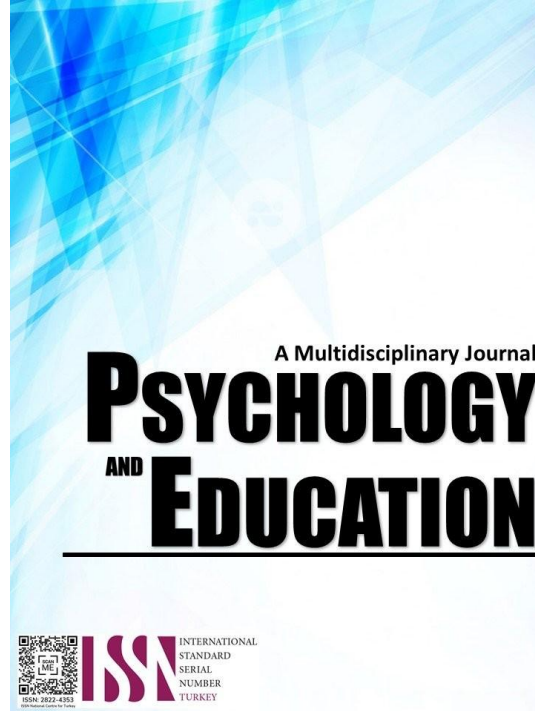


TEACHERS' PERCEPTION ON THE EFFECTIVENESS OF INCLUSIVE EDUCATION IN DUMANJUG DISTRICT II



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 44

Issue 9

Pages: 1203-1211

Document ID: 2025PEMJ4321

DOI: 10.70838/pemj.440905

Manuscript Accepted: 06-30-2025

Teachers' Perception on the Effectiveness of Inclusive Education in Dumanjug District II

Ermina B. Mariñas,* Daisy L. Obiso

For affiliations and correspondence, see the last page.

Abstract

This study explores how teachers perceive the effectiveness of inclusive education in Bulak, Panlaan, and Lamak Elementary Schools, all located in Dumanjug District II. Using a quantitative research method with a descriptive approach, data were collected through an adapted survey questionnaire administered to 36 elementary teachers across different grade levels and subject areas. The main objective was to gain insight into how educators at Bulak Elementary School view the implementation and impact of inclusive education. The findings indicate that although teachers generally support the goals of inclusive education, they encounter significant difficulties in applying these concepts in real classroom settings. Their perceptions are influenced by several factors, such as the adequacy of their training in special education, the availability of teaching materials, and the degree of support they receive from school leadership and fellow educators. Teachers recognized the positive effects of inclusive education, especially in promoting social interaction and empathy among students with diverse learning needs. However, they also pointed out serious challenges, including overcrowded classrooms, limited individualized support for learners with special needs, and the need for more effective teaching strategies suited for inclusive settings. To improve inclusive education in Dumanjug District II, the study suggests greater investment in specialized teacher training, better resource distribution, and stronger collaboration among teachers and school leaders. These efforts would help educators more effectively address the diverse needs of their students and support the successful execution of inclusive education initiatives. The study offers important insights for decision-makers and education stakeholders looking to enhance inclusive practices in the region. There exists no significant relationship between perception and challenges and the effectiveness of inclusive education. However, the correlation is not statistically significant, as revealed by the p-value of 0.273, which is greater than the commonly adopted 0.05 significance level. This means that there is no significant relationship between how teachers view inclusive education and the extent of challenges experienced. Although teachers also have positive views towards inclusive education in general, the data reveal that these perceptions are not always translated into fewer pragmatic challenges. This means that the obstacles that face teachers—such as inadequate training, inadequate resources, and inadequate support—are primarily structural issues that are not heavily determined by their attitudes or beliefs.

Keywords: *perception , effectiveness , inclusive education*

Introduction

Instructors have a monumental role of providing effective inclusive education wherein children of all abilities learn together in a shared class. Their attitude towards its effect has a significant influence on the extent to which they are inclined to employ inclusive teaching, adapt instruction strategies, and achieve an empowering learning setting.

Teachers' attitudes toward inclusive education are also affected by a number of factors, including training, exposure to students with diverse backgrounds, the availability of resources, and the extent to which they are supported by their institutions. Although most teachers see the benefits of inclusion for students both with and without disabilities, some express concerns about issues such as classroom management, workload, and inadequate support systems.

Understanding teachers' views is crucial to improving policy-making, shaping teacher education programs, and facilitating effective resource distribution. By resolving their issues and raising their confidence in inclusive pedagogy, schools are able to promote an effective and more supportive learning environment for all pupils.

Inclusive education is a policy that ensures every student—irrespective of their physical, intellectual, social, emotional, linguistic, or other differences—enjoys equitable access to quality education in an environment that is nurturing and flexible. It is rooted in the belief that all children are entitled to an opportunity to learn and excel with their peers in inclusive classes without discrimination or exclusion. The objective of inclusive education is to provide high-quality learning experiences to all students, including those with different needs, in a flexible and supportive learning environment. Understanding teachers' perception of its effectiveness is critical to optimizing the way it is implemented.

Inclusive education seeks to offer all students, irrespective of their ability or background, equal access to learning. Its effective implementation is greatly dependent on teachers, who are at the front line in delivering inclusive practice. It is important to know teachers' perceptions of the effectiveness of inclusive education as their beliefs, attitudes, and experiences directly influence classroom practice and students' outcomes. It aims to explore teachers' perceptions of inclusive education, the advantages that they perceive, and the issues that they face. By analyzing these perceptions, the study shall recognize gaps in resources, support, and training and provide recommendations that can guide policy and professional development programs to facilitate improved inclusive practices in schools.

DepEd Region VII has embarked on undertaking improvements in inclusive education across various districts. Particularly in 2021, DepEd Cebu Province conducted a series of inclusive education training workshops for SPED teachers and ALS implementers from various districts, including Dumanjug II. Cebu Province Dep Ed. Additionally, the implementation of the MATATAG Curriculum, where Good Manners and Right Conduct (GMRC) is reintroduced as a separate subject, reflects DepEd's commitment to an inclusive learning environment. Dumanjug National High School was one of the pilot schools selected to offer this curriculum, and this marks an effort towards holistic education in the area. UNESCO (1994): The Salamanca Statement highlights inclusive education as a strategy to ensure education for all, especially students with special needs, in regular schools. It promotes the reorganization of schools to include all learners.

Inclusive education traces its roots to human rights and social justice, upon which the primary principle is all children's right to learning in a positive and non-discriminatory setting. Evidence (e.g., Hehir et al., 2016) shows that disabled as well as non-disabled students' academic achievement improves through inclusive education by way of differentiated instruction and a collaborative environment.

Inclusive education typically entails an effort to understand, evaluate, and improve the practices, policies, and outcomes of educational systems that attempt to include all students, regardless of their abilities, disabilities, cultural backgrounds, or other distinctions. Following are a few common objectives such studies may serve.

Research Questions

This study aimed to determine the teachers' perception on the effectiveness of inclusive education at Dumanjug District II, SY 2024-2025. Specifically, the study sought to answers to the following questions:

1. What is the profile of the respondents as to:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 grade level handle;
 - 1.4 related trainings attended to Inclusive education;
 - 1.5 teaching position;
 - 1.6 years in teaching; and
 - 1.7 highest degree obtained?
2. How do teachers in Dumanjug District II, perceive the effectiveness of inclusive education?
3. What are the challenges and barriers faced by teachers in implementing inclusive education?
4. What additional professional development opportunities do teachers feel would enhance their effectiveness in an inclusive classroom?
5. What is the relationship between teacher's perception and challenges faced by them in the teachers implementation of Inclusive Education?

Literature Review

Inclusive education refers to a system that embraces all students, ensuring they are welcomed and supported in their learning, regardless of their abilities or needs. It involves adapting teaching methods, the curriculum, school facilities, classrooms, playgrounds, transportation, and restrooms to be suitable for every child. The core idea is that all children learn side by side in the same educational environment.

Many teachers consider themselves to be using behaviourist theory in inclusive classrooms, such as by breaking tasks into small, manageable parts and selecting appropriate reinforcements to support both learning and behaviour management for children with special educational needs and disabilities (SEND). Cognitive theory guides teachers in enhancing learning retention through techniques like mnemonics and by fostering metacognitive skills. In contrast, constructivist theory underpins facilitative instruction, whereby teachers create scaffolding learning activities in inclusive environments to enable students to develop their own understanding (Akpan & Beard, 2016; Al-Shammari et al., 2019; Lenjani, 2016).

Vygotsky's and Bruner's theories underpin the social interactional role effective teachers adopt, by setting up the task to facilitate learning and offering cues and modelling next steps (Lourenço, 2012; Wood et al., 1976). The Department of Education (DepED) has circulated a memorandum on Inclusive Education (IE). Inclusive Education adopts the philosophy of welcoming all children irrespective of race, size, shape, color, ability or disability with assistance from school personnel, students, parents, and the community. The memorandum gives an update to Regional Memorandum Nos. 1147 and 1385 on Implementation of the special Curricular Programs (SCPs), Inclusive Education Programs (IEPs), Alternative Learning System (ALS), Sports Supplies and Equipment Enhancement and Distribution (SSEED) Program to the recipient schools by division and other program and projects.

Inclusive Education or mainstreaming is a process focusing on the delivery of special education services to students with special educational needs within the regular classroom. (Gaad, 2007) The United Nations Educational, Scientific and Cultural Organization (UNESCO) has been one of the major factors in the strengthening of the concept of inclusive education for children with special education needs in schools (UNESCO, 1994). Inclusive education has been embraced to guarantee the quality of and right to learning

for all students and is now a modern educational method globally acknowledged (Subotic & Andic, 2014; United Nations Convention on the Rights of Persons with Disabilities, 2016).

Though inclusive education has been legislated on a right-based philosophy, implementation demand a shift in the attitudes of schools principals and teachers. Though, generally, teachers are reported to favor inclusion, the inclusion, the inclusion of various groups of children, particularly those with social, emotional behavioral difficulties, remains to be viewed as problematic (Homby 2014). DepEd Order No. 72, s. 2009 a.k.a Inclusive Education as Strategy for Increasing Participation Rate of Children. This defines that Inclusive Education (IE) adopts the belief of embracing all children irrespective of race, size, shape, color, ability or disability with support from support from school staff, students, parents, and the community.

Inclusion is a slippery and highly debated term, argues Mowat (2010). It is extremely complicated, and before school can become fully inclusive in practice, any that are known conflicting imperatives can perhaps need to be resolved. People tend to campaign for inclusive practice because of the advantages, not just for those being included but for those within the school community as a whole, on the grounds that it should enhance tolerance, understanding, and respect for difference. Inclusive school, however, needed essentially different strategies than for traditional schooling. Participatory decision-making is necessary, and there is greater social responsibility of all personnel with both educators and students deemed to have an active and transformative role in the process.

Methodology

Research Design

The study employed a descriptive design with a survey questionnaire for data gathering purposes. As the goal was to know teachers' opinions regarding the success of inclusive education, the descriptive method suited the research the best. Descriptive research involves a careful examination and description of the features or phenomena of a specific population. To effectively explore teachers' perceptions on the effectiveness of inclusive education, a descriptive research design is appropriate, as it enables the researcher to systematically describe the characteristics and viewpoints of a specific group (Creswell, 2014). This design is particularly suitable for educational research that aims to gather factual information, identify current conditions, and explore relationships between variables without manipulating them (Best & Kahn, 2006).

Descriptive research is often used in studies focusing on attitudes, opinions, and beliefs, making it ideal for understanding the nuances of teachers' perspectives on inclusive education (Fraenkel, Wallen, & Hyun, 2012). Moreover, this design allows for the collection of both qualitative and quantitative data through instruments such as surveys and questionnaires, which are essential for capturing a broad and representative view of teacher perceptions (Gay, Mills, & Airasian, 2012).

Furthermore, employing a descriptive design ensures that the research remains grounded in the lived experiences of educators, aligning with the constructivist paradigm that values the subjective interpretation of social realities (Mertens, 2015). By using this approach, the study contributes valuable insights into the challenges, competencies, and attitudes of teachers toward inclusive education, ultimately supporting evidence-based policy and practice improvements in inclusive settings.

Respondents

The study entailed 36 teachers from Bulak, Panlaan, and Lamak Elementary Schools in Dumanjug II District. The schools were conveniently selected, hence easier and quicker to gather data for the researcher. Questionnaires created by the researchers were distributed to the selected schools, and the completed survey forms of 36 teachers were assessed based on the research goals.

The study focused on a total population of 36 elementary school teachers from Bulak, Panlaan, and Lamak Elementary Schools in the Dumanjug II District. These schools were selected as the study sites due to their accessibility and relevance to the research topic on inclusive education.

Instrument

The primary instrument used in this study was a structured questionnaire designed to assess the perceptions of teachers regarding the effectiveness and challenges of inclusive education. The questionnaire was adapted from two previously validated studies to ensure reliability and validity in measuring the constructs aligned with the research objectives. The instrument, titled "Teachers' Perception on Inclusive Education Questionnaire", aimed to evaluate two main constructs:

Teachers' perceptions and attitudes toward inclusive education.

Challenges faced by teachers in implementing inclusive practices in the classroom.

The instrument was adapted, not self-constructed, and drew from two sources. In order to properly assess these perceptions, it is important to employ reliable and valid instruments that are capable of capturing the subtle views of teachers on inclusive education. Such instruments typically have the format of surveys, questionnaires, and interview guides, all designed to investigate various dimensions of teachers' perceptions, such as attitudes towards inclusion, perceived competence, challenges experienced within inclusive classrooms, and support systems.

The questionnaire attempted to find teachers' perceptions regarding the effectiveness of inclusive education and the problems they face. This research instrument is divided into two wide sections based on the research intentions of the research questions. Thus, the first section of the questionnaire that attempted to find the teacher's perception towards inclusive education was adopted from the study of H.Hammond L. Ingali(2003). This section consists of 10 items of a Likert scale, which range from 1 (strongly agree) to 5 (strongly disagree). The second part aims to determine the teachers' challenges. The questionnaire was used after being taken from the study of Dr. Daniel Smith (2024).

Procedure

A transmittal letter was formally sent to the District 2 Supervisor of Dumanjug to seek approval for the conduct of the research study involving a research instrument. Upon receiving clearance, the researcher respectfully coordinated with the principal and teachers, clearly explaining the objective of the study. The survey questionnaires were then distributed to the participants during their scheduled gathering at the school, and these were collected the following day. The collected data were organized for tabulation and used to compute the significant mean. All responses were assigned numbers, documented in tabular format, and analyzed based on the objectives of the study.

Data Analysis

To interpret the data effectively, the researchers will make use of the following statistical treatment. The Likert Scale, Frequency, Percentage, and Rank, and the last one is the Average Weighted Mean, are the tools that will be used to interpret the data.

Likert Scale. The quantitative description was adapted to quantify the respondents' answers to each item.

Frequency and percentage. The researcher easily tallied the data gathered. This percentage and ranking will be a big help to the researchers in analyzing the data.

Average Weighted Mean. The mean is the most often used in central tendency calculation since it is prone to fewer errors. This tool was used to provide answer to the questions.

Ethical Considerations

This study on teachers' perception regarding the success of inclusive education at Bulak, Panlaan, and Lamak Elementary Schools in Dumanjug District II will be carried out strictly following ethical principles in order to uphold the rights and well-being of the participants. The researcher will initially obtain informed consent from participants in order to have them aware of the purpose of the study, procedures employed, and rights, including their right to withdraw at any time without penalty. Answers will be anonymized during the research process, and all data will be kept in a safe place so as to prevent unauthorized access. The identity of the participants and the specific details of the responses will not be disclosed in any part of the research report. The researcher will also disclose the voluntary nature of participation, clearly stating that there is no obligation to participate and that refusal to participate will have no negative effect. The research will further guarantee that questionnaires used do not cause distress or discomfort the participants. The researcher will also be available to address any questions that could come up during the research and offer support when needed. Finally, the findings of the study will be reported honestly and factually to guarantee that the results are presented in a way that reflects the actual views of the teachers without any form of distortion or manipulation. All these steps are intended to promote the ethical credibility of the research as well as safeguard the dignity and rights of the participants.

Results and Discussion

This section presents the findings according to the study's research questions.

Table 1. Percentage Distribution of Teachers' Profile by Age

<i>Age Range</i>	<i>Frequency</i>	<i>Percentage</i>
25 - 30 years old	14	38.89 %
31 – 40 years old	9	25%
41 – 50 years old	8	22.22%
51 and over	5	13.89%
TOTAL	36	100%

The table 1 shows that 38.89% of the respondents the aged 25-30, 25.00% the aged 31-40 years old, 22.22% the aged 41-50 years old, and 13.89 % from 51 and above. Therefore, most of our respondents were aged 25-30. In support of this, Macapaz et al. (2024). This study highlighted that teachers with positive attitudes towards inclusive education often experienced higher levels of emotional exhaustion. The research suggests the need for support systems to mitigate burnout, especially among younger educators.

The results of this study indicate that there are differences by gender evident in the job satisfaction or occupation of elementary teachers interviewed for this research. There are more female teachers in primary education compared to male teachers because of a variety of factors, ranging from traditional gender roles in teaching, social perceptions of the teaching profession as a caring one, and recruitment patterns in the profession.

Table 2. *Percentage Distribution of Teachers' Profile by Sex*

Sex	Frequency	Percentage
Male	7	19.44 %
Female	29	80.56 %
TOTAL	36	100%

According to the table, our female respondent are 80.56% whereas our male respondent are 19.44%. Hence, the females' participation is comparatively higher at 80.56% of the total, as opposed to males, who account for a mere 19.44% participation. In support of this, Devi, A. S. (2024) with the paper titled "How Gender Affects the Attitudes of School Teachers Towards Inclusive Education". It is to explore the attitude of school teachers towards inclusive education with regard to differences in relation to gender.

Table 3. *Grade level handled by the Respondents*

Kinder	8.33%
Grade 1	13.89%
Grade 2	16.67%
Grade 3	16.67%
Grade 4	16.67%
Grade 5	13.89%
Grade 6	13.89%
Total	100%

Table 3 examined that the Bulak, Panlaan and Lamak Elementary Teachers viewed their role as assisting their respective designated grade level and were evenly distributed. As you can see on the table, 16.67 % of the respondents has taught grade 2, grade 3, and grade 4, 13.89 % in grade 1, grade 5 and grade 6, kinder is 8.33 %. Thus, most of the respondents are even in percentage grade 1 to grade 6 since it also differs how many section is in the stated school.

Table 4. *Related trainings attended by the Respondents to Inclusive Education*

Matatag Curriculum	38.89%
EKBT Kindergarten	8.33 %
Master Class for Kindergarten, Grade 1 and Grade 4	57.78 %
TOTAL	100%

Table 4 indicates that 52.78 % has a training of Master Class for Kindergarten, Grade 1 and Grade 4 teachers, 38.89 % for Matatag Curriculum and 8.33% for EKBT. In support of this, In November 2024, DepEd, in collaboration with the National Educators Academy of the Philippines (NEAP), launched Master Classes for Kindergarten and Grades 1, 4, and 7 teachers. These sessions aimed to enhance teacher collaboration and support the implementation of the revised K to 12 curriculum. The initiative emphasized the importance of equipping teachers with the necessary skills and knowledge to effectively deliver inclusive education.

Table 5. *Percentage Distribution of Teachers' Profile by Position*

Position	Frequency	Percentage
Teacher 1	17	47.22%
Teacher 2	7	19.44%
Teacher 3	11	30.56 %
Master Teacher 1	1	2.78 %
TOTAL	36	100%

To determine their number of positions, this extensive research comprised 36 teachers (15 Teacher I, 10 Teacher II, 10 Teacher III, and 1 Master Teacher). The results indicated that Teacher I had the greatest percentage, which is 47.22%, followed by Teacher III which is 30.56 % and Teacher II, which is 19.44 % and Master Teacher I has 2.78% percentage. Increased years of service, career progression, and promotions are potential contributing factors towards promotion to a higher rank of teaching. In support of this, Wang and Dapat (2024). Teachers' Transformative Leadership Skills and Promotion of Inclusive Learning Environments. International Journal of Education and Humanities. It evaluates the transformative leadership abilities of teachers and their endeavors to foster an inclusive learning environment. The findings reveal that teachers exhibit optimistic attitudes and unwavering commitment to promoting diversity through their vision, inclusive practices, student empowerment, innovative teaching methods, adaptability, and willingness to take risks. The study establishes a robust and statistically significant association between the leadership abilities of instructors and their endeavors towards inclusivity, indicating that enhancements in leadership skills have a favorable effect on promoting inclusiveness.

Table 6. *Years of teaching by the respondents*

Years in Service	Percentage
0-3	38.89%
4-10	22.22%
10 years	38.89%
TOTAL	100%

It reveals that 0-3 years and 4-10 years of experience both have the same percentage, which is 38.89 % and 22.22 % 10 years above. In support of this, Tenerife et al. (2022) in a study conducted in the Philippines, researchers found that teachers with 8–16 years of experience perceived themselves as highly competent in implementing inclusive education and recognized its significant benefits for learners with and without special needs. The study emphasized the importance of validating teachers' perceived competence and creating programs to enhance inclusive education implementation.

Table 7. *Percentage Distribution of Teachers' Profile by Highest Degree Obtained*

<i>Highest Degree Obtained</i>	<i>Frequency</i>	<i>Percentage</i>
Bachelor's Degree	31	86.11%
Master's Degree	5	13.89 %
Doctor's Degree	0	0.00%
TOTAL	36	100%

It indicates that 86.11 % possess a Bachelor's Degree and 13.69 % possess a Master Degree. The overall weighted average of 4.1, rated as "Strongly Agree". This implies that teachers have positive perceptions of the effectiveness of inclusive education. The most highly-rated indicator, with a weighted mean of 4.8, shows that teachers emphatically agree that inclusion requires a lot of planning. It is trailed by the indicator that "Inclusion benefits all special education students" has been rated with a weighted mean of 4.30 and is also listed under Strongly Agree. These findings suggest that teachers do recognize the benefits of inclusive education for students with special needs.

Table 8. *Perception of teachers on the Effectiveness of Inclusive Education*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Interpretation</i>
Implementing inclusion saves money and time	4.8	Strongly Agree
Inclusion benefits all special education students	4.30	Strongly Agree
Inclusion requires too much planning.	3.94	Agree
Inclusion benefits all students	3.97	Agree
Teachers are not trained in inclusion	3.97	Agree
Inclusion takes valuable instruction time	4.02	Agree
Without inclusionary programs, we are violating students right	4.0	Agree
Inclusion is just a passing fad	4.02	Agree
Inclusion cannot be effective without administrative support	4.08	Agree
Schools do not have the resources necessary to implement inclusionary programs	4.02	Agree
General Weighted Mean	4.112	Strongly Agree

Legend: 4.25-5.00 Strongly Agree; 3.50-4.24 Agree; 2.75-3.49 Fairly Agree; 2.00-2.74 Disagree; 1.00-1.99 Strongly Disagree

Table 8 identifies the main challenges and barriers in the implementation of inclusive education as identified by the teachers. The most frequent challenges mentioned were lack of support from the school administration and inadequate training, both stated by 10 respondents. The other challenges that were stated are attitudinal barriers, high student-to-teacher ratios, and inadequate resources, implying systemic issues that inhibit effective inclusion. Within the area of barriers, few opportunities for professional development (10 mentions) and inadequate special education services (9 mentions) were noted by teachers as major problems. Funding issues, lack of planning time and collaboration time, and internal negative attitudes towards inclusion were further issues noted. These findings suggest that, since there appears to be a will for inclusive education, significant attitudinal and structural barriers must be overcome if it is to be made possible. As a whole, these data points out that while the significance of inclusive education is recognized, its effective implementation is hindered primarily by inadequate training opportunities, a lack of support services, and organizational constraints. These are challenges that will require collaborative investment in teacher training, resource supply, and policy changes that include the provision of planning time to cooperate.

Table 9. *Challenges of the teachers in Implementing Inclusive Education*

<i>Have you received on going professional development on inclusive Education.</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	14	38.88%
No	22	61.11%
Do you feel adequately trained to implement inclusive education in your classroom?		
Strongly Agree	30	83.33%
Agree	6	16.66%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Do you feel that inclusive education benefits all students in your classroom?	29	80.55%
Strongly Agree	7	19.44%
Agree	0	0%
Neutral	0	0%

Disagree	0	0%
Strongly Disagree	0	0%

Table 9 The findings indicate that although most teachers (61.11%) have received professional training in inclusive education, a considerable number (38.88%) have not, which points to the necessity of much more extensive training schemes for all teachers to become prepared to meet the varied learning needs.

The findings of the study uncover that the teachers are highly confident in their capacity to make learning accessible to diverse learners since a vast majority of the respondents (83.33%) were very much in agreement and 16.66% were in agreement that they felt sufficiently equipped to provide inclusive education in their classrooms.

With 80.55% strongly in agreement and 19.44% agreeing that inclusive education is good for all children in their class, the statistic reveals that teachers wholly support it. No participants showed either neutrality or disagreement necessary, addressing actual, concrete barriers in the school system is necessary to successfully establish inclusive education

Teachers’ Perception vs. Challenges

The correlation between the teachers' beliefs in inclusive education and the challenges they face in its implementation, as indicated by the correlation analysis, was found to be very weakly positively related, with a Pearson correlation coefficient of 0.188. Nonetheless, this relationship is not significant statistically, as indicated by the p-value of 0.273, which is higher than the typically accepted 0.05 significance level. This indicates that there is no notable connection between how teachers perceive inclusive education and the level of challenges they face. While teachers have positive perceptions towards inclusive education in general, the information shows that these perceptions do not always result in fewer practical challenges. This implies that the barriers that confront teachers—like poor training, poor resources, and poor support—are largely structural problems not strongly influenced by their beliefs or attitudes. Thus, although building positive attitudes is necessary, addressing actual, concrete barriers in the school system is necessary to successfully establish inclusive education.

Table 10. Correlation between Perception and Challenges Faced by Teacher

		Perception of the teachers in Inclusive Education	Challenges Faced by Teacher in Inclusive Education
Perception of the teachers in Inclusive Education	Pearson	1	.188
	Correlation		
	Sig. (2-tailed)		.273
Challenges Faced by Teacher in Inclusive Education	N	36	36
	Pearson	.188	1
	Correlation		
	Sig. (2-tailed)	.273	
	N	36	36

This study explored teachers' understanding of inclusive education in Bulak, Panlaan, and Lamak Elementary Schools within Dumanjug District 2 during the 2024–2025 school year. There were 36 participants with diverse age ranges, teaching posts, and grade levels. The study sought to investigate their demographic profiles, training and professional development in inclusive education, how they perceived its effectiveness, and the problems posed by it. Data were gathered using a standardized questionnaire and analyzed using frequency distribution and weighted mean.

Conclusions

This study investigated the understanding and perceptions of inclusive education among 36 teachers from Bulak, Panlaan, and Lamak Elementary Schools in Dumanjug District 2 during the 2024–2025 school year. It examined their demographic profiles, training experiences, perceived effectiveness of inclusive practices, and the challenges they encountered. Data collection was conducted through a standardized questionnaire and analyzed using frequency distribution and weighted mean. The findings show that teachers have a positive attitude towards inclusive education and firmly believe in the advantages of inclusive education for all learners. However, despite having strong belief in a participatory approach, a significant majority (38.88%) indicated that they were not well-trained, reflecting on a lack of professional development. Inclusive education is limited by poor training, administrative assistance, and accessible assets. Teachers express high levels of commitment and willingness to practice inclusively but are not well-supported at the system level.

References

Ainscow, M. (2005). Developing inclusive education systems: What are the levers for change? *Journal of Educational Change*, 6(2), 109–124. <https://doi.org/10.1007/s10833-005-1298-4>

Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7–16. <https://doi.org/10.1080/20020317.2020.1712763>

- Ainscow, M., Booth, T., & Dyson, A. (2006). *Improving schools, developing inclusion*. Routledge.
- Al-Zyoudi, M. (2023). Teachers' attitudes towards inclusive education in mainstream schools. *International Journal of Inclusive Education*, 27(2), 145–159.
- Asamoah, E., Ofori-Dua, K., Cudjoe, E., Abdullah, A., & Nyarko, J. A. (2018). Inclusive education: Perception of visually impaired students, students without disability, and teachers in Ghana. *SAGE Open*, 8(4). <https://doi.org/10.1177/2158244018807791>
- Avramidis, E., & Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: A review of the literature. *European Journal of Special Needs Education*, 17(2), 129–147. <https://doi.org/10.1080/08856250210129056>
- Avramidis, E., & Norwich, B. (2021). Teachers' attitudes towards integration/inclusion: A review of the literature. *European Journal of Special Needs Education*, 36(2), 253–270.
- Best, J. W., & Kahn, J. V. (2006). *Research in education* (10th ed.). Pearson Education.
- Buslon, E., Opingo, K. M., Mangubat, R., Revalde, H., & Calasang, V. (2024). Teachers' affective commitment to inclusive practices. *Southeast Asian Journal of Inclusive Education*, 4(3), 33–45.
- Cologon, K. (2020). *Towards inclusive education: A necessary process*. Children with Disability Australia.
- Coman, C., Țîru, L. G., Meseșan-Schmitz, L., Stanciu, C., & Bularca, M. C. (2020). Online teaching and learning in higher education during the coronavirus pandemic: Students' perspective. *Sustainability*, 12(24), 10367. <https://doi.org/10.3390/su122410367>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- de Boer, A., Pijl, S. J., & Minnaert, A. (2011). Regular primary schoolteachers' attitudes towards inclusive education: A review of the literature. *International Journal of Inclusive Education*, 15(3), 331–353. <https://doi.org/10.1080/13603110903030089>
- DepEd. (2024). *National masterclass training modules on inclusive education*. Department of Education, Philippines.
- Devi, A. S. (2024). How gender affects the attitudes of school teachers towards inclusive education. *Asian Journal of Educational Research*, 8(1), 34–42.
- Florian, L. (2022). What counts as evidence of inclusive education? *European Journal of Special Needs Education*, 37(2), 231–244.
- Florian, L. (Ed.). (2014). *The SAGE handbook of special education* (2nd ed.). SAGE Publications.
- Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *British Educational Research Journal*, 37(5), 813–828. <https://doi.org/10.1080/01411926.2010.501096>
- Forlin, C., Earle, C., Loreman, T., & Sharma, U. (2011). The Sentiments, Attitudes, and Concerns about Inclusive Education Revised (SACIE-R) Scale for measuring pre-service teachers' perceptions about inclusion. *Exceptionality Education International*, 21(3). <https://doi.org/10.5206/eei.v21i3.7682>
- Forlin, C., Sharma, U., & Loreman, T. (2021). Inclusive education for students with disability: A review of the best evidence in relation to theory and practice. *International Journal of Inclusive Education*, 25(4), 456–472.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw-Hill Education.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational research: Competencies for analysis and applications* (10th ed.). Pearson Education.
- Haug, P. (2020). Understanding inclusive education: Ideals and reality. *Scandinavian Journal of Disability Research*, 22(1), 278–287.
- Hehir, T., et al. (2021). *A summary of the evidence on inclusive education*. Instituto Alana.
- Lindsay, G. (2021). Educational psychology and the effectiveness of inclusive education/mainstreaming. *British Journal of Educational Psychology*, 91(1), 1–14.
- Macapaz, M. K. S., Bubuli, C. A., Nuñal, M. P. P., Alpuerto, I. M. G., Caalaman, A. S., & Ramos, A. M. (2024). Emotional exhaustion in inclusive teaching. *Philippine Journal of Teacher Education*, 7(2), 49–60.
- Malinen, O. P., Savolainen, H., & Xu, J. (2020). Beijing in-service teachers' self-efficacy and attitudes towards inclusive education. *Teaching and Teacher Education*, 92, 103045.
- Mertens, D. M. (2015). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (4th ed.). SAGE Publications.
- Mittler, P. (2000). *Working towards inclusive education: Social contexts*. David Fulton Publishers.

- Moberg, S., Muta, K., Korenaga, K., Kuorelahti, M., & Savolainen, H. (2019). Struggling for inclusive education in Japan and Finland: Teachers' attitudes towards inclusive education. *European Journal of Special Needs Education*, 34(3), 259–273. <https://doi.org/10.1080/08856257.2018.1501960>
- Montecillo-Balagtas, A. (2021). Inclusive education in the Philippines: Issues and challenges. *Asia Pacific Journal of Education, Arts and Sciences*, 8(3), 19–26.
- Mullick, J., Sharma, U., & Deppeler, J. (2012). School teachers' perception about distributed leadership practices for inclusive education in primary schools in Bangladesh. *School Leadership and Management*, 33(2), 151–168. <https://doi.org/10.1080/13632434.2012.723615>
- National Council on Disability Affairs (NCDA). (2023). Inclusive education framework for the Philippines. NCDA Publication.
- Norwich, B. (2021). Inclusive education policy and practice: The evidence base. *International Journal of Inclusive Education*, 25(5), 518–530.
- OECD. (2022). Empowering and enabling teachers to improve equity and outcomes for all. OECD Publishing. <https://doi.org/10.1787/7f51f8af-en>
- Paju, B., Rätty, L., Pirttimaa, R., & Kontu, E. (2016). The school staff's perception of their ability to support students with special educational needs. *International Journal of Inclusive Education*, 20(8), 801–815. <https://doi.org/10.1080/13603116.2015.1074731>
- Peter, M. N., & Nderitu, M. N. (2014a). Perceptions of teachers and head teachers on the effectiveness of inclusive education in public primary schools in Yatta Division Machakos County. *Journal of Educational and Social Research*, 4(1), 91–98. <https://doi.org/10.5901/jesr.2014.v4n1p91>
- Peter, M. N., & Nderitu, M. N. (2014b). Perceptions of teachers and head teachers on the effectiveness of inclusive education in public primary schools in Yatta Division Machakos County. *Journal of Educational and Social Research*.
- Sharma, U., & Sokal, L. (2020). The impact of a teacher education course on pre-service teachers' beliefs about inclusion: An international comparison. *Journal of Research in Special Educational Needs*, 20(4), 312–321.
- Sharma, U., Forlin, C., & Loreman, T. (2008). Impact of training on pre-service teachers' attitudes and concerns about inclusive education and sentiments about persons with disabilities. *Disability & Society*, 23(7), 773–785. <https://doi.org/10.1080/09687590802469271>
- Slee, R. (2021). Inclusive education isn't dead, it just smells funny. Routledge.
- Smith, P., & Tyler, N. (2022). Effective inclusive education practices for teachers. *Exceptional Children*, 88(1), 34–49.
- Tenerife, J. D., & Lopez, S. B. (2022). Teachers' perceived competence and the benefits of inclusive education in the Philippines. *Journal of Inclusive Practices in Education*, 6(2), 88–104.
- Tomlinson, C. A. (2020). The differentiated classroom: Responding to the needs of all learners. ASCD.
- UNESCO. (1994). The Salamanca Statement and Framework for Action on Special Needs Education. <https://unesdoc.unesco.org/ark:/48223/pf0000098427>
- UNESCO. (2020). Global education monitoring report 2020: Inclusion and education – All means all. <https://en.unesco.org/gem-report/report/2020/inclusion>
- United Nations. (2006). Convention on the Rights of Persons with Disabilities (CRPD). <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>
- Wang, Z., & Daplat, R. (2024). Teachers' transformative leadership skills and promotion of inclusive learning environments. *International Journal of Education and Humanities*, 9(2), 14–28.

Affiliations and Corresponding Information

Ermina B. Mariñas

Cebu Technological University
Barili Campus – Philippines

Daisy L. Obiso, PhD

Cebu Technological University
Barili Campus – Philippines