
Exploring Teachers' Perspectives on Their Inclusive Education Preparedness

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Abstract

Inclusive education continues to face various challenges and confusion regarding its implementation. It is crucial to improve teachers' knowledge and skills to better support students with special needs. This study examined the teacher's preparedness in inclusive education implementation in three selected schools in Cebu City, namely, Labangon Elementary School, Lahug National High School, and Talamban National High School as a basis for a proposed intervention plan. A descriptive-correlational design was employed to examine and probe the quantitative data. A total of 104 school teachers participated in the study, completing a demographic profile sheet and an Inclusive Education survey questionnaire. The findings revealed that, while well-prepared and prepared teachers had a similar understanding of the concept and significance of inclusive education, there was a notable difference on how this understanding was applied in classroom practices. The study highlighted the importance of targeted professional development programs, such as workshops and seminars, to bridge the gap between teachers' preparedness and their classroom practices. It advocated for intervention plans and resources to support the effective implementation of inclusive education.

Keywords: Special Education, inclusive education, teacher preparedness, descriptive-correlational design, intervention, Cebu City

1. Introduction

Changes and modification in content, approaches, structures, and strategies, with a common vision that covers all children of appropriate age range and conviction to strengthen the capacity of the education system to ensure that every child has equitable access to quality education regardless of their diverse abilities and needs to reach out to all learners and to achieve Education for All (EFA) (Quijano, 2019).

The overall goal is a school where all children participate and are treated equally." Moreover, inclusive education offers multiple benefits to learners, their families, schools, and communities. That is, learners with varying needs when provided access to regular classrooms develop their strengths and gifts.

Inclusive education outlines several confusions about inclusion that have been implemented to date and are still facing various problems. Teachers' knowledge must be improved, skills are also

very necessary. Suppose this infrastructure is not improved and developed. In that case, this will place a burden on education in the future because it is unable to overcome the challenges that students with disabilities have long felt. This study has therefore emerged due to the researcher's genuine concerns for students with special educational needs who are placed in general education classrooms, as well as assisting the various stakeholders in education such as teachers, parents, and administrators in understanding the glitches that negatively affect the progress of inclusive education.

Firstly, the students with special needs, who face many difficulties in the mainstream classroom would benefit because the knowledge provided would allow educational leaders to provide teachers with the necessary support. Secondly, this study is significant because it would provide insight into the views of teachers who are at the forefront as the key facilitators of inclusion.

The study would assist the teachers with knowledge that could make inclusion a more favorable and practical exercise. Next, the parents of learners with special needs would also benefit because this knowledge gained by all stakeholders would allow their children to experience fewer barriers in school such as discrimination and seclusion within the classroom. Also, policymakers would benefit from the study by gaining a general understanding of the attitudes that teachers hold towards including students with special educational needs and the reasons why those attitudes exist.

Thus, the researchers aim to investigate the preparedness of teachers for the implementation of inclusive learning education at the identified three public schools in Cebu City Division for the school year 2023-2024 as the basis for an intervention plan. The researcher has the needed competency with years of experience in the teaching profession and can observe what is happening with the present education wherein there is a need not sacrifice quality with that quantity.

2. Theoretical Background

This study is anchored on the theory of self-efficacy by Albert Bandura, Behaviorism-based inclusive education (Watson; 2019), Cognitivism-based inclusive education, Vygotsky of constructivism-based inclusive education, and Bronfenbrenner's Ecological Systems Theory also, this is supported by the legal bases Republic Act No. 11650. The theoretical framework for this study was grounded in Albert Bandura's self-efficacy theory. Albert Bandura, well known for his work on various types of efficacies, proposes the task of establishing learning environments conducive to the development of cognitive competencies in students' self-efficacy beliefs of teachers (Bandura).

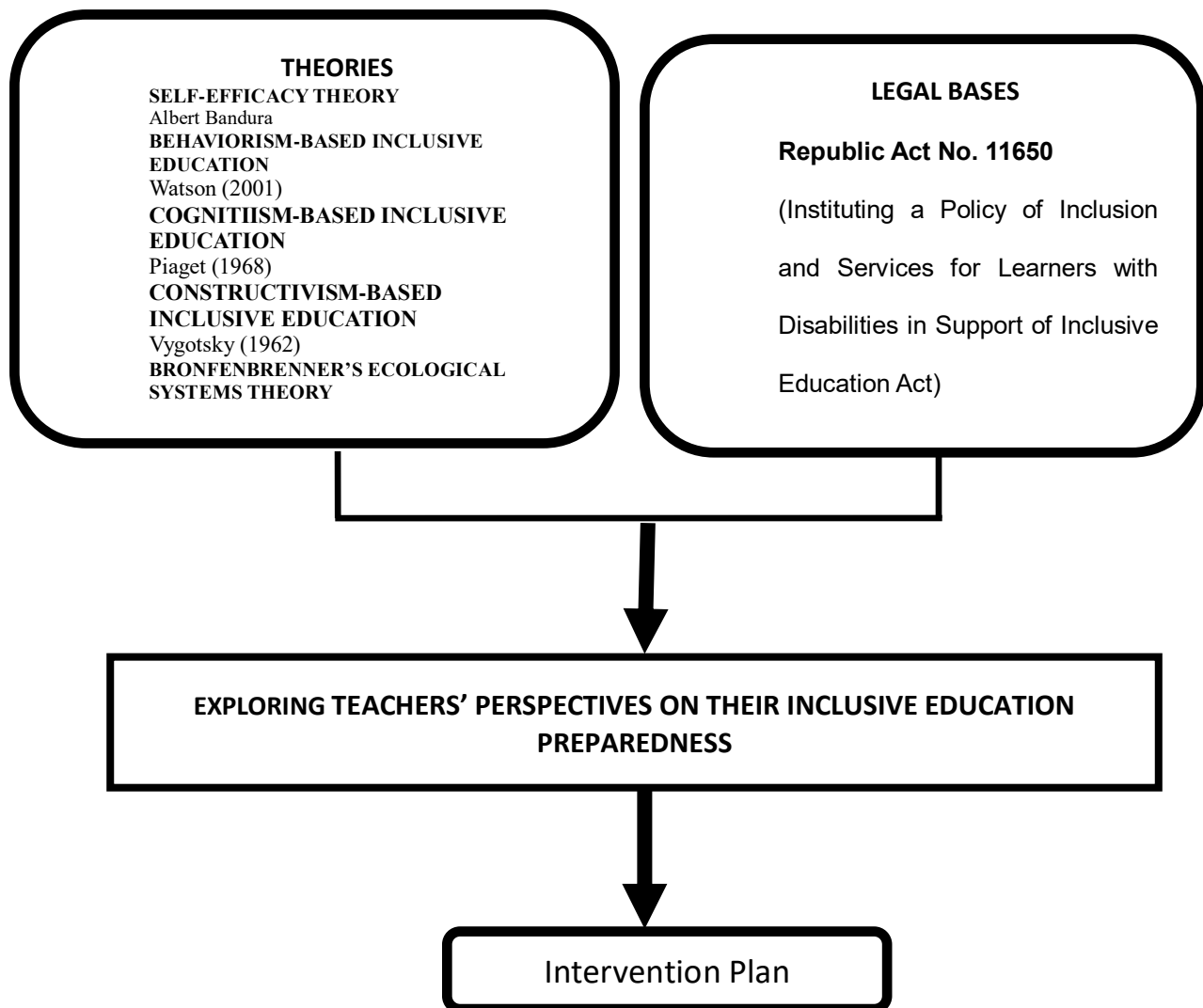


Figure 1 Theoretical/Conceptual Framework of the study

Self-efficacy is known as the social cognitive theory. This theory suggests that human performance depends on interactions between one's behaviors, personal factors (e.g. thoughts, beliefs), and environmental conditions (Bandura). Bandura states that people gain data to assess their self-efficacy from four things, their actual performances, their vicarious experiences, the persuasions they receive from others, and their physiological reactions. He goes on to state that self-efficacy beliefs directly affect task choice, effort, persistence, resilience, and performance.

It has been observed that the inappropriate attitude of many toward people with disabilities remains a major obstacle in education sectors (Adjodhia-Andrews, 2019). Education leaders, however, could work together to reconfigure negative views and attitudes toward people with disabilities and their educational potential (Adjodhia-Andrews, 2019). Having sufficient knowledge of inclusive education enables teachers and school administrators to become more flexible and productive (Naicker, 2019). One of the most neglected components of inclusive

education, however, is the laying of its conceptual foundations to ensure that general education teachers, administrators, and parents fully understand and appreciate the ground upon which inclusive education is built. Many researchers including S. Vaughn, J.S. Schumm, J.S. Jallad, B. Slusher, and L. Samuell (2019) and M.M. Ali, R. Mustapha, and M.Z. Jelas (2020).

Theoretically, behaviorism is one of the classical theories of learning and is also recognized as the oldest (Nalliah & Idris, 2019). Behaviorism is known as a predominant psychological model (Harold & Corcoran, 2018), as suggested by the metaphor for learning as the acquisition of stimulus-response pairs' (Doolittle, 2019). Behaviorists 'believe the objective of the theory is to impart to the learner the knowledge of reality' (Hickey, 2018).

The key principles of behaviorism that support education are behavior is learned, behavior is governed by the setting in which it occurs, teaching does not occur without learning, learning equates to changing behavior, behavior is governed by what follows actions, and there needs to be a focus on the observable (Harold & Corcoran, 2018). Practically, behaviorism-based inclusive education practices include the application of behaviorism in inclusive education settings, which appears in the emphasis on student behavior and performance in manipulating stimulus materials (Ertmer & Newby, 2019). During the instructional process, Behaviorists assess learners to determine at what point to begin instruction and which reinforcers are most effective. The teacher's role during the process is to (1) determine students' responses; (2) arrange practices with the target; and (3) arrange environmental conditions so that students can make the correct response stimuli and receive reinforcement for those responses (Ertmer & Newby, 2019).

Theoretically, cognitivism focuses on the attributes of one's thinking, knowledge, memory, self-reflection, and motivation to learn. Piaget said that "during each developmental stage, the ability to learn and the process of learning is different" (Evgeniou & Loizou, 2019, p. 666). The cognitive approach focuses on the activities that learners influence responses and understand the processes of mental planning, goal setting, and strategies. The cognitivist instruction "must be based on a student's existing mental knowledge to be effective" (Ertmer & Newby, 2018). Practically, cognitivism-based inclusive education practices involve the applications of cognitivism in inclusive education experiences, which appears in the emphasis on mental information absorbing processing in guiding student learning (Ertmer & Newby, 2020). Students are encouraged to express themselves and connect their existing knowledge, learning experiences, and abilities to learn new information being provided to them. For instance, instructional activities and materials such as framing, outlining, mnemonics, concept mapping, and advance organizers should be specifically used to support the cognitive needs of students with special educational needs (West, Farmer, Wolff, 2019).

Another theory that governs the study, Theoretically, constructivism focuses on creating cognitive tools that reflect the wisdom of the culture in which they are used as well as the insights and experiences of learning. Teachers are essentially considered facilitators, providing essential information, and organizing activities for students to discover their learning (Liu & Ju,

2019). Lennin (2021) details the main guiding principles of constructivism as 1) learning is searching for meaning; 2) meaning requires the understanding of the whole as well as the individual parts; 3) teachers should have an understanding of the mental models that learners use to perceive their world and assumptions that they make to support their models; and 4) the purpose of learning is that an individual knowledge his or her meaning and information for the correct answers or repeating what someone else has stated. The key to constructivism is that learning should include learner-centered, task-based, hands-on, and mind-on activities (Shi, 2019) while also being meaningful and closely related to practical and real-life experiences (Lenjani, 2016). In addition, constructivist-based classroom activities should provide internal and external learning strategies for all learners, which is essential for students with special educational needs (Shi, 2019).

Another theory that governs the study of Bronfenbrenner's Ecological Systems Theory was built on two factors of student learning: (a) relations between the learner and environment and (b) relations between the environments themselves. Anderson et al. (2020) used Bronfenbrenner's theoretical framework to outline the ecology of inclusive education. It emphasizes the three elements of effective inclusive education for a student: participation, achievement, and value. When considering the role of social inclusion, inclusive teaching can play an important part in the educational success or failure of students with EBD. As noted by Anderson et al. (2021), classroom culture, peers, educators, and curriculum can all makeup part of the micro-system, which can also impact the social inclusion of the student with EBD. In a classroom where a culture with different learners' needs, students with EBD will feel valued by their peers and educators. Education systems reflect national and community culture, as well as ideological agendas, and political, historical, and global factors (Anderson, Boyle, and Deppeler 2020). History illustrates that those systems, particularly education systems, are resistant to change (Swayn 2018).

Additionally, the Department of Education (DepEd) is mandated to protect and promote the right of every Filipino citizen to quality education that will enable each learner to realize their full potential and meaningfully take part in nation-building. This constitutional right is the main priority or aim of the K to 12 Basic Education Program. These programs are anchored on inclusion, a core principle of the Enhanced Basic Education Program (DepEd Order No. 43, s. 2020).

Moreover, this policy framework is being adopted to provide an overall framework of implementation for programs that directly promote Inclusive Education and to ensure that every aspect of the K to 12 curriculum support system of the Department is valued and pointed to the needs and demands of the learners.

3. Purpose of the Study

This study explored teachers' perspectives on their readiness to implement inclusive education in selected schools in Cebu City, aiming to inform the development of an intervention plan. Specifically, it sought to examine the factors influencing teachers' preparedness, including their

socio-demographic profile such as age, marital status, highest educational attainment, field of specialization, and length of service. It also investigated teachers' perceived preparedness in areas like self-efficacy, learning materials, lesson planning, and teaching strategies. Furthermore, the study aimed to determine if there is a significant relationship between teachers' profiles and their preparedness for inclusive education. Based on the findings, an intervention plan was proposed.

4. Research Methodology

4.1 Design

This study used descriptive-correlational design is a type of research design that tries to explain the relationship between two or more variables without making any claims about cause and effect. It includes collecting and analyzing data on at least two variables to see if there is a link between them (McBurney & White, 2019). This determines the association of teacher demographic profile variables and the preparedness of the teachers in both regular and special education classrooms (Shadish et al., 2020). While quantitative approach provides valuable insights, future research could enhance these findings by incorporating qualitative methods, such as focus groups or interviews, to gain deeper understanding of the challenges and factors influencing teacher preparedness for inclusive education.

4.2 Participants

This study investigated teachers' preparedness for implementing inclusive education, the researchers deliberately chose teachers from their respective schools specifically. This is so done since gathering the needed data for this study is somehow more expedient. Hence, please find the distribution of respondents here. In determining the sample from the population, the researchers utilized convenience sampling. Such type is a non-random sampling where the selection criteria would consider the easy accessibility of the target respondents, the time element, and their willingness to take part in the survey (Etikan et al., 2019). The researchers will get the number of respondents by inviting a teacher who, somehow, is involved in the studies.

4.3 Instrument

Two tools were utilized in the study, namely (1) a Demographic profile sheet, and (2) a Level of preparedness Survey adapted and modified by Lubis and Lubis (2020). The first tool collects the pertinent profiles to characterize the respondents. These profiles include age, highest educational attainment, school level taught, and years of teaching experience. The second tool is called the level of preparedness in the Inclusive Education Survey. This assessment survey aims to prepare the implementation of inclusive education for learners. The researcher-constructed survey questionnaire was utilized to determine the preparedness of teachers to handle inclusive education.

4.4 Data Collection

The data-gathering procedure of the study is divided into four stages, namely (1) research permissions, (2) online survey form, (3) online survey process, and (4) post-survey procedures.

Research permissions. The researcher will seek permission from the office of the school principal of three Schools namely, Labangon Elementary School, Talamban National High School, and Lahug National High School to hold the online survey for the teachers as respondents. Once permitted, they will ask for informed consent from the respondents for their voluntary participation in the study.

Online survey construction. Using Google Forms, the research instruments will be translated into an online survey form. There will be four sections in the online survey namely the informed consent, where participants are asked to volunteer to participate in the study; the demographic profile sheet, where they are asked to fill in basic information pertinent to the study; preparedness of inclusive survey questionnaire, where they will assess to what level of preparedness they have for inclusive education. Any individual may withdraw at any time.

Online survey process. Once the online survey is crafted, a URL of the Google form will be generated. This link will be then sent to the respondents to their respective e-mail addresses or Facebook group chats. They will read the informed consent first and if they agree to participate, they click to continue to the next section. They respond to the items in the next section until the last part where they review and submit their responses. All responses will be stored in the Google form system, protected with a password.

Post-survey procedures. After the Google Forms survey, the data will be extracted from the Google Forms system as a .csv file and then transferred to Microsoft Excel as a .xls file for data management and storage, protected with a password. All data will be kept confidential, and all names remain anonymous.

Data Privacy. This study adheres to the mandate of the National Privacy Commission the Data Privacy Act of 2012 to monitor and ensure compliance for data protection.

Statistical Treatment

The validity of results is fundamentally vital in the establishment of findings and conclusions. With this, it is imperative to subject the raw data that shall be gathered from the survey to inferences. Hence, the following statistical tools shall be employed, namely:

Frequency. This is a counting tool that will tally the replies of the respondents on the questionnaire for all the parts therein.

Percentage. It is a fundamental computational tool that will derive the proportional equivalence of a particular response against the overall responses of the teachers which shall be translated thereafter in percentage.

Chi-Square Test of Association. To infer the correlation between the profile of the respondents and the level of preparation of teachers for the implementation of inclusive learning, this test suits the types of variables the study has here.

Weighted Mean. An average is computed by giving different weights to some of the individual values.

Scoring Procedures

To consider those readers who are not so keen on understanding the statistical results, this portion here will offer them a simpler explanation of how the scales and/or scorings shall be described, analyzed, and interpreted, respectively. Through this scheme, a better comprehension of the empirical results, outcome and output is vividly probable.

Scoring Guide for Part-2

Weight	Range of Scores	Response Category	Verbal Description
4	3.51 – 4.00	Always (A)	The teacher (s) have been always prepared for the implementation of inclusive education.
3	2.51 – 3.50	Usually (U)	The teacher(s) in nearly all instances prepared for the implementation of inclusive education.
2	1.51 – 2.50	Sometimes (S)	The teacher (s), when having free time, would prepare for the implementation of inclusive education.
1	1.00 – 1.50	Rarely (R)	The teacher(s) seldom prepare for the implementation of inclusive education.

4.5 Data Analysis and Interpretation

This chapter presented, analyzed, and interpreted the findings of the data collected during this investigation. The study aimed at determining Preparedness in Inclusive Education Implementation in this chapter.

With the help of the respondents from Lahug National High School, the following results and findings are because of presented and discussed as follows:

Profile of the Respondents

This section presented the profile of the respondents in terms of their age, Marital Status, Highest Educational Attainment, Field of Specialization, Length of Service, Level of Preparedness of the Respondents in Inclusive Education Implementation in terms of Self-Efficacy, Learning

Materials, Teaching Strategies and Test of Relationship between the Respondents' profile and their preparedness In Inclusive Education Implementation.

Age

Age was deemed an important profile of teachers that needs to be determined in this study, as these variables could help explain and support the study's findings. These data are presented in Table 2.

Table 2 Age of the Respondents

Age (in years)	f	%
54 and above	1	2.94
44-53	1	2.94
34-43	17	50.00
24-33	14	41.18
Failed to Respond	1	2.94
Total	34	100.00

As shown in Table 2, The respondents involved in this study were the thirty-four teachers chosen randomly. There were 17 out of 34 respondents whose ages are 34-43, comprising 50%, whereas there was only one who ages 44-54 (2.94%) and 54 and above (2.94) among respondents followed by 14 respondents whose ages are above 24-33 (41.18%).

This indicated that as the age advances the teacher becomes experienced and he knows where to tap the students' potential and how to make them understand his worth (David, 2019). At the same time, there was a widespread belief that young people are more creative and innovative than older people (Posthuma & Champion, 2021). However, a meta-analysis that included 98 empirical studies found that age was not negatively related to innovation-related behaviors across disciplines (Ng & Feldman, 2019). Nevertheless, in education, there have been findings that teachers' willingness to implement innovative practices or reforms tended to decline with age and experience (Goodson et al., 2019). Similarly, evidence suggested that teachers' opinions about their peers' openness to change vary depending on their age (OECD, 2019).

Marital Status

Marital Status was deemed an important profile of teachers that needs to be determined in this study, as these variables could help explain and support the study's findings. These data are presented in Table 3.

Table 3 Marital Status of the Respondents

Marital Status	f	%
Married	20	58.82
Single	13	38.24
Failed to Respond	1	2.94
Total	34	100.00

As shown in Table 3, 20 out of 34 respondents were married, and 58.82 % of all the respondents were, whereas there were only 13 single (38.24%) teachers followed by 1 (2.94%) who failed to respond.

The results highlighted that there were significantly more married teachers than single teachers among the respondents. Marital status has no significant effect on job satisfaction Martneau (2020). Afolabi (2019) underlines that complimenting a role in the family is an inherent advantage. The teacher living in not a healthy and responsive home is sometimes bothered by the comings and goings and by the fact that important relationships are not promoted or are not willing to cooperate in every planning time. Family problems could result from having children not participating in school Khurshid, Qasmi, and Ashuraf (2022).

Highest Educational Attainment

Highest Educational attainment was deemed an important profile of teachers that needs to be determined in this study, as these variables could help explain and support the study's findings. These data are presented in Table 4.

Table 4 Highest Educational Attainment of the Respondents

Educational Attainment	f	%
Doctorate Degree	1	2.94
With Doctorate Units	0	0.00
Master's Graduate	4	11.76
With Master's Units	25	73.53
Bachelor's Degree	3	8.82
Failed to Respond	1	2.94
Total	34	100.00

Based on Table 4, there were 25 teachers (73.53%) with master's units, four (11.76%) master graduates followed by three (8.82%) with bachelor's degree and one (2.94%) were Doctorate. These results mean that most but not all teachers have a master's unit.

The result above highlighted that there are teachers who gained master's unit for Making teachers more prepared, equipped, and competent through continuing teacher education is probably the most promising approach to address current and future educational challenges (Hammerless et

al., 2019). Teaching is an intellectually demanding and cognitively stimulating career, and teachers often struggle with its ever-changing demands, no matter how flexible or self-motivated they are. (Ladd 2019).

Field of Specialization

Field of Specialization was also an important profile of teachers that needs to be determined in this study, as these variables could help explain and support the study's findings. These data are presented in Table 5.

Table 5 Field of Specialization of the Respondents

Field of Specialization	f	%
Religious Education	1	2.94
English	5	14.71
Accounting	1	2.94
Filipino	6	17.65
Math	6	17.65
Science	3	8.82
TLE	5	14.71
Social Studies	3	8.82
Educational Management	1	2.94
Failed to Respond	3	8.82
Total	34	100.00

Presented in Table 5 were the Fields of Specialization of teacher respondents of the study. 12 respondents (17.65%) with a specialization in Filipino and Math, followed by English and TLE with 5 respondents (14.71%), Science, Social Studies with 3 (8.82%) respondents randomly while Religious Education, Accounting, and Education Management with 1 (2.94%) respondent each.

Teachers typically know some subjects over others (Cohen et al., 2018; Goldhaber et al, 2019), and a teacher's understanding of a particular area distinguishes higher student achievement (Ball et al., 2019; Campbell et al., 2020). Teacher experience is a topic of potential concern to policymakers because experienced teachers often have a more privileged student body and higher resources Swanson (2021).

Length of Service

The length of service in teaching was also investigated in the study because the variables can say something about the Preparedness of the Respondents in Inclusive Education Implementation are shown in Table 6 below.

Table 6 Length of Service of the Respondents

Length of Service (in years)	f	%
16 and above	4	11.76
11-15	4	11.76
6-10	10	29.41
1-5	16	47.06
Total	34	100.00

Presented in Table 6 are the length of service of teacher’s respondents of the study. Sixteen respondents (47.06%) had a length of service of 1-5 years, followed by a length of service of 6-10 years (29.41), and lastly four respondents (11.76%) with a length of service of 11-15 years and 16 and above.

The result above highlighted that Teacher experience is probably the key factor in personnel policies that affect current employees Experience matters, but more is not always better. The knowledge of learning experience is valid during the first few years of teaching; after that, likewise, learning develops itself. Studies confirm findings from existing research that, on average, brand-new teachers are less effective than those with some experience under their belts (Kane; Sass 2019). Length of service experience has a clear payoff in teacher effectiveness (Clotfelter 2020).

Level of Preparedness of the Respondents in Inclusive Education Implementation

This section provided the Level of Preparedness of the Respondents in Inclusive Education Implementation in terms of Self-Efficacy. The results of the analysis are reflected in Table 7.

Self-Efficacy

Self-efficacy was also investigated in the study because the variables can say something about the Preparedness of the Respondents shown in Table 7.

Table 7 Level of Preparedness of the Respondents in Inclusive Education Implementation in terms of Self-Efficacy

S/ N	Indicators	WM	Verbal Description
1	Ability to influence decision-making (e.g., “How much can you express your views freely on important school matters?”)	3.06	Prepared
2	Ability to use instructional strategies for inclusion (e.g., “How well can you implement alternative teaching strategies in your classroom?”);	3.21	Prepared
3	Ability to deal with diverse characteristics of learners in my class. (e.g., “How much can you do to get through to the most difficult students?”)	3.09	Prepared
4	Ability to provide feedback that caters or students' differences	3.35	Well-Prepared
5	Ability to create different for learners with diverse needs	3.18	Prepared
Aggregate Weighted Mean		3.18	Prepared

Legend: 3.25-4.00-Well-Prepared; 2.50-3.24-Prepared; 1.75-2.49-Less Prepared;1.00-1.74-Not Prepared

Table 7 presented the means of each of the items under the level of preparedness of the respondents in inclusive education implementation in terms of self-efficacy and overall, with a mean of 3.18, the teacher's preparedness in inclusive education in terms of self-efficacy is prepared. Items that were found to be well-prepared are item 4 (3.35%) which states “Ability to provide feedback that caters or students' differences”, followed by item 2 “Ability to use instructional strategies for inclusion (e.g., “How well can you implement alternative teaching strategies in your classroom?”) with a rating of 3.21, and then the item on “Ability to create different for learners with diverse needs” which had a rating of 3.18, and then the item “Ability to deal with diverse characteristics of learners in my class. (e.g., “How much can you do to get through to the most difficult students?”) with a rating of 3.09, Items that were considered lowest under this table but still have an interpretation of prepared in inclusive education implementation in terms of Self-Efficacy that states “Ability to influence decision-making (e.g., “How much can you express your views freely on important school matters?” which had a rating of 3.06.

The result above highlighted that teacher self-efficacy has been associated with positive outcomes for both teachers and students. A teacher's belief in their teaching capabilities may also be predictive of their students' motivation and positively associated with students' achievement (Zee & Koomen, 2019). Furthermore, teacher self-efficacy has been positively associated with teachers' instructional quality, such as classroom management strategies and the supportive climate of the classroom (Burić & Kim, 2020). As such, teacher self-efficacy may have implications for inclusive practice.

Teachers' belief in their teaching capabilities may be associated with their attitudes toward inclusion and their employment of inclusive practices. Furthermore, although there are some mixed findings, teachers with a higher teacher self-efficacy may have a lower likelihood of referring students to special educational placements (see Zee & Koomen, 2019).

Learning Materials

This section provides the level of Preparedness of the Respondents in Inclusive Education Implementation in terms of Learning Materials. The results of the analysis are reflected in Table 8.

Table 8 Level of Preparedness of the Respondents in Inclusive Education Implementation in terms of Learning Materials

S/ N	Indicators	WM	Verbal Description
1	Ability to use different student activities to suit learners' interests and abilities	3.12	Prepared
2	Ability to acquire learning materials that suit different instructional needs	3.09	Prepared
3	Ability to organize learning methods and activities to cater to the different needs and preferences of learning	3.09	Prepared
4	Ability to create teaching materials that meet the varying needs of learners	3.18	Prepared
5	Ability to use ICT to address different needs of learners	3.26	Well-Prepared
Aggregate Weighted Mean		3.15	Prepared

Table 8 presented the means of each of the items under the level of preparedness of the respondents in inclusive education implementation in terms of learning materials and overall, with a mean of 3.15, the teacher's preparedness in inclusive education in terms of learning materials was prepared. Items that were found to be having highest prepared are item five (3.26) which states "Ability to use ICT to address different needs of learners", followed by item 4 (3.18) which states "Ability to create teaching materials that meet the varying needs of learners" and then the item one which had a rating of 2.89 "Ability to use different student activities to suit learner's interests and abilities" and then the lowest item under this table but still have an interpretation of prepared "Ability to acquire learning materials that suit different instructional needs" and "Ability to organize learning methods and activities to cater for the different needs and preferences of learning" with a rating of 3.09.

The result above highlighted that educational resources for teachers should be utilized with continued professional development and collaboration with other professionals to ensure that instructors have the necessary knowledge and skills to educate students with disabilities effectively (Burić & Kim, 2020). Inclusive education ensures that all students, including those with special needs, have the same opportunities to participate in and benefit from the educational

process Sharma et al. (2021). Inclusive education ensures that all students, including those with special needs, have the same opportunities to participate in and benefit from the educational process Sharma et al. (2021).

Lesson Planning

This section provides the level of Preparedness of the Respondents in Inclusive Education Implementation in terms of Lesson planning. The results of the analysis are reflected in Table 9.

Table 9 Level of Preparedness of the Respondents in Inclusive Education Implementation in terms of Lesson Planning

S/ N	Indicators	WM	Verbal Description
1	Ability to identify different learning needs of all my students	3.15	Prepared
2	Ability to plan and prepare for learners with special needs	3.97	Prepared
3	Ability to assist slow learners	3.24	Prepared
4	Ability to create a warm and motivating learning atmosphere that supports all learners	3.24	Prepared
5	Ability to engage in a meaningful manner.	3.38	Well-Prepared
Aggregate Weighted Mean		3.19	Prepared

Table 9 presented the means of each of the items under the level of preparedness of the respondents in inclusive education implementation in terms of lesson planning and overall, with a mean of 3.19, the teacher's preparedness in inclusive education in terms of lesson planning was prepared. Items that were found to have having highest description of prepared items are “Ability to plan and prepare for learners with special needs.” with a mean of 3.97, followed by item 5 with a mean of 3.38 with well-prepared description “Ability to engage in a meaningful manner” and then the item “Ability to assist slow learners” and “Ability to create a warm and motivating learning atmosphere that supports all learners” with the mean of 3.24 randomly and then the lowest item under this table but still have an interpretation of prepared “Ability to identify different learning needs of all my students” with a rating of 3.15.

Inclusive lesson preparation involves preparing lessons well and making sure all pupils attend the lessons without being absent. This is what is called inclusive lesson preparation Wilson et al., 2019. A good lesson plan creates meaningful discussion and delivery with the teacher, Ahmadi, (2020). Teachers deliver the lesson plan every day when they are planning to teach and assess their learners’ development Savolainen et al. (2020). Nambela and Penda (2019) reported that the holistic learning of the students will develop in areas such as physical, social, emotional, spiritual, academic, and intellectual.

Teaching Strategies

This section provides the level of preparedness of the respondents in inclusive education implementation in terms of teaching strategies. The results of the analysis are reflected in Table 10.

Table 10 Level of Preparedness of the Respondents in Inclusive Education Implementation in terms of Teaching Strategies

S/ N	Indicators	WM	Verbal Description
1	Provide students with different levels of support, including one-on-one instruction, small-group instruction, or peer tutoring	3.26	Well-Prepared
2	Use visual aids like pictures or diagrams to help students understand concepts. Incorporate movement into learning like using dance or yoga to teach social skills or mindfulness	3.35	Well-Prepared
3	Use technology to create interactive and engaging lessons like educational games or simulations that provide students with hands-on learning experiences	3.35	Well-Prepared
4	Provide one-on-one instruction and support to the other student while also improving their own leadership and communication skills	3.24	Prepared
5	Collaboration with parents of special education teaching strategies. Parents are a valuable source of information about their child’s needs, strengths, and challenges.	3.24	Prepared
Aggregate Weighted Mean		3.29	Well-Prepared

Table 10 presented the means of each of the items under the level of preparedness of the respondents in inclusive education implementation in terms of Teaching Strategies and overall, with a mean of 3.29, the teacher's preparedness in inclusive education in terms of Teaching Strategies was well-prepared. Items that were found to have having highest description of well-prepared items are “Use visual aids like pictures or diagrams to help students understand concepts. Collaboration in the absorption into learning like using dance or yoga to teach social skills or mindfulness “and “Use technology to create interactive and engaging lessons like educational games or simulations that provide students with hands-on learning experiences “with a means of 3.35, followed by item one “Provide students with different levels of support, including one-on-one instruction, small-group instruction, or peer tutoring” with a mean of 3.26 while “Provide one-on-one instruction and support to the other student while also improving their own leadership and communication skills” and “Collaboration with parents of special

education teaching strategies. Parents are a valuable source of information about their child's needs, strengths, and challenges “with a mean of 3.24 randomly.

Inclusive education deliberately rises to acceptance as a means of learning for children with learning difficulties. Many regular education teachers find themselves needing to make changes in both their classrooms and teaching styles to accommodate this new type of learner who is now present in their classrooms. There have not been any claims that teaching an inclusive education classroom will be easy. It requires a great deal of flexibility from all involved including schools, teachers, students, and parents. Teachers, of course, need to be more flexible since they are on the front lines of this movement. From changes in teaching methods to working with another teacher, to using modern technology to teach their students on a more equal level (Kemple, Harie, Correa & Fox 2019).

Summary of the Level of Preparedness of the Respondents in Inclusive Education Implementation

The Summary of the Level of Preparedness of the Respondents in Inclusive Education Implementation is seen in Table 11.

Table 11 Summary of the Level of Preparedness of the Respondents in Inclusive Education Implementation

Components	WM	Verbal Description
Self-efficacy	3.18	Prepared
Learning Materials	3.15	Prepared
Lesson Planning	3.19	Prepared
Teaching Strategies	3.29	Well-Prepared
Grand Mean	3.20	Prepared

Table 11 presented the means of each of the items the summary of the level of preparedness in inclusive education and overall, with a mean of 3.20, the respondents in the preparation of inclusive education were all prepared. Items that were found to have the highest level of preparedness and had the interpretation of well-prepared are teaching strategies with a mean of 3.29, followed by lesson planning with a mean of 3.19, while Self-efficacy has 3.18 mean and then the lowest item with a mean of 3.15 but still have an interpretation of prepared was “learning Materials”.

Teachers' self-efficacy development of positive teacher attitudes toward inclusion and their willingness to employ inclusive practice (Wilson et al., 2019). A successful formal teaching and learning process requires proper selection and arrangement of teaching items or materials Guga and Bawa (2019). UNESCO (2021) viewed education as the process through which knowledge, skills, attitudes, and values are imparted to integrate the individual into each society or change the values and norms of a society. Contextually, education can be viewed from different angles. Oct (2019) divided education into three categories: formal, informal, and non-formal education.

Test of the Relationship Between the Respondents' Profile and Their Preparedness for Inclusive Education Implementation

The Test of Relationship between the Respondents' Profile and their Preparedness in Inclusive Education Implementation is seen in Table 12.

Table 12 Test of Relationship between the Respondents' Profile and their Preparedness in Inclusive Education Implementation

Preparedness VS:	χ^2 -value	p - value	Decision	Remarks
Age	3.265	0.071	Do not reject Ho	Not Significant
Marital Status	0.064	0.800	Do not reject Ho	Not Significant
Highest Educational Attainment	1.815	0.178	Do not reject Ho	Not Significant
Field of Specialization	0.014	0.993	Do not reject Ho	Not Significant
Length of Service	1.130	0.288	Do not reject Ho	Not Significant

*significant at p<0.05

Table 12 presented the results of the Chi-square test which tries to answer the hypothesis that there is an association between profile and preparedness-inclusive education implementation. It is seen that the p values of all the profiles tested were above 0.05 alpha level, which indicates that there is no significant association between profiles and level of preparedness in implementation in inclusive education.

This implies that the respondents were highly favorable of the idea that traditional teachers need more understanding to the information, and training with regards to proper motivation in handling of pupils, proper teaching strategies and instructions with dealing of the behavioral concerns of these pupils. On the other hand, the respondents were prepared and ready to develop skills and determined to work with children with disabilities. This implies that mainstream teachers are willing to take the extra mile despite a lack of training; they continue to persevere in teaching both regular and mainstream pupils (Ginsburg-Block, M.,2020; Kremer et al. 2020, and Kremer and Holla 2019).

5. Summary and Findings

The study examined and analyzed the Preparedness of the Respondents in Inclusive Education Implementation as the basis for an intervention plan. It used the descriptive-correlational quantitative study to explore how teacher demographics impact their readiness in both regular and special education settings, and the relationships between the two variables. The researcher

conducted this study at Lahug National High School, Labangon Elementary School, and Talamban National High School where teachers from each school participated, respectively. The respondents were given two instruments, namely a demographic profile sheet and an Inclusive Education survey questionnaire. Permissions were obtained before these instruments were distributed and administered to the respondents. After data collection, descriptive-correlational statistics were used to analyze the results.

Based on the data collected, the findings of this study were based on participant self-reports and should be interpreted within this context. The result indicated that all teachers generally understood the concept and value of inclusive education. However, how this was applied to practice within the classroom is where differences arose. Teachers' understanding of inclusive education likely influenced their responses, but this does not appear to limit the overall findings. Differences were evident in teachers' classroom strategies, with clear distinctions between well-prepared and prepared teachers in areas such as self-efficacy, lesson planning, use of learning materials, and teaching strategies.

Additionally, while we acknowledge that self-efficacy, lesson planning, use of learning materials, and teaching strategies beliefs may be measured by utilizing quantitative tools, these measures may provide limited insights into the complexities of teachers' beliefs and practices related to inclusive education. To gain a more comprehensive understanding, further research in the field is required which distinguishes teacher practice conceptually, into instruction, engagement, and behavior management. This would offer more targeted insight into how well-prepared and prepared relating to inclusive education may be more accurately assessed and interpreted.

6. Conclusion and Recommendation

The findings of this study reveal that public-school teachers within the Department of Education are in the early stages of embracing inclusive education. While teachers have become more aware of the preparations needed to implement inclusive education meaningfully, they recognize the importance of updating their special education training. This training would provide them with strategies for managing student behavior and offering effective lesson delivery in inclusive classrooms. Teachers expressed a positive attitude toward inclusive education and were willing to adapt, yet they identified a clear need for additional training, including seminars and workshops.

Teachers were open to collaboration with administrators, special education teachers, and mainstream educators. However, they faced challenges in seeking support, particularly in the area of monitoring and evaluating mainstream students' progress. Despite these challenges, teachers demonstrated a strong commitment to working with children with disabilities, showing a willingness to support inclusive education efforts. Still, mainstream teachers expressed difficulties in fully implementing the program, particularly concerning the curriculum's demands.

It is important to note that these findings are context-specific, reflecting the experiences of teachers in the Department of Education in Cebu City. This limits the generalizability of the results to other educational environments, as factors such as resources, local policies, and the availability of specialized support may vary across regions or schools. As such, caution is recommended when applying these findings to different contexts. Future studies could expand the sample size to include schools from urban, suburban, and rural areas, offering a more comprehensive understanding of teachers' preparedness for inclusive education in diverse settings.

Additionally, qualitative research, including interviews or focus groups, would provide deeper insights into the challenges teachers face. This could help uncover the root causes of preparedness issues and inform more targeted interventions. Qualitative methods would allow researchers to explore the complexities behind the challenges teachers encounter, further enriching the understanding of factors influencing their readiness for inclusive education.

Based on the findings, it is recommended that schools implement comprehensive professional development programs tailored to teachers' needs and local contexts. These programs should include a mix of in-person workshops, online courses, and hands-on training to address specific areas of inclusive education such as behavior management, lesson planning, and differentiation of instruction. The duration of these programs should be flexible to ensure sustained learning and support for teachers. Furthermore, a flexible curriculum is essential to meet the diverse needs of all students and provide every child with an equal opportunity to succeed. Schools should ensure that the curriculum can be adapted to support both mainstream and special education students in inclusive classrooms.

Moreover, schools must ensure sufficient resources are available to meet the diverse needs of students, including specialized teaching materials, assistive technology, and support staff. This will create a more conducive environment for inclusive education. Lastly, encouraging continued collaboration among administrators, mainstream teachers, and special education staff will foster a more inclusive culture. Building structures for regular communication and monitoring of student progress will help ensure better support for teachers in implementing inclusive practices.

With these supports in place, teachers will be better prepared to effectively implement inclusive education, fostering an environment where all students have the opportunity to thrive. By ensuring continuous professional development, providing necessary resources, and promoting collaboration among staff, schools can create an inclusive learning atmosphere that benefits both teachers and students. These efforts will ultimately enhance the overall success of inclusive education initiatives.

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9. Conflict of Interest

Everyone has equal contributions to this research.

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- <https://nces.ed.gov/ecls/pdf/kindergarten/fallteachersABC.pdf> (This is where the Special Teacher Questionnaire was retrieved last February 2021)