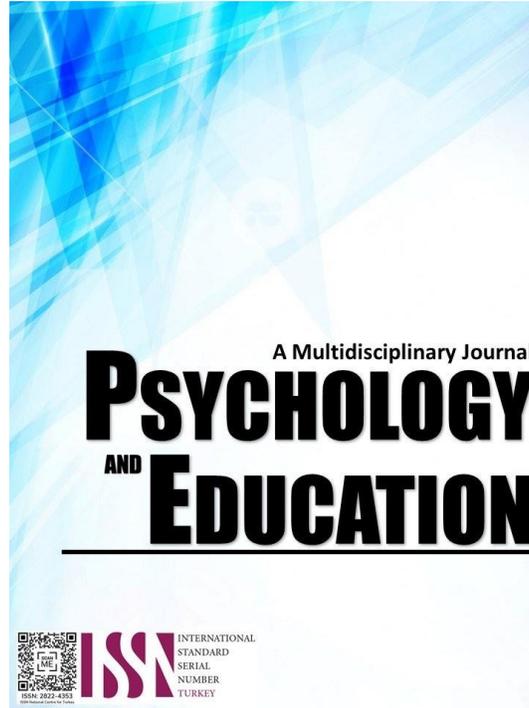


**PERCEIVED CHALLENGES OF JUNIOR AND SENIOR HIGH SCHOOL
TEACHERS IN THE IMPLEMENTATION OF INCLUSIVE
EDUCATION AMONG LEARNERS WITH SPECIAL
EDUCATIONAL NEEDS (LSENS)**



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 36

Issue 5

Pages: 518-529

Document ID: 2025PEMJ3480

DOI: 10.70838/pemj.360504

Manuscript Accepted: 04-04-2025

Perceived Challenges of Junior and Senior High School Teachers in the Implementation of Inclusive Education among Learners with Special Educational Needs (LSEs)

Daisy B. Sanchez,* Sigfredo A. Adajar
For affiliations and correspondence, see the last page.

Abstract

This study examined the perceived challenges of junior and senior high school teachers in implementing Inclusive Education in the Division of San Pablo. Employing a descriptive-correlational research design, the study surveyed 63 purposively selected teachers who had experience teaching Learners with Special Educational Needs (LSEs) during the academic year. The Kruskal-Wallis H test assessed differences in perceived challenges based on demographic profiles, while the Pearson Product-Moment Correlation Coefficient determined the relationship between these challenges and existing school measures. Descriptive statistics, including frequency, mean, and standard deviation, were utilized to analyze respondents' demographic characteristics. Findings indicated that teachers experienced low levels of challenges in creating, producing, and evolving inclusive policies. However, a significant relationship emerged between perceived challenges and the schools' measures to address them, underscoring the need for stronger institutional support. These results emphasize the importance of equipping school administrators with strategies to mitigate challenges through targeted interventions. Specifically, implementing an Individual Learning Plan (ILP) would enable systematic monitoring of both student progress and teachers' experiences in the inclusive teaching-learning process. Strengthening these measures can enhance the effectiveness of Inclusive Education, ensuring better learning outcomes for LSEs.

Keywords: *Perceived Challenges of Teachers, Inclusive Education, Learners with Special Educational Needs (LSEs)*

Introduction

Inclusive education advocates for the integration of all students, regardless of ability, into mainstream classrooms to foster equitable learning opportunities. It seeks to enhance the education system's responsiveness by addressing the diverse needs of learners through active participation and the adaptation of educational practices to evolving cultural and community contexts (Lebeco & Verano, 2023). Over the past decades, global efforts have intensified to enroll children with disabilities in regular schools, reinforcing the principle that inclusive learning environments should promote meaningful social engagement (Rademaker, 2020). Central to this framework is the belief that all learners, given appropriate conditions and support, can develop a lifelong passion for learning. Effective inclusion requires an educational setting where all students are equally valued and empowered to achieve their full potential (Grové & Laletas, 2020).

In the Philippines, the Enhanced Basic Education Act of 2013 (RA No. 10533) mandates an inclusive and learner-centered curriculum, ensuring that both students in special education programs and those in conventional academic tracks receive equitable access to education. Schools are required to implement programs that cater to the physical, intellectual, psychological, and cultural needs of all learners, including those with disabilities (Villareal et al., 2022). However, despite a strong legal framework supporting inclusive education, significant implementation challenges persist. UNESCO (2020) highlights the ongoing debate between full inclusion and specialized support, revealing a disconnect between policy and practice. Teachers recognize the value of inclusion yet report insufficient training and resources to effectively implement inclusive strategies (Muega, 2019).

Bridging this gap necessitates targeted professional development and institutional support. Educators must engage in continuous training, collaborate with peers, and leverage specialized resources, including instructional mentors and special education professionals (Masongsong et al., 2023). Government intervention remains critical in providing training on inclusive communication, differentiated instruction, and adaptive teaching materials (Rosales, 2020). Ensuring that teachers receive both theoretical and practical exposure to inclusive education practices will enhance their ability to create accessible and effective learning environments (Antonio & Tubo, 2022). Strengthening teacher preparation and support mechanisms is essential for the successful implementation of inclusive education and the advancement of equitable learning outcomes.

The increasing diversity of student needs and learning contexts is one of the most significant developments in contemporary education. This trend reflects the dynamic expansion of learner diversity, necessitating systematic adjustments in educational practices to ensure accessibility and equity. UNESCO underscores the importance of inclusive education, emphasizing the need for policies and programs that provide all learners with meaningful participation and quality education (Zarla et al., 2020). In response, educational institutions worldwide are adapting their frameworks to accommodate diverse learners, fostering environments that embrace inclusivity as a fundamental principle.

Lee (2019) emphasizes that creating inclusive learning environments requires curriculum adaptation and sustained teacher support. Educators face challenges in addressing the varied needs of students, necessitating professional development initiatives focused on

inclusive pedagogies, differentiated instruction, and the integration of assistive technologies. Collaboration among teachers, administrators, and support staff is also critical in the implementation and evaluation of inclusive curricula. Through collective efforts, educators can identify areas for improvement, share best practices, and provide tailored support to students with disabilities, ensuring their success both in school and society (Fastidio, 2018).

However, the effectiveness of inclusive education is contingent upon institutional preparedness. Dela Fuente (2021) stresses that schools must engage in rigorous planning to develop curricula that are both responsive and authentic. This involves training school personnel to serve as support systems and ensuring they understand their roles in implementing inclusive practices. Despite the legal frameworks supporting inclusive education, the Philippine Education for All (EFA) report (2011–2015) highlights the lack of comprehensive discussions on the inclusion of students with specific learning disabilities in general education classrooms (Berowa & Agbayani, 2019). The report suggests that the success of inclusive policies depends on teachers' confidence in and support for these initiatives, as well as their ability to adapt instructional practices accordingly.

Educators, particularly those teaching students with hearing impairments, psychosocial difficulties, intellectual disabilities, and physical impairments, encounter significant challenges in delivering inclusive instruction (Paguirigan, 2020). Teaching students with disabilities requires a deep understanding of their unique learning profiles, necessitating modifications in teaching methodologies. This often involves employing alternative instructional techniques, leveraging assistive technologies, and implementing tailored accommodations to ensure equitable access to learning (Allam & Martin, 2021). Additionally, sustaining student motivation presents another challenge, as learners with disabilities may struggle with low self-esteem, communication barriers, and confidence issues. To address this, educators must adopt creative and individualized teaching strategies that foster engagement and intrinsic motivation (Zarla et al., 2020).

Despite efforts to implement inclusive education in both public and private schools in the Philippines, significant barriers persist (Sanchez et al., 2021). Teachers have shared both positive and negative experiences regarding inclusivity, citing limited professional development opportunities as a key challenge (Boitumelo et al., 2020). In certain schools, educators remain ill-equipped to support students with special needs due to inadequate training and resources (Allam & Martin, 2021). Bartolome et al. (2020) note that working with students with disabilities can be particularly challenging for teachers who lack the necessary skills and pedagogical expertise. Magsambol et al. (2020) further emphasize the distinct instructional approaches required for teaching students with special needs compared to their neurotypical peers.

The success of inclusive education depends on the level of guidance and support provided to teachers. Without sufficient training, there is a heightened risk of increased behavioral issues, dropout rates, and developmental delays (Arcidiacono & Baucal, 2021). To explore these challenges further, the present study gathered insights from guidance advocates in the San Pablo Division regarding the implementation of inclusive education in junior and senior high schools.

Research Questions

This study aims to examine the perceived challenges faced by junior and senior high school teachers in the San Pablo Division in implementing inclusive education for learners with special educational needs (LSENs). Specifically, it seeks to answer the following questions:

1. What is the demographic profile of the teachers in terms of:
 - 1.1. Age;
 - 1.2. Sex;
 - 1.3. Employment status;
 - 1.4. Length of service; and
 - 1.5. Educational attainment?
2. What are the perceived challenges encountered by junior and senior high school teachers in implementing inclusive education for LSENs concerning:
 - 2.1. Fostering an inclusive culture;
 - 2.2. Developing inclusive policies; and
 - 2.3. Implementing inclusive practices?
3. What existing measures are in place within schools to address the challenges encountered by junior and senior high school teachers in implementing inclusive education?

Methodology

This study employed a one-group pretest-post-test quasi-experimental design, a commonly used method for assessing the effectiveness of an intervention by measuring outcomes before and after its application within a non-randomized group (Choueiry, 2021). The research aimed to determine the impact of a reflective learning-based module on the academic performance of Grade 10 students in Araling Panlipunan 10. This design was chosen as it allows for the measurement of changes in student competence before and after the implementation of the module, providing insights into the effectiveness of the intervention.

The study involved 900 students enrolled in 23 Grade 10 sections at Recto Memorial National High School for the 2023-2024 academic year. These students were heterogeneously grouped, with their sections assigned based on the Learners' Information System, which manages enrollment data. This system ensures that student groupings are fixed for the academic year, thus preventing any changes in sections during the study. The students were taking Araling Panlipunan 10, focusing on Mga Kontemporaryong Isyu, and the pretest and post-test were conducted as part of the research design to assess the effectiveness of the reflective learning-based module.

Purposive sampling was employed to select the participants. This method, as described by Collaborators (2024), involves intentionally choosing individuals who possess specific characteristics that align with the research goals. In this case, the Grade 10 students at Recto Memorial National High School were selected because they were enrolled in the subject of interest and met the study's criteria (Dovetail Editorial Team, 2023).

The researcher developed and utilized a reflective learning-based module, which covered topics from the third and fourth quarters of the Araling Panlipunan 10 curriculum. The module was validated by an expert teacher and a master teacher to ensure its quality and relevance to the course content. Additionally, a 30-item multiple-choice pretest and post-test were designed to assess students' competence in the topics covered during these quarters.

The data collection process began with the submission of a data agreement form and a letter of authorization to the Division Office and the principal of Recto Memorial National High School, requesting permission to conduct the study. Parents were also informed about the study, and written consent was obtained from them. The researcher administered the pretest to the students before starting the lessons for the third and fourth quarters. After obtaining the pretest results, the reflective learning-based module was implemented, covering the lessons for these quarters. Following the implementation, a post-test was given to assess any changes in student competence. The collected data were then organized and analyzed using appropriate statistical methods.

To analyze the data, frequency and percentage distributions were used to summarize the pretest and post-test scores. A paired t-test was applied to determine whether there were significant differences between the pretest and post-test results, assessing the impact of the reflective learning-based module on student performance.

Ethical considerations were adhered to throughout the study. Informed consent was obtained from all participants and their parents, ensuring that they were fully aware of the purpose and procedures of the study. Confidentiality was maintained, and the data collected were used solely for the purposes of this research. Ethical approval for the study was obtained from the relevant educational authorities, ensuring that the research adhered to the standards and guidelines for conducting research in educational settings.

Results and Discussion

Table 1. *Demographic Profile of the Teachers in Terms of Age*

Age	Frequency	Percentage
20 – 29 Years Old	20	32%
30 – 39 Years Olde	14	22%
40 – 49 Years Old	15	24%
50 and above Years Old	14	22%
Total	63	100%

Table 1 presents the age distribution of the LSEN teachers, revealing that the majority of respondents (32%) fall within the 20–29 age group, while the 30–39 age bracket has the lowest representation (22%). This suggests that a significant proportion of LSEN teachers are relatively new to the profession, potentially indicating a younger workforce in special education.

Liu, Long, and Guo (2018) highlight that younger educators tend to exhibit high levels of enthusiasm and engagement, which can positively influence job satisfaction. Similarly, Shah and Udgaonkar (2018) suggest that early-career teachers often model their practices after more experienced colleagues, demonstrating a strong motivation for professional growth. These educators are likely to employ innovative teaching strategies, such as the use of microphones and visual aids, to enhance instructional effectiveness and better support students with special educational needs.

Table 2. *Demographic Profile of the Teachers in Terms of Sex*

Gender	Frequency	Percentage
Male	20	32%
Female	43	68%
Total	63	100%

Table 2 presents the sex-specific demographic profile of LSEN teachers, indicating that women constitute the majority of respondents (68%), while men account for only 32%. This suggests a significant gender disparity in the teaching workforce, with a higher representation of women in special education.

Caulilan (2019) found no significant evidence to support the notion that gender influences teaching effectiveness or creates performance



differences between male and female educators. Similarly, Shah and Udgaonkar (2018) emphasized that a teacher’s active participation and genuine interest in the subject matter are more critical determinants of student engagement than gender. These findings suggest that while gender disparities exist in teacher representation, they do not necessarily translate into differences in teaching performance.

The predominance of women in the LSEN teaching workforce may be attributed to a range of social and cultural factors. Nambiar et al. (2022) and Sklaki (2022) propose that traditional gender roles often align women with nurturing professions, which could explain their greater presence in education. This reinforces the idea that gender-based occupational trends are shaped by broader societal expectations rather than inherent teaching abilities.

Table 3. *Demographic Profile of Teachers in Terms of Employment Status*

<i>Employment Status</i>	<i>Frequency</i>	<i>Percentage</i>
PARA Teacher	9	14%
Permanent Teacher	54	86%
Total	63	100%

Table 3 presents the employment status of LSEN teachers, revealing that the majority are permanent employees, while PARA instructors constitute the smallest proportion of respondents. This suggests that most LSEN teachers hold stable, full-time positions, which may provide them with greater job security, access to professional development opportunities, and long-term career growth within the education sector.

Despite variations in employment status, Akram (2018) found no significant relationship between a teacher’s work status and their teaching effectiveness, job satisfaction, or professional profile. This implies that contractual or part-time teachers can perform just as effectively as their full-time counterparts, provided they receive adequate support and resources. However, the prevalence of permanent teachers in LSEN education may indicate institutional preferences for long-term employment, possibly due to the specialized skills and sustained commitment required in teaching learners with special educational needs.

These findings highlight the importance of providing all educators—regardless of employment status—with opportunities for professional development, mentorship, and pedagogical training to ensure high-quality education for LSEN students.

Table 4. *Demographic Profile of the Teachers in Terms of Length of Service*

<i>Employment Status</i>	<i>Frequency</i>	<i>Percentage</i>
3 years and below	22	35%
4 – 6 years	18	29%
7 – 9 years	5	8%
10 – 12 years	12	19%
13 – 16 years	3	5%
17 years and above	3	5%
Total	63	100%

Table 4 presents the demographic profile of LSEN teachers based on their length of service. The data indicate that the largest proportion of respondents (35%) have three years or less of teaching experience, while only 5% have served for 17 years or more. This suggests that a significant portion of LSEN teachers are relatively new to the field.

Stronge (2018) argues that the quality of education is primarily influenced by teacher competence rather than tenure. Similarly, Francisco and Celon (2020) emphasize that teacher effectiveness is best measured by student achievement, asserting that the way educators structure, instruct, and assess their students does not necessarily determine academic outcomes. Akram (2018) further supports this by finding no significant correlation between teaching effectiveness and years of service. These insights highlight the importance of continuous professional development and pedagogical training in enhancing instructional quality, regardless of tenure.

Table 5. *Demographic Profile of Teachers in Terms of Educational Attainment*

<i>Employment Status</i>	<i>Frequency</i>	<i>Percentage</i>
Bachelor’s Degree	24	38%
MA Units	18	28%
MA CAR	4	6%
MA Degree	13	21%
Doctorate Units	3	5%
Doctorate CAR	1	2%
Total	63	100%

Table 5 presents the educational attainment of LSEN teachers, highlighting their academic qualifications. The data indicate that the highest proportion of respondents (38%) hold a bachelor’s degree, while the lowest percentage (2%) have completed a Doctorate

Candidacy (CAR). This suggests that while a considerable number of LSEN teachers have pursued graduate studies, the majority remain at the undergraduate level.

Allam (2020) emphasizes that a teacher's academic background and expertise significantly influence the quality of instruction provided. Higher educational attainment may enhance pedagogical skills, instructional strategies, and subject matter proficiency, ultimately contributing to improved student learning outcomes. The presence of teachers with advanced degrees in LSEN education underscores the importance of continuous professional development in addressing the unique needs of learners with special educational needs.

Table 6. Perceived Challenges in Consideration to Creating Inclusive Culture

<i>Statement</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Fostering a setting where all pupils, regardless of ability or disabilities, feel welcome and valued.	2.87	1.07	Very Challenging
Promoting a sense of belonging among all students, including those with disabilities, by encouraging respect and understanding.	2.87	1.09	Very Challenging
Ensuring that every student, including those with disabilities, has equal opportunities to participate and succeed.	2.88	1.09	Very Challenging
Implementing policies and practices that support diversity and accommodate the unique needs of students with disabilities.	2.87	1.07	Very Challenging
Embracing the differences among students, including those with disabilities, while promoting empathy and acceptance.	2.8	1.14	Very Challenging
Adopting inclusive teaching strategies that attend to each student's unique learning requirements, including those of individuals with impairments.	3	1.07	Very Challenging
Fostering a sense of community within the classroom where all students, including those with disabilities, feel respected and supported by their peers and teachers.	2.87	1.07	Very Challenging
Providing resources and support systems that enable students with impairments to engage completely in every classroom activity and discussion.	3.1	1.05	Very Challenging
Emphasizing the importance of collaboration among students, teachers, and parents to create an environment that is supportive and accommodating for students with disabilities.	2.93	1.06	Very Challenging
Challenging stereotypes and biases, fostering positive attitudes towards diversity, and promoting a sense of equity and fairness for all students, including those with disabilities.	2.9	1.06	Very Challenging
Overall	2.91	0.97	Very Challenging

Legend: 3.51 – 4.00 Extremely Challenging; 2.51 – 3.50 Very Challenging; 1.51 – 2.50 Slightly Challenging; 1.00 – 1.50; Not Challenging

The data in Table 6 highlights the perceived challenges in creating inclusive practices. Among the indicators, Indicator 8 ("Providing resources and support systems that enable students with impairments to engage fully in all classroom activities and discussions") recorded the highest mean score of 3.10 (SD = 1.05), categorized as extremely challenging. This suggests that school administrators and educational leaders should establish effective support systems and allocate necessary resources to ensure that students with disabilities can fully participate in learning activities.

On the other hand, Indicator 5 ("Embracing the differences among students, including those with disabilities, while promoting empathy and acceptance") had the lowest mean score of 2.80, indicating that teachers generally encourage acceptance and empathy despite the challenges of inclusivity.

Overall, the findings suggest that a majority of LSEN (Learners with Special Educational Needs) teachers find fostering an inclusive learning environment highly difficult. Raguindin et al. (2021) emphasized that inclusivity should not be viewed merely as a set of principles but as a collaborative effort. It is essential to cultivate a supportive, engaging, and compassionate learning environment where all stakeholders—teachers, students, and administrators—actively contribute to promoting inclusivity.

Table 7. Perceived Challenges in Consideration to Producing Inclusive Policies

<i>Statement</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Creating laws that guarantee every child has equal access to education, including those with disabilities, through inclusive practices and accommodations.	3.07	0.91	Very Challenging
Developing guidelines and procedures that promote the integration of learners with disabilities into mainstream educational settings.	3.15	0.89	Very Challenging
Establishing frameworks that attend to the many needs of children with impairments, fostering an environment of acceptance and support.	3.16	0.82	Very Challenging
Implementing strategies to eliminate barriers to learning and participation for students with disabilities within the educational system.	2.97	0.91	Very Challenging
Adopting inclusive policies that prioritize individualized support and tailored interventions for students with disabilities.	3.05	0.97	Very Challenging
Formulating policies that promote collaboration among educators, specialists, and support staff to address the unique needs of learners with disabilities.	3.1	0.85	Very Challenging
Designing policies that advocate for the provision of necessary resources and assistive technologies to facilitate the learning process for students with disabilities.	3.13	0.87	Very Challenging
Creating guidelines for curriculum modification and instructional adaptations to meet the diverse learning styles and abilities of students with disabilities.	3.18	0.87	Very Challenging



Establishing mechanisms for ongoing evaluation and revision of policies to ensure they remain responsive to the evolving needs of students with disabilities.	3.16	0.92	Very Challenging
Developing policies that promote awareness, sensitivity, and understanding of disability-related issues among all members of the educational community.	3.08	0.92	Very Challenging
Overall	3.1	0.8	Very Challenging

Legend: 3.51 – 4.00 Extremely Challenging; 2.51 – 3.50 Very Challenging; 1.51 – 2.50 Slightly Challenging; 1.00 – 1.50; Not Challenging

Table 7 presents the perceived challenges in producing inclusive policies. Indicator 8, "Creating guidelines for curriculum modification and instructional adaptations to meet the diverse learning styles and abilities of students with disabilities," had the highest mean value (3.18) with a standard deviation of 0.87, indicating it as extremely challenging. This suggests that school administrators should establish clear guidelines for curriculum modifications to enhance inclusivity. Conversely, Indicator 4, "Implementing strategies to eliminate barriers to learning and participation for students with disabilities within the educational system," had the lowest mean (2.97), though still categorized as very challenging. This highlights the need for administrators to develop strategies that remove obstacles hindering students with disabilities from fully engaging in the educational system.

Despite its seemingly idealistic nature, inclusive education can be realized through policies that ensure students' presence, acceptance, participation, and achievement are valued. However, the definition and implementation of inclusion vary across countries, making it difficult for governments to establish equitable policies. In Southeast Asia, for instance, studies on integrating children with special needs (CSN) into general education classrooms remain limited (Hosshan et al., 2019).

Table 8. Perceived Challenges in Consideration to Evolving Inclusive Policies

Statement	Mean	SD	Interpretation
Assessing the extent to which teachers are aware of existing inclusive policies within their educational institutions and how these policies influence their teaching practices for learners with disabilities.	2.82	0.94	Very Challenging
Examining the degree to which inclusive policies are effectively implemented in classrooms, considering factors such as resources, support systems, and administrative guidance.	3	0.88	Very Challenging
Exploring the adaptability of inclusive policies to accommodate diverse needs among learners with disabilities, including adjustments made by teachers to address individual learning requirements.	2.89	0.86	Very Challenging
Evaluating the level of collaboration between teachers, administrators, and relevant stakeholders in the development and refinement of inclusive policies to support learners with disabilities.	2.85	0.89	Very Challenging
Focusing on the ongoing evaluation and review of inclusive policies to assess their effectiveness in meeting the needs of learners with disabilities and identify areas for improvement.	2.85	0.83	Very Challenging
Measuring the availability and effectiveness of training programs aimed at educating teachers about inclusive policies and equipping them with the necessary skills to implement these policies in the classroom.	2.92	0.82	Very Challenging
Examining the extent to which teachers adhere to inclusive policies in their teaching practices and the factors that may facilitate or hinder their compliance with these policies.	2.9	0.81	Very Challenging
Assessing teachers' involvement in advocating for the development and enhancement of inclusive policies within their educational institutions, including their participation in policy-making processes.	2.93	0.87	Very Challenging
Focusing on the clarity and accessibility of inclusive policies, as well as the effectiveness of communication channels for disseminating policy-related information to teachers, parents, and other stakeholders.	2.92	0.88	Very Challenging
Exploring the perceived impact of inclusive policies on the overall learning experience and academic outcomes of learners with disabilities, as reported by teachers and other relevant stakeholders.	2.87	0.85	Very Challenging
Aggregate Score	2.9	0.8	Very Challenging

Legend: 3.51 – 4.00 Extremely Challenging; 2.51 – 3.50 Very Challenging; 1.51 – 2.50 Slightly Challenging; 1.00 – 1.50; Not Challenging

The data presented in Table 4 highlights the perceived challenges associated with evolving inclusive policies. The highest mean was observed in Indicator 3, with a mean value of 2.89 and a standard deviation of 0.86, interpreted as "Very Challenging." This suggests that school heads should explore the adaptability of inclusive policies to accommodate the diverse needs of learners with disabilities, including necessary adjustments made by teachers to address individual learning requirements. Conversely, the lowest mean was found in Indicator 1, with a mean value of 2.82, also interpreted as "Very Challenging." This indicates that school administrators should assess the extent to which teachers are aware of existing inclusive policies within their institutions and how these policies influence their teaching practices for learners with disabilities.

The findings suggest that the majority of teachers working with learners with special educational needs (LSENs) perceive evolving inclusive policies as highly challenging. Given the shift towards inclusive education, school administrators and educators must develop initiatives, projects, and pedagogical strategies that promote diversity and individualization in delivering high-quality educational services. As highlighted in the literature, inclusiveness should be reinforced and expanded to ensure that all children receive equitable educational opportunities. Strengthening inclusive education not only enhances accessibility but also empowers learners, fosters conflict resolution skills, and nurtures the inherent qualities that enable them to become valuable members of society (Culajara &



Culajara, 2023).

Table 9. Existing Measures of the School in Addressing the Challenges

Statement	Mean	SD	Interpretation
Teacher Training Programs: Implement comprehensive training programs for teachers to equip them with the necessary skills and knowledge to effectively support students with diverse learning needs.	3.07	1.12	Agree
Resource Allocation: Ensure adequate allocation of resources such as assistive technologies, classroom materials, and personnel support to cater to the diverse needs of students in inclusive settings.	3.1	0.94	Agree
Policy Review and Revision: Evaluate existing education policies and regulations to identify gaps and inconsistencies that may hinder the successful implementation of inclusive education, and revise them accordingly.	3.1	1.08	Agree
Parent and Community Involvement: Encourage collaborations between educators, parents, and community members to establish a welcoming atmosphere for inclusive learning both within and outside of the classroom.	3.03	1.11	Agree
Data Collection and Analysis: Collect quantitative data on student outcomes, teacher preparedness, resource allocation, and other relevant factors to assess the effectiveness of inclusive education programs.	3.11	1.02	Agree
Professional Development Programs: Provide teachers and other school employees with opportunities for further professional development to continuously enhance their knowledge and skills in supporting diverse learners.	3.11	1.03	Agree
Universal Design for Learning (UDL): Use UDL principles in the development of curricula and instructional techniques to accommodate the diverse learning styles and needs of all students.	3.02	1.03	Agree
Assessment and Evaluation Practices: Develop and implement inclusive assessment and evaluation practices that accurately measure student progress and achievement across various ability levels.	3.08	1.04	Agree
Collaborative Teaching Models: Promote collaborative teaching models where general education and special education teachers work together to plan and deliver instruction that meets the needs of all students.	3.08	1.06	Agree
Peer Support Programs: Establish peer support programs where students with disabilities are paired with peers without disabilities to facilitate social inclusion and academic support within the classroom.	3.13	1.01	Agree
Overall	3.08	0.99	Agree

Legend: 3.51 – 4.00 Strongly Agree; 2.51 – 3.50 Agree; 1.51 – 2.50 Strongly Disagree; 1.00 – 1.50 Strongly Disagree

Data from Table 9 highlights the perceived challenges related to the school's current measures for addressing these difficulties. The highest mean value, 3.13, was observed in Indicator 10, suggesting that educators strongly agree on the importance of establishing peer support programs. These programs pair students with disabilities with their peers without disabilities to foster social inclusion and provide academic support within the classroom.

Conversely, Indicator 7 recorded the lowest mean value of 3.02, indicating that schools should integrate Universal Design for Learning (UDL) principles into curriculum development and instructional practices. This approach ensures that diverse learning styles and needs of all students are effectively accommodated. The findings suggest that most teachers working with Learners with Special Educational Needs (LSENs) recognize the necessity of incorporating UDL in curriculum design to create an inclusive learning environment.

Despite the importance of inclusive education (IE), inadequate resources remain a significant challenge in several Asian countries. Key issues include (1) financial constraints, (2) lack of teaching materials and support services, and (3) shortage of skilled and knowledgeable teachers. Increased funding for early intervention programs, transition planning, and Individualized Education Program (IEP) development could enhance the inclusivity of schools. Addressing these gaps would not only improve the educational outcomes of students with disabilities but also empower teachers to implement more effective teaching strategies (Walker et al., 2016; Singal, 2019; Faragher et al., 2020; Domingo, 2020).

Table 10. Results of the Test of Significance on the Perceived Difficulties in Implementing Inclusive Education

Variables	Statistical Test	Significance Level (p-value)	Interpretation
Differences in perceived difficulties based on age, sex, work position, length of service, and educational attainment	ANOVA	p > 0.05	No significant difference
Differences in perceived difficulties related to developing inclusive policies, fostering inclusive cultures, and evolving inclusive policies	ANOVA	p > 0.05	No significant difference
Correlation between perceived difficulties in implementing inclusive education among junior and senior high school teachers	Pearson Correlation	p < 0.05	Significant correlation

The results of the statistical tests, as summarized in Table 10, indicate that there are no significant differences in the perceived difficulties of implementing inclusive education when junior and senior high school teachers are categorized based on age, sex, work

position, length of service, and educational attainment. This suggests that challenges related to inclusive education are experienced uniformly across different demographic groups, highlighting that these factors do not significantly influence teachers' perceptions of difficulty.

Similarly, the findings show no significant differences in perceived challenges related to developing inclusive policies, fostering inclusive cultures, and evolving inclusive policies. This implies that regardless of the aspect of inclusive education being addressed, teachers face similar levels of difficulty. However, a significant correlation was found between the overall difficulties encountered by junior and senior high school teachers in implementing inclusive education. This suggests that challenges in one area of inclusion, such as policy adaptation, may be closely linked to difficulties in other areas, such as resource allocation and teacher preparedness. These findings emphasize the need for holistic and systemic approaches to supporting inclusive education in schools.

Conclusions

The findings of this study indicate that there is no significant difference in the difficulties faced by junior and senior high school teachers in implementing inclusive education when categorized by age, sex, work position, length of service, and educational attainment. Similarly, no significant differences were found in perceived challenges related to developing inclusive policies, fostering inclusive cultures, and evolving inclusive policies. However, there is a strong correlation between the overall difficulties experienced by teachers, highlighting the need for continuous support and strategic interventions in inclusive education. Despite these challenges, existing school initiatives—such as teacher training, resource allocation, and collaborative teaching models—play a crucial role in fostering inclusivity and should be further strengthened.

To enhance the effective implementation of inclusive education, the Department of Education should establish structured support mechanisms, including mentorship programs, collaborative planning, and specialized support staff. Additionally, schools should be equipped with sufficient resources, infrastructure, and adaptive tools to facilitate inclusive learning. Lastly, implementing an Individual Learning Monitoring Plan (ILMP) for each student will help educators tailor interventions and ensure continuous support for learners with diverse needs. By reinforcing these strategies, schools can create a more inclusive and supportive learning environment for all students.

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Affiliations and Corresponding Information

Daisy B. Sanchez

Crecencia Drucila Lopez Senior High School

Department of Education – Philippines

Dr. Sigfredo A. Adajar

Pamantasan ng Lungsod ng San Pablo – Philippines