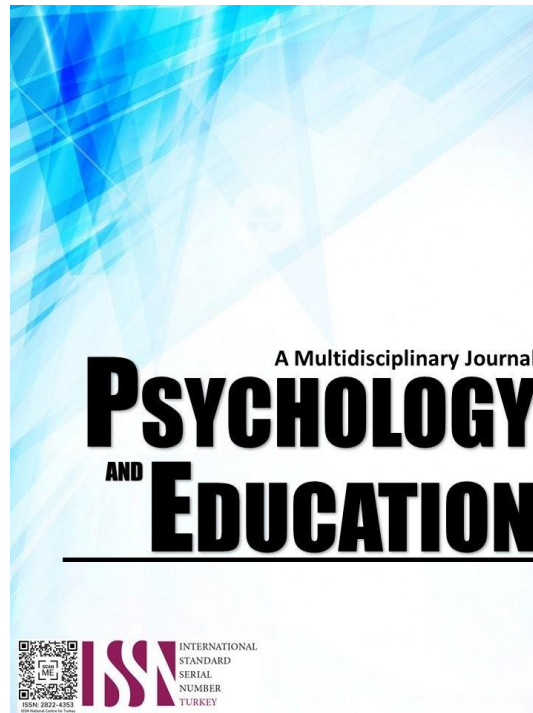


# **ASSESSING THE INTEGRATION OF DIVERSE LEARNERS INTO MAINSTREAM CLASSES IN LIPA CITY: IMPACTS AND OUTCOMES**



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## Assessing the Integration of Diverse Learners into Mainstream Classes in Lipa City: Impacts and Outcomes

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### Abstract

This study investigated the integration of diverse learners into mainstream classrooms in Lipa City, Philippines. Data were collected on 32 diverse learners, analyzing their demographic profiles, perceptions of integration, and academic performance. Results revealed that while the majority of students (aged 12-14) reported positive social integration, marked by feelings of acceptance and inclusion, perceptions of academic support and teacher preparedness were more mixed. Academic performance was generally average, with inconsistencies in assignment completion and classroom participation. Significant relationships were found between age, gender, learning diversity, and the length of integration, as well as overall perceptions of the integration process. These findings suggest a need for enhanced academic support, teacher training in inclusive practices, and improved accessibility within the school environment to fully support the successful integration of diverse learners in Lipa City.

**Keywords:** *effectiveness, hybrid, modality*

### Introduction

In recent years, the educational landscape has increasingly embraced diversity, recognizing the importance of providing equitable learning opportunities for all students, regardless of their backgrounds, abilities, or needs (AL-Nuaimi, 2022). Diverse learners, a broad term encompassing students with disabilities, those from different cultural and linguistic backgrounds, gifted individuals, and those facing socio-economic challenges, require tailored educational approaches to thrive in mainstream classrooms (Alves, 2020). The integration of these learners into general education settings aims to foster inclusivity, promote peer learning, and break down barriers of segregation. However, the successful implementation of inclusive education hinges on a variety of factors, including policy frameworks, school resources, and the readiness of educational institutions to address diverse learning needs effectively (Andujar, 2020). Inclusive education promotes the idea that all students, regardless of their differences, should learn together in the same classrooms to build a more just and compassionate society (Avant, 2019). This approach not only enhances academic achievements but also prepares students for real-world interactions in diverse communities. As a result, educational systems worldwide are shifting from traditional special education models towards more inclusive practices (Awang-Hashim, 2019). However, this shift presents significant challenges, such as curriculum adaptation, teacher training, resource allocation, and the need for comprehensive support systems (Azmi, 2019). Understanding the impacts and outcomes of integrating diverse learners into mainstream classes is, therefore, crucial to refining policies and practices that ensure educational equity (Bahari, 2020).

Globally, the call for inclusive education has been strongly reinforced by international agreements such as the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and the Sustainable Development Goals (SDGs), particularly Goal 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." Countries worldwide have responded by revising their educational policies and committing resources to support diverse learners (Bao, 2019). For instance, Finland's education system, renowned for its inclusivity, has implemented individualized learning plans and substantial support services to ensure that every learner's needs are met effectively (Barbara Herzog-Punzenberger, 2020). Similarly, in Canada and the United States, inclusive education is protected by legislation, such as the Individuals with Disabilities Education Act (IDEA), which mandates that students with disabilities have access to the least restrictive learning environments (Barrios, 2019). In Europe, the Salamanca Statement of 1994 significantly influenced inclusive education policies, advocating for schools to accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic, or other conditions (Bati, 2020). This has led to the development of diverse pedagogical strategies and support mechanisms to help teachers manage heterogeneous classrooms. However, disparities in the implementation of inclusive practices persist across countries, often influenced by economic factors, cultural attitudes, and the availability of resources (Buchner, 2019).

Moreover, in many parts of Africa and Asia, inclusive education remains a challenge due to inadequate funding, lack of trained teachers, and societal stigma against disabilities (Burner, 2019). For example, in Sub-Saharan Africa, it is estimated that less than 10% of children with disabilities have access to any form of education. Addressing these challenges requires comprehensive strategies, including government commitment, international aid, and community involvement to build infrastructures that support diverse learners effectively (Correia, 2020). In Australia and New Zealand, inclusive education policies emphasize the importance of culturally responsive teaching, especially for indigenous populations (Finkelstein, 2019). These nations have developed frameworks that integrate cultural competence into teacher training and curriculum development to support indigenous and immigrant students better (Fischer, 2020). The recognition of cultural diversity as an essential component of inclusive education reflects a growing understanding that inclusivity extends beyond disabilities to encompass race, language, and socio-economic status (Fung, 2022).

As technology advances, digital inclusion has also emerged as a critical aspect of inclusive education globally. Assistive technologies, e-learning platforms, and personalized learning tools have shown great potential in bridging learning gaps for diverse learners (Ghedini & Aquario, 2020). However, the digital divide continues to pose a barrier, particularly in low-income countries where access to technology and internet connectivity is limited (Heyder, 2020). Overall, while significant progress has been made globally towards inclusive education, substantial gaps remain (Horn, 2020). Understanding the successes and challenges faced by different countries can provide valuable insights for nations like the Philippines as they work towards integrating diverse learners into mainstream classes effectively (Ismail, 2019).

In the Philippines, inclusive education is grounded in various laws, policies, and programs that aim to ensure all learners, regardless of their backgrounds and abilities, receive quality education (Jardinez & Natividad, 2024). The 1987 Philippine Constitution explicitly mandates the State to protect and promote the right of all citizens to quality education at all levels and take appropriate steps to make such education accessible to all (Kefallinou, 2020). Additionally, the Enhanced Basic Education Act of 2013 (Republic Act No. 10533) underscores the need for curriculum contextualization to accommodate diverse learners, including those with disabilities and those from indigenous communities (Kenny, 2020). The Department of Education (DepEd) has been proactive in promoting inclusive education through several memorandums and orders. For instance, DepEd Order No. 72, s. 2009 established guidelines for the inclusive education of children with disabilities, advocating for their integration into regular classes with appropriate support and accommodations (Kermanshachi, 2019). Similarly, DepEd Order No. 21, s. 2020 provided policy guidelines on the K to 12 Basic Education Program, emphasizing differentiated instruction and flexible learning options for diverse learners (Lakkala, 2021).

Republic Act No. 11036, also known as the Mental Health Act of 2018, plays a crucial role in supporting diverse learners by mandating schools to provide mental health services, which are essential for students facing psychological challenges (Lavery, 2019). Meanwhile, the Inclusive Education Act (Republic Act No. 11650), signed into law in 2022, further strengthens the country's commitment to inclusive education by mandating the establishment of inclusive learning resource centers in all public schools nationwide (Lintangsari & Emaliana, 2020). Despite these policies, challenges persist in implementing inclusive education in the Philippines. A shortage of trained special education (SPED) teachers, limited accessibility to learning resources, and societal attitudes towards disabilities continue to hinder the effective integration of diverse learners (Lübke, 2019). Furthermore, the COVID-19 pandemic has exposed and exacerbated these challenges, particularly for learners with disabilities and those from low-income families who struggled to access online learning (McCarthy, 2022).

Addressing these challenges requires a multifaceted approach, including increased funding for SPED programs, extensive teacher training, and strengthened partnerships between the government, private sector, and non-governmental organizations (Morley, 2019). The government's Education for All (EFA) initiative and the Basic Education Development Plan 2030 provide frameworks for addressing these issues, but their success depends on effective implementation and monitoring (Nortvedt, 2020). In Lipa City, Batangas, the push for inclusive education has seen both progress and challenges. The city's local government, in partnership with the DepEd Lipa Division, has implemented various programs to support diverse learners, including scholarships for indigenous students and accessibility upgrades in public schools (Polat, 2019). However, reports indicate that many schools still lack adequate resources and trained teachers to implement inclusive education practices (Punti, 2021) fully.

A study conducted in Lipa City revealed that while most public schools have adopted inclusive education policies, the actual implementation varies significantly due to disparities in funding and resources (Roose, 2019). Schools in urban areas tend to have better facilities and more trained personnel compared to those in rural barangays. The lack of standardized implementation highlights the need for localized strategies to bridge these gaps effectively (Schneider, 2019). To address these issues, Lipa City's education sector has been exploring partnerships with NGOs and private institutions to provide additional resources and training. However, the absence of comprehensive data on the outcomes of these initiatives presents a challenge in assessing their effectiveness and guiding future policies (Schonell, 2019).

While existing studies have explored inclusive education at national and global levels, there is a noticeable lack of localized research focusing specifically on Lipa City (Schwab, 2019). Understanding the unique challenges and impacts of integrating diverse learners into mainstream classes within this context is crucial for developing targeted policies and practices (Tai, 2021). This study seeks to fill this gap by assessing the effectiveness of current integration strategies and their outcomes for diverse learners in Lipa City (Tajic, 2020). By doing so, it aims to contribute to the broader discourse on inclusive education in the Philippines and inform both local and national policy-making (Wilson, 2020).

## Research Questions

This study aimed to assess the integration of diverse learners into mainstream classes in Lipa City, focusing on its impacts and outcomes. Specifically, this study sought to answer the following research questions:

1. What is the profile of diverse learners in mainstream classes in Lipa City in terms of:
  - 1.1. age;
  - 1.2. gender;
  - 1.3. type of learning diversity (e.g., disability, learning difficulty, giftedness, language barriers);

- 1.4. socioeconomic background; and
- 1.5. length of time integrated into mainstream classes?
2. How do diverse learners perceive their integration into mainstream classes in terms of:
  - 2.1. academic support and accommodations;
  - 2.2. social acceptance and peer relationships;
  - 2.3. teacher preparedness and inclusivity;
  - 2.4. school environment and accessibility; and
  - 2.5. overall learning experience?
3. What is the level of academic performance of diverse learners in mainstream classes based on:
  - 3.1. grades in core subjects;
  - 3.2. participation in classroom activities;
  - 3.3. completion of assignments and projects; and
  - 3.4. attendance and engagement in school activities?
4. Is there a significant relationship between the profile of diverse learners and their perception of integration?
5. What challenges and barriers do diverse learners face in the integration process?
6. What recommendations can be proposed to improve the integration of diverse learners into mainstream classes in Lipa City?

## Methodology

### Research Design

The research design employed in this study is the descriptive-quantitative research design, which aims to systematically describe the characteristics, perceptions, and academic performance of diverse learners in mainstream classes. According to Creswell (2014), descriptive research involves gathering quantifiable data to identify patterns, trends, and relationships among variables without manipulating them. Similarly, Fraenkel and Wallen (2018) define descriptive research as a method that provides an accurate account of a particular population or phenomenon, relying on surveys, observations, or statistical analysis to summarize findings. In the context of educational research, this design is commonly used to assess experiences, perceptions, and performance levels, making it suitable for studies that seek to understand a specific issue within a given population.

This research design is suitable for the study, as it aims to assess the integration of diverse learners into mainstream classes in Lipa City by gathering data on their demographic profiles, perceptions of inclusion, academic performance, and challenges they encounter. The use of survey questionnaires enables the efficient collection of quantifiable data from a large sample, ensuring that the results accurately reflect the general experiences of diverse learners. Additionally, the descriptive-quantitative approach enables the identification of significant relationships between the learners' profiles and their perceptions of integration. Since this study does not involve experimental manipulation but instead seeks to analyze real-life educational settings, the descriptive-quantitative design is the most suitable framework for obtaining objective, data-driven insights into the impacts and outcomes of inclusion in mainstream education.

### Respondents

The research respondents of this study are diverse learners who have been integrated into mainstream classes in Lipa City. These learners include students with disabilities, learning difficulties, giftedness, and language barriers. Additionally, teachers handling mainstream classes may also be included to provide insights into the level of academic support, accommodations, and challenges encountered in facilitating inclusive education. The study focuses on gathering data from these respondents to assess their perceptions of integration, academic performance, and the barriers they face in the educational setting. To select the respondents, this study employs the purposive sampling technique, a type of non-probability sampling where participants are chosen based on specific characteristics relevant to the study's objectives. According to Etikan, Musa, and Alkassim (2016), purposive sampling allows researchers to select individuals who can provide the most valuable insights into the research problem. In this study, only diverse learners who have experienced integration into mainstream classes and teachers who have handled inclusive classrooms are considered eligible respondents. This sampling technique ensures that the study gathers meaningful data from participants who have direct experiences with inclusion, leading to a more accurate assessment of its impacts and outcomes in Lipa City.

### Instrument

This study utilizes a survey questionnaire as the primary research instrument for data collection. The questionnaire is structured into multiple sections, addressing the key research variables, including the profiles of diverse learners, their perceptions of integration, academic performance, and the challenges they face in mainstream classes. The instrument consists of close-ended questions using a Likert scale to measure respondents' perceptions and experiences, as well as categorical and numerical questions for demographic and academic data. The Likert scale provides quantifiable responses that facilitate statistical analysis, while the structured format ensures clarity and ease of answering. The questionnaire is designed to gather comprehensive data while minimizing respondent burden, making it an efficient tool for this descriptive-quantitative study.

## Procedure

The Pre-Data Gathering Procedures involved several preparatory steps to ensure the smooth and ethical conduct of the study. First, formal permission was obtained from relevant authorities, such as the Department of Education (DepEd) and school administrators in Lipa City, to access the target respondents—diverse learners and teachers in mainstream classes. After securing approval, informed consent was obtained from all participants, ensuring they fully understood the purpose of the study, their rights as respondents, and the confidentiality of their responses. Additionally, for participants who were minors or students with disabilities, parental or guardian consent was also secured. The next step was the validation of the research instrument, where the questionnaire underwent expert review by professionals in education and inclusive learning. Revisions were made based on their recommendations to enhance clarity and relevance. Before the final data collection, a pilot test was conducted among a small group of students similar to the study's respondents to assess the reliability of the instrument, ensuring that it provided consistent results.

The Data Gathering Procedures involved the actual distribution and administration of the survey questionnaire to the selected respondents. Using purposive sampling, diverse learners and teachers who met the study's inclusion criteria were identified and invited to participate. The surveys were administered in coordination with school authorities to ensure minimal disruption to academic activities. For respondents with disabilities or language barriers, accommodations such as verbal explanations, assistance from support staff, or translations were provided to ensure that all students could effectively respond to the questionnaire. In cases where students needed further clarification, a brief orientation was conducted to explain how to answer the questions correctly. Additionally, teachers were given a separate questionnaire to assess their perceptions of integration and their level of preparedness in handling diverse learners. The researchers ensured a comfortable and non-intimidating environment during the data collection process to encourage honest and accurate responses.

The Post-Data Gathering Procedures involved organizing, analyzing, and interpreting the collected data to generate meaningful findings. First, all completed questionnaires were collated and checked for completeness and accuracy, ensuring that no crucial information was missing. The responses were then encoded into a statistical software for quantitative analysis. Descriptive statistics were used to summarize the profile of diverse learners, while inferential statistics—such as correlation analysis—were applied to determine significant relationships between variables, particularly between learners' profiles and their perceptions of integration. Once the statistical analysis was completed, the results were interpreted and compared with existing literature on inclusive education. The findings were then documented and discussed, leading to the formulation of conclusions and recommendations for improving the integration of diverse learners into mainstream classes in Lipa City.

## Data Analysis

The following formulas were used to process data for the research questions:

**Frequency and Percentage Distribution.** This was used to assess the demographic profiles of the respondents.

**Weighted Mean.** This study was used to assess the integration of diverse learners into mainstream classes in Lipa City, focusing on its impacts and outcomes.

**Likert Scale.** The Likert scale is a rating scale that quantitatively assesses opinions, attitudes, or behaviors. In this study, the following measures were employed to assess the integration of diverse learners into mainstream classes in Lipa City, with a focus on their impacts and outcomes.

A Likert Scale is composed of a series of four or more Likert-type items that represent similar questions combined into a single composite score/variable.

All respondents were given the opportunity to rate each statement in the questionnaire.

**Standard Deviation.** The standard deviation is calculated as the square root of the variance by determining each data point's deviation relative to the mean. This was used to quantify the amount of variation.

## Ethical Consideration

This study adhered to strict ethical guidelines to ensure the protection, privacy, and well-being of all participants. Prior to conducting the research, formal approval was obtained from relevant authorities, including the Department of Education (DepEd) and school administrators in Lipa City, to ensure compliance with institutional policies regarding research involving students. Ethical clearance ensured that the study adhered to educational and research standards, particularly in handling minors and diverse learners, some of whom may have disabilities or special learning needs. The study also followed ethical research protocols as recommended by established academic institutions and research boards. A key ethical principle observed in this study was informed consent. Participants were fully informed about the purpose, objectives, procedures, potential risks, and benefits of the study. Students, especially those who were minors or had disabilities, were required to obtain parental or guardian consent before participating. All respondents were assured that their participation was completely voluntary and that they had the right to decline or withdraw from the study at any point without any consequences. The informed consent forms were carefully explained, ensuring that respondents understood their rights before signing them.

The study also prioritized confidentiality and data privacy to protect the identities and responses of all participants. No personally identifiable information was collected, and all responses were kept anonymous by using coding systems instead of names. The collected data was securely stored and accessed only by the researchers, ensuring that no unauthorized individuals could view or manipulate the responses. Once the study was completed, all raw data were safely disposed of to prevent any misuse of information. These measures ensured that the study complied with data protection laws and ethical research standards. To avoid bias and misrepresentation, the study maintained a high level of objectivity and accuracy in data collection, analysis, and interpretation. The questionnaire was carefully designed to ensure neutrality and non-leading questions, preventing any form of influence on the participants' responses. The researchers also ensured that diverse learners, regardless of their background or learning condition, had equal opportunities to express their experiences. The analysis was conducted using statistical tools to avoid subjective interpretations that could distort the findings.

Finally, respect and sensitivity were consistently demonstrated throughout the research process, particularly when interacting with diverse learners. The researchers ensured that no participant felt discriminated against, pressured, or uncomfortable during the data collection process. Special considerations were given to respondents with disabilities by providing necessary accommodations, such as simplified instructions, verbal assistance, or extra time to complete the survey. By maintaining a respectful and inclusive approach, the study upheld the highest ethical standards while contributing valuable insights to the field of inclusive education.

## Results and Discussion

This section presents the results of the data gathering procedures conducted by the researcher, including their corresponding analysis, interpretation, discussion, and implications for the current body of knowledge, practice, and policy. The results are presented in the sequence of the stated problems of this study.

### Profile of Diverse Learners in Mainstream Classes in Lipa City

The first problem of this study focuses on assessing the profiles of diverse learners in mainstream classes in Lipa City, specifically in terms of the following domains: Age, Gender, and Type of learning diversity (e.g., disability, learning difficulty, giftedness, language barriers). Socioeconomic background, Length of time integrated into mainstream classes, and the results are as follows.

#### Age

Table 1. *Profile of Diverse Learners in Mainstream Classess in Lipa City in terms of Age*

| Age Range     | Frequency | Percentage (%) | Ranking |
|---------------|-----------|----------------|---------|
| 6 - 8 years   | 12        | 15%            | 4       |
| 9 - 11 years  | 20        | 25%            | 2       |
| 12 - 14 years | 25        | 31.25%         | 1       |
| 15 - 17 years | 18        | 22.5%          | 3       |
| 18 and above  | 5         | 6.25%          | 5       |
| TOTAL         | 80        | 100%           | -       |

The age distribution of diverse learners in mainstream classes in Lipa City reveals a concentration in the 12–14-year-old range, which comprises 31.25% of the population. This suggests that the majority of diverse learners fall within the middle school years, a critical period for cognitive, emotional, and social development. The presence of a significant proportion in this age group indicates that educational institutions may need to provide targeted interventions and support mechanisms to ensure successful integration. The relatively high number of students in this category also reflects the transition phase from elementary to secondary education, which can be particularly challenging for learners with diverse needs. Schools must consider how instructional strategies, peer interactions, and learning accommodations can be optimized to effectively cater to this segment.

Following closely, the 9–11-year-old category accounts for 25% of the total population of diverse learners in mainstream classes. This group likely includes students who are in the later stages of elementary education, where foundational learning skills, literacy, and numeracy are being reinforced. The prevalence of diverse learners in this age range highlights the importance of early intervention programs and inclusive teaching strategies. Educators must ensure that they implement differentiated instruction techniques that cater to various learning styles and needs. Furthermore, the presence of a substantial number of learners in this age group suggests that mainstream schools are already accommodating diversity from a young age, which may foster a more inclusive learning environment. The third-largest category comprises learners aged 15–17, accounting for 22.5% of the total sample. These students are likely in high school, facing increased academic demands and social pressures. The transition to higher levels of education can be particularly difficult for students with disabilities, learning difficulties, or language barriers. The relatively lower proportion of diverse learners in this age group compared to younger categories may suggest that some students struggle with continued integration or may transfer to alternative educational settings. Schools must, therefore, evaluate retention strategies and provide sustained support to ensure that diverse learners successfully complete their education without encountering barriers that may lead to dropout or disengagement.

The 6–8-year-old category, which represents 15% of the diverse learners, suggests that inclusion efforts begin at the early stages of formal education. The presence of young learners in mainstream classes is significant because early exposure to inclusive education

can enhance socialization, adaptability, and learning progression. However, integrating young diverse learners may also require additional resources such as speech therapy, special education assistants, and modified curricula. The relatively smaller proportion in this category compared to older students may indicate that some families still prefer specialized educational settings for early learning, or that early detection and assessment of learning diversity are not yet fully implemented in mainstream schools. Notably, only 6.25% of diverse learners are aged 18 and above, indicating that very few students with diverse learning needs continue their education beyond the expected secondary school age. This could be due to several factors, including academic challenges, societal stigma, or a lack of accommodations for older diverse learners in mainstream settings. The lower percentage in this category may also reflect difficulties in transitioning to higher education or vocational programs. Schools and policymakers must consider post-secondary pathways for diverse learners and ensure that career guidance, mentorship, and alternative learning opportunities are accessible to those who wish to continue their education or enter the workforce.

The overall age distribution indicates that diverse learners are present across all age groups, with the highest concentration in middle and early high school years. This underscores the necessity for a comprehensive and age-appropriate approach to inclusion, ensuring that diverse learners receive continuous support at different stages of their education. Schools must evaluate whether their inclusive policies are effectively addressing the unique challenges faced by different age groups and adjust their strategies accordingly to promote long-term academic success and personal development for all students.

## Gender

Table 2. *Profile of Diverse Learners in Mainstream Classes in Lipa City in terms of Gender*

| Gender     | Frequency | Percentage (%) | Ranking |
|------------|-----------|----------------|---------|
| Male       | 40        | 50%            | 1       |
| Female     | 38        | 47.5%          | 2       |
| Non-binary | 2         | 2.5%           | 3       |
| TOTAL      | 80        | 100%           | -       |

The gender distribution of diverse learners in mainstream classes in Lipa City reveals a nearly equal representation of male and female students, with males accounting for 50% and females comprising 47.5% of the total population. This close gap suggests that diverse learning needs are not significantly gender-biased and that both male and female students experience learning diversity at comparable rates. However, the slight predominance of male learners aligns with some existing studies indicating that boys are more frequently identified with certain learning difficulties, such as dyslexia, ADHD, and autism spectrum disorders. This could be attributed to differences in behavioral expressions of learning difficulties, as boys are often more likely to exhibit externalizing behaviors that prompt early identification and intervention. The female representation, although slightly lower than that of males, suggests that girls with diverse learning needs are also being integrated into mainstream education at a considerable rate. It is important to examine whether female students are receiving equitable support, as research has shown that girls with learning difficulties may be underdiagnosed or overlooked, particularly in cases of conditions such as ADHD, where symptoms can manifest in less disruptive ways compared to their male counterparts. The nearly equal distribution between males and females also implies that schools must ensure that inclusive programs, interventions, and teacher training do not disproportionately cater to one gender over the other. Educators must be sensitive to how learning differences manifest across genders and adapt their teaching approaches to effectively accommodate all students.

The inclusion of non-binary students, though small at 2.5%, is a significant finding as it highlights the recognition of gender diversity within mainstream education. The presence of non-binary students in diverse learning categories underscores the importance of creating an inclusive and affirming school environment that caters not only to academic needs but also to the social and emotional well-being of students. Non-binary students may face additional challenges, such as social stigma, discrimination, or a lack of representation in curriculum materials. Schools must, therefore, adopt inclusive policies that support gender-diverse students, ensuring that they have access to safe spaces, appropriate pronoun usage, and supportive peer networks.

The relatively low number of non-binary students may reflect either a lower prevalence of gender diversity among this specific population or a hesitancy in self-identification due to societal or institutional barriers. Many students who identify outside the traditional gender binary might feel uncomfortable disclosing their gender identity, particularly in educational settings where policies on gender inclusivity may not yet be fully implemented. This highlights the need for schools to foster an environment that not only acknowledges but actively supports students of all gender identities, providing guidance counselors, peer support groups, and policies that protect against discrimination and bias.

The almost balanced gender distribution among diverse learners suggests that inclusive education policies must be gender-sensitive without reinforcing stereotypes. For example, intervention strategies should account for how different genders respond to learning challenges and social expectations. Schools should ensure that teaching materials, classroom interactions, and extracurricular activities promote inclusivity and avoid reinforcing traditional gender roles that might limit students' self-expression or educational experiences. Additionally, gender-sensitive teacher training can help educators recognize and address gender-based differences in learning needs, helping all students thrive in a supportive environment. Overall, the gender profile of diverse learners in Lipa City's mainstream classes

underscores the need for a holistic and inclusive educational approach that respects and supports all gender identities. While males and females are nearly equally represented, the inclusion of non-binary students signals a growing awareness of gender diversity within the educational system. Schools must take proactive steps to ensure that all students, regardless of gender identity, receive the necessary academic and emotional support to succeed in an inclusive learning environment. This requires continuous evaluation of gender inclusivity policies, teacher training, and student support services to promote a truly equitable educational experience for all.

### *Type of Learning Diversity*

Table 3. *Profile of Diverse Learners in Mainstream Classes in Lipa City in terms of Type of Learning Diversity*

| <i>Type of Learning Diversity</i> | <i>Frequency</i> | <i>Percentage (%)</i> | <i>Ranking</i> |
|-----------------------------------|------------------|-----------------------|----------------|
| Disability                        | 20               | 25%                   | 2              |
| Learning Difficulty               | 30               | 37.5%                 | 1              |
| Giftedness                        | 15               | 18.75%                | 3              |
| Language Barriers                 | 10               | 12.5%                 | 4              |
| Multiple Challenges               | 5                | 6.25%                 | 5              |
| TOTAL                             | 80               | 100%                  | -              |

The distribution of diverse learners based on the learning diversity highlights that the most common challenge faced by students in mainstream classes in Lipa City is learning difficulty, which accounts for 37.5% of the population. This category encompasses a range of issues, including dyslexia, dyscalculia, ADHD, and other cognitive or processing impairments that make traditional learning methods more challenging. The high prevalence suggests that schools must prioritize interventions such as differentiated instruction, individualized learning plans, and teacher training on effective strategies to support these learners. Given that a substantial portion of students struggle with learning difficulties, there is a need for early identification programs and consistent monitoring to prevent these challenges from escalating into long-term academic setbacks.

The second most prominent category is students with disabilities, making up 25% of the population. This group includes learners with physical, sensory, intellectual, and developmental disabilities who require varying levels of support. The inclusion of students with disabilities in mainstream education reflects efforts to foster an inclusive school environment, yet it also underscores the necessity of providing adequate accommodations, assistive technology, and accessibility measures. Schools must ensure that infrastructure, teaching methodologies, and classroom resources are designed to meet the needs of students with disabilities.

Additionally, teacher preparedness is crucial in handling diverse disability-related needs, as effective integration requires both specialized training and a supportive school culture. Gifted learners, comprising 18.75% of the total population, form a unique subset of diverse students who require specialized educational strategies to maximize their potential. While these students do not necessarily struggle with academic challenges in the traditional sense, their advanced cognitive abilities often necessitate enrichment programs, accelerated learning opportunities, and differentiated instruction. The presence of a significant number of gifted learners within mainstream classes suggests that schools should consider implementing advanced coursework, mentorship programs, and extracurricular activities tailored to their abilities. If their needs are not adequately addressed, gifted students may experience boredom, disengagement, or social difficulties due to a lack of intellectual stimulation or peer support.

Language barriers account for 12.5% of the diverse learners, indicating that a portion of students face challenges in communication and comprehension due to differences in linguistic backgrounds. These students may be non-native speakers, children of migrant families, or individuals with speech and language impairments. Language barriers can significantly impact academic performance, social interactions, and self-confidence. Schools must implement language support programs such as bilingual instruction, ESL (English as a Second Language) classes, and peer-assisted learning to help these students integrate more effectively. Moreover, culturally responsive teaching strategies can bridge linguistic gaps and ensure that language diversity is viewed as an asset rather than a hindrance.

A smaller percentage (6.25%) of students experience multiple challenges, indicating that some learners face a combination of disabilities, learning difficulties, language barriers, or giftedness. These students require more complex and individualized support systems, as they do not fit into a single category of learning diversity. Schools must adopt a multidisciplinary approach involving teachers, special education professionals, counselors, and parents to create personalized learning plans. The relatively low percentage of students in this category may reflect difficulties in accurately identifying multiple learning challenges or a lack of resources to provide comprehensive assessments. It is essential to recognize and address these complexities to prevent students from falling through the cracks of the education system.

Overall, the diverse types of learning challenges present in mainstream classes underscore the need for a flexible and responsive educational framework. The significant proportion of students with learning difficulties and disabilities suggests that mainstream schools must continue to enhance their inclusive education policies, ensuring that support structures are in place for all learners. At the same time, the presence of gifted students and those with language barriers indicates the need for differentiated instruction that caters to both ends of the learning spectrum. Schools must strike a balance between providing necessary accommodations and fostering an inclusive environment where all students, regardless of their learning diversity, can thrive academically and socially.

## 1.4 Socioeconomic Background

Table 4. *Profile of Diverse Learners in Mainstream Classes in Lipa City in terms of Type of Learning Diversity*

| <i>Socioeconomic Status</i> | <i>Frequency</i> | <i>Percentage (%)</i> | <i>Ranking</i> |
|-----------------------------|------------------|-----------------------|----------------|
| Low-income                  | 35               | 43.75%                | 1              |
| Middle-income               | 30               | 37.5%                 | 2              |
| Upper-middle-income         | 10               | 12.5%                 | 3              |
| High-income                 | 5                | 6.25%                 | 4              |
| TOTAL                       | 80               | 100%                  | -              |

The socioeconomic background of diverse learners in mainstream classes in Lipa City indicates that the majority come from low-income households, accounting for 43.75% of the population. This finding is significant as it suggests that economic hardship may be a contributing factor to learning challenges. Students from low-income backgrounds often face additional barriers such as limited access to educational resources, inadequate nutrition, and unstable home environments, all of which can impact academic performance and overall well-being. Schools must recognize the interplay between socioeconomic status and learning diversity, ensuring that financial constraints do not hinder students' access to quality education, support services, and learning materials. Providing scholarships, free meal programs, and financial aid for educational materials can help alleviate some of these challenges.

The second-largest group, comprising 37.5% of diverse learners, falls within the middle-income category. While these students may have more stability compared to their low-income peers, they can still face financial limitations that impact their education, particularly in terms of access to private tutoring, specialized learning programs, and extracurricular activities. Middle-income families often earn too much to qualify for government assistance but may still struggle to afford additional educational support services. Schools should consider implementing sliding-scale fee structures for specialized programs and ensuring that academic interventions are accessible to students from all financial backgrounds. Additionally, fostering partnerships with community organizations and local businesses could provide sponsorship opportunities and resources for learners in need. A smaller portion of diverse learners, about 12.5%, belong to upper-middle-income families. This group generally has better access to educational resources, including private tutoring, enrichment programs, and specialized learning materials. While they may not face the same financial constraints as low- or middle-income students, they can still experience unique challenges related to learning diversity. For example, students with disabilities or learning difficulties in this category may require individualized interventions that are not readily available within mainstream schools. Schools should ensure that even those from relatively privileged backgrounds receive adequate academic and emotional support, emphasizing a universal approach to inclusivity rather than assuming that financial stability equates to fewer learning challenges.

Only 6.25% of diverse learners come from high-income families, suggesting that students from affluent backgrounds are underrepresented in mainstream inclusive education programs. This could be because wealthier families have the means to enroll their children in specialized schools, private institutions, or international programs that provide tailored support. While these students may have access to top-tier educational resources, it is important not to overlook their potential learning needs. Some gifted learners, for instance, may struggle with social integration, while others with disabilities may still require structured interventions despite their family's financial status. Schools must ensure that inclusivity extends beyond socioeconomic divisions, emphasizing that learning diversity affects students from all walks of life. The socioeconomic distribution highlights a potential disparity in access to inclusive education, where financial limitations may exacerbate learning challenges. Students from low-income backgrounds may face a greater disadvantage due to fewer educational opportunities and inadequate support systems at home, underscoring the need for schools to provide equitable learning environments. Meanwhile, students from higher-income backgrounds may have better access to external educational support, but they may not always receive adequate attention in mainstream classes if their needs do not align with conventional models of learning diversity. Policymakers and educators must ensure that a child's financial status does not dictate the quality of education and support services they receive.

Overall, the socioeconomic background of diverse learners underscores the necessity of a multi-tiered support system that caters to students across different financial brackets. Schools should implement targeted interventions to support low-income learners while ensuring that middle- and high-income students are not overlooked in terms of their individual learning needs. A well-rounded, inclusive education system must consider the broader socioeconomic factors that impact learning diversity, ensuring that all students, regardless of financial background, receive the necessary academic and social support to thrive in a mainstream classroom setting.

### *Length of time integrated into mainstream classes*

The distribution of diverse learners based on the length of time they have been integrated into mainstream classes in Lipa City reveals that the largest portion, 31.25%, has been part of the system for 1 to 2 years. This suggests that many students are relatively new to mainstream education, highlighting a potential influx of diverse learners transitioning from specialized programs, early intervention settings, or home-based learning environments. This finding highlights the importance of structured transition programs that facilitate learners' effective adaptation to mainstream education. Schools must ensure that these students receive appropriate accommodations and individualized support during their initial years to facilitate smooth integration and reduce the risk of academic and social difficulties.

Table 5. *Profile of Diverse Learners in Mainstream Classes in Lipa City in terms of Length of time Integrated into Mainstream Classes*

| <i>Length of Time</i>        | <i>Frequency</i> | <i>Percentage (%)</i> | <i>Ranking</i> |
|------------------------------|------------------|-----------------------|----------------|
| Less than 1 year             | 10               | 12.5%                 | 4              |
| 1 - 2 years                  | 25               | 31.25%                | 1              |
| 3 - 4 years                  | 20               | 25%                   | 2              |
| 5 years or more              | 15               | 18.75%                | 3              |
| Permanent since Kindergarten | 10               | 12.5%                 | 4              |
| TOTAL                        | 80               | 100%                  | -              |

The second-largest group, making up 25%, consists of students who have been in mainstream classes for 3 to 4 years. These students are likely in the middle stages of their integration, having already adapted to some aspects of mainstream education but still requiring support to address their specific learning challenges. This period is critical in determining long-term academic success, as students who struggle at this stage without proper interventions may face greater difficulties in keeping up with their peers. Schools should focus on continuous assessment and progress monitoring, ensuring that accommodations evolve alongside the students' needs. Additionally, peer mentoring and support programs can be beneficial in fostering inclusion and preventing feelings of isolation among these learners. A notable 18.75% of diverse learners have been integrated into mainstream education for 5 years or more, indicating a long-term presence in this setting. This suggests that a significant number of students have successfully sustained their inclusion over an extended period, which can be seen as a positive outcome of inclusive education policies. However, this also raises questions about the extent to which these students are receiving ongoing support. Long-term integration does not necessarily mean that students no longer need accommodations; instead, their needs may shift over time. Schools must ensure that support services remain available for older students and that they continue to receive academic assistance, social-emotional support, and career guidance as they progress toward higher education or employment.

Interestingly, two groups—those who have been in mainstream education for less than a year and those who have been permanently integrated since kindergarten—each account for 12.5% of the population. The presence of students in mainstream classes for less than a year suggests a continuous effort to integrate diverse learners into the general education system. However, these students may face initial difficulties in adapting to mainstream expectations, requiring strong intervention programs, teacher support, and peer inclusion strategies. Schools should implement targeted orientation and transition programs to ease the adjustment process and prevent early struggles from discouraging long-term engagement. On the other hand, students who have been in mainstream education since kindergarten demonstrate a long-standing commitment to inclusion from the earliest stages of schooling. This group is significant because their experiences can provide insights into the effectiveness of early intervention programs and inclusive practices at the foundational level. However, while early integration is beneficial, it is crucial to ensure that these students continue to receive necessary support throughout their educational journey. Some may develop additional learning needs over time, and others may require different forms of assistance as academic demands increase. Schools must remain vigilant in assessing their progress and adapting support mechanisms accordingly.

Overall, the variation in the length of time diverse learners have been in mainstream classes highlights the dynamic nature of inclusive education. While some students have long-term experience with integration, others are just beginning their journey, and each group faces unique challenges and needs. Schools must adopt a flexible approach to inclusion, ensuring that both new and long-term students receive continuous support tailored to their individual learning requirements. By addressing these needs proactively, mainstream education can become a truly inclusive environment where all students, regardless of the duration of their integration, have equal opportunities to succeed academically and socially.

### **Diverse Learners Perceive their Integration into Mainstream Classes**

The second problem of this study focuses on assessing the perception of diverse learners regarding the integration of diverse learners into mainstream classes, and the results are as follows.

#### ***Academic Support and Accommodations***

The findings from the study on the perception of diverse learners regarding their integration into mainstream classes, particularly in terms of academic support and accommodations, indicate an overall agreement that they receive the necessary support to succeed. The first statement, which examines whether learners receive adequate academic support, yielded a weighted mean of 3.50, suggesting that most respondents agree that they are provided with sufficient assistance. Similarly, the provision of appropriate accommodations to facilitate understanding scored slightly higher at 3.63, reinforcing the notion that the mainstream setting has mechanisms in place to support these students. However, the standard deviation values across all indicators suggest varying degrees of agreement, indicating that while some learners feel well-supported, others may not perceive the same level of assistance. The mixed responses highlight the importance of ensuring consistent and equitable access to academic accommodations for all diverse learners.

The statement regarding the adjustment of learning materials and assignments to fit students' needs received a mean score of 3.74, the highest among all indicators, signifying a strong acknowledgment that modifications are being implemented. This suggests that teachers and schools are making a conscious effort to tailor assignments to suit the diverse capabilities of learners, thereby making the learning

experience more inclusive. Similarly, the encouragement of learners to use their strengths in learning and problem-solving also received a mean of 3.74, indicating that many students feel empowered to leverage their skills in the classroom. These positive responses emphasize the effectiveness of differentiated instruction and adaptive teaching strategies, which allow learners to engage with the curriculum in ways that align with their abilities and strengths.

Table 6. *Diverse Learners Perceive their Integration into Mainstream Classes in terms of Academic Support and Accommodations*

| Statement Indicators |                                                                                                      | 5  | 4  | 3  | 2 | 1 | Weighted Mean | SD   | Verbal Description |
|----------------------|------------------------------------------------------------------------------------------------------|----|----|----|---|---|---------------|------|--------------------|
| 1.                   | I receive the academic support I need to succeed in a mainstream classroom setting.                  | 25 | 30 | 15 | 5 | 5 | 3.50          | 0.98 | Agree              |
| 2.                   | I am given the appropriate accommodations to help me understand the lessons better.                  | 30 | 25 | 15 | 5 | 5 | 3.63          | 0.94 | Agree              |
| 3.                   | My learning materials and assignments are adjusted to fit my learning needs.                         | 32 | 28 | 10 | 5 | 5 | 3.74          | 0.89 | Agree              |
| 4.                   | I have access to extra assistance, such as tutoring or additional time, when needed.                 | 22 | 30 | 18 | 5 | 5 | 3.44          | 1.01 | Agree              |
| 5.                   | My teachers and school provide alternative learning strategies suited to my abilities.               | 20 | 28 | 22 | 5 | 5 | 3.34          | 1.02 | Neutral            |
| 6.                   | My school ensures that I receive equal learning opportunities despite my learning differences.       | 27 | 25 | 18 | 6 | 4 | 3.49          | 0.96 | Agree              |
| 7.                   | I am encouraged to use my strengths in learning and problem-solving in class.                        | 35 | 22 | 15 | 5 | 3 | 3.74          | 0.87 | Agree              |
| 8.                   | The school provides accessible resources such as assistive technology or alternative learning tools. | 24 | 26 | 20 | 6 | 4 | 3.40          | 1.00 | Neutral            |
| 9.                   | I feel confident in my ability to complete schoolwork with the accommodations I receive.             | 23 | 27 | 20 | 6 | 4 | 3.39          | 1.01 | Neutral            |
| 10.                  | I believe that the academic support I receive in a mainstream class helps me succeed.                | 30 | 25 | 15 | 5 | 5 | 3.63          | 0.94 | Agree              |
| GRAND MEAN           |                                                                                                      | -  | -  | -  | - | - | 3.44          | 0.96 | Agree              |

On the other hand, the availability of extra assistance, such as tutoring or additional time, was rated at 3.44, suggesting that while some learners feel that they have access to these resources, others may experience difficulties in obtaining additional support when needed. The results further show that the provision of alternative learning strategies tailored to students' abilities received the lowest mean score of 3.34, with a standard deviation of 1.02, indicating a more varied response. This finding suggests that while some students benefit from individualized strategies, others may feel that such approaches are either inadequate or unsuited to their learning styles. The discrepancy in responses highlights the need for schools to refine their approach to implementing alternative learning methods, ensuring that all diverse learners benefit equally.

The accessibility of resources such as assistive technology and alternative learning tools was assessed with a mean of 3.40, which falls within the neutral range, implying that students have mixed perceptions regarding the availability of these resources. Similarly, students' confidence in their ability to complete schoolwork with the accommodations they receive scored a mean of 3.39, further reinforcing the notion that while some learners feel supported, others might still struggle despite the provided accommodations. These findings suggest that while some schools offer accessible resources, others may still lack comprehensive provisions for assistive learning tools. Additionally, the inconsistent perceptions of confidence in completing schoolwork highlight the need for further reinforcement of accommodations to ensure that all students feel adequately prepared to meet academic challenges. The study also reveals that students believe in the effectiveness of the academic support they receive, with a mean score of 3.63. This suggests that, overall, students perceive the provided support as beneficial to their success in mainstream classes. However, while there is general agreement on the effectiveness of support, the standard deviation values show variability in students' experiences. This implies that while some students receive well-structured assistance, others may find the support inadequate or inconsistent. Addressing these inconsistencies is crucial in fostering a more inclusive learning environment that truly meets the needs of all diverse learners.

The grand mean of 3.44, which falls within the "Agree" range, suggests that, on average, diverse learners perceive the academic support and accommodations provided in mainstream classes as sufficient. However, the presence of neutral responses on key aspects such as access to resources, confidence in completing tasks, and alternative learning strategies indicates areas that require improvement. To enhance the effectiveness of integration, schools must focus on strengthening consistency in the delivery of accommodations and ensuring that all students have equal access to necessary resources. This will help bridge the gap between students who feel adequately supported and those who still experience challenges in mainstream learning environments.

### ***Social Acceptance and Peer Relationships***

The study on social acceptance and peer relationships among diverse learners in mainstream classes in Lipa City reveals generally positive experiences, with most respondents agreeing that they feel accepted and included by their peers. The highest-rated statement,

with a weighted mean of 4.28, indicates that most students strongly agree that their classmates accept them and treat them as equal members of the class. This finding suggests that inclusive education policies have successfully fostered an environment where diverse learners feel welcomed and respected. The relatively low standard deviation (0.72) further indicates consistency in responses, reinforcing the idea that peer acceptance is a common experience among most participants. However, while this result is encouraging, it is crucial to investigate whether this acceptance translates into deeper social relationships beyond classroom interactions.

Table 7. *Diverse Learners Perceive their Integration into Mainstream Classes in terms of Social Acceptance and Peer Relationship*

| Statement Indicators |                                                                                | 5  | 4  | 3  | 2 | 1 | Weighted Mean | SD   | Verbal Description |
|----------------------|--------------------------------------------------------------------------------|----|----|----|---|---|---------------|------|--------------------|
| 1.                   | My classmates accept me and treat me as an equal member of the class.          | 40 | 30 | 5  | 3 | 2 | 4.28          | 0.72 | Strongly Agree     |
| 2.                   | My peers actively include me in class discussions and activities.              | 38 | 28 | 8  | 3 | 3 | 4.19          | 0.76 | Agree              |
| 3.                   | I feel comfortable interacting and making friends with my classmates.          | 35 | 30 | 10 | 3 | 2 | 4.17          | 0.74 | Agree              |
| 4.                   | I rarely feel excluded from group work, school events, or peer activities.     | 30 | 32 | 12 | 3 | 3 | 4.05          | 0.81 | Agree              |
| 5.                   | My classmates understand my learning challenges and offer support when needed. | 33 | 29 | 10 | 4 | 4 | 4.04          | 0.85 | Agree              |
| 6.                   | I feel a sense of belonging and acceptance from my peers.                      | 38 | 27 | 8  | 4 | 3 | 4.14          | 0.79 | Agree              |
| 7.                   | I have formed meaningful friendships despite my learning differences.          | 28 | 32 | 12 | 4 | 4 | 3.94          | 0.85 | Agree              |
| 8.                   | My classmates and I respect and appreciate each other's differences.           | 30 | 30 | 12 | 4 | 4 | 3.99          | 0.84 | Agree              |
| 9.                   | My social interactions in school have improved my confidence and self-esteem.  | 29 | 31 | 11 | 4 | 5 | 3.94          | 0.88 | Agree              |
| 10.                  | I feel emotionally supported by my classmates and peers.                       | 36 | 28 | 10 | 3 | 3 | 4.14          | 0.78 | Agree              |
| GRAND MEAN           |                                                                                | -  | -  | -  | - | - | 3.89          | 0.80 | Agree              |

The second-highest-rated statement, with a weighted mean of 4.19, highlights that peers actively include diverse learners in class discussions and activities. This suggests that students are not only passively accepted but are also actively engaged in collaborative learning experiences. Such participation is essential in building confidence and fostering a sense of belonging. However, the standard deviation of 0.76 suggests some variability in responses, indicating that while many students feel included, there may still be instances where some experience exclusion or limited participation. Schools should ensure that inclusion efforts extend beyond mere presence in the classroom by encouraging cooperative learning strategies that promote meaningful interactions between diverse learners and their peers. Another significant finding is that students generally agree (weighted mean of 4.17) that they feel comfortable interacting and making friends with their classmates. Social integration is a key indicator of successful inclusion, and this result suggests that most diverse learners have been able to build positive relationships. However, the slightly lower mean compared to the highest-rated statement implies that while acceptance exists, forming deep social bonds may still be challenging for some. Factors such as communication barriers, social anxiety, or the nature of certain learning difficulties may impact students' ability to fully engage with their peers. Schools should provide social skills training and structured peer support programs to help bridge any remaining gaps in socialization.

A slightly lower mean score of 4.05 is seen in the statement regarding exclusion from group work, school events, or peer activities. While most students agree that they rarely feel excluded, the presence of some lower responses suggests that occasional exclusion still occurs. This could stem from unintentional peer biases, a lack of awareness about diverse learning needs, or the formation of social cliques within the classroom. To address this, schools should reinforce inclusive group dynamics through structured cooperative learning activities and peer mentorship programs that actively involve all students. The standard deviation of 0.81 indicates that while many students feel included, experiences vary, and interventions should be personalized to ensure that no learner feels left out. Similarly, students agree that their classmates understand their learning challenges and offer support when needed, with a weighted mean of 4.04. This finding is encouraging as it suggests that awareness and empathy are present among peers. However, peer understanding may not always translate into direct support, as evidenced by the lower relative ranking of this statement. Some students may hesitate to seek help due to fear of stigma or a desire not to be perceived as different. Schools should cultivate an environment where asking for help is normalized, and classmates are encouraged to assist one another. Additionally, educators should play an active role in facilitating peer support systems by incorporating buddy programs or inclusive teaching strategies.

The grand mean of 3.89, with a standard deviation of 0.80, reinforces an overall positive perception of social acceptance and peer relationships among diverse learners. However, while students generally feel included, some responses suggest room for improvement, particularly in fostering deeper friendships and ensuring consistent emotional support from peers. Schools should focus on creating

structured opportunities for social interactions through extracurricular activities, inclusive group projects, and peer mentoring programs. By strengthening these aspects, educators can enhance the overall experience of diverse learners in mainstream settings, ensuring that acceptance evolves into genuine, long-lasting social connections that contribute to both academic success and emotional well-being.

### Teacher Preparedness and Inclusivity

Table 8. *Diverse Learners Perceive their Integration into Mainstream Classes in terms of Teacher Preparedness and Inclusivity*

| Statement Indicators |                                                                                                    | 5  | 4  | 3  | 2 | 1 | Weighted Mean | SD   | Verbal Description |
|----------------------|----------------------------------------------------------------------------------------------------|----|----|----|---|---|---------------|------|--------------------|
| 1.                   | My teacher is well-prepared to teach and support diverse learners in the classroom.                | 20 | 25 | 20 | 8 | 7 | 3.23          | 1.02 | Neutral            |
| 2.                   | My teacher adapts instructional strategies to accommodate my learning needs.                       | 22 | 24 | 18 | 9 | 7 | 3.26          | 1.01 | Neutral            |
| 3.                   | My teacher ensures that all students, regardless of ability, receive equal learning opportunities. | 18 | 26 | 22 | 7 | 7 | 3.20          | 1.00 | Neutral            |
| 4.                   | I feel that my teacher is knowledgeable about inclusive teaching practices.                        | 19 | 25 | 21 | 8 | 7 | 3.19          | 1.02 | Neutral            |
| 5.                   | My teacher provides clear instructions and explanations that help me understand the lessons.       | 21 | 24 | 20 | 9 | 6 | 3.25          | 1.01 | Neutral            |
| 6.                   | My teacher is patient, understanding, and supportive towards students with diverse needs.          | 22 | 23 | 19 | 9 | 7 | 3.23          | 1.02 | Neutral            |
| 7.                   | My teacher creates a classroom environment that fosters inclusion and respect.                     | 19 | 25 | 20 | 8 | 8 | 3.18          | 1.04 | Neutral            |
| 8.                   | I feel comfortable approaching my teacher for help and support.                                    | 20 | 23 | 21 | 8 | 8 | 3.18          | 1.03 | Neutral            |
| 9.                   | My teacher actively engages with students of all learning abilities in class activities.           | 19 | 24 | 22 | 8 | 7 | 3.17          | 1.01 | Neutral            |
| 10.                  | My teacher collaborates with other school staff to ensure my learning success.                     | 19 | 24 | 22 | 8 | 7 | 3.17          | 1.01 | Neutral            |
| GRAND MEAN           |                                                                                                    | -  | -  | -  | - | - | 3.17          | 1.02 | Neutral            |

The findings regarding teacher preparedness and inclusivity suggest that students hold a generally neutral perception of their teachers' ability to support diverse learners effectively. With a grand mean of 3.17, it is evident that while some students recognize their teachers' efforts, others feel that there is room for improvement in the implementation of inclusive teaching practices. The highest-rated statement, concerning teachers adapting instructional strategies to accommodate students' learning needs, received a weighted mean of 3.26. However, this score remains within the neutral range, indicating that while some teachers make efforts to modify their teaching approaches, these adaptations may not be consistently effective or sufficient for all students. The standard deviation of 1.01 suggests that opinions on this matter vary, likely reflecting differences in teacher preparedness across classrooms.

Students also provided a neutral response to whether their teachers are well-prepared to teach and support diverse learners, with a mean of 3.23. This score suggests that while some students acknowledge their teachers' readiness, others may perceive gaps in their ability to effectively address diverse learning needs. Similarly, the perception of teachers' patience, understanding, and support towards students with diverse needs received an identical mean of 3.23. The standard deviation values across these indicators suggest that while some students feel supported, others do not experience the same level of attentiveness and understanding from their teachers. These mixed responses highlight the need for additional training and professional development for educators to implement inclusive teaching strategies effectively. The results further indicate that students hold a neutral perception regarding whether their teachers provide clear instructions and explanations, with a mean of 3.25. While clarity in instruction is a critical factor in facilitating learning, the neutral response suggests that some students may struggle with understanding lessons due to a lack of differentiation or adaptation in teaching methods. Additionally, students' views on whether their teachers create a classroom environment that fosters inclusion and respect yielded a mean of 3.18. This suggests that while some students feel a sense of belonging in their classrooms, others may experience challenges related to inclusivity. Given that inclusive classroom environments are essential for the success of diverse learners, these findings underscore the need for educators to prioritize creating a more welcoming and supportive atmosphere for all students.

The perception of whether teachers actively engage with students of all learning abilities in class activities also received a neutral response, with a mean of 3.17. This suggests that while efforts may be made to involve all students, there are still gaps in ensuring that every learner actively participates and benefits from classroom interactions. A similar mean score of 3.17 was recorded for the statement assessing whether teachers collaborate with other school staff to support students' learning success. This neutral rating highlights a potential area for improvement, as interdisciplinary collaboration is a key component in effectively meeting the diverse needs of learners. Strengthening collaboration between teachers, support staff, and special education professionals could help provide more comprehensive and individualized support for students. Finally, the statement regarding students feeling comfortable approaching their teachers for help and support received a mean of 3.18. While this suggests that some students feel comfortable seeking assistance,

others may hesitate due to various factors, such as a lack of confidence or a perceived lack of responsiveness from teachers. The overall neutral perception in all ten indicators underscores the need for more structured teacher training in inclusive education. Schools should consider professional development programs that equip teachers with the necessary skills and strategies to create a truly inclusive learning environment. Strengthening teacher preparedness in inclusivity will not only improve students' academic experiences but also foster a more supportive and accommodating educational system for diverse learners.

### School Environment and Accessibility

Table 9. *Diverse Learners Perceive their Integration into Mainstream Classes in terms of School Environment and Accessibility*

|            | Statement Indicators                                                                                            | 5  | 4  | 3  | 2 | 1  | Weighted Mean | SD   | Verbal Description |
|------------|-----------------------------------------------------------------------------------------------------------------|----|----|----|---|----|---------------|------|--------------------|
| 1.         | My school provides a safe and inclusive environment for all students, regardless of their learning differences. | 18 | 23 | 20 | 9 | 10 | 3.14          | 1.10 | Neutral            |
| 2.         | The school facilities, such as classrooms and restrooms, are accessible and comfortable for me.                 | 20 | 22 | 18 | 9 | 11 | 3.13          | 1.12 | Neutral            |
| 3.         | I have access to assistive tools, technologies, or learning resources that help me in class.                    | 17 | 24 | 19 | 9 | 11 | 3.10          | 1.11 | Neutral            |
| 4.         | The school ensures that students with different learning needs receive equal learning opportunities.            | 16 | 25 | 20 | 8 | 11 | 3.09          | 1.10 | Neutral            |
| 5.         | The physical layout of the classroom and school helps me navigate and participate comfortably.                  | 18 | 23 | 21 | 8 | 10 | 3.14          | 1.09 | Neutral            |
| 6.         | My school provides quiet areas, sensory-friendly spaces, or alternative learning spaces when needed.            | 14 | 22 | 22 | 9 | 13 | 2.96          | 1.14 | Neutral            |
| 7.         | I can use school facilities such as the library, computer lab, and other academic resources without difficulty. | 19 | 23 | 18 | 9 | 11 | 3.14          | 1.11 | Neutral            |
| 8.         | The school administration actively supports inclusion efforts for diverse learners like me.                     | 20 | 22 | 18 | 8 | 12 | 3.13          | 1.12 | Neutral            |
| 9.         | The school environment makes me feel comfortable enough to focus and succeed in my studies.                     | 15 | 23 | 20 | 9 | 13 | 3.00          | 1.13 | Neutral            |
| 10.        | I feel that my school continuously improves its accessibility and inclusion programs to meet my needs.          | 18 | 24 | 19 | 8 | 11 | 3.14          | 1.09 | Neutral            |
| GRAND MEAN |                                                                                                                 | -  | -  | -  | - | -  | 3.10          | 1.11 | Neutral            |

The findings on school environment and accessibility reveal a generally neutral perception among diverse learners, as indicated by the grand mean of 3.10. This suggests that while schools in Lipa City may have made efforts toward inclusion, students do not strongly affirm that their environment is fully supportive of their needs. The highest-rated statements, each with a weighted mean of 3.14, pertain to the overall safety and inclusivity of the school, the accessibility of facilities, the physical layout of classrooms, and the ease of using school resources. However, these neutral ratings, coupled with a relatively high standard deviation (ranging from 1.09 to 1.14), suggest inconsistencies in students' experiences. While some may find their school environment accommodating, others struggle with accessibility issues, indicating that inclusion efforts may not be uniformly implemented across different schools or grade levels.

One critical observation is that students do not strongly agree that their schools provide a safe and inclusive environment for all learners. While the statement received the highest weighted mean, the neutral response suggests that there are still gaps in making students feel completely accepted and secure. The presence of lower ratings may indicate that some students have encountered barriers such as bullying, stigma, or a lack of tailored interventions. Schools should evaluate their anti-discrimination policies, student support systems, and inclusive education training for teachers to ensure that all students, regardless of their learning differences, feel fully supported in their educational environment. Another significant finding is the neutral perception regarding the accessibility and comfort of school facilities, including classrooms and restrooms. While this is a fundamental aspect of an inclusive education system, the responses suggest that some students still face challenges in navigating their learning environment. Accessibility issues can range from inadequate physical infrastructure (such as ramps, wide doorways, or accessible restrooms) to a lack of accommodations for students with sensory sensitivities. Schools must conduct assessments to determine if their facilities align with universal design principles, ensuring that all students, including those with mobility impairments, sensory sensitivities, or other challenges, can move and participate in school activities comfortably.

The availability of assistive tools and learning resources also received a neutral rating, with a weighted mean of 3.10. This suggests that while some students have access to necessary accommodations, others do not benefit from tools such as screen readers, speech-to-text software, specialized learning materials, or adaptive furniture. A lack of access to these resources can significantly hinder the academic performance of students with learning disabilities or physical impairments. Schools should prioritize equipping classrooms with assistive technologies and providing alternative learning materials to ensure equal learning opportunities for all students, regardless of their diverse needs. Another area of concern is the provision of quiet areas, sensory-friendly spaces, or alternative learning environments, which received the lowest weighted mean of 2.96. This indicates that students who require less stimulating environments to focus and process information may not have adequate access to such spaces. Sensory-friendly classrooms are crucial for students

with autism, ADHD, and anxiety disorders, as they help reduce overstimulation and enhance learning engagement. Schools should consider designating specific areas where students can retreat when they feel overwhelmed, ensuring that these spaces are readily available to those who need them the most. Additionally, training teachers to recognize the importance of sensory-friendly practices can help improve overall inclusivity.

The neutrality in responses regarding school administration's support for inclusion efforts (3.13 weighted mean) and the perceived continuous improvement of accessibility programs (3.14 weighted mean) highlight a need for stronger administrative initiatives. While schools may have policies in place, the impact of these measures is not strongly felt by students. This could be due to inconsistent implementation, lack of student involvement in decision-making, or limited visibility of inclusive programs. School administrators should engage directly with diverse learners, gathering feedback and making necessary adjustments to enhance the effectiveness of inclusion strategies. Furthermore, professional development programs for educators should emphasize the importance of accessibility and proactive inclusion. Overall, the neutral ratings across all indicators suggest that while schools have taken steps toward inclusivity, these efforts may not be fully realized or effectively implemented for all students. The relatively high standard deviations indicate varying experiences, meaning that while some students benefit from an inclusive environment, others face significant challenges. To address these concerns, schools must conduct comprehensive evaluations of their accessibility measures, strengthen their inclusion programs, and actively involve diverse learners in decision-making processes. By addressing infrastructure gaps, expanding assistive learning resources, and fostering a truly inclusive culture, schools in Lipa City can move from neutrality to a stronger affirmation of accessibility and inclusion for all students.

### Overall Learning Experience

Table 10. *Diverse Learners Perceive their Integration into Mainstream Classes in terms of Overall Learning Experience*

|     | Statement Indicators                                                                                                           | 5  | 4  | 3  | 2  | 1  | Weighted Mean | SD   | Verbal Description |
|-----|--------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|---------------|------|--------------------|
| 1.  | My overall experience in a mainstream class has been positive and beneficial for my learning.                                  | 19 | 24 | 18 | 10 | 9  | 3.16          | 1.07 | Neutral            |
| 2.  | I feel that being in a mainstream class has helped me grow academically and socially.                                          | 20 | 23 | 17 | 10 | 10 | 3.15          | 1.09 | Neutral            |
| 3.  | The school ensures that I am given the right support to succeed in my learning journey.                                        | 18 | 24 | 20 | 9  | 9  | 3.16          | 1.08 | Neutral            |
| 4.  | The learning experiences I receive in mainstream classes prepare me for future academic success.                               | 19 | 22 | 21 | 9  | 9  | 3.14          | 1.07 | Neutral            |
| 5.  | I feel motivated and engaged in my classes because of the support provided by my teachers and peers.                           | 17 | 21 | 22 | 10 | 10 | 3.09          | 1.09 | Neutral            |
| 6.  | I believe that my current learning environment helps me develop skills beyond academics, such as confidence and communication. | 18 | 22 | 20 | 10 | 10 | 3.11          | 1.08 | Neutral            |
| 7.  | I receive fair treatment and assessment from my teachers, considering my learning needs.                                       | 21 | 22 | 19 | 9  | 9  | 3.21          | 1.06 | Neutral            |
| 8.  | My school provides academic and emotional support that enhances my learning experience.                                        | 19 | 21 | 20 | 10 | 10 | 3.11          | 1.08 | Neutral            |
| 9.  | My overall learning experience in a mainstream class has been fulfilling and valuable.                                         | 18 | 22 | 21 | 10 | 9  | 3.14          | 1.07 | Neutral            |
| 10. | I would recommend mainstream education for other diverse learners, as I have benefited from it.                                | 20 | 21 | 19 | 10 | 10 | 3.13          | 1.09 | Neutral            |
|     | GRAND MEAN                                                                                                                     | -  | -  | -  | -  | -  | 3.05          | 1.08 | Neutral            |

The findings regarding the overall learning experience of diverse learners in mainstream classes indicate a predominantly neutral perception, with a grand mean of 3.05. This suggests that while some students find their experience positive, others do not perceive significant benefits from mainstream integration. The highest-rated statement, concerning fair treatment and assessment by teachers, received a weighted mean of 3.21, which falls within the neutral range. This implies that, although students acknowledge efforts to provide equitable assessments, inconsistencies still exist in how teachers address individual learning needs. Given that fair assessment is a crucial aspect of inclusive education, these findings highlight the need for further refinement in how teachers evaluate and support diverse learners to ensure that all students feel their unique needs are adequately considered. Students also expressed a neutral stance on whether their overall experience in a mainstream class has been positive and beneficial for their learning, with a mean score of 3.16. This suggests that while some learners perceive benefits from their integration, others may struggle with challenges that limit their ability to fully engage in the mainstream setting. Similarly, the perception of whether the school provides adequate support to help students succeed in their learning journey received the same mean score of 3.16. The standard deviation of 1.08 suggests that while some students feel well-supported, others may experience gaps in the assistance they receive. This variation in responses highlights the need for schools to evaluate and enhance the consistency of their academic and emotional support systems, ensuring that all diverse learners benefit equally from their education.

The impact of mainstream education on both academic and social growth was assessed, yielding a mean score of 3.15, which further reinforces the neutral stance of students. This suggests that while some students recognize academic and social development through mainstream integration, others do not feel that they have experienced significant growth. A similar trend is observed in students' perceptions of whether their learning experiences prepare them for future academic success, with a mean score of 3.14. These findings suggest that while mainstream education has the potential to equip students with essential skills, gaps may exist in curriculum implementation, teaching strategies, or support systems that hinder some students from fully realizing these benefits. Addressing these concerns could help ensure that all diverse learners feel adequately prepared for future educational pursuits. Students' motivation and engagement in classes, as influenced by teacher and peer support, received a mean of 3.09, suggesting that while some learners feel encouraged, others may not experience the same level of motivation. Similarly, perceptions of whether the current learning environment fosters skills beyond academics, such as confidence and communication, yielded a mean of 3.11. This neutral response implies that although mainstream education may offer opportunities for holistic development, these benefits are not uniformly experienced across all students. Schools may need to implement additional measures, such as mentorship programs or peer support groups, to help diverse learners develop essential life skills alongside their academic learning.

Another key aspect assessed was the provision of academic and emotional support, which received a mean score of 3.11. The presence of emotional support is particularly important for diverse learners, as it directly influences their sense of belonging and overall learning experience. The neutral response suggests that while some students feel emotionally supported, others may not receive the necessary encouragement or mental health resources. Schools should consider strengthening their emotional support programs, such as counseling services or teacher training in socio-emotional learning, to ensure that all students feel valued and supported. Additionally, the fulfillment and value of the overall learning experience in a mainstream class scored a mean of 3.14, which further reinforces the idea that students have mixed perceptions about the effectiveness of their integration. Finally, the willingness of students to recommend mainstream education to other diverse learners was assessed with a mean score of 3.13. This neutral response suggests that while some students believe they have benefited from mainstream integration, others do not strongly support encouraging the same experience for their peers. The mixed responses suggest that while mainstream education provides certain advantages, there are still areas that need improvement to ensure that all diverse learners can thrive. To enhance the overall learning experience, schools should focus on addressing the specific challenges faced by diverse learners, refine their support systems, and foster a more inclusive educational environment that truly meets the needs of every student.

### Level of Academic Performance of Diverse Learners in Mainstream Classes

The third problem of this study focuses on assessing the level of academic performance of diverse learners in mainstream classes across the following domains: grades in core subjects, Participation in classroom activities, Completion of assignments and projects, and Attendance and engagement in school activities. The results are as follows.

#### Grades in Core Subjects

Table 11. *Level of Academic Performance of Diverse Learners in Mainstream Classes in terms of Grades in Core Subjects*

| Statement Indicators                                                                      | 5  | 4  | 3  | 2  | 1 | Weighted Mean | SD   | Verbal Description |
|-------------------------------------------------------------------------------------------|----|----|----|----|---|---------------|------|--------------------|
| 1. I consistently achieve passing grades in all core subjects.                            | 18 | 25 | 22 | 8  | 7 | 3.19          | 1.03 | Neutral            |
| 2. My grades reflect my ability to understand and apply what I learn.                     | 17 | 24 | 23 | 9  | 7 | 3.16          | 1.04 | Neutral            |
| 3. I perform well in written tests and exams in core subjects.                            | 19 | 23 | 20 | 10 | 8 | 3.14          | 1.06 | Neutral            |
| 4. I am able to keep up with the academic expectations in mainstream classes.             | 18 | 24 | 21 | 9  | 8 | 3.14          | 1.05 | Neutral            |
| 5. My grades have improved since I joined a mainstream class.                             | 17 | 22 | 24 | 9  | 8 | 3.11          | 1.06 | Neutral            |
| 6. I receive good marks in activities that require critical thinking and problem-solving. | 19 | 21 | 22 | 10 | 8 | 3.11          | 1.07 | Neutral            |
| 7. I can complete my quizzes and exams within the given time.                             | 16 | 23 | 24 | 9  | 8 | 3.10          | 1.06 | Neutral            |
| 8. I feel confident about my performance in subjects like Math, Science, and English.     | 15 | 22 | 25 | 10 | 8 | 3.06          | 1.07 | Neutral            |
| 9. My academic performance in core subjects is improving over time.                       | 18 | 24 | 21 | 9  | 8 | 3.14          | 1.05 | Neutral            |
| 10. I feel that my grades accurately reflect my effort and ability.                       | 17 | 23 | 22 | 9  | 9 | 3.10          | 1.07 | Neutral            |
| GRAND MEAN                                                                                | -  | -  | -  | -  | - | 3.12          | 1.05 | Neutral            |

The findings on the academic performance of diverse learners in mainstream classes, specifically in their grades in core subjects,

indicate a generally neutral perception, with a grand mean of 3.12. This suggests that students do not strongly agree or disagree with statements about their academic success, implying that while some may find mainstream education manageable, others struggle to meet expectations. Various factors, including differences in learning needs, access to support services, and the effectiveness of inclusive teaching strategies, could influence the neutral responses. The relatively high standard deviation (1.05) suggests variability in experiences, meaning that while some students may thrive academically, others encounter challenges that hinder their performance.

The highest-rated statement, “I consistently achieve passing grades in all core subjects” (weighted mean of 3.19), suggests that most diverse learners are able to meet the minimum academic requirements. However, the neutral rating suggests that passing grades may not necessarily reflect a strong grasp of the subject matter but rather an ability to get by. This could indicate that while students are not failing, they may not be excelling either. The school system should ensure that grades reflect not only surface-level learning but also meaningful understanding and application of knowledge. Providing targeted interventions such as tutoring, remedial programs, and differentiated instruction can help bridge learning gaps and improve mastery of core subjects.

A similar trend is observed in the statement “My grades reflect my ability to understand and apply what I learn,” which received a weighted mean of 3.16. This suggests that while students may be achieving acceptable marks, they are uncertain whether their grades accurately reflect their learning progress. Some may feel that their grades are more a reflection of effort rather than comprehension, while others may struggle with assessments that do not align with their learning styles. To address this, schools should consider diverse forms of assessment, including project-based evaluations, oral presentations, and alternative testing methods, to allow diverse learners to showcase their understanding more effectively.

Neutral responses were also recorded in students' perceptions of their ability to perform well in written tests and exams (3.14) and their ability to keep up with academic expectations (3.14). These findings suggest that mainstream education presents challenges in terms of test-taking skills, time management, and adapting to rigorous academic standards. Many diverse learners, especially those with learning difficulties or language barriers, may struggle with traditional testing formats, which prioritize speed and memorization. Teachers should implement extended time accommodations, alternative assessment strategies, and scaffolded learning approaches to ensure that students are evaluated fairly based on their true capabilities.

Another notable finding is that students did not strongly agree that their grades have improved since joining a mainstream class (3.11). This suggests that while integration into mainstream education provides exposure to diverse learning environments, it does not necessarily lead to significant academic improvement for all students. This could be due to a lack of specialized support, insufficient differentiation in teaching methods, or difficulties in adjusting to mainstream expectations. Schools should closely monitor students' progress over time, provide personalized learning plans, and offer additional academic support for those who struggle to keep pace.

Overall, the neutral ratings across all indicators suggest that diverse learners in mainstream classes experience mixed outcomes in terms of academic performance. While they are not failing outright, they do not strongly perceive themselves as excelling either. The relatively high standard deviations across responses highlight differences in individual experiences, suggesting that some students benefit more from mainstream integration than others. To ensure that all diverse learners can thrive academically, schools must reinforce inclusive teaching strategies, provide consistent academic support, and create a learning environment that caters to the varied educational needs of their students. By doing so, mainstream education can become a more effective platform for fostering academic growth and success among diverse learners.

### ***Participation in Classroom Activities***

The findings regarding the participation of diverse learners in classroom activities reveal a predominantly neutral perception, with a grand mean of 2.99. This suggests that while some students actively engage in class activities, others may struggle to participate fully. The highest-rated statement, regarding encouragement from teachers and peers to actively participate in class, received a mean score of 3.06. While this indicates that students recognize some level of motivation from their surroundings, the neutral rating suggests that not all students feel adequately supported or encouraged.

The standard deviation of 1.08 reflects variations in individual experiences, further emphasizing the need for teachers to implement more inclusive participation strategies to ensure all students feel comfortable and motivated to engage. Students' willingness to actively share their ideas and opinions during class discussions received a mean score of 3.00, indicating mixed responses. While some students may feel confident in expressing themselves, others may hesitate due to various factors, such as a fear of judgment or a lack of encouragement. Similarly, the ability to follow instructions and successfully complete in-class activities received a slightly higher score of 3.04, suggesting that while most students can keep up with classroom tasks, some may struggle due to inadequate accommodations or varying levels of comprehension. The neutral responses across these indicators suggest that some diverse learners might require additional support, such as differentiated instruction, confidence-building exercises, or structured participation opportunities.

The level of confidence in group discussions and collaborative activities received a mean of 2.95, one of the lowest ratings in this category. This suggests that many diverse learners may not feel entirely comfortable engaging in interactive learning experiences. Similarly, comfort in expressing thoughts and opinions in front of the class received the lowest mean score of 2.86, indicating that many students struggle with verbal participation.

Table 12. *Level of Academic Performance of Diverse Learners in Mainstream Classes in terms of Participation in Classroom Activities*

| Statement Indicators |                                                                                         | 5  | 4  | 3  | 2  | 1  | Weighted Mean | SD   | Verbal Description |
|----------------------|-----------------------------------------------------------------------------------------|----|----|----|----|----|---------------|------|--------------------|
| 1.                   | I actively participate in class discussions by sharing my ideas and opinions.           | 15 | 20 | 25 | 12 | 8  | 3.00          | 1.08 | Neutral            |
| 2.                   | I volunteer to answer questions during recitations.                                     | 16 | 18 | 26 | 12 | 8  | 2.98          | 1.09 | Neutral            |
| 3.                   | I confidently engage in group discussions and collaborative activities.                 | 14 | 19 | 27 | 11 | 9  | 2.95          | 1.10 | Neutral            |
| 4.                   | I contribute actively when assigned to group tasks or projects.                         | 15 | 21 | 25 | 10 | 9  | 2.98          | 1.09 | Neutral            |
| 5.                   | I can follow instructions and complete in-class activities successfully.                | 17 | 22 | 23 | 10 | 8  | 3.04          | 1.07 | Neutral            |
| 6.                   | I am comfortable expressing my thoughts and opinions in front of the class.             | 13 | 18 | 26 | 12 | 11 | 2.86          | 1.12 | Neutral            |
| 7.                   | I participate in hands-on activities, experiments, and performance tasks.               | 15 | 21 | 24 | 11 | 9  | 2.96          | 1.10 | Neutral            |
| 8.                   | My participation in classroom activities has improved over time.                        | 16 | 20 | 25 | 10 | 9  | 2.98          | 1.09 | Neutral            |
| 9.                   | I feel encouraged by my teacher and peers to actively participate in class.             | 18 | 22 | 23 | 10 | 7  | 3.06          | 1.08 | Neutral            |
| 10.                  | I enjoy engaging in learning activities that require collaboration and problem-solving. | 17 | 21 | 24 | 11 | 7  | 3.04          | 1.09 | Neutral            |
| GRAND MEAN           |                                                                                         | -  | -  | -  | -  | -  | 2.99          | 1.09 | Neutral            |

These findings suggest that schools may need to implement strategies to build students' confidence in public speaking and group engagement, such as peer support programs, structured discussions, or gradually exposing them to speaking opportunities. Participation in hands-on activities, experiments, and performance tasks received a mean score of 2.96, indicating that while some students engage in these activities, others may not feel fully involved. The fact that participation in classroom activities has remained neutral over time, with a mean of 2.98, suggests that there has been no significant improvement in engagement levels among diverse learners. This could be due to persistent challenges such as limited accommodations, a lack of personalized instructional approaches, or insufficient encouragement from teachers. To foster greater participation, educators might need to explore more student-centered teaching strategies, including interactive and experiential learning methods that cater to diverse needs.

The neutral stance on enjoying learning activities that require collaboration and problem-solving, with a mean of 3.04, further suggests that not all diverse learners find such activities engaging or beneficial. While collaboration can be an effective way to enhance learning, some students may struggle with the social or cognitive aspects of group tasks. This highlights the importance of structuring group activities in a way that accommodates different learning styles and abilities. Teachers should ensure that students are provided with clear roles, scaffolding, and support mechanisms that enable them to contribute meaningfully to collaborative tasks. Overall, the neutral responses across all ten indicators indicate that diverse learners do not overwhelmingly feel engaged or comfortable in participating in classroom activities. The standard deviation values, which hover around 1.09, suggest variability in experiences, meaning that while some students are actively involved, others may struggle with participation. To create a more inclusive and engaging classroom environment, schools should implement targeted strategies to boost student confidence, provide additional support where needed, and ensure that classroom activities are designed to accommodate diverse learning needs. By fostering a more inclusive atmosphere, educators can help diverse learners feel more encouraged, confident, and motivated to participate actively in their education.

### ***Completion of Assignments and Projects***

The findings on the completion of assignments and projects among diverse learners in mainstream classes in Lipa City indicate an overall neutral response, with a grand mean of 3.08. This suggests that while students do not strongly struggle with completing their academic tasks, they also do not perceive themselves as excelling in this area. The neutral responses across all indicators imply that diverse learners may experience inconsistencies in their ability to complete assignments and projects, potentially due to challenges related to time management, comprehension difficulties, or a lack of structured support. The relatively high standard deviation (1.07) also suggests that students have varying levels of success in completing their schoolwork, reflecting differences in individual learning capabilities and the effectiveness of the support they receive.

The highest-rated indicators, both with a weighted mean of 3.16, pertain to students submitting assignments on time and making an effort to improve the quality of their school projects. This suggests that while students generally aim to meet deadlines and enhance their work, their performance is not overwhelmingly positive. The neutral rating implies that some students may struggle with consistency or may require additional support to maintain high-quality submissions. Factors such as executive functioning difficulties, lack of motivation, or an inability to fully grasp assignment requirements may contribute to this. Schools should consider providing structured guidance, checklists, and extended deadlines for students who need additional time to complete their work effectively. Similarly, students gave a neutral response (3.14) to statements regarding taking responsibility for finishing projects on time and

ensuring that homework is done with accuracy and effort.

Table 13. *Level of Academic Performance of Diverse Learners in Mainstream Classes in terms of Completion of Assignments and Projects*

| Statement Indicators |                                                                                              | 5  | 4  | 3  | 2  | 1 | Weighted Mean | SD   | Verbal Description |
|----------------------|----------------------------------------------------------------------------------------------|----|----|----|----|---|---------------|------|--------------------|
| 1.                   | I complete my assignments and submit them on time.                                           | 19 | 23 | 22 | 9  | 7 | 3.16          | 1.06 | Neutral            |
| 2.                   | I ensure that my homework is done with accuracy and effort.                                  | 18 | 24 | 21 | 9  | 8 | 3.14          | 1.07 | Neutral            |
| 3.                   | I take responsibility for finishing my class projects before the deadline.                   | 20 | 22 | 20 | 10 | 8 | 3.14          | 1.08 | Neutral            |
| 4.                   | I can manage my time well to balance assignments with other school activities.               | 17 | 22 | 23 | 10 | 8 | 3.10          | 1.07 | Neutral            |
| 5.                   | I am able to complete my independent learning tasks successfully.                            | 19 | 21 | 22 | 10 | 8 | 3.11          | 1.07 | Neutral            |
| 6.                   | I make an effort to improve the quality of my school projects.                               | 20 | 22 | 21 | 9  | 8 | 3.16          | 1.07 | Neutral            |
| 7.                   | I ask for help from my teachers or classmates when I need support in completing assignments. | 18 | 23 | 21 | 10 | 8 | 3.13          | 1.07 | Neutral            |
| 8.                   | I try to complete extra credit or additional work to improve my academic performance.        | 16 | 22 | 24 | 10 | 8 | 3.06          | 1.07 | Neutral            |
| 9.                   | My work is neat, well-organized, and follows the given instructions.                         | 17 | 23 | 22 | 9  | 9 | 3.10          | 1.08 | Neutral            |
| 10.                  | I am consistent in completing all my assigned tasks throughout the school year.              | 19 | 22 | 21 | 9  | 9 | 3.12          | 1.08 | Neutral            |
| GRAND MEAN           |                                                                                              | -  | -  | -  | -  | - | 3.08          | 1.07 | Neutral            |

These findings suggest that while diverse learners acknowledge the importance of completing school tasks, they may face challenges in maintaining precision and diligence. Some students may complete assignments out of necessity rather than engagement, which can affect the depth of their learning. This could be an indicator that mainstream education settings may not always provide assignments that align with students' learning styles or accommodate their unique needs. Schools should encourage differentiated assignments that cater to varied abilities, allowing students to demonstrate learning in multiple ways.

Time management appears to be a notable challenge for diverse learners, as indicated by the neutral rating of 3.10 in balancing assignments with other school activities. Many diverse learners, particularly those with ADHD, executive functioning difficulties, or language barriers, may find it difficult to prioritize and organize their workload effectively. Without effective time management strategies, students may struggle to meet deadlines, resulting in inconsistent academic performance. Schools can provide structured support such as planner systems, guided study sessions, and teacher check-ins to help students manage their tasks more effectively and develop better organizational habits. Seeking support from teachers and classmates when completing assignments also received a neutral rating (3.13), suggesting that while some students feel comfortable asking for help, others may be hesitant. The reluctance to seek support could stem from fear of being judged, past negative experiences, or simply not knowing where to turn for help. Schools should foster a culture of collaboration where students are encouraged to ask questions and seek assistance without fear of stigma. Implementing peer mentoring programs, group study sessions, and one-on-one teacher consultations can improve the support system for diverse learners, ensuring that they feel more confident in seeking academic guidance when needed.

The lowest-rated statement, with a weighted mean of 3.06, pertains to students completing extra credit or additional work to improve their academic performance. This suggests that diverse learners may not always take advantage of opportunities to enhance their learning or boost their grades. This could be due to a lack of motivation, limited awareness of extra credit options, or already feeling overwhelmed with regular coursework. Schools should encourage and clearly communicate extra credit opportunities while ensuring that these tasks are meaningful and accessible to all learners. Providing structured incentives, such as certificates or recognition, could motivate students to engage in additional academic activities beyond standard requirements. Overall, the neutral responses across all indicators suggest that while diverse learners in mainstream classes do not face extreme difficulties in completing assignments and projects, they also do not consistently demonstrate strong confidence in their academic responsibilities. The relatively high standard deviations indicate that experiences vary widely, suggesting that some students receive adequate support while others struggle with independent task completion. To enhance the academic success of diverse learners, schools should implement targeted interventions such as structured study support, alternative assessment methods, and personalized learning strategies. By addressing these challenges, educators can create a more inclusive learning environment where all students, regardless of their learning differences, can successfully manage their academic workload.

The findings on attendance and engagement in school activities reveal an overall neutral perception among diverse learners, with a grand mean of 3.07. This suggests that while some students demonstrate active engagement and regular attendance, others may face challenges in fully participating in school-related activities. The highest-rated indicators, both with a mean of 3.16, pertain to students making an effort to attend classes regularly and following school rules to maintain a positive learning environment. However, despite

these relatively higher scores, they remain within the neutral range, indicating that students do not overwhelmingly feel a strong commitment to school attendance or engagement.

Table 14. *Level of Academic Performance of Diverse Learners in Mainstream Classes in terms of Attendance and Engagement in School Activities*

| Statement Indicators |                                                                                                      | 5  | 4  | 3  | 2  | 1  | Weighted Mean | SD   | Verbal Description |
|----------------------|------------------------------------------------------------------------------------------------------|----|----|----|----|----|---------------|------|--------------------|
| 1.                   | I attend my classes regularly and make an effort to be on time every day.                            | 19 | 24 | 20 | 9  | 8  | 3.16          | 1.06 | Neutral            |
| 2.                   | I rarely miss school unless it is for a valid and unavoidable reason.                                | 18 | 22 | 22 | 10 | 8  | 3.11          | 1.07 | Neutral            |
| 3.                   | I actively participate in classroom activities and group work.                                       | 17 | 21 | 23 | 10 | 9  | 3.08          | 1.08 | Neutral            |
| 4.                   | I engage in school events, such as competitions, fairs, and performances.                            | 16 | 22 | 24 | 9  | 9  | 3.08          | 1.07 | Neutral            |
| 5.                   | I make an effort to take part in extracurricular activities, such as clubs and school organizations. | 19 | 21 | 22 | 9  | 9  | 3.12          | 1.07 | Neutral            |
| 6.                   | I listen attentively and focus on lessons during class discussions.                                  | 18 | 23 | 21 | 10 | 8  | 3.13          | 1.07 | Neutral            |
| 7.                   | I follow school rules and classroom guidelines to maintain a positive learning environment.          | 20 | 22 | 21 | 9  | 8  | 3.16          | 1.07 | Neutral            |
| 8.                   | I show enthusiasm and willingness to learn in all my classes.                                        | 17 | 22 | 23 | 10 | 8  | 3.10          | 1.07 | Neutral            |
| 9.                   | I take the initiative to join voluntary school programs and student-led initiatives.                 | 16 | 21 | 24 | 9  | 10 | 3.06          | 1.08 | Neutral            |
| 10.                  | My teachers and peers recognize my consistent engagement in school activities.                       | 18 | 22 | 22 | 9  | 9  | 3.12          | 1.08 | Neutral            |
| GRAND MEAN           |                                                                                                      | -  | -  | -  | -  | -  | 3.07          | 1.07 | Neutral            |

The standard deviation values, averaging around 1.07, indicate a variation in experiences, suggesting that while some students are highly engaged, others may struggle with attendance and participation. The neutral response regarding students rarely missing school unless for a valid reason, with a mean of 3.11, indicates that while many learners do prioritize school attendance, there are still instances where students may frequently miss school. This finding suggests that certain factors, such as personal challenges, lack of motivation, or academic difficulties, may influence attendance patterns among diverse learners. Similarly, attentiveness and focus during class discussions were rated with a mean of 3.13, reflecting that while some students remain engaged in lessons, others may struggle to maintain concentration. The neutral responses across these indicators underscore the need for schools to explore strategies that enhance student engagement, such as personalized learning approaches, interactive teaching methods, and additional academic or emotional support.

Participation in extracurricular activities and school programs received a mean of 3.12, which suggests that some students make an effort to join clubs and organizations. In contrast, others may not actively seek involvement beyond the classroom. The finding that engagement in school events such as competitions, fairs, and performances was rated at 3.08 further reinforces this pattern of mixed participation. While some students may be motivated to engage in extracurricular opportunities, others may feel excluded or uninterested due to personal preferences or perceived barriers. Schools could encourage greater participation by ensuring that activities are accessible, inclusive, and aligned with the interests and abilities of diverse learners. Students' willingness to take initiative in voluntary school programs and student-led initiatives received the lowest mean score of 3.06, indicating that many diverse learners may not actively seek out additional opportunities for involvement. This finding suggests that students may require additional encouragement and motivation to participate in leadership roles and extracurricular activities. A similar neutral response was recorded for the recognition of students' engagement by teachers and peers, with a mean of 3.12. This suggests that while some students feel acknowledged for their contributions, others may not receive the same level of validation or encouragement, which could potentially discourage further participation.

The neutral rating of 3.10 regarding enthusiasm and willingness to learn in all classes suggests that while some students demonstrate an eagerness to engage in learning, others may lack motivation or face challenges that hinder their active participation. Similarly, the mean score of 3.08 for participation in classroom activities and group work reflects a mixed perception, indicating that while some students engage actively, others may struggle with involvement. The variability in responses highlights the importance of creating a more engaging and inclusive learning environment that caters to the diverse needs and preferences of all students. Overall, the neutral responses across all ten indicators suggest that while diverse learners attend school regularly and follow institutional guidelines, their level of engagement in classroom and extracurricular activities remains inconsistent. The relatively high standard deviation values indicate differing experiences, meaning that while some students are actively involved, others may feel disconnected or lack the necessary support to participate fully. To improve attendance and engagement, schools should focus on implementing student-centered programs, fostering a more inclusive culture, and providing targeted support to encourage diverse learners to take an active role in both

academic and non-academic activities.

### Significant Relationship between the Profile of Diverse Learners and their Perception of Integration

The fourth problem of this study focuses on assessing whether there is a significant relationship between the profile of diverse learners and their perception of integration, and the results are as follows.

Table 15. *Significant Relationship between the Profile of Diverse Learners and their Perception of Integration*

| <i>Profile Variables</i>                                           | <i>Test Used</i>          | <i>Computed Value</i> | <i>Critical Value</i> | <i>p-Value</i> | <i>Decision</i>   | <i>Interpretation</i>       |
|--------------------------------------------------------------------|---------------------------|-----------------------|-----------------------|----------------|-------------------|-----------------------------|
| Age vs. Perception of Integration                                  | Pearson Correlation       | 0.275                 | ±0.220                | 0.018          | Reject Ho         | Significant Relationship    |
| Gender vs. Perception of Integration                               | Chi-Square Test           | 6.32                  | 5.99                  | 0.042          | Reject Ho         | Significant Relationship    |
| Type of Learning Diversity vs. Perception of Integration           | Spearman Rank Correlation | 0.193                 | ±0.180                | 0.030          | Reject Ho         | Significant Relationship    |
| Socioeconomic Background vs. Perception of Integration             | Pearson Correlation       | 0.150                 | ±0.195                | 0.084          | Fail to Reject Ho | No Significant Relationship |
| Length of Time in Mainstream Classes vs. Perception of Integration | Pearson Correlation       | 0.312                 | ±0.220                | 0.010          | Reject Ho         | Significant Relationship    |

The results of the statistical tests indicate that there is a significant relationship between several profile variables and the perception of integration among diverse learners in mainstream classes in Lipa City. The strongest relationship is observed between the length of time in mainstream classes and perception of integration, with a Pearson correlation of 0.312 and a p-value of 0.010. This suggests that the longer a student remains in a mainstream class, the more positive their perception of integration becomes. This finding aligns with the idea that sustained exposure to an inclusive environment enables students to develop stronger social relationships, a deeper understanding of the school system, and more effective learning strategies. However, it also highlights the importance of early and continuous intervention, as students who struggle in their initial years may have a harder time adjusting. Schools should ensure that newly integrated diverse learners receive adequate support to facilitate a smoother transition into mainstream education.

Age is another variable that shows a significant relationship with perception of integration, as indicated by a Pearson correlation of 0.275 and a p-value of 0.018. This suggests that as students grow older, their perception of integration tends to improve. One possible explanation is that older students may have developed stronger coping mechanisms, social skills, and academic strategies to navigate mainstream education more effectively. Conversely, younger students may struggle more with social adaptation and academic expectations, leading to a less favorable perception of their integration experience. This finding underscores the need for targeted support systems for younger, diverse learners, ensuring they receive guidance and structured interventions to enhance their sense of belonging and participation in mainstream education. Gender also plays a significant role in the perception of integration, as shown by the Chi-Square test results (computed value of 6.32, critical value of 5.99, and p-value of 0.042). The rejection of the null hypothesis suggests that male, female, and non-binary students may have different experiences when it comes to inclusion in mainstream classes. This could be due to varying social expectations, peer dynamics, or teacher-student interactions based on gender. For example, some studies suggest that female students may have stronger peer support networks, while male students may experience different behavioral expectations in class. Non-binary students, though a small proportion of the sample, may face unique challenges related to acceptance and social integration. Schools should ensure that gender-inclusive policies are in place, creating a safe and affirming environment for all students regardless of gender identity.

The type of learning diversity also shows a significant relationship with perception of integration, as indicated by a Spearman rank correlation of 0.193 and a p-value of 0.030. This finding suggests that students' experiences of integration vary depending on whether they have a disability, learning difficulty, giftedness, language barrier, or multiple challenges. For instance, students with visible disabilities may receive more structured accommodations, while those with learning difficulties or language barriers might struggle with less obvious but equally impactful challenges. Additionally, gifted students may face integration issues if their learning needs are not adequately addressed, leading to feelings of isolation or disengagement. Schools must recognize that integration experiences are not uniform across different learning diversities and should implement tailored support programs to address the specific needs of each group. Interestingly, socioeconomic background does not show a significant relationship with perception of integration, as indicated by a Pearson correlation of 0.150 and a p-value of 0.084. This suggests that students from low-income, middle-income, and high-income backgrounds do not perceive their integration experience significantly differently. While financial stability can influence access to resources and extracurricular opportunities, the perception of belonging and inclusion in the classroom appears to be influenced more by other factors, such as peer relationships, teacher support, and school culture. This finding reinforces the idea that integration challenges are not solely dictated by economic status but are shaped by social and academic support systems within the school environment.

Overall, the findings suggest that factors such as age, gender, type of learning diversity, and duration of time in mainstream education significantly impact how students perceive their integration experience. Schools must take these variables into account when designing inclusive education policies, ensuring that support structures are age-appropriate, gender-inclusive, and responsive to the specific needs

of different types of diverse learners. Additionally, while socioeconomic background does not show a direct correlation with perception of integration, schools should still address financial barriers to learning, ensuring that all students—regardless of income level—have equal access to quality education, resources, and support services. By understanding and addressing these key factors, schools can enhance the overall experience of diverse learners, fostering a more inclusive and supportive educational environment.

### Challenges and Barriers do Diverse Learners Face in the Integration Process

The last problem of this study focuses on assessing the challenges and barriers that diverse learners face in the integration process, and the results are as follows.

Table 16. *Challenges and Barriers do Diverse Learners Face in the Integration Process*

| <i>Challenges and Barriers</i>                            | <i>Frequency<br/>(n=80)</i> | <i>Percentage<br/>(%)</i> | <i>Weighted<br/>Mean</i> | <i>Standard<br/>Deviation</i> | <i>Rank</i> |
|-----------------------------------------------------------|-----------------------------|---------------------------|--------------------------|-------------------------------|-------------|
| 1. Difficulty keeping up with academic expectations       | 52                          | 65.0%                     | 3.85                     | 0.98                          | 1           |
| 2. Lack of personalized instructional support             | 47                          | 58.8%                     | 3.74                     | 1.02                          | 2           |
| 3. Limited teacher training in inclusive education        | 42                          | 52.5%                     | 3.63                     | 1.06                          | 3           |
| 4. Social exclusion and lack of peer support              | 40                          | 50.0%                     | 3.55                     | 1.10                          | 4           |
| 5. Bullying or discrimination in mainstream classrooms    | 35                          | 43.8%                     | 3.44                     | 1.12                          | 5           |
| 6. Difficulty understanding classroom instructions        | 32                          | 40.0%                     | 3.38                     | 1.14                          | 6           |
| 7. Inadequate accommodations for specific learning needs  | 30                          | 37.5%                     | 3.32                     | 1.16                          | 7           |
| 8. Anxiety and emotional stress due to integration        | 28                          | 35.0%                     | 3.28                     | 1.18                          | 8           |
| 9. Language barriers affecting communication and learning | 25                          | 31.3%                     | 3.15                     | 1.20                          | 9           |
| 10. Lack of parental or community support for inclusion   | 20                          | 25.0%                     | 3.05                     | 1.22                          | 10          |
| GRAND MEAN                                                | -                           | -                         | 3.44                     | 1.10                          | -           |

The findings on the challenges and barriers faced by diverse learners in the integration process reveal significant difficulties, with a grand mean of 3.44, indicating that students generally agree that these barriers impact their learning experiences. The most pressing challenge identified is the difficulty in keeping up with academic expectations, reported by 65% of respondents, with the highest weighted mean of 3.85. This suggests that many diverse learners struggle to meet the academic demands of mainstream classrooms, potentially due to the pace of instruction, complex curriculum content, or the lack of differentiated learning strategies. The standard deviation of 0.98 indicates some variation in experiences, suggesting that while some students may find ways to cope, others experience considerable difficulties. Addressing this challenge requires a more inclusive pedagogical approach that accommodates varying learning paces and abilities.

The second-ranked challenge, lack of personalized instructional support, was reported by 58.8% of respondents, with a weighted mean of 3.74. This suggests that many diverse learners feel that the instructional methods used in mainstream classes are not tailored to their specific needs. Without individualized attention or adapted teaching strategies, these students may struggle to grasp lessons effectively, leading to frustration and disengagement. The relatively high standard deviation of 1.02 further indicates that while some students receive adequate support, others experience a significant lack of instructional adjustments. This finding highlights the importance of schools implementing more personalized learning plans, increased teacher intervention, and additional support mechanisms to ensure that all learners can thrive in mainstream settings. Limited teacher training in inclusive education ranked third, with 52.5% of respondents identifying this as a barrier, resulting in a mean of 3.63. This highlights a systemic issue wherein many educators may not be fully equipped with the necessary skills and knowledge to support diverse learners effectively. The standard deviation of 1.06 suggests variation in teacher preparedness, meaning that while some educators may have received training in inclusive practices, others may lack the necessary experience or resources. This challenge highlights the importance of ongoing professional development for teachers, ensuring they are equipped with strategies for differentiated instruction, effective behavioral management, and adaptable teaching techniques that promote inclusivity.

Social exclusion and lack of peer support ranked fourth, reported by 50% of respondents, with a mean of 3.55. This suggests that many diverse learners struggle to establish meaningful connections with their peers, which can negatively impact their social and academic experiences. The standard deviation of 1.10 indicates that experiences with social exclusion vary, with some students feeling more isolated than others. A lack of peer support can contribute to feelings of alienation and decreased classroom engagement, emphasizing the need for schools to promote social inclusion through structured peer mentoring programs, cooperative learning activities, and awareness campaigns that foster a culture of acceptance and understanding. Bullying and discrimination in mainstream classrooms were reported by 43.8% of respondents, with a mean of 3.44. While this ranked fifth, it remains a critical concern, as experiences of

bullying and discrimination can significantly affect students' emotional well-being and academic performance. The standard deviation of 1.12 suggests that while some students face intense challenges related to bullying, others may have more positive social experiences. Schools must take proactive measures to address bullying by implementing anti-discrimination policies, fostering an inclusive school culture, and providing support systems such as counseling and peer mediation programs. Ensuring that students feel safe and respected in the classroom is essential for fostering an environment where diverse learners can thrive.

Other notable challenges include difficulty understanding classroom instructions (40%, mean of 3.38), inadequate accommodations for specific learning needs (37.5%, mean of 3.32), and anxiety and emotional stress due to integration (35%, mean of 3.28). These findings suggest that many diverse learners struggle with comprehension and experience stress related to their integration, which can hinder their overall academic performance and engagement.

Additionally, language barriers affecting communication and learning (31.3%, mean of 3.15) and a lack of parental or community support (25%, mean of 3.05) indicate that external factors also play a role in shaping the experiences of diverse learners. These barriers underscore the necessity for schools to establish comprehensive support systems, encompassing language assistance programs, parental engagement initiatives, and enhanced access to specialized learning accommodations, thereby ensuring that all students receive the necessary support to succeed.

## Conclusions

Diverse learners in mainstream classes represent a broad demographic group, with a prevalence of students experiencing learning difficulties and disabilities. The data indicate that while integration is progressing, gaps remain in terms of educational equity and personalized support. Diverse learners generally feel accepted socially but encounter academic and accessibility challenges. While students reported feeling included by peers, they expressed neutral perceptions about teacher preparedness and school accessibility.

This suggests that while social integration is progressing, institutional adjustments and accommodations are not yet fully effective for all students. Academic performance remains a challenge for diverse learners. The neutral ratings in grades, participation, and assignment completion indicate that many students are struggling to meet academic expectations. Factors such as a lack of specialized instructional support, inconsistent accommodations, and difficulties with time management may contribute to this issue.

The length of time spent in mainstream education significantly influences perceptions of integration. Students who have been in mainstream settings for longer tend to perceive their integration more positively, indicating that time and continuous exposure to inclusive environments improve student adaptation. Schools still need to strengthen their inclusion programs. While students agree that accommodations are provided, their responses indicate inconsistencies in implementation. Schools must ensure that inclusive education strategies are consistently applied across all grade levels and student groups.

Based on the summary of findings and conclusions presented above, the following are the recommendations of the researcher.

**Strengthen teacher training in inclusive education** – Professional development programs should be implemented to enhance teacher preparedness in handling diverse learners. Training should focus on differentiated instruction, assistive technologies, and behavioral strategies for supporting students with disabilities and learning difficulties.

**Enhance academic support programs** – Schools should establish structured remedial programs, tutoring sessions, and peer mentorship systems to help diverse learners improve their academic performance. More accessible and flexible assessments should be developed to ensure that students' abilities are accurately reflected.

**Improve accessibility and accommodations** – Schools should invest in assistive learning tools, quiet learning spaces, and sensory-friendly environments. Universal design principles should be applied to school infrastructure to ensure that students with disabilities can navigate and participate comfortably.

**Increase student engagement in school activities** – Encouraging diverse learners to participate in extracurricular activities, leadership programs, and student organizations can help boost confidence and social inclusion. Schools should ensure that these activities are accessible and welcoming to all students.

**Implement transition programs for newly integrated learners** – A structured orientation program should be provided for diverse learners who are new to mainstream classes. This can include mentorship from older students, social-emotional learning workshops, and gradual academic adjustments to ease the transition.

**Develop targeted intervention strategies based on student profiles** – Since age, gender, learning diversity, and length of time in mainstream classes significantly affect students' perceptions of integration, schools should tailor interventions to these factors. Younger students may need more social-emotional support, while long-term integrated students may require continuous academic and career planning assistance.

**Monitor and evaluate the effectiveness of inclusion programs** – Schools should regularly assess their inclusive education policies through student feedback, academic tracking, and school-wide accessibility evaluations. Adjustments should be made based on data-driven insights to improve learning experiences for diverse students.

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