Investigating Teachers' Attitudes Toward the Inclusive Education of Learners with Special Needs in Public Elementary Schools

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ABSTRACT

This study aimed to investigate teachers' attitudes toward the inclusive education of Learners with Special Educational Needs (LSENs) in public elementary schools. Using a descriptive-correlational design, data were gathered from 150 teacher respondents through adopted survey questionnaires. The treatment of data involved frequency count, percentages, weighted mean, analysis of variance (ANOVA), and correlation analysis (Spearman's rho). The findings showed that the teaching workforce predominantly consists of mid-career educators with moderate experience. Most teachers manage moderate to large class sizes, demonstrating minimal exposure to professional development in inclusive education, with the majority having attended only introductory sessions. Policy literacy remains fragmentary and recency-biased, as teachers recognize recent legislation but show limited awareness of foundational legal frameworks. Findings revealed that teachers consistently express favorable attitudes toward including diverse learners in regular classrooms, although their confidence diminishes for students with complex behavioral needs, autism spectrum disorder, and specialized communication requirements. Teachers perceived highly supportive collegial environments characterized by mutual assistance, open communication, and accessible professional relationships. Institutional backing, exceptionally strong collaborative attitudes, and professional development fundamentally shape their confidence, competence, and positive attitudes to inclusive education implementation. Furthermore, attitudes varied significantly across five dimensions, with minimal professional development exposure and fragmentary policy literacy identified. Teaching experience shows minimal relationship, and class size demonstrates virtually no meaningful relationship; training frequency shows weak positive associations. Policy knowledge significantly correlates with student-centered and administrative support attitudes but shows minimal relationships with collegial dimensions. It can be concluded that teachers demonstrated favorable attitudes toward inclusive education, particularly valuing peer support, administrative backing, collaboration, and training. However, confidence diminished when addressing students with complex behavioral needs and autism spectrum disorder. An action plan was made to address professional development gaps, specialized training, and policy literacy enhancement.

Keywords— Special Education, Inclusive Education, Public Elementary teachers, LSENs, Descriptive Correlational Design, Balamban, Cebu, Philippines

INTRODUCTION

Over the past few decades, inclusive education has transformed the educational experience for those with disabilities. Inclusion is asserted as a program that assists mainstream schools in determining, accepting, and accommodating children's diversity (Rapp & Corral-Granados, 2021). UNESCO's 1994 Salamanca Statement aimed to address the necessity for "education for all," achievable solely via the inclusion of all students in mainstream education. This statement asserts that a general school with an inclusive ethos cultivates open communities, combats discrimination, and contributes to the formation of an inclusive society. Individual differences are seen as normative. Each child possesses distinct characteristics, interests, abilities, and educational needs. The emphasis should be on strengths rather than problems. Therefore, education should be tailored to the individual needs of each child, rather than attempting to conform them to the demands of the existing curriculum (UNESCO, 1994).

In the United States, educators' perspectives on inclusive education are predominantly favorable towards the concept of inclusion; yet, their implementation is inconsistent due to disparities in training, resources, and classroom requirements. The majority of educators concur that pupils with disabilities get social and scholastic advantages from inclusion; nonetheless, numerous general education teachers perceive themselves as inadequately equipped to employ inclusive practices, especially for those with substantial behavioral or cognitive requirements (Smith & Jones, 2021). Teachers' views enhance when they obtain sufficient professional development, administrative backing, and access to special education staff and co-teaching frameworks (McLeskey et al., 2022). In contrast, educators in under-resourced schools or high-poverty districts are more prone to voice concerns over workload, classroom management, and insufficient instructional assistance, which adversely impacts their perceptions of inclusion (Skarbek et al., 2023).

In the Philippines, inclusive education is increasingly advancing due to governmental reforms that strengthen the rights of children with disabilities to obtain quality education. Recent surveys indicate predominantly favorable sentiments among Filipino educators; yet, these are frequently coupled with apprehensions about readiness and institutional support. Nuñez and Tantiado (2025) discovered that educators' physical well-being strongly forecasted favorable attitudes towards the inclusion of learners with special needs. Payuno et al. (2025) indicated that educators from various elementary schools in Bohol expressed positive opinions regarding the social advantages of inclusion, however they voiced concerns about insufficient resources and the necessity for enhanced collaboration among stakeholders.

Research in Cebu indicates that although educators typically exhibit favorable attitudes towards inclusive education, they encounter significant obstacles, such as inadequate training, scarce resources, and ambiguous implementation instructions (Casiño et al., 2024). A subsequent study indicated that, despite their robust endorsement of inclusion, numerous educators encounter significant emotional exhaustion and moderate depersonalization, suggesting that the demands of inclusive practices may lead to burnout in the absence of institutional support (Baguio et al., 2024). These findings underscore the necessity of investigating teacher attitudes in connection to the wider environmental stressors that influence their readiness and ability to effectively implement inclusive education.

In Balamban District 2, the lack of established Special Education (SPED) centers and designated SPED teachers creates a substantial deficiency in support for learners with special needs. In the absence of specialized specialists to handle the varied learning needs of these pupils, the onus of implementing inclusive practices rests entirely on ordinary classroom teachers. In the absence of such professionals, regular classroom teachers are obligated to undertake obligations that surpass their professional training, including the development of individualized interventions, differentiation of education, and management of intricate behavioral issues. Due to their inadequate expertise in special education, these educators frequently encounter increased workloads, reduced teaching confidence, and limitations in effectively meeting the distinct needs of students with disabilities. This situation highlights the necessity of examining how educators in Balamban area 2 perceive and adopt inclusive education, as their attitudes, preparedness, and adaptation techniques will significantly influence the effective implementation of inclusive education in the area.

The district's ability to provide a fully responsive and inclusive educational environment is severely hindered by ongoing resource restrictions. Numerous educational institutions are deficient in critical specialized resources, assistive technologies, diagnostic instruments, and suitable learning environments necessary for the execution of evidence-based treatments for students with disabilities. The restricted access to ongoing professional development also limits instructors' chances to enhance their competence and confidence in inclusive teaching methods. These conditions hinder instructional efficacy and influence teachers' perceptions of inclusive education; when educators perceive themselves as insufficiently prepared and unsupported, they may experience dissatisfaction, uncertainty, or skepticism regarding the viability of inclusion. The lack of institutional and material support diminishes the district's capacity to implement national inclusive education policies and compromises attempts to deliver equitable and high-quality learning experiences for all children, including those with special educational needs.

Recognizing these challenges, the individual was motivated to undertake this study to examine more closely the underlying issues shaping teachers' attitudes towards inclusive education within the province. It is crucial to address these gaps to guide targeted interventions, enhance professional development initiatives, and

improve policies that will bolster the overall effectiveness and sustainability of inclusive practices in Balamban.

This study provides insight into how the lack of special education teachers, dependence on general classroom instructors, and ongoing resource limitations synergistically influence the execution of inclusive education in Balamban District 2. The study finds particular deficiencies in training, support structures, and instructional preparedness that impede effective inclusion by analyzing teachers' attitudes, lived experiences, and obstacles. The findings offer evidence-based insights that can guide targeted interventions, including enhanced professional development, optimized resource allocation, and policy modifications suited to rural school environments. This study provides practical ideas to improve teacher capacity, foster positive attitudes towards inclusive practices, and assist Balamban District 2 in promoting equitable education for students with special needs.

Theories and Legal Basis

Teachers' attitudes towards inclusive education are crucial in determining its successful implementation in schools. Although rules and institutional frameworks establish the structural basis for inclusive practices, it is educators' views, attitudes, and dispositions that largely determine the daily reality of including learners with diverse needs in the classroom.

Understanding these attitudes requires grounding the study in established theories that explain how beliefs are formed, influenced, and translated into behavior. Diverse psychological and sociological theories, including Ecological Systems Theory, the Theory of Planned Behavior, Social Cognitive Theory, Contact Theory, and Attribution Theory, provide significant insights into the ways teachers formulate, sustain, or alter their perspectives on inclusion. These theoretical views frame the examination of teachers' attitudes and underscore the intricate interaction among personal beliefs, professional expertise, and contextual elements in influencing inclusive education practices.

Additionally, the study is grounded in the important legal foundations: Republic Act No. 7277 Magna Carta for Persons with Disabilities", Republic Act No. 9442 "An Act Amending Republic Act No. 7277, otherwise known as the "Magna Carta For Disabled Persons, And For Other Purposes", Republic Act No. 11650 "Instituting A Policy Of Inclusion And Services For Learners With Disabilities In Support Of Inclusive Education Act", Republic Act No. 10533 - Enhanced Basic Education Act of 2013. These frameworks provide a structured and comprehensive foundation for conducting the research.

Ecological Systems Theory, formulated by Urie Bronfenbrenner, elucidates human development as influenced by the dynamic interactions between humans and the various environmental systems in which they exist. The systems comprise the microsystem (immediate environment, including family, peers, and school), mesosystem (interconnections among microsystems), exosystem (indirect influences such as school policies and parental employment), macrosystem (cultural values, norms, and legislation), and chronosystem (the temporal dimension and life transitions). The theory emphasizes that development cannot be understood in isolation but must be viewed within the broader ecological context that continuously interacts with the individual. (Bronfenbrenner, 1979).

Ecological Systems Theory offers a comprehensive framework for comprehending how diverse interrelated environments affect individual behavior, learning, and attitudes. It acknowledges that individuals are not passive recipients of their settings but active participants who both influence and are influenced by their contexts. In education, this indicates that learners with varied needs are affected not solely by their educators but also by their families, peers, educational systems, cultural norms, and policy frameworks. Comprehending the determinants that affect the learning environment and devising a constructive and efficient learning atmosphere is essential for educators, policymakers, and researchers (Khairul Amali et al., 2023). Consequently, educators are essential in connecting these systems to cultivate supportive and inclusive educational settings.

Ecological Systems Theory is crucial in influencing teachers' attitudes on inclusive education due to its capacity to underscore the intricacies of inclusion. Educators who embrace this viewpoint recognize that

inclusion relies not only on their individual competencies or pedagogical methods but also on collaboration with families, access to school resources, supporting legislation, and a wider societal acceptance of diversity. By understanding the interaction of these systems, educators are more inclined to foster favorable attitudes towards inclusive education, acknowledging it as a collective obligation necessitating collaboration across many levels of influence. This systems-oriented comprehension enables educators to recognize inclusion as both attainable and essential within their ecological framework.

The **Theory of Planned Behavior (TPB)**, developed by Icek Ajzen in 1991, is a psychological model that elucidates the influence of three primary variables on human behavior: attitude towards the behavior, subjective norms, and perceived behavioral control (Dalila et al., 2020). This theory posits that a person's desire to engage in a behavior is the most significant predictor of its actual execution. Attitude denotes an individual's assessment of behavior as positive or negative; subjective norms pertain to the perceived social pressure to engage in or abstain from the behavior; and perceived behavioral control relates to the individual's confidence in their capacity to execute the behavior well. Collectively, these elements influence behavioral intentions and, consequently, actual behavior.

The Theory of Planned Behavior offers a systematic framework for forecasting and comprehending human behavior, with its educational application aimed at elucidating how educators' ideas and perceptions affect their instructional methods. The Theory of Planned Behavior (TPB) applied to inclusive education underscores that teachers' views towards inclusion, the expectations of peers, administration, and society, as well as their confidence in their pedagogical abilities, influence their adoption of inclusive methods. For instance, although educators may recognize the advantages of inclusive education, they could be reluctant to implement it if they perceive themselves as unprepared or lacking help in meeting the needs of students with disabilities.

The TPB has been extensively employed to examine teachers' behavioral intentions and, to a lesser degree, their actual behaviors (Voet and De Wever, 2020). The TPB emphasizes that good attitudes alone are inadequate for effective implementation; supportive social contexts and suitable training are also essential. Educators are more inclined to implement inclusive practices when they recognize robust institutional and community backing, and when they believe they possess the competence to make suitable modifications in their instruction. This idea underscores the necessity of policy support and professional development, as these enhance teachers' perceived behavioral control and bolster positive attitudes. Ultimately, the TPB offers a valuable framework for comprehending and enhancing educators' readiness to adopt inclusive education by considering both their beliefs and the social and institutional determinants that affect their professional choices.

Albert Bandura's **Social Cognitive Theory** (SCT) emphasizes the role of observational learning, imitation, and modeling in human behavior. Central to this theory is the concept of reciprocal determinism, which asserts that personal factors (such as beliefs and attitudes), environmental influences, and behavior continuously interact to shape learning and development. According to SCT, individuals do not simply respond to their environment passively; rather, they actively interpret and influence it. Self-efficacy, or the belief in one's own ability to perform a task successfully, is a key element of the theory and significantly impacts motivation and performance in various settings, including education.

While the goal of social cognitive theory in education is to assist instructors in creating supportive learning environments where students and teachers influence one another, it also seeks to explain how people pick up knowledge, skills, and behaviors through social interaction and observational learning. SCT emphasizes how teachers' attitudes and self-efficacy have a direct impact on their teaching methods and readiness to interact with a diverse student body in the context of inclusive education. Teachers who have high self-efficacy, for example, are more likely to adopt inclusive practices, persevere in overcoming obstacles, and set an example of good attitudes towards students with disabilities, all of which have an impact on classroom culture and student outcomes.

SCT emphasizes that social and environmental factors, in addition to individual beliefs, influence attitudes. Instructors are more likely to adopt good attitudes towards inclusion if they see their peers effectively implementing it, get institutional backing, and hear encouraging comments from students and parents. On the other hand, unsupportive or resource-poor workplaces may make teachers less confident and less inclined to adopt inclusive methods. Therefore, Social Cognitive Theory shows that developing positive teacher attitudes

towards inclusive education requires boosting teachers' self-efficacy, offering examples of successful inclusive teaching, and creating supportive school environments.

Gordon W. Allport's **Contact Theory**, introduced in 1954, posits that prejudice and negative stereotypes can be reduced when individuals from different groups engage in meaningful and positive interactions. According to the theory, for intergroup contact to be effective, four key conditions should be present: equal status among participants, common goals, cooperation rather than competition, and support from authorities or institutions. When these conditions are met, contact between groups fosters greater understanding, reduces biases, and promotes more inclusive attitudes.

Contact Theory encourages interaction between various groups in an effort to lessen societal bias and discrimination. Its goal in the educational setting is to show how organized and encouraging interactions between students with and without disabilities can lessen stigma and promote acceptance. Regular and meaningful interactions in inclusive classrooms help students develop empathy and an appreciation for differences, which fosters a more courteous and encouraging learning environment. Teachers play a vital role in structuring these interactions, ensuring cooperation, shared goals, and fairness, all of which are necessary for positive outcomes in inclusive education.

Contact Theory highlights the importance of experience and exposure in shaping beliefs and practices. Teachers who witness the benefits of inclusive settings—such as improved peer relationships, collaborative learning, and reduced prejudice—are more likely to adopt positive attitudes toward inclusion. Conversely, a lack of meaningful contact or poorly managed interactions may reinforce negative perceptions. Thus, Allport's theory suggests that teachers' openness to inclusive education can be strengthened by fostering environments where learners with and without disabilities learn, interact, and succeed together under supportive institutional policies.

Fritz Heider's **Attribution Theory**, which was published in 1958, describes how people perceive the reasons of events and behavior by attributing them to either external (such as task difficulty, environment, or chance) or internal (like aptitude, effort, or motivation) elements. People's perceptions of others and reactions to circumstances are greatly influenced by this cognitive process of assigning causality. Attribution theory aids in the explanation of how the teachers and students interpret success and failure, which in turn influences their expectations, attitudes, and actions in learning environments.

The goal of attribution theory in education is to help teachers create positive attributions that inspire students' motivation and resilience. It focuses on how people's perceptions of causes impact their feelings, attitudes, and behaviors. Attribution theory, when used in the context of inclusive education, emphasizes how teachers' attitudes towards the reasons behind students' challenges affect their readiness to offer assistance. Teachers are more likely to adopt proactive and positive approaches towards inclusion if they attribute difficulties to external barriers that can be addressed through instructional adjustments, as opposed to feeling powerless or adopting negative attitudes if they attribute a learner's struggles to uncontrollable factors like disability.

Attribution theory underscores the importance of framing learners' challenges in a way that promotes empathy and responsibility. Teachers who attribute difficulties to factors such as lack of resources, inaccessible environments, or insufficient support systems are more likely to advocate for inclusive practices and interventions. Conversely, negative attributions such as blaming the learner's disability or lack of ability may lead to resistance or lowered expectations. Thus, Attribution Theory emphasizes that teachers' perceptions and causal explanations strongly shape their attitudes toward inclusive education, either reinforcing inclusive values or perpetuating barriers to equity.

The first legal foundation is **Republic Act No. 7277, also referred to as the "Magna Carta for Persons with Disabilities,"** which was passed in 1992 with the intention of safeguarding and advancing the welfare and rights of PWDs in the Philippines. The law offers a thorough framework to guarantee PWDs full participation in society and equal chances. The right of students with disabilities to have an accessible and high-quality education is emphasized in RA 7277, which requires the State to offer sufficient assistance, specialized services, and programs that cater to their particular needs. The Act established the foundation for inclusive education in the need by institutionalizing these rights.

In the realm of education, RA 7277 aims to guarantee that students with disabilities receive the necessary adjustments to succeed academically and to remove obstacles that keep them from attending formal schooling. It demands the creation of specialized curricula, special education training for instructors, and the provision of learning-enhancing assistive technology and support services. The idea of an inclusive and equitable educational system is strengthened by this legal framework, which emphasizes the idea that students with disabilities have a right to the same educational opportunities as their peers without impairments.

An essential starting point for cultivating favorable views of inclusion is RA 7277. The Act encourages educators to embrace diversity and implement inclusive practices in their classrooms by requiring respect for the rights and dignity of students with disabilities. Additionally, it pushes teachers to go beyond conventional teaching techniques and cultivate empathy, tolerance, and flexibility in order to meet the requirements of a variety of learners. Teachers are more likely to have positive attitudes towards inclusive education and see it as an essential and significant strategy for attaining equality and social justice in schools as they become more conscious of their legal and professional obligations under RA 7277.

The second legal foundation is **Republic Act No. 9442**, which protects the rights and advantages of people with disabilities (PWDs) in the Philippines by amending Republic Act No. 7277, sometimes known as the "Magna Carta for Disabled Persons." The Act places a strong emphasis on nondiscrimination and equitable access to social services, employment, health care, and education. In particular, it emphasizes the responsibility of the State and its educational institutions to guarantee that students with disabilities have access to suitable educational support, auxiliary services, and chances for full engagement in classroom settings. The Act establishes a legislative framework that forces educators and institutions to embrace inclusive practices by reaffirming PWDs' entitlement to high-quality education.

The primary aim and purpose of RA 9442 in relation to education is to eliminate barriers that hinder the full participation of learners with disabilities and to promote their holistic development through inclusive learning environments. It mandates that educational institutions provide accommodations and interventions that respond to the unique needs of every learner. For teachers, this entails the responsibility of recognizing diversity in the classroom and making instructional adjustments that affirm learners with disabilities as valued and capable members of the school community. This legal framework directly contributes to shaping an inclusive culture within schools by emphasizing equality, accessibility, and respect for individual differences.

In relation to inclusive education, RA 9442 serves as both a guide and a motivator. It motivates educators to take more proactive, compassionate, and constructive approaches to inclusion by upholding the rights of students with disabilities. The law gives teachers the moral and legal obligation to treat students with disabilities with respect, equity, and acceptance in addition to legitimizing their presence in regular classes. Teachers are therefore more likely to view inclusive education as a required and crucial part of their work rather than as an elective. This will affect their readiness to adopt inclusive teaching practices and create encouraging learning environments.

The third legal basis is **Republic Act No. 11650**, otherwise known as the **"Inclusive Education Act of 2022,"** which provides the legal framework for the promotion and institutionalization of inclusive education in the Philippines. This Act seeks to guarantee that learners with disabilities are afforded equitable access to quality education by mandating their inclusion in regular classroom settings, supported by appropriate services, interventions, and accommodations. The creation of Inclusive Learning Resource Centers (ILRCs) in school districts, which are intended to provide all-encompassing support, including evaluation, counselling, and assistive technology, is a key component of the law. The Act also emphasizes how crucial it is to provide teachers with ongoing professional development and training in inclusive pedagogies, giving them the skills they need to meet the various needs of students. Republic Act No. 11650 has a transforming effect on teachers' attitudes towards inclusive education by creating a welcoming atmosphere that lessens the perceived difficulties of inclusion. The idea that inclusive education is both a right and a shared obligation is eventually reinforced when teachers are given the institutional support and tools, they need to embrace inclusive practices in a proactive, positive, and sympathetic manner.

The fourth legal basis is **Republic Act No. 10533 or the Enhanced Basic Education Act of 2013, which institutionalized the K to 12 program in the Philippines**, extending basic education from 10 to 13 years.

While its primary focus is curriculum reform and lengthening of schooling, it also has strong provisions that connect directly to inclusive education.

The law mandates that the curriculum be inclusive, learner-centered, and developmentally appropriate, ensuring that education addresses the diverse needs of all learners, including those with disabilities, indigenous peoples, and those from marginalized and disadvantaged backgrounds. In order to accommodate various learning styles and capacities, it places a strong emphasis on teaching and learning flexibility. Schools must also implement contextualized and culturally sensitive methods to ensure that no student group is left behind. Furthermore, RA 10533 emphasizes the value of inclusive strategy training for teachers, giving them the tools they need to serve students with special education needs and manage diverse classrooms.

In essence, RA 10533 strengthens inclusive education by embedding it within the national curriculum framework, ensuring that the goal of education reform is not only to raise academic standards but also to promote equity, accessibility, and meaningful participation for all learners.

Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, is extremely pertinent to inclusive education since it requires a curriculum that is inclusive, learner-centered, and sensitive to a range of needs. Through adaptable and culturally sensitive methods, it guarantees that students with disabilities, members of indigenous communities, and other marginalized groups have fair access to high-quality education. The law fortifies the basis for inclusive practices in Philippine schools by placing a strong emphasis on differentiated education and teacher training.

DepEd Order No. 44, s. 2021, titled Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K to 12 Basic Education Program, establishes the Department of Education's operational framework for delivering inclusive education to learners with disabilities (LWDs). The Order defines the range of acceptable service modalities (e.g., full inclusion, modified programs, SPED centers), clarifies roles and responsibilities across the system, and institutionalizes mechanisms such as Inclusive Learning Resource Centers (ILRCs), early identification/screening, and individualized accommodations to ensure that LWDs access K–12 learning opportunities.

The primary purpose of DO 44 is to standardize and sustain inclusive practices across schools by providing concrete guidance on curriculum contextualization, reasonable accommodations, assessment, and coordination between general education and SPED personnel. The Order emphasizes capacity building for teachers and school personnel—requiring functional collaboration, professional development, and referral pathways—so that instructional adjustments and support services are delivered consistently and in accordance with national policy. By converting selected SPED centers into prototype ILRCs and specifying minimum requirements for services, DO 44 also creates structural supports that make inclusive implementation more systematic and scalable.

Teachers' attitudes toward inclusive education are shaped by multiple interrelated factors. Teachers' attitudes of inclusion are greatly influenced by learners' factors, including behavioral difficulties, perceived learning capacity, and the kind and severity of disabilities. While teachers who have deficit-oriented ideas are frequently less supportive of inclusion, those who have a growth-oriented approach to students' skills tend to express more favorable attitudes (Sharma et. al., 2021). Peer support is also essential because it helps teachers develop their confidence in managing diverse classrooms and cultivates more positive attitudes towards inclusion through collegial support, mentoring, and shared practices (Savolainen et. al., 2022; Yada et al., 2022). Additionally, administrative support is frequently cited as a factor that influences teachers' acceptance of inclusive practices; teachers' willingness to accommodate students with special needs is influenced by school administrators who offer resources, policies, and encouragement (Alnahdi & Schwab, 2021).

Collaboration and training further reinforce positive attitudes toward inclusion. Co-teaching, team planning, and consultation with special education professionals are examples of collaborative practices that give teachers the chance to exchange knowledge and solve problems together, which lessens the weight of individual accountability and fosters group efficacy (Moberg et al., 2020). Teachers' attitudes have been demonstrated to be much improved by pre-service and in-service training, especially when professional development is

ongoing, practice-based, and incorporates real-world classroom applications (Sharma, 2021). According to recent studies, educators who receive formal training in inclusive pedagogy exhibit greater self-assurance and readiness, which favorably influences their attitudes towards students with disabilities. When combined, these factors influence how much instructors support or oppose inclusive education, highlighting the need of comprehensive support networks in fostering inclusive mindsets.

Teachers' attitudes toward inclusive education are shaped by a combination of personal, social, and environmental factors, which can be understood through several key theories. The Ecological Systems Theory (Bronfenbrenner, 1979) highlights how interactions between several environmental layers—such as the demands of students in the classroom, peer collaboration, administrative support, and training opportunities—collectively affect teachers' attitudes and actions. According to the Theory of Planned Behavior, teachers' intentions to successfully implement inclusion are influenced by their attitudes towards students, social expectations from peers and administrators, and their sense of control over inclusive practices. Similarly, Social Cognitive Theory demonstrates that teachers' confidence and willingness to address a variety of learner needs are directly impacted by their self-efficacy, which is shaped by observing colleagues, participating in collaborative practices, receiving administrative support, and attending training.

Furthermore, Contact Theory emphasizes that constructive and organized encounters with students with disabilities, as well as collaborative peer involvement aided by the administration and supervised by training, promote good attitudes and lessen prejudice. According to Attribution Theory, teachers' views on inclusion are influenced by their interpretations of students' challenges or achievements, their impressions of administration and peer support, and the results of their training. When taken as a whole, these theories offer a thorough framework for comprehending how learners' characteristics, administrative and peer support, teamwork, and training interact to influence instructors' attitudes, preparedness, and ability to successfully execute inclusive education.

Theories and laws are interconnected in shaping teachers' attitudes and practices toward inclusive education, as theories provide the conceptual understanding of human behavior, learning, and social interaction, while laws establish the structural and legal framework that mandates and guides inclusive practices. For instance, theories such as Ecological Systems Theory, Social Cognitive Theory, and the Theory of Planned Behavior explain how teachers' perceptions, self-efficacy, social influences, and behavioral intentions are shaped by learners' needs, peer and administrative support, collaboration, and training. These insights inform how teachers interact with students and implement inclusion. Meanwhile, laws such as RA 7277, RA 9442, RA 11650, RA 10533, and DepEd Order No. 44 provide the institutional policies, resources, and professional development requirements that create enabling conditions for these theoretical constructs to translate into practice. Together, theories explain the "why" and "how" of teachers' attitudes and behaviors, while laws provide the "what" and "under what conditions" inclusive education should be implemented, ensuring that both conceptual understanding and legal mandates work in tandem to promote effective and equitable learning environments.

Together, the theoretical and legal underpinnings confirm that teachers' attitudes are crucial to achieving inclusive education. Together, these demonstrate that teachers' internalization and implementation of policy directives in everyday pedagogical contexts are just as important to the success of inclusive education as the directives themselves. This synthesis is especially pertinent in Balamban, District 2, since knowing teachers' views offers vital information about how prepared schools are to successfully adopt inclusive education and to determine the systemic supports required to maintain it.

Significance of the Study

This study holds significant value for different individuals involved in the education of learners with special needs in an inclusive setting. By exploring the knowledge, attitudes, and practices of teachers, this research would contribute to a more effective and supportive educational environment for all learners. The results of this research could be beneficial for teachers, learners with special educational needs, learners, school administration school personnel, policymakers, the Department of Education (DepEd), researcher, and future researchers.

Objectives of the Study

This research aimed to investigate teachers' attitudes toward the inclusive education of Learners with Special Educational Needs (LSENs) in public elementary schools at Balamban District 2, Cebu during the school year 2025-2026, as the basis for a proposed Action Plan.

Specifically, this study sought to answer the following sub-problems:

What is the profile of the respondents in terms of:

1.1   years of teaching experience,
1.2   total number of learners in class,
1.3   number of inclusive education trainings/seminars attended, and
1.4   familiarity with inclusive education policies?

What is the respondents' level of agreement on the attitudes toward the inclusive education of LSENs according to:

1.5   learner variables,
1.6   peer support,
1.7   administrative support,
1.8   collaboration, and
1.9   training?

Is there a significant difference in the respondents' attitudes toward the inclusive education of LSENs according to the student variables, peer support, administrative support, collaboration and training?

Is there a significant relationship between the profile of the respondents and the attitudes toward the inclusive education of LSENs according to the student variables, peer support, administrative support, collaboration, and training?

Based on the findings of the study, what action plan can be developed?

RESEARCH METHODOLOGY

This part outlines the methodology used to explore teachers' demographic and attitudes towards inclusive education according to learning variables, peer support, administrative support, collaboration, and training. The researcher's collected data was used in this study, including the research design, research environment, research population, sampling technique, research instrument, validity, and data collection procedures. Finally, this chapter discussed the statistical treatment that is acceptable for data interpretation.

Research Design

A descriptive-correlational research design will be utilized for this study to describe the teacher's attitude towards inclusive education. In the study of Kern (2020), it was cited that Gall, Borg, and Gall (1996) reported that "descriptive research is a type of quantitative research that involves making careful descriptions of educational phenomena". Data from the respondents will be gathered in one point in time. Quantitative data will be gathered via a survey assessing the teacher' attitude, which is the dependent variable for this study.

The descriptive aspect of the study focuses on profiling respondents based on relevant demographic variables, including age, gender, highest educational attainment, years of teaching, total number of learners in class, number of inclusive education training/seminars attended, and familiarity with inclusive education policies. Additionally, this part measures the teachers' attitude toward inclusive education in terms of learners' variables, collaboration, peer support and administrative support. It also documents the perceived impact of these programs on the learning, living, and working outcomes of learners with special needs.

The purpose of this approach is to present a comprehensive picture of how teachers' attitudes affect how teachers handle learners with special needs, as well as to inform future educational practices, policies, and

programs. Importantly, the study aimed to highlight both the strengths and weaknesses of inclusive education in the public schools, enabling our educational interventions to be more responsive and achieve their desired outcomes.

Environment

The locus of the study was in Balamban District 2. It is located in the Province of Cebu, and is part of the Department of Education in Region VII (Central Visayas).

This study was conducted in all elementary schools in the Balamban District 2 that have been purposively selected based on their active enrollment of learners with special needs namely, Abucayan Elementary School (Abucayan, Balamban, Cebu), Arpili Elementary School (Arpili, Balamban, Cebu), Bayong Elementary School (Bayong, Balamban, Cebu), Buanoy Central Elementary School (Buanoy, Balamban, Cebu), Buhingtubig Elementary School (Buhingtubig, Buanoy, Balamban, Cebu) Cabasiangan Elementary School, Cambagocboc Elementary School, Caningag Elementary School, Casili Elementary School, Cansomoroy Elementary School, Cantibas Elementary School, Cornelio C. Melgar Elementary School (Pondol, Balamban, Cebu), Duangan Elementary School, Gaas Elementary School, Guinabinhan Elementary School, (Guinabinhan, Arpili, Balamban, Cebu) Malingin Elementary School, (Malingin, Gaas, Balamban, Cebu) Matun-ug Elementary School, (Matun-og, Balamban, Cebu) Marcelino & Eusebia Bendebel Memorial Elementary School (Vito, Balamban, Cebu) and Sunog Elementary School (Sunog, Balamban, Cebu)

These schools spread along the road and in rural barangays, offering a diverse educational setting that reflects the broader community context of Balamban.

Respondents

This study targeted public elementary teachers teaching in Balamban District 2, DepEd Cebu Province. A convenience sampling method was employed, surveying the teachers who were readily available and willing to participate during the data collection period due to the earthquake that hit Balamban.

Table 1 Distribution of Respondents n= 150

District 2 Elementary Schools	Number of Teachers (f)	%
Abucayan Elementary School	14	9.33
Arpili Elementary School	17	11.33
Bayong Elementary School	5	3.33
Buanoy Central Elementary School	26	17.33
Buhingtubig Elementary School	3	2
Ca**basiangan** Elementary School	2	1.33
Cambagocboc Elementary School	8	5.33
Caningag Elementary School	2	1.33
Casili Elementary School	4	2.67
Cansomoroy Elementary School	4	2.67
Cantibas Elementary School	7	4.67
Cornelio C. Melgar Elementary School	30	20
Duangan Elementary School	2	1.33
Gaas Elementary School	6	4
Guinabinhan Elementary School	3	2
Malingin Elementary School	3	2
Matun-ug Elementary School	5	3.33
Marcelino & Eusebia Bendebel Memorial Elementary School	5	3.33
Matun-ug Elementary School	4	2.67
Total	**150**	**100**

As shown in Table 1, the most significant portion of respondents came from Cornelio C. Melgar Elementary School, comprising 20% of the total. The other top three schools contributed smaller yet meaningful portions: 17.33% from Buanoy Central Elementary School, 11.33% from Arpili Elementary School, and 9.33% from Abucayan Elementary School. A total of 150 respondents participated in the study.

Instrument

The researcher adopted the Teacher Attitude Towards Inclusive Education Questionnaire of Kern (2020) for teachers. The researcher-made questionnaire of Kern's face validity was reviewed by ten expert reviewers, consisting of certified school psychologists from Pennsylvania and New Jersey.

This questionnaire addressed the issues about the teachers' perception on training, administrative support, peer support, collaboration, and student variables as they relate to inclusion.

The Teacher Attitude Towards Inclusive Education Questionnaire consists of Parts I and II.

Part I, the demographic information of teachers will be gathered as follows: gender, age range, educational attainment, years of teaching experience total number of learners in class, number of inclusive education trainings/seminars attended, and familiarity with inclusive education policies.

Part II of the survey consists of 32 questions associated to teachers' attitudes toward the inclusive education of LSENs according to student variables, peer support, administrative support, collaboration, and training.

Data Gathering Procedure

This study utilized a systematic, teacher-centered approach to data collection. First, the researcher sought approval from the appropriate authorities, including the division school superintendent, school principals, school ethics boards, and any other relevant authorities, to ensure that ethical approval is granted before the study begins. The researcher also look into the local school and district requirements for research. Once permission was granted, the researcher then worked with administrators to identify potential respondents who best meet the study specifications.

Due to a 6.9 magnitude earthquake that hit Northern Cebu, specifically Balamban, the administration of the survey questionnaires was delayed. To complete the task on schedule, the researcher used survey questionnaires in Google Forms and in paper form to distribute the survey questionnaires to the potential respondents. Before the administration of the survey questionnaire, respondents were provided with an explanation of the study, the importance of their participation, and an overview stating that their responses would be kept confidential.

For the respondents who use Google Forms, the researchers send the survey through their messenger individually. For the respondents who use it in paper form, the survey process took place in a suitable, quiet environment that was free from distractions, allowing the teachers to focus on the questions. The survey was conducted in a gymnasium with the guidance of the researcher. The researcher remained present during the entire data collection process to answer questions or provide clarifications when needed. After completion, the collected questionnaires were screened for completeness and accuracy before being analyzed to draw findings on teachers' attitudes towards inclusive education, including their effectiveness and impact. This procedure ensured that the data collection process was respectful, efficient, and tailored to the needs of the respondents, prioritizing their comfort, understanding, and dignity throughout the study.

Statistical Treatment

After retrieving the questionnaires, the frequency of the responses is tallied, compiled, and tabulated. The data will be subjected to the following statistical procedures and analysis.

Additionally, the data were treated and analyzed using the subsequent statistical tools:

Frequency Count. This will be used for tallying the number of respondent's responses on their demographic profile.

Percentage. This will be used to determine the proportion from the total respondent's demographic profile.

Weighted Mean. This will be used to determine the level of agreement on teachers' attitudes toward the inclusive education of LSENs.

T-test. This will be used to determine the significance difference in the teachers' attitudes towards inclusive education of LSENs when they grouped according to student variables, peer support, administrative support, collaboration, and training.

Analysis of Variance (ANOVA). This tool is used to statistically treat the dataset which answers the sub-problem/variable on attitude toward Inclusive Education with its subscales on: 2.1 student variables; 2.2 peer support; 2.3 administrative support; 2.4 collaboration; and 2.5 training.

Spearman Rho. This tool is used to statistically treat the dataset which answers the sub-problem/variable on correlating profile (i.e. years of teaching experience and total number of learners in class) and their attitude toward Inclusive Education.

Pearson's r. This tool is used to statistically treat the dataset which answer the sub-problem/variable on correlating profile (i.e. number of training/seminars attended and familiarity with inclusive education policies) and their attitude toward Inclusive Education.

Ethical Consideration

Throughout the course of the study, the researcher will closely follow accepted norms and ethical principles. The study will be approved by the appropriate authorities and go through an ethical evaluation before being put into action. Every study activity shall be conducted in compliance with the strictest guidelines for respondents' safety and human rights, especially those that include gathering data via survey questionnaires. Respondents will receive a thorough explanation of their rights, and precautions were made to protect them from any possible harm by securing informed consent and maintaining anonymity. After being thoroughly informed about the goals, methods, possible dangers, and advantages of the study, each responder gave their voluntary agreement. There will be no instances of fabrication, falsification, or plagiarism during the entire study process, which will be carried out with honesty and openness. Respondents will also be guaranteed that any materials gathered will be safely disposed of after the study is over.

Strict ethical guidelines were followed in this study to safeguard participants and maintain the integrity of the investigation. To ensure that participation was voluntary, the instructor respondents gave their approval to participate and gave their informed consent. The goals of the study, the fact that participation was optional, and the freedom to discontinue involvement at any time without facing repercussions were all explained to the teacher responders. These precautions protected the autonomy of participants and were in line with the ethical guidelines that regulate research involving children.

RESULTS

This Chapter presents the equivalent answers to each sub-problem and its corresponding research sub-variables established in the preceding chapters. There were 15 statistical tables shown here that exhibit the empirical results, which were analyzed, interpreted, and supported with cited related studies in order to give the readers comprehensive reviews of the overall outcome of the current study.

Profile Of the Respondents

Analyzing the demographic and professional attributes of respondents is essential for comprehending the contextual framework of inclusive education implementation, as factors such as teaching experience, class size, professional development, and policy awareness collectively shape the structural and knowledge-based

conditions that facilitate or hinder teachers' ability to effectively support learners with special educational needs and disabilities in mainstream classrooms.

Years of Teaching Experience

Understanding the distribution of teachers' experience is crucial for contextualizing the capacity for implementing inclusive education, as years of service affect pedagogical adaptability, resistance to change, accumulated expertise, and openness to reform initiatives, ultimately influencing the effectiveness of introducing and sustaining inclusive practices across various career stages.

Table 2 Years of Teaching Experience

Experience Bracket	f	%
21 years & above	28	18.67
16 to 20 years	5	3.33
11 to 15 years	19	12.67
8 to 10 years	66	44.00
1 to 5 years	32	21.33
Overall	150	100.00

The distribution of teaching experience among the 150 respondents reveals a workforce heavily weighted toward the mid-career stage, signifying a population with substantial accumulated classroom practice. The largest segment, accounting for 44.00% (f=66) of the sample, falls within the 8 to 10 years bracket. This is followed by newer teachers in the 1 to 5 years bracket (21.33%, f=32) and the veteran group of 21 years & above (18.67%, f=28). Conversely, the 16 to 20 years bracket is the smallest at only 3.33% (f=5), suggesting a potential attrition point. Overall, two-thirds of the teachers possess 8 or more years of experience, establishing that inclusive education implementation predominantly occurs within classrooms managed by experienced, rather than novice, educators. This demographic profile positions the mid-career group as central to the success of current inclusion initiatives.

The concentration of teachers with 8 to 10 years of experience is a desirable outcome, as this cohort has generally surpassed the first hurdles of beginner teaching and exhibits greater professional self-efficacy. Research consistently correlates cumulative expertise with enhanced instructional flexibility and a more favorable attitude toward reform initiatives such as inclusion. This established confidence and expertise should potentially enhance their receptiveness to specialized training and the intricacies of differentiated education. The poor retention rate among those aged 16 to 20 indicates a possible systemic problem, possibly stemming from cumulative variables such as effort and fatigue, which may adversely affect positive attitudes later in a teacher's career, hence requiring focused support for experienced professionals.

The principal lesson is that professional development techniques must be customized to meet the complex needs of mid-career instructors. Professional development should eschew fundamental classroom management and concentrate on advanced, evidence-based methodologies for differentiation, co-teaching frameworks, and the execution of intricate Individualized Education Programs (IEPs). Moreover, management ought to capitalize on the acquired expertise of the 8-to-10-year cohort by instituting formal peer-mentoring or Professional Learning Communities (PLCs). This technique converts their experience into institutional knowledge, facilitating the dissemination of inclusive best practices and safeguarding their foundational confidence from being undermined by insufficient specialized topic knowledge.

Research indicates that teaching experience significantly affects professional attitudes and competencies toward inclusive education. A meta-analysis conducted by Yada et al. (2022) demonstrated a substantial correlation between teacher self-efficacy, gained via extensive classroom experience, and positive attitudes toward inclusion. This suggests that extensive years of employment create confidence and pedagogical expertise, which subsequently influence receptiveness to inclusive approaches. Mudhar (2024) introduced a significant qualifier, demonstrating that compounding characteristics such as workload and fatigue, which escalate during professional phases, can forecast less positive attitudes toward inclusion. This indicates that

whereas experience provides proficiency, it also subjects educators to systemic difficulties that may cultivate mistrust.

Number of Learners in Class

Examining class size is critical because enrollment numbers directly affect teachers' capacity to provide individualized attention, implement differentiated instruction, and manage diverse learner needs, serving as a fundamental structural variable that either enables or constrains high-quality inclusive education implementation regardless of teacher attitudes.

Table 3 Total Number of Learners in Class

Inventory Bracket	f	%
40 learners above	25	16.67
30 to 39 learners	39	26.00
20 to 29 learners	56	37.33
1 to 19 learners	30	20.00
Overall	150	100.00

Here, the data on class size demonstrates that teachers are operating within moderate to high-enrollment settings, highlighting a significant structural constraint on inclusion. The largest group, 37.33% (f=56), reported having 20 to 29 learners. However, a substantial portion of teachers are managing larger groups: 26.00% (f=39) are in the 30 to 39 learners' bracket, and 16.67% (f=25) are in the 40 learners above category. Collectively, 42.67% of teachers report having 30 or more students in their classes. This concentration in higher enrollment brackets underscores the systemic reality that providing individualized attention and implementing complex accommodations for Learners with Special Educational Needs (LSENs) must occur within challenging, high-demand teaching environments.

The existence of large class sizes (30 or more students) constitutes a significant structural barrier to effective inclusive education. Research indicates that elevated enrollment immediately diminishes the per-student attention span and significantly complicates the successful provision of tailored and differentiated education, which are fundamental to inclusion. Despite favorable teacher attitudes, large class sizes substantially exacerbate occupational stress, frequently resulting in reduced self-efficacy and burnout. The research highlights that, irrespective of teachers' philosophical commitments, class size continues to be a fundamental systemic obstacle that limits the quality and durability of inclusive practices throughout the educational system.

Confronting this structural reality necessitates administrative measures that extend beyond the mere training of educators. Policy must require resource-intensive support mechanisms aimed at alleviating the impacts of high enrollment. This entails prioritizing the implementation of co-teaching models, wherein general and special education instructors collaborate in instruction, and designating dedicated paraprofessional support to aid kids with the most intricate requirements (IEPs) in large classrooms. Without proper structural management of class size, the legal and ethical requirements of inclusion cannot be adequately fulfilled, as even the most dedicated educator will be inundated by the logistical challenges of delivering excellent, customized teaching to 40 or more pupils concurrently.

Prior research has revealed that class size is regularly identified as a significant structural determinant influencing implementation capability and educators' professional attitudes toward inclusive education. Charitaki et al. (2022) discovered that educators in big classrooms frequently experience feelings of being overwhelmed by the necessity to cater to varied learners, since elevated enrollment diminishes individual attention and complicates the implementation of tailored interventions. Mudhar (2024) revealed that an excessive workload, mostly influenced by class size, considerably forecasts negative attitudes toward inclusion by exacerbating occupational stress and reducing teachers' perceived ability to effectively address various

needs. These findings highlight that class size serves as a structural impediment that limits attitudinal growth and implementation fidelity, notwithstanding a philosophical commitment to inclusion.

Number of Inclusive Education Training/Seminars attended

On the other hand, investigating training participation patterns is vital for understanding professional development adequacy, as the quantity and depth of specialized preparation directly influence teachers' knowledge, skills, confidence, and readiness to implement evidence-based inclusive practices effectively with learners possessing diverse special educational needs and disabilities.

Table 4 Total Number of Learners in Class

Attendance Bracket	f	%
More than 3 training	2	1.33
3 training/seminars	5	3.33
2 training/seminars	32	21.33
1 training/seminar	100	66.67
Had not attended at all	11	7.33
Overall	150	100.00

Note: The overall percentage may be affected by the rounding off of digits

For this table, the analysis of professional development attendance reveals a systemic pattern of broad but shallow engagement. The data shows that a vast majority of respondents, 66.67% (f=100), have attended only 1 training/seminar, indicating that the typical teacher receives just an introductory exposure to inclusive practices. An additional 21.33% (f=32) reported attending 2 training/seminars. Crucially, the category for deep, sustained professional development—More than 3 training—accounts for a marginal 1.33% (f=2), while a combined 7.33% (f=11) have not attended at all. This distribution indicates a profound lack of sustained, specialized preparation necessary to cultivate the high self-efficacy and sophisticated skills required for effective inclusion.

The excessive dependence on a single training session, however, indicates a policy approach that prioritizes meeting a minimal requirement over guaranteeing practical competence. A single, stand-alone seminar is typically only useful for introducing the inclusion philosophy; it is completely insufficient for providing teachers with specialized training in behavior intervention techniques, collaborative IEP planning, and differentiation—all of which are the real forces behind successful inclusive practice. This trend points to a systemic gap where initial awareness is raised, but there is virtually no practice-based learning or follow-up that is required to convert theoretical knowledge into useful classroom capacity.

Policy must immediately refocus its attention from monitoring the number of seminars attended to evaluating the caliber and length of professional learning to address this serious preparation shortfall. Future programs should require long-term, practice-based approaches, like year-long mentorship programs centered on real-world case studies and implementation, subject-specific Professional Learning Communities (PLCs), or ongoing coaching by special education specialists. This structural change is necessary because, as the research demonstrates, teachers understand the need of inclusion but lack the necessary skills, a gap that can only be closed with sustained, in-depth, application-focused professional development.

Indeed, teachers' attitudes regarding inclusive education are greatly influenced by their professional development. According to a meta-analysis by Yada et al. (2022), positive views toward inclusion are positively correlated with teacher self-efficacy, which training fosters. This is because increased confidence makes teachers more ready to oversee diverse classes. Additionally, pre-service programs that expose students to inclusive behaviors early on promote more beneficial long-term dispositions, according to Boyle et. al. (2023). Research by Günay (2023) and Loreman (2021) consistently highlights the need for consistent, practice-based training that emphasizes practical implementation strategies in order to improve confidence and readiness, proving that training volume alone is not enough to change attitudes and abilities.

Familiarity with Inclusive Education Policies

Additionally, assessing policy literacy is crucial because legal knowledge establishes the foundational understanding of inclusive education as a rights-based framework, shapes compliance awareness, clarifies implementation expectations, and influences teachers' recognition of their professional obligations toward equitably serving all learners regardless of ability or disability.

The assessment of policy literacy reveals a high, though concentrated, awareness of the legal framework guiding inclusive education. The most recognized policy, cited by 33.33% (f=35), is Republic Act No. 11650 (2022), which is the most recent and institutionalizing piece of legislation. Subsequent awareness is fragmented, with the Filipino Sign Language Act 2018 (RA 11106) and DepEd DO 44 s. 2021 being the next most cited at 14.29% and 13.33% respectively. Notably, established foundational laws, such as the *Education Act of 1982* and the *Child and Youth Welfare Code*, received no mentions (0%). This distribution indicates that while the dissemination of the newest, most relevant legislation (RA 11650) has been effective, there is a clear knowledge gap regarding the historical and comprehensive legal ecosystem underpinning the inclusive education framework.

Table 5 Familiarity with Inclusive Education Policies

Various Legal Policies	f	%
Republic Act No. 11650 – Instituting a Policy of Inclusion and Services for Learners with Disabilities (2022). Ensures free and appropriate education for learners with disabilities in the regular school system.	35	33.33
DepEd Order No. 72, s. 2009 – Inclusive Education as Strategy for Increasing Participation Rate of Children. Promotes inclusive education in all public schools	12	11.43
Batas Pambansa Blg. 232 (Education Act of 1982). Mandates access to quality education for all learners	–	–
Republic Act No. 10533 – Enhanced Basic Education Act of 2013 (K to 12 Law). Promotes inclusive, learner-centered, and developmentally appropriate education	16	15.24
Child and Youth Welfare Code (PD 603). Declares the right of every child to education regardless of physical or mental condition	–	–
Magna Carta for Persons with Disability (RA 7277). Aims to promote the rehabilitation, self-development, and integration of persons with disability into mainstream society	11	10.48
Republic Act No. 9442 "An Act Amending Republic Act No. 7277, Otherwise Known as the "Magna Carta For Disabled Persons, And For Other Purposes"	2	1.90
DepEd DO 44 s. 2021. "Policy Guidelines on The Provision of Educational Programs and Services For Learners With Disabilities In The K To 12 Basic Education Program"	14	13.33
Republic Act No. 11106 – Filipino Sign Language Act 2018. The use of Filipino Sign Language as the national sign language of the Filipino Deaf, requiring its adoption in education, government policies, and public services to ensure the full inclusion and equal rights of Deaf individuals.	15	14.29
Overall	105	100.00

Based on the statistical results, the strong recognition of RA 11650 is significant, as it establishes the foundational legal and ethical understanding of inclusion as a rights-based framework. This level of policy literacy is crucial because it clarifies professional obligations and raises compliance awareness. However, the neglect of older, foundational laws suggests that policy training is often transactional, focusing on the latest mandate without integrating it into the broader, decades-long legal context. This narrow focus can lead teachers to view policy as merely a set of new compliance tasks rather than a comprehensive, ethical imperative, potentially limiting their ability to advocate for students based on established legal rights.

The practical effect, however, is that policy distribution needs to be thorough in order to guarantee that new requirements are presented in their entirety, taking into account their legal and historical background. The administration should take advantage of the widespread awareness of RA 11650 to strengthen the connection

between legal compliance and useful teaching techniques like resource utilization and IEP preparation. Ongoing communication should make clear how the law requires and justifies resource requests, specialist support, and necessary accommodations, as policy literacy anchors the cognitive foundation for positive attitudes. This will enable teachers to act as legal advocates for their LSENs in the regular classroom. Teachers' understanding with policies specifically functions within a broad legal framework created by decades of national legislation. The Magna Carta for Persons with Disability (RA 7277, 1992), which defined fundamental rights, and the more recent RA 11650 (2022), which formalized inclusive education and required teacher capacity building, are two examples of the Philippine legal system. This is enhanced by the K–12 Law (RA 10533, 2013), which requires inclusive, learner-centered education. The UNESCO Salamanca Statement (1994) set the intellectual foundation for "education for all" on a global scale. Because legal knowledge defines rights, sets normative standards, and affects instructors' attitudes toward implementation, policy literacy is essential.

Respondents' Level of Agreement on The Attitudes Toward the Inclusive Education Of Lsens

Investigating teachers' attitudes across multiple dimensions is essential because beliefs, perceptions, and dispositions toward inclusive education fundamentally determine implementation quality, commitment levels, and sustainability beyond mere compliance, as favorable attitudes toward student diversity, collegial support, institutional backing, collaboration, and training collectively predict whether teachers embrace inclusive practices as professional commitments or resist them as unwelcome burdens.

Students Variables

Examining attitudes toward diverse student profiles is fundamental because teachers' beliefs about specific learner characteristics directly determine their willingness to include particular students, their expectations for student success, and their commitment to implementing necessary accommodations within regular classroom settings rather than preferring segregated placements.

Teachers express an overall positive philosophical disposition ("Agree," Overall M = 3.03) toward the inclusion of Learners with Special Educational Needs (LSENs) across all measured student-related variables.

Table 6 Students Variables

S/N	Indicators	M	SD	VD
1	Learners who are two or more years below grade level can still thrive in regular classrooms when given appropriate support and interventions.	3.23	0.58	AG
2	Learners who are diagnosed with Autism Spectrum Disorder can be successfully educated in regular classrooms with proper accommodations	2.98	0.67	AG
3	All efforts should be made to educate learners with Individualized Education Programs (IEPs) in the regular education setting.	3.13	0.48	AG
4	Learners diagnosed with intellectual disabilities can benefit from being included in regular education classrooms with suitable modifications.	3.03	0.72	AG
5	Verbally aggressive learners can be supported within regular classrooms through behavior interventions and positive discipline.	3.13	0.45	AG
6	Learners who are physically aggressive can be maintained in regular education classrooms when safety and support systems are ensured.	2.98	0.60	AG
7	Learners with IEPs should be included in regular classrooms, with services delivered in the least restrictive environment.	2.93	0.64	AG
8	Learners with speech and language difficulties can progress in regular classrooms with the help of speech therapy and classroom accommodations.	2.83	0.60	AG
9	Learners who are 1 year below grade level can still be educated in regular classrooms with targeted interventions.	3.03	0.50	AG
10	Learners who are identified as experiencing depression but do not display overt disruptive behaviors can continue to learn in regular education classrooms with appropriate emotional and social support.	3.01	0.61	AG
	Overall	3.03	3.80	AG

Legend: 3.25-4.00 Strongly Agree (SA); 2.50-3.24 Agree (AG); 1.75-2.49 Disagree (DS); 1.00-1.74 Strongly Disagree (DS)

Every single indicator, covering a wide spectrum of needs—from academic delays (two or more years below grade level, M = 3.23) to behavioral challenges (verbally aggressive, M = 3.13) and diagnosed conditions (Autism, M = 2.98)—received a verbal description of "Agree." The highest consensus was found for the belief that academically delayed learners can thrive with support (M=3.23), while the lowest score was for the progress of learners with speech and language difficulties (M=2.83). This consistency confirms that teachers generally endorse the *principle* of inclusion for diverse learner profiles.

The teaching community's successful conceptual assimilation of the inclusive education mission is demonstrated by the high overall "Agree" grade. This acceptance indicates that the ethical case for inclusion has essentially been won, even when it comes to pupils with challenging behavioral or cognitive requirements. The modest variation in ratings, especially the lower rating for speech/language challenges, indicates that teachers believe it is more logistically difficult to serve demands needing outside specialist services (like speech therapy) in a regular classroom than simply academic delays. This subtlety draws attention to a crucial point: there is philosophical acceptance, but trust falters when the necessary specialized assistance is not assured.

However, the results necessitate a significant change in systemic support from persuading attitudes to growing ability. Teachers already concur that pupils may succeed with assistance, therefore the system must now concentrate on providing the essential useful resources. Effective behavior management strategies, sufficient specialized training in differentiation, and—most importantly—guaranteed access to support staff such as occupational therapists, speech pathologists, and special education co-teachers must all be provided by administrators. In order to prevent teacher discontent and burnout, it is necessary to close the competence-resource gap in order to translate this positive philosophical approach into high-fidelity practice.

The kind and severity of the handicap have a significant impact on teacher attitudes, according to research. Van Steen and Wilson (2020) found that teachers generally express more positive attitudes toward including kids with modest disabilities than those with significant behavioral or cognitive issues. Lindner et al. (2023) also showed that dealing with academic difficulties gives one more confidence than dealing with complicated demands, such as those related to autism spectrum disorder. Importantly, student behavior becomes a significant variable. Mudhar (2024) found that when classroom management becomes challenging, attitudes significantly deteriorate, highlighting the necessity of effective behavior intervention training to maintain pedagogical optimism in inclusive settings.

Peer Support

Peer support represents a critical dimension in understanding teachers' attitudes toward inclusive education, as colleagues provide immediate emotional reassurance, practical strategies, and professional validation that influence teachers' willingness to implement inclusive practices. Given that supportive peer networks normalize inclusion and reduce professional isolation, examining teachers' perceptions of collegial assistance reveals whether educators feel adequately supported by their immediate professional community when teaching learners with special needs.

Teachers demonstrate a very strong positive attitude toward their colleagues, resulting in an overall mean score of M = 3.27 (Strongly Agree) for the Peer Support subscale.

Table 7 Peer Support

S/N	Indicators	M	SD	VD
11	My colleagues are willing to help me with issues that may arise when I have learners with an IEP in my classroom.	3.36	0.55	SA
12	I can approach my colleagues for assistance when needed if I have learners with special needs in my classroom.	3.23	0.53	AG

13	My colleagues are approachable when I ask for their advice when I teach learners with special needs.	3.27	0.54	SA
14	I feel comfortable in approaching my colleagues for help when I teach learners with special needs.	3.31	0.54	SA
15	My colleagues will try to place all their special needs learners in my classroom if I start including learners with an IEP in my regular classroom.	3.21	0.55	AG
	Overall	3.27	1.91	SA

Legend: 3.25-4.00 Strongly Agree (SA); 2.50-3.24 Agree (AG); 1.75-2.49 Disagree (DS); 1.00-1.74 Strongly Disagree (DS)

Three of the five indicators achieved a "Strongly Agree" rating, confirming a pervasive perception of collegial help and psychological safety. The highest rating was given to the belief that colleagues are willing to help with issues that arise when including LSENs (M = 3.36). Both the approachability for advice (M = 3.27) and the comfort in approaching colleagues (M = 3.31) also rated highly. The two lowest-scoring items, while still rated "Agree," involved approaching colleagues for assistance (M = 3.23) and concerns about colleagues placing all LSENs in their classroom (M = 3.21), suggesting a slight sensitivity to workload equity.

Similarly, at the peer level, the "Strongly Agree" rating emphasizes the presence of a strong, supportive, and cooperative school culture. Since teachers are shielded from feeling alone when faced with specialized demands, this strong collegial network is an essential psychosocial component that maintains dedication to inclusion and boosts professional confidence. A strong positive orientation toward inclusion is fostered by supportive peers who share useful teaching ideas and offer essential emotional reassurance. Peer support frequently serves as the most immediate and easily available informal structure, easing the daily concerns related to meeting the requirements of varied learners.

Therefore, school administrators ought to acknowledge and codify this unofficial strength. Clear managerial action on workload equity is required, as evidenced by the slight hesitancy (M=3.21) about colleagues unjustly transferring students. Administrators should require protected, dedicated time for collaborative structures, like co-planning sessions between regular and special education teachers or specialized Professional Learning Communities (PLCs) centered on case-based problem-solving, in order to optimize the advantages of this robust peer dynamic. In order to guarantee that supportive attitudes convert into shared, successful instructional practice and workload management, formalizing these chances capitalizes on the already-existing favorable rapport.

Collegial interactions are acknowledged as a potent psychosocial component that maintains dedication to inclusive practices and boosts professional confidence. According to Guillemot et. al. (2021), helpful peers provide useful teaching techniques and offer vital emotional comfort, which together promote a more favorable attitude toward inclusion. Additionally, instructors who are part of supportive peer networks show far higher levels of confidence and more positive attitudes toward inclusion, according to Yada et al. (2022). On the other hand, Charitaki et al. (2022) pointed out that unsupportive peers can enhance skepticism and promote unfavorable preconceptions, indicating that peer dynamics are important factors in determining implementation culture.

Administrative Support

For this part, assessing institutional support attitudes is vital because administrators control resource allocation, policy enforcement, professional development opportunities, and organizational culture, making their backing indispensable for creating systemic conditions that enable rather than obstruct teachers' efforts to implement inclusive education practices effectively and sustainably.

Table 8 Administrative Support

S/N	Indicators	M	SD	VD
16	Administrative support strengthens my commitment to inclusive education.	3.37	0.54	SA
17	Adequate resources make me more willing to include learners with special	3.50	0.54	SA

	needs.			
18	I am willing to teach in an inclusive classroom, knowing that there is a team of specialists, such as developmental-behavioral pediatricians, psychologists, occupational therapists, Physical therapists, etc., that can provide support and guidance during the IEP process.	3.33	0.64	SA
19	I'm confident that I can handle an inclusive class because I am provided with sufficient material to make appropriate accommodations for learners with special needs.	3.17	0.61	AG
20	I am confident in teaching in an inclusive classroom because I am equipped with knowledge and strategies gained from conferences/workshops on supporting learners with special needs.	3.03	0.60	AG
	Overall	3.28	2.11	SA

Legend: 3.25-4.00 Strongly Agree (SA); 2.50-3.24 Agree (AG); 1.75-2.49 Disagree (DS); 1.00-1.74 Strongly Disagree (DS)

The analysis of attitudes toward Administrative Support demonstrates an overwhelmingly positive perception, yielding an overall mean score of M = 3.28 (Strongly Agree). The indicator that "Adequate resources make me more willing to include learners with special needs" achieved the highest mean score of M = 3.50 (SA), unequivocally establishing the conditional nature of willingness on resource provision. High agreement was also found for administrative support strengthening commitment (M = 3.37, SA) and willingness to teach when a specialist team is available (M = 3.33, SA). The two lowest-scoring items, related to confidence due to sufficiency of materials (M = 3.17, AG) and knowledge from workshops (M = 3.03, AG), were rated "Agree," signaling a slight discrepancy between the *value* of support and the perceived *sufficiency* of current provision.

This high overall "Strongly Agree" score demonstrates that educators see administrative support as a vital precondition and potent facilitator of successful inclusive practice. Administrative support is viewed as a logistical necessity rather than just a motivating factor, according to the leading indication (M=3.50). While they value the philosophical backing, teachers place a higher priority on the practical supply of tools and specialized staff, which they understand is necessary to convert positive attitudes into productive practice. This result is in line with studies that show that in demanding inclusive environments, teachers' self-efficacy and job satisfaction are significantly predicted by high-quality administrative assistance.

However, the practical conclusion is that actual resource deployment must take precedence over rhetoric in administrative action. The somewhat lower "Agree" scores for training knowledge (M=3.03) and resource sufficiency (M=3.17) are crucial indicators that burnout may result from perceived inadequacy. To ensure that instructors have physical and logistical access to material accommodations, expert assistance (such as OTs, PTs, and behavior specialists), and logistical help in the classroom, administrators must start conducting thorough resource audits right away. Maintaining the high degree of positive attitude that has been noticed requires bridging the gap between the promise of support and the provision of sufficient resources.

It is well known that in inclusive contexts, supportive administration is a key predictor of teacher self-efficacy and work satisfaction. According to Motitswe (2025), having excellent administrative support is essential for assisting teachers in converting positive attitudes into productive practices by supplying the tools they need and aggressively removing structural obstacles. On the other hand, Boyle et. al. (2023) showed that as teachers feel unsupported in handling demanding expectations, perceived insufficiency of administrative assistance is a significant predictor of teacher burnout and negative attitudes toward inclusion. Additional research highlights the significance of leadership that actively manages competing objectives, promotes inclusive values, and offers focused professional development, guaranteeing that support goes beyond philosophical consensus to include practical, logistical, and psychological aspects.

Collaboration

Collaboration constitutes a foundational element of successful inclusive education, as effective inclusion requires coordinated efforts between regular and special education teachers, shared responsibility for diverse learners, and institutionalized partnership structures. Understanding teachers' attitudes toward collaborative

teaching arrangements, joint accountability, and interdisciplinary cooperation illuminates whether educators view inclusion as a collective enterprise or an isolated individual burden, directly impacting implementation success and sustainability.

Table 9 Collaboration

S/N	Indicators	M	SD	VD
21	I feel comfortable working collaboratively with special education teachers when learners with an IEP are in my classroom.	3.21	0.50	AG
22	I welcome collaborative teaching when I have a student with an IEP in my classroom.	3.32	0.51	SA
23	Regular education teachers share responsibility for teaching children with special needs, alongside special education teachers and staff.	3.30	0.53	SA
24	I value opportunities to collaborate with other teachers and professionals in the classroom to better support all learners.	3.41	0.49	SA
25	I am responsible for teaching both learners with and without special needs in an inclusive classroom setting.	3.32	0.53	SA
26	Both regular education teachers and special education teachers should actively collaborate in teaching learners with IEPs.	3.32	0.51	SA
27	The role of special education teachers is strengthened, not threatened, when regular education teachers also support learners with IEPs in inclusive settings.	3.31	0.53	SA
	Overall	3.31	2.46	SA

Legend: 3.25-4.00 Strongly Agree (SA); 2.50-3.24 Agree (AG); 1.75-2.49 Disagree (DS); 1.00-1.74 Strongly Disagree (DS)

As can be gleaned, the data strongly affirms teachers' commitment to collaborative practice, registering an overall mean of M = 3.31 (Strongly Agree). Six of the seven measured indicators received a "Strongly Agree" rating, demonstrating a pervasive belief in shared instructional responsibility. The highest-rated item was valuing opportunities to collaborate with other professionals (M = 3.41, SA). There was also strong consensus that regular and special education teachers share responsibility (M = 3.30, SA) and should actively collaborate (M = 3.32, SA) on teaching students with IEPs. The only item rated "Agree" was feeling comfortable working collaboratively with special education teachers (M = 3.21, AG), suggesting a marginal comfort barrier that slightly falls below the threshold for strong agreement.

Teachers have completely absorbed the need to shift toward a shared, collaborative responsibility paradigm for inclusive education, as indicated by the strong "Strongly Agree" score. This high degree of acceptance of shared planning and co-teaching is important because it shows that the conventional, solitary classroom paradigm is being rejected. Because it enables the pooling of expertise, collaboration is highly regarded because it directly boosts teacher confidence and greatly reduces the feeling of being overburdened by specialized demands. This resounding support is consistent with studies showing that improving service delivery and student performance requires efficient co-teaching and collaboration.

The small interpersonal hesitancy (M=3.21) must be addressed by school policy by offering co-teaching mandatory, structural support in order to fully capitalize on this favorable attitude. This entails setting aside specific, protected time during the school week for regular and special education teachers to collaborate on preparation. In order to move beyond the theoretical idea and acquire the actual skills required for successful co-planning, instructional logistics, and communication protocols, professional development should also explicitly teach effective collaboration and consultation models. Teachers' conceptual acceptance of collaboration will be transformed into high-fidelity, successful team-based teaching when this time and competence are institutionalized.

Research continuously demonstrates how important teamwork is to successful inclusive education, showing that co-teaching and collaborative planning greatly improve student results and service delivery. Collaborative practice with special education staff is a significant predictor of teachers' self-efficacy, according to Motitswe (2025), because shared expertise lessens the sense of being overburdened by specialized demands. Guillemot et al. (2021) also showed that good cooperation with parents and other professionals guarantees continuity and

consistency between clinical, school, and home support—a critical component for students with IEPs. The literature highlights that in order to progress past conceptual agreement toward high-fidelity implementation, success necessitates structural support, shared planning time, and specific training in collaborative consultation models.

Training/Seminars

Adequate training fundamentally shapes teachers' confidence, preparedness, and enthusiasm for inclusive education, as professional development directly cultivates the competencies and self-efficacy needed to effectively teach learners with special needs. Examining teachers' perceptions of training adequacy and their expressed needs for further preparation reveals critical gaps between current professional development offerings and the practical demands of inclusive classroom implementation.

Table 10 Training/Seminars

S/N	Indicators	M	SD	VD
28	Adequate training makes me more enthusiastic about inclusive education.	3.49	0.53	SA
29	I need more training to teach learners with IEPs for learning problems appropriately.	3.60	0.49	SA
30	I feel more positive about inclusive education when I'm well-prepared.	3.53	0.50	SA
31	With appropriate training, I am confident in teaching learners with special needs effectively.	3.56	0.54	SA
32	I need more training to appropriately teach learners with an IEP for behavioral problems.	3.58	0.52	SA
	Overall	3.55	1.91	SA

Legend: 3.25-4.00 Strongly Agree (SA); 2.50-3.24 Agree (AG); 1.75-2.49 Disagree (DS); 1.00-1.74 Strongly Disagree (DS)

Teachers exhibit the most overwhelmingly positive attitude towards the necessity of professional development compared to all other attitudinal sub-variables, achieving the highest overall mean score of M = 3.55 (Strongly Agree). All five indicators received a "Strongly Agree" rating. The top two highest means reflect an urgent demand for specialized skills: training for learning problems (M = 3.60, SA) and training for behavioral problems (M = 3.58, SA). Additionally, strong consensus was found that adequate training makes teachers more enthusiastic (M = 3.49, SA), and that confidence is gained from appropriate training (M = 3.56, SA). This data unequivocally identifies training as the most critical factor linking positive attitude to perceived competence and professional commitment to inclusive education.

Professional development and teacher self-efficacy have a strong predictive association, as evidenced by the nearly unanimous "Strongly Agree" grade for all training-related topics. Teachers see a significant connection between their readiness and their optimistic outlook, suggesting that resistance, when it occurs, stems from a lack of skill rather than a lack of dedication. The two most complicated and important areas of inclusive practice that the existing system is not sufficiently preparing teachers for—behavioral difficulties and learning problems—are highlighted by the particular and highest-rated demands for training in these areas, which call for a targeted and strategic intervention.

A thorough and prompt revision of the professional development policy is required by these findings. Specialized behavior intervention tactics and effective differentiation approaches for particular learning difficulties are the two priority areas identified by the data, and training must shift from general, awareness-level sessions to intensive, skill-based, and sustained programming. The administration must set aside significant funds for long-term skill development, expert-led courses, and ongoing, on-site mentoring. The most straightforward way to maximize favorable teacher attitudes and guarantee that inclusion transitions from

a theoretical requirement to a successfully implemented classroom reality is to close this confidence and competence gap.

Research continuously confirms the strong and predictive connection between teacher attitudes and training, as previously examined. According to Yada et al. (2022) and Boyle et al. (2023), the best indicator of positive attitudes toward inclusion is self-efficacy, which is immediately improved by training. According to studies by Günay (2023) and Loreman (2021), confidence and readiness can only be considerably increased by consistent, practice-based professional development, particularly when it comes to the real-world application of differentiation and behavior management. This body of work emphasizes how training changes attitudes by giving teachers the useful skills they need to handle the complexity of inclusive classrooms. This lowers anxiety and boosts teachers' sense of professional competence, which is directly related to the study participants' extremely high regard for training.

Test Of Significance on the Difference in the Respondents' Attitudes Toward the Inclusive Education of Lsens

According To the Student Variables, Peer Support, Administrative Support, Collaboration and Training

Analyzing whether teachers' attitudes significantly differ based on demographic and professional variables is crucial for identifying which educator subgroups require targeted interventions, as understanding how experience levels, class sizes, training exposure, and policy knowledge systematically associate with attitudinal variations enables policymakers and administrators to design differentiated support strategies that address specific needs rather than implementing uniform approaches.

The one-way repeated measures ANOVA was conducted to examine whether significant mean differences exist among the five attitude subscales toward inclusive education of LSENs (Student variables, Peer support, Administrative support, Collaboration, and Training). Since Mauchly's Test of Sphericity indicated a violation of the sphericity assumption ($p < .05$), the Greenhouse-Geisser correction was applied.

Table 11 Difference in the Respondents' Attitudes toward the Inclusive Education of LSENs according to the Student Variables, Peer Support, Administrative Support, Collaboration and Training

Variables under comparative inference	Mean Square	Computed F-value	Sig.	Decision	Results
Attitude towards the inclusive education LSENs, within subjects' effect (subscales on: student variables, peer & administrative support, collaboration and training)	8682.813	149.38	0.000	Reject H_o	Significant

Note: Assumption of sphericity is violated. Mauchly's test is $p<.05$. Interpretation is made using the Greenhouse–Geisser row for the corrected values (*refer to the appendices*).

Results revealed a statistically significant within-subjects effect, $F(2.481, 181.113) = 1577.677$, $p < .001$, with a large effect size (partial $\eta^2 = 0.914$). The large partial eta squared value indicates that approximately 91.4% of the variance in attitude scores can be attributed to the differences among the five subscales. The null hypothesis, which states that there are no significant mean differences among the attitude subscales, is therefore rejected.

Somehow, the statistically significant F-value ($F = 1577.677$, $p < .001$) demonstrates that teachers' attitudes toward inclusive education vary substantially across the five measured dimensions. The exceptionally large effect size (partial $\eta^2 = 0.914$) suggests that these differences are not only statistically significant but also practically meaningful, indicating that teachers perceive and respond differently to various aspects of inclusive education implementation. This finding implies that attitudes toward inclusive education are not uniform or

monolithic; rather, they are multifaceted and context-dependent. Teachers may feel more positive about certain aspects (such as collaboration or training) while expressing reservations about others (such as student variables or administrative support). This variation underscores the importance of examining specific components of inclusive education attitudes rather than treating them as a single construct.

However, the null hypothesis' rejection shows that teachers have differing opinions on the numerous aspects affecting the implementation of inclusive education. These notable variations between subscales imply that rather than using a one-size-fits-all strategy, professional development programs and interventions should be customized to meet particular attitudinal aspects. For example, school administrators should give priority to bolstering institutional frameworks and allocating resources if pairwise comparisons show that teachers score lower on administrative assistance than on collaboration. The significant effect size suggests that creating inclusive education policies and practices that work requires an awareness of these subtle variations. In order to encourage more positive and thorough attitudes toward inclusive education among teachers, educational administrators and legislators can use these findings to pinpoint the precise areas that need focused attention, assistance, or reform.

The diverse character of teacher attitudes reported in recent studies is also reflected in the notable variations among the five attitude subscales. According to Lindner et al. (2023), teachers' practical attitudes are frequently equivocal and affected differently by several circumstances, such as workload, training adequacy, and institutional support, even while they conceptually support inclusion philosophically. This basic ambivalence implies that educators assess various qualities from diverse perspectives, giving some features a higher rating than others. This is further supported by Mudhar (2024), who claims that since different aspects elicit diverse evaluative reactions, teacher attitudes cannot be understood as solitary constructions but rather must be located within broader settings. Charitaki et al. (2022) show that when administrative support is lacking, teachers can express doubts while maintaining positive personal views, demonstrating dimension-specific rather than globally uniform reactions.

Teachers' differing levels of perceived control over various variables account for the diverse responses. According to Yada et al. (2022), positive attitudes are positively correlated with teacher self-efficacy, which is developed through professional development. This suggests that teachers who feel competent are rated higher than those who feel overwhelmed. Repeated practice-based training results in quantifiable gains in attitude, according to Günay (2023), suggesting that training functions differently by addressing competence directly. Van Steen and Wilson (2020), on the other hand, show that teachers have stratified attitudes by perceived manageability and exhibit more positive attitudes toward students with modest disabilities than those with severe problems. According to Charitaki et al. (2022), big class sizes lead to overwhelm and unfavorable judgments, indicating that structural restraints are rated lower than aspects involving more teacher agency.

The mechanisms that distinguish the interpersonal and collaborative dimensions are different. According to Guillemot et al. (2022) and Yada et al. (2022), supportive peers serve as readily available resources by normalizing behaviors and offering emotional reassurance. According to Selisko et al. (2024), scheduled planning that institutionalizes collaboration results in sustained commitment, indicating that formal institutions are seen more favorably. Effective administrative assistance, according to Almalky (2023), necessitates concrete provisions that instructors can directly experience and assess, such as teaching assistants, supplies, and time allowances. According to Motitswe (2025), this component may be especially vulnerable to unfavorable appraisal in Philippine schools where administrative assistance is inconsistent. According to Lindner et al. (2023), this is the discrepancy between philosophical support and actual application—teachers support inclusion in theory but assign varying ratings to different characteristics depending on real-world experiences.

Test Of Significance on The Relationship Between The Profile of The Respondents and Attitudes Toward the Inclusive Education of Lsens According to The Student Variables, Peer Support, Administrative Support, Collaboration & Training

Examining correlational relationships between teacher characteristics and inclusive education attitudes is vital for revealing predictive patterns that inform systemic reform strategies, as understanding which profile

variables significantly associate with more favorable attitudes enables evidence-based decisions regarding resource allocation, professional development priorities, policy dissemination approaches, and structural modifications to cultivate widespread positive dispositions toward inclusive practices.

Table 12 Relationship between the Years of Teaching Experience and Attitudes toward the Inclusive Education of LSENs according to the Student Variables, Peer Support, Administrative Support, Collaboration and Training

Variables under correlative inference	Comp. rho	Strength of correlation	p-value	Decision	Results
Years of teaching experience and the:					
Student variables	0.046	Very weak	0.577	Accept H_o	Not significant
Peer Support	-0.125	Weak	0.128	Accept H_o	Not significant
Admin Support	-0.193	Weak	0.018	Reject H_o	Significant
Collaboration	-0.125	Weak	0.128	Accept H_o	Not significant
Training	0.010	Very weak	0.899	Accept H_o	Not significant

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

The correlation analysis (Spearman's rho) between Years of Teaching Experience and attitudes reveals that professional longevity has minimal predictive power over four of the five attitudinal subscales. The relationships with Student Variables, Peer Support, Collaboration, and Training were all found to be statistically non-significant (p-values > 0.12), leading to the acceptance of the null hypothesis. The only statistically significant result was a weak negative correlation with Administrative Support (rho = -0.193, p = 0.018). This significant finding suggests that as teaching experience increases, the teacher's positive attitude towards the sufficiency and quality of administrative support tends to slightly decline, while their philosophical commitment to the other dimensions remains unrelated to their time in service.

The idea that experience time alone is not the main factor influencing inclusive attitudes is clearly supported by the non-significant correlations found across the majority of subscales. Rather than the number of years, favorable attitudes are influenced by the quality of experience, particularly exposure to successful inclusion models and a supportive school atmosphere. This is consistent with recent studies that support a change in emphasis from static demographic variables to dynamic organizational and systemic elements as the main forces behind the evolution of attitudes. The general absence of association suggests that, depending on the contextual support available, both new and experienced teachers may have equally favorable or unfavorable opinions.

After navigating several obstacles and policy changes, veteran teachers may become more critical of the way institutional resources are deployed, as indicated by the modest negative connection with administrative support. Compared to their less experienced colleagues, their positive attitude about administrative support slightly declines as a result of their cumulative experience exposing systemic flaws and administrative inefficiencies (such as delays in the deployment of specialists or the availability of resources). Instead of depending solely on philosophical certainty, administrators can actively show commitment through consistent, transparent, and timely resource allocation and actively engage veteran personnel, acknowledging their experience-based skepticism as genuine insight.

The non-significant connections found in this study are supported by research that consistently confirms training success is qualitative rather than quantitative. A single, excellent, long-term professional development program emphasizing collaborative practice and practical, application-based skills produces more substantial attitudinal changes than several separate, theoretical seminars, according to studies by Günay (2023) and Loreman (2021). In particular, Majoko (2019) emphasized that gaining the necessary abilities and information

is a necessity for effective inclusive education. These results confirm that quantity by itself does not ensure a shift in attitude; rather, the more important factors are the training's relevance and practice-oriented focus.

Table 13 Relationship between the Total Number of Learners in Class and Attitudes toward the Inclusive Education of LSENs according to the Student Variables, Peer Support, Administrative Support, Collaboration & Training

Variables under correlative inference	Comp. rho	Strength of correlation	p-value	Decision	Results
Total number of learners in class & the:					
Student variables	-0.039	Very weak	0.632	Accept H$_o$	Not significant
Peer Support	-0.001	Negligible	0.988	Accept H$_o$	Not significant
Admin Support	-0.024	Very weak	0.774	Accept H$_o$	Not significant
Collaboration	0.074	Very weak	0.365	Accept H$_o$	Not significant
Training	-0.023	Very weak	0.784	Accept H$_o$	Not significant

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

The correlational analysis between Total Number of Learners in Class (class size) and inclusive education attitudes (Spearman's rho) demonstrates a universal lack of statistical significance across all five attitudinal sub-variables (p-values ranged from 0.365 to 0.988). The resulting correlation coefficients were extremely weak, ranging from negligible (e.g., Peer Support, rho = -0.001) to very weak (e.g., Collaboration, rho = 0.074). The null hypothesis was accepted for all five dimensions. This evidence unequivocally confirms that class size does not statistically predict or influence a teacher's expressed attitude toward students, peers, administration, collaboration, or training, operating independently of their philosophical commitment to the inclusive mandate.

The distinction between a teacher's efficacy (ability to implement) and attitude (belief/philosophy) is somewhat reinforced by the pervasive lack of significance. Although class size is acknowledged as a major logistical obstacle that raises effort, decreases attention span per student, and makes implementation more difficult, it does not undermine the teacher's core conviction that inclusion is good or that assistance is necessary. The philosophical attitudes of teachers are still strong, indicating that the school culture and the moral justification for inclusion effectively counteract any potential attitudinal deterioration brought on by the heavy effort that large classes entail.

Class size is really a structural issue that requires structural solutions rather than an attitude problem that can be resolved with motivating training, according to this conclusion, which offers a crucial policy mandate. The system must concentrate interventions on reducing the logistical burden of high enrollment through strategies like required, dedicated co-teaching time, paraprofessional help, and less non-teaching responsibilities because positive attitudes endure regardless of class size. Teachers' enduring positive attitudes will be weakened by systemic failure to provide high-quality inclusive education if administrators ignore the structural needs of huge classes, which will ultimately result in burnout.

According to research, policy frameworks like RA 11650 (2022) and DepEd Order No. 44, s. 2021, offer modern structures that influence how teachers who are policy-literate understand their administrative responsibilities and students' rights. According to Peters (2007), policy information directly affects attitudes toward institutional assistance and student accommodations by generating normative expectations and regulatory requirements. The discovery that policy knowledge functions selectively, improving structural and cognitive understanding while having little effect on interpersonal dynamics, is consistent with research that indicates policy literacy creates the moral and legal foundation for positive attitudes but falls short in fostering

the relational trust and cooperative tendencies that are primarily influenced by school culture and experiential learning.

Table 14 Relationship between the Number of Training/Seminars attended and Attitudes toward the Inclusive Education of LSENs according to the Student Variables, Peer Support, Administrative Support, Collaboration and Training

Variables under correlative inference	Comp. rho	Strength of correlation	p-value	Decision	Results
Number of training or seminars attended &:					
Student variables	0.006	Negligible	0.942	Accept H_o	Not significant
Peer Support	0.140	Weak	0.088	Accept H_o	Not significant
Admin Support	0.103	Weak	0.211	Reject H_o	Not significant
Collaboration	-0.004	Negligible	0.965	Accept H_o	Not significant
Training	0.058	Very weak	0.480	Accept H_o	Not significant

With this table results, the correlation analysis between the Quantity of Training/Seminars attended and attitudes (Spearman's rho) demonstrates minimal statistical association, resulting in the acceptance of the null hypothesis for all five relationships (p-values ranged from 0.088 to 0.965). The relationship with Peer Support achieved the lowest p-value at 0.088, suggesting a marginal trend but failing to meet the statistical significance threshold of 0.05. The majority of correlations were negligible or very weak. This analysis confirms that the mere count of professional development sessions attended by a teacher has no statistically significant predictive or explanatory relationship with their positive or negative attitude across any dimension of inclusive education.

As can be seen, the consistent non-significant results highlight the fact that training attendance is a poor indicator of professional readiness and attitude change. This confirms the current scientific consensus that the real forces behind changes in attitudes are the caliber, duration, and practical significance of professional growth. The large number of "1 training" indicated in Table 4 is probably due to isolated, theoretical seminars that do not foster the increased self-efficacy and confidence needed to change attitudes in a positive way. The information essentially disproves the notion that the quantity of seminars is a reliable indicator of a teacher's preparedness or favorable attitude toward inclusion.

The practical implication for policy is that professional development monitoring and evaluation must be radically reformed. Seminar attendance should no longer be used as a gauge of preparedness; instead, administrators should focus on creating application-based, long-term programs that require follow-up, mentoring, and cooperative application. In order to effectively translate the financial investment in training into observable, positive attitudinal and behavioral changes in the classroom, future initiatives must ensure that the few training sessions offered are high-quality, practical, and focused on specific, high-demand skills (Table 10). This is because teacher attitude is strongly correlated with perceived competence.

Furthermore, research that highlights the mediating function of contextual factors supports the conclusion that professional longevity has no discernible impact on views toward inclusive education. Yada et al. (2022) discovered that although experience is a prerequisite for self-efficacy, attitude is determined by the quality of that experience, particularly exposure to supportive educational environments and successful inclusion models, rather than the number of years. This was confirmed by Mudhar (2024) and Charitaki et al. (2022), who showed that a lack of administrative support, an excessive workload, and bad collegial relations can swiftly undermine the positive attitudes of even seasoned teachers. The persistent non-significant result supports the idea that organizational and systemic factors, rather than individual demographic factors (such as experience), are the main drivers of favorable attitudes toward inclusive education.

Table 15 Relationship between Familiarity with Inclusive Education Policies and Attitudes toward the Inclusive Education of LSENs according to the Student Variables, Peer Support, Administrative Support, Collaboration and Training

Variables under correlative inference	Comp. rho	Strength of correlation	p-value	Decision	Results
Familiarity w/ inclusive education policies &:					
Student variables	0.178	Weak	0.030	Reject H_o	Significant
Peer Support	0.041	Very weak	0.621	Accept H_o	Not significant
Admin Support	0.185	Weak	0.023	Reject H_o	Significant
Collaboration	0.090	Very weak	0.274	Accept H_o	Not significant
Training	0.094	Very weak	0.252	Accept H_o	Not significant

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

Table 15, linking policy familiarity to attitudes (Spearman's rho), presents a mixed pattern with two statistically significant and three non-significant correlations. Policy familiarity shows significant, albeit weak, positive correlations with attitudes toward Student Variables (rho = 0.178, p = 0.030) and Administrative Support (rho = 0.185, p = 0.023). This indicates that greater policy knowledge slightly predicts more positive views in these two areas. Conversely, the relationships with Peer Support (rho = 0.041, p = 0.621), Collaboration (rho = 0.090, p = 0.274), and Training (rho = 0.094, p = 0.252) were all statistically non-significant, leading to the acceptance of the null hypothesis for these three sub-variables.

Teachers' ethical and cognitive attitudes on inclusive education are shaped in large part by policy literacy, according to the strong, albeit weak, positive associations found with Student Variables and Administrative Support. The ethical conviction that every student has a right to be included and may thrive with assistance is strengthened by a thorough understanding of legal requirements. Teachers' expectations and awareness of the associated institutional responsibilities for resource availability, specialized teams, and logistical support to assure compliance are also raised by this policy knowledge. Positive views on the legal, ethical, and institutional aspects of inclusion are established by policy.

Nonetheless, the contrast between legal knowledge and practical relational preparation is confirmed by the lack of a substantial association between policy familiarity and attitudes toward peer support, collaboration, and training. Since these are mostly influenced by school culture, pre-existing rapport, and shared experiential practice, understanding the law (policy) does not always translate into interpersonal trust or excitement for collaborative instructional work. Similarly, greater enthusiasm or perceived confidence in abilities does not follow from policy understanding of the training obligation. Rather than just following regulations, the development of cooperative and pragmatic attitudes necessitates ongoing experiential learning, skill-based professional growth, and culture transformation.

According to Charitaki et al. (2022) and Mudhar (2024), teachers' philosophical attitudes frequently endure, especially when there is strong administrative and collegial support, even though large classes greatly increase workload and teacher stress—thereby reducing the capacity to implement inclusion effectively. The findings support the idea that school culture and a sense of shared accountability can outweigh the potential negative effects of individual task constraints on attitudes. The main conclusion is that, as long as the school creates a welcoming, inclusive atmosphere, class size is a structural issue that influences practice but not always the attitude of the instructor.

CONCLUSIONS

Based on the findings of the study, teachers demonstrated favorable attitudes toward inclusive education, particularly valuing peer support, administrative backing, collaboration, and training. However, confidence diminished when addressing students with complex behavioral needs and autism spectrum disorder. Attitudes

varied significantly across five dimensions, with minimal professional development exposure and fragmentary policy literacy identified. These findings necessitate developing a comprehensive Action Plan addressing professional development gaps, specialized training, and policy literacy enhancement.

RECOMMENDATIONS

This section outlines evidence-based recommendations emerging from the study's findings, providing actionable strategies for stakeholders to enhance inclusive education implementation and address identified gaps in teacher preparedness and support systems.

Any interested agencies and stakeholders may utilize the proposed Output of the Study (an Action Plan) to address developmental gaps, specialized training, and policy literacy enhancement.

Future researchers, DepEd, and stakeholders should prioritize implementing sustained, comprehensive professional development programs specifically targeting complex learner needs, while simultaneously strengthening policy literacy initiatives and establishing mentorship systems to bridge the mid-to-senior career progression gap in inclusive education implementation.

Future studies are recommended to expand the scope of investigation by employing mixed-methods or longitudinal research designs to capture deeper insights into changes in teachers' attitudes and practices toward inclusive education over time. Increasing the number of individuals from a variety of geographical regions and educational situations could improve the findings' generalizability. Future studies can also look at the moderating effects of professional development, collaborative school culture, and administrative support in promoting inclusive teaching methods. Investigating these factors could yield more thorough data to guide the creation of policies, focused interventions, and long-term execution of inclusive education initiatives.

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