

Teachers' Preparedness in the Implementation of Inclusive Education in Identified Schools in Cebu Province

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Abstract. This study examined the level of preparedness of teachers in implementing inclusive education and explored its relationship with selected demographic variables and administrative support. Utilizing a descriptive-correlational research design, the study had 50 teachers across various schools in the division of Cebu Province. Through a validated survey questionnaire measuring preparedness, support systems, and demographic characteristics, frequency counts, percentages, and Pearson's r correlation were used to analyze the data. Findings revealed that teachers generally demonstrated a moderate level of preparedness for inclusive education, with particular strength in foundational understanding but notable gaps in practical application and individualized instructional strategies. Analysis of support systems showed that while training opportunities and peer mentoring were widely available, structural supports such as assistive technology, co-planning time, and access to SPED specialists remained limited. Results further indicated that among the demographic variables, only formal coursework and workshops/professional development hours showed significant positive correlations with preparedness highlighting the importance of targeted and sustained professional learning. Age, educational attainment, field of specialization, and years of teaching experience showed no significant relationships. Administrative support demonstrated a weak positive but non-significant correlation with teacher preparedness, suggesting that administrative efforts alone do not directly predict readiness unless accompanied by systematic and resource-based supports. Based on the findings, it is concluded that readiness for inclusive education is influenced primarily by the quality and consistency of professional development, rather than demographic factors or general administrative encouragement.

Introduction

Inclusive education has moved from being treated as a specialized program to being recognized as a core requirement of equitable schooling, and this shift places teachers at the center of implementation (Kenny et al., 2023). Recent research consistently shows that inclusive education succeeds less because of policy statements alone and more because teachers can translate inclusive principles into everyday classroom decisions, assessment practices, and learner support (Jungjohann & Gebhardt, 2023). Teachers are expected to create classrooms where students with disabilities participate meaningfully, access the curriculum, and receive instruction that responds to diverse strengths and needs (Larios & Zetlin, 2023). Yet the literature also shows that teachers' preparedness varies widely across contexts, especially where professional development, specialist support, and school resources are uneven. Studies from the United Arab Emirates, India, and England all report that teachers generally value inclusion but still need stronger practical preparation and sustained support to implement it effectively (Meda et al., 2023; Kaur & Salian, 2024; Smythe, 2025).

A major theme in the literature is that teacher preparedness in inclusive education is multidimensional. It is not limited to goodwill or general teaching experience rather, it includes knowledge of inclusive principles and disability-related needs, skills in differentiated instruction and classroom management, and attitudes toward learners with disabilities (Fernandes, 2022). Recent evidence suggests that these dimensions are related but not always equally developed. For example, training

interventions can significantly improve teachers' knowledge, attitudes, and classroom practices, showing that preparedness is teachable rather than fixed (Rajesh & Joseph, 2023). At the same time, studies also show that teachers may express positive attitudes toward inclusion while still reporting limited pedagogical confidence, gaps in identifying learner needs, or moderate preparedness in practical implementation (Meda et al., 2023; Tsegaye et al., 2025).

Moreover, teacher preparedness is strengthened or weakened by the support systems available in schools (Peterson et al., 2025). Inclusive education is more likely to be implemented well when teachers receive continuous professional development, mentoring, collaboration with specialists, access to adapted materials, leadership support, and opportunities for interprofessional problem-solving (Tnacredi et al., 2023). Research from Albania emphasizes the importance of assistant teachers, reduced student-teacher ratios, and targeted training in adaptive teaching (Ferri et al., 2023). Research from England likewise shows that teachers value in-house training, school-based professional development, and inter-school sharing of best practices (Smythe, 2025). A broader review of collaboration in teacher training also highlights the value of coordination between education, health, and social service sectors when supporting learners with complex needs (Salminen et al., 2025).

Despite these supports, the literature is equally clear that teachers continue to face substantial challenges in handling inclusive classrooms. Across settings, recurring barriers include insufficient training, large class sizes, limited access to assistive technology or specialized personnel, inadequate instructional materials, and the difficulty of addressing diverse academic, behavioral, and communication needs simultaneously. Teachers in India reported inadequate teaching materials and insufficient support services (Kaur & Salian, 2024), while teachers in Albania emphasized the need for assistant teachers and stronger classroom adaptations (Ferri et al., 2023). Recent work from Turkey found that teachers frequently struggle with behavior problems, speech and language difficulties, and a lack of training for interactive support (Diken et al., 2025). Even when teachers hold favorable views of inclusion, these structural and instructional barriers can reduce confidence and weaken implementation quality. This makes it necessary to study not only teacher attitudes, but also the real constraints they experience in day-to-day inclusive practice.

Moreover, the research addresses a pressing gap in the discourse on inclusive education in provincial contexts. While much attention has been given to urban schools, provincial schools often operate under different conditions, with fewer resources and less exposure to specialized training. By focusing on Cebu Province, the study sheds light on the realities of teachers working in diverse and sometimes challenging environments. This localized perspective enriches the national conversation on inclusive education, reminding stakeholders that preparedness must be understood within specific contexts rather than assumed to be uniform across regions. In conclusion, this study is anchored on the belief that inclusive education cannot succeed without adequately prepared teachers. Their readiness determines whether classrooms become spaces of equity or sites of exclusion. By investigating teachers' preparedness in Cebu Province, the research aims to bridge the gap between policy and practice, offering insights that can strengthen the implementation of inclusive education. The rationale for this study is therefore both practical and moral: practical, because it seeks to improve educational outcomes through better teacher support; and moral, because it affirms the right of every child to learn in an environment that values diversity and inclusion varied challenges while immerse in this inclusive classroom settings.

With these situations, there remains a growing concern about whether teachers are adequately prepared to implement inclusive education effectively. Studies have shown that many educators feel ill-equipped to address the diverse needs of students with disabilities due to limited training, insufficient resources, and a lack of continuous professional development. The gap between policy and implementation highlights the urgent need to assess teachers' preparedness to embrace inclusive education fully. This study, therefore, aims to investigate the preparedness of teachers in implementing inclusive education in identified schools within the Schools Division of Cebu Province. The research seeks to uncover the teachers' preparedness in the implementation of Inclusive Education, the challenges teachers face, and the support systems available to them to create inclusive classrooms. By examining these factors, the study hopes to provide valuable insights that can inform policy-making, professional development programs, and resource allocation. The findings will serve as a foundation for future initiatives aimed at strengthening inclusive education practices and supporting teachers in their vital roles as agents of change.

Literature Review

Recent literature shows that teacher preparedness is one of the strongest school-level conditions shaping the success of inclusive education. Across different contexts, teachers generally express favorable views toward inclusion, yet many still report gaps in practical readiness, particularly in identifying learner needs, adapting instruction, and managing diverse classrooms. A study in the United Arab Emirates found that teachers valued inclusive education and felt more ready after professional development, but their preparedness was closely tied to the quality of training they received (Meda et al., 2023). Similarly, a pilot study in India reported that teachers held positive attitudes toward inclusive education but still faced major limitations in specialized training and classroom implementation (Kaur & Salian, 2024). Evidence also shows

that preparedness can be improved through targeted intervention: a competency-based teacher education module significantly increased teachers' knowledge, attitudes, and practices in handling learning disabilities (Rajesh & Joseph, 2023). In Ethiopia, teachers' knowledge and attitudes toward including learners with autism were linked, suggesting that better knowledge can strengthen more positive views toward inclusion (Tsegaye et al., 2025). Taken together, these studies indicate that preparedness in inclusive education is multidimensional, involving knowledge, instructional skills, and attitudes rather than goodwill alone.

Moreover, teacher preparedness is shaped by the support systems available in schools and by the challenges teachers face in daily practice. Effective inclusive education is more likely when teachers receive sustained school-based support such as in-house training, mentoring, collaboration with specialists, and access to appropriate materials and services (Smythe, 2025), (Salminen et al., 2025). Research from Albania highlighted the importance of assistant teachers, reduced class size, and training in adaptive teaching to help teachers respond to learners with disabilities more effectively (Ferri et al., 2023). At the same time, studies consistently report barriers such as insufficient training, lack of teaching materials, limited support services, and difficulties addressing behavior, communication, and academic diversity in one classroom (Kaur & Sallian, 2024), (Diken et al., 2025). Even where teachers are supportive of inclusive education, these structural and instructional constraints can weaken implementation. Overall, the literature suggests that inclusive education depends not only on teachers' individual preparedness, but also on whether schools provide the professional, material, and collaborative support needed for teachers to succeed.

Methodology

This study employed a quantitative approach using a descriptive-correlational research design to examine teacher preparedness in implementing inclusive education. The descriptive component was used to systematically describe teachers' level of preparedness in terms of knowledge of inclusive education principles, skills in differentiated instruction and classroom management, and attitudes toward students with disabilities. This design was appropriate because it allowed the study to present the existing conditions, characteristics, and trends among teachers handling inclusive classrooms. The correlational component, on the other hand, was used to determine whether significant relationships existed between teachers' level of preparedness and selected variables such as demographic profile and administrative support provided by the school. Guided by the Input-Process-Output framework, the study followed a structured flow in gathering, organizing, analyzing, and interpreting data to generate meaningful findings on inclusive education implementation. The respondents of the study were teachers actively teaching in inclusive classrooms in selected schools. A stratified random sampling technique was used to ensure representation across grade levels and school types. Teachers were included if they had at least one year of experience in teaching in an inclusive classroom and were willing to participate in the study. Data were collected through a structured questionnaire adapted from Singh and Kaswa (2024). The teacher preparedness scale covered knowledge, skills, and attitudes using a 5-point Likert scale ranging from 1 (Not Prepared) to 5 (Very Prepared).

Results and Discussion

Table 1 shows that most teacher respondents were aged 30–39, comprising 42% of the total, followed by those aged 40–49 with 30%. Teachers aged 50 and above accounted for 16%, while

Age Bracket	Frequency	Percentage (%)
50 and above	8	16
40 - 49	15	30
30 - 39	21	42
20 - 29	6	12
Total	50	100.0

Table 1. Age

the youngest group, 20–29, represented 12%. This indicates that the respondents were mostly middle-aged teachers, suggesting a workforce with substantial professional maturity and teaching experience.

Gender	Frequency	Percentage (%)
Male	0	0
Female	50	100.00
Total	50	100.00

Table 2. Gender

Table 2 shows that all 50 teacher respondents were female, representing 100.00% of the sample, while no male teachers participated in the study. This indicates that the respondent group was entirely composed of female teachers. The finding may reflect the gender composition of teachers in the selected schools, particularly in inclusive education settings.

Highest Educational Attainment	Frequency	(%)
Doctorate	2	4
Master's Degree	13	26
Bachelor's Degree	35	70
Total	50	100.00

Table 3. Educational Background

Table 3 shows that most teacher respondents held a Bachelor's Degree, accounting for 70% of the total. This was followed by those with a Master's Degree at 26%, while only 4% had attained a Doctorate degree. This indicates that the respondents were generally academically qualified, with most having undergraduate credentials and some pursuing advanced professional development.

Field of Specialization	Frequency	(%)
General Education	29	58
Special Education (SPED)	10	20
Early Childhood Education	5	10
English	2	4
Mathematics	2	4
HELE	1	2
Administration & Supervision	1	2
Total	50	100.00

Table 4. Field of Specialization

Table 4 shows that most teacher respondents specialized in General Education, comprising 58% of the total, followed by Special Education (SPED) at 20% and Early Childhood Education at 10%. The remaining respondents came from English, Mathematics, HELE, and Administration and Supervision. This indicates that inclusive classrooms were mainly handled by teachers with general education backgrounds rather than specialized SPED training.

Years of Teaching Experience	Frequency	Percentage (%)
10 years and above	21	42
6-10 years	12	24
1-5 years	11	22
1 year and below	6	12
Total	50	100.0

Table 5. Years of Teaching Experience

Table 5 shows that most teacher respondents had 10 years and above of teaching experience, comprising 42% of the total. This was followed by those with 6-10 years at 24% and 1-5 years at 22%, while 1 year and below accounted for 12%. This indicates that the respondents were generally experienced teachers with substantial exposure to classroom instruction.

Training Hours	Frequency	Percentage (%)
Formal Coursework in Inclusive Education		
50 hours and Above	6	12
40-49 hours	10	20

30–39 hours	5	10
20–29 hours	9	18
10–19 hours	2	4
9 hours and Below	8	16
No formal training	10	20
Total	50	100.0
Professional Development / Workshops in Inclusive Education		
50 hours and Above	9	18
40–49 hours	11	22
30–39 hours	4	8
20–29 hours	8	16
10–19 hours	2	4
9 hours and Below	8	16
No formal training	8	16
Total	50	100.0

Table 6. Inclusive Education Training

Table 6 shows that teacher respondents had varied training exposure in inclusive education. In formal coursework, the largest group had no formal training (20%), followed by 40–49 hours (20%) and 20–29 hours (18%). In professional development, most had 40–49 hours (22%) and 50 hours and above (18%). This indicates that workshops were a more common source of inclusive education preparation than formal coursework.

Statement	Mean	Standard Deviation	Verbal Description
1. I am familiar with the concept and principles of inclusive education.	3.58	0.91	Prepared
2. I understand legal policies (e.g., IDEA, ADA) related to inclusive education.	3.34	0.94	Moderately Prepared
3. I can identify various disabilities and learning needs in students.	3.22	1.00	Moderately Prepared
4. I am aware of strategies to accommodate students with different learning needs.	3.24	1.00	Moderately Prepared
5. I understand how to modify curriculum content for students with disabilities.	3.10	0.97	Moderately Prepared
6. I am knowledgeable about Individualized Education Programs (IEPs) and how they guide instruction.	2.78	1.06	Moderately Prepared
7. I am aware of behavioral management strategies for students with disabilities.	3.24	1.06	Moderately Prepared
8. I can differentiate between various instructional accommodations and modifications.	3.10	0.95	Moderately Prepared
9. I understand the importance of collaboration between general education and special education teachers.	3.78	0.95	Prepared
10. I am familiar with Universal Design for Learning (UDL) principles and their application in the classroom.	2.84	1.04	Moderately Prepared
Average Weighted mean (AWM)	3.22	0.83	Moderately Prepared

Table 7. Knowledge of Inclusive Education Principles

Table 7 show that teachers were only moderately prepared overall in their knowledge of inclusive education principles, as reflected by the average weighted mean of 3.22. The strongest areas were their familiarity with the general concept of inclusive education ($M = 3.58$) and their understanding of the importance of collaboration between general and special education teachers ($M = 3.78$), both interpreted as Prepared. These results suggest that teachers already possess a basic awareness of inclusion and recognize the value of teamwork in supporting learners with disabilities. However, the findings

also highlight several weak areas that are critical for actual classroom implementation. Teachers rated lower in their knowledge of Individualized Education Programs or IEPs ($M = 2.78$) and Universal Design for Learning or UDL ($M = 2.84$), showing limited preparedness in two essential components of inclusive practice. They were also only moderately prepared in identifying disabilities, modifying curriculum, and distinguishing accommodations from modifications. This means that while teachers may understand inclusion in principle, many still need deeper technical knowledge and practical training to apply inclusive strategies effectively in the classroom.

Statement	Mean	Standard Deviation	Verbal Description
1. I can adapt lesson plans to accommodate students with diverse needs.	3.50	0.84	Prepared
2. I use multiple teaching strategies to engage all learners.	3.72	0.88	Prepared
3. I can effectively manage a classroom that includes students with disabilities.	3.44	0.99	Prepared
4. I can assess student progress and adjust teaching strategies accordingly.	3.64	0.88	Prepared
5. I collaborate with SPED specialists and other professionals for student support.	3.28	1.29	Moderately Prepared
6. I incorporate assistive technology to support students with disabilities.	2.92	1.18	Moderately Prepared
7. I implement behavior management techniques that foster an inclusive classroom environment.	3.62	1.01	Prepared
8. I provide multiple means of engagement, representation, and expression in my teaching.	3.52	0.89	Prepared
9. I modify assessment methods to accommodate students with disabilities.	3.32	0.87	Moderately Prepared
10. I can effectively manage time and resources to meet the needs of all students.	3.42	0.84	Prepared
Average Weighted mean (AWM)	3.44	0.97	Prepared

Table 8. Skills in Differentiated Instruction and Classroom Management

The findings in Table 8 show that teacher respondents were generally prepared in skills related to differentiated instruction and classroom management, with an average weighted mean of 3.44. The strongest areas were using multiple teaching strategies to engage all learners ($M = 3.72$), assessing student progress and adjusting instruction accordingly ($M = 3.64$), and implementing behavior management techniques that support an inclusive environment ($M = 3.62$). These results suggest that teachers are capable of handling diverse learners through flexible teaching methods and classroom control. However, some important skill areas were only rated moderately prepared, which points to gaps in practice. These included collaboration with SPED specialists and other professionals ($M = 3.28$), modifying assessment methods for students with disabilities ($M = 3.32$), and especially incorporating assistive technology ($M = 2.92$), which received the lowest mean. This means that while teachers show readiness in general instructional and management skills, they still need stronger support and training in technical, collaborative, and accommodation-based practices that are essential for effective inclusive education as reflected in the average weighted mean of 3.77, interpreted as Agree. The strongest points were valuing inclusive education for promoting diversity ($M = 4.14$), willingness to receive further training ($M = 4.10$), and the belief that all students can achieve success ($M = 4.10$). Teachers also agreed that inclusive education should be a policy priority and that they should advocate for students with disabilities. These results suggest that teachers recognize the value and importance of inclusion in promoting equal learning opportunities. However, some important attitude indicators were only rated Moderately Agree, showing areas that still need strengthening.

Statement	Mean	Standard Deviation	Verbal Description
1. Students with disabilities should be included	3.30	1.20	Moderately Agree
2. Comfortable teaching students with disabilities	3.18	1.14	Moderately Agree

3. Inclusive education benefits all students	3.48	1.17	Agree
4. Confident supporting students with disabilities	3.36	1.18	Moderately Agree
5. Willing to receive further training	4.10	1.04	Agree
6. All students can achieve success	4.10	1.12	Agree
7. Comfortable collaborating with parents	4.00	1.06	Agree
8. Value inclusive education for diversity	4.14	0.98	Agree
9. Inclusive education priority in policies	4.00	1.08	Agree
10. Advocate for students with disabilities	4.08	0.98	Agree
Average Weighted mean (AWM)	3.77	1.11	Agree

Table 9. Attitudes Toward Inclusive Education

The findings in Table 9 show that teacher respondents generally had a positive attitude toward inclusive. These included the belief that students with disabilities should be included ($M = 3.30$), comfort in teaching students with disabilities ($M = 3.18$), and confidence in supporting them ($M = 3.36$). This means that although teachers generally support inclusive education in principle, some still feel uncertain or less comfortable in actual classroom practice. The findings imply that additional training and school support may help improve teachers' confidence and readiness to implement inclusion more effectively.

Challenges	Frequency (f)	Percentage (%)
Formal training/workshops on inclusive education	34	85.0
Peer mentoring or support networks for teachers	29	72.5
Administrative support for inclusive education initiatives	27	67.5
Parent and community engagement programs	24	60.0
Instructional materials for diverse learners	22	55.0
Access to SPED specialists	20	50.0
Reduced class sizes	19	47.5
Emotional or mental health support for teachers	18	45.0
School-wide inclusion policies and practices	17	42.5
Funding or grants for inclusive education resources	16	40.0
Assistive technology	14	35.0
Collaboration with therapists (e.g., occupational, speech, physical therapists)	13	32.5
Flexible curriculum guidelines	12	30.0
Professional learning communities (PLCs) focused on inclusion	11	27.5
Teaching assistants	10	25.0
Time allocated for co-planning with colleagues or specialists	9	22.5
Access to IEPs or 504 Plans	8	20.0

Table 10. Available Support Systems

The findings in Table 10 show that the most available support systems for teachers in implementing inclusive education were formal training or workshops (85.0%), peer mentoring or support networks (72.5%), and administrative support for inclusive education initiatives (67.5%). This suggests that teachers receive more support through professional development and collegia or school-based assistance. Parent and community engagement programs and instructional materials were also reported by more than half of the respondents, indicating moderate institutional support for inclusion. However, several critical support systems were reported as less available. These included assistive technology (35.0%), collaboration with therapists (32.5%), professional learning communities focused on inclusion (27.5%), teaching assistants (25.0%), time for co-planning (22.5%), and especially access to IEPs or 504 Plans (20.0%). These findings indicate that while basic support structures are present, more specialized and practical forms of support remain limited. This may affect teachers' ability to address the diverse needs of learners with disabilities effectively in inclusive classrooms.

Challenges	Frequency (f)	Percentage (%)
Lack of training in inclusive education practices	43	86.0
Insufficient resources and materials to support students with disabilities	41	82.0
Difficulty managing a classroom with diverse learning needs	29	58.0
Limited administrative or peer support in implementing inclusive strategies	23	46.0
Lack of collaboration with parents and specialists	22	44.0
Difficulty assessing the progress of students with disabilities	22	44.0
Limited time to modify lesson plans and materials	28	56.0
Negative attitudes from colleagues or parents regarding inclusion	16	32.0
Inadequate infrastructure and classroom setup for students with disabilities	27	54.0
Emotional and mental stress related to inclusive teaching	26	52.0

Table 11. Perceived Challenges in Implementing Inclusive Education

The findings in Table 11 show that the most serious challenges faced by teacher respondents in implementing inclusive education were the lack of training in inclusive education practices (86.0%) and insufficient resources and materials to support students with disabilities (82.0%). These were followed by difficulty managing a classroom with diverse learning needs (58.0%) and limited time to modify lesson plans and materials (56.0%). The results suggest that teachers struggle most with inadequate preparation and limited instructional support, which directly affect their ability to respond to the varied needs of learners in inclusive classrooms. Other important challenges included inadequate infrastructure and classroom setup (54.0%), emotional and mental stress related to inclusive teaching (52.0%), and limited administrative or peer support (46.0%). Teachers also reported difficulties in assessing the progress of students with disabilities and in collaborating with parents and specialists, both at 44.0%. Although negative attitudes from colleagues or parents (32.0%) received the lowest percentage, it still remains a concern. Overall, the findings indicate that teachers face both professional and structural barriers, showing the need for stronger training, resources, collaboration, and institutional support to implement inclusive education effectively.

Demographic Variable	r (Pearson)	t-value	p-value (two-tailed)	Interpretation
Age	-0.033	-0.2321	0.8175	Not significant
Educational attainment	0.074	0.5130	0.6103	Not significant
Field of specialization	-0.187	-1.3166	0.1942	Not significant
Years of teaching in inclusive education	-0.068	-0.4690	0.6412	Not significant
Formal coursework (hours)	0.304	2.2076	0.0321	Significant (p < .05) — small to moderate positive correlation
Workshops / PD (hours)	0.291	2.1056	0.0405	Significant (p < .05) — small to moderate positive correlation

Table 12. Correlation Between Teachers' Level of Preparedness and Selected Demographic Variables

Table 12 shows that most demographic variables had no significant relationship with teachers' level of preparedness in implementing inclusive education. Age, educational attainment, field of specialization, and years of teaching in inclusive education all obtained p-values greater than 0.05, indicating that these factors did not significantly influence preparedness. This suggests that teacher preparedness is not simply determined by personal or professional background characteristics. However, the findings reveal that formal coursework hours and workshops or professional development hours had a significant positive relationship with teachers' preparedness. Formal coursework showed a small to moderate positive correlation ($r = 0.304$, $p = 0.0321$), while workshops or professional development also showed a small to moderate positive correlation ($r = 0.291$, $p = 0.0405$). These results indicate that teachers who had more training exposure in inclusive education tended to be more prepared. The findings highlight the importance of continuous training and professional development in strengthening teachers' readiness to implement inclusive education effectively.

Variable	r-value	t-value	p-value	Interpretation
Administrative Support	0.196	1.385	0.175	Not significant

Table 13. Relationship Between Administrative Support and Teachers' Level of Preparedness (n = 50)

Table 13 shows that administrative support had no significant relationship with teachers' level of preparedness in implementing inclusive education, as indicated by the computed r-value of 0.196 and p-value of 0.175, which is greater than 0.05. This means that the null hypothesis is accepted. Although the relationship is positive, it is weak and not statistically significant. The finding suggests that the level of preparedness of teachers was not significantly influenced by the administrative support they received. This may imply that other factors, such as training and professional development, play a more important role in shaping teacher preparedness for inclusive education.

Discussion

The findings show that the respondents were all female teachers, most of whom were within the 30–49 age bracket, held bachelor's degrees, specialized mainly in general education, and had considerable teaching experience, with many serving for ten years or more. This profile suggests that the respondents were professionally mature and experienced, although not all were formally trained in special needs or inclusive education. Training exposure was uneven, with professional development workshops appearing more common than formal coursework, indicating that many teachers may have developed their readiness through seminars and school-based learning rather than through academic specialization. In terms of preparedness, the results indicate that teachers were moderately prepared in their knowledge of inclusive education principles, prepared in differentiated instruction and classroom management, and generally positive in their attitudes toward inclusion. Their strongest areas included collaboration, varied teaching strategies, valuing diversity, and willingness to undergo further training. At the same time, weaker areas were seen in knowledge of IEPs, UDL, assistive technology, assessment modification, and direct confidence in supporting learners with disabilities.

The findings also reveal that teachers had access to some important support systems, particularly training, peer mentoring, and administrative assistance. However, more specialized forms of support, such as assistive technology, therapist collaboration, teaching assistants, co-planning time, and access to IEPs or 504 Plans, were much less available. This limited support environment may help explain the major challenges reported by teachers, especially lack of training, insufficient resources, difficulty managing diverse classrooms, limited time for lesson modification, inadequate infrastructure, and emotional stress. The correlation results further clarify these patterns. Personal and professional background variables such as age, educational attainment, field of specialization, and years of teaching experience were not significantly related to preparedness. In contrast, formal coursework and workshops in inclusive education showed significant positive relationships with preparedness, indicating that training exposure plays a more meaningful role than demographic characteristics. Administrative support showed only a weak and non-significant relationship. Overall, the findings suggest that teacher preparedness in inclusive education depends more on sustained training, practical resources, and specialized support than on background profile alone.

Conclusion and Recommendations

Based on the findings of the study, it is concluded that teachers' preparedness was found to be unaffected by demographic characteristics but showed strong connections to the amount of formal coursework and professional development undertaken, emphasizing the critical role of continuous training. Administrative backing, while present, proved insufficient without the provision of concrete resources. In sum, enhancing teacher preparedness requires ongoing professional learning, strengthened institutional support, and coordinated implementation to ensure that inclusive education is effectively practiced.

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Competing Interests Statement

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Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.