

Non-Sped Teachers' Perspectives on Inclusive Education Implementation: A Study of Knowledge, Attitudes, and Practice at Argao National High School

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ABSTRACT

This study assessed the Knowledge, Attitudes, and Practices (KAP) of non-Special Education (non-SpEd) teachers regarding the implementation of Inclusive Education for Learners with Special Needs at Argao National High School, Philippines, serving as a basis for a proposed action plan. Inclusive education implementation remains a critical challenge in Philippine public schools, often due to perceived underpreparedness and limited training among general education teachers. A quantitative descriptive-correlational design was employed, involving 30 non-SpEd teachers selected through purposive sampling. Data were analyzed using Weighted Mean and Pearson's r Correlation. The findings indicated that non-SpEd teachers demonstrated a moderate level of knowledge (Mean = 3.11) and held a generally positive attitude (Mean = 2.80) toward inclusive education. Notably, their actual classroom implementation was rated as highly inclusive (Mean = 3.35), suggesting a strong practical commitment despite moderate formal knowledge. Correlation analysis revealed a negative and significant relationship between knowledge and attitude ($r = -0.606$, $p < .001$), and weak, non-significant relationships between the other variables. This suggests that knowledge and attitude alone do not consistently predict the application of inclusive practices, and that external factors like administrative and resource support may be more influential. The study proposes a School-Based Strengthening of Inclusive Education Implementation action plan, titled "EmpowerED: Inclusive Teaching Initiative," to provide structured professional development and peer mentoring to bridge knowledge gaps and ensure consistent, high-quality inclusive strategies across the school.

Keywords: Special Education, Inclusive Education, Knowledge, Attitudes, Practices, Non-SpEd Teachers

INTRODUCTION

The contemporary educational landscape demands that teaching extends beyond content delivery to embrace the diversity of learners, including differences in ability, background, and needs. Globally, children with disabilities face substantial barriers, with exclusion rates remaining high, particularly in developing countries. To address this, inclusive education has become the central paradigm, defined by a system-wide commitment to adapting curriculum and environments to eliminate barriers, ensuring all learners are educated together in supportive settings.

In the Philippines, the passage of Republic Act 11650, or the "Inclusive Education Act," legally mandates this shift. However, its implementation remains a critical challenge in public schools, often hindered by perceived underpreparedness, limited training, and insufficient technical assistance for general education teachers. Studies confirm that while teachers may hold generally positive attitudes, significant gaps often persist in their formal knowledge and pedagogical skills related to inclusive strategies.

The Knowledge, Attitudes, and Practices (KAP) framework provides the essential lens to holistically examine teacher readiness, as it recognizes the critical interplay between awareness, willingness, and actual classroom implementation. Knowledge and attitude, without coherence, may not translate into effective, consistent practice.

This study addresses a critical research gap by focusing specifically on the KAP of non-Special Education (non-SpEd) teachers in a single provincial public school context—Argao National High School. Non-SpEd teachers are the primary front-line implementers of inclusive education for unassessed or undiagnosed learners; yet, their perspectives are often overlooked in research that typically prioritizes SpEd specialists or administrators. By generating baseline, context-specific data on their competence and perspectives, this research aims to inform targeted professional development and provide evidence-based recommendations for strengthening the consistent and high-quality implementation of RA 11650 at the school level.

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, Social Cognitive Theory (SCT) 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.

Social Cognitive Theory (SCT) and Knowledge/Attitude: SCT emphasizes triadic reciprocal causation among personal factors, behavior, and environment, with the core construct being self-efficacy. In this model, non-SpEd teachers' Knowledge of inclusive strategies and their Attitude (willingness/openness) are personal factors profoundly shaped by their self-efficacy—the belief in their capacity to successfully manage diverse classrooms. A teacher's confidence (self-efficacy) directly influences their effort, persistence, and resilience in adopting inclusive practices.

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

Statement of the Problem

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 Argao National High School for the 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 presented the research methodology and procedures, covering the study area, population and sample, sampling technique and size, statistical treatment of data, and the ethical considerations observed in the study.

Research Design

This research employed quantitative approach utilizing descriptive-correlational design. Faltaldo et al. (2016) mentioned that correlational design systematically examines the nature and extent of relationships among variables without exploring their causal reasons.

This design is appropriate for the present study because it seeks to determine the relationship between the knowledge, attitudes, and practices of non-SpEd teachers in the implementation of inclusive education for learners with special needs. By using this design, the researcher can objectively measure the variables and analyze how they are related, providing a clear understanding of the extent to which teachers' knowledge and attitudes influence their actual classroom practices.

It must be explicitly acknowledged that the use of a small sample size (N=30) is a notable limitation of this study. While the descriptive-correlational design is appropriate for measuring relationships among variables, the generalizability of the findings is inherently limited to the specific context of Argao National High School. The small sample necessitates cautious interpretation of the correlational findings, which primarily serve as an exploratory basis for the proposed action plan within the school's context.

Environment

The locus of the study was in Argao National High School. Argao National High School provides perspective on inclusive education at the secondary level. Its environment allows the researcher to observe how policies and practices are translated into daily classroom instruction and student engagement. The school's involvement is essential in understanding how inclusivity impacts both teaching effectiveness and student outcomes in a broader secondary education context.

Respondents

The respondents of this study were 30 non-SpEd teachers Argao National High 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.

Purposive sampling was employed to select the respondents. This technique was justified for two primary reasons: first, to ensure that only teachers directly involved in mainstream education and not trained as SpEd specialists were included, thereby isolating the perspectives of the target group whose training and knowledge levels are the focus of the research ; and second, to ensure all respondents were currently teaching grade levels where inclusive practices are actively being implemented within Argao National High School, maximizing the relevance of the collected practice data.

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. Mthetwa (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.

The survey instrument was pilot-tested with 30 non-SpEd teachers from a neighboring high school in the Cebu Province who did not participate in the main study. The internal consistency of the instrument was assessed using Cronbach's Alpha (α) on the pilot data, yielding the following reliability coefficients: Knowledge Section: $\alpha = 0.86$, Attitude Section: $\alpha = 0.84$ and Practice Section: $\alpha = 0.87$. These values demonstrate acceptable to good internal consistency, confirming the reliability of the instrument for use in the main study.

Data Gathering Procedure

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

Phase one. The researchers would seek approval from the head of their division and institution before conducting the study. As soon as the researchers have received the permission, they may start with the data gathering.

Phase two. The nature and intent of the research instrument must be explained clearly to the respondents so that proper instructions regarding critical areas would be explained thoroughly to them, and the respondents would be given a clear overview of the nature and relevance of the study. The demographic and work characteristics questionnaire would be administered first to get the respondents' profiling, and this would be followed by the knowledge, attitudes and practices inquiry on the respondents.

Phase three. After data gathering, responses would be tallied, analyzed, and interpreted. The relationship between the study variables would also be tested.

Phase four. After the interpretation, the researchers would craft an action plan for the school to address the issue/concern.

Statistical Treatment

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

Frequency Distribution and Simple Percentage

This would organize and present the respondents' profile according to their age, gender, and number of years of teaching experience.

Weighted mean and Verbal Description

This was used to determine the respondents' levels of knowledge, attitudes and practices.

$$WM = \frac{\sum fx}{n}$$

where: WM – weighted mean

Σ – summation symbol

f – frequency of the responses under each scale

x – weight assigned to each scale

n – number of responses

For the verbal description of the computed weighted mean for the levels of knowledge, attitude, and practices, the hypothetical mean range is used, as shown.

Table 1 Hypothetical Mean Range

Weight	Hypothetical Range	Verbal Description		
		Knowledge	Attitude	Practice
4	3.26-4.00	Extensive	Highly Positive	Highly Inclusive
3	2.51-3.25	Moderate	Positive	Inclusive
2	1.76-2.50	Limited	Negative	Minimally Inclusive
1	1.00-1.75	No Knowledge	Highly Negative	Non-Inclusive

Pearson's r Correlation

Pearson's r correlation was employed to determine the strength and direction of the relationship among teachers' knowledge, attitudes, and practices on the implementation of inclusive education for learners with special needs. This statistical tool is appropriate because it measures the degree of linear relationship between continuous variables, which aligns with the study's objective of examining the interconnections among KAPs. In this study, the researchers assumed normal distribution of the data, which satisfies one of the key assumptions of Pearson's r .

$$r = \frac{\sum (X - \bar{X})(Y - \bar{Y})}{\sqrt{\sum (X - \bar{X})^2 \cdot \sum (Y - \bar{Y})^2}}$$

where: X = independent variable values

Y = dependent variable values

\bar{X} and \bar{Y} = means of X and Y

Table 2 contains the interpretation of the strength and direction of the relationships among the variables of the study, specifically teachers' knowledge, attitudes, and practices (KAPs) in the implementation of inclusive education for learners with special needs.

Table 2 Pearson's r Correlation Table

Correlation Coefficient Value (r)	Direction and Strength of Correlation
-1	Perfectly Negative
-0.8	Strongly Negative
-0.5	Moderately negative
-0.2	Weakly negative
0	No association
0.2	Weakly positive
0.5	Moderately positive
0.8	Strongly positive
1	Perfectly Positive

The results of the correlation analysis, alongside the descriptive findings, served as the basis for designing the action plan. Specifically, identifying whether teachers' knowledge significantly relates to their attitudes and practices highlighted which domains require targeted interventions. For example, if knowledge shows only a weak correlation with practices, the action plan emphasized capacity-building and training programs. Conversely, if attitudes strongly predict practices, then strategies focused on fostering positive beliefs toward inclusive education. This ensured that the action plan was not only evidence-based but also tailored to address the actual gaps revealed in the study.

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 be 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.

Beneficence and non-maleficence. The study was guided by the principle of beneficence, with the aim of generating insights that could enhance inclusive education practices and support teachers in balancing academic and behavioral demands more effectively. At the same time, the principle of non-maleficence was upheld by ensuring that no psychological, social, or professional harm would result from participation.

Ethical Approval and Coordination. Before the commencement of data collection, formal approval was sought from the principals and school authorities of the participating schools in Cebu Province. The researcher coordinated closely with school representatives to ensure that the study aligns with institutional policies and guidelines, thereby fostering transparency, respect, and mutual cooperation throughout the research process.

RESULTS

This chapter presents and analyzes the data on the knowledge, attitudes, and practices (KAPs) of non-SpEd teachers at Argao National High School regarding the implementation of Inclusive Education for Learners with Special Needs for the School Year 2025–2026. It encompasses the respondents' demographic profile, their levels of knowledge, attitude, and practice, as well as the relationships among these variables. The results serve as the basis for formulating a proposed action plan aimed at strengthening 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	6	20%
31-35	8	27%
36-40	2	7%
41-45	1	3%
46-50	6	20%
51-55	5	17%
Over 55 years old	2	7%
Gender		

Man	6	20%
Woman	24	80%
Non-Binary	0	0%

Age

The age distribution of respondents showed representation across early-career to late-career bands, with noteworthy concentrations in the 25–35 and 46–55 ranges. Such a mixed-age profile implied that the school benefited from both relatively recent graduates who were more attuned to current pedagogy and more experienced teachers who brought practical classroom wisdom and routines.

Research indicated that age and years of service interacted with teachers' perceptions of inclusion and their perceived competencies: mid-career and more experienced teachers often demonstrated stronger classroom management and applied skills that supported inclusive strategies, whereas younger teachers brought newer pedagogical approaches but had less practical experience (Opol District study, 2024). This combination offered an opportunity for peer mentoring and reciprocal professional learning, where experienced staff supported implementation fidelity while younger teachers introduced innovative classroom approaches.

Gender

The sample was predominantly female, with women constituting the majority and men representing a smaller portion of the teaching force. This gender pattern was consistent with documented trends in elementary and secondary education where female teachers predominated. Gendered composition had implications for workforce planning and professional development design, but research suggested that gender itself was not the primary determinant of inclusive practice; rather, access to training, school leadership support, and substantive professional learning shaped teachers' readiness to implement inclusion (synthesis studies, 2024–2025). Practically, the female majority may have influenced school culture and collaborative norms; school leaders could leverage this by fostering inclusive professional learning communities that capitalized on existing collegial networks.

Table 5 Educational Attainment of the Respondents

	Frequency	Percentage
Educational Attainment		
Bachelor's Degree	10	33%
Masteral Units	18	60%
Masteral Graduate	1	3%
Doctorate units	1	3%
Doctoral Graduate	0	0%

Educational Attainment

A substantial share of teachers held masteral units, with fewer teachers possessing completed master's or doctorate degrees and about one-third holding only a bachelor's degree. Higher academic qualifications and engagement in graduate study were commonly associated with deeper content knowledge and reflective practice, factors that could enhance the application of inclusive pedagogy when coupled with targeted training (Ntarmah, 2025). At the same time, the presence of many teachers with masteral units signaled professional

aspiration and openness to capacity strengthening. To translate qualifications into classroom impact, the literature emphasized pairing credential attainment with practical, school-based professional development that focused on applied inclusive strategies and assessment procedures.

Table 6 Grade Level Handled by the Respondents

	Frequency	Percentage
Grade Level Handled:		
Grade 7	3	10%
Grade 8	5	17%
Grade 9	4	13%
Grade 10	4	13%
Grade 11	3	10%
Grade 12	4	13%
Multiple Grade levels	7	23%

Grade Level Handled

Respondents taught across junior and senior high grade levels, and a sizable proportion handled multiple grade levels. Teaching across different grade bands required flexibility in pedagogy and assessment—skills that were central to inclusive education. Studies on inclusive practice showed that teachers working with multiple grade levels or mixed-ability classes often had to adopt differentiated approaches and formative assessment techniques to meet diverse needs (Woodcock, 2024). The school could capitalize on teachers' cross-grade experience by facilitating collaborative planning sessions that modeled differentiation, curriculum scaffolding, and multi-level task design.

Table 7 Training of the Respondents on Inclusive Education

	Frequency	Percentage
Training on Inclusive Education		
Yes	14	47%
No	16	53%

Training on Inclusive Education

The results revealed that fewer than half of the respondents (14 out of 30) from Argao National High School had participated in seminars or trainings on inclusive education, while a slightly higher number (16) reported having no such experience. The trainings attended included national and division-level seminars such as the National Seminar-Workshop on Inclusive Education (NSET) 2023–2025, Teaching Without Limits: Embracing Diversity in the Classroom, and school-based activities like INSETs and LAC Sessions on Inclusion. Despite these opportunities, participation appeared limited to a small portion of the faculty, suggesting that training access might have depended on role designation, scheduling, or administrative nomination. This uneven exposure implied that while some teachers had gained essential knowledge and

strategies for inclusive teaching, many others continued to rely on personal understanding and informal practices.

Research underscored that professional development in inclusive education was crucial in shaping teachers' preparedness and confidence in handling diverse learners. Calleja et al. (2023) found that sustained and context-specific training significantly enhanced teachers' ability to adapt instruction and promote inclusive classroom environments. Similarly, Dela Cruz and Reyes (2024) noted that public school teachers in the Philippines who underwent regular inclusive education seminars reported improved competence in differentiating instruction and managing learners with special needs. Conversely, Mwangi and Ngugi (2025) emphasized that insufficient professional training often resulted in inconsistencies between teachers' attitudes and their actual classroom practices, underscoring the need for institutionalized and continuous capacity-building programs.

Overall, while Argao National High School had initiated various inclusive education seminars and in-service training activities, the findings indicated a need for more systematic and school-wide implementation. Embedding inclusive education within the regular Learning Action Cell (LAC) sessions, establishing peer mentoring systems, and ensuring equitable access to formal professional development opportunities were essential steps toward achieving full inclusivity across classrooms.

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	3.11	Moderate
Attitude	2.80	Positive
Practices	3.35	Highly Inclusive

Knowledge Level

The mean knowledge score of 3.11 indicated a moderate level of knowledge among the respondents. This suggested that while the respondents had a baseline understanding of the subject matter, there remained room for improvement to reach a high level of knowledge. In the literature, moderate knowledge scores were commonly observed when individuals had some exposure but not yet full mastery. For example, in the study of health-professions students in Jordan regarding artificial intelligence, Al-Qerem et al. (2023) found a "moderate level of knowledge" among participants, reflecting limited exposure and curricular integration of AI topics. Similarly, in the study of adult and parent patients with atopic dermatitis, Nie et al. (2024) reported that knowledge significantly influenced practices and that knowledge levels among parents were lower than among adult patients.

Given the moderate mean, it suggested that respondents were reasonably informed but that further capacity-building or resource provision was needed to elevate knowledge to a higher threshold. The moderate score may have reflected partial access to information, variability in prior training, or differing levels of engagement with the material. The moderate knowledge level had implications: it could have limited how effectively participants translated knowledge into positive attitudes or inclusive practices. Thus, targeted interventions (e.g., refresher workshops, updated resources) could have helped raise knowledge levels to "high."

Attitude Level

The attitude mean of 2.80, while lower than the knowledge and practices means, was interpreted as “Positive.” This suggested that participants generally held favourable attitudes toward the topic under study; they were inclined to agree with positive statements, albeit not extremely strongly. The fact that the attitude score was somewhat lower than knowledge may have reflected that although respondents knew about the topic to a moderate extent, their emotional or evaluative responses (attitudes) had not yet reached a strong level. In KAP studies, attitude often mediates between knowledge and practice: higher knowledge tended to foster more favourable attitudes, which in turn promoted better practices. For instance, Nie et al. (2024) found that knowledge and attitudes both significantly predicted practices among atopic dermatitis patients.

In this context, a positive attitude meant respondents were open, receptive, and willing to engage with the domain (e.g., implementing a teaching strategy, adopting a practice). However, the moderate-lower attitude suggested potential barriers: perhaps doubts, lack of confidence, or insufficient motivation. The literature supported that improving attitude often required not just knowledge provision, but also experiential or reflective opportunities (e.g., inquiry-based learning as noted by Riegler-Crumb et al., 2023).

Thus, while attitudes were positive, efforts to strengthen them (through modelling practice, peer discussion, demonstrating benefits) could have enhanced them further—potentially pushing mean scores into the “very positive” range and enabling firmer uptake of practices.

Practice Level

With a mean of 3.35, the practices category was interpreted as “Highly Inclusive,” indicating that respondents engaged in the practices frequently or comprehensively. This suggested that despite moderate knowledge and positive (but somewhat modest) attitude scores, respondents were nevertheless applying inclusive practices at a relatively strong level. This was an encouraging result. In KAP frameworks, it was not uncommon for practices to exceed knowledge and attitude levels when external supports, institutional mandates, or habitual behaviours were in place. For example, in the study on e-learning among healthcare professionals, Rossner et al. (2025) reported that access to infrastructure and organisational support could boost practice levels even when knowledge and attitudes were less than optimal.

The findings may have reflected an environment where inclusive practices were embedded—perhaps through institutional policy, professional development expectations, or peer norms—even if individuals felt their knowledge was moderate and attitude was positive. This was promising because actual behaviour (practice) was a key outcome. However, to sustain and deepen these practices, it remained important to reinforce knowledge and attitudes; the literature showed that practice quality and sustainability improved when all three elements (K, A, P) were aligned. For instance, in the atopic dermatitis study, interventions improving knowledge and attitudes led to better management behaviours.

Therefore, the “Highly Inclusive” practice score suggested that the respondents were performing well on the application side; the next step was to raise knowledge and consolidate attitudes so that these practices were underpinned by solid cognitive and affective foundations.

Test Of Correlation

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

To determine the relationship between the respondents’ knowledge and attitudes toward the implementation of Inclusive Education for Learners with Special Needs, a correlation analysis was conducted. This analysis examined whether the level of knowledge of non-SpEd teachers is significantly associated with their attitudes, providing insights into how understanding of inclusive education may influence their dispositions toward its practice. The results of this analysis are presented in the table below.

Table 9 Correlation of Knowledge and Attitude

		Knowledge	Attitude
Knowledge	Pearson's r	—	
	df	—	
	p-value	—	
Attitude	Pearson's r	-0.606	—
	df	28	—
	p-value	<.001	—

The correlation analysis revealed a significant, strong, and negative relationship between the non-SpEd teachers' level of knowledge and their attitude toward inclusive education ($r = -0.606$, $p < .001$). This counterintuitive finding suggests that as teachers' formal knowledge increased in this sample, their attitude tended to be less positive, or vice-versa. This may be interpreted as increased awareness of the complex, practical, and resource-heavy demands of inclusive education—which comes with higher knowledge—leading to increased anxiety or negative perceptions regarding their ability to meet those demands effectively. This result directly highlights a gap in self-efficacy, where increased awareness of a need is not yet matched by confidence in the necessary support systems or personal capacity to implement it.

Attitude and Practices

To determine the relationship between the respondents' attitudes and their practices in implementing inclusive education, a correlation analysis was conducted. This analysis measured the degree to which variations in attitude are associated with variations in practice. The results provide insights into whether a more positive attitude among non-SpEd teachers corresponds to more inclusive teaching practices, thereby highlighting the interplay between disposition and actual implementation in the classroom. The findings are summarized in the table below.

Table 10 Correlation of Attitude and Practices Correlation Matrix

		Attitude	Practices
Attitude	Pearson's r	—	
	df	—	
	p-value	—	
Practices	Pearson's r	0.288	—
	df	28	—
	p-value	0.123	—

The relationship between teachers' attitude and their actual inclusive practices was found to be positive but not statistically significant ($r = 0.288$, $p = .123$). This outcome demonstrates that while a more positive attitude is generally associated with better practice, the attitude alone is not a reliable predictor of the consistent application of inclusive strategies in the classroom. This is particularly noteworthy given that the teachers' mean practice level was highly inclusive ($\text{Mean} = 3.35$), despite only a moderately positive attitude

($\text{Mean} = 2.80$). This divergence suggests that strong, school-level commitment, administrative support, or professional expectation may be driving the positive practices, rather than being solely driven by individual attitudes.

Practices and Knowledge

To examine the relationship between the respondents' practices and their knowledge on the implementation of Inclusive Education for Learners with Special Needs, a correlation analysis was conducted. This analysis aimed to determine whether higher levels of knowledge among non-SpEd teachers are associated with more inclusive and effective teaching practices. The results of this analysis are presented in the table below, indicating the strength and significance of the relationship between these two variables.

Table 11 Correlation of Practices and Knowledge

		Practices	Knowledge
Practices	Pearson's r	—	
	df	—	
	p-value	—	
Knowledge	Pearson's r	0.153	—
	df	28	—
	p-value	0.419	—

A small positive but non-significant correlation was observed between non-SpEd teachers' inclusive practices and their knowledge level ($r = 0.153$, $p = .419$). The data indicates that higher formal knowledge of inclusive education was only weakly and non-significantly associated with better practical application. This finding reinforces the conclusion that in the context of Argao National High School, the mere dissemination of knowledge is insufficient to reliably predict effective classroom practice. The results strongly suggest that the translation of knowledge into consistent, high-quality practice is heavily mediated by external, systemic factors such as ongoing practical training, administrative guidance, and resource support, which must be addressed through the action plan.

Limitations of the Study

The findings and conclusions of this research should be interpreted with caution, considering the following limitations:

Small Sample Size and Generalizability. The study involved a very small sample of only 30 non-SpEd teachers selected through purposive sampling. While this sample provides valuable in-depth data for the specific school, the findings cannot be generalized to all non-SpEd teachers in the Cebu Division, the Philippines, or similar educational settings.

Narrow Context. The research was confined to a single public secondary school, Argao National High School. The unique institutional culture, resource availability, and administrative support within this school may significantly influence the reported KAP levels, particularly the high practices score.

Self-Report Bias. Data on attitudes and practices were collected using a self-report survey questionnaire. Despite the guarantee of anonymity, participants may have provided socially desirable responses, potentially leading to an overestimation of their actual attitudes and practices (e.g., the high mean practices score).

CONCLUSIONS

The teachers at Argao National High School exhibited a moderate level of knowledge on inclusive education, reflecting a basic understanding of key concepts but limited exposure to advanced strategies and specialized techniques. Their attitudes toward inclusive practices were generally positive, indicating openness and willingness to support diverse learners. Notably, their classroom practices were rated as highly inclusive, demonstrating that teachers actively apply inclusive strategies even when formal training or extensive knowledge is limited.

Correlation analysis revealed a negative and significant relationship between knowledge and attitude, while the associations between knowledge and practices, and attitude and practices, were weak and non-significant. These findings suggest that higher knowledge does not automatically correspond to more positive attitudes, and that favourable attitudes or knowledge alone may not directly translate into inclusive practices. Other factors, such as professional development opportunities, administrative support, and available resources, likely influence the consistency and quality of inclusive classroom implementation.

RECOMMENDATIONS

In light of these findings, it is recommended that Argao National High School implement a structured and ongoing professional development program, “EmpowerED: Inclusive Teaching Initiative,” focused on enhancing teachers’ knowledge, attitudes, and practices in inclusive education. This program should provide practical training on advanced strategies, curriculum adaptation, and the use of assistive tools to bridge gaps in knowledge and strengthen teacher confidence.

Additionally, establishing peer mentoring systems and collaborative planning sessions can help align knowledge, attitudes, and practices, ensuring that inclusive education is consistently and effectively applied across all grade levels. Efforts should also be made to increase access to formal training for all teaching staff to promote a more uniform understanding and adoption of inclusive practices. EmpowerED: Inclusive Teaching Initiative aims to empower teachers to create inclusive classrooms where every learner is supported and valued.

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