

PROBING THE PERCEPTIONS OF TEACHERS AND SCHOOL SUPPORT IN INCLUSIVE EDUCATION

Angeline M. Larita

Golden, Acres Elementary School, Teacher II, Las Piñas City Division, DepEd Philippines

EMAIL: angeline.larita@deped.gov.ph

D.O.I.: <https://doi.org/10.5281/zenodo.22251133>

Received: 26.05.2026 | Accepted: 29.06.2026 | Published: 27.07.2026

ABSTRACT

Many studies have examined inclusive education policies, teacher attitudes, and system level issues in the Philippines but there is still a significant gap in school based empirical studies that simultaneously examine teachers' perceptions and the role of school support mechanisms in inclusive education implementation, particularly at the elementary level. This research aims to probe the perceptions of teachers and school support on inclusive education in Golden Acres Elementary School, Moonwalk Elementary School and Mikesell Elementary School to be able to craft a training program for teachers. The researcher used the descriptive correlational research design under the quantitative approach. There were 209 teachers from Golden Acres Elementary School, Moonwalk Elementary School and Mikesell Elementary School who became the respondents of this study. The survey questionnaire was adapted from the study of Cara Blackie in 2010. It was subjected to testing the internal consistency using Cronbach's alpha Reliability Test with a value of 0.969 interpreted as excellent. The researcher used the following statistical tools: mean and Pearson r Correlation Coefficient. The study indicates that teachers generally hold positive views on inclusion and that schools already provide strong support, although both are still short of the highest level of practice. Results further show a strong link between teacher perceptions and school support, meaning that improvements in one are associated with gains in the other. To address these, a training program on managing diversity is proposed to strengthen teachers' skills in handling varied learner needs and improving inclusive instruction, ultimately enhancing teaching quality and student learning outcomes.

RESEARCH ARTICLE

KEYWORDS: Probing, Perceptions, Teachers, School Support, Inclusive Education.

INTRODUCTION

In the Philippines, inclusive education makes sure that all students have the same opportunity to learn by making the classroom a friendly and helpful place for everyone, no matter what their status is. There are a lot of different programs in place to make sure that students with special needs can fully engage in school events and be a part of regular classrooms. Some schools are totally inclusive because they do not have the money, trained teachers, understanding, or the necessary instructional materials. This makes it hard to put into action. Incorporating students with disabilities and providing necessary support to administrators can enhance the inclusivity and supportiveness of the classroom (Macabenta et al., 2023).

In the Philippines, students with special needs can get an excellent education that provides them strength and makes sure everyone has the same opportunity to learn. Despite the fact that inclusive education is improving, there are still issues in many areas due to a lack of resources, qualified teachers, or acknowledgment. Due to these challenges, it is more difficult to fully utilize, which reduces the likelihood that students who require further support would receive it. Because they lacked the funds to construct a separate school for students with various needs, the Philippine Department of Education officially recognized inclusive education as a workable teaching strategy in 1997. As current policies and initiatives continue to enhance potential for youth with special needs, cooperation among stakeholders is essential for fostering a more inclusive environment (Basister & Valenzuela, 2021). The goal of this extensive study is to evaluate the current situation of inclusive education in the Philippines, pinpoint its advantages and disadvantages, and make suggestions for enhancing methods, processes, and results (Tagyamon et al., 2024).

Inclusive education ensures that learners, regardless of their background, ethnicity, or specific learning requirements due to impairment, have equal opportunity to receive an excellent education while also providing a nurturing setting for learning. According to Jardinez and Natividad (2024), inclusive education is a method of putting persons with disabilities in regular classrooms. This shows the world's dedication to equal educational possibilities. It shows how important it is to teach young people with impairments to appreciate differences and accept them. By placing inclusive education into implementation, schools can make the learning environment better for all students and make sure that no one is left out. By using inclusive methods, schools can help those who have challenges socially, raise their sense of independence, and teach general education students how to work with persons who possess distinct characteristics from them (Cruz, 2024). In the context of inclusive education, it entails transforming concepts and tactics into practical procedures that support education with extra assistance to meet the various requirements of the students, resulting in a more sympathetic and equitable learning environment for everyone. In order to help students, realize their full potential, it also provides training for teachers on how to support or accommodate students with varying capacities (Tagyamon et al., 2024).

Even though inclusive education is deeply ingrained in Philippine education policy, its implementation in classrooms is still inconsistent, according to recent studies. The Department of Education (2023) states that schools must use learner-centered practices, individualized instruction, and support services to implement inclusive education. Nonetheless, a lot of public elementary schools still struggle because of overcrowded classrooms, a lack of assistive technology, and inadequate school-based support systems, especially in metropolitan public schools with a diverse student body.

Jardinez and Natividad (2024) discovered that while educators often hold positive attitudes towards inclusion, they possess limited confidence regarding their ability to address the interpersonal and educational demands of children with difficulties. Their research indicates that the execution of inclusive education at the institution level is undermined by insufficient continuous educational opportunities and inadequate collaboration with guidance counselors, special education specialists, and parents. This means that teachers' views are closely linked to the availability of support mechanisms in schools and their knowledge of policies.

Additionally, according to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2021), staff, school administrators, and professors must work together to ensure that learning venues are effective for all. The group emphasizes that the commitment of educators is insufficient to maintain inclusive education. It is necessary to

employ broad strategies that include adequate resources, community collaboration, and efficient management. In the Philippines, public elementary schools have quite diverse levels of attention and support structures, thus these wide viewpoints are crucial. While many studies have examined inclusive education policies, teacher attitudes, and system-level issues in the Philippines, there is still a significant gap in school-based empirical studies that simultaneously examine teachers' perceptions and the role of school support mechanisms in inclusive education implementation, particularly at the elementary level.

There is still a large gap in school-based empirical studies that concurrently look at teachers' perceptions and the role of school support mechanisms in inclusive education implementation, especially at the elementary level, despite the fact that numerous studies have looked at inclusive education policies, teacher attitudes, and system-level issues in the Philippines. Furthermore, the majority of the research that is currently available tends to concentrate on either national policy analysis or general teacher preparedness across regions, paying little attention to particular school contexts or the ways in which school support structures—such as leadership, resources, training, and safety provisions—affect teachers' attitudes and methods in the classroom. Notably, there aren't many localized studies that concentrate on public elementary schools in urban areas, like Mikesell, Moonwalk, and Golden Acres. In order to provide customized teacher training programs that properly address the needs and reality of schools implementing inclusive education, this gap must be filled.

Methodology

This study employed the descriptive correlational research design. According to Barooah (2025), finding associations between variables without changing them is accomplished through descriptive correlational study design. This approach allows researchers to see and examine the interactions between two or more traits in their natural environments. Studies using descriptive correlations concentrate on observation rather than action. It aims to ascertain whether and to what extent variables in real world contexts are related.

This study also used a survey questionnaire adapted from the study of Cara Blackie entitled “The perceptions of educators towards inclusive education in a sample of government primary schools” in 2010. Furthermore, the researcher used purposive sampling plan by getting all the 209 teachers from Golden Acres Elementary School, Moonwalk Elementary School and Mikesell Elementary School. Moreover, the primary instrument is a survey questionnaire which is adapted from the study of Cara Blackie entitled “The perceptions of educators towards inclusive education in a sample of government primary schools” in 2010. It consists of two parts: perceptions of teachers and school support.

When it comes to gathering and analyzing the data, the researcher followed the proper, sequential process for gathering data. The researcher first acquired approval from the school superintendent before requesting permission from the principals of the three schools namely, Golden Acres Elementary School, Moonwalk Elementary School and Mikesell Elementary School. The researcher did not hold any orientation until the aforementioned division superintendent and school principals gave their approval. After receiving permission, the researcher held an orientation to explain the study's goal to the participants. Mean was used to determine the perceptions of teachers and school support on inclusive education. This is the most appropriate tool because it can provide the average level of the perception of teachers as well as school support. The survey can also be answered using a Likert Scale, while the Pearson's r Correlation Coefficient was used to test the significant relationship between teachers' perceptions and school support in inclusive education. Although individual Likert-

scale items are ordinal in nature, the summated scale scores obtained from multiple items are treated as interval-level data, thereby justifying the use of Pearson's r to measure the strength and direction of the relationship between the two variables

Results

1. Perceptions of teachers on inclusive education

This table presents the perceptions of teachers on inclusive education

Table 3

Description	Mean	Interpretation	Rank
1. I feel that inclusion works in any schools.	3.19	Often	7
2. I feel that inclusion provides equal opportunities for all.	3.31	Always	2.5
3. Learners who require specialized academic support gain confidence and emotional security in school.	3.31	Always	2.5
4. Learners who require specialized academic support does not require greater output.	2.80	Often	14
5. I feel that learners who require specialized academic support can socialize with their peers.	3.11	Often	8
6. Learners who require specialized academic support can participate in the flow of the normal lesson.	2.95	Often	10
7. I feel that learners who require specialized academic support may retain in regular schooling.	2.84	Often	13
8. I feel that inclusion provides an opportunity for learners to become familiar to the diversities of people.	3.33	Always	1
9. I think that inclusion benefits all the learners including those with disabilities.	3.26	Always	4
10. I think that inclusion is necessary in all schools.	3.24	Often	5
11. I think that inclusion is implemented in all schools.	3.22	Often	6
12. I think that some barriers to learning could overcome in the classroom.	2.91	Often	11
13. I don't expect much on learners who require specialized academic support.	2.79	Often	15
14. Learners who require specialized academic support are manageable.	2.85	Often	12
15. Learners should stay in the class to receive any specialized academic support.	2.96	Often	9
Grand Mean	3.07	Often	

The grand mean of 3.07, which is translated as "Often," in Table 3 indicates that teachers generally have favorable perceptions on inclusive education. This shows that although teachers' perceptions are not always at the highest level ("Always"), they generally support

and have confidence in the inclusion ideals. This implies that although inclusive education is seen favorably, there are still doubts or pragmatic issues that could prevent full support. The Department of Education's policy orientation, which highlights that teachers are essential to inclusive education but that their perceptions are impacted by institutional support, readiness, and accessible resources, is supported by this study. Similarly, research has demonstrated that while teachers have positive attitudes toward inclusion, training and support networks have a major role in their preparedness and self-assurance (Alonzo et al., 2020; De Boer et al., 2021).

The three factors with the highest mean results further support teachers' positive view. "I feel that inclusion provides an opportunity for learners to become familiar with the diversity of people" has the highest mean of 3.33, which is interpreted as Always. It is followed by "I feel that inclusion provides equal opportunities for all" with a mean of 3.31, which is interpreted as Always, and "Learners who need specialized academic support gain confidence and emotional security in school" with 3.31, which is also interpreted as Always. This shows how teachers value the benefits of inclusive education especially in inculcating equality and diversity.

These results reveal that teachers believe that inclusion can foster the ethical, moral and social development of students. This is confirmed in the study of Sharma et al. (2021) which emphasized that teachers also believe that inclusiveness can encourage collaboration and can tailor their lesson plans to implement inclusive education. Research confirms that educators typically have favorable opinions regarding inclusion, particularly when it comes to its advantages for students' wellbeing and social integration.

However, the three lowest mean ratings are. "I don't expect much on learners who require specialized academic support" has the lowest mean of 2.79, interpreted as Often, followed by "Learners who need specific academic support does not require greater output" with a mean of 2.80, interpreted as Often and "Learners who require specialized academic support may retain in regular schooling" with a mean of 2.84, interpreted as Often. These show that there are pressing concerns on the academic capabilities of students with special needs. There are still difficulties among teachers in meeting the academic standards needed in inclusive classrooms. This corroborates the findings of Goransson et al. (2020), who found that teachers struggle every day to cope with the demands of children with special needs. There are issues on workloads and time pressures which they have to confront. Similarly, De Boer et al. (2021) emphasized the absence of institutional support and the right attitude towards inclusive education.

Overall, the results imply that, while not entirely positive, teachers' opinions of inclusive education are typically positive. They have mild concerns about academic implementation and learner performance expectations, but they place a high value on its social and equity related advantages. In order to boost teacher confidence and guarantee that favorable attitudes transfer into successful inclusive practices in the classroom, it is imperative that professional development, instructional support, and collaboration processes be strengthened.

2. The perceived school support in Golden Acres Elementary School

Table 2

Description	Mean	Interpretation	Rank
1. My school has appropriate resources to support the curriculum.	3.14	Often	8
2. At my school, the distribution and /or		Always	5

allocation of learning materials is done on time. e.g. books, chalk, etc.	3.27		
3. At my school, parents are informed about their children's progress and future potential.	3.41	Always	1
4. Teachers are trained on how to handle students with special needs.	2.78	Often	14
5. My school has special facilities to help learners who need special care.	2.77	Often	15
6. There is good working relationship between the parents and the school.	3.33	Always	2
7. At my school, there are special teachers who help students with special needs.	2.82	Often	13
8. My school has special classes to help learners after school. e.g. remedial	3.03	Often	10
9. My school has a program for teacher's development.	3.30	Always	3.5
10. At my school, workshops are held regularly to train teachers on how to teach learners who need special care.	2.94	Often	11
11. School administrators actively support inclusion.	3.30	Always	3.5
12. Clear policies guide inclusive practices.	3.16	Often	7
13. Teachers are given time to plan inclusive lessons.	2.89	Often	12
14. Teacher collaboration is encouraged.	3.25	Often	6
15. The school allocates budget for inclusion.	3.08	Often	9
Grand Mean	3.10	Often	

The grand mean of 3.10, which is translated as "Often," in Table 4 shows that teachers typically view school support for inclusive education favorably. This implies that although schools are offering inclusive education support, it is not always at the best level. Although teachers acknowledge the existence of institutional support, there are still areas that need to be strengthened.

The three indicators with the highest mean scores demonstrate the effectiveness of school support services. "My school has a program for teacher's development" and "School administrators actively support inclusion" with a mean of 3.30 interpreted as Always rank highest, followed by "There is good working relationship between the parents and the school" with a mean of 3.33 interpreted as Always and "At my school, parents are informed about their children's progress and future potential" with a mean of 3.41 interpreted as Always. These results show that schools are very good at promoting professional development programs, administrative assistance, and home school linkages. This is consistent with the findings of Ainscow et al. (2020), who highlighted the way cooperative cultures and strong school leadership can greatly improve inclusive practices. In the same way, Hehir et al. (2020) noted that effective stakeholder engagement helps teachers meet the demands of a variety of learners.

However, there were three lowest mean scores which show minimal school support. "My school has additional resources to help learners who need special care" with a mean of 2.77 interpreted as Often has the lowest score, followed by "Teachers are trained on how to handle

students with special needs" with a mean of 2.78 interpreted as Often and "At my school, there are special teachers who help students with special needs" with a mean of 2.82 interpreted as Often. These findings imply that although the schools are very supportive, there are still not enough infrastructures for inclusive education. These include buildings, specific equipment and other resources that teachers need. This is pointed out by Bautista and Llanes (2021) who stressed that plans remain as plans because of the lack of actual implementation. The lack points to inadequate resources such as funds to support such endeavors. Similarly, Dizon et al. (2022) found that there is a strong association with training of teachers, school support and the self-confidence of teachers in providing inclusive education.

Overall, the results point to clear but inadequate school support for inclusive education. Leadership, teamwork, and family participation are strengths; facilities, specific resources, and focused teacher training are limitations. This shows that in order to ensure that inclusive education is successfully implemented and maintained, there is a need for increased investment in infrastructure, ongoing professional development, and the deployment of teachers who have adequate training and exposure in inclusive education.

3. Significant Relationship between the Perceptions of teachers and School Support on Inclusive Education

Table 3

Indicators	Pearson r	p-value	Decision	
			H0	Interpretation
Perceptions and School Support	0.835	0.000	reject	significant

The Pearson r value of 0.835 is significant at $0.000 < 0.01$ significance level. The null hypothesis is rejected. This means that there is a significant relationship between perceptions and perceived school support of teachers on inclusive education. The very high positive relationship implies that teachers' opinions of inclusive education also improve when school support increases. This means that teachers who are provided with adequate school support are more likely to adopt inclusive practices well.

It also shows that school support is very important for the success of inclusive classrooms. According to Dizon et al. (2022), institutional support such as leadership, training, and resource access has a major impact on the self-esteem of in inclusive education. Additionally, De Boer et al. (2021) stated that although teachers can initially have positive outlook toward inclusion, this look must be supported consistently by the school in order for them to be translated into successful teaching strategies. Additionally, Ainscow et al. (2020) noted that inclusive education is can be successfully implemented in schools with collaboration among stakeholders and strong leadership. Hehir et al. (2020) also stressed that inclusive education is a shared responsibility coupled with a strong support system.

4. Proposed Training Program on Managing Diversity in Education

Table 4v

Project I.N.S.P.I.R.E. (Inclusive Network for Support, Pedagogy, Innovation, and Resource Empowerment)

Areas of Concern	Objectives (Performance Indicator)	Activities (Classroom-Ready)	Persons Involved	Budget	Schedule	Success Indicator
Perception of Teachers on Inclusive Education						
(1. I don't expect much on learners who require specialized academic support.	Maintaining high grade-level standards while providing multiple "on-ramps" for success	"Tiered Task Design": A workshop on creating a single lesson with three levels of scaffolding (e.g., using graphic organizers vs. open-ended writing)	•Teachers Curriculum Specialist or Master Teachers	P15,000.00 for digital tools and resources per grade level	Month 2 (July): week 1-2	75-90% of learners with special needs meet the same core competency as peers via adapted outputs
2. Learners who require specialized academic support does not require greater output.	Standardizing impartial output requirements	Differentiated Assessment Workshop (DAP): Design task-tiering templates where academic rigor is maintained through varied "Evidence of Learning" (e.g., oral vs. written)	•Curriculum specialist •Subject/Level Coordinators •Teachers	P5,000.00 for materials	During monthly faculty meeting	75-90% of lesson plans reflect adjusted output formats for diverse learners.
3. I feel that learners who require specialized academic support may retain in regular schooling.	Shifting from a medical model (fixing the child) to a social model (fixing the environment)	"The Barrier Audit": Teachers walk through their rooms to identify physical, sensory, and instructional "walls" and brainstorm low-cost removals	•Teachers •School Principal	P5,000.00 per year level (from kinder to Grade 6) for printing/audit tools	Month 1 (June): week 1-2	75-90% of teachers identify 'environment' rather than 'disability' as the primary barrier to learning
4. Learners who require specialized academic support are manageable.	Enhancing learner manageability	Peer-Mediated Instruction (PMI): Implement a "Study Buddy" system where students assist in classroom routines	•Level or Subject coordinators •Student Affairs or Guidance Counselor •Teachers	P5000.00 for tokens and certificates	Semester-long	20% reduction in teacher-reported stress levels regarding classroom management
5. I think that some barriers to learning could overcome in the classroom.)	Overcoming learning barriers	"Barrier-Free" Classroom Audit: Monthly peer-review of physical and digital spaces to remove cognitive and physical obstacles (UDL compliance)	•Principal •Staff (teaching and non-teaching) •Inclusive Education Committee	None	During monthly faculty meeting	75-90% documented removal of identified barriers in participating classroom

Areas of Concern	Objectives (Performance Indicator)	Activities (Classroom-Ready)	Persons Involved	Budget	Schedule	Success Indicator
Perceived School Support of Teachers on Inclusive Education						
<i>(1. My school has special facilities to help learners who need special care</i>	Institutionalizing specialized facility support	3Rs (Resource Room Retrofitting): Audit and equip a Learning Support Hub with basic sensory tools, assistive tech and furniture	•Principal •Level and Subject Coordinators/ Head •Staff (Teaching & non-teaching)	P50,000.00 – 100,000.00	June-July: Launching; Year-round for implementation	90-100% of learners with special needs have access to functional, specialized equipment.
<i>2. Teachers are trained on how to handle students with special needs.</i>	Building a professional community where expertise is shared, not siloed	"Inclusion LAC Circles": Regular Learning Action Cell (LAC) sessions where teachers present one "Inclusion Win" and one "Inclusion Challenge" for peer feedback	•All staff (teaching and non-teaching) •Supervisors	P15,000.00 for session refreshments/ documents for all grade levels	Year-round or monthly	90-100% teacher participation/ engagement in LACs with 90-100% documented bank of local inclusive strategies from participants
<i>3. At my school, there are special teachers who help students with special needs.)</i>	Training "Student Inclusion Ambassadors" (developing peers) to assist classmates with needs without					
<i>4. Teachers are given time to plan inclusive lessons.</i>	Utilizing and creating physical and temporal resources to support diverse needs	"The Resource Hackathon": A hands-on session creating "Sensory Kits" and "Quiet Corners" using recycled or community-donated materials.	•Teachers •Parents •Property custodian	P30,000.00 for raw materials or do-it-yourself supplies for all grade levels	Term 2: Week 1	90-100% of classrooms feature at least one "low-tech" accessibility station (e.g., tactile tools or quiet zones)
<i>5. At my school, workshops are held regularly to train teachers on how to teach learners who need special care.)</i>	Institutionalizing inclusion so it survives leadership changes	"Policy-to-Practice Review": Drafting a school-based "Inclusion Manual" that aligns daily schedules and budgets with DepEd/UNESCO inclusive mandates	•Administration •Teachers •Parents •Local Government Unit (LGU) representatives	P30,000.00 for policy drafting and workshops for all grade levels	Year-end review	Inclusion metrics are formally included in the school's Annual Improvement Plan (AIP)

Discussions

Many studies have examined inclusive education policies, teacher attitudes, and system level issues in the Philippines but there is still a significant gap in school-based empirical studies that simultaneously examine teachers' perceptions and the role of school support mechanisms in inclusive education implementation, particularly at the elementary level.

This research aims to probe the perceptions of teachers and school support on inclusive education in Golden Acres Elementary School, Moonwalk Elementary School and Mikesell Elementary School to be able to craft a training program for teachers. Specifically, it seeks answers to the following questions: 1. What are the perceptions of teachers on inclusive education? 2. What is the perceived school support in Golden Acres Elementary School? 3. Is there a significant relationship between the perceptions of teachers and school support on inclusive education? 4. Based on the results, what is the proposed training program on managing diversity in education? The null hypothesis of the study is expressed as: There is no significant relationship between the perceptions of teachers and school support on inclusive education.

The researcher used the descriptive correlational research design under the quantitative approach. There are 209 teachers from Golden Acres Elementary School, Moonwalk Elementary School and Mikesell Elementary School who became the respondents of this study. The survey questionnaire was adapted from the study of Cara Blackie in 2010. Additionally, it was subjected to testing the internal consistency using Cronbach's alpha Reliability Test with a value of 0.969 interpreted as excellent. The researcher used the following statistical tools: mean and Pearson r Correlation Coefficient.

The study indicates that teachers generally hold positive views on inclusion and that schools already provide strong support, although both are still short of the highest level of practice. Results further show a strong link between teacher perceptions and school support, meaning that improvements in one are associated with gains in the other. To address these, a training program on managing diversity is proposed to strengthen teachers' skills in handling varied learner needs and improving inclusive instruction, ultimately enhancing teaching quality and student learning outcomes.

Conclusions

Teacher perceptions and perceived school support, both interpreted as "Often," suggests a state of high-level readiness and institutional alignment, yet also indicates room for progression toward a "Very High" or "Always" standard. This shows that although teachers appreciate the interpersonal and academic gains of inclusion, the entire progress to a "Very High" level is still limited by practical issues about behavioral control and lack of resources.

Perceived school support with an interpretation of "Often" or "High Extent" teachers see their schools as fully providing moral, practical, and operational assistance. These institutional roles serve as a background support that protects teachers from demanding tasks and lowers their risk of burnout. Additionally, it implies that school administrators have a "crucial role" in creating inclusive schools.

The study's computed Pearson r reveals a very strong positive relationship which means that perceptions of teachers and support go hand in hand. The teachers' perspectives are related to the school's commitment to providing resources and assistance.

References

- Ainscow, M., Slee, R., & Best, M. (2020). The Salamanca statement: 25 years on. *International Journal of Inclusive Education*, 24(7), 671–676. <https://doi.org/10.1080/13603116.2020.1727700>
- Alonzo, J. C., Calub, C. L., & Baybayon, A. P. (2020). Teachers' preparedness for inclusive education in selected public schools in the Philippines. *Asia Pacific Journal of Multidisciplinary Research*, 8(4), 45–53.
- Basister, M. P., & Valenzuela, M. L. S. (2021). *Model of collaboration for Philippine inclusive education*. In *Instructional collaboration in international inclusive education contexts*. Emerald Publishing Limited.
- Bautista, R. G., & Llanes, E. S. (2021). Inclusive education in the Philippines: Policy versus practice. *International Journal of Educational Policy Research and Review*, 8(2), 22–31.
- Cruz, J. A. (2024). Implementation of mainstream education in the public schools in Region V: Basis for policy formulation. *International Journal of Education, Business and Economics Research (IJEER)*, 4(3), 292–365. <https://doi.org/10.59822/IJEER.2024.4321>
- De Boer, A., Pijl, S. J., & Minnaert, A. (2021). Teacher attitudes and inclusive education: A systematic review. *European Journal of Special Needs Education*, 36(2), 1–15. <https://doi.org/10.1080/08856257.2020.1823167>
- Department of Education (DepEd). (2023). *Inclusive education policy framework and guidelines*. <https://www.deped.gov.ph>
- Dizon, R. L., Flores, J. P., & Reyes, K. C. (2022). School support mechanisms and teachers' self-efficacy in inclusive education. *Philippine Journal of Education*, 101(1), 1–14.
- Hehir, T., Grindal, T., Freeman, B., Lamoreau, R., Borquaye, Y., & Burke, S. (2020). Inclusive education: Evidence on system-level supports. *Journal of Disability Policy Studies*, 31(2), 65–76. <https://doi.org/10.1177/1044207320912478>
- Jardinez, M. J., & Natividad, L. R. (2024). The advantages and challenges of inclusive education: Striving for equity in the classroom. *Shanlax International Journal of Education*, 12(2), 57–65.
- Macabenta, J. M., Manubag, C. V., Tabañag, J. C., Villegas, N. B., & Mae, T. (2023). Inclusive education: Lived experiences of 21st century teachers in the Philippines. *International Journal for Research in Applied Science & Technology*, 11(4). <https://doi.org/10.22214/ijraset>
- Tagyamon, J. P., Andan, R. O., Aranas, M. L. O., Asma, M. U., Bucog, V. G., Espiritu, S. M. J., Juarez, M. C. B., Limpag, G. C., Odever, M. N. S., Serdan, R. J. S., Sumampong, M. M. S., Villanueva, M. L. T., & Cabello, C. A. (2024). Inclusive education implementation in the Philippines: A systematic review. *Psychology and Education: A Multidisciplinary Journal*, 44(2), 215–224. <https://doi.org/10.70838/pemj.44020>
- UNESCO. (2021). *Global Education Monitoring Report 2021 – Central and Eastern Europe, the Caucasus and Central Asia: Inclusion and education: All means all*. UNESCO. https://www.european-agency.org/sites/default/files/210609_BLS20383_UNE_Eurasia_Report_EN_AV_v02_0.pdf