to real inclusive classroom situations.

Attitudes Toward Inclusive Education. Teachers' attitudes significantly affect their willingness to implement inclusive education. Positive attitudes promote acceptance and flexibility, while negative attitudes may hinder inclusion efforts. A study by Sharma and Jacobs (2021) emphasized that teachers with positive beliefs about inclusion are more likely to adapt instruction and collaborate with others to support learners with disabilities.

Alcosero et al. (2023) also identified psychological readiness as a key component of teacher readiness, noting that some teachers express anxiety and fear due to perceived lack of competence. Although many teachers support the idea of inclusion, their attitudes are often shaped by workload concerns, class size, and lack of support. These findings suggest that positive attitudes alone are not sufficient; they must be reinforced by adequate support systems and training to sustain inclusive practices.

Training and Professional Development. Training is a critical factor in enhancing teacher readiness for inclusive education. Several studies point out that pre-service and in-service training programs often fail to adequately prepare teachers for inclusive classrooms. Zegeye (2022) found that the absence of short-term trainings and limited exposure to inclusive education during teacher preparation programs contributed to teachers' low sense of readiness.

Similarly, Mabanag et al. (2024) reported that existing training programs do not fully address the actual challenges teachers face in inclusive classrooms, such as behavior management and individualized planning. Alcosero et al. (2023) further emphasized the need for hands-on, school-based training and continuous professional development. These studies highlight that meaningful and sustained training opportunities are essential in developing both confidence and competence among teachers.

Preparedness in Instructional Materials. Preparedness in instructional materials is another important component of teacher readiness, as inclusive education requires appropriate and accessible learning resources. Studies show that teachers often struggle with limited materials that address diverse learning needs. According to Mabanag et al. (2024), teachers reported difficulty in preparing and accessing modified instructional materials and assistive resources for learners with disabilities.

In a related study, Cruz and Bautista (2021) found that teachers in inclusive classrooms frequently rely on self-

made materials due to the lack of school-provided resources. This situation adds to teachers' workload and affects the quality of instruction. Alcosero et al. (2023) also noted that insufficient instructional materials weaken teachers' preparedness and confidence. These findings suggest that availability and accessibility of inclusive instructional materials are essential for effective implementation of inclusive education.

Overall, recent literature shows that teacher readiness for inclusive education is shaped by interconnected components: knowledge, skills, attitudes, training, and preparedness in instructional materials. While many teachers demonstrate willingness and positive attitudes toward inclusion, gaps in training, limited resources, and insufficient practical preparation continue to affect their readiness. Addressing these components holistically is necessary to strengthen teachers' capacity to implement inclusive education effectively and sustainably.

Performance Rate of Learners with Disabilities in Regular Schools

The performance rate of learners with disabilities in regular schools is an important indicator of the effectiveness of inclusive education. Performance rate refers to how well learners with disabilities achieve expected learning standards, participate in classroom activities, and progress academically, including their promotion to the next grade level. Studies show that inclusive education aims not only to provide access to education but also to ensure that learners with disabilities achieve meaningful learning outcomes and experience academic success comparable to their peers (UNESCO, 2021).

Recent research highlights that the performance of learners with disabilities is influenced by teacher competence, school support systems, learning resources, and inclusive teaching strategies. While inclusive education has improved access to schooling, many learners with disabilities still face challenges in achieving expected academic standards due to inadequate instructional support and limited individualized interventions (Hehir et al., 2022). Thus, examining learning outcomes, academic performance, classroom participation, and promotion rates is essential in understanding the overall performance of learners with disabilities in regular schools.

Learning Outcomes of Learners with Disabilities. Learning outcomes refer to the knowledge, skills, and competencies that learners acquire as a result of instruction. In inclusive classrooms, learning outcomes are used to measure whether learners with disabilities meet curriculum standards and individualized learning goals. According to UNESCO (2021), inclusive education should ensure that all learners achieve equitable learning outcomes, regardless of their abilities.

Hehir et al. (2022) reported that learners with disabilities can achieve positive learning outcomes when teachers use differentiated instruction, individualized learning plans, and assistive technologies. However, the study also noted that many learners with disabilities lag behind in literacy and numeracy due to insufficient accommodations and support services. Similarly, Morningstar et al. (2021) found that inclusive instructional strategies significantly improved learning outcomes among students with disabilities, especially when teachers collaborated with special education professionals. These findings emphasize that learning outcomes depend on the quality of inclusive teaching practices and support mechanisms.

Academic Performance of Learners with Disabilities. Academic performance refers to learners' achievement in academic subjects, often measured through grades, test scores, and assessments. Studies indicate that learners with disabilities in regular schools often perform lower academically compared to their peers without disabilities due to barriers in instruction and assessment (Ainscow, 2022).

Klingner et al. (2021) reported that students with disabilities frequently experience academic difficulties in reading and mathematics when inclusive practices are not properly implemented. However, when teachers apply universal design for learning (UDL) and individualized instruction, academic performance improves significantly. Ainscow (2022) also emphasized that inclusive school policies and teacher support are critical in narrowing the academic performance gap between learners with and without disabilities. These findings suggest that academic performance is closely linked to the effectiveness of inclusive teaching strategies and school support systems.

Classroom Participation of Learners with Disabilities. Classroom participation refers to learners' active involvement in classroom discussions, activities, and collaborative learning tasks. Participation is a key indicator of engagement and inclusion, as it reflects learners' social and academic integration in the classroom. According to Hehir et al. (2022), meaningful participation promotes both academic success and social development among learners with disabilities.

A study by Florian and Beaton (2021) found that inclusive classroom practices, such as cooperative learning and peer support, increased participation among learners with disabilities. Conversely, learners with disabilities were less likely to participate when teachers used rigid teaching methods or failed to provide accommodations. Similarly, Morningstar et al. (2021) noted that positive teacher attitudes and inclusive classroom environments encouraged learners with disabilities to engage more actively in classroom activities. These studies highlight that classroom participation is influenced by teaching strategies, classroom environment, and teacher attitudes.

Promotion Rate of Learners with Disabilities. Promotion rate refers to the percentage of learners who successfully advance to the next grade level. It is an important indicator of learners' academic progress and school effectiveness. UNESCO (2021) reported that learners with disabilities are more likely to experience grade repetition and dropout due to academic challenges and lack of support.

Hehir et al. (2022) found that learners with disabilities had lower promotion rates in schools that lacked inclusive policies and individualized interventions. However, schools that implemented inclusive education frameworks and continuous monitoring of learner progress showed improved promotion rates. Ainscow (2022) also emphasized that early intervention, teacher training, and supportive school leadership contribute to higher promotion rates among learners with disabilities. These findings indicate that promotion rates reflect both learner performance and the quality of inclusive educational practices.

Teaching Strategies and Practices of Teachers in Inclusive Education

Teaching strategies and practices play a crucial role in the successful implementation of inclusive education. In inclusive classrooms, teachers are expected to use flexible, learner-centered approaches that address the diverse needs of learners, including those with disabilities. Effective inclusive teaching practices promote equal participation, improve learning outcomes, and support the academic and social development of learners with disabilities (UNESCO, 2021).

Recent literature emphasizes that inclusive education requires teachers to move away from traditional, one-size-fits-all instruction and adopt strategies that recognize individual differences among learners. These strategies include differentiated instruction, collaborative learning, individualized support, and the use of assistive and instructional technologies (Ainscow, 2022). When applied effectively, these practices help reduce learning barriers and create supportive learning environments for all learners.

Differentiated Instruction and Individualized Support. Differentiated instruction is one of the most widely recommended strategies in inclusive education. It involves modifying content, teaching methods, and assessment based on learners' abilities, interests, and learning needs. According to Florian and Beaton (2021), differentiated instruction allows learners with disabilities to access the curriculum at their own pace while still engaging in the same learning objectives as their peers.

Morningstar et al. (2021) found that teachers who use individualized learning plans and flexible teaching strategies were more effective in meeting the academic needs of learners with disabilities. However, the study also noted that many teachers struggle to consistently implement differentiation due to time constraints and limited training. These findings suggest that while differentiated instruction is effective, its success depends on teachers' competence and institutional support.

Use of Universal Design for Learning (UDL). Universal Design for Learning (UDL) is a framework that guides teachers in designing lessons that are accessible to all learners from the start. UDL promotes multiple means of representation, engagement, and expression to accommodate diverse learning needs. Klingner et al. (2021)

reported that UDL-based instruction improved learners' comprehension and engagement, particularly among students with learning disabilities.

Similarly, Ainscow (2022) emphasized that UDL helps reduce the need for excessive individual accommodations by embedding flexibility into lesson design. Teachers who apply UDL principles are more likely to create inclusive classrooms where learners with disabilities can actively participate and demonstrate learning in various ways. Despite its benefits, studies show that many teachers have limited knowledge of UDL, which affects its consistent application in classrooms.

Collaborative and Peer-Supported Learning. Collaborative learning strategies, such as group work and peer tutoring, are commonly used in inclusive classrooms to promote participation and social interaction. Florian and Beaton (2021) noted that peer-supported learning encourages positive peer relationships and reduces social isolation among learners with disabilities.

Morningstar et al. (2021) also found that cooperative learning activities increased engagement and classroom participation among learners with disabilities. However, the study emphasized that teachers must carefully plan and monitor group activities to ensure that learners with disabilities are meaningfully included rather than marginalized. This highlights the importance of intentional and well-structured collaborative practices in inclusive education.

Assessment Practices in Inclusive Classrooms. Assessment practices are an important part of teaching strategies in inclusive education. Inclusive assessment involves adapting assessment methods to reflect learners' diverse abilities and learning styles. According to UNESCO (2021), flexible and formative assessment practices allow teachers to monitor learner progress and adjust instruction accordingly.

Klingner et al. (2021) found that traditional assessments often fail to capture the true abilities of learners with disabilities. Teachers who used alternative assessments, such as performance tasks and portfolio assessments, were better able to evaluate learners' understanding and progress. These findings suggest that inclusive teaching practices must also include inclusive assessment strategies.

Integration of Instructional and Assistive Technologies. The use of instructional and assistive technologies has become an important teaching practice in inclusive education. Digital tools, visual aids, and assistive devices help learners with disabilities access learning materials and participate in classroom activities. A study by Alnahdi (2022) found that technology-supported instruction improved engagement and academic performance among learners with disabilities.

However, Morningstar et al. (2021) noted that many teachers lack adequate training in using assistive technologies, limiting their effectiveness. This suggests that while technology can enhance inclusive teaching practices, teachers must be adequately trained to use these tools effectively.

Correlation Between Teacher Factors and Learner Success

Teacher factors, such as knowledge, skills, attitudes, training, and preparedness in instructional materials, have been consistently recognized as key determinants of learner success. In inclusive education, these factors are especially critical because learners with disabilities require differentiated instruction, individualized support, and accommodations to achieve meaningful learning outcomes. Studies show that when teachers are adequately prepared and demonstrate positive attitudes, learners tend to perform better academically, participate actively in classroom activities, and experience higher promotion rates (Hehir et al., 2022; Ainscow, 2022).

Recent research emphasizes the significant positive relationship between teacher knowledge and learner outcomes. Knowledge of inclusive education principles, special pedagogy, and strategies for addressing diverse learning needs enables teachers to design lessons that are accessible and engaging for all students. Klingner et al. (2021) found that learners with disabilities performed better in classrooms where teachers had a strong understanding of differentiated instruction and universal design for learning (UDL). Similarly, Morningstar et

al. (2021) reported that teacher knowledge positively influenced learners' literacy and numeracy outcomes, as well as their engagement and classroom participation.

Teacher skills are also closely linked to learner success. Competence in applying instructional strategies, managing classrooms effectively, and implementing individualized learning plans ensures that learners receive appropriate support tailored to their needs. Florian and Beaton (2021) highlighted that learners in classrooms where teachers actively employed collaborative learning and peer-supported activities showed higher engagement, better social integration, and improved academic performance.

Teacher attitudes play a significant role in shaping the learning environment. Positive attitudes toward inclusion foster a supportive and encouraging classroom climate, where learners with disabilities feel valued and motivated to participate. Ainscow (2022) noted that teachers with constructive attitudes toward diversity created classrooms where learners demonstrated greater confidence, self-efficacy, and willingness to take part in learning activities. Conversely, negative attitudes or low commitment to inclusion were associated with lower learner engagement and achievement.

Professional training is another critical teacher factor influencing learner success. Teachers who participate in workshops, seminars, or formal training programs on inclusive education are better equipped to handle the unique needs of learners with disabilities. Hehir et al. (2022) found a significant correlation between the extent of teacher training and learners' academic performance and classroom participation. Training that combines theoretical knowledge with hands-on practice was particularly effective in improving learner outcomes.

Finally, teachers' preparedness in instructional materials and resources significantly affects learner success. The ability to develop and utilize teaching aids, assistive technologies, and individualized learning resources ensures that all learners can access the curriculum and participate meaningfully in classroom activities. Alnahdi (2022) reported that classrooms where teachers effectively used instructional and assistive technologies saw measurable improvements in learner engagement, comprehension, and overall performance.

Synthesis

It is evident that inclusive education is a complex, multi-dimensional endeavor that requires alignment between policy frameworks, teacher readiness, teaching strategies, and learner-centered support systems. International and national frameworks, including the United Nations' Sustainable Development Goals (SDG 4), the Salamanca Statement, the CRPD, and the Philippine DepEd Inclusive Education Policy Framework and BEDP 2030, provide a strong foundation for inclusive education. These frameworks collectively emphasize equity, non-discrimination, and access to quality education for all learners, including those with disabilities. They highlight the importance of systemic support, responsive policies, and the removal of barriers to learning in promoting meaningful inclusion.

Teacher readiness emerges as a key determinant in the successful implementation of inclusive education. Recent studies indicate that teachers' knowledge, skills, attitudes, training, and preparedness in instructional materials directly influence the quality of inclusive practices in the classroom. While many teachers demonstrate willingness and positive attitudes toward inclusion, gaps in knowledge, practical skills, and access to professional development remain, limiting their capacity to fully meet the diverse needs of learners with disabilities.

The performance rate of learners with disabilities in regular schools is closely connected to teacher readiness and instructional practices. Literature shows that learning outcomes, academic performance, classroom participation, and promotion rates are significantly influenced by the quality of instruction, teacher competence, and the availability of appropriate resources. Inclusive education practices, such as differentiated instruction, universal design for learning, collaborative learning, inclusive assessment, and the integration of assistive technologies, have been shown to enhance both learner engagement and academic achievement. However, challenges such as limited training, time constraints, and inadequate instructional resources continue to hinder

optimal outcomes.

Teaching strategies and practices are central to promoting meaningful inclusion. Effective strategies enable learners with disabilities to access the curriculum, participate actively in classroom activities, and develop essential academic and social skills. Studies emphasize that strategies must be deliberate, flexible, and learner-centered, and supported by ongoing professional development and mentoring for teachers. At the same time, challenges in the implementation of inclusive education - such as large class sizes, insufficient resources, and limited stakeholder support - remain persistent barriers that require comprehensive interventions at both school and policy levels.

The literature underscores that inclusive education is most successful when policy frameworks, teacher readiness, instructional strategies, and systemic support are integrated in a coherent manner. Teachers who are well-prepared and supported in applying inclusive practices contribute significantly to improved learning outcomes, academic performance, participation, and promotion rates for learners with disabilities. Consequently, the promotion of inclusive education demands a holistic approach that addresses both the structural and human elements of teaching and learning, ensuring that no learner is left behind.

THEORETICAL FRAMEWORK

Albert Bandura's Social Cognitive Theory (SCT) explains that human learning occurs within a social context and results from the continuous interaction among personal factors, behavior, and the environment (Bandura, 1986). This interaction is known as triadic reciprocal determinism, which means that these three components influence one another in a dynamic and ongoing process rather than through a simple cause-and-effect relationship (Bandura, 1986).

According to Bandura, personal factors include an individual's cognitive abilities, attitudes, beliefs, knowledge, and self-efficacy. These personal characteristics influence how people think, feel, and respond to situations. Behavioral factors refer to the observable actions and performances of individuals that reflect their internal states and learning. Meanwhile, environmental factors pertain to the social and physical surroundings that can either support or limit a person's learning and behavior (Bandura, 1986).

Bandura emphasized that individuals are active participants in their own learning. They are not passive recipients of environmental influences; rather, they interpret and act upon these influences based on their understanding and experiences. Learning takes place through observational learning or modeling, where individuals observe the actions of others, process this information, and use it to guide their own behavior. The concept of self-efficacy, or one's belief in their ability to perform a task successfully, is central to this theory because it affects a person's motivation, effort, and persistence in achieving desired outcomes (Bandura, 1986).

Albert Bandura's Social Cognitive Theory (1986) explains that people learn and behave through the constant interaction of their personal factors, behavior, and environment. This theory is the foundation of the present study because it helps explain how teachers' readiness affects the way they teach and support learners with disabilities.

The personal factors include what teachers know, the skills they have, their attitudes, and the training they receive about inclusive education. The behavioral factors refer to what teachers do in the classroom, such as how they plan lessons, use teaching strategies, manage students, and assess learners with disabilities. The environmental factors include the kind of support teachers get from the school, like the availability of learning materials, teamwork with other teachers, and guidance from school leaders.

When these three factors work together, teachers are more likely to teach effectively and create a classroom where learners with disabilities can take part in activities, learn better, and have a higher chance of being promoted. For example, a teacher who feels confident and well-trained (personal factors) will likely use good teaching methods (behavioral factors), especially when the school provides enough resources and support

(environmental factors).

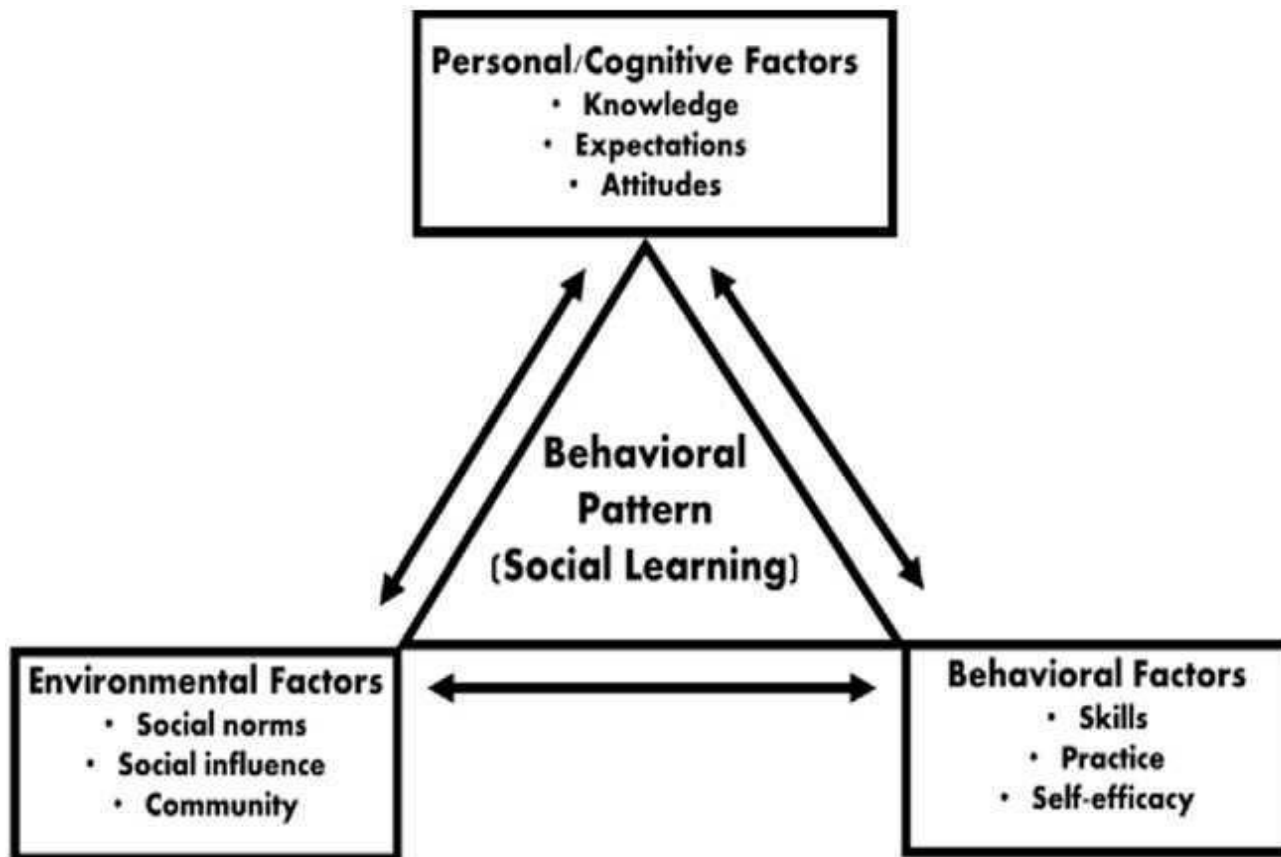


Figure 1. Social Cognitive Theory (Bandura, 1986)

Vygotsky’s Sociocultural Theory (1978)

Lev Vygotsky’s **Sociocultural Theory** states that learning happens first through interaction with others and then becomes part of the learner’s own understanding. He believed that social and cultural experiences play a big role in shaping how people think and learn.

Vygotsky explained that children learn best when they interact with more knowledgeable others such as teachers, parents, or peers who guide and support them. This process is called scaffolding, which means giving just enough help for learners to succeed until they can do the task on their own.

One of Vygotsky’s most important ideas is the Zone of Proximal Development (ZPD). The ZPD is the gap between what a learner can do alone and what they can do with guidance and support. Effective teaching happens inside this zone because it challenges learners to grow while still providing the help they need.

In short, Vygotsky’s Sociocultural Theory emphasizes that learning is a social process. People learn best when they interact, communicate, and share experiences with others within a supportive environment

This theory is anchored to the study because it shows how teachers play a key role in guiding and supporting learners with disabilities. In an inclusive classroom, teachers act as facilitators who help learners with disabilities learn by giving them the right amount of help and encouragement. When teachers are well-prepared and trained, they can provide effective scaffolding because they know when to step in and when to let learners work independently. Their guidance helps learners with disabilities build confidence, develop new skills, and become more independent. The school environment also supports this process by providing materials, training, and opportunities for collaboration among teachers.



Figure 2. Vygotsky’s Socio-Cultural Theory (1978)

Conceptual Framework

This study aims to create an inclusive education module by looking at how ready teachers are to work with learners with disabilities. Teacher readiness includes their knowledge, skills, attitudes, training, and preparation for teaching. How ready teachers are affects the teaching strategies they use and the challenges they face in inclusive classrooms. These, in turn, affect the promotion rate of learners with disabilities, which is measured by their academic performance, participation in class, and overall progress. By studying how these parts are connected, the research will suggest a toolkit with strategies, best practices, and recommendations to improve inclusive education.

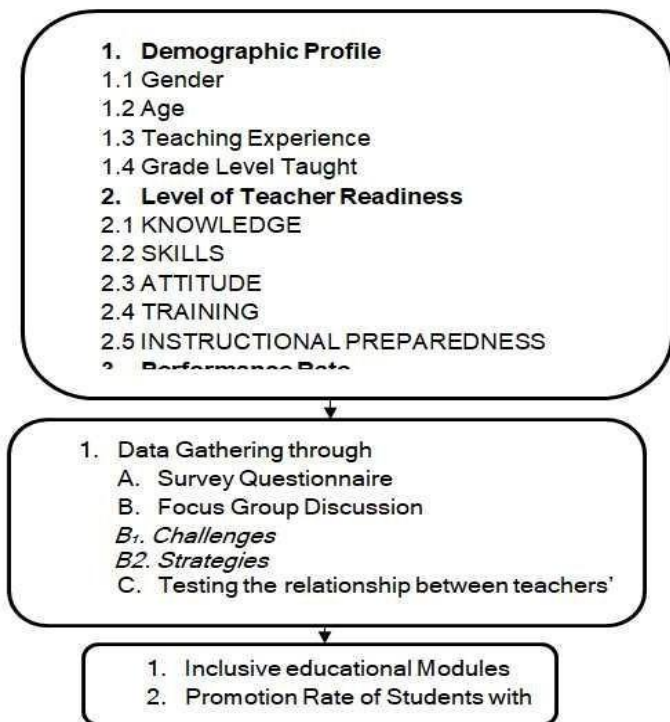


Figure 3. Conceptual Paradigm of the Study

Statement of the problem

The main objective of this study is to determine the level of teachers' readiness in relation to the promotion rate of learners with disabilities in regular schools, as a basis for the development of inclusive education modules.

Specifically, this study sought to answer the following questions:

What is the profile of the respondents in terms of:

Gender,
Age,
Teaching Experience, and
Grade Levels Taught?

What is the level of teachers' readiness in handling learners with disabilities in regular schools in terms of:

Knowledge,
Skills,
Attitude,
Training, and

2Preparedness in instructional materials/ resources?

What is the performance rate of learners with disabilities in regular schools in terms of :

Academic performance,
Classroom participation, and
Overall School Progress?

Is there a significant relationship between teachers' readiness and the performance rate of learners with disabilities in regular schools?

Is there a significant difference between teachers' readiness and the profile of the respondents?

What strategies do teachers employ to support learners with disabilities in their teaching practices?

What challenges do teachers encounter in implementing inclusive education for learners with disabilities in regular schools?

Based on the results of the study, what inclusive modules may be developed?

Hypothesis

To address the research objectives, the following hypotheses were formulated:

H₀: There is no significant relationship between teachers' readiness and the promotion rate of learners with disabilities in regular schools.

H₁: There is no significant difference between teachers' readiness and the profile of the respondents.

Scope and limitations

This study focused on examining the readiness of teachers to handle learners with disabilities in regular schools

and how this readiness affects the promotion rate of these learners. The respondents of the study were public secondary school teachers in Congressional District I of Valenzuela City who were directly teaching learners with disabilities during School Year 2025–2026. Data are collected primarily through survey questionnaires and were supported by interviews or focus group discussions to gain deeper insights into teachers' practices and experiences.

The study specifically focused on teacher readiness, which is measured through its key components: knowledge, referring to teachers' understanding of inclusive education principles, special pedagogy, and strategies for addressing diverse learning needs; skills, which include the practical competencies required to implement inclusive strategies and manage classrooms effectively; attitude, representing teachers' beliefs, openness, and perceptions toward inclusive education; training, encompassing professional development, workshops, and formal preparation in inclusive practices; and preparedness in instructional materials and resources, which reflects teachers' ability to develop or utilize teaching aids, learning resources, and assistive technologies to support learners with disabilities.

Likewise, the study examined the performance rate of learners with disabilities, which is assessed through the following components: learning outcomes, reflecting the knowledge, skills, and competencies acquired by learners; academic performance, measured through subject-specific assessments and classroom tests; classroom participation, indicating learners' active engagement in activities, discussions, and collaborative learning; and promotion rate, which refers to learners' advancement to the next grade level based on their overall performance. The findings of the study serve as the basis for the development of inclusive education modules designed to help teachers more effectively address the needs of learners with disabilities in regular classrooms.

This study was limited to the views and responses of teachers at the time of data collection. Classroom observations, direct assessments of learner performance, and interviews with learners with disabilities or their parents were not included in the study. Other factors that may influence learners' performance and promotion rate, such as family background, level of parental support, school resources, and learner motivation, are not considered. Additionally, the research was confined to public secondary schools in Congressional District I of Valenzuela City; therefore, the findings may not be generalizable to other districts, regions, or schools in the Philippines. The recommendations and inclusive education modules developed were context-specific, reflecting the experiences and practices of the participating teachers.

Significance of the study

This study aimed to contribute to the improvement of inclusive education by examining how teachers' readiness affects the learning and promotion of learners with disabilities. The findings of this study were expected to be beneficial to the following stakeholders:

Learners. This study benefits learners with disabilities by helping ensure that they receive appropriate support in school. When teachers are well-prepared and equipped, learners are more likely to participate actively in classroom activities, improve their learning outcomes, and progress to the next grade level.

Teachers. The study provides teachers with insights into their level of readiness in handling learners with disabilities. It identifies their strengths and areas for improvement and offers ideas and strategies for implementing more inclusive and effective teaching practices.

School Leaders. This study assists school heads in planning and implementing appropriate training programs and support mechanisms for teachers. It also serves as a guide in providing adequate instructional materials, classroom support, and an inclusive learning environment.

Policymakers. The study provides valuable information to education policymakers in developing policies and programs that strengthen inclusive education. It supports the formulation of initiatives that ensure equitable learning opportunities for all learners.

DepEd Schools Division Office of Valenzuela. This study serves as a reference for strengthening inclusive education programs within the division. It may guide the planning of teacher training programs, provision of school-based support, and implementation of inclusive practices across schools.

Future Researchers. The study serves as a useful reference for future studies related to teacher readiness, learner performance, inclusive education practices, and instructional interventions. It provides a framework that may guide further research and exploration of factors affecting the education of learners with disabilities.

Local Government Units (LGUs). The study provides useful information that may support policy formulation, resource allocation, and community-based programs related to inclusive education. It encourages collaboration between LGUs and schools in delivering support services and interventions that enhance the learning experiences of learners with disabilities.

Definition of Terms

For clarity and consistency, the following key terms are defined as they are used in this study:

Academic Performance. It refers to learners' measurable outcomes such as assessment scores, examinations, and classroom-based tasks across subject areas (OECD, 2023).

Attitude. It refers to teachers' outlook, beliefs, and disposition toward inclusive education and learners with special educational needs as reflected in their responses (UNESCO, 2022).

Behavioral Factors. These refer to observable teaching practices such as lesson planning, instructional delivery, classroom management, and assessment strategies used by teachers (OECD, 2023).

Classroom Participation. It refers to the active engagement of learners with disabilities in classroom discussions, group work, and collaborative learning activities (UNESCO, 2022).

Inclusive Education. It refers to an educational approach that ensures all learners, including those with disabilities, are educated in regular classrooms with appropriate support systems and equal learning opportunities (UNESCO, 2023).

Inclusive Education Toolkit. It refers to a set of strategies, instructional supports, and resources designed to assist teachers in effectively implementing inclusive education practices (UNICEF, 2022).

Learners with Disabilities. It refers to students who require additional educational support due to physical, sensory, intellectual, or developmental conditions affecting learning (World Health Organization, 2023).

Learning Outcomes. It refers to the knowledge, skills, and competencies acquired by learners as a result of instruction and learning experiences (OECD, 2023).

Performance Rate of Learners with Disabilities. It refers to the level of academic achievement and progression of learners with disabilities as influenced by teacher readiness and instructional practices, measured through academic performance, participation, learning outcomes, and promotion rate (UNESCO, 2023).

Promotion Rate. It refers to the percentage of learners with disabilities who advance to the next grade level based on their overall academic performance and participation (DepEd, 2022).

Readiness. It refers to the level of preparedness of teachers to handle learners with disabilities in inclusive classrooms, including knowledge, skills, attitude, training, and instructional resources (UNESCO, 2022).

Scaffolding. It refers to instructional support provided by teachers that enables learners to accomplish tasks they cannot yet complete independently until they develop mastery (OECD, 2022).

Self-Efficacy. It refers to teachers' belief in their capability to successfully manage inclusive classrooms and support learners with disabilities (Bandura, as applied in contemporary education research, 2022–2023 studies).

Teachers' Attitude. It refers to teachers' beliefs, openness, and willingness to implement inclusive education and support learners with disabilities (UNESCO, 2022).

Teachers' Knowledge. It refers to teachers' understanding of inclusive education principles, special education strategies, and differentiated instruction practices (OECD, 2023).

Teachers' Preparedness in Instructional Materials and Resources. It refers to teachers' ability to use or develop instructional materials, learning aids, and assistive technologies to support learners with disabilities (UNICEF, 2022).

Teachers' Readiness. It refers to the overall preparedness of teachers to handle learners with disabilities in inclusive classrooms, measured in terms of knowledge, skills, attitude, training, and instructional resources (UNESCO, 2023).

Teachers' Skills. It refers to the practical competencies of teachers in delivering instruction, managing classrooms, and supporting learners with disabilities (OECD, 2023).

Teachers' Training. It refers to professional development activities, seminars, and workshops attended by teachers related to inclusive education (DepEd, 2022).

Training. It refers to structured professional development programs aimed at enhancing teachers' capacity to implement inclusive education effectively (UNESCO, 2022).

Zone of Proximal Development (ZPD). It refers to the range between what a learner can accomplish independently and what they can achieve with guidance and support from a teacher or more capable peer (Vygotsky, 1978; applied in modern inclusive education literature, UNESCO, 2022).

METHODOLOGY

This chapter presents the research methodology used in the study, including the research design, locale, participants, sampling technique, research instruments, data collection methods, ethical considerations, and procedures for data analysis and transcription.

Research Design

This study employed an explanatory mixed-methods research design, which combined both quantitative and qualitative approaches to provide a comprehensive understanding of the research problem. According to John W. Creswell and Vicki L. Plano Clark, explanatory mixed-methods design involves collecting and analyzing quantitative data first, followed by qualitative data to explain or elaborate on the quantitative results (Creswell & Plano Clark, 2017). Similarly, John W. Creswell and J. David Creswell explained that mixed-methods research integrates quantitative and qualitative data to gain a deeper understanding of educational and social problems (Creswell & Creswell, 2018). This approach was considered appropriate for the study because it enabled the researcher to quantitatively examine teachers' readiness and the promotion rate of learners with disabilities, while qualitatively exploring teachers' experiences, strategies, and challenges to provide deeper context and insight.

The quantitative component of the study utilized a descriptive-correlational research design. Descriptive research, according to John W. Creswell and J. David Creswell, aims to describe the current status of a phenomenon, while correlational research determines the relationship between two or more variables (Creswell & Creswell, 2018). A survey questionnaire was administered to public secondary school teachers in Congressional District I of Valenzuela City who were directly teaching learners with disabilities. The survey

measured teachers' readiness in terms of knowledge, skills, attitude, training, and preparedness in instructional materials and resources. It also gathered data on the performance and promotion rate of learners with disabilities, including learning outcomes, academic performance, classroom participation, and overall school progress. Correlational analysis was used to determine whether significant relationships existed between teachers' readiness and the promotion rate of learners with disabilities in inclusive classrooms.

The qualitative component of the study consisted of interviews and focus group discussions (FGDs) with teachers. According to Sharan B. Merriam and Elizabeth J. Tisdell, qualitative research allows researchers to understand participants' experiences, perspectives, and social realities in depth (Merriam & Tisdell, 2016). These interviews and FGDs provided insights into the strategies and teaching practices employed by teachers to support learners with disabilities, as well as the challenges they encountered in implementing inclusive education. The qualitative findings served to explain and enrich the quantitative results by providing contextual understanding of the factors influencing teacher readiness and learner performance.

By integrating both quantitative and qualitative data, the explanatory mixed-methods design enabled the study to measure patterns and relationships while also capturing the lived experiences and perspectives of teachers. This comprehensive approach supported the development of inclusive education modules intended to guide teachers in effectively supporting learners with disabilities in regular classrooms.

Research Locale

This study was conducted in Congressional District I of Valenzuela City, which is part of the National Capital Region (NCR), Philippines. The district was chosen as the research locale because it comprises several public secondary schools that actively implement inclusive education programs and maintain Special Education (SPED) units. These features make the district a suitable setting for examining teachers' readiness in handling learners with disabilities within real classroom environments.

Specifically, the study focuses on Dalandanan National High School (DNHS) and Lawang Bato National High School (LBNHS). These schools were purposively selected due to their active implementation of inclusive education policies and their exposure to diverse learner populations, including students with visual, hearing, speech, intellectual, and physical impairments, as well as learners diagnosed with autism spectrum disorder. The presence of SPED services and inclusive classroom practices in both schools provides an appropriate and relevant context for exploring teachers' preparedness, instructional strategies, and challenges in inclusive education.

The selection of DNHS and LBNHS is further justified by their representativeness of public secondary schools in Valenzuela City in terms of student diversity, instructional demands, and exposure to inclusive education implementation. Dalandanan National High School, as one of the larger public secondary schools in the district, reflects common urban school conditions such as high student population, large class sizes, and resource constraints that directly affect inclusive education practices. On the other hand, Lawang Bato National High School represents a similarly diverse school environment and provides a complementary perspective on how inclusive education is implemented in a different school setting within the same district.

In addition, Lawang Bato National High School was also selected due to the researcher's affiliation with the institution as a faculty member. This provided an insider's perspective on the school's inclusive education environment and facilitated more efficient access to relevant data. Nevertheless, strict ethical standards were observed throughout the study to ensure objectivity, confidentiality, and the integrity of the research process.

Based on data from the Valenzuela City Schools Division Office, Congressional District I serves a substantial number of teachers and learners, including a notable population of learners with disabilities. This reflects the district's active implementation of inclusive education in line with Department of Education (DepEd) policies. Despite these efforts, schools continue to face challenges such as large class sizes, limited instructional resources, and varying levels of teacher training and professional development in inclusive education.

Valenzuela City is recognized for its strong commitment to public education and inclusive education initiatives. However, gaps remain between policy expectations and actual classroom implementation. These conditions make DNHS and LBNHS appropriate and significant research sites for examining teachers' readiness in inclusive education, as findings from these schools may provide valuable insights applicable to similar urban public school contexts in the Philippines.

Participants of the Study

The participants of this study were public secondary school teachers from Dalandanan National High School and Lawang Bato National High School in Congressional District I of Valenzuela City who directly taught learners with disabilities during School Year 2025–2026. These teachers were selected because they had firsthand experience in implementing inclusive education within regular classroom settings, where they simultaneously address the learning needs of students with disabilities alongside other learners. Their perspectives were considered essential in examining teacher readiness, instructional practices, and the challenges and strategies involved in inclusive education.

For the survey questionnaire, all qualified teachers from the two schools who met the inclusion criteria were included in the study. This census approach was employed to ensure comprehensive coverage of the target population, allowing the data to accurately reflect the overall level of teacher readiness and instructional experiences in inclusive education within the selected schools.

For the qualitative component, which included interviews and focus group discussions (FGDs), a smaller purposive sample was drawn from the survey respondents. Participants were selected based on their direct experience in inclusive education, willingness to participate, and active engagement in teaching learners with disabilities. This approach allowed for a deeper exploration of classroom practices, instructional strategies, and the challenges encountered by teachers in implementing inclusive education.

The distribution of teacher participants is presented below:

Name of School	Number of Teacher Participants
Dalandanan National High School	50
Lawang Bato National High School	50
TOTAL	100

The sampling procedure for the quantitative phase employed a census method, wherein all qualified teachers were included to ensure maximum participation and representativeness of the data. For the qualitative phase, purposive sampling was used to identify participants with relevant and substantial experience in inclusive education. This ensured that the qualitative data captured rich, in-depth insights from teachers who were actively engaged in inclusive instructional practices.

Research Instruments

This study employed both quantitative and qualitative research instruments to gather comprehensive data on teachers' readiness, instructional strategies, challenges, and their relationship to the performance of learners with disabilities in mainstream classrooms. All instruments underwent validation and reliability testing to ensure clarity, relevance, and methodological rigor.

Part I. Quantitative Instrument. A researcher-made structured survey questionnaire was used as the primary tool for collecting quantitative data. The instrument was divided into two main sections aligned with the specific problems of the study: (1) Teachers' Readiness, and (2) Performance of Learners with Disabilities.

The questionnaire underwent content validation by a panel of three (3) experts, consisting of a specialist in Special Education (SPED), a professor of Educational Management, and an expert in research and statistics. This

ensured that each item was clear, relevant, and appropriate in measuring the constructs of the study. Suggestions and revisions from the validators were carefully incorporated to further improve the quality and alignment of the instrument.

Prior to data collection, a pilot test was conducted to determine the reliability of the instrument. A reliability analysis was performed to examine the internal consistency of the questionnaire measuring teachers' readiness in relation to the performance of learners with disabilities. The instrument obtained a Cronbach's alpha coefficient of 0.939, indicating an excellent level of internal consistency. This suggests that the items are highly interrelated and consistently measure the same underlying construct of teachers' readiness in relation to learners with disabilities. Therefore, the instrument is highly reliable and appropriate for use in the study.

Part II. Qualitative Instrument. To complement the survey data, researcher-made semi-structured interviews and focus group discussions (FGDs) were conducted with a purposively selected group of teachers. An interview guide containing open-ended questions was used to explore: (1) the instructional strategies employed by teachers to support the success of learners with disabilities, and (2) the challenges encountered in implementing inclusive education in mainstream classrooms.

The interview guide also underwent content validation by the same panel of experts to ensure that the questions were clear, appropriate, and aligned with the objectives of the study. The qualitative responses from the interviews and FGDs were used to enrich, triangulate, and support the findings from the quantitative phase, providing deeper insights into the lived experiences of teachers in inclusive education settings.

Sampling Technique

This study employed two distinct sampling techniques to gather data from teachers and ensure comprehensive and meaningful results.

For the survey questionnaire, a total enumeration approach was used. All public secondary school teachers in Congressional District I of Valenzuela City who directly taught learners with disabilities during School Year 2025–2026 were invited to participate. The use of total enumeration ensured that the survey represented the entire population of teachers handling learners with disabilities, providing an accurate picture of teacher readiness and the promotion rate of learners with disabilities.

For the interviews and focus group discussions (FGDs), a purposive sampling technique was used. Participants for the qualitative component were selected from the survey respondents based on their teaching experience, willingness to participate, and ability to provide relevant insights regarding inclusive education. Teachers with substantial experience in handling learners with disabilities, those who were willing to share their experiences and those who demonstrated effective strategies or encountered significant challenges were included. This purposive sampling technique ensured that the qualitative data provided rich, in-depth explanations that supported and clarified the quantitative findings.

Purposive sampling was also used in identifying learners with disabilities included in the study. The selection considered the profile of learners with disabilities taught by the participating teachers. The learners included were those enrolled in regular public secondary schools in Congressional District I of Valenzuela City during School Year 2025–2026 and officially recognized by the school as having a disability. These disabilities included visual impairments, hearing impairments (deaf or hard of hearing), speech impairments, intellectual disabilities, autism spectrum disorder, physical disabilities, and multiple disabilities. Only learners who were actively enrolled in regular classrooms and whose teachers participated in the study were included. Learners receiving exclusive SPED services outside the regular classroom were not included, as the focus of the study was on inclusive education within mainstream classrooms.

Data Gathering Procedure

The data gathering process began with the securing of permission from the Schools Division Office and school

principals through formal request letters. After the approval was granted, the survey questionnaires were administered to the teacher-respondents either in printed form or through online platforms, depending on their accessibility and convenience.

After the completion of the survey, all responses were collected, encoded, and organized for statistical analysis. The data were then tallied and prepared for interpretation to address the quantitative component of the study.

Subsequently, selected teachers participated in interviews and focus group discussions (FGDs), which were conducted either face-to-face or online, depending on availability and safety considerations. With the consent of the participants, all interview and FGD sessions were recorded to ensure accuracy and completeness of the data.

Finally, the quantitative survey results and qualitative findings from the interviews and FGDs were compared and integrated through triangulation. This process ensured the credibility, validity, and reliability of the findings by cross-verifying data from multiple sources.

Statistical Treatment of Data

The data analysis for this study was conducted in two parts, reflecting the quantitative and qualitative components of the explanatory mixed-methods design. This approach ensured that both numerical data and teachers' experiences were analyzed to provide a comprehensive understanding of teacher readiness, learner performance, and inclusive education practices.

The quantitative data collected from the survey questionnaires were analyzed using both descriptive and inferential statistics. Descriptive statistics, including frequency counts, percentages, weighted mean, standard deviation, and ranking, were used to determine the level of teachers' readiness in terms of knowledge, skills, attitude, training, and preparedness in instructional materials and resources. The weighted mean was used to determine the overall level of each indicator, while the standard deviation was used to measure the variability of responses. Ranking was applied to identify the highest and lowest contributing indicators of teacher readiness.

For inferential statistics, different tests were used depending on the research objectives. The Pearson product-moment correlation coefficient (Pearson r) was used to determine the significant relationship between teachers' readiness and the promotion rate of learners with disabilities.

To determine significant differences, an independent samples t-test was used when comparing two groups of respondents (e.g., grouped according to a binary profile variable such as sex or similar grouping categories included in the study). Meanwhile, one-way analysis of variance (ANOVA) was used to determine significant differences among three or more groups of respondents based on selected profile variables.

All statistical tests were performed using appropriate statistical software to ensure accuracy, reliability, and validity of the results. The level of significance was set at 0.05 alpha.

The qualitative data from interviews and focus group discussions (FGDs) were analyzed using thematic analysis. Interview transcripts were transcribed, coded, and categorized to identify recurring themes related to teachers' strategies, experiences, and challenges in implementing inclusive education. Thematic analysis enabled the identification of meaningful patterns that explained and supported the quantitative findings.

Finally, the integration of quantitative and qualitative results provided a comprehensive interpretation of the data, highlighting both statistical relationships and lived experiences of teachers. The findings served as the basis for the development of Inclusive Education Modules aimed at supporting teachers in effectively handling learners with disabilities in regular classrooms.

Ethical Considerations

This study adhered to ethical research standards to ensure the rights, dignity, and welfare of all participants.

Informed Consent. Participants were informed about the purpose of the study, and their informed consent was obtained prior to data collection. They were assured that their participation would contribute to the improvement of inclusive education practices.

Voluntary Participation. Participation in the study was voluntary. Teachers were given the right to refuse or withdraw from the study at any time without any penalty or negative consequences.

Confidentiality and Anonymity. The identity of the participants and their respective schools were kept confidential. Codes were used instead of names to ensure anonymity and to protect participants’ privacy.

Data Protection. All collected data were securely stored and used solely for academic and research purposes. Access to the data was restricted only to the researcher.

Beneficence. The study ensured that no harm was inflicted on participants and that potential benefits were maximized. Teachers gained insights into inclusive education practices and strategies through their participation, while the findings may contribute to the improvement of support programs for learners with disabilities.

Data Storage and Disposal. All collected data, including survey responses, interview transcripts, and focus group discussion (FGD) recordings, were securely stored in password-protected files and locked storage to prevent unauthorized access. After the completion and approval of the study, all raw data were properly disposed of, including the shredding of printed documents and permanent deletion of electronic files, in accordance with ethical research guidelines and data privacy standards.

Acknowledgment. Proper acknowledgment was given to all sources of information used in the study. The research complied with the ethical standards and guidelines set by the Department of Education (DepEd) and the institution.

RESULTS

This chapter presents the results, analysis, and interpretation of the data gathered in the study. It focuses on determining the readiness of teachers in relation to the promotion rate of Learners with Disabilities (LWDs) in regular schools in selected public elementary schools in the Division of Valenzuela City during the School Year 2025–2026. The findings of the study serve as the basis for the development of a of Inclusive Education Modules.

The Demographic Profile of the Respondents

Table 1.1 Demographic profile of the teacher respondents in terms of Gender

Gender	Frequency	Percent
Male	22	22
Female	78	78
Total	100	100

Table 1.1 presents the demographic profile of teacher respondents in terms of gender. The data show that the majority are female (78%), while males comprise 22%, indicating that the teaching workforce is predominantly female. This suggests that the sample reflects the long-standing structure of the basic education workforce where teaching is largely dominated by women. This may influence instructional approaches, communication styles, and collaborative dynamics in schools. It also reflects how teaching is often socially associated with caregiving and nurturing roles.

This implies that school policies and programs should be designed to support a predominantly female workforce, particularly in workload distribution, wellness support, and leadership development opportunities. At the same time, efforts to attract more male teachers may help improve gender diversity and broaden learner role modeling

in schools.

This result is supported by global education workforce data showing that women continue to dominate the teaching profession in basic education. UNESCO (2021) and UNESCO Institute for Statistics (2022) reported that female teachers consistently comprise the majority of educators worldwide. Similarly, OECD (2023) emphasized that the feminization of teaching remains prevalent due to long-standing cultural and structural norms in education systems.

Table 1.2 Demographic profile of the teacher respondents in terms of Age

Age	Frequency	Percent
20-25	2	2
26-30	15	15
31-35	30	30
36-40	24	24
41-45	8	8
46-50	8	8
51+	13	13
Total	100	100

Table 1.2 presents the demographic profile of teacher respondents in terms of age. The data indicate that most respondents belong to the 31–35 age group (30%), followed by 36–40 (24%) and 26–30 (15%), showing that the majority are in the early to mid-career stage. This suggests that the teaching workforce is relatively young and actively developing professionally. It reflects a workforce that is still strengthening instructional competence while gaining classroom experience. The presence of different age groups also indicates a multi-generational teaching environment.

This implies that professional development programs should prioritize instructional enhancement, digital literacy, and inclusive education strategies. Since mid-career teachers are generally more adaptable, they can serve as key implementers of educational innovations, while mentoring structures should support younger teachers in developing pedagogical confidence.

This result aligns with findings that mid-career teachers tend to be more receptive to educational reforms and instructional innovations. The World Bank (2022) noted that teachers in this stage are more responsive to curriculum implementation changes, while OECD (2022) emphasized their higher adaptability to technology integration and learner-centered approaches compared to older cohorts.

Table 1.3 Demographic profile of the respondents in terms of Teaching Experience

Teaching Experience	Frequency	Percent
Less than 5 years	17	17
5-10 years	32	32
11-20 years	35	35
Over 20 years	16	16
Total	100	100

Table 1.3 presents the demographic profile of respondents in terms of teaching experience. The data show that most respondents have 11–20 years of experience (35%), followed by 5–10 years (32%), indicating a moderately experienced teaching workforce. This suggests that the respondents generally possess sufficient classroom experience to manage diverse learners and instructional demands effectively. The mix of mid-level and early-

career teachers indicates a balanced workforce in terms of professional exposure.

This implies that experienced teachers should be maximized in mentoring roles, instructional leadership, and peer coaching, while continuous professional development should be provided to ensure updated knowledge on curriculum reforms, inclusive education, and technology integration.

This supports the findings of De Los Reyes et al. (2025), who emphasized that experienced teachers tend to demonstrate stronger instructional competence and greater adaptability in handling diverse learners, particularly learners with disabilities in inclusive classroom settings.

Table 1.4 Demographic profile of the respondents in terms of Grade Levels Taught

Grade Levels Taught	Frequency	Percent
Grade 7	24	24
Grade 8	27	27
Grade 9	25	24
Grade 10	24	24
Total	100	100

Table 1.4 presents the demographic profile of respondents in terms of grade levels taught. The data show a relatively even distribution across Grade 7 (24%), Grade 8 (27%), Grade 9 (25%), and Grade 10 (24%), indicating balanced representation across junior high school levels. This suggests that the respondents provide comprehensive insights across different stages of junior high school education. The balanced distribution allows for a more holistic understanding of instructional practices, classroom management, and learner development across grade levels.

This implies that interventions, training programs, and instructional policies should be implemented at the junior high school level as a whole rather than being grade-specific to ensure consistency in teaching quality and learning outcomes across all levels.

This aligns with research highlighting that teachers’ experiences at different grade levels shape their instructional strategies, classroom management, and responsiveness to diverse learner needs (De Los Reyes et al., 2025)

The Level of Teachers’ Readiness in Handling Learners with Disabilities

Table 2.1 Level of teachers’ readiness in handling learners with disabilities in regular schools in terms of Knowledge

Indicators	WM	SD	VI	R
1. I understand the different types and characteristics of learners with various disabilities.	3.27	0.74	SA	2
2. I am familiar with strategies suited for teaching learners with various disabilities.	3.01	0.70	A	4.5
3. I know how to identify the learning needs of learners with various disabilities in my class.	3.01	0.77	A	4.5
4. I am aware of the policies and laws supporting inclusive education in the Philippines (e.g., DepEd Order No. 72, s. 2009).	3.30	0.61	SA	1
5. I can explain how inclusive education benefits both learners with various disabilities and their classmates.	3.18	0.58	A	3
Average Weighted Mean	3.15	0.68	A	

Legend: 1.00 - 1.74 Strongly Disagree (SD); 1.75 - 2.49 Disagree (D); 2.50 - 3.24 Agree (A); 3.25 - 4.00 Strongly Agree (SA); Weighted Mean (WM); Standard Deviation (SD); Verbal Interpretation (VI); Rank (R)

Table 2.1 presents the level of teachers’ readiness in handling learners with disabilities in regular schools in terms of knowledge, as perceived by the respondents. The highest mean score was recorded for the statement, “I am aware of the policies and laws supporting inclusive education in the Philippines (e.g., DepEd Order No. 72, s. 2009),” with a weighted mean of 3.30 (SD = 0.61), verbally interpreted as Strongly Agree (SA).

In contrast, the statements “I am familiar with strategies suited for teaching learners with various disabilities” and “I know how to identify the learning needs of learners with various disabilities in my class” both obtained the lowest mean scores of 3.01 (SD = 0.70; SD = 0.77, respectively), verbally interpreted as Agree (A).

Overall, the level of teachers’ readiness in terms of knowledge is assessed as Agree (A), obtaining an average weighted mean of 3.15 (SD = 0.68). This indicates that teachers have a generally adequate level of knowledge in handling learners with disabilities. While respondents exhibit strong conceptual understanding and policy awareness, the results highlight a gap between theoretical knowledge and practical application. This suggests that teachers possess adequate theoretical and policy-based understanding of inclusive education; however, their knowledge is stronger in conceptual awareness than in practical classroom application. This indicates a gap between knowing inclusive education principles and applying them in actual instructional settings, particularly in diagnosing learner needs and selecting appropriate strategies.

This implies the need for targeted professional development programs that focus on practical applications such as differentiated instruction, individualized education planning (IEP), and learner assessment strategies for students with disabilities. Strengthening hands-on training may help bridge the gap between theoretical knowledge and classroom implementation.

This finding is consistent with Alcosero et al. (2023), who found that teachers often demonstrate strong awareness of inclusive education policies but experience difficulty translating this knowledge into instructional practice. Similarly, Mabanag et al. (2024) emphasized that teachers’ limited practical knowledge in identifying learner needs contributes to challenges in effective inclusive classroom implementation. These results reflect the "Personal Factors" in Bandura’s Triadic Reciprocal Determinism. The teachers' high awareness of policies serve as the internal cognitive foundation that drives their instructional choices. According to Social Cognitive Theory, these personal characteristics are the primary step in ensuring that teachers are mentally prepared to engage in inclusive teaching behaviors.

Table 2.2 Level of teachers’ readiness in handling learners with disabilities in regular schools in terms of Skills

Indicators	WM	SD	VI	R
1. I can modify lessons to accommodate learners with learners with various disabilities.	3.13	0.74	A	1
2. I am skilled in using differentiated instruction strategies for mixed-ability classes.	3.01	0.70	A	3
3. I can effectively manage classroom behavior involving learners with various disabilities.	3.00	0.77	A	4
4. I can design assessment tools suited for the needs of learners with various disabilities.	3.03	0.61	A	2
5. I can use assistive technologies or tools to support learners with various disabilities learning.	2.93	0.58	A	5
Average Weighted Mean	3.02	0.68	A	

Legend: 1.00 - 1.74 Strongly Disagree (SD); 1.75 - 2.49 Disagree (D); 2.50 - 3.24 Agree (A); 3.25 - 4.00 Strongly Agree (SA); Weighted Mean (WM); Standard Deviation (SD); Verbal Interpretation (VI); Rank (R)

Table 2.2 presents the level of teachers’ readiness in handling learners with disabilities in regular schools in terms of skills, as perceived by the respondents. The highest mean score was obtained by the statement, “I can

modify lessons to accommodate learners with various disabilities,” with a weighted mean of 3.13 (SD = 0.74), verbally interpreted as Agree (A).

On the other hand, the statement “I can use assistive technologies or tools to support learners with various disabilities’ learning” registered the lowest mean score of 2.93 (SD = 0.58), also interpreted as Agree (A).

Overall, the level of teachers’ readiness in terms of skills is assessed as Agree (A), obtaining an average weighted mean of 3.02 (SD = 0.68). This suggests that teachers have functional instructional skills in adapting lessons, managing classrooms, and designing basic assessments. However, advanced inclusive teaching skills such as assistive technology use and highly differentiated instruction remain limited, indicating partial readiness in inclusive classroom practice.

This implies that schools should strengthen capacity-building programs focused on assistive technology integration, inclusive assessment design, and differentiated instruction strategies. Providing access to tools and sustained training will enhance teachers’ ability to effectively support learners with disabilities.

This is supported by Mabanag et al. (2024), who reported that teachers demonstrate basic inclusive teaching skills but lack training in specialized instructional strategies. Delos Santos et al. (2025) also found that limited exposure to assistive technologies significantly affects teachers’ effectiveness in inclusive classroom settings.

Table 2.3 Level of teachers’ readiness in handling learners with disabilities in regular schools in terms of Attitude

Indicators	WM	SD	VI	R
1. I believe that learners with various disabilities can learn alongside regular students.	3.33	0.70	SA	4
2. I feel comfortable teaching learners with various disabilities in an inclusive classroom.	3.04	0.71	A	5
3. I show patience and empathy when teaching learners with various disabilities.	3.36	0.69	SA	2
4. I am open to learning more about inclusive education practices.	3.57	0.56	SA	1
5. I treat learners with various disabilities with the same expectations and respect as other learners.	3.34	0.67	SA	3
Average Weighted Mean	3.33	0.68	SA	

Legend: 1.00 - 1.74 Strongly Disagree (SD); 1.75 - 2.49 Disagree (D); 2.50 - 3.24 Agree (A); 3.25 - 4.00 Strongly Agree (SA); Weighted Mean (WM); Standard Deviation (SD); Verbal Interpretation (VI); Rank (R)

Table 2.3 presents the level of teachers’ readiness in handling learners with disabilities in regular schools in terms of attitude, as perceived by the respondents. The highest mean score was obtained by the statement, “I am open to learning more about inclusive education practices,” with a weighted mean of 3.57 (SD = 0.56), verbally interpreted as Strongly Agree (SA).

In contrast, the statement “I feel comfortable teaching learners with various disabilities in an inclusive classroom” recorded the lowest mean score of 3.04 (SD = 0.71), verbally interpreted as Agree (A).

Overall, the level of teachers’ readiness in terms of attitude is assessed as Strongly Agree (SA), obtaining an average weighted mean of 3.33 (SD = 0.68). This indicates that teachers generally exhibit a highly positive and supportive attitude toward learners with disabilities.

This suggests that teachers have highly positive attitudes toward inclusive education, demonstrating acceptance, empathy, and willingness to learn. However, the slightly lower confidence in actual classroom handling indicates that emotional readiness is stronger than practical confidence.

This implies that while attitudes toward inclusion are already strong, teachers still need experiential exposure, coaching, and mentoring to strengthen confidence in actual classroom implementation of inclusive practices. Building teacher confidence is essential to fully translate positive attitudes into effective instructional behavior.

This finding aligns with Mabanag et al. (2024) and Delos Santos et al. (2025), who noted that although teachers show positive attitudes toward inclusion, their confidence in handling learners with disabilities is often affected by limited hands-on experience and insufficient practical training. The teachers' high awareness of positive attitudes serve as the internal cognitive foundation that drives their instructional choices. According to Social Cognitive Theory, these personal characteristics are the primary step in ensuring that teachers are mentally prepared to engage in inclusive teaching behaviors.

Table 2.4 Level of teachers’ readiness in handling learners with disabilities in regular schools in terms of Training

Indicators	Mean	SD	VI	R
1. I have attended seminars or workshops related to inclusive education.	2.89	0.83	A	3
2. My school provides opportunities for professional development on learners with various disabilities teaching.	2.99	0.76	A	1
3. I apply the strategies I learned from training sessions in my classroom.	2.98	0.77	A	2
4. I feel confident in handling learners with various disabilities because of prior training experiences.	2.79	0.83	A	5
5. I regularly update my knowledge through reading or attending relevant training programs.	2.81	0.79	A	4
Average Weighted Mean	2.89	0.8	A	

Legend: 1.00 - 1.74 Strongly Disagree (SD); 1.75 - 2.49 Disagree (D); 2.50 - 3.24 Agree (A); 3.25 - 4.00 Strongly Agree (SA); Weighted Mean (WM); Standard Deviation (SD); Verbal Interpretation (VI); Rank (R)

Table 2.4 presents the level of teachers’ readiness in handling learners with disabilities in regular schools in terms of training, as perceived by the respondents. The highest weighted mean score was obtained by the statement, “My school provides opportunities for professional development on teaching learners with various disabilities,” with a weighted mean of 2.99 (SD = 0.76), verbally interpreted as Agree (A).

In contrast, the statement “I feel confident in handling learners with various disabilities because of prior training experiences” recorded the lowest mean score of 2.79 (SD = 0.83), also interpreted as Agree (A). Overall, the level of teachers’ readiness in terms of training is assessed as Agree (A), obtaining an average weighted mean of 2.89 (SD = 0.80).

This suggests that while training opportunities exist, they are not yet sufficient to fully develop teachers’ confidence and competence in handling learners with disabilities. The moderate ratings also indicate that training may be irregular, limited in depth, or lacking in practical application.

This implies the need for more structured, continuous, and practice-based training programs that include mentoring, classroom coaching, and follow-up support. Strengthening the sustainability of professional development is essential to improve teacher readiness in inclusive education.

This is supported by Camacho et al. (2024), who emphasized that fragmented training programs have limited long-term impact on teacher readiness. Similarly, Reyes et al. (2025) found that continuous mentoring and

coaching significantly improve teachers' ability to apply inclusive education strategies in real classroom settings.

Table 2.5 Level of teachers' readiness in handling learners with disabilities in regular schools in terms of Preparedness in Instructional Materials/Resources

Indicators	WM	SD	VI	R
1. I have access to instructional materials adapted for learners with various disabilities.	2.77	0.78	A	5
2. I prepare lesson materials that are suitable for diverse learning needs.	3.01	0.64	A	2
3. My classroom is equipped with resources that support inclusive learning.	2.81	0.77	A	4
4. I can develop visual aids or tactile materials for learners with various disabilities.	3.05	0.7	A	1
5. I collaborate with colleagues to create materials appropriate for learners with various disabilities.	2.96	0.72	A	3
Average Weighted Mean	2.92	0.72	A	

Legend: 1.00 - 1.74 Strongly Disagree (SD); 1.75 - 2.49 Disagree (D); 2.50 - 3.24 Agree (A); 3.25 - 4.00 Strongly Agree (SA); Weighted Mean (WM); Standard Deviation (SD); Verbal Interpretation (VI); Rank (R)

Table 2.5 presents the level of teachers' readiness in handling learners with disabilities in regular schools in terms of preparedness in instructional materials/resources, as perceived by the respondents. The highest mean score was obtained by the statement, "I can develop visual aids or tactile materials for learners with various disabilities," with a weighted mean of 3.05 (SD = 0.70), verbally interpreted as Agree (A). In contrast, the statement "I have access to instructional materials adapted for learners with various disabilities" recorded the lowest mean score of 2.77 (SD = 0.78), also interpreted as Agree (A). Overall, the level of teachers' readiness in terms of instructional materials/resources is assessed as Agree (A), obtaining an average weighted mean of 2.92 (SD = 0.72).

This suggests that teachers have moderate capacity to create instructional materials but face limitations in resource availability within their schools. This imbalance indicates that teacher effort is compensating for insufficient institutional support in inclusive learning resources. This implies that improving inclusive education requires not only teacher competence but also stronger institutional investment in instructional materials, assistive devices, and learning resources. Collaboration among teachers should also be strengthened to maximize resource development and sharing.

This finding is supported by Lapeña et al. (2023), who emphasized that lack of instructional resources is a major barrier to inclusive education implementation. Likewise, Karaan Jr. et al. (2024) highlighted that teacher effectiveness in inclusive settings is strongly influenced by the availability of appropriate learning materials and institutional support. The lower access to adapted materials represents a gap in the 'Environmental Factors' of Bandura's triad. Even when 'Personal Factors' (knowledge and attitude) are high, a restrictive environment—such as a lack of resources—can hinder the 'Behavioral' outcome of effective inclusive instruction."

Table 3.1 presents the performance rate of learners with disabilities (LWDs) in regular schools in terms of academic performance, as perceived by the respondents. The highest mean score was obtained by the statement, "Learners with various disabilities in my class show improvement in their academic performance over time," with a weighted mean of 3.06 (SD = 0.69), verbally interpreted as Agree (A).

In contrast, the statement “Learners with various disabilities meet most of the learning competencies set for their grade level” recorded the lowest weighted mean score of 2.83 (SD = 0.73), also interpreted as Agree (A). Overall, the performance rate of learners with disabilities in terms of academic performance is assessed as Agree (A), obtaining an average weighted mean of 2.91 (SD = 0.72).

The Performance Rate of Learners with Disabilities

Table 3.1 Performance rate of learners with disabilities in regular schools in terms of Academic Performance

Indicators	WM	SD	VI	R
1. Learners with various disabilities in my class show improvement in their academic performance over time.	3.06	0.69	A	1
2. Learners with various disabilities can accomplish learning tasks with minimal assistance.	2.94	0.72	A	2
3. Learners with various disabilities meet most of the learning competencies set for their grade level.	2.83	0.73	A	5
4. Learners with various disabilities demonstrate mastery of basic literacy and numeracy skills.	2.85	0.76	A	4
5. Learners with various disabilities’ academic records reflect consistent progress throughout the school year.	2.87	0.72	A	3
Average Weighted Mean	2.91	0.72	A	

Legend: 1.00 - 1.74 Strongly Disagree (SD); 1.75 - 2.49 Disagree (D); 2.50 - 3.24 Agree (A); 3.25 - 4.00 Strongly Agree (SA); Weighted Mean (WM); Standard Deviation (SD); Verbal Interpretation (VI); Rank (R)

These results suggest that learners with disabilities are able to demonstrate gradual academic improvement, particularly in terms of skill development and task completion. However, the lower rating in meeting grade-level competencies indicates that while progress is evident, mastery of expected learning standards remains a challenge. This reflects a gap between improvement and full academic achievement, suggesting that learners are progressing but may still require additional support to meet curriculum expectations. This reflects a gap between improvement and full academic achievement, suggesting that learners are progressing but may still require additional support to meet curriculum expectations. This gap is a practical illustration of Vygotsky’s Zone of Proximal Development (ZPD). While learners show improvement, their struggle with grade-level competencies indicates they are still in the phase where they require scaffolding. The teachers' role, as established by Vygotsky, is to act as the "More Knowledgeable Other" (MKO) who provides the right amount of help to move learners from their current ability toward independent mastery.

This implies that schools should strengthen instructional interventions tailored to the needs of learners with disabilities. There is a need to enhance differentiated instruction, provide targeted remediation programs, and ensure continuous monitoring of learner progress. Teachers may also require additional support in designing adaptive learning strategies that align with grade-level competencies while considering individual learner needs. Furthermore, collaboration among teachers, special education specialists, and school administrators is essential to provide a more structured and responsive support system for learners with disabilities.

These findings align with recent studies indicating that inclusive education can positively influence the academic progress of learners with disabilities when appropriate instructional adaptations are implemented. Ola Williams and Adeyinka (2024) found that learners with disabilities demonstrate improved academic outcomes when supported by differentiated instruction and inclusive practices. However, Makwelo et al. (2025) emphasized that achieving full competency mastery in inclusive settings depends largely on the quality of teaching, availability

of learning resources, and the consistent application of individualized instructional strategies.

Table 3.2 Performance rate of learners with disabilities in regular schools in terms of Classroom Participation

Indicators	WM	SD	VI	R
1. Learners with various disabilities actively participate during class discussions and activities.	2.91	0.71	A	4
2. Learners with various disabilities collaborate effectively with peers in group activities.	2.89	0.65	A	5
3. Learners with various disabilities respond positively when asked to recite or share ideas in class.	2.97	0.66	A	3
4. Learners with various disabilities show interest and motivation during lessons.	2.99	0.66	A	1.5
5. Learners with various disabilities regularly attend classes and complete assigned tasks.	2.99	0.69	A	1.5
Average Weighted Mean	2.95	0.67	A	

Legend: 1.00 - 1.74 Strongly Disagree (SD); 1.75 - 2.49 Disagree (D); 2.50 - 3.24 Agree (A); 3.25 - 4.00 Strongly Agree (SA); Weighted Mean (WM); Standard Deviation (SD); Verbal Interpretation (VI); Rank (R)

Table 3.2 presents the performance rate of learners with disabilities (LWDs) in regular schools in terms of classroom participation, as perceived by the respondents. The highest mean scores were obtained by the statements, “Learners with various disabilities show interest and motivation during lessons” and “Learners with various disabilities regularly attend classes and complete assigned tasks,” both with a weighted mean of 2.99 (SD = 0.66; SD = 0.69, respectively), verbally interpreted as Agree (A).

In contrast, the statement “Learners with various disabilities collaborate effectively with peers in group activities” recorded the lowest weighted mean score of 2.89 (SD = 0.65), also interpreted as Agree (A). Overall, the performance rate of learners with disabilities in terms of classroom participation is assessed as Agree (A), obtaining an average weighted mean of 2.95 (SD = 0.67).

These results suggest that learners with disabilities are generally active participants in classroom activities, demonstrating motivation, consistent attendance, and responsiveness during lessons. However, the comparatively lower rating in peer collaboration indicates that while individual participation is evident, social interaction and group engagement remain areas that require further development. This reflects a situation where learners are engaged at an individual level but may still experience challenges in fully participating in collaborative and social learning contexts.

The lower rating in peer collaboration suggests a need for more social interaction, which Vygotsky identifies as the catalyst for cognitive development. Since learning occurs first through social interaction before being internalized, strengthening group-based participation is essential to move learners through their Zone of Proximal Development (ZPD), where guided interaction with peers and teachers supports the development of higher levels of learning and independence.

This implies that teachers should strengthen inclusive classroom strategies that promote cooperative learning, peer interaction, and social skill development. Structured group activities, guided peer support, and intentional facilitation of inclusive participation can help improve learners’ confidence and ability to collaborate effectively. Additionally, creating a supportive classroom environment that encourages interaction and mutual respect is essential in enhancing both participation and inclusion among learners with disabilities.

Table 3.3 Performance rate of learners with disabilities in regular schools in terms of Overall School Progress

Indicators	WM	SD	VI	R
1. Learners with various disabilities demonstrate social growth and improved peer relationships.	3.09	0.67	A	2
2. Learners with various disabilities show improved self-confidence and independence in school activities.	3.04	0.67	A	3
3. Learners with various disabilities are able to adapt well to the routines and expectations of school life.	3.01	0.64	A	5
4. The majority of Learners with various disabilities progress to the next grade level each year.	3.24	0.65	A	1
5. Learners with various disabilities show overall improvement in behavior, attendance, and engagement in school programs.	3.03	0.73	A	4
Average Weighted Mean	3.08	0.67	A	

Legend: 1.00 - 1.74 Strongly Disagree (SD); 1.75 - 2.49 Disagree (D); 2.50 - 3.24 Agree (A); 3.25 - 4.00 Strongly Agree (SA); Weighted Mean (WM); Standard Deviation (SD); Verbal Interpretation (VI); Rank (R)

Table 3.3 presents the performance rate of learners with disabilities (LWDs) in regular schools in terms of overall school progress, as perceived by the respondents. The highest mean score was obtained by the statement, “The majority of learners with various disabilities progress to the next grade level each year,” with a weighted mean of 3.24 (SD = 0.65), verbally interpreted as Agree (A).

In contrast, the statement “Learners with various disabilities are able to adapt well to the routines and expectations of school life” recorded the lowest mean score of 3.01 (SD = 0.64), also interpreted as Agree (A). Overall, the performance rate of learners with disabilities in terms of overall school progress is assessed as Agree (A), obtaining an average weighted mean of 3.08 (SD = 0.67).

These results suggest that learners with disabilities generally demonstrate positive overall school progress, particularly in terms of grade advancement, participation in school activities, and development of social and personal skills. The relatively high rating in progression to the next grade level indicates that learners are able to meet minimum academic and institutional requirements. However, the comparatively lower score in adapting to school routines suggests that some learners may still encounter challenges in adjusting to structured expectations, daily classroom routines, and school norms.

This implies that while inclusive education supports both academic and psychosocial development, there is a continued need to strengthen structured support systems that facilitate learners’ adjustment to the school environment. Teachers and school personnel should implement consistent routines, behavior support strategies, and transition programs that help learners with disabilities develop independence and adaptability. Strengthening collaboration among teachers, guidance personnel, and parents is also essential to ensure that learners receive consistent support both in school and at home.

These findings align with Kirana et al. (2024), who emphasized that inclusive education environments contribute significantly to the social development, self-confidence, and independence of learners with disabilities. The study further highlights that positive school progress is more evident when appropriate support mechanisms, structured routines, and inclusive practices are consistently implemented

The Significant Relationship between Teachers' Readiness and the Promotion Rate

Table 4 Significant Relationship between teachers' readiness and the performance rate of learners with disabilities in regular schools

Variable Pair	<i>r</i>	<i>p</i> -value	Decision	Interpretation
Knowledge vs Skills	.774**	0.00	Reject H ₀	Significant
Knowledge vs Attitude	.499**	0.00	Reject H ₀	Significant
Knowledge vs Training	.444**	0.00	Reject H ₀	Significant
Knowledge vs Preparedness	.529**	0.00	Reject H ₀	Significant
Knowledge vs Academic Performance	.529**	0.00	Reject H ₀	Significant
Knowledge vs Classroom Participation	.503**	0.00	Reject H ₀	Significant
Knowledge vs Overall School Progress	.488**	0.00	Reject H ₀	Significant
Skills vs Attitude	.549**	0.00	Reject H ₀	Significant
Skills vs Training	.449**	0.00	Reject H ₀	Significant
Skills vs Preparedness	.509**	0.00	Reject H ₀	Significant
Skills vs Academic Performance	.509**	0.00	Reject H ₀	Significant
Skills vs Classroom Participation	.559**	0.00	Reject H ₀	Significant
Skills vs Overall School Progress	.545**	0.00	Reject H ₀	Significant
Attitude vs Training	.354**	0.00	Reject H ₀	Significant
Attitude vs Preparedness	.457**	0.00	Reject H ₀	Significant
Attitude vs Academic Performance	.457**	0.00	Reject H ₀	Significant
Attitude vs Classroom Participation	.487**	0.00	Reject H ₀	Significant
Attitude vs Overall School Progress	.545**	0.00	Reject H ₀	Significant
Training vs Preparedness	.452**	0.00	Reject H ₀	Significant
Training vs Academic Performance	.452**	0.00	Reject H ₀	Significant
Training vs Classroom Participation	.498**	0.00	Reject H ₀	Significant
Training vs Overall School Progress	.428**	0.00	Reject H ₀	Significant
Preparedness vs Academic Performance	.745**	0.00	Reject H ₀	Significant
Preparedness vs Classroom Participation	.762**	0.00	Reject H ₀	Significant
Preparedness vs Overall School Progress	.731**	0.00	Reject H ₀	Significant
Academic Performance vs Classroom Participation	.762**	0.00	Reject H ₀	Significant
Academic Performance vs Overall School Progress	.731**	0.00	Reject H ₀	Significant
Classroom Participation vs Overall School Progress	.717**	0.00	Reject H ₀	Significant

Table 4 presents the correlation analysis between teachers' readiness and the performance rate of learners with disabilities in regular schools. The results show that all relationships between the variables are statistically significant, with *p*-values less than 0.05, leading to the rejection of the null hypothesis. The computed Pearson correlation coefficients indicate moderate to strong positive relationships among teachers' readiness dimensions—knowledge, skills, attitude, and training—and learner performance indicators, including preparedness, academic performance, classroom participation, and overall school progress.

These results suggest that higher levels of teachers' readiness are consistently associated with better performance outcomes among learners with disabilities. Notably, strong correlations were observed among learner performance variables themselves, particularly between preparedness and classroom participation ($r = 0.762$), academic performance and classroom participation ($r = 0.762$), and preparedness and academic performance ($r = 0.745$). This indicates that learner success in inclusive classrooms is multidimensional, where academic achievement, engagement, and overall progress are interconnected.

These significant correlations provide empirical proof for Bandura's Triadic Reciprocal Determinism. The data confirms that improvements in teacher readiness (Personal Factors) are directly linked to better learner outcomes

(Environmental/Performance outcomes), showing that these factors influence one another in a dynamic, ongoing process rather than a simple cause-and-effect relationship.

Furthermore, the strong relationship between knowledge and skills ($r = 0.774$) highlights that teachers' conceptual understanding is closely linked to their ability to implement inclusive practices effectively. This implies that enhancing teachers' readiness is critical in improving learner outcomes in inclusive education settings. Schools should prioritize comprehensive professional development programs that simultaneously develop teachers' knowledge, practical skills, positive attitudes, and sustained training experiences. The findings also suggest that improving one aspect of teacher readiness can positively influence other areas, creating a cumulative effect on instructional quality and learner performance. Additionally, strengthening classroom preparedness and participation may serve as key entry points in improving overall academic success and school progression of learners with disabilities.

These findings align with recent studies emphasizing the significant role of teacher readiness in inclusive education. Mabanag et al. (2024) found that teachers' competence in knowledge and instructional skills directly influences learners' academic performance and engagement in inclusive classrooms. Similarly, Delos Santos et al. (2025) reported that continuous training and positive teacher attitudes significantly contribute to improved participation and overall progress of learners with disabilities. Furthermore, OECD (2023) highlights that teacher preparedness is a key determinant of successful inclusive education implementation, particularly in improving both academic and socio-emotional outcomes of learners.

The Significant Difference between Teachers' Readiness and the Profile

Table 5.1 Difference between Teachers' Readiness and Profile of Respondents in terms of Gender

Variables	Gender	Mean	t	p-value	Decision	Interpretation
Knowledge	Male	3.08	-0.50	0.62	Not Significant	No significant difference
	Female	3.14				
Skills	Male	3.08	0.64	0.52	Not Significant	No significant difference
	Female	3.00				
Attitude	Male	3.22	-1.17	0.25	Not Significant	No significant difference
	Female	3.36				
Training	Male	2.88	-0.08	0.93	Not Significant	No significant difference
	Female	2.89				
Preparedness	Male	2.94	0.25	0.80	Not Significant	No significant difference
	Female	2.90				

Table 5.1 presents the comparison of teachers' readiness when respondents are grouped according to gender across five dimensions: knowledge, skills, attitude, training, and preparedness. The results reveal that all computed p-values are greater than the 0.05 level of significance, indicating that there are no statistically significant differences between male and female teachers across all dimensions of readiness.

These findings suggest that both male and female teachers demonstrate comparable levels of knowledge, instructional skills, attitudes toward inclusion, exposure to training, and overall preparedness in handling learners with disabilities. The consistency of results across all variables indicates that gender does not play a determining role in shaping teachers' readiness for inclusive education. Instead, readiness appears to be uniformly developed among teachers regardless of gender, reflecting a shared professional foundation and similar exposure to educational practices and policies.

This implies that efforts to improve teachers' readiness for inclusive education should focus more on

strengthening professional development, training opportunities, and institutional support systems rather than differentiating interventions based on gender. Since both groups exhibit similar levels of readiness, school administrators and policymakers can design inclusive training programs that are universally applicable, ensuring equitable access to capacity-building initiatives. Emphasis should be placed on enhancing competencies, providing continuous learning opportunities, and strengthening practical application skills to further improve inclusive education practices.

These findings are consistent with recent studies emphasizing that teacher readiness is primarily influenced by professional training and institutional support rather than demographic characteristics. OECD (2022) highlights that teacher competencies in inclusive education are shaped by access to quality training, teaching experience, and school support systems. Similarly, UNESCO (2021) reports that standardized teacher education and continuous professional development contribute to minimizing differences in teaching readiness across demographic groups, including gender.

Table 5.2 presents the comparison of teachers’ readiness when respondents are grouped according to age across five dimensions: knowledge, skills, attitude, training, and preparedness. The results show that all computed p-values are greater than 0.05, indicating that there are no statistically significant differences among the different age groups of respondents across all variables. This means that teachers, regardless of age, demonstrate relatively similar levels of readiness in inclusive education.

Table 5.2 Difference between Teachers’ Readiness and Profile of Respondents in terms of Age

Variables	F	p	Decision	Interpretation
Knowledge	0.48	0.82	Not Significant	No significant difference
Skills	1.18	0.33	Not Significant	No significant difference
Attitude	0.21	0.97	Not Significant	No significant difference
Training	1.28	0.28	Not Significant	No significant difference
Preparedness	0.99	0.43	Not Significant	No significant difference

These findings suggest that age does not significantly influence teachers’ knowledge, skills, attitude, training exposure, and preparedness in handling learners with disabilities. The similarity across age groups indicates that both younger and older teachers are equally capable of adapting to inclusive education practices. This may be attributed to standardized teacher education, shared school-based practices, and continuous exposure to professional development activities that minimize generational differences in instructional readiness.

This implies that interventions aimed at improving teachers’ readiness should not be age-specific but should instead focus on strengthening overall professional development programs. Schools should prioritize inclusive training, mentoring systems, and continuous capacity-building initiatives that are accessible to all teachers regardless of age group. Since readiness levels are consistent across age brackets, educational leaders can design unified training frameworks that enhance competencies in knowledge application, instructional skills, and classroom preparedness for inclusive education.

These findings are supported by recent studies emphasizing that teacher readiness is more strongly influenced by professional development than demographic factors. Darling-Hammond et al. (2021) emphasized that sustained professional learning and school-based support systems are key determinants of teacher effectiveness rather than age or years of service. Similarly, Avalos and Valenzuela (2021) found that continuous training and collaborative professional learning communities significantly enhance teacher competencies, reinforcing the idea that readiness is shaped more by exposure to development opportunities than by chronological age.

Table 5.3 Difference between Teachers’ Readiness and Profile of Respondents in terms of Teaching Experience

Variables	F	p	Decision	Interpretation
Knowledge	0.26	0.85	Not Significant	No significant difference
Skills	2.25	0.09	Not Significant	No significant difference
Attitude	0.61	0.61	Not Significant	No significant difference
Training	2.52	0.06	Not Significant	No significant difference
Preparedness	0.75	0.53	Not Significant	No significant difference

Table 5.3 presents the comparison of teachers’ readiness when respondents are grouped according to teaching experience across five dimensions: knowledge, skills, attitude, training, and preparedness. The results show that all computed p-values are greater than 0.05, indicating that there are no statistically significant differences among teachers with varying years of teaching experience across all dimensions. This suggests that regardless of whether teachers are newly hired or highly experienced, they demonstrate relatively similar levels of readiness in handling learners with disabilities in inclusive classrooms.

These findings imply that teaching experience alone is not a determining factor in teachers’ readiness for inclusive education. The similarity across experience levels suggests that both novice and veteran teachers are equally exposed to institutional practices, training opportunities, and school-based initiatives that shape their knowledge, skills, attitudes, and preparedness. Although the result for training approaches the level of significance, it still indicates that differences in exposure are not substantial enough to create meaningful variation in readiness. This highlights that readiness is more likely influenced by access to continuous professional development rather than years of service in teaching.

This implies that efforts to enhance teacher readiness should focus on strengthening ongoing professional development programs, mentoring systems, and inclusive education training that cut across all experience levels. Since both early-career and experienced teachers demonstrate similar readiness levels, school leaders should ensure that training opportunities are equitable and sustained. In addition, mentoring programs can be strengthened to maximize knowledge sharing between novice and experienced teachers, particularly in applying inclusive instructional strategies and classroom management practices.

These findings are consistent with recent literature emphasizing that teacher readiness is primarily shaped by continuous professional learning rather than length of teaching experience. OECD (2021) highlights that effective teaching competencies are developed through sustained training and collaborative learning environments rather than years of service alone. Similarly, Darling-Hammond et al. (2021) emphasize that ongoing professional development and structured support systems are stronger predictors of teacher effectiveness than teaching experience, reinforcing the importance of continuous capacity building in inclusive education.

Table 5.4 Difference between Teachers’ Readiness and Profile of Respondents in terms of Grade Level

Variables	F	p	Decision	Interpretation
Knowledge	0.10	0.98	Not Significant	No significant difference
Skills	0.84	0.50	Not Significant	No significant difference
Attitude	1.03	0.40	Not Significant	No significant difference
Training	0.69	0.60	Not Significant	No significant difference
Preparedness	0.18	0.95	Not Significant	No significant difference

Table 5.4 presents the comparison of teachers’ readiness when respondents are grouped according to grade level across five dimensions: knowledge, skills, attitude, training, and preparedness. The results show that all

computed p-values are greater than 0.05, indicating that there are no statistically significant differences among teachers across different grade levels in all dimensions. This suggests that teachers handling different grade levels demonstrate relatively similar levels of readiness in inclusive education practices.

These findings imply that grade level assignment does not significantly influence teachers' readiness in terms of knowledge, instructional skills, attitudes, training exposure, and preparedness. The consistency across grade levels suggests that teachers, whether assigned to lower or higher grade levels, undergo similar training experiences and are guided by standardized curriculum requirements and school-based policies. This uniformity indicates that inclusive education readiness is developed through institutional systems rather than being shaped by the specific grade level handled by teachers.

This implies that efforts to improve teachers' readiness should focus on strengthening school-wide professional development programs rather than designing interventions based on grade level assignment. Since readiness is consistent across grade levels, training programs, mentoring systems, and instructional support initiatives should be implemented uniformly to ensure that all teachers are equally equipped to handle learners with disabilities. This also highlights the importance of sustaining standardized inclusive education training across all grade levels to maintain consistency in instructional quality and learner support.

These findings are supported by OECD (2020) and UNESCO (2021), which emphasize that teacher competencies in inclusive education are largely standardized through national curriculum frameworks and continuous professional development programs. These studies highlight that structured training systems and unified teaching standards contribute to minimizing variations in teacher readiness across different teaching assignments, including grade levels.

Adaptive and Inclusive Instructional Strategies Employed by Teachers in Supporting Learners with Disabilities

The focus group discussion revealed that teachers utilize a variety of adaptive, inclusive, and learner-centered strategies to effectively support learners with disabilities in regular classrooms. These strategies aim to ensure accessibility, engagement, and achievement of essential learning outcomes. The following themes emerged from the data:

Theme 1: Differentiated and Inclusive Instructional Strategies

Teachers emphasized modifying content, simplifying tasks, providing extended time, and adjusting difficulty based on learners' abilities. Visual aids, tactile materials, and individualized activities were commonly used. "I use differentiated instruction... I give them extra time... I simplified the instructions when it is needed so they can really understand what they need to learn." (T1)

"They can't perform the lessons at their grade level, so we modify it into a simpler or easier way... targeting the competency that they should achieve." (T2)

These practices reflect competency-based instruction, maintaining essential learning outcomes while providing flexibility in content and pacing (Tomlinson, 2017). Differentiation ensures that learners with disabilities can access the curriculum alongside their peers.

Theme 2: Use of Assistive Technologies and Visual Supports

Teachers employed ICT tools, visual presentations, and other assistive materials to accommodate learners with sensory or communication difficulties. "For a deaf and mute student, I use PowerPoint with subtitles... so the child can read and understand the lesson despite communication barriers." (T3)

Assistive technologies provide alternative modes of learning and communication, supporting inclusive classrooms and enhancing engagement (Edyburn, 2013).

Theme 3: Strength-Based and Learner-Centered Approaches

Teachers identified learners' strengths and interests to design activities that promote participation and confidence. "I coordinate with the SPED teacher to find out the child's strengths... then I use those to design activities so the student can participate and not feel left out." (T4)

Strength-based strategies focus on students' potential rather than limitations, consistent with inclusive education principles that emphasize individualized learning pathways (Florian & Black-Hawkins, 2011).

Theme 4: Peer Support and Collaborative Learning

Peer tutoring and collaborative activities were used to foster socialization and academic engagement. "We use body systems or peer tutoring... classmates help them with their weak points, and it makes them feel they belong in the classroom." (T5)

"When they present in front of the class and receive praise, it boosts their self-confidence and motivates them to participate more." (T6)

Collaborative learning promotes social-emotional development and inclusivity, allowing learners with disabilities to interact meaningfully with peers (Friend & Cook, 2017).

Theme 5: Pre-Tutoring and Individualized Support

Teachers provided one-on-one or pre-tutoring sessions to help students prepare for classroom activities. "Pre-tutoring is effective for a deaf student... a close classmate explains the lesson first, so the student is ready to participate during class discussions." (T7)

Individualized support reduces anxiety, enhances comprehension, and ensures that learners are prepared to engage with group learning activities (Smith, 2015).

Theme 6: Modifications to Assessments and Classroom Tasks

Assessment strategies were adapted to match learners' abilities while maintaining standards. This included simplified exams, hands-on tasks, and alternative ways to demonstrate understanding. "Instead of four-choice questions, I use two-choice items for learners with disabilities... this reduces difficulty and helps them score better." (T8)

"In problem-solving, some students illustrate equations or patterns if they cannot solve numerically, allowing them to participate fully." (T9)

Inclusive assessment ensures fairness and access, enabling learners to demonstrate mastery in ways that suit their abilities (Black & Wiliam, 2018).

Theme 7: Coordination with Parents and SPED Teachers

Teachers emphasized collaboration with parents and special education professionals to better understand students' needs and implement effective interventions. "I talk to the parents and the SPED teacher to understand the child's disability... this helps us provide the right support and prevent the student from feeling different." (T10)

Collaboration between home and school supports continuity in interventions and fosters a holistic approach to inclusive education (Villa et al., 2013).

Theme 8: Emotional Support and Positive Reinforcement

Teachers provided encouragement, reassurance, and emotional regulation strategies to help learners build confidence and self-esteem. “When a child gets upset or frustrated, I reassure them and show patience... praise helps them calm down and feel encouraged.” (T11)

Providing emotional support aligns with social-emotional learning frameworks, which are critical for learners with disabilities to thrive academically and socially (CASEL, 2020).

The Challenges Encountered by Teachers in Implementing Inclusive Education for Learners with Disabilities

Based on research, focus group discussions, and empirical studies, teachers encounter several challenges when implementing inclusive education for learners with disabilities in regular classrooms. These challenges can be grouped into systemic, instructional, social-emotional, and resource-related categories:

Theme 1: Limited Training and Professional Development

Teachers reported insufficient pre-service and in-service training on inclusive education, special education needs, and assistive strategies. This limits their confidence and preparedness in accommodating learners with disabilities.

“I have the willingness to help, but I don’t know how to modify lessons for some learners with special needs... our training is very limited.” (T1) “Sometimes I feel unprepared... I wish we had more workshops on handling learners with diverse needs.” (T2) This indicates that professional development is crucial for equipping teachers with the knowledge and skills to implement inclusive practices effectively (Avramidis & Norwich, 2002).

Theme 2: High Teacher-Student Ratio and Workload

Teachers noted challenges in providing individualized attention due to large class sizes and multiple responsibilities. Managing the needs of learners with disabilities alongside the rest of the class is difficult.

“It’s difficult to focus on one student with a disability when there are 40 others in class... sometimes I can’t attend to their needs properly.” (T3) “Handling a big class while trying to give special attention takes a lot of time and energy.” (T4)

This reflects the impact of workload and class size on the quality of inclusive instruction and individualized support (Florian, 2015).

Theme 3: Insufficient Resources and Learning Materials

Teachers often lack specialized instructional materials, assistive devices, and technology necessary to support learners with disabilities.

“We don’t have enough tactile or visual materials for children with sensory or learning difficulties... we often have to improvise.” (T5) “Sometimes we need adapted worksheets or visual aids, but these are not available in our school.” (T6) Such limitations hinder access to the curriculum and reduce opportunities for differentiated and multisensory learning (Edyburn, 2013).

Theme 4: Difficulty Modifying Curriculum and Assessment

Adapting standard curricula and assessments while maintaining competency-based standards pose a challenge for teachers.

“Some competencies are too advanced... I want to simplify tasks, but I also need to cover the required

standards.” (T7) “It’s hard to balance between modifying lessons and meeting DepEd learning competencies.” (T8) This demonstrates the tension between curriculum requirements and the need for flexibility to accommodate diverse learners (Tomlinson, 2017).

Theme 5: Behavioral and Emotional Challenges

Teachers encounter difficulties managing behavioral, emotional, and attention-related needs of learners with disabilities, which affect classroom dynamics.

“Certain students get frustrated easily... it’s challenging to keep them focused while teaching the rest of the class.” (T9) “Some learners need constant reminders and guidance, which can be overwhelming in a large class.” (T10) This highlights the importance of social-emotional strategies and classroom management skills in inclusive settings (CASEL, 2020).

Theme 6: Limited Collaboration with Specialists and Parents

Collaboration with SPED teachers, resource teachers, and parents is not always systematic, resulting in inconsistent support for learners.

“Sometimes coordination with SPED teachers or parents is delayed or inconsistent... we don’t have a clear plan for the child.” (T11) “I want to work with parents and specialists, but scheduling and communication are not always easy.” (T12)

Effective inclusive education requires regular collaboration to ensure continuity and individualized support (Villa et al., 2013).

Theme 7: Social and Peer Acceptance Issues

Learners with disabilities may experience exclusion, stigma, or bullying, requiring teachers to actively promote inclusion and social interaction.

“Some classmates unintentionally exclude the learners with disabilities... I try to encourage teamwork, but it takes time.” (T13) “It’s challenging to make all students feel accepted and included in group activities.” (T14) This underscores the role of teachers in fostering peer acceptance and a positive social environment for inclusive learning (Friend & Cook, 2017).

Proposed Inclusive Education Training Module For Regular Teachers

This study proposes an Inclusive Education Training Module for Regular Teachers, designed to enhance teachers’ readiness to support learners with disabilities (LWDs) in regular classrooms. The module is grounded in DepEd policies, current research on inclusive education, and best practices in differentiated instruction. The proposed module, titled *No Learner Left Behind: Bridging the Gap in the Regular Classroom*, is structured as a 40-hour blended program, comprising 20 hours of face-to-face sessions and 20 hours of self-paced activities. Its design emphasizes knowledge acquisition, practical skill-building, and reflective practice, based on the results of the study, which identified gaps in teachers’ readiness, differentiated lesson planning, and use of inclusive instructional strategies. For evaluation purposes, data collection tools include teacher portfolios, modified daily lesson logs, low-cost instructional materials, reflective journals, and post-tests, which will measure the effectiveness of the module in enhancing teachers’ preparedness for inclusive education.

Proposed Inclusive Education Training Modules

NO LEARNER LEFT BEHIND: BRIDGING THE GAP IN THE REGULAR CLASSROOM

Target Participants

**SECONDARY
REGULAR TEACHERS**



Duration

40 HOURS

- 20 HOURS FACE-TO-FACE
- 20 HOURS SELF-PACED LEARNING

Modality

BLENDED LEARNING

Rationale

Based on the results of the study, regular teachers in Valenzuela City require additional support in understanding learner diversity, applying differentiated instruction, developing accessible instructional materials, and managing inclusive classrooms effectively. Many teachers encounter challenges in addressing the varied academic, behavioral, sensory, and social needs of learners within regular classroom settings.

This proposed training module was developed to address these identified gaps through four structured and interconnected modules that focus on inclusive education principles, differentiated instruction, instructional material development, and inclusive classroom management. The training aims to strengthen teachers' knowledge, practical skills, and reflective practices in creating learner-centered and accessible learning environments.

The module aligns with the goals of the Philippine Inclusive Education Framework and the Enhanced K-12 Curriculum by promoting equitable access to quality education and ensuring that no learner is left behind.

NO LEARNER LEFT BEHIND: BRIDGING THE GAP IN THE REGULAR CLASSROOM



Module 1

UNDERSTANDING OUR LEARNERS



FOCUS: LEARNER DIVERSITY AND AWARENESS

PREFACE

Inclusive education recognizes that every learner is unique and deserving of equal opportunities to learn, participate, and succeed. This module was developed to help teachers, pre-service educators, and education stakeholders deepen their understanding of learner diversity and the importance of identifying and addressing learning barriers in the classroom.

The module emphasizes practical strategies for supporting Learners with Disabilities (LWDs) and learners experiencing difficulties in academic, behavioral, sensory, or social development. Through discussions, classroom-based activities, and assessment tasks, participants will develop awareness, empathy, and instructional responsiveness aligned with inclusive education principles.

This module also supports the goals of the Philippine inclusive education framework and the Enhanced K-12 Curriculum by promoting equitable, learner-centered, and accessible education for all.

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PRETEST

UNIT 1: UNDERSTANDING OUR LEARNERS

Name: _____

Date: _____

Score: _____

Directions:

Read each question carefully. Choose the letter of the correct answer.

1. What is the main goal of inclusive education?

- A. Separate learners with disabilities
- B. Teach only high-performing learners
- C. Provide equal learning opportunities for all learners
- D. Reduce the number of students in class

2. Inclusive classrooms encourage teachers to:

- A. Use only one teaching method
- B. Exclude struggling learners
- C. Recognize and support learner diversity
- D. Focus only on academic achievement

3. A learner who has difficulty seeing written text on the board may have:

- A. Hearing impairment
- B. Visual impairment
- C. Behavioral disorder
- D. ADHD

4. Which learner may need visual cues and seating near the teacher?

- A. Learner with hearing impairment
- B. Learner with dyslexia
- C. Learner with autism
- D. Learner with ADHD

5. A student who reads slowly and confuses letters may show signs of:

- A. Autism
- B. Dyslexia
- C. Hearing impairment
- D. Visual disability



PRETEST

UNIT 1: UNDERSTANDING OUR LEARNERS

6. Which condition is commonly associated with difficulty sitting still and staying focused?
- A. ADHD
 - B. Blindness
 - C. Dyslexia
 - D. Deafness
7. What is an example of a learning barrier?
- A. Strong reading skills
 - B. Good attendance
 - C. Difficulty understanding instructions
 - D. High participation in class
8. A teacher notices that a learner avoids social interaction and prefers to work alone. What should the teacher do first?
- A. Ignore the learner
 - B. Punish the learner
 - C. Observe and provide appropriate support
 - D. Transfer the learner to another school
9. Which is the BEST strategy for a learner who struggles in mathematics?
- A. Give more written exams only
 - B. Use tactile manipulatives and guided instruction
 - C. Avoid group activities
 - D. Reduce classroom participation
10. Why is early identification of learning barriers important?
- A. To remove learners from class
 - B. To label learners immediately
 - C. To provide timely support and intervention
 - D. To increase classroom rules



Module 1: Understanding our Learners

INTRODUCTION

Every classroom is composed of learners with different strengths, needs, interests, abilities, and learning styles. Some learners may experience difficulties related to vision, hearing, behavior, communication, reading, writing, attention, or social interaction. These differences should not prevent them from participating meaningfully in school.

Inclusive education ensures that all learners, regardless of disability or difficulty, are welcomed, respected, and supported within the learning environment. Teachers play a vital role in recognizing learner diversity and responding appropriately to learning barriers.

This module provides foundational knowledge about inclusive education, common types of disabilities, and practical strategies for identifying and supporting learners who may need additional assistance in the classroom.

INTENDED LEARNING OUTCOMES

At the end of this module, the learners are expected to:

1. Define inclusive education and explain its importance.
2. Identify common characteristics of learners with disabilities (LWDs).
3. Recognize possible learning barriers observed in classroom settings.
4. Demonstrate awareness of appropriate classroom support strategies.
5. Develop a learner profile and simple intervention strategy sheet.



LESSON 1: OVERVIEW OF INCLUSIVE EDUCATION

Inclusive education is an approach where all learners are taught together in the same classroom regardless of their abilities, disabilities, cultural background, language, or social status.

KEY PRINCIPLES OF INCLUSIVE EDUCATION

- Every learner has the right to education.
- Diversity is valued and respected.
- Teachers provide equal opportunities for participation.
- Instruction should be flexible and learner-centered.
- Schools must provide support and accommodations when necessary.

IMPORTANCE OF INCLUSIVE EDUCATION

Inclusive education:

- Promotes acceptance and empathy.
- Improves social interaction among learners.
- Encourages collaboration and participation.
- Helps learners develop confidence and independence.
- Ensures that no learner is left behind.



LESSON 2: TYPES OF DISABILITIES

A. VISUAL IMPAIRMENT

Visual impairment refers to partial or complete difficulty in seeing.

Common Signs

- Squinting while reading
- Holding books very close
- Difficulty copying from the board
- Frequent headaches or eye rubbing

Classroom Support Strategies

- Seat learner near the board
- Use large-print materials
- Read instructions aloud
- Provide adequate lighting

B. HEARING IMPAIRMENT

Hearing impairment involves partial or complete difficulty in hearing sounds or spoken language.

Common Signs

- Frequently asking others to repeat instructions
- Difficulty following oral discussions
- Watching lips or facial expressions closely
- Delayed response to verbal instructions

Classroom Support Strategies

- Face the learner while speaking
- Use visual aids and gestures
- Seat learner near the teacher
- Provide written instructions

C. LEARNING DISABILITIES (E.G., DYSLEXIA)

Learning disabilities affect the learner's ability to process information.

Common Signs

- Difficulty reading and spelling
- Reversing letters or numbers
- Slow reading pace
- Difficulty remembering instructions

Classroom Support Strategies

- Use multisensory teaching approaches
- Give short and clear instructions
- Provide guided practice
- Use visual organizers and manipulatives

D. BEHAVIORAL AND ATTENTION DISORDERS (E.G., ADHD, AUTISM)

These conditions affect behavior, focus, communication, and social interaction.

ADHD Common Signs

- Difficulty staying seated
- Easily distracted
- Impulsive behavior
- Difficulty finishing tasks

Autism Common Signs

- Limited eye contact
- Difficulty with social interaction
- Repetitive behaviors
- Preference for routines

Classroom Support Strategies

- Establish clear routines
- Give step-by-step instructions
- Allow movement breaks
- Provide peer support
- Create quiet spaces when needed



LESSON 3: EARLY IDENTIFICATION OF LEARNING BARRIERS

Early identification means recognizing possible learning difficulties or barriers as early as possible to provide immediate support.

Examples of Learning Barriers

- Difficulty reading instructions
- Poor attention span
- Frequent absences
- Limited participation
- Difficulty communicating
- Emotional or behavioral challenges

Importance of Early Identification

- Prevents further academic difficulties
- Supports learner confidence
- Helps teachers provide interventions
- Encourages collaboration with parents and specialists
- Improves learner participation and achievement

TEACHER'S ROLE IN EARLY IDENTIFICATION

Teachers should:

- Observe learner behavior regularly
- Document observations carefully
- Communicate with parents respectfully
- Provide classroom accommodations
- Refer learners for further assessment when necessary

ACTIVITY

Child-Find Checklist and Learner Profiling

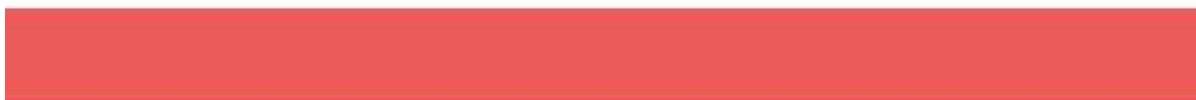
Objective:

To identify possible learning barriers and recommend simple classroom support strategies.

Directions:

Observe learners based on classroom participation, communication, behavior, and academic performance. Complete the learner profiling sheet below.

Learner Name	Observed Difficulty	Possible Barrier	Simple Strategy to Try
Student A	Cannot sit still	ADHD	Assign movement job and allow short breaks
Student B	Reads slowly	Dyslexia	Provide oral instructions and visual cues
Student C	Easily distracted during discussions	Hearing impairment	Seat near teacher and provide visual aids
Student D	Avoids social interaction	Autism	Pair with peer and allow quiet corner
Student E	Struggles with mathematics	Learning disability	Use tactile manipulatives and guided instruction



ASSESSMENT

ASSESSMENT

A. Identification

Directions: Identify the term being described.

1. An educational approach that welcomes all learners regardless of ability.
2. Difficulty in reading and recognizing words accurately.
3. A condition characterized by difficulty focusing and staying still.
4. The process of recognizing learning difficulties at an early stage.
5. Difficulty hearing spoken instructions clearly.

B. Short Reflection

Directions: Answer the question briefly.

1. Why is it important for teachers to recognize learner diversity?
2. How can early identification help struggling learners?





POST-TEST

UNIT 1: UNDERSTANDING OUR LEARNERS

Name: _____

Date: _____

Score: _____

Directions:

Read each question carefully. Choose the letter of the correct answer.

1. Inclusive education means that:

- A. Only learners with disabilities attend school
- B. All learners are welcomed and supported in the classroom
- C. Learners study separately according to ability
- D. Teachers focus only on top-performing students

2. Which practice supports inclusive education?

- A. Ignoring learner differences
- B. Using varied teaching strategies
- C. Giving the same activity without adjustments
- D. Removing struggling learners from activities

3. A learner who often asks classmates what was said by the teacher may have:

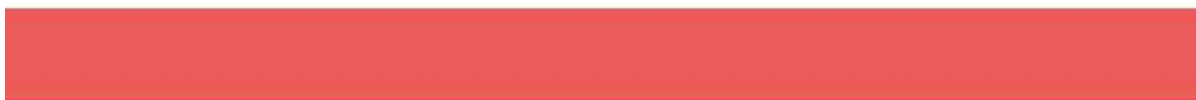
- A. Visual impairment
- B. Learning disability
- C. Hearing impairment
- D. ADHD

4. Which learner may benefit most from oral instructions and visual aids?

- A. Learner with dyslexia
- B. Learner with hearing impairment
- C. Learner with visual impairment
- D. Learner with physical disability

5. Difficulty in reading, spelling, and word recognition may indicate:

- A. Dyslexia
- B. Autism
- C. Blindness
- D. ADHD





POST-TEST

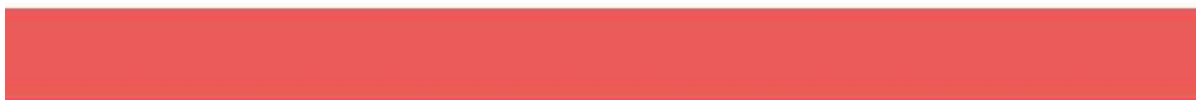
UNIT 1: UNDERSTANDING OUR LEARNERS

6. Which behavior may indicate ADHD?
- A. Frequent movement and short attention span
 - B. Difficulty seeing small objects
 - C. Trouble hearing instructions
 - D. Preference for quiet activities
7. What should a teacher do when a learner shows signs of a learning barrier?
- A. Ignore the behavior
 - B. Observe and document the learner's needs
 - C. Punish the learner immediately
 - D. Compare the learner with classmates
8. Which classroom adjustment can support a learner with hearing impairment?
- A. Seat the learner far from the teacher
 - B. Use visual aids and clear facial expressions
 - C. Avoid group activities
 - D. Reduce classroom lighting
9. Which strategy is appropriate for a learner with autism who avoids social interaction?
- A. Force participation in large groups
 - B. Allow a quiet corner and peer support
 - C. Ignore the learner's behavior
 - D. Remove all classroom routines
10. Early identification helps teachers to:
- A. Provide timely intervention and support
 - B. Increase learner punishment
 - C. Separate learners permanently
 - D. Avoid communicating with parents



ANSWER KEY

ITEM	PRE-TEST	POST-TEST
1.	C	B
2.	C	B
3.	B	C
4.	A	A
5.	B	A
6.	A	A
7.	C	B
8.	C	B
9.	B	B
10.	C	A



NO LEARNER LEFT BEHIND: BRIDGING THE GAP IN THE REGULAR CLASSROOM



Module 2

DIFFERENTIATED INSTRUCTION IN ACTION



FOCUS: INSTRUCTIONAL ADAPTATION



PREFACE

Differentiated instruction is an essential component of inclusive education. Learners come to the classroom with varying readiness levels, learning styles, interests, abilities, and educational needs. Because of these differences, teachers must adapt instruction, assessment, and classroom activities to ensure that every learner has equal opportunities to succeed.

This module was developed to guide teachers and education stakeholders in understanding and applying differentiated instruction strategies in inclusive classroom settings. It highlights practical approaches in modifying content, process, product, and assessment methods to address learner diversity effectively.

Through workshops, collaborative activities, and classroom-based applications, participants will strengthen their skills in lesson adaptation and flexible teaching practices aligned with the Philippine Inclusive Education Framework and the Enhanced K-12 Curriculum.

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PRETEST

UNIT 2: DIFFERENTIATED INSTRUCTION IN ACTION

Name: _____

Date: _____

Score: _____

Directions:

Read each question carefully. Choose the letter of the correct answer.

1. What is the main goal of differentiated instruction?
 - A. Teach all learners in the same way
 - B. Adjust instruction based on learner needs
 - C. Focus only on high-achieving students
 - D. Reduce teacher workload
2. Differentiated instruction recognizes that learners:
 - A. Learn at the same pace
 - B. Have identical abilities
 - C. Have diverse learning needs
 - D. Should be assessed only once
3. Which of the following BEST describes differentiation?
 - A. One-size-fits-all teaching
 - B. Flexible teaching based on learner readiness
 - C. Strict lecture-based instruction
 - D. Fixed classroom activities
4. Changing how students learn a lesson refers to:
 - A. Content differentiation
 - B. Process differentiation
 - C. Product differentiation
 - D. Assessment removal
5. Giving reading materials in simplified form for struggling learners is an example of:
 - A. Content adaptation
 - B. Discipline strategy
 - C. Seating arrangement
 - D. Classroom punishment



PRETEST

UNIT 2: DIFFERENTIATED INSTRUCTION IN ACTION

6. Allowing students to choose between a poster, oral report, or written output is an example of:
- A. Process change
 - B. Product differentiation
 - C. Content removal
 - D. Lesson deletion
7. Which strategy supports differentiated instruction?
- A. Same worksheet for all learners
 - B. Peer-assisted learning
 - C. No group activities
 - D. Standardized teaching only
8. A teacher groups learners based on ability for targeted instruction. This is called:
- A. Random grouping
 - B. Flexible grouping
 - C. Fixed seating
 - D. Lecture grouping
9. In a Modified DLL, what is commonly adjusted?
- A. School calendar
 - B. Teaching strategies and assessments
 - C. School budget
 - D. Teacher salary
10. Which assessment method supports diverse learners BEST?
- A. Oral, written, and performance-based tasks
 - B. Only written exams
 - C. One final exam only
 - D. No assessment



Module 2: Differentiated Instruction in Action

INTRODUCTION

Differentiated instruction is a learner-centered approach that recognizes that students learn in different ways and at different rates. In inclusive classrooms, teachers must adapt teaching methods, learning activities, and assessments to address learner diversity.

Through differentiated instruction, teachers can provide multiple ways for learners to access content, engage in learning, and demonstrate understanding. This approach promotes active participation, learner confidence, and meaningful learning experiences for all students.

This module provides foundational knowledge and practical applications of differentiated instruction, including adapting content, process, product, and assessment strategies through modified lesson planning.

INTENDED LEARNING OUTCOMES

At the end of this module, the learners are expected to:

1. Define differentiated instruction and explain its importance.
2. Identify strategies for adapting content, process, and product.
3. Apply flexible instructional and assessment methods.
4. Modify lesson plans to address learner diversity.
5. Develop a Modified Daily Lesson Log (DLL) for inclusive classrooms.



LESSON 1: PRINCIPLES OF DIFFERENTIATED INSTRUCTION

Differentiated instruction is an approach where teachers modify teaching methods, materials, activities, and assessments to address the diverse needs of learners.

KEY PRINCIPLES OF DIFFERENTIATED INSTRUCTION

- Learners have different readiness levels.
- Learners have varied interests and learning styles.
- Instruction should be flexible and learner-centered.
- Assessment should allow multiple ways of demonstrating learning.
- Classroom activities should encourage participation and inclusion.

IMPORTANCE OF DIFFERENTIATED INSTRUCTION

Differentiated instruction:

- Supports learner diversity
- Promotes active engagement
- Improves learner participation
- Increases learner confidence
- Encourages inclusive classroom practices



LESSON 2: ADAPTING CONTENT, PROCESS, AND PRODUCT

A. CONTENT DIFFERENTIATION

Content differentiation involves modifying what learners study or how they access information.

Examples:

- Simplified reading materials
- Audio recordings of lessons
- Visual aids and graphic organizers
- Translated or summarized texts

Classroom Support Strategies

- Provide multiple learning resources
- Use visuals and demonstrations
- Give step-by-step instructions
- Highlight important concepts

B. PROCESS DIFFERENTIATION

Process differentiation changes how learners engage with lessons and activities.

Examples:

- Learning stations
- Peer-assisted learning
- Flexible grouping
- Hands-on activities

Classroom Support Strategies

- Allow collaborative learning
- Use guided practice
- Provide movement breaks
- Give differentiated tasks

C. PRODUCT DIFFERENTIATION

Product differentiation allows learners to demonstrate learning in different ways.

Examples:

- Posters
- Oral presentations
- Role-playing activities
- Written reports

Classroom Support Strategies

- Allow learner choice
- Use performance-based assessment
- Provide rubrics and clear expectations
- Encourage creativity and collaboration



LESSON 3: MODIFIED DAILY LESSON LOG (DLL)

A Modified Daily Lesson Log (DLL) adjusts instruction and assessment to meet the needs of diverse learners.

Common DLL Modifications

- Oral assessments instead of written tests
- Visual-based instruction for dyslexic learners
- Peer-assisted learning strategies
- Simplified learning tasks
- Flexible assessment methods

Importance of a Modified DLL

- Promotes inclusive instruction
- Supports struggling learners
- Encourages active participation
- Improves learner achievement
- Ensures equitable learning opportunities

ACTIVITY

Lesson Plan Modification Workshop

Objective:

To modify lesson plans using differentiated instruction strategies.

Directions:

Review an existing Daily Lesson Log (DLL). Identify possible barriers that learners may encounter and modify the lesson using differentiated instruction strategies.

Sample Modified DLL Elements

- Learner Need
- Modification Strategy
- Dyslexic learners
- Use visual-based instruction and oral reading support
- Learners with ADHD
- Provide movement breaks and shorter tasks
- Hearing-impaired learners
- Use visual aids and written instructions
- Learners with autism
- Provide structured routines and peer support
- Struggling learners
- Simplify instructions and guided activities

ASSESSMENT

ASSESSMENT

A. Identification

Directions: Identify the term being described.

1. An instructional approach that modifies teaching based on learner needs.
2. Adjusting what learners study or access in lessons.
3. Allowing learners to demonstrate understanding in different ways.
4. Grouping learners according to readiness or ability.
5. A lesson plan adjusted for diverse learners.

B. Short Reflection

Directions: Answer the question briefly.

1. Why is differentiated instruction important in inclusive classrooms?
2. How can flexible assessment support struggling learners?



POST-TEST

UNIT 2: DIFFERENTIATED INSTRUCTION IN ACTION

Name: _____

Date: _____

Score: _____

Directions:

Read each question carefully. Choose the letter of the correct answer.

1. Differentiated instruction is based on the idea that:

- A. All learners must be taught the same way
- B. Instruction should match learner differences
- C. Only fast learners should be supported
- D. Teaching should be standardized

2. Which is NOT a principle of differentiated instruction?

- A. Flexible grouping
- B. Student readiness
- C. One uniform teaching strategy
- D. Multiple learning pathways

3. The teacher changes lesson difficulty depending on student ability. This is:

- A. Process differentiation
- B. Content differentiation
- C. Classroom management
- D. Assessment removal

4. Providing audio materials for learners with reading difficulties is an example of:

- A. Product adaptation
- B. Content adaptation
- C. Punishment strategy
- D. Seating strategy

5. Allowing learners to demonstrate learning through role-play or drawing is:

- A. Product differentiation
- B. Content reduction
- C. Lecture method
- D. Passive learning



POST-TEST

UNIT 2: DIFFERENTIATED INSTRUCTION IN ACTION

6. Which teaching strategy best supports diverse learners?

- A. Same instruction for all
- B. Flexible learning stations
- C. No group work
- D. Memorization only

7. Peer-assisted learning is effective because it:

- A. Replaces the teacher
- B. Encourages student collaboration
- C. Reduces learning outcomes
- D. Eliminates assessment

8. Flexible grouping means:

- A. Fixed groups for the entire year
- B. Groups change based on learning needs
- C. No group activities allowed
- D. Random seating only

9. In a Modified DLL, teachers are expected to:

- A. Remove learning objectives
- B. Adapt strategies and assessments
- C. Avoid lesson planning
- D. Teach without evaluation

10. Which assessment is MOST aligned with differentiated instruction?

- A. Multiple-choice only exam
- B. One standardized test
- C. Variety of assessment methods
- D. No assessment at all



ANSWER KEY

ITEM	PRE-TEST	POST-TEST
1.	B	B
2.	C	C
3.	B	B
4.	B	B
5.	A	A
6.	B	B
7.	B	B
8.	B	B
9.	B	B
10.	A	C





TABLE OF SPECIFICATIONS (TOS)

Content Area	Intended Learning Outcomes	Remembering	Understanding	Applying	Total Items	Item Numbers
Principles of Differentiated Instruction	Define and identify DI principles	2	1	-	3	1-3
Adapting Content, Process, and Product	Identify and interpret differentiation strategies	1	2	2	5	4-8
Modified DLL & Flexible Assessment	Apply adaptations in lesson planning and assessment	-	1	1	2	9-10
TOTAL		3	4	3	10	

NO LEARNER LEFT BEHIND: BRIDGING THE GAP IN THE REGULAR CLASSROOM



Module 3

DEVELOPMENT OF LOW-COST INSTRUCTIONAL MATERIALS



FOCUS: TEACHING AND LEARNING RESOURCES



PREFACE

Instructional materials play an important role in supporting meaningful and inclusive learning experiences. In inclusive classrooms, teachers are encouraged to develop creative, accessible, and learner-centered instructional resources that address diverse learner needs while maximizing available classroom resources.

This module was designed to help teachers develop low-cost instructional materials using recycled, locally available, and affordable resources. It also introduces basic assistive technology integration to support learners with disabilities and learning difficulties.

Through workshops and collaborative activities, participants will learn practical strategies in designing inclusive teaching materials that promote active participation, accessibility, and learner engagement.

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• Activity: Piso-Materials Workshop	13
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• Sample Modified DLL	18
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PRETEST

UNIT 3: DEVELOPMENT OF LOW-COST INSTRUCTIONAL MATERIALS

Name: _____

Date: _____

Score: _____

Directions:

Read each question carefully. Choose the letter of the correct answer.

1. What is the main goal of differentiated instruction?
 - A. Teach all learners in the same way
 - B. Adjust instruction based on learner needs
 - C. Focus only on high-achieving students
 - D. Reduce teacher workload
2. Differentiated instruction recognizes that learners:
 - A. Learn at the same pace
 - B. Have identical abilities
 - C. Have diverse learning needs
 - D. Should be assessed only once
3. Which of the following BEST describes differentiation?
 - A. One-size-fits-all teaching
 - B. Flexible teaching based on learner readiness
 - C. Strict lecture-based instruction
 - D. Fixed classroom activities
4. Changing how students learn a lesson refers to:
 - A. Content differentiation
 - B. Process differentiation
 - C. Product differentiation
 - D. Assessment removal
5. Giving reading materials in simplified form for struggling learners is an example of:
 - A. Content adaptation
 - B. Discipline strategy
 - C. Seating arrangement
 - D. Classroom punishment

6. Which material helps learners organize daily routines visually?

- A. Story sequencing cards
- B. Visual schedules
- C. Math worksheets only
- D. Lecture notes

7. Tactile learning materials are MOST helpful for:

- A. Passive learners
- B. Hands-on and special needs learners
- C. Teachers only
- D. Administrative staff

8. Low-cost instructional materials are BEST described as:

- A. Expensive teaching tools
- B. Affordable and locally available resources
- C. Imported digital devices
- D. Non-educational items

9. Assistive technology in the classroom aims to:

- A. Replace teachers
- B. Support learners with difficulties
- C. Limit learner participation
- D. Standardize instruction

10. A teacher uses visual cues and symbols for instruction. This shows:

- A. Lack of preparation
- B. Inclusive teaching strategy
- C. Traditional lecturing
- D. Discipline method



Module 3: Development of Low-Cost Instructional Materials

INTRODUCTION

Instructional materials help make learning more engaging, understandable, and accessible for learners. In inclusive classrooms, teachers must create materials that support diverse learning styles, abilities, and educational needs.

Low-cost instructional materials are practical, affordable, and effective teaching tools that can be developed using recycled or locally available resources. These materials support hands-on learning and encourage creativity and innovation among teachers and learners.

This module introduces the principles of instructional material development and demonstrates how teachers can create accessible learning tools for inclusive education.

INTENDED LEARNING OUTCOMES

At the end of this module, the learners are expected to:

1. Explain the importance of instructional materials in inclusive education.
2. Identify principles of effective instructional material development.
3. Develop low-cost and recycled instructional materials.
4. Integrate simple assistive technology in classroom instruction.
5. Design accessible learning resources for diverse learners.



LESSON 1: PRINCIPLES OF INSTRUCTIONAL MATERIAL DEVELOPMENT

Instructional materials are tools that support teaching and learning by making lessons more understandable and engaging.

CHARACTERISTICS OF EFFECTIVE INSTRUCTIONAL MATERIALS

- Simple and clear
- Learner-centered
- Aligned with objectives
- Accessible and inclusive
- Engaging and interactive

IMPORTANCE OF INSTRUCTIONAL MATERIALS

- Improve learner understanding
- Encourage participation
- Support diverse learning styles
- Increase learner motivation
- Promote inclusive education



LESSON 2: LOW-COST AND RECYCLED TEACHING AIDS

Low-cost instructional materials can be created using recycled and locally available resources.

Examples of Low-Cost Materials

- Bottle cap counters
- Flashcards from recycled cartons
- Tactile number boards
- Story sequencing cards
- Visual schedules

Benefits of Low-Cost Materials

- Affordable and accessible
- Environment-friendly
- Easy to develop
- Encourages creativity
- Supports inclusive learning



LESSON 3: BASIC ASSISTIVE TECHNOLOGY INTEGRATION

Assistive technology refers to tools and resources that help learners with disabilities access learning more effectively.

Examples of Assistive Technology

- Audio recordings
- Picture symbols
- Visual schedules
- Enlarged print materials
- Text-to-speech applications

Classroom Support Strategies

- Use visual and audio supports
- Provide tactile learning tools
- Integrate simple digital resources
- Encourage multisensory learning
- Ensure accessibility of materials

ACTIVITY

Piso-Materials Workshop (Recycled Instructional Materials)

Objective:

To create low-cost instructional materials using recycled resources.

Directions:

Using locally available or recycled materials, develop at least two instructional materials that support inclusive learning.

SAMPLE MATERIALS

Material

- Tactile number boards
- Visual schedules
- Alphabet flashcards
- Story sequencing cards

Purpose

- Supports hands-on mathematics learning
- Helps learners follow routines
- Supports literacy development
- Develops comprehension and logical thinking

ASSESSMENT

ASSESSMENT

A. Identification

Directions: Identify the term being described.

1. Tools used to support teaching and learning.
2. Materials developed using recycled or affordable resources.
3. Technology or tools that support learners with disabilities.
4. Learning tools that support hands-on learning.
5. Materials designed to support learner accessibility.

B. Short Reflection

Directions: Answer the question briefly.

1. Why are low-cost instructional materials important in inclusive classrooms?
2. How can assistive technology support learners with difficulties?



POST-TEST

UNIT 3: DEVELOPMENT OF LOW-COST INSTRUCTIONAL MATERIALS

Name: _____

Date: _____

Score: _____

Directions:

Read each question carefully. Choose the letter of the correct answer.

1. Instructional materials are important because they:

- A. Replace classroom teaching
- B. Support understanding of lessons
- C. Make lessons harder
- D. Limit student participation

2. Effective instructional materials should be:

- A. Expensive and imported
- B. Aligned with learning objectives
- C. Complex and detailed only
- D. Designed without planning

3. When designing materials, teachers should consider:

- A. Learner diversity
- B. Teacher convenience only
- C. School reputation
- D. Material cost only

4. Which is an example of recycled instructional material?

- A. Plastic bottle cap counters
- B. New commercial textbooks
- C. Digital subscription apps only
- D. Imported learning kits

5. Using old cartons to create alphabet cards promotes:

- A. Waste reduction and creativity
- B. Higher expenses
- C. Classroom confusion
- D. Teacher workload only



POST-TEST

UNIT 3: DEVELOPMENT OF LOW-COST INSTRUCTIONAL MATERIALS

6. Which material helps learners organize daily routines visually?

- A. Story sequencing cards
- B. Visual schedules
- C. Math worksheets only
- D. Lecture notes

7. Tactile learning materials are MOST helpful for:

- A. Passive learners
- B. Hands-on and special needs learners
- C. Teachers only
- D. Administrative staff

8. Low-cost instructional materials are BEST described as:

- A. Expensive teaching tools
- B. Affordable and locally available resources
- C. Imported digital devices
- D. Non-educational items

9. Assistive technology in the classroom aims to:

- A. Replace teachers
- B. Support learners with difficulties
- C. Limit learner participation
- D. Standardize instruction

10. A teacher uses visual cues and symbols for instruction. This shows:

- A. Lack of preparation
- B. Inclusive teaching strategy
- C. Traditional lecturing
- D. Discipline method



ANSWER KEY

ITEM	PRE-TEST	POST-TEST
1.	B	B
2.	C	C
3.	B	B
4.	B	B
5.	B	B
6.	B	B
7.	C	C
8.	B	B
9.	B	B
10.	B	B

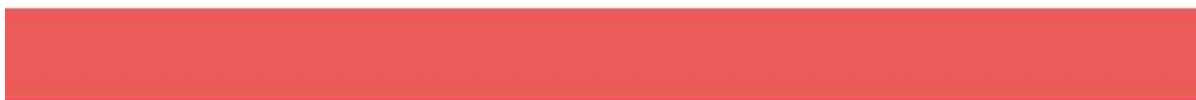




TABLE OF SPECIFICATIONS (TOS)

Content Area	Intended Learning Outcomes	Remembering	Understanding	Applying	Total Items	Item Numbers
Principles of Instructional Material Development	Identify principles of IM development	2	1	-	3	1-3
Low-Cost & Recycled Teaching Aids	Recognize and analyze low-cost materials	1	2	2	5	4-8
Assistive Technology Integration	Apply simple assistive tools in teaching	-	1	1	2	9-10
TOTAL		3	4	3	10	



**NO LEARNER LEFT BEHIND: BRIDGING
THE GAP IN THE REGULAR CLASSROOM**



Module 4

**INCLUSIVE CLASSROOM
MANAGEMENT**



FOCUS: LEARNING ENVIRONMENT AND SOCIAL INCLUSION

PREFACE

An inclusive classroom is built on respect, empathy, collaboration, and positive behavior support. Teachers play a critical role in creating safe and supportive learning environments where all learners feel valued, accepted, and motivated to participate.

This module was designed to help teachers strengthen their classroom management skills using inclusive and learner-centered approaches. It focuses on positive behavior support, classroom routines, peer tutoring, collaboration, and reflective practice.

Through role-playing activities, collaborative discussions, and reflective exercises, participants will develop strategies that promote social inclusion, emotional support, and effective classroom management practices aligned with inclusive education principles.

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• Sample Modified DLL	18
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Answer Key	22



PRETEST

UNIT 4: INCLUSIVE CLASSROOM MANAGEMENT

Name: _____

Date: _____

Score: _____

Directions:

Read each question carefully. Choose the letter of the correct answer.

1. Positive behavior support focuses on:

- A. Punishment of misbehavior
- B. Encouraging appropriate behavior
- C. Ignoring student actions
- D. Removing learners

2. Inclusive classroom management should prioritize:

- A. Control over learners
- B. Student dignity and respect
- C. Strict discipline only
- D. Academic ranking

3. Which is an example of positive reinforcement?

- A. Verbal praise for good work
- B. Detention for late submission
- C. Ignoring student effort
- D. Extra punishment tasks

4. Classroom routines help learners by:

- A. Creating confusion
- B. Establishing predictable structure
- C. Reducing engagement
- D. Limiting participation

5. A teacher uses a visual timetable for learners with special needs. This is:

- A. Punishment strategy
- B. Classroom routine support
- C. Grading system
- D. Discipline action



PRETEST

UNIT 4: INCLUSIVE CLASSROOM MANAGEMENT

6. Which practice BEST supports inclusion?

- A. Flexible classroom routines
- B. Strict silent classroom
- C. No group work allowed
- D. Teacher-only discussion

7. Peer tutoring is beneficial because it:

- A. Replaces teacher instruction
- B. Encourages cooperative learning
- C. Reduces learning quality
- D. Eliminates instruction

8. Collaboration in the classroom promotes:

- A. Isolation
- B. Peer learning and empathy
- C. Competition only
- D. Individual testing

9. When students work together to solve a task, this is called:

- A. Independent study
- B. Collaborative learning
- C. Discipline session
- D. Lecture method

10. An inclusive classroom environment is BEST described as:

- A. Strict and silent
- B. Supportive and engaging
- C. Competitive only
- D. Teacher-controlled only



Module 4: Inclusive Classroom Management

INTRODUCTION

Inclusive classroom management focuses on creating learning environments that are safe, respectful, supportive, and responsive to learner diversity. Effective classroom management encourages participation, collaboration, empathy, and positive behavior among learners.

Teachers must establish routines, provide positive reinforcement, and encourage peer support to help learners feel secure and included in classroom activities.

This module provides practical strategies for managing inclusive classrooms through positive behavior support, classroom routines, peer tutoring, and collaborative learning.

INTENDED LEARNING OUTCOMES

At the end of this module, the learners are expected to:

1. Explain the importance of inclusive classroom management.
2. Apply positive behavior support strategies.
3. Establish classroom routines that support inclusion.
4. Promote peer tutoring and collaborative learning.
5. Reflect on classroom management practices for improvement.



LESSON 1: POSITIVE BEHAVIOR SUPPORT

Positive behavior support focuses on encouraging appropriate behavior through empathy, structure, and reinforcement.

EXAMPLES OF POSITIVE BEHAVIOR SUPPORT

- Verbal praise
- Reward systems
- Clear classroom expectations
- Positive reinforcement
- Structured routines

IMPORTANCE OF POSITIVE BEHAVIOR SUPPORT

- Encourages positive learner behavior
- Reduces classroom disruptions
- Promotes learner confidence
- Builds respectful classroom relationships
- Supports emotional development



LESSON 2: CLASSROOM ROUTINES FOR INCLUSIVE SETTINGS

Classroom routines provide structure and predictability that help learners feel secure and prepared.

Examples of Inclusive Classroom Routines

- Visual schedules
- Morning routines
- Group activity procedures
- Transition signals
- Classroom rules and expectations

Classroom Support Strategies

- Use consistent routines
- Provide visual reminders
- Give clear instructions
- Prepare learners for transitions
- Encourage learner participation



LESSON 3: PEER TUTORING AND COLLABORATION

Peer tutoring and collaboration encourage learners to support one another academically and socially.

Benefits of Peer Tutoring

- Encourages teamwork
- Improves learner confidence
- Supports struggling learners
- Promotes empathy and inclusion
- Enhances communication skills

Collaborative Learning Strategies

- Pair work
- Group discussions
- Cooperative learning tasks
- Peer-assisted activities
- Shared classroom responsibilities



ACTIVITY

Role-Playing Classroom Scenarios

Objective:

To demonstrate effective classroom management strategies in inclusive settings.

Directions:

Participate in role-playing activities involving classroom behavior scenarios. Demonstrate positive behavior support, peer collaboration, and inclusive classroom management strategies.

REFLECTION GUIDE

- What challenge did I observe?
- How did I respond?
- What can I improve next time?

ASSESSMENT

ASSESSMENT

A. Identification

Directions: Identify the term being described.

1. A strategy that encourages positive learner behavior through support and reinforcement.
2. Structured classroom procedures that provide predictability.
3. A learning strategy where students help each other learn.
4. A classroom environment that promotes respect and inclusion.
5. A process of thinking about classroom experiences for improvement.

B. Short Reflection

Directions: Answer the question briefly.

1. Why is positive behavior support important in inclusive classrooms?
2. How does peer tutoring promote social inclusion?





POST-TEST

UNIT 4: INCLUSIVE CLASSROOM MANAGEMENT

Name: _____

Date: _____

Score: _____

Directions:

Read each question carefully. Choose the letter of the correct answer.

1. Positive behavior support focuses on:

- A. Punishment of misbehavior
- B. Encouraging appropriate behavior
- C. Ignoring student actions
- D. Removing learners

2. Inclusive classroom management should prioritize:

- A. Control over learners
- B. Student dignity and respect
- C. Strict discipline only
- D. Academic ranking

3. Which is an example of positive reinforcement?

- A. Verbal praise for good work
- B. Detention for late submission
- C. Ignoring student effort
- D. Extra punishment tasks

4. Classroom routines help learners by:

- A. Creating confusion
- B. Establishing predictable structure
- C. Reducing engagement
- D. Limiting participation

5. A teacher uses a visual timetable for learners with special needs. This is:

- A. Punishment strategy
- B. Classroom routine support
- C. Grading system
- D. Discipline action





POST-TEST

UNIT 4: INCLUSIVE CLASSROOM MANAGEMENT

6. Which practice BEST supports inclusion?

- A. Flexible classroom routines
- B. Strict silent classroom
- C. No group work allowed
- D. Teacher-only discussion

7. Peer tutoring is beneficial because it:

- A. Replaces teacher instruction
- B. Encourages cooperative learning
- C. Reduces learning quality
- D. Eliminates instruction

8. Collaboration in the classroom promotes:

- A. Isolation
- B. Peer learning and empathy
- C. Competition only
- D. Individual testing

9. When students work together to solve a task, this is called:

- A. Independent study
- B. Collaborative learning
- C. Discipline session
- D. Lecture method

10. An inclusive classroom environment is BEST described as:

- A. Strict and silent
- B. Supportive and engaging
- C. Competitive only
- D. Teacher-controlled only



ANSWER KEY

ITEM	PRE-TEST	POST-TEST
1.	B	B
2.	B	B
3.	A	A
4.	B	B
5.	B	B
6.	A	A
7.	B	B
8.	B	B
9.	B	B
10.	B	B

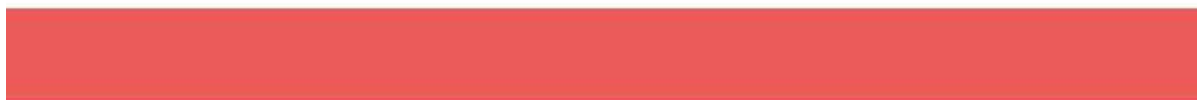
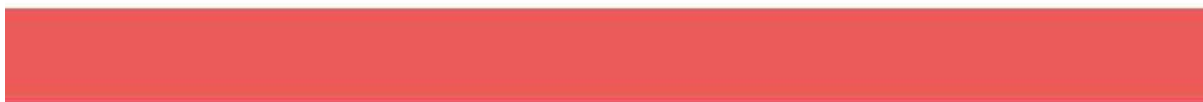




TABLE OF SPECIFICATIONS (TOS)

Content Area	Intended Learning Outcomes	Remembering	Understanding	Applying	Total Items	Item Numbers
Positive Behavior Support	Identify principles of positive behavior management	2	1	-	3	1-3
Classroom Routines for Inclusion	Understand routines and structure in inclusive classrooms	1	2	2	5	4-8
Peer Tutoring & Collaboration	Apply peer support strategies in classroom settings	-	1	1	2	9-10
TOTAL		3	4	3	10	



NO LEARNER LEFT BEHIND: BRIDGING THE GAP IN THE REGULAR CLASSROOM

Learning Delivery Strategies

- Blended learning approach
- Workshops and simulations
- Collaborative group activities
- Reflective practice
- Portfolio-based learning

Assessment and Evaluation

A. Formative Assessment

- Participation in activities
- Outputs per unit
- Reflective journals

B. Summative Assessment

- 20-item post-test (Multiple Choice)
- Portfolio submission

C. Performance Tasks

- Modified DLL
- Instructional materials
- Reflection journal

D. Sample Evaluation Tools

- Teacher Portfolio Checklist
- Post-Test on Inclusive Education
- Rubrics for instructional materials



Post-Test (Summary)

- 20-item multiple choice test
- Focus: Disability awareness, instructional strategies, classroom management
- Passing score: 75%

NO LEARNER LEFT BEHIND: BRIDGING THE GAP IN THE REGULAR CLASSROOM

Expected Outputs

Participants must submit:

1. Modified Daily Lesson Log (DLL)
2. At least two instructional materials
3. Reflective journal
4. Post-test result

Certification

Teachers who successfully complete the module and pass all requirements shall be awarded a Certificate of Completion in Inclusive Education Training.

Monitoring and Evaluation

- Pre-test and post-test comparison
- Portfolio assessment
- Classroom observation (optional)
- Participant feedback forms

Sustainability Plan

- Integration into school-based INSET programs
- Peer mentoring system
- Continuous professional development sessions

NO LEARNER LEFT BEHIND: BRIDGING
THE GAP IN THE REGULAR CLASSROOM

References

- Department of Education. (2021). DepEd Order No. 44, s. 2021.
- Department of Education. (2019). DepEd Order No. 21, s. 2019.
- Tomlinson, C. A. Differentiated Instruction Framework.
- UNESCO Inclusive Education Guidelines.





RUBRICS FOR PERFORMANCE OUTPUTS

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Alignment to objectives	Fully aligned and clearly stated	Mostly aligned	Partially aligned	Not aligned
Use of differentiation	Highly appropriate and varied strategies	Appropriate strategies used	Limited differentiation	No differentiation shown
Inclusivity of LWDs	Fully inclusive with clear adaptations	Some inclusive strategies	Minimal inclusion	No consideration for LWDs
Clarity and organization	Very clear and well-organized	Clear but minor issues	Some unclear parts	Disorganized



RUBRIC FOR LOW-COST INSTRUCTIONAL MATERIALS

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Creativity	Highly creative and innovative	Creative	Some creativity	No creativity
Functionality	Very functional for learners with LWDs	Functional	Limited functionality	Not functional
Use of low-cost materials	Fully utilizes recycled/low-cost materials	Mostly low-cost	Some expensive materials used	Not low-cost
Accessibility	Highly accessible to diverse learners	Accessible	Limited accessibility	Not accessible





RUBRIC FOR REFLECTIVE JOURNAL

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Depth of reflection	Deep, insightful analysis	Clear reflection	Basic reflection	No reflection
Connection to practice	Strong link to classroom practice	Some connection	Weak connection	No connection
Problem-solving insight	Clear strategies for improvement	Some strategies identified	Limited insight	No strategies
Writing clarity	Very clear and organized	Clear	Some unclear parts	Difficult to understand



TABLE OF SPECIFICATIONS (SUMMARY)

Content Areas	Remembering (R)	Understanding (U)	Applying (A)	Analyzing (An)	Total
Disability Awareness	2	2	2	0	6
Differentiated Instruction	1	2	2	0	5
Instructional Materials	1	1	2	0	4
Classroom Management	1	1	1	0	3
DepEd Policies & Concepts	2	0	0	0	2
TOTAL	7	6	7	0	20

REFERENCES

- Department of Education. (2021). DepEd Order No. 44, s. 2021.
- Department of Education. (2019). DepEd Order No. 21, s. 2019.
- Tomlinson, C. A. (Differentiated Instruction Framework)
- UNESCO Inclusive Education Guidelines

DISCUSSION

This chapter presents the summary of findings from the gathered and analyzed data, the conclusions drawn from the findings, and recommendations offered by the researcher in the light of the findings and conclusions.

SUMMARY

The goal of this study was to determine the readiness of teachers in handling learners with disabilities (LWDs) in regular schools and how this readiness relates to the promotion rate of LWDs in selected public elementary schools in the Division of Valenzuela City during the School Year 2025–2026. The findings are presented according to each sub-problem.

Demographic Profile of the Respondents

Gender. The majority of the respondents are female, comprising 78% of the sample, while 22% are male. This indicates that the teaching workforce represented in the study is predominantly female, reflecting the feminized nature of the profession in the Philippine basic education sector.

Age. The largest proportion of respondents falls within the 31–35 age group, followed by those aged 36–40 and 26–30. A smaller portion belongs to the 51 years and above category, while only a minimal percentage is within the 20–25 age group. This suggests that most respondents are in the early to mid-career stage.

Teaching Experience. The majority of respondents have 11–20 years of teaching experience, followed by those with 5–10 years. Smaller proportions consist of teachers with less than 5 years and those with over 20 years of experience. This indicates that most respondents possess moderate to extensive teaching experience.

Grade Levels Taught. The respondents are relatively evenly distributed across grade levels, with Grade 8 teachers comprising the largest group, followed by Grade 9, while Grades 7 and 10 account for slightly smaller but comparable proportions. This reflects a balanced representation across junior high school levels.

Level of Teachers' Readiness in Handling Learners with Disabilities

Knowledge. Respondents demonstrated adequate knowledge in handling learners with disabilities, particularly in understanding inclusive education policies, laws, and the benefits of inclusion. They showed strong awareness of policy frameworks but were relatively less confident in applying specific teaching strategies and identifying individual learner needs, indicating the need for enhanced capacity-building in practical instructional approaches and assessment.

Skills. Respondents exhibited adequate instructional skills in supporting learners with disabilities. They were most capable in modifying lessons to suit diverse learning needs, while demonstrating comparatively lower competence in the use of assistive technologies. This suggests that while foundational teaching skills are evident, further training is necessary to strengthen technical and specialized competencies.

Attitude. Respondents displayed a highly positive and supportive attitude toward learners with disabilities. They

consistently demonstrated patience, empathy, and fairness, and expressed strong openness to further learning about inclusive practices. However, a slightly lower level of comfort in actual classroom implementation indicates the need for continued mentoring and experiential learning opportunities.

Training. Respondents showed moderate readiness in terms of training. While many have participated in seminars and workshops, they reported limited confidence in applying acquired knowledge to actual classroom situations. This implies the necessity for sustained, practice-oriented professional development and continuous support mechanisms.

Preparedness in Instructional Materials/Resources. Respondents manifested moderate preparedness in utilizing instructional materials and resources. They were relatively capable of developing visual and tactile materials but experienced constraints in accessing adapted and specialized resources. This highlights the importance of improved resource provision and collaborative material development.

Performance Rate of Learners with Disabilities in Regular Schools

Academic Performance. Learners with disabilities generally demonstrate positive academic performance in regular school settings. They show observable progress over time, are able to complete tasks with minimal assistance, and attain foundational literacy and numeracy skills, although some require additional support to fully meet grade-level expectations.

Classroom Participation. Learners with disabilities actively engage in classroom activities and display consistent participation, motivation, and responsibility. They collaborate with peers and contribute to class tasks, although some may encounter minor challenges in group interactions, indicating the need for continued support in social integration.

Overall School Progress. Learners with disabilities exhibit positive overall school progress, including improvements in social interaction, self-confidence, independence, and participation in school-related activities. While some experience adjustment challenges, the inclusive school environment supports both their academic and psychosocial development.

Relationship between teachers' readiness and the promotion rate of learners with disabilities in regular schools.

The findings reveal that teachers' readiness, which includes knowledge, skills, attitude, and training, is significantly and positively related to the performance of learners with disabilities in regular schools. All relationships were statistically significant, leading to the rejection of the null hypothesis. Overall, higher levels of teacher readiness are associated with improved learner outcomes, particularly in academic performance, classroom participation, preparedness, and overall school progress, highlighting the crucial role of teacher readiness in promoting effective inclusive education.

Significant difference between teachers' readiness and the profile of the respondents

Gender. The analysis revealed no significant difference in teachers' readiness when grouped according to gender in terms of knowledge, skills, attitude, training, and preparedness. This suggests that male and female teachers demonstrate comparable levels of readiness for inclusive education. Overall, gender does not influence teachers' readiness, indicating that both groups have similar competencies and perspectives in handling learners with disabilities.

Age. The findings showed no significant difference in teachers' readiness across different age groups in all dimensions. This indicates that teachers, regardless of age, exhibit similar levels of knowledge, skills, attitude, training exposure, and preparedness in implementing inclusive education. Thus, age is not a determining factor of teachers' readiness.

Teaching Experience. Results indicated no significant difference in teachers' readiness when grouped according to teaching experience. Although slight variations were observed in skills and training, these were not statistically significant. This implies that both novice and experienced teachers demonstrate comparable readiness, suggesting that experience alone does not determine preparedness for inclusive education.

Grade Level. The findings revealed no significant difference in teachers' readiness when grouped according to grade level handled. This indicates that teachers teaching different grade levels have similar levels of knowledge, skills, attitude, training exposure, and preparedness. Therefore, grade level assignment does not significantly influence teachers' readiness.

Adaptive and Inclusive Instructional Strategies Employed by Teachers in Supporting Learners with Disabilities

The findings indicate that teachers employ a range of adaptive and learner-centered strategies to support learners with disabilities in inclusive classrooms. These include differentiated instruction, use of assistive technologies and visual supports, and strength-based approaches that align learning activities with students' abilities and interests.

Teachers also promote peer support and collaborative learning to enhance both academic engagement and social inclusion. Individualized interventions, such as pre-tutoring and one-on-one assistance, are provided to address specific learning needs, while assessment and classroom tasks are modified to ensure equitable opportunities for demonstrating understanding.

Furthermore, collaboration with parents and SPED teachers plays a vital role in delivering appropriate and consistent support. Teachers likewise emphasize emotional support and positive reinforcement to build learners' confidence and motivation.

Overall, the findings highlight teachers' adaptability and commitment to inclusive practices, underscoring the importance of continuous professional development, adequate resources, and strengthened collaborative support systems.

Challenges Encountered by Teachers in Implementing Inclusive Education for Learners with Disabilities

The findings reveal that teachers encounter multiple and interrelated challenges in implementing inclusive education for learners with disabilities, which can be categorized into professional, instructional, systemic, and social dimensions.

A primary concern is the limited training and professional development, which affects teachers' confidence and competence in applying inclusive strategies. This is further compounded by high teacher-student ratios and heavy workloads, making it difficult to provide individualized attention and consistent support.

Teachers also face constraints in terms of insufficient resources and learning materials, limiting their ability to implement differentiated and multisensory instruction. Additionally, difficulties in modifying curriculum and assessment requirements highlight the tension between adhering to prescribed competencies and addressing diverse learner needs.

Behavioral and emotional challenges among learners with disabilities present further complexities in classroom management, particularly in large and diverse classes. Moreover, limited and inconsistent collaboration with parents and specialists affects the continuity and effectiveness of interventions.

Finally, issues related to social and peer acceptance indicate that learners with disabilities may experience exclusion, necessitating deliberate efforts from teachers to foster an inclusive and supportive classroom environment.

Overall, these findings underscore the need for strengthened professional development, adequate resource provision, manageable class sizes, and enhanced collaboration systems to support effective inclusive education implementation.

Proposed Inclusive Education Training Module for Enhancing Teachers' Readiness

The findings of the study led to the development of a structured Inclusive Education Training Module titled *No Learner Left Behind: Bridging the Gap in the Regular Classroom*, designed to enhance teachers' readiness in handling learners with disabilities in regular classrooms. The module is anchored on Department of Education policies, particularly DepEd Order No. 44, s. 2021, and integrates research-based and practice-oriented approaches to inclusive education.

The proposed module adopts a 40-hour blended learning format, combining face-to-face and self-paced sessions, and focuses on strengthening teachers' knowledge, instructional skills, and reflective practices. It addresses identified gaps in learner understanding, differentiated instruction, use of assistive technologies, classroom management, and resource development.

The module is organized into four key units: learner awareness, differentiated instruction, development of low-cost instructional materials and assistive tools, and inclusive classroom management. These components collectively aim to equip teachers with practical strategies to support diverse learners effectively.

Furthermore, the module incorporates performance-based and reflective evaluation tools, including teacher portfolios, modified lesson plans, instructional materials, reflection journals, and post-assessments, to ensure measurable improvements in teacher competence.

Overall, the findings highlight that a comprehensive, context-responsive, and competency-based training module is essential to strengthen inclusive education practices, improve teacher preparedness, and promote equitable learning opportunities for learners with disabilities.

CONCLUSIONS:

In the light of the findings, the following conclusions were derived.

The respondents' profile revealed that the majority are female teachers in the early to mid-career stage, with moderate to extensive teaching experience and a balanced distribution across junior high school grade levels. This indicates a workforce with sufficient exposure to classroom practice but with varying levels of readiness for inclusive education.

The level of teachers' readiness in handling learners with disabilities is generally adequate. Teachers demonstrate sufficient knowledge, skills, and preparedness, and exhibit highly positive attitudes toward inclusive education. However, gaps remain in the application of differentiated instruction, use of assistive technologies, and confidence derived from training, indicating the need for more practice-oriented capacity-building.

Learners with disabilities in regular schools show positive performance in terms of academic achievement, classroom participation, and overall school progress. These findings suggest that inclusive classroom practices, when properly implemented, contribute to both academic and psychosocial development.

Teachers' readiness (knowledge, skills, attitude, and training) is significantly and positively related to the performance of learners with disabilities in regular schools. This indicates that higher levels of teacher readiness are associated with better learner outcomes in terms of academic performance, classroom participation, preparedness, and overall school progress, highlighting the importance of teacher readiness in inclusive education.

There no significant difference in teachers' readiness when grouped according to gender, age, teaching

experience, and grade level. This indicates that readiness is consistent across respondent profiles.

Teachers employ a variety of adaptive and inclusive instructional strategies, including differentiated instruction, assistive technologies, peer support, individualized interventions, and modified assessments. These practices reflect teachers' commitment to addressing diverse learner needs and promoting inclusive classroom environments.

Teachers encounter significant challenges in implementing inclusive education, including limited training, high workload, insufficient resources, difficulties in curriculum modification, behavioral concerns, limited collaboration, and issues in peer acceptance. These challenges highlight systemic and instructional constraints that affect the effectiveness of inclusive practices.

A structured Inclusive Education Training Module was developed to address identified gaps in teachers' readiness. The module emphasizes learner awareness, differentiated instruction, resource development, and inclusive classroom management, providing a comprehensive and context-responsive approach to strengthening inclusive education practices.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are hereby offered:

For Teachers. Teachers are encouraged to continuously enhance their competencies in inclusive education by engaging in professional development programs focused on differentiated instruction, assistive technologies, and inclusive assessment. They should also practice reflective teaching and actively implement learner-centered strategies in their classrooms.

For School Heads and Instructional Leaders. School administrators are encouraged to provide sustained technical assistance, mentoring, and monitoring to support teachers in implementing inclusive practices. They should also promote collaborative structures such as Learning Action Cells (LAC) to facilitate sharing of best practices and collective problem-solving.

For the Department of Education (DepEd). The Department of Education is encouraged to strengthen policies and programs on inclusive education by providing continuous, practice-oriented training, adequate funding for instructional materials, and access to assistive technologies. Additionally, efforts should be made to address class size and workload concerns to enable more effective individualized instruction.

For Parents and Guardians: Parents are encouraged to actively collaborate with teachers and schools in supporting learners with disabilities. Participation in school programs, regular communication with teachers, and reinforcement of learning at home are essential in ensuring consistency of interventions.

For SPED Teachers and Specialists: Special education teachers and allied professionals are encouraged to strengthen collaboration with regular teachers by providing guidance, intervention plans, and technical support to ensure that learners with disabilities receive appropriate and consistent assistance.

For Schools and Local Government Units (LGUs): Schools, in partnership with local government units, are encouraged to allocate resources for the development of low-cost instructional materials, procurement of assistive devices, and implementation of inclusive programs that support both teachers

ACKNOWLEDGEMENT

The completion of this thesis would not have been possible without the guidance, encouragement, support, and inspiration of the people who became part of this meaningful academic journey. With profound gratitude and appreciation, I humbly acknowledge all those who contributed to the realization of this study.

My sincerest gratitude is extended to **Dr. Edwin B. Bunao**, my thesis adviser, for his exceptional guidance, patience, encouragement, and valuable expertise throughout the conduct of this study. His constructive insights and dedication greatly contributed to the completion and improvement of this research.

I am deeply thankful to **Dr. Djoana L. Poja** for continuously motivating and reminding us to remain focused, determined, and resilient throughout our academic journey. Her encouragement served as a constant source of inspiration during challenging times.

Special appreciation is also given to **Dr. Arnel L. Poja** for his assistance and expertise in statistics, which became essential in the proper treatment, interpretation, and analysis of the data gathered in this study.

My heartfelt thanks are extended to Dr. Ma. Teresita U. Pangan, Dr. Asuncion L. Lalo, and Luisa Marie G. Arriola for generously sharing their knowledge, professional insights, and recommendations in validating the research instruments and modules utilized in this study.

I also wish to express my gratitude to **Dr. J. Cesar C. Eustaquio** for his support and leadership that encouraged graduate students to strive for excellence in their respective academic pursuits.

To **Dr. Tony G. Zamora**, sincere appreciation is extended for serving as the grammarian of this study and for constantly reminding and motivating us to continue working hard in completing our thesis.

I am likewise grateful to **Dr. Ryan Romnick Sanchez** for believing in our capabilities and continuously inspiring us to pursue our goals with passion, dedication, and confidence.

Special acknowledgment is also given to **Dr. Jameson H. Tan**, one of my inspirations in the field of statistics, for exemplifying excellence and professionalism that motivated me to appreciate the value of research and educational leadership even more.

To **my dear friends**, thank you for the encouragement, support, and constant push to keep moving forward, especially during moments when I felt discouraged and exhausted. Your presence and belief in me became one of my greatest strengths.

To my loving mother **Lydia H. Abante**, I offer my deepest gratitude for her unconditional love, prayers, sacrifices, guidance, and endless understanding. Her unwavering support inspired me to continue pursuing my dreams and aspirations.

To my **classmates**, thank you for the friendship, teamwork, shared experiences, and camaraderie that made our master's journey memorable and meaningful. The bond we built throughout the years will always be cherished.

My sincere appreciation is also extended to all the **respondents** who willingly participated in this study. Their cooperation and valuable responses made the completion of this research possible.

Above all, I offer my highest praise and gratitude to **Almighty God** for His divine guidance, wisdom, strength, and countless blessings throughout this academic journey. His grace and faithfulness sustained me in every challenge and led me toward the successful completion of this work.

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