

# Inclusive Education Implementation: Assessing Non-SpEd Teachers' Knowledge, Attitudes, and Practices in Matab-ang Elementary School

Melodie Rose T. Paculanang<sup>1</sup>, Lilibeth C. Pinili<sup>2</sup>, Raymond C. Espina<sup>3</sup>, Janine Joy L. Tenerife-Cañete<sup>4</sup>, Reylan G. Capuno<sup>5</sup>, Randy C. Mangubat<sup>6</sup>, Anabelle T. Pantaleon<sup>7</sup>, Veronica O. Calasang<sup>8</sup>

Cebu Technological University – Main Campus Cebu City, Philippines

DOI: <https://doi.org/10.47772/IJRISS.2025.91100489>

Received: 06 December 2025; Accepted: 12 December 2025; Published: 20 December 2025

## ABSTRACT

This quantitative descriptive-correlational study assessed the Knowledge, Attitudes, and Practices (KAP) of non-Special Education (non-SpEd) teachers on the implementation of Inclusive Education for Learners with Special Needs at Matab-ang Elementary School. The research addressed the persistent challenge in Philippine public schools of uneven inclusive practice and limited professional preparedness among general education teachers. The study involved 30 non-SpEd teachers selected through purposive sampling, and the data were analyzed using Weighted Mean and Pearson's r Correlation. The findings revealed varying levels across the three domains: teachers demonstrated a Moderate level of Knowledge (Mean = 3.24) and a generally Positive Attitude (Mean = 2.67) toward inclusive education. Their actual classroom behaviors, however, were rated as Highly Inclusive (Mean = 3.26). This suggests that despite a moderate conceptual understanding and minimal formal training, teachers' professional commitment drives them to actively adopt inclusive approaches. The correlation analysis showed a moderate positive and statistically significant relationship between Knowledge and Practices ( $r = 0.423, p = 0.020$ ), underscoring the crucial role of formal understanding in shaping effective classroom implementation. Conversely, the relationships between Knowledge and Attitude ( $r = -0.193$ ) and Attitude and Practices ( $r = 0.110$ ) were found to be non-significant. Based on these results, the study proposes the Inclusive Education Empowerment Program (IEEP) as a comprehensive action plan to enhance teachers' competence, ensuring the consistent and effective application of inclusive education principles.

**Keywords**— Special Education, Inclusive Education Implementation, Knowledge, Attitudes, Practices, Non-SpEd Teachers

## INTRODUCTION

The act of teaching is a multifaceted process that extends far beyond the mere transmission of knowledge. Teaching today demands responsiveness to the diversity of learners—differences in background, learning preferences, ability, motivation, and culture. Classrooms are no longer filled with a homogeneous group of students (Darling-Hammond et al., 2020). The “one-size-fits-all” approach, where uniformity is assumed to meet the diverse needs of all learners, is no longer adaptable (Pagaduan & Natividad, 2025). This diversity, while presenting a challenge, also offers an immense opportunity to foster a richer, more comprehensive educational experience for all (Greco, 2018).

Globally, children with disabilities face heightened barriers to education. The World Bank Group (2025) reported that at least half of the 291.2 million children and adolescents with disabilities are excluded from education, particularly in low- and middle-income countries where exclusion rates can reach as high as 90 percent. In the Philippines, the Department of Education (DepEd, 2022) acknowledged that despite the passage of Republic Act 11650 or the “Inclusive Education Act,” the implementation of inclusive practices remains uneven, with many public schools struggling to provide sufficient resources, teacher training, and accessible facilities. Similarly, CHED (2023) underscored the urgency of capacitating teachers in higher education institutions to ensure equity and access for learners with disabilities.

To address these realities, inclusive education has emerged as a central educational paradigm. Synthesizing the definitions of UNESCO (2021), UNICEF (2017), and RA 11650, inclusive education can be understood as a system-wide process of adapting curriculum, pedagogy, and school environments to eliminate barriers, ensuring that all learners—regardless of ability, background, or needs—learn together in welcoming and supportive settings. In the Philippine context, this means that inclusive education is not simply about policy compliance but about transforming classroom practices to uphold the right of every learner to quality education.

Despite these mandates, many teachers remain underprepared. Baek et al. (2024) revealed that teachers often demonstrate limited preparedness and self-efficacy in implementing inclusive practices, particularly for learners with autism, leading to inconsistent classroom support. In the Philippines, Abantas (2022) found that while teachers generally hold positive attitudes toward inclusive education, gaps persist in their pedagogical skills and knowledge of inclusive strategies. Likewise, Araña (2022) emphasized that limited training opportunities and insufficient technical assistance for teachers hinder the consistent application of inclusive practices in mainstream classrooms. These studies highlight the pressing need to strengthen teacher competence through capacity-building and sustained professional development.

The Knowledge, Attitudes, and Practices (KAP) framework offers a useful lens to examine this issue. Knowledge influences teachers' awareness of inclusive strategies; attitudes shape their willingness and openness to accommodate diverse learners; and practices determine the actual application of strategies in classrooms. These three dimensions are interconnected—knowledge without supportive attitudes may not translate into effective practice, while positive attitudes without adequate knowledge may result in inconsistent implementation. Thus, studying KAP together provides a holistic understanding of teacher readiness and the barriers to inclusive education.

This study addresses a critical research gap by focusing on the KAPs of non-SpEd teachers in implementing inclusive education in Philippine public schools. While most research emphasizes SpEd teachers or administrators, the overlooked experiences of non-SpEd teachers—who often serve as the first line of support for unassessed or undiagnosed learners—remain underexplored. By generating baseline data on their competence and perspectives, this study aims to inform targeted professional development, strengthen classroom practices, and provide evidence-based recommendations for policy implementation. Ultimately, the study's significance lies in its potential to advance inclusive education in provincial settings, ensure equitable delivery of quality education, and contribute to the effective realization of RA 11650.

## Theories and Legal Bases

This study is anchored on two complementary theories and two key legal foundations that collectively provide the framework for promoting inclusive education. The theoretical underpinnings are drawn from Bandura's Social Cognitive Theory, particularly the construct of self-efficacy, and the Social Model of Disability, while the legal basis is grounded in Republic Act 11650, also known as the Inclusive Education Act, and Republic Act 7277, the Magna Carta for Disabled Persons. Bandura's Social Cognitive Theory, particularly the construct of self-efficacy, which highlights the role of confidence and belief in one's ability to influence teaching practices, and the Social Model of Disability, which shifts the focus from individual impairments to systemic barriers that hinder participation and learning.

These frameworks underscore the interplay between teacher readiness and structural inclusivity. In addition, this study draws from significant legal mandates that institutionalize inclusive education in the Philippines. Republic Act 11650, or the Inclusive Education Act, ensures the provision of appropriate support and services for learners with disabilities, while Republic Act 7277, the Magna Carta for Disabled Persons, upholds the rights and equal opportunities of persons with disabilities across various sectors, including education. Together, these laws provide the policy backbone for fostering inclusive practices in schools.

**Albert Bandura's Social Cognitive Theory** posits that human functioning is grounded in a triadic reciprocal causation among three interacting elements: personal factors (cognitions, emotions, beliefs), behavior, and environmental influences (Bandura, 1986; 1997). A central construct in this theory is self-efficacy, defined as

---

“beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1997, p. 3).

Self-efficacy affects what challenges people choose to take on, how much effort they exert, how persistent they are when faced with obstacles, and how resilient they remain in the face of setbacks. In this study, Social Cognitive Theory links directly to the knowledge, attitudes, and practices (KAP) of non-SpEd teachers. Teachers’ knowledge of inclusive strategies influences their confidence in applying them; their attitudes are shaped by their self-belief and past experiences; and their practices reflect how these internal factors are translated into actual classroom actions. If teachers possess strong self-efficacy, they are more likely to adopt inclusive practices and persist despite challenges, aligning directly with the KAP framework.

**The Social Model of Disability (SMD)**, popularized by Mike Oliver (1990), shifts the focus from individual impairments to societal, structural, and attitudinal barriers that hinder participation and learning. It distinguishes between impairment (the physical, mental, or sensory condition) and disability (the disadvantage created by social and environmental barriers). Within this study, the SMD links with attitudes and practices: teachers who perceive disability as a social issue, rather than an individual problem, are more likely to adopt inclusive attitudes and implement practices that dismantle barriers. Conversely, limited training or negative perceptions among teachers may reinforce disabling conditions in classrooms. Thus, SMD complements Social Cognitive Theory by situating teachers’ self-efficacy within a broader system that either enables or constrains inclusive practice.

Beyond theoretical grounding, this study is also supported by significant legal mandates that institutionalize inclusive education in the Philippines. Republic Act 11650, or the Inclusive Education Act of 2022, establishes a comprehensive national policy to ensure that learners with disabilities are included in the general education system. It calls for the creation of Inclusive Learning Resource Centers (ILRCs) in every city and municipality, which would provide early assessment, psychological services, speech and occupational therapy, and instructional materials. The law emphasizes the role of classroom teachers, both SpEd and non-SpEd, in providing accommodations and differentiated instruction to meet the needs of learners with disabilities. By requiring DepEd to strengthen teacher training and professional development, RA 11650 connects directly to the knowledge and practices dimensions of this study. For non-SpEd teachers, this means that their competence in inclusive education is not just desirable but mandated, as they are often the first to respond to the needs of undiagnosed or unassessed learners in mainstream classrooms.

Republic Act 7277, the Magna Carta for Disabled Persons (1992), also provides a strong policy foundation for inclusive education. It guarantees the rights of persons with disabilities (PWDs) to education, employment, health, and social services, and mandates that schools adopt measures that promote accessibility and equal opportunity. Specifically, the law requires educational institutions to provide auxiliary services such as assistive devices, access to information, and reasonable accommodations. It obliges teachers and schools to adopt inclusive approaches, ensuring that learners with disabilities are not discriminated against or excluded from the educational process. RA 7277 links to the attitudes and practices of teachers by reinforcing that inclusivity is a matter of rights and equality, not mere charity or optional effort. For non-SpEd teachers, this law underscores their responsibility to treat learners with disabilities as equal members of the classroom, thereby challenging negative perceptions and motivating inclusive practice.

Together, these theories and laws form an integrated foundation for the study. Bandura’s Social Cognitive Theory highlights how teachers’ knowledge and beliefs shape their attitudes and classroom behaviors. The Social Model of Disability emphasizes that the real challenge lies in removing barriers within the school system, which is directly influenced by teacher practices and mindsets. RA 11650 and RA 7277 then provide the legal scaffolding, ensuring that these theoretical insights are not only desirable but mandated by law. In this way, the study’s focus on the KAP of non-SpEd teachers is both theoretically and legally grounded: teachers’ self-efficacy (SCT) and their perceptions of disability (SMD) directly influence their KAP, while RA 11650 and RA 7277 mandate and support these inclusive practices at the systemic and policy level.

---

## 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 non-SpEd 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 needs, school administration, policymakers, the Department of Education (DepEd), researcher, and future researchers.

## Objectives of the Study

This research assessed the knowledge, attitude and practices of non-SpEd teachers on the implementation of the Inclusive Education for Learners with Special Needs at Matab-ang Elementary School for school year 2025-2026 as a basis for an action plan. Moreover, the variables were also tested to determine whether significant relationships exist between and among them. Specifically, it answered the following questions:

1. What is the demographic profile of the respondents in terms of:
  - 1.1 Age and gender;
  - 1.2 Educational Attainment;
  - 1.3 Grade level taught;
  - 1.4 Training received in inclusive education; and
  - 1.5 Years of Teaching Experience?
2. What are the levels of knowledge, attitudes, and practices on the implementation of inclusive education for learners with special needs?
3. Is there a significant relationship between study variables as to:
  - 3.1 Knowledge vs. attitude;
  - 3.2 Attitude vs. practice; and
  - 3.3 Practice vs. Knowledge?
4. Based on the study findings, what action plan can be proposed?

## RESEARCH METHODOLOGY

This section presents the research methodology and procedures employed in the study, covering the research design, flow of the study, environment and participants, research instruments, data gathering procedure, ethical considerations, and statistical treatment of data.

### Research Design

This research employed a sequential explanatory mixed-methods approach, utilizing a descriptive-correlational design in the initial phase, followed by a qualitative component.

Phase I. This primary phase uses a descriptive-correlational design to systematically examine the levels of knowledge, attitudes, and practices (KAPs) of non-SpEd teachers, and to determine the nature and extent of the relationships among these variables. As Faltaldo et al. (2016) mentioned, correlational design systematically examines the nature and extent of relationships among variables without exploring their causal reasons.

Phase II. This subsequent phase addresses the specific gaps identified in the quantitative results, particularly the reasons why observed relationships (or lack thereof, such as attitudes not correlating significantly with practices) occur. This will involve conducting semi-structured interviews or focus group discussions (FGDs) with a subset of the teacher participants to capture their contextual experiences, challenges (e.g., workload, resource constraints), and underlying motivations.

This mixed-methods design is appropriate for the present study because it allows the researcher to first measure the extent of the relationship between variables (KAPs) and then gain richer, more comprehensive insights into the reasons behind the observed gaps, providing a clear understanding that transcends mere statistical correlation.

## **Environment**

The locus of the study was in Matab-ang Elementary School. This school is in barangay Matab-ang, Toledo City, and is situated beside the national highway. The choice to include this school in the study is based on its representation of the elementary education context.

At this level, teachers are typically handling a single class and are responsible for a broad range of subjects. The research at this site explored how non-SpEd teachers implement inclusive practices with younger learners who may have varying developmental and learning needs. It provides insights into the foundational phase of inclusive education, where early identification and intervention are crucial.

## **Respondents**

The respondents of this study were 30 non-SpEd teachers Matab-ang Elementary School. These teachers currently handle learners whom they suspect to have special needs but are considered regular students due to the absence of Learner Information System (LIS) tagging and formal assessment. The respondents were selected using purposive sampling, as the study specifically required teachers who have direct classroom experience with learners exhibiting possible special educational needs. This sampling method was deemed appropriate because it intentionally targets participants who can provide relevant insights into the implementation of inclusive education.

## **Instrument**

The instrument used in this research is a survey questionnaire. Moreover, the survey questionnaires had three parts:

First part contains the profile of the respondents as to their age, gender, educational attainment, grade level taught, training received in inclusive education and years of teaching experience.

The second part contains questions on the knowledge, attitudes, and practices of the non-SpEd teachers towards inclusive education of learners with special needs. The researcher adopted the knowledge and attitudes questionnaire from the study of Gerald S. Mhetwa (2008) on Principals' Knowledge and Attitudes Regarding Inclusive Education: Implications for Curriculum and Assessment, as cited in Abantas (2022). Meanwhile, the practices questionnaire was adopted from the Teacher Efficacy for Inclusive Practices (TEIP) Scale developed by Sharma et al. (2012), as cited in Selenius and Hau (2021) in their study A Scoping Review on the Psychometric Properties of the Teacher Efficacy for Inclusive Practices (TEIP) Scale.

To establish the rigor of the adapted instruments, a detailed validation process was conducted. First, the researcher submitted the questionnaire to a panel of three experts (e.g., a Special Education Specialist, a Research/Testing & Measurement expert, and a Curriculum Supervisor) for review. The experts assessed the content validity (relevance, clarity, and comprehensiveness of items) and face validity (appearance and readability). Feedback from the experts was used to revise and finalize the instrument before pilot testing. Second, to establish local reliability, a pilot test was conducted with a non-overlapping sample of 30 non-SpEd teachers from a school outside the main study environment.

The results were analyzed, and Cronbach's alpha  $\alpha$  was computed for each section (Knowledge, Attitude, Practice). A coefficient of 0.70 or higher was considered acceptable, confirming the internal consistency of the scales. The computed  $\alpha$  values for the pilot test were 0.86.

A semi-structured interview protocol was developed to guide the qualitative data gathering. The questions were specifically designed to probe the underlying reasons and contextual factors (e.g., teacher workload, lack of training, resource availability, or policy gaps) that may explain the quantitative findings, especially the discrepancy between reported attitudes and observed practices.

## **Data Gathering Procedure**

This study follows four phases in the data-gathering procedure to address the sub-problems.

**Phase one.** The researchers would obtain permission from the head of their division and organization prior to carrying out the study. Once the researchers obtain approval, they can begin collecting the data.

**Phase two.** The characteristics and purpose of the research tool should be articulated clearly to the participants, ensuring that appropriate guidance on essential topics is provided comprehensively, allowing the respondents to grasp the essence and significance of the study. The questionnaire regarding demographic and work characteristics would be given first to profile the respondents, followed by an inquiry into the respondents' knowledge, attitudes, and practices.

**Phase three.** Following data collection, the responses will be counted, examined, and interpreted. The correlation among the study variables would likewise be examined.

**Phase four.** After the interpretation, the researchers would craft an action plan for the school to address the issues or concerns.

## **Statistical Treatment**

The responses of the teachers was collected, tallied, and tabulated. The researcher used the following statistical tools:

1. Frequency Distribution and Simple Percentage
2. Weighted mean and Verbal Description
3. Pearson's r Correlation

The outcomes of the correlation analysis, in conjunction with the descriptive results, provided the foundation for creating the action plan. In particular, determining if teachers' knowledge has a significant connection to their attitudes and practices emphasized which areas need focused interventions. For instance, if knowledge exhibits merely a weak relationship with practices, the action plan focused on training and capacity-building initiatives. On the other hand, if attitudes significantly influence practices, then approaches aimed at cultivating favorable views regarding inclusive education. This guaranteed that the action plan was both grounded in evidence and specifically designed to tackle the real gaps identified in the research.

## **Ethical Consideration**

This study adhered to strict ethical guidelines to ensure the protection, confidentiality, and well-being of all participants.

**Informed Consent.** Prior to their participation, all teacher-respondents was thoroughly informed of the study's purpose, objectives, and scope. A clear explanation of the research procedures, including the process of completing the survey questionnaire and the estimated time required, was provided to ensure full understanding. Each respondent was asked to sign an informed consent form as confirmation of their voluntary participation and acknowledgment of their right to withdraw from the study at any stage, without penalty or adverse consequences.

**Data Privacy.** This research observes the provisions of the Privacy Act of 2002, which primarily aim to safeguard the personal information of the respondents as part of this academic undertaking. To ensure confidentiality, all gathered data was securely kept by the researchers and was not disclosed to anyone. The information collected shall be used exclusively for this study.

**Confidentiality and Anonymity.** All personal information and responses of the participants was treated with the highest level of confidentiality. Identifying details such as names did not appear in any reports, presentations, or publications. To safeguard anonymity, all data was coded, and only the researcher and authorized personnel involved in the analysis were given access to the raw information. Data would be securely stored both physically and digitally to prevent unauthorized access.

**Voluntary Participation.** Participation in this study was entirely voluntary. Teacher-respondents were not coerced, pressured, or unduly influenced to take part in the research. They were clearly informed that refusal to participate or withdrawal at any stage would not affect their professional standing, teaching responsibilities, or relationship with the school administration in any way.

## RESULTS

This chapter presents and analyzes the data on the knowledge, attitudes, and practices (KAPs) of non-SpEd teachers at Matab-ang Elementary School concerning the implementation of Inclusive Education for Learners with Special Needs during the School Year 2025–2026. It covers the respondents' demographic profile, their levels of knowledge, attitude, and practice, as well as the relationships among these variables. The findings serve as the foundation for developing a proposed action plan aimed at enhancing the implementation of inclusive education in the school.

### Demographic Profile of the Respondents

This section presents the age, gender, along with the educational attainment and grade level handled of the non-SpEd teachers.

**Table 4 Age and Gender Profile of the Respondents**

|                    | Frequency | Percentage |
|--------------------|-----------|------------|
| Age                |           |            |
| Under 25 years old | 0         | 0%         |
| 25-30              | 2         | 7%         |
| 31-35              | 5         | 17%        |
| 36-40              | 4         | 13%        |
| 41-45              | 7         | 23%        |
| 46-50              | 6         | 20%        |
| 51-55              | 4         | 13%        |
| Over 55 years old  | 2         | 7%         |
| Gender             |           |            |
| Man                | 2         | 7%         |
| Woman              | 28        | 93%        |
| Non-Binary         | 0         | 0%         |

#### Age

As shown in the table, most respondents fell within the age groups of 41–45 years old (23%), 46–50 years old (20%), and 31–35 years old (17%), while there were fewer teachers aged below 30 or above 55 years old. This distribution indicated that the majority of respondents were mid-career educators, representing a balance between experience and adaptability. Mid-career teachers were typically characterized by strong classroom

management and accumulated pedagogical expertise, which were advantageous in implementing inclusive education practices.

According to Hogan (2025), teachers in their mid-career years tended to exhibit higher instructional confidence and were more capable of integrating inclusive approaches effectively when supported by appropriate professional development.

Similarly, a study by Kimhi and Bar Nir (2025) found that while younger teachers often demonstrated enthusiasm for inclusion, it was the more experienced teachers who showed sustained commitment when institutional backing and resources were provided.

Therefore, the respondents' age profile suggested that they were at an optimal stage to apply and model inclusive practices in their classrooms, provided that continuous training and support systems were maintained.

## Gender

The data revealed that 93% of the respondents were women, while only 7% were men. This finding mirrored the long-standing trend of a female-dominated teaching profession, particularly in the basic education sector. The predominance of women teachers highlighted the nurturing, empathetic, and communicative qualities often associated with effective teaching—traits essential in creating inclusive and supportive classroom environments.

According to Mendizabal (2024), the high representation of women in teaching could have positively influenced the implementation of inclusive education since female teachers often exhibited higher levels of empathy and responsiveness to learners' individual needs. However, this gender imbalance also suggested the need to promote more diverse participation in the teaching workforce to ensure varied perspectives and equitable leadership opportunities.

As reported by the World Bank (2024), gender diversity among teachers contributed to balanced school environments and could enhance the representation of different learner identities. Thus, while the dominance of women among the respondents reflected a global teaching trend, encouraging gender diversity remained an important consideration in promoting inclusivity across all dimensions.

**Table 5 Education Attainment of the Respondents**

| Educational Attainment | Frequency | Percentage |
|------------------------|-----------|------------|
| Bachelor's Degree      | 3         | 10%        |
| Masteral Units         | 24        | 80%        |
| Masteral Graduate      | 1         | 3%         |
| Doctorate units        | 1         | 3%         |
| Doctoral Graduate      | 1         | 3%         |

## Educational Attainment

In terms of educational attainment, a large majority of respondents held master's degree units (80%), while a smaller portion had bachelor's degrees (10%), and only 3% each had completed a master's, doctorate, or doctorate units. These data indicated that most teachers were actively pursuing advanced studies, reflecting their professional commitment and desire for career advancement. Teachers with postgraduate education were generally better equipped with research-based knowledge and reflective practices that could enhance the delivery of inclusive education.

According to Raguindin (2025), higher academic qualifications among teachers were positively associated with increased competence in handling learners with diverse educational needs. Similarly, a study by the

Journal of Curriculum and Teaching (2023) emphasized that teachers engaged in graduate programs tended to integrate more innovative and evidence-based strategies in their classrooms.

Therefore, the respondents' high level of educational attainment was a significant asset, as it positioned them to serve as instructional leaders capable of modeling inclusive practices and mentoring colleagues in differentiated instruction and learner support.

**Table 6 Grade Level Handled by the Respondents**

| Grade Level Handled: | Frequency | Percentage |
|----------------------|-----------|------------|
| Kindergarten         | 3         | 10%        |
| Grade 1              | 4         | 13%        |
| Grade 2              | 4         | 13%        |
| Grade 3              | 4         | 13%        |
| Grade 4              | 4         | 13%        |
| Grade 5              | 4         | 13%        |
| Grade 6              | 7         | 23%        |

### **Grade Level Handled**

The respondents primarily handled primary grade levels, including Kindergarten (10%), Grade 1 (13%), Grade 2 (13%), and Grade 3 (13%). This concentration in the early grades underscored the vital role of teachers in early intervention and foundational skill development. Teachers in these levels were often the first to identify learning difficulties and implemented strategies for learners with special needs or developmental delays.

Hogan (2025) emphasized that early-grade teachers were key to successful inclusive education because they could establish supportive classroom climates and differentiated learning routines that accommodated all learners from the start of schooling. Furthermore, the Division Training on Early Grade Literacy and Numeracy Strategies (2024) highlighted that equipping early-grade teachers with inclusive pedagogies significantly enhanced reading and numeracy outcomes among learners with diverse needs. Consequently, the grade levels handled by the respondents aligned closely with the goals of inclusive education, as early intervention and inclusive classroom practices were most effective when implemented during the foundational years of learning.

**Table 7 Training of the Respondents on Inclusive Education**

| Training on Inclusive Education | Frequency | Percentage |
|---------------------------------|-----------|------------|
| Yes                             | 8         | 27%        |
| No                              | 22        | 73%        |

### **Training on Inclusive Education**

The data revealed that only 8 out of 30 teachers (27%) had attended seminars or trainings related to inclusive education, while the remaining 22 respondents (73%) reported that they had not participated in any training of this nature. This finding indicated a considerable gap in professional exposure to inclusive education among the teaching staff. The few teachers who attended relevant trainings participated in programs such as In-Service Training for Teachers on Inclusive Education (40 hours), Inclusive Education and Multi-Factored Assessment (24 hours), and Empowering Educators: The Science of Teaching, Learning, and Inclusive Strategies for Diverse Learners (24 hours). These programs aimed to strengthen teachers' competence in handling learners with disabilities and diverse learning needs through practical instructional strategies and assessment tools.

The limited participation rate suggested that while a small group of teachers had begun developing inclusive education competencies, a majority still lacked adequate preparation in this area. This situation reflected a broader national and global challenge where many general education teachers had insufficient exposure to formal training in inclusive practices (Kimhi & Bar Nir, 2025). According to Hogan (2025), meaningful inclusive education implementation depended heavily on sustained and structured professional development, as short or sporadic workshops rarely translated into effective classroom practice. Similarly, the International Research Journal of Modern Engineering and Technology Studies (2025) found that schools with low teacher participation in inclusion-related training exhibited weaker readiness to address learner diversity and accommodate special educational needs.

The data, therefore, highlighted the urgent need for the school and division to expand access to comprehensive, evidence-based professional development programs in inclusive education. Continuous training opportunities—supported by coaching and peer mentoring—could help bridge this gap, ensuring that all teachers possessed the knowledge, skills, and attitudes necessary to foster inclusive, learner-centered classrooms. As Raguindin (2025) emphasized, strengthening teachers' competencies through inclusive education training was essential in realizing equitable and responsive learning environments for all students.

### **Levels Of Knowledge, Attitudes, And Practices**

Table 8 presents the respondents' level of knowledge, attitude and practices of the respondents.

**Table 8 Levels of Knowledge, Attitudes, and Practices**

| Category  | Mean | Interpretation   |
|-----------|------|------------------|
| Knowledge | 3.24 | Moderate         |
| Attitude  | 2.67 | Positive         |
| Practices | 3.26 | Highly Inclusive |

#### **Knowledge Level**

The data showed that the respondents obtained a mean score of 3.24, which was interpreted as moderate knowledge of inclusive education. This indicated that while teachers possessed a foundational understanding of inclusive education concepts, such as awareness of learners with special needs, differentiation, and classroom accommodations, there were still areas requiring deeper mastery, particularly in practical application and individualized instruction.

According to Agboola (2024), moderate levels of teacher knowledge were common in schools where inclusion was newly or partially implemented, as most general education teachers had limited exposure to specialized training. Similarly, Kimhi and Bar Nir (2025) emphasized that teachers' knowledge of inclusive education was often conceptual rather than procedural; they understood inclusion in principle but needed ongoing professional learning to translate this knowledge into concrete classroom strategies. Hence, the moderate level of knowledge observed among respondents suggested a positive baseline that could be strengthened through continuous capacity-building initiatives focused on inclusive pedagogy and differentiated instruction.

#### **Attitude Level**

In terms of attitude, the respondents garnered a mean score of 2.67, which corresponded to a positive attitude toward inclusive education. This finding revealed that teachers generally recognized the importance of inclusion and expressed willingness to accommodate learners with diverse needs in their classrooms. Such a positive disposition was an encouraging indicator of readiness for inclusive implementation.

As noted by Albaladejo and Giménez (2023), teachers' positive attitudes toward inclusion were significantly associated with their openness to modify teaching methods and collaborate with special education

professionals. Moreover, Raguindin (2025) found that Filipino teachers' attitudes toward inclusive education were often shaped by empathy and commitment to equity, even when resources and training were limited. The presence of a positive attitude among the respondents suggested that they were receptive to inclusive practices and could become strong advocates for inclusion if adequately supported through mentoring and school-based training programs.

Therefore, while attitudes were favorable, sustained encouragement and institutional support were essential to translate positivity into consistent inclusive behaviors.

### **Practice Level**

As reflected in the table, the mean score for practices was 3.26, interpreted as highly inclusive. This finding implied that the respondents were already engaging in inclusive classroom practices, such as adjusting instructional materials, providing additional learning support, and fostering acceptance and respect among students. The result suggested that teachers were not only knowledgeable but also actively demonstrated inclusive strategies in their teaching routines.

This aligned with the study of Hogan (2025), which found that teachers with supportive school environments and prior exposure to inclusive pedagogies tended to exhibit higher implementation of inclusive practices. Furthermore, the International Research Journal of Modern Engineering and Technology Studies (2025) reported that when teachers participated in continuous in-service training and collaborative learning sessions, their classroom inclusivity practices significantly improved. The respondents' high level of inclusive practice may therefore have been attributed to a combination of positive attitude, professional experience, and ongoing engagement in capacity-building initiatives. However, continuous monitoring and reinforcement were necessary to sustain these inclusive efforts and ensure that practices remained responsive to the diverse learning needs of all students.

### **Test Of Correlation**

Tables 9, 10 and 11 presents the correlation between and among the variables knowledge, attitude and practices.

**Table 9 Correlation of Knowledge and Attitude**

|                  |                    | <b>Knowledge</b> | <b>Attitude</b> |
|------------------|--------------------|------------------|-----------------|
| <b>Knowledge</b> | <b>Pearson's r</b> | —                |                 |
|                  | <b>df</b>          | —                |                 |
|                  | <b>p-value</b>     | —                |                 |
| <b>Attitude</b>  | <b>Pearson's r</b> | -0.193           | —               |
|                  | <b>df</b>          | 28               | —               |
|                  | <b>p-value</b>     | 0.307            | —               |

The data in Table 9 showed that the correlation coefficient ( $r = -0.193$ ) between teachers' knowledge and attitude toward inclusive education was negative and weak, with a p-value of 0.307, which was higher than the 0.05 level of significance.

This indicated that there was no significant relationship between the two variables. In other words, having a higher level of knowledge about inclusive education did not necessarily correspond to a more positive attitude among the respondents.

This finding may have been attributed to the fact that teachers' attitudes toward inclusion were often shaped more by personal beliefs, teaching experiences, and school support systems than by theoretical knowledge alone.

According to Agboola (2024), knowledge of inclusive education must be paired with experiential learning and institutional encouragement to effectively influence teachers' attitudes.

Similarly, Kimhi and Bar Nir (2025) emphasized that while professional knowledge formed the foundation of inclusive teaching, it was the emotional and cultural readiness of teachers that determined their attitudinal openness toward inclusion. Therefore, although the teachers in this study demonstrated moderate knowledge, it did not significantly translate into a corresponding shift in attitude, highlighting the need for interventions that addressed both cognitive understanding and affective commitment toward inclusion.

Table 10 Correlation of Attitude and Practices

|                  |                    | <b>Attitude</b> | <b>Practices</b> |
|------------------|--------------------|-----------------|------------------|
| <b>Attitude</b>  | <b>Pearson's r</b> | —               |                  |
|                  | <b>df</b>          | —               |                  |
|                  | <b>p-value</b>     | —               |                  |
| <b>Practices</b> | <b>Pearson's r</b> | <b>0.110</b>    | —                |
|                  | <b>df</b>          | <b>28</b>       | —                |
|                  | <b>p-value</b>     | <b>0.562</b>    | —                |

As shown in Table 10, the correlation between attitude and practices toward inclusive education yielded a Pearson's r of 0.110 with a p-value of 0.562. This reflected a very weak positive but statistically insignificant relationship between the two variables. The result suggested that although teachers may have held positive attitudes toward inclusion, this disposition did not automatically result in consistent inclusive classroom practices. This may have occurred because positive attitudes required adequate training, institutional support, and access to instructional resources before they could manifest as effective teaching behavior.

Hogan (2025) noted that a teacher's attitude, while crucial, must be supported by ongoing professional development and administrative backing to translate into actual practice. Furthermore, Albaladejo and Giménez (2023) found that although younger or newly trained teachers often expressed strong enthusiasm toward inclusive education, many still struggled to implement inclusive strategies without practical training and systemic guidance. Thus, the absence of a significant correlation between attitude and practice in this study underscored the importance of coupling positive teacher dispositions with structured, hands-on professional learning opportunities to ensure consistent implementation of inclusive teaching methods.

Table 11 Correlation of Practices and Knowledge

|                  |                    | <b>Practices</b> | <b>Knowledge</b> |
|------------------|--------------------|------------------|------------------|
| <b>Practices</b> | <b>Pearson's r</b> | —                |                  |
|                  | <b>df</b>          | —                |                  |
|                  | <b>p-value</b>     | —                |                  |
| <b>Knowledge</b> | <b>Pearson's r</b> | <b>0.423</b>     | —                |
|                  | <b>df</b>          | <b>28</b>        | —                |
|                  | <b>p-value</b>     | <b>0.020</b>     | —                |

In Table 11, the Pearson's r value of 0.423 and p-value of 0.020 indicated a moderate positive and statistically significant relationship between teachers' knowledge and practices in inclusive education. This implied that teachers with higher levels of knowledge about inclusive education were more likely to demonstrate inclusive teaching practices in their classrooms. This significant relationship suggested that the acquisition of theoretical and procedural knowledge had a direct influence on how teachers planned, differentiated instruction, and accommodated learners with diverse needs.

Supporting this finding, Raguindin (2025) reported that Filipino teachers who possessed strong conceptual understanding of inclusive principles tended to apply them effectively through adaptive teaching strategies and multi-factored assessment tools. Similarly, the International Research Journal of Modern Engineering and Technology Studies (2025) found that sustained professional development that enhanced teachers' inclusive knowledge led to measurable improvements in classroom inclusivity and learner engagement. Consequently, the significant positive correlation in this study reinforced the idea that enhancing teachers' knowledge base was a key driver of effective inclusive practices, emphasizing the need for ongoing training programs focused on applied instructional inclusion.

## **II. CONCLUSIONS**

The study concludes that the non-SpEd teachers of Matab-ang Elementary School possess a moderate understanding of inclusive education, reflecting their awareness of its key principles but limited expertise in applying specific strategies for learners with special needs. Their positive attitude indicates a genuine willingness to embrace diversity and promote equitable learning opportunities within their classrooms. Despite minimal participation in formal training on inclusive education, many teachers demonstrate inclusive classroom practices, suggesting that their professional commitment and compassion drive them to adapt and respond to the needs of all learners. The significant relationship found between knowledge and practices underscores the crucial role of understanding in shaping effective implementation, teachers who are more knowledgeable tend to employ inclusive methods more consistently.

However, the weak relationships between knowledge and attitude, and between attitude and practices, suggest that positive dispositions alone are not enough to sustain inclusive teaching. Therefore, strengthening teachers' professional competencies through targeted training and administrative support is essential to ensure the full and effective implementation of inclusive education for learners with special needs.

## **RECOMMENDATIONS**

Based on the results of the study, it is recommended that Matab-ang Elementary School implement the Inclusive Education Empowerment Program (IEEP) to strengthen teachers' understanding, attitudes, and classroom practices related to inclusive education. The program may encompass regular capacity-building activities integrated into Learning Action Cell (LAC) sessions, classroom-based mentoring and coaching partnerships, and collaborative learning opportunities that emphasize practical approaches for supporting learners with diverse needs. Moreover, the school administration should ensure ongoing monitoring and evaluation, adequate provision of instructional materials, and peer mentoring initiatives to promote the consistent and effective application of inclusive education principles in everyday teaching.

## **REFERENCES**

1. Abantas, D. (2022). Teachers' attitudes and pedagogical skills in inclusive education: A Philippine perspective. *Philippine Journal of Special Education*, 14(2), 45–60.
2. Agboola, B. O. (2024). Teachers' academic qualifications and readiness for inclusive education: A correlational study. *Journal of Inclusive Education Research*, 6(2), 45–57.\*
3. Albaladejo, I. M., & Giménez, C. R. (2023). Young teachers and inclusive pedagogy: The influence of generational change in schools. *European Journal of Teacher Education*, 46(3), 321–338. <https://doi.org/10.1080/02619768.2023.2195408>
4. Arias-Pastor, L., Martínez-Rodríguez, R., & Sánchez, J. (2024). Teacher training and self-efficacy in inclusive education: Evidence from European classrooms. *International Journal of Inclusive Education*, 28(3), 410–427. <https://doi.org/10.1080/13603116.2023.2212345>
5. Araña, L. A. (2022). Challenges encountered in the implementation of Special Education (SPED) program: Basis for plan of action (DepEd E-Saliksik research report). Department of Education. <https://e-saliksik.deped.gov.ph/challenges-encountered-in-the-implementation-of-special-education-SpEd-program-basis-for-plan-of-action/?download=5579>

6. Baek, C., Lee, S., & Kim, J. (2024). Exploring teachers' self-efficacy and willingness to provide accommodations in teaching students with autism: An intervention study. *Teaching and Teacher Education*, 108, 103458. <https://doi.org/10.1016/j.tate.2024.103458>
7. Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Prentice-Hall.
8. Bandura, A. (1997). Self-efficacy: The exercise of control. W. H. Freeman.
9. Commission on Higher Education. (2023). CHEDRO-III Memorandum No. 159, s. 2023 – Foundation of Special and Inclusive Education. <https://chedro3.ched.gov.ph/wp-content/uploads/2023/09/CHEDRO-III-MEMORANDUM-No.-159-series-of-2023.pdf>
10. Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
11. Department of Education. (2022). DepEd Order No. 023, s. 2022 – Child Find Policy for Learners with Disabilities Towards Inclusive Education. [https://www.deped.gov.ph/wp-content/uploads/2022/05/DO\\_s2022\\_023.pdf](https://www.deped.gov.ph/wp-content/uploads/2022/05/DO_s2022_023.pdf)
12. Drieu, D. (2023, October 11). Inclusive Education and Early Years Baseline Report 2023. Government of Jersey. <https://tinyurl.com/yrupmmmt>
13. Faltaldo, P., Rivera, T., & Gomez, M. (2016). Correlational research design in educational studies: Guidelines and applications. *Philippine Educational Review*, 18(1), 33–48.
14. Greco, G. (2018). Inclusive education: Adapting to diverse learners in contemporary classrooms. *International Journal of Education and Research*, 6(4), 22–36.
15. Hogan, J. A. (2025). Developing inclusive educators: Analyzing the effectiveness of short-term technical assistance and professional development models. *Education Sciences*, 15(5), Article 578. <https://doi.org/10.3390/educsc15050578>
16. International Research Journal of Modern Engineering and Technology Studies. (2025). Training, school support, and competence of general education teachers in inclusive classrooms. <https://www.irjmets.com>
17. Kimhi, Y., & Bar Nir, A. (2025). Teacher training in transition to inclusive education. *Frontiers in Education*, 10(1432422). <https://doi.org/10.3389/feduc.2025.1432422>
18. Mendizabal, R. N. (2024). Teachers' challenges and strategies in fostering gender-responsive classroom practices. *The Lamp: Journal of Education*, 2(1), 19–34.
19. Mthethwa, G. S. (2008). Principals' knowledge and attitudes regarding inclusive education: Implications for curriculum and assessment. *Journal of Education for All*, 12(1), 77–92.
20. Oliver, M. (1990). The politics of disablement: A sociological approach. Macmillan.
21. Pagaduan, J., & Natividad, L. (2025). Adapting teaching to a diverse classroom: Perspectives from Filipino educators. *Philippine Journal of Education*, 49(1), 101–118.
22. Raguindin, P. Z. J. (2025). Key competencies of Filipino teachers for inclusive education. SAGE Open. <https://journals.sagepub.com>
23. Republic of the Philippines. (1992, March 24). Republic Act No. 7277: An Act providing for the rehabilitation, self-development and self-reliance of disabled person and their integration into the mainstream of society and for other purposes. Official Gazette. <https://www.officialgazette.gov.ph/1992/03/24/republic-act-no-7277/>
24. Republic of the Philippines. (2022, March 11). Republic Act No. 11650: An Act instituting a policy of inclusion and services for learners with disabilities in support of inclusive education, establishing Inclusive Learning Resource Centers of learners with disabilities in all school districts, municipalities and cities, providing for standards, appropriating funds therefor, and for other purposes. Official Gazette. <https://www.officialgazette.gov.ph/2022/03/11/republic-act-no-11650/>
25. Selenius, H., & Hau, K. (2021). A scoping review on the psychometric properties of the Teacher Efficacy for Inclusive Practices (TEIP) scale. *European Journal of Special Needs Education*, 36(4), 568–583. <https://doi.org/10.1080/08856257.2021.1884567>
26. Sharma, U., Loreman, T., & Forlin, C. (2012). Measuring teacher efficacy to implement inclusive practices. *International Journal of Inclusive Education*, 16(3), 243–257. <https://doi.org/10.1080/13603111003663234>

27. UNESCO. (2021). Inclusive education: Ensuring education for all. United Nations Educational, Scientific and Cultural Organization. <https://unesdoc.unesco.org/ark:/48223/pf0000374136>
28. UNICEF. (2017). Inclusive education for children with disabilities: Guidance note. United Nations Children's Fund. <https://www.unicef.org/reports/inclusive-education-children-disabilities-2017>
29. World Bank. (2024). Philippines — Primary education, teachers (% female). Trading Economics. <https://tradingeconomics.com/philippines/primary-education-teachers-percent-female-wb-data>
30. World Bank Group. (2025). Disability inclusion in education: Global report 2025. World Bank Publications. <https://tinyurl.com/yeyytw86>