

Levels of Preparedness in Implementing Inclusive Education among Teachers

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Abstract:

The level of preparedness of 50 randomly selected general education teachers to implement inclusive education at Cebu City Don Carlos A. Gothong Memorial National High School for the school year 2026-2027 was determined in this descriptive correlational study. Using an adapted standardized survey, findings indicated that most respondents were highly experienced females holding bachelor's degree (74%) but 72% of them had no formal training in inclusive education. Yet, teachers had a "Highly Ready" Attitude (4.29) toward inclusion that reflects a strong affective commitment, despite the absence of systemic professional development. However, they were only "Moderately Ready" in foundational Knowledge (3.39) and "Ready" in practical Skills (3.41) which resulted in an overall "Ready" status (3.70). Inferential analysis revealed no significant relationship between teachers' demographic profiles and their overall readiness. The study reveals that a strong moral commitment of the faculty covers up critical weaknesses in technical and pedagogical skills across all demographic segments. The study recommends a localized Action Plan addressing these instructional gaps, including contextualized LAC sessions, peer- mentoring with SPED experts, and hands-on workshops on differentiated instruction and clinical assessment.

Keywords: Inclusive Education, Teacher Readiness, Professional Training, Descriptive-Correlational Design, Action Plan, Cebu City, Philippines

INTRODUCTION

THE PROBLEM AND ITS SCOPE

Rationale of the Study

Successful inclusive education depends on the abilities, knowledge and emotional preparedness of our teachers. Teachers who are prepared, confident, and knowledgeable may build inviting classrooms that effectively fulfill the needs of learners with diverse educational needs. Navigating an inclusive classroom is an ongoing journey of professional development and the genuine success of these educational programs depends on how supported teachers feel in their everyday activities.

The push for inclusive education in the Philippines is more pressing than ever. The recent implementation of historic mandates such as Republic Act No. 10533 (Enhanced Basic Education Act), Republic Act No.[1] (Inclusive Education Act of 2022, and DepEd Order No. 21, s.[2] has made it legally and morally obligatory for public schools to integrate students with diverse needs in regular classrooms. Classrooms are growing more diverse at a breakneck pace, but teacher training has been difficult to keep up.

This has an immediate and profound influence on the way teachers feel when they are left to cope with various learners and are not properly prepared. Many public-school teachers are aware of the importance of inclusive education, but they still do not get enough support and specific training[3]. In addition, recent meta-syntheses and reviews of general education teachers reveal a common theme: the sudden transition to full inclusion causes many general education teachers to feel inadequate, overwhelmed, and unprepared. Left unattended, teachers may experience substantial difficulties in offering specialized education, employing classroom management strategies, or utilizing assistive technology to the fullest, which may affect student advancement.

This study is motivated by the urgent need to solve these actual, real-world problems faced in local public secondary classrooms. General education teachers are expected to be responsive to a variety of learners, but the practical groundwork to support this shift is often lacking. There is no shortage of evidence of the global and local push for inclusion, but there is a major blind spot in present studies. Previous studies such as those published in the International Journal of Special Education or the Mountain Journal of Science and Interdisciplinary Research have extensively explored the broad challenges of inclusive education or focused specifically on the preparedness of Special Education (SPED) teachers.

In addition, the analysis of the recent literature comprising meta-syntheses on inclusive education in the Philippines and several international proceedings exposes a considerable gap, where training and support are constantly viewed as separate, isolated variables in determining teacher preparedness. Other studies have looked at overall teacher preparation in isolation, frequently merely noting if a teacher participated in a seminar, without exploring how that training and administrative support equips them.

This research will fill these gaps through the transition from individual indicators to a unified assessment. It does not treat training as a separate check box. Rather, it considers the extent of localized training and the degree of institutional support as they directly interact to shape a general education teacher's functional capacity and confidence. Readiness is not only about what teachers have studied, but also about their own internal confidence and consistent backing from school administration. This comprehensive perspective appears to be missing in current research, i.e. how the teacher's core knowledge directly promotes his/her ability and affects his/her preparedness in public general education situations with limited resources. The present study aims to bridge this gap by combining these four pillars (preparedness, readiness, competency and comprehension) into a single holistic evaluation.

This research will fill these gaps through the transition from individual indicators to a unified assessment. It doesn't see training as a separate tick box. Instead, it looks at the degree of localized training and amount of institutional support as they directly interact to producing a general education teacher's functional capacity and confidence. What teachers have studied is not the only factor in their readiness; their self-confidence and the consistent backing of the administration are equally important. This is to say, how the teacher's fundamental knowledge directly boosts his/her competence and affects his/her preparedness in public general education circumstances with restricted resources. This comprehensive approach seems to be lacking in present research. The goal of this study is to bridge this gap by merging the four pillars (preparedness, readiness, competency and comprehension) into one holistic assessment.

Failing to address this gap has serious immediate repercussions. In the absence of well-prepared and confident teachers, even the most beautifully written inclusion policies and laws will fail to meet expectations inside the classroom. Unless we address the specific missing pieces such as how often teachers are trained, what specific inclusive practices are they finding difficult to grasp, do they need localized teaching materials or mentoring, teachers will burn out and diverse learners will be denied quality education. On the other hand, the awareness of these gaps is of extreme practical importance. A complete assessment of teacher understanding and competency levels will furnish usable data for the Department of Education, school administrators and training companies. They will be able to move away from generic seminars and instead design highly targeted, evidence-based Action Plans. Ultimately, this study will assist in establishing stronger institutional support structures so that teachers are not simply expected to be inclusive, but are enabled, skilled and truly prepared to educate children of all kinds.

Theoretical Background of the Study

This study on the levels of preparedness in implementing inclusive education among teachers is anchored on three main theories: the Diffusion of Innovation Theory (DOI), Social Reconstructionist Theory, and Adult Learning Theory.

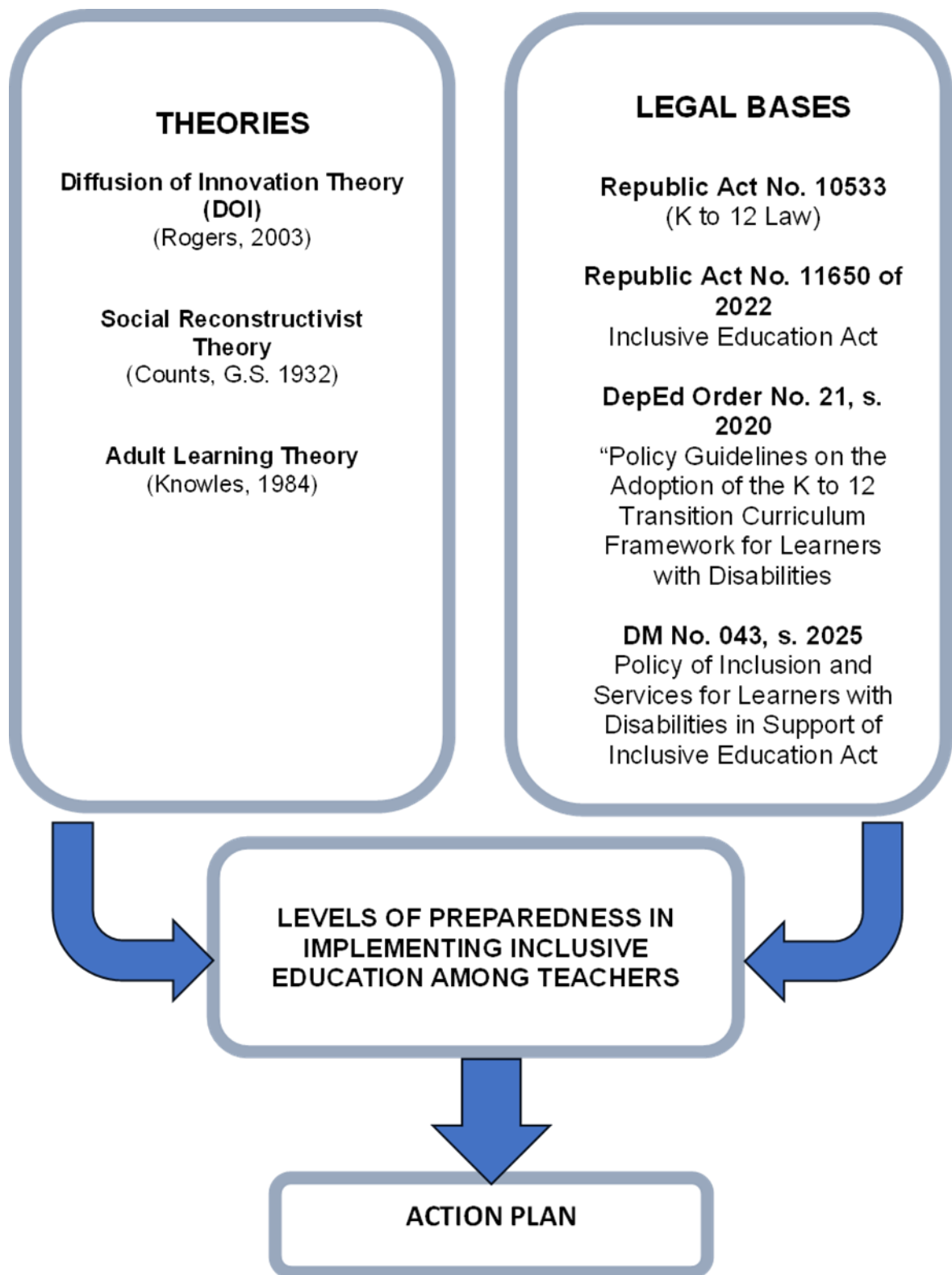


Figure 1. Theoretical Framework of the Study

Furthermore, it is supported by fundamental legal bases including Republic Act No. 10533, Republic Act No. 11650, DepEd Order No. 21, s. 2020, and DepEd Memorandum No. 043, s.[4].

Rogers Diffusion of Innovation Theory (DOI)

Diffusion of Innovation Theory by Everett M. Rogers[5] offers a basic mechanism to understand how inclusive education policies become realities in classrooms. The theory posits that the adoption of new practices takes place in five stages: knowledge, persuasion, decision, implementation and confirmation.

In the case of Don Carlos A. Gothong Memorial National High School, the general educators have already passed through the knowledge and persuasion stages, viewing inclusion as a desirable educational model. But the study finds a lot of friction in the implementation phase. Teachers have a “Highly Ready” affective attitude (mean score of 4.29) toward the broad definition of inclusion, but their foundational knowledge (3.39) and practical skills (3.41) are only “Moderately Ready” to “Ready”. This phenomenon is supported by a 2026 study of general education teachers in the Philippines which found that without sustained instructional scaffolding, teachers often have high psychological readiness but struggle with the clinical competencies required for differentiated instruction and multi-tiered assessments.

Counts[6] Social Reconstructionist Theory

Social Reconstructionist Theory holds that education should function as an active instrument for social reform to dismantle inequality. From this sociological view, inclusive education turns out to not be merely a mechanical teaching requirement, but rather a moral obligation to empower marginalized learners. The empirical data of the study provides strong support for this alignment as teachers demonstrated overwhelming affective commitment (4.29) to student success and the intrinsic value of diverse learners. This resilient disposition is an embodiment of the Filipino cultural value of *makatao* (compassion) and inspires educators to fight for equity even in structurally constrained public-school systems. Arboiz and Aoanan[7] confirm that the most important foundational predictor of inclusive success is the positive affective disposition of a teacher.

Furthermore, present studies (2025–2026) in the Philippine education sector indicate that teachers frequently exhibit “survival-based efficacy,” wherein they use personal initiative and high moral commitment to support learners with special educational needs (LSENs) to address systemic gaps in instructional materials.

Knowles Adult Learning Theory

According to Malcolm Knowles[8] Adult Learning Theory, adult professionals are very problem-centered and are motivated primarily to learn that is immediately applicable to their current vocational problems. This framework can help explain the professional development gap that was found at the research locale as most of the surveyed faculty, an overwhelming 72%, reported no formal training in inclusive education. Top-down seminars often do not resonate with experienced secondary teachers as they do not have context in specific subjects such as Reading and Writing or Effective Communication. Adult Learning Theory, however, requires interventions to be practice-based and collaborative. This is validated by Dela Cruz and Sisno[9] who emphasized that theoretical inclusion models do not improve classroom delivery without highly targeted school-based capacity building such as localized Learning Action Cell (LAC) sessions and direct peer-mentoring.

Republic Act No. 10533 Enhanced Basic Education Act

Republic Act No. 10533 is the basic education law that gives legal basis for the K to 12 basic education program. It mandates a learner-centered, developmentally appropriate and inherently inclusive curriculum. This law, given the context of the study, sets the baseline expectation that Philippine public schools must be responsive and adaptive to diverse educational needs, and that

general education teachers must ensure equal access to quality education for all students regardless of cognitive, physical, or socio-economic capacities.

However, systemic friction points between the law's curriculum goals and what happens in the classroom are noted in recent educational research from 2022 to 2024. Although RA 10533 has successfully expanded the aims of basic education to acknowledge the diversity of learners, research shows that general education teachers often struggle to implement this inclusive curriculum because of the absence of specialized pedagogical training. Without targeted upskilling, educators are left to navigate the demands of a legally mandated inclusive curriculum through traditional, homogenizing teaching methods. Therefore, the onus of modifying instruction rests solely on the frontline teachers who often do not have specific diagnostic tools to realize the law's vision of a level learning field.

Republic Act No. 11650 Inclusive Education Act

Republic Act No. 11650, which builds on the K to 12 framework, has put in place a strict national policy of inclusion that expressly states that no learner with a disability shall be denied admission to public and private schools. The law offers the legal obligation for continuous building of the professional capacity of teachers to support heterogeneous classrooms, institutionalize Individualized Education Plans (IEPs) widely and establish Inclusive Learning Resource Centers (ILRCs) across school districts.

Despite this broad legal protection, recent sector assessments (2023-2025) indicate that there are significant system and resource-based barriers to realizing the law's vision on the ground. More than 60 percent of learners with disabilities are enrolled in schools without a specialized special needs education program, according to a 2025 resource assessment of the Philippine public school system. Thus, the burden rests heavily with general educators. The study confirms this reality, with 72% of the surveyed faculty having no formal education in inclusive education.

Furthermore, recent research indicates that while RA 11650 requires the use of IEPs, more than 80% of general education teachers do not utilize them because of the extreme administrative complexity and the unavailability of Special Education (SPED) specialists. Most municipalities still see the mandated ILRCs as largely aspirational due to lack of trained therapists and delays in funding. These recent studies are powerful corroboration of the study's conclusion that compliance with RA 11650 cannot be attained by mere existence of policies; it demands strict implementation of localized, hands-on interventions like the proposed peer-mentoring systems and contextualized Learning Action Cell (LAC) sessions in order to equip general educators with functional clinical and assessment skills.

DepEd Order No. 21, s. Policy Guidelines on the Adoption of the K to 12 Transition Curriculum Framework

DepEd Order No. 21, s. 2020 gives the formal policy guidelines on the adaptation of the K to 12 Transition Curriculum Framework for learners with disabilities. According to the study, this order is an important instructional tool to ensure that students with special education needs are not only placed in general education classrooms, but are provided meaningful opportunities to develop life skills, actively participate, and prepare for community inclusion.

The successful delivery of this transition curriculum is, however, highly dependent on the pedagogical skills of frontline educators. The research identifies significant systemic deficiencies in this area. The data indicate that teachers are only "Moderately Ready" (mean score of 3.39) in their foundational knowledge of inclusive practices and that they have challenges with the instructional methodology to teach and assess diverse learners. Recent literature has backed up these localized findings. Sabanal[10] note that the adoption of transition curricula in Philippine secondary schools is often challenged by low teacher preparedness and the absence of skills in curriculum adjustment.

In addition, Benemerito[11] noted that general educators do not possess the pedagogical skills for contextualized professional development needed to transform standard subject matter such as Reading and Writing into the functional life-skills format required by the 2020 DepEd Order. Thus, the policy offers the required structure for transition, however the lack of clinical training among 72% of the faculty prevents it from being fully implemented in the classroom.

DepEd Memorandum No. 043, s. Policy of Inclusion and Services for Learners with Disabilities

DepEd Memorandum No. 043, s. 2025, through the issuance of its Implementing Rules and Regulations (IRR), operationalizes the broader legislative goals of the Inclusive Education Act (RA 11650). The memorandum is very important when studying since it gives specific administrative, financial and instructional guidance to regional offices, division offices and schools. Its primary aim is to make sure that the theoretical rights provided to different learners are backed up with structural support, right allocation of resources (like school MOOE funds for assistive tools), and professional development for teachers.

The results of the study indicated the urgent need for this 2025 memorandum. The teachers in this study had a “Highly Ready” attitude toward inclusion, but they also had a high need for institutional support with a high score (4.48) for the need for additional teaching aids and structured collaboration with Special Education (SPED) experts (4.44). Recent scholarly assessments point to a tension between the prescriptions of this memorandum and the current capacities of schools. Similarly, Phelan[12] points out that DepEd’s inclusive professional development programs must be contextualized and coherent; otherwise, the traditional non-contextualized seminars will not translate into sustained teaching competency. Moreover, Macapaz[13] cautioned that teachers are highly susceptible to professional burnout if they are expected to deal with extreme diversity in the classroom without the benefit of the explicit resource allocation and capacity-building mandated by DM No. 043, s. 2025. In this regard, the proposed Action Plan in the study that includes school-based Learning Action Cell (LAC) sessions and peer-mentoring systems is a direct, localized mechanism to fulfill the capacity-building directives in this recently issued memorandum.

THE PROBLEM

Statement of the Problem

This study aimed to determine the level of teachers’ preparedness in implementing inclusive education at Cebu City Don Carlos A. Gothong Memorial National High School for the School Year 2026-2027 as a basis for an action plan.

Specifically, it sought to answer the following:

1. What was the demographic profile of the respondents in terms of:
 - 1.1. age and gender;
 - 1.2. highest educational attainment;
 - 1.3. years of teaching experience; and
 - 1.4. attendance to seminars in inclusive education?
2. What was the level of teachers’ readiness in implementing inclusive education as to:
 - 2.1. knowledge
 - 2.2. skills, and
 - 2.3. attitude?

3. Was there a significant relationship between the respondents' profile and their teachers' readiness in implementing inclusive education?
4. Based on the findings of the study, what action plan was crafted?

Null Hypothesis

To achieve the objectives of the study, the following null hypotheses were tested at the 0.05 level of significance:

Ho: There was no significant relationship between the respondents' profile and their teachers' readiness in implementing inclusive education.

Significance of the study

The objective of this study is to find out the teacher's readiness for the implementation of inclusive education in regular education classrooms. It acknowledges that preparedness encompasses not just knowledge but also the abilities, attitudes, and regular teaching methods required to address students with a range of backgrounds, skills, and educational needs. The findings of the study are expected to be of benefit to the following:

School Heads and Administrators. The findings could provide school heads and administrators with extra information on areas in which teachers feel confident and areas in which they need further support. The results may lead to the development of relevant training programs, professional development activities and school-based initiatives to enhance teachers' competencies and improve inclusive classroom practices.

Teachers. Study can offer an opportunity for instructors to honestly reflect on their preparedness to teach in inclusive classrooms. It helps people discover their strengths, where they need to grow, and what type of support or professional development they require. Most importantly, the findings may motivate teachers to use responsive and inclusive practices that consider the specific needs of all learners including Learners with Special Educational Needs (LSENs).

Learners. The study is expected to benefit learners in first place. With teachers better equipped to adapt to individual diversity, students may find themselves in classes where they will be accepted, respected, supported and encouraged to participate. This can create more meaningful learning experiences and more equitable opportunities for all learners to achieve.

Parents. The findings may allow parents to better understand the school's efforts to make education more inclusive and responsive. The study may also improve communication and interaction between parents and teachers, particularly in addressing the academic, social and emotional needs of learners who require additional support.

Department of Education. The findings could provide school-based data to the Department of Education to assist in improving policies, programs and teacher development initiatives on inclusive education. The findings may also serve as a starting point for devising practical interventions that meet the real needs of teachers and learners in general education classrooms.

Researchers. The study may enable the researcher to acquire a deeper and practical understanding of the challenges that teachers experience, the assistance they need, and the factors that influence their preparedness to implement inclusive education. The findings may inform the researcher in making pragmatic recommendations and intervention programs that can aid in strengthening inclusive teaching methods.

Future Researchers. The work may serve as a useful reference for scholars wishing to explore comparable challenges in inclusive education. It may also be used as the baseline information for future studies on teachers' preparedness, professional development, classroom practices and other school-related aspects that affect effective implementation of inclusive education.

METHODOLOGY

This part presented the research design, flow of the study, environment, respondents of the study, instruments and data gathering procedure, statistical treatment and scoring procedure.

Research Design

The study used the quantitative research methodology. The research design was descriptive-correlational, which systematically met the multidimensionality of the research objectives. Quantitative research is the systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques. This technique is very suitable for this study as it uses numerical data obtained from a standardized survey instrument to measure the variables objectively without manipulating the natural research environment.

The descriptive function of the design is concerned with observing and recording the characteristics of a particular population or situation in an accurate and systematic way as they occur naturally. This study employed the descriptive approach in profiling the 50 general education teachers of Cebu City Don Carlos A. Gothong Memorial National High School in terms of demographic variables such as age, gender, highest educational attainment, years of teaching experience, and previous attendance in inclusive education training. In addition, it provides an objective measurement and description of the current levels of preparedness of the educators to implement inclusive education in three core domains of Knowledge, Skills and Attitude.

The correlational component is designed to detect and quantify the degree to which two or more variables are related or covary with each other. This design was used to test the null hypothesis of the study that is to find the statistically significant relationship between the demographic profile of the teachers and their overall readiness to manage inclusive classrooms instead of establishing direct cause and effect relationship. The researcher can then utilize statistical tests like the Chi-Square test of independence to find these statistical associations – or the absence thereof – to determine objectively whether factors such as long teaching experience or higher degrees do, in fact, lead to greater preparedness.

Lastly, the use of both descriptive and correlational designs guaranties that the numerical data obtained offers a sound statistically valid base. This dual strategy not only identifies current competency gaps, but also verifies the variables influencing these gaps, directly informing the development of an evidence-based and highly targeted professional development Action Plan.

Flow of the Study

To clearly show how the study will move from gathering information to developing a practical response, it will be guided by the Input–Process–Output (IPO) Model.

The input is the information that will be obtained from the teachers who will answer. This included their age, sex, years of service, highest educational attainment, teaching position, and participation in training programs on inclusive education. It also encompasses the amount of readiness of their knowledge, skills, attitudes, and instructional practices.

The process starts with the preparation of the proposal of the research and securing approval from the Schools Division Office and the Office of the School Principal of Don Carlos A. Gothong Memorial National High School.

The verified survey questionnaire will be distributed to the teacher-respondents after consent is given. The responses will then be examined thoroughly, organized, tabulated, analyzed and interpreted with the use of relevant statistical methods. This process will help determine the teachers' actual level of preparedness and identify the areas in which further support may be needed.

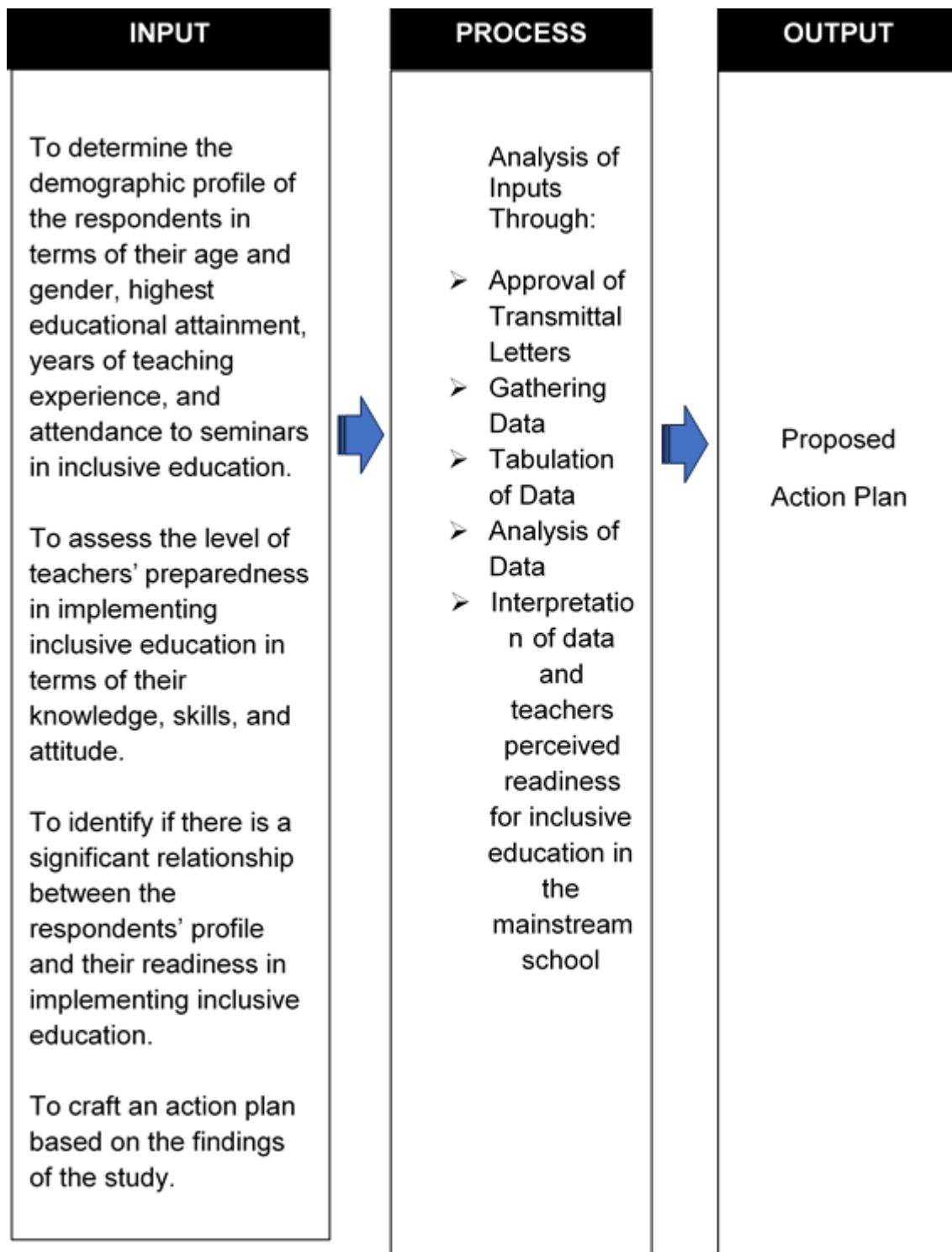


Figure 2. The Flow of the Study

Output will be a proposed action plan based on the findings of the study. The action plan will be designed to meet identified needs, develop teacher preparedness, and support more effective implementation of inclusive education practices in general education classrooms.

Environment

This study will be conducted at the Don Carlos A. Gothong Memorial National High School a prestigious public secondary school located at C. Padilla St., Brgy. San Nicolas, Cebu City. The

school is a primary education hub in the south part of the city and functions as a densely populated, dynamic learning ecosystem supported by strong public-private community collaborations. It serves a very diverse student body. It draws students from a wide range of socio-economic statuses, family structures and neighborhoods.

Its enrollment diversity makes its classrooms natural micro-ecosystems of different learning capacities, and in this regard the institution is particularly well suited for such research. CCDCAGMNHS general education teachers are often challenged to educate students with unique academic, behavioral and socio-emotional needs. This rich, profoundly human environment offers a context that is highly authentic for the evaluation of the lived experiences and actual levels of preparedness of educators working at the ground level within inclusive education.

There are some important reasons that make it necessary to conduct this study in this school environment. CCDCAGMNHS mirrors the systemic pressures of the larger Philippine public education system that is characterized by large class sizes, evolving curricula and multifaceted administrative responsibilities. Teachers are expected to demonstrate high resilience to the daily challenges and to include learners with special educational needs in mainstream classrooms. These are demanding roles often given to general educators who may lack adequate specialized training or support, and there is an urgent need to examine this specific context. This study is carried out here to enable a precise evaluation of the gaps between national inclusive policies and actual classroom readiness and thus provide the empirical basis needed to design targeted, school-specific professional development interventions.

Respondents

The respondents of this study were the general education teachers in inclusive classrooms in the Department of Education in Cebu City, particularly in Don Carlos A. Gothong Memorial National High School with a total teaching population of about 150 teachers. This school had 50 teachers selected. These respondents are advisers and subject teachers at Junior and Senior High School that have experience in teaching and working with Learners with Special Educational Needs (LSENs) in general education classes.



Figure 3. Locale Map of the Study

The size of the sample was determined to keep the investigation within the limitations of the time and resources. A sample of 50 is also considered enough for statistical analysis, especially for correlation studies, because it is much larger than the minimum for the Central Limit Theorem to work and, therefore, valid and reliable estimates are assured.

The study employed a simple random sampling in the selection of respondents. This sampling design was chosen because it provides an equal and independent chance for each individual teacher

in the target population to be selected, which greatly minimizes conscious and unconscious selection bias. Moreover, this is a right and valid application of simple random sampling in that the study is to find out the general readiness of the general faculty and not to compare among groups pre-determined by age, sex, years of teaching service, etc., thus the study does not need to pre-group or pre-categorize the educators by demographic characteristics. This technique allows the researcher to obtain a statistically sound and unbiased representative sample of the teaching force and to generalize the research findings to the entire population of general education teachers at the institution accurately and reliably.

Table 1 presents the distribution of respondents for this study.

Table 1. Distribution of the Respondents

School	N	n	%
Don Carlos A. Gothong Memorial National High School	150	50	100
Total	150	50	100

Instruments

This study employed a standardized survey questionnaire to determine the levels of preparedness in implementing inclusive education. The instrument was adapted from the "Teacher Readiness for Inclusive Education Survey" developed by Moosa, Shareefa, Adams, and Mohamed. This tool is very appropriate for the study as it measures directly the preparedness of the teachers in terms of their knowledge, skills and attitudes.

The survey instrument consists of two parts. Part I provides the demographic profile of the respondents in terms of their sex, age, educational qualification, teaching experience and previous encounter with Learners with Special Educational Needs (LSENs). Part II assesses the preparedness of teachers for inclusive education using 23 statements which are divided into two domains: Knowledge and Skills (13 items) that assess practical skills such as assessing students and managing the classroom and Attitudes (10 items) that assess the mindset, beliefs and commitment to the success and well-being of students with special needs.

The guidelines from the Data Privacy Act were secured that the data collected in this survey were treated with utmost confidentiality. The responses collected were used for academic and research purposes. Participation in the study was voluntary.

Data-gathering Procedure

The participants completed the survey questionnaire and provided their responses while their information remained confidential.

Preliminary Stage. The researcher secured formal approval through a request letter submitted to the Principal, Cebu City Don Carlos A. Gothong Memorial National High School. After being given permission, the researcher worked with the department heads to locate and identify the 50 teacher-respondents who were chosen by simple random sampling.

Data Gathering Stage. The printed survey questionnaires were personally handed to the selected educators by the researcher. Before answering the respondents were given brief orientation about the goal of the study, clear instructions and assurance that all responses will be kept confidential. Teachers were then given plenty of time to complete the 23-item survey at their own convenience.

Post Data Gathering Stage. The researcher personally retrieved all completed survey forms to guarantee a 100% retrieval rate. The data collected were then tabulated, carefully arranged in a spreadsheet and prepared for statistical analysis to find out the level of preparedness of the teachers.

Statistical Treatment

Statistical treatment of data was vital in any field of study. It was needed to Know the exact manner of interpreting the acquired information. A statistical technique was utilized to interpret the data obtained. The results, which are the basis of this study, were acquired with the following treatment.

Frequency (f). Frequency is the number of times (or the real number) of a particular characteristic or response that occurs in the data. This study will employ frequency counting method to identify the exact number of respondents under each of the demographic categories in Part I of the questionnaire. This provides the respondents' breakdown by Sex, Age, Highest Educational Qualification, Length of Teaching Experience and Experience Teaching Learners with Special Educational Needs in raw numbers.

Percentage. Percentage is used to show the number of a category as a fraction of the total sample and is expressed per hundred. Frequency is the raw count, and percentage is the count as a relative proportion. This will be used to put the demographic profile in context and to facilitate understanding of the distribution and relative weight of each group vis a vis the total number of respondents.

Formula: $P = \frac{fn}{n} \times 100$

Where P is the percentage, f is the frequency of responses, and n is the total number of respondents.

Weighted Mean. This will be used to measure the level of preparedness (Knowledge and Skills, and Attitudes) of the teachers based on their response to the 4-point Likert scale in Part II of the questionnaire.

Formula: $x = \frac{\sum fx}{n}$

Where x is the weighted mean, $\sum fx$ is the sum of all the products of the frequency and the weight of the response, and n is the total number of respondents.

Standard Deviation. This will be used with the weighted mean to determine the spread or dispersion of the teachers' responses. A lower standard deviation means that the teachers' answers are close to the mean (agreement), while a higher standard deviation means a wider difference in their level of preparedness.

Chi-Square Test of Independence. This will help to find out if there is a statistically significant relationship between the demographic profiles of the respondents (categorical data such as Age, Gender, Educational Attainment, etc.) and their level of preparedness in implementing inclusive education."

Scoring Procedure

The data from the survey will be rated on a 5-point scale. The average scores will be calculated and interpreted according to the following guide:

Scale	Range	Survey Answer	Teacher Readiness	Training/Support
5	4.21 – 5.00	Strongly Agree	Highly Prepared	Excellent
4	3.41 – 4.20	Agree	Prepared	Adequate
3	2.61 – 3.40	Undecided	Moderately Prepared	Fair
2	1.81 – 2.60	Disagree	Slightly Prepared	Poor
1	1.00 – 1.80	Strongly Disagree	Not Prepared	None

What the Readiness Scores Mean:

Highly Prepared (4.21 – 5.00): The teacher has excellent skills and knowledge and can handle diverse learners independently.

Prepared (3.41 – 4.20): The teacher has good skills and knowledge, needing only minimal support.

Moderately Prepared (2.61 – 3.40): The teacher has basic skills but needs more training and guidance to feel confident.

Slightly Prepared (1.81 – 2.60): The teacher has limited skills and needs major training and support to manage an inclusive classroom.

Not Prepared (1.00 – 1.80): The teacher lacks the required skills and is not yet ready to teach diverse learners.

Ethical Consideration

The study that is done in a school setting must conform to strict ethical guidelines to ensure the protection of the rights, privacy, and well-being of the teacher-respondents. The researcher will make sure that the methods used to collect data adhere to the accepted ethical standards for scholarly research.

Before administering the questionnaire, the researcher will ensure that the respondents give informed consent by fully stating the goal of the study. Participation will be purely optional, and the teachers will have the ability to refuse or withdraw from the survey at any stage without any negative consequences for their employment or status at Don Carlos A. Gothong Memorial National High School.

To ensure confidentiality and anonymity, the survey will not ask teachers to reveal their names. All data acquired will be kept totally confidential, securely preserved and only used for this academic research, being safely disposed of after completion of the study. Moreover, the study does not carry any professional or psychological hazards for the participants. The results are meant only for the assessment of the general preparedness of the faculty to implement inclusive education and will not be utilized for the evaluation of the performance of any individual teacher.

DEFINITION OF TERMS

For clarification and to advance understanding of the study, the following terms are defined in accordance with their operational context. For better understanding of the study, the following terms are defined conceptually and operationally as used in the research entitled “Levels of Preparedness in Implementing Inclusive Education among Teachers”

Assessment practices refer to the strategies, methods, and tools used by teachers to evaluate learners’ knowledge, skills, progress, and learning outcomes. In this study, it refers to the ability of teachers to use appropriate and flexible assessment approaches that consider the different abilities and learning needs of learners.

Differentiated instruction refers to the practice of modifying teaching strategies, learning activities, instructional materials, and assessments based on the learners’ abilities, interests, and learning needs. In this study, it refers to the teachers’ ability to provide varied learning experiences to address learner differences.

General education teachers refer to licensed educators who are trained to teach standard basic education curriculum subjects in regular, mainstream classrooms. In this study, it refers to the Junior and Senior High School teachers at Don Carlos A. Gothong Memorial National High School who are responsible for facilitating inclusive classrooms and accommodating diverse learners without necessarily having a formal degree or extensive specialization in Special Education.

Inclusive education is an educational philosophy and strategy that promotes equitable chances and participation in the learning process for all learners irrespective of their abilities, backgrounds or learning requirements. This study uses the technique of teaching that encourages the participation, acceptance, and support of different students.

Learner diversity refers to the disparities among students in talents, learning styles, interests, backgrounds, experiences and educational needs. In this study, it refers to the differences among the learners that demand the teachers to employ suitable and responsive teaching practices.

Inclusive teaching practices refer to the strategies and approaches used by teachers to create a learning environment where all learners are valued, respected, and supported. In this study, it includes differentiated instruction, classroom management, assessment practices, learning accommodations, and collaboration strategies applied by teachers.

Learners with Special Educational Needs (LSENs) are students who have physical, cognitive, behavioral, or emotional challenges and need unique educational interventions, adjustments or modifications. The study is about the different children who are included in the regular classes and require flexible teaching methods, adaptable learning resources, and specific emotional help from their teachers to be active in the learning process.

Preparedness is the state of readiness encompassing the specific knowledge, competencies, and mindset required to execute a task effectively. In this study, it refers to the actual and perceived readiness of the teacher-respondents to successfully implement inclusive education. This is specifically measured across three domains: their foundational knowledge of inclusion, their practical pedagogical skills (such as differentiated instruction and assessment), and their affective attitude toward diverse learners

Support is the assistance, resources and encouragement provided by an institution or community to help individuals to be successful in their roles. In this study, it denotes the institutional support needed by general education teachers to be able to manage inclusive classrooms effectively. This includes tangible resources (e.g., adaptive teaching aids, localized materials) and professional capacity building (e.g., targeted Learning Action Cell sessions, formal training on inclusive education, and collaborative mentoring by SPED experts)

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents, analyzes, and interprets the data gathered from the 50 teacher-respondents of Cebu City Don Carlos A. Gothong Memorial National High School. The data are presented sequentially to address the specific study issues on the demographic profile of the respondents, the extent of preparedness to implement inclusive education and the remarkable correlation between the profile and preparedness.

RESULTS AND DISCUSSION

DEMOGRAPHIC PROFILE OF THE RESPONDENTS

Demographic data such as age, gender, highest level of education, teaching experience and attendance to training courses were collected and analyzed to provide an insight to the educators who were assigned to work with diverse students in a mainstream secondary setting.

Table 2 presents the distribution of the respondents according to their age brackets and gender classifications

Table 2 Age and gender of the respondents						
Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
51 and above	13	26.00	3	6.00	16	32.00
41-50	4	8.00	4	8.00	8	16.00
31-40	8	16.00	7	14.00	15	30.00
21-30	8	16.00	3	6.00	11	22.00
Total	33	66.00	17	34.00	50	100.00

The demographic data indicates that the teaching force is mainly female (66.00%) and highly experienced. The dominant age group is 51 years and above (32.00%) and majority of the teachers (36.00%) have 16 years or more of teaching experience.

This profile shows an experienced, mature faculty with well-established routines in classroom management. Yet, as these veteran educators trained at the collegiate level decades before today's inclusive mandates, they may experience considerable transitional friction in moving from traditional pedagogical models to highly flexible, adaptive instructional modalities.

Capangpangan note that although veteran teachers demonstrate a significant level of stability in general classroom settings, general teaching experience does not necessarily translate into specialized inclusive competence. Moreover, "mature teaching cohorts require professional development grounded in Adult Learning Theory"[14] because they have difficulty adjusting to sudden paradigm shifts unless they are highly practical and problem focused

The education and higher academic degrees earned by the teacher-respondents are presented in Table 3.

Table 3. Respondent's highest educational attainment

Highest Educational Attainment	f	%
Doctorate Degree	1	2.00
Master's Graduate	12	24.00
Bachelor's Degree	37	74.00
Total	50	100.00

Respondents' Highest Educational Attainment

The data shows that a large majority of respondents, 74.00%, have a bachelor's degree as their highest level of formal education. The faculty members with a master's degree are 24.00% while the Doctorate Degree is minimal with 2.00%.

There is a severe systemic gap between national inclusive education policies (such as RA 11650) and grassroots capacity. Teachers are legally designated as front-line implementers of inclusive

instruction but lack the specialized academic background and institutional upskilling necessary to execute these mandates.

The data shows that about 25% of the teachers have completed post-graduate studies, although the general faculty is still largely based on pre-service undergraduate preparation. Standard undergraduate teacher preparation curricula in past decades frequently did not have specific courses focused on inclusive education, individualized learning, and behavioral modifications[15]. Thus, teachers who rely predominantly on undergraduate qualifications are exposed to knowledge deficits in the management of heterogeneous classrooms that include Learners with Special Educational Needs (LSENs). This highlights the value of continued professional development in the educational setting to complement basic bachelor education.

Table 4 outlines the respondents' professional length of service in the teaching profession

Table 4. Respondent's teaching experience

Teaching experience (in years)	f	%
16 and above	18	36.00
11-15	7	14.00
6-10	12	24.00
1-5	13	26.00
Total	50	100.00

Respondents' Teaching Experience

The faculty is very experienced with the largest plurality of respondents (36.00%) having 16 years or more of teaching service. This is followed by those with 1 to 5 years (26.00%), 6 to 10 years (24.00%) and 11 to 15 years (14.00%) of experience. This distribution suggests a deep pool of general pedagogical experience in the school, as more than half of the faculty have been actively involved in the classroom for more than six years. However, while this long tenure provides strong stability in general classroom routines, Capangpangan finds that generalized pedagogical experience does not automatically translate into specialized inclusive competence. Thus, for teachers who are tasked to teach complex Senior High School subjects such as Reading and Writing or Effective Communication, the general tenure is insufficient for creating the specific, individualized accommodations that Learners with Special Educational Needs (LSENs) need.

The gap between broad experience and inclusive readiness is largely structural and generational. As pointed out by Cosmod and Villarente veteran teachers mostly rely on pre-service undergraduate curricula from the past decades that historically did not have specific courses on inclusive education, individualized learning, and behavioral modifications. Guskey and Yoon[16] posit that these seasoned professionals were trained to teach in traditional, homogeneous settings and their extensive experience is an asset to today's inclusion only when it is purposefully integrated with continuing, specialized professional development. Without such localized training, even experienced teachers are vulnerable to serious knowledge gaps in managing heterogeneous classrooms.

The inferential analysis of the study strongly validated the literature findings and established that the teacher's years of experience had no statistically significant relationship ($p=0.706$) with the teacher's overall readiness to implement inclusive education. Veteran and novice teachers report similar levels of preparedness, suggesting that time spent learning the traditional classroom does not automatically build a teacher's adaptive inclusive skills. This ultimately means that the instructional

gaps are a school-wide problem for the entire faculty and require comprehensive, school-wide professional development as opposed to interventions that only target newer teachers.

Table 5 reflects the respondents' formal exposure and participation in inclusive education seminars, workshops, or in-service training.

Table 5. Respondents's attendance to trainings in inclusive education

Attendance to trainings	f	%
Have Attended	14	28.00
Not Attended	36	72.00
Total	50	100.00

Respondents' Attendance to Trainings in Inclusive Education

The data shows a critical shortage of professional development opportunities for the faculty. A large majority of respondents (72.00%) have never attended any official training or seminar relevant to inclusive education. Only 28.00% have had any specialized training. This large gap signals a major systemic gap between the expectations of national policy mandates, such as Republic Act No. 11650 and DepEd Order No. 21, s. and actual grassroots capacity building. Yet while general education teachers are legally identified as the front-line implementers of these inclusive policies, Ecoben writes, the lack of systematic training leaves most educators without the pedagogical tools to successfully operationalize these mandates in the classroom. This localized finding is in close agreement with the wider regional observations of Benemerito who identified a comparable low rate of 24% of secondary teachers in public schools in metropolitan Cebu having attended inclusive education training.

Importantly, the inferential analysis of the study indicated that the past attendance of these seminars does not have a statistically significant relationship ($p=0.979$) with the current level of overall inclusive preparedness of a teacher. The main implication of this non-significant result is that the minority of teachers who attended previous training programs face the same practical problems in the classroom as those who did not. Phelan and Dela Cruz and Sisno argue that traditional, one-shot, and decontextualized seminars tend to fail to develop sustained teaching competency because they focus on broad theoretical concepts rather than practice-based application. Therefore, just increasing seminar attendance is not enough; professional development needs to shift from generic lectures to highly contextualized, hands-on interventions, like localized Learning Action Cell (LAC) sessions that directly address the specific clinical and assessment needs of the faculty to prepare teachers adequately.

Table 6 illustrates the teachers' perceived readiness in implementing inclusive education as it relates to their knowledge of the subject.

Table 6. Level of teachers' readiness in implementing inclusive education as to knowledge

S/N	Indicators	WM	SD	Verbal Description
1	I understand the processes involved for an inclusive education.	3.62	0.95	Ready
2	I have knowledge of identifying students with special educational needs.	3.40	0.95	Moderately Ready
3	I have knowledge of assessing students with special educational needs.	3.24	1.04	Moderately Ready
4	I have knowledge to create an inclusive learning environment.	3.50	0.97	Ready

5	I have knowledge to sustain an inclusive learning environment.	3.40	0.95	Moderately Ready
6	I have knowledge of how to teach students with special needs.	3.14	1.07	Moderately Ready
7	I understand the type of disabilities that students with special needs have (slow learner, autism, dyslexic, ADHD etc.).	3.44	1.07	Ready
Aggregate Mean		3.39		
Aggregate Standard Deviation			1.00	Moderately Ready
Legend: 4.21-5.00-Highly Ready;3.41-4.20-Ready;2.61-3.40-Moderately Ready;1.81 2.60-Slightly Ready; 1.00-1.80-Not Ready				

LEVEL OF TEACHERS' PREPAREDNESS IN IMPLEMENTING INCLUSIVE EDUCATION

The data showed that the respondents possess a “Moderately Ready” level of overall preparedness in the knowledge domain with an aggregate mean of 3.39. Educators rated themselves as “Ready” in relation to understanding broad, systemic concepts such as the general processes of inclusive education (3.62) and creating an inclusive learning environment (3.50). However, the educators’ self-assessed readiness dropped to “Moderately Ready” for practical and clinical competencies. Teachers reported that they find the most difficulty in having the foundational knowledge to formally assess (3.24) and actively teach (3.14) Learners with Special Educational Needs (LSENs).

This data reveals a deep disparity between a teacher’s fundamental conceptual understanding of inclusion and their ability to demonstrate actual procedural application. Like the principles of Rogers’ Diffusion of Innovation Theory, the faculty has achieved the initial two stages of knowledge and persuasion pertaining to the comprehensive definition of inclusion, yet they experience significant resistance in terms of practical implementation. Florian and Black-Hawkins[17] and Phelan stated that effective inclusive pedagogy requires a firm grasp of diagnostic assessment and multi-tiered instructional design, which the respondents currently lack. Therefore, Masongsong[18] note that, due to the lack of systematic in-service training in these clinical areas, general education teachers continue to be very reluctant to engage in diagnostic and adaptive teaching tasks. In the end, this means that unless teachers receive professional development aimed specifically at practical assessment tools and differentiation methodologies, they will continue to theoretically support inclusion without having the procedural knowledge to implement it in their classrooms.

Table 7 reflects the teachers' self-assessed competence in executing instructional, behavioral, and collaborative skills in an inclusive setup.

Table 7
Level of teachers' readiness in implementing inclusive education
as to skills

S/ N	Indicators	WM	SD	Verbal Description
1	I am able to teach students with special needs.	3.48	0.93	Ready
2	I am able to discuss with parents regarding the emotional need of their children with special needs.	3.52	1.03	Ready
3	I am able to provide information on inclusive education for parents of students with special needs.	3.20	0.90	Moderately Ready
4	I am able to provide educational support for students with special needs.	3.42	0.95	Ready
5	I am able to manage students with special needs.	3.32	0.94	Moderately Ready
6	I am able to foster positive relationships between mainstream students and students with special needs to accommodate inclusive education.	3.52	0.91	Ready
Aggregate Mean		3.41		
Aggregate Standard Deviation			0.94	Ready

Level of Teachers' Readiness as to Skills

The results indicated that the respondents were at the overall "Ready" level in terms of skills in implementing inclusive education with a grand mean of 3.41. When we analyze the data more thoroughly, we notice that teachers scored themselves high on the areas of socio-emotional facilitation, specifically facilitating positive peer connections between mainstream students and LSENs (3.52) and discussing the emotional needs of children with parents (3.52). In contrast, their self-assessed competency fell to "Moderately Ready" in terms of technical and formal skills, particularly in regulating classroom behaviors of special needs learners (3.32) and in providing formal inclusive education information to parents (3.20).

The main implication of this data is that general educators are heavily dependent on their interpersonal and relational strengths to make up for specific technical deficits. According to Bandura's[19] Social Cognitive Theory, domain-specific self-efficacy is built through mastery experience and vicarious learning, which these teachers are currently lacking in terms of specialized inclusive techniques. Therefore, though the teachers exhibit very good interpersonal communication skills, their lack of technical management of severe behavioral exceptionalities makes classrooms susceptible to disruption. This concern is strongly validated by Tenerife[20] and Shala[21] who indicate that moderate self-ratings in behavior management and formal parent advisory roles signal a critical, urgent need for specialized classroom management training specifically tailored to diverse learners. Ultimately, a teacher's reliance on soft skills alone will not be sufficient to sustain a fully functional inclusive classroom without targeted professional development to build these hard pedagogical skills.

Table 8 presents the respondents' affective dispositions, core values, and professional beliefs regarding inclusive education

Table 8
Level of teachers' readiness in implementing inclusive education
as to attitude

S/ N	Indicators	WM	SD	Verbal Description
1	I understand the meaning of inclusive education.	3.84	0.87	Ready
2	I care for the well-being of students with special needs.	4.28	0.64	Highly Ready
3	I understand the purpose for an inclusive education.	4.06	0.82	Ready
4	I care for the progressive learning of students with special needs.	4.26	0.63	Highly Ready
5	I care for the achievements of students with special needs.	4.32	0.62	Highly Ready
6	I believe students with special needs can achieve their best with support.	4.42	0.64	Highly Ready
7	Teaching students with special needs requires more teaching aids.	4.48	0.71	Highly Ready
8	I need to work together with special education teachers if I have students with special needs in my class.	4.44	0.61	Highly Ready
9	Despite of the disabilities faced by students with special needs, they also have their own abilities.	4.44	0.61	Highly Ready
10	I need extra effort to teach students with special needs.	4.38	0.64	Highly Ready
Aggregate Mean		4.29		
Aggregate Standard Deviation			0.68	Highly Ready

LEVEL OF TEACHERS' PREPAREDNESS AS TO ATTITUDE

The data shows that the attitude domain is the highest area of teacher readiness with an aggregated mean of 4.29 (SD = 0.68) which is verbally interpreted as "Highly Ready". The high ratings were largely focused on core affective beliefs, such as the need for more instructional aids (4.48), the importance of working collaboratively with Special Education (SPED) experts (4.44), the individual potential of Learners with Special Educational Needs (LSENs) despite their disabilities (4.44), and the belief that students can reach their best with the right support (4.42).

The main implication of this result is that teachers in general education have a great moral and emotional engagement toward inclusive education, seeing it as a basic civil and professional duty, and not only an administrative task. Aligned with George S. Counts' Social Reconstructionist Theory, these educators believe that schools should be used as agents of social reform to end marginalization and establish a more equitable learning order. This strong disposition is embedded in the Filipino cultural value of *makatao* (humaneness and compassion) that makes teachers accept diverse learners despite systemic challenges.

But this high affective readiness also contains a critical underlying warning. As Arboiz and Aoanan point out, a positive teacher disposition is the single strongest foundational predictor of successful inclusion. At the same time, Cola[22] and Avramidis and Norwich point out that teachers who are

highly willing but technically unsupported are prone to extreme psychological strain. The teachers' strong agreement that they need more instructional aids (4.48) and collaboration with SPED (4.44) shows that they are very aware of their own lack of resources. In the end, this means that while a caring, "Highly Ready" stance is the essential moral basis for inclusion, it cannot substitute indefinitely for actual structural supports, specialized teaching resources, and formal co-teaching partnerships.

Table 9 consolidates the aggregate findings across the three evaluated domains to provide an overall assessment of teacher readiness.

Components	WM	SD	Verbal Description
Knowledge	3.39	1.00	Moderately Ready
Skills	3.41	0.94	Ready
Attitude	4.29	0.68	Highly Ready
Grand Mean	3.70		
Grand Standard Deviation		0.87	Ready

SUMMARY ON THE LEVEL OF TEACHERS' PREPAREDNESS IN IMPLEMENTING INCLUSIVE EDUCATION

The data summarizes the total results across the three domains investigated. The Grand Mean overall is 3.70 (SD = 0.87), and the verbal interpretation is "Ready". But a closer look shows that the dimensions are clearly, distinctly hierarchical: The highest is attitude 4.29 ("Highly Ready") followed by practical Skills 3.41 ("Ready") and the lowest is foundational Knowledge 3.39 ("Moderately Ready")

The main implication of this composite profile is that teacher preparedness at the institution is more a function of personal values, emotional willingness and moral disposition than of formal technical proficiency. The faculty, despite being psychologically and ethically prepared for inclusive education, faces an unstable operational balance due to the significant gap in basic knowledge and practical skills. As Sharma and Sokal and Rouse and Florian note, inclusive preparedness remains fragile and unstable without sufficient scaffolding of technical expertise and pedagogical skill to support a high emotive willingness to act.

Moreover, Macapaz warn that this gap exposes teachers to a high risk of instructional fatigue and professional burnouts as they strive to cope with high classroom diversity in the absence of tangible capacity-building interventions. This implies finally that the moral commitment of teachers alone is not enough but that the school must urgently bridge the gap between their high affective readiness and low technical competence with targeted, structural support systems.

Table 10 shows the Test of Relationship between Respondents' Profile and Their Readiness in Implementing Inclusive Education.

Table 10
Test of relationship between the respondents' profile and their teachers' readiness in implementing inclusive education

Variables	χ^2 -value	df	p-value	Decision	Remarks
Age and Teacher's Readiness	2.316	3	0.509	Do not reject Ho	Not Significant
Gender and Teacher's Readiness	3.209	1	0.073	Do not reject Ho	Not Significant
Highest Educational Attainment and Teacher's Readiness	0.786	1	0.375	Do not reject Ho	Not Significant
Years of Teaching Experience and Teacher's Readiness	1.398	3	0.706	Do not reject Ho	Not Significant
Attendance to trainings and Teacher's Readiness	0.001	1	0.979	Do not reject Ho	Not Significant

*significant at $p < 0.05$

TEST OF RELATIONSHIP BETWEEN RESPONDENTS' PROFILE AND READINESS

The inferential statistical analysis was conducted at the $\alpha = 0.05$ level of significance. All the demographic variables resulted in p-values above the threshold: Age ($p=0.509$), Gender ($p=0.073$), Highest Educational Attainment ($p=0.375$), Years of Teaching Experience ($p=0.706$), and Attendance to Trainings ($p=0.979$). None of the profile variables has a p-value less than 0.05 and thus the null hypothesis (H_0) is not rejected for any of them. The statistical results reveal that there is no significant relationship between the demographic profiles of the respondents and the level of overall readiness in implementing inclusive education.

The key message from these results is that a teacher's biological sex, generational cohort or years in service do not determine their ability to teach inclusively. Capangpangan found similar levels of preparedness in veteran and novice teachers, suggesting that extensive experience teaching a traditional, homogeneous curriculum does not automatically translate into specialized inclusive teaching skills. Similarly, the lack of significant variation concerning educational attainment suggests that having a master's or doctoral degree in a general education discipline does not necessarily increase preparedness compared to having a bachelor's degree. As Cosmod and Villarente show, specialized inclusive pedagogy is rarely part of advanced academic degrees, except for Special Education-focused degrees.

Furthermore, the lack of significant association with past attendance at seminars ($p = 0.979$) highlights a serious systemic issue in earlier professional development models. As Phelan and Dela Cruz and Sisno note, traditional, one-shot, non-contextualized seminars typically fail in developing sustained teaching competency because they are grounded in broad theory rather than practical

application. Therefore, the practical challenges faced by both attendees and non-attendees are the same in the classroom. Ultimately, this means that preparedness shortfalls are not limited to certain demographic groups, but instructional and technical deficits are spread across the whole faculty. Thus, institutional interventions cannot rely on selective targeting or generic seminars, but must implement comprehensive, school-wide professional development programs to systematically raise the knowledge and practical skills of all teachers.

SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS

This chapter provides a summary of the research process conclusion. It gives a brief synopsis of the study, a list of the main findings obtained from the statistical analysis, the implications formed from these results and practical recommendations for key stakeholders on how to better implement inclusive education practices.

SUMMARY

The primary goal of this study was to evaluate the level of teachers' preparedness in implementing inclusive education at Cebu City Don Carlos A. Gothong Memorial National High School for the School Year 2026-2027 as a starting point for formulating a targeted action plan.

To achieve this purpose, the study used a quantitative method using a descriptive-comparative correlational research design. Simple random sampling was used in selecting a sample of 50 general education teachers. Data was obtained by means of an adapted standardized survey questionnaire separated into 2 sections, the demographic profile and the assessment of teacher preparedness in the three categories (Knowledge, Skills and Attitude). The data collected was statistically treated using frequency, percentage, weighted mean, standard deviation and inferential statistics to test for the significant relationship at 0.05 alpha level.

FINDINGS

The demographic profile of the respondents shows that the teaching force is largely female (66.00%), and the largest age group is 51 years and above (32.00%) followed by the 31-40 age bracket (30.00%). In terms of educational attainment, most of the educators are bachelor's degree holder (74.00%), while just 24.00% are master's degree holder. The faculty is quite experienced, with the biggest proportion (36.00%) having taught for 16 years or more. Furthermore, a huge gap was revealed in their professional growth, with a staggering 72.00% of respondents reporting that they have not participated in any official training or seminars relevant to inclusive education.

The respondents are "Moderately Ready" in terms of foundational and technical knowledge with an aggregate mean of 3.39 as to the level of teachers' readiness in implementing inclusive education. In this area they have most difficulty with the specific practicalities of educating (3.14) and assessing (3.24) learners with special educational needs. In contrast, the teachers are generally "Ready" in instructional and management abilities with an aggregate mean of 3.41, and they are particularly strong in socio-emotional facilitation such as in promoting positive peer relationships (3.52). Furthermore, the educators exhibited a "Highly Ready" mindset and disposition with a very excellent aggregate mean of 4.29 which highlighted their strong advocacy for cooperation, support and the intrinsic talents of different learners. The overall Grand Mean across all areas is 3.70, which means that the instructors are generally "Ready" to implement inclusive education, but their affective preparedness is much ahead of the technical competencies.

The inferential analysis looking for the relationship between the profile of the respondents and their readiness showed that there is no significant relationship between the overall readiness of the teachers with any of their demographic factors. Specifically, age ($p=0.509$), gender ($p=0.073$), educational attainment ($p=0.375$), teaching experience ($p=0.706$) and past attendance to training ($p=0.979$) did not substantially impact the level of preparation, so, null hypothesis was not rejected for all the factors evaluated.

Rationale

The action plan has been developed from the empirical findings of the study that showed a considerable gap between the teachers' affective disposition and their technical skills. The respondents had a "Highly Ready" mindset (4.29) and strong moral commitment to inclusive education, but only "Moderately Ready" around foundational knowledge (3.39) and practical teaching skills (3.41). Significantly, 72.00% of the faculty have not had any formal training in inclusive education which has special challenges in the assessment and instruction of Learners with Special Educational Needs (LSENs).

This action plan moves away from generic lectures to fill this need. It suggests contextualized, school-based professional development programs such as targeted Learning Action Cell (LAC) sessions and collaborative peer-mentoring. This plan is specifically designed with the unique instructional realities of Junior and Senior High School teachers in mind so that they are prepared to teach subjects from basic math to specialist subjects such as Reading and Writing and Effective Communication effectively to varied learners.

Objectives

The main objective of this action plan is to bring the technical knowledge and pedagogical abilities of general education teachers up to the level of their very positive attitudes toward inclusive education. It specifically seeks to:

1. Provide teachers with practical tools to assess and identify the specific learning requirements of LSENs.
2. Develop teachers' pedagogical ability in adopting differentiated instruction and adaptive teaching approaches in the general education classroom.
3. Develop a sustainable peer-mentoring and cooperation model between general education teachers and Special Education (SPED) professionals.
4. Facilitate the acquisition and creation of localized, inclusive instructional materials and resources.

Scheme of Implementation

The recommended action plan will be forwarded to the Office of the School Principal and the Cebu City Schools Division Superintendent for review and approval. Once approved, the school administration with the designated Department Heads and SPED Coordinators will lead its implementation during the mid-year INSET and monthly LAC meetings.

School heads will measure progress every three months via classroom observations, lesson plan evaluations and teacher comments. This ensures that the strategies remain relevant and that educators receive continuous support as they transition toward fully inclusive classroom practices.

ACTION-PLAN MATRIX

Areas of Concern	Specific Issues/Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Accomplishment	Remarks
1. Professional Training	72% of teachers lack formal training in inclusive education.	To provide foundational and advanced knowledge on inclusive education	Conduct school-based INSET focused entirely on the principles, laws, and	School Principal, Master Teachers, SPED Experts, General Education Teachers,	₱15,000	School MOOE / LGU Special Education Fund	Mid-year INSET (Oct/Nov), Evaluation (December)	All teachers will possess a foundational understanding of inclusive		

		mandates and frameworks.	practices of inclusive education.	Teacher Adviser				education protocols.
2. Knowledge in Assessment	Teachers are only "Moderately Ready" (3.24) in assessing students with special needs.	To equip teachers with basic clinical and practical skills to assess and identify diverse learners.	Organize LAC sessions dedicated to the proper utilization of the Multi-Factored Assessment Tool (MFAT) and basic behavioral screening. Implement hands-on workshops on modifying activities for Senior High School subjects, such as Reading and Writing and Effective Communication.	SPED Coordinators, Guidance Counselors, General Education Teachers, Teacher Adviser	₱5,000	School MOOE	Monthly LAC Sessions (Year-round), Evaluation (End of School Year)	Teachers can confidently conduct initial assessments and identify the learning gaps of LSEs.
3. Pedagogical Skills	Teachers struggle with the methodology of teaching LSEs (3.14).	To enhance skills in differentiated instruction and curriculum adaptation for diverse classrooms.		Master Teachers, Subject Coordinators, Teachers, Teacher Adviser	₱5,000	School MOOE	Quarterly, Evaluation (End of Each Quarter)	Teachers consistently apply differentiated instruction and submit modified lesson plans.
4. Collaborative Support	High demand for SPED collaboration (4.44) but lack of a formal system.	To establish a sustainable professional support system within the school.	Create a structured "Co-Teaching and Peer Mentoring" program pairing general educators with SPED-trained teachers. Allocate funds for the procurement of assistive tools and conduct workshops on creating localized, low-cost inclusive teaching aids.	School Principal, SPED Teachers, General Education Teachers, Teacher Adviser	Minimal	N/A	Year-round, Evaluation (Year-End Review)	Improved teacher confidence and shared best practices in managing inclusive classrooms.
5. Instructional Resources	High agreement (4.48) that teaching LSEs requires more teaching aids.	To provide and utilize adaptive learning materials suited for various disabilities.		School Principal, Property Custodian, Teachers, Teacher Adviser	₱20,000	School MOOE / External Stakeholders (PTA/NGOs)	Start of the School Year, Evaluation (Mid-Year and Year-End)	Classrooms are equipped with adaptive teaching aids that actively support LSEs.

CONCLUSION

The results concluded that the general education teachers of Don Carlos A. Gothong Memorial National High School had an outstanding moral and emotional dedication to inclusive education which is a deep sense of civic responsibility. However, there are large gaps in technical knowledge and pedagogical skills behind the strong attitude. Educators greatly depend on their own interpersonal qualities and not the specialized inclusive techniques. Furthermore, the high level of experience of this faculty with a marked lack of formal training exposure speaks to a key systemic gap and demonstrates that traditional undergraduate preparation and general classroom experience has not prepared them adequately for the clinical requirements of assessing and teaching Learners with Special Educational Needs. Moreover, the lack of a statistical association between past participation in seminars and current preparedness shows that prior training modules were likely too general or irrelevant to actual classroom situations. Finally, the obstacles of inclusive education at the school are systemic, since preparedness shortfalls are universally dispersed across all demographic lines, and this validates the urgent demand for a comprehensive, school-wide action plan that provides localized and practical capacity-building. Based on these findings, it is highly suggested that the school heads and administrators should immediately implement the proposed localized, school-based professional development program that is specifically designed to solve the observed gaps in assessment and specialized training. Moreover, administrators should establish formal peer-mentoring systems that enable general education instructors to co-plan and work with special education professionals to develop adaptable learning materials. The teachers are urged to actively participate in the contextualized Learning Action Cell (LAC) sessions, with emphasis on actual use of differentiated instruction and behavior management, not only on theoretical understanding. They must engage in continual reflective practice and maintain open communication with parents to develop a comprehensive support system. The Department of Education needs to revamp in-service training models, away from broad-based lectures and toward practical, problem-oriented workshops that meet the adult learning needs of senior teachers and that offer meaningful financing for adaptive instructional resources. Finally, future researchers are advised to perform qualitative studies to understand the precise hurdles that hinder formal training from transferring into classroom preparedness and to duplicate this study in additional secondary schools to establish if this disparity is a division-wide issue.

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