

Exploring the Level of Implementation and Outcomes of Inclusive Education in Public Elementary Schools: An Assessment

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Abstract

This study focused the Level of Implementation and the Outcomes of Inclusive Education in Public Elementary Schools in Bay District. The study was conducted in 14 selected schools in Bay District. The respondents were composed of two hundred (200) public elementary school teachers. This study used quantitative- correlational research design with the use of researcher-made instrument, and a statistical tool employing mean and standard deviation. The purposive sampling method was used to 200 respondents. The results intended evidence-based suggestions for bettering the application of policies, guaranteeing that students with disabilities had an equal chance to study and succeed. Furthermore, correlational analyses demonstrate statistically significant, moderate-to-strong positive relationships between implementation components and outcomes, indicating that inclusive education is not only occurring but is meaningfully associated with academic, social, and engagement gains for diverse learners. Based on the findings, that foundational structures for inclusive education are in place and that learners with diverse needs are experiencing academic progress, social acceptance, and active participation.

Keywords: Inclusive Education; Outcomes; Level of implementation

INTRODUCTION

In the amendment to DepEd Order No. 022, Series of 2023 a new DepEd Order No. 003, Series of 2024 has been released, which is articulated to the MATATAG Agenda that aims to "Take good care of learners by promoting learner well-being, inclusive education and positive learning environment". This memorandum aims to provide an inclusive education and a positive learning environment to foster all kinds of learners in the classroom, as this main priority is the students and teacher health and safety. "Special Education Act (Philippine Senate Bill 3002) of 2011 an act instituting inclusive education through special education in all private and public elementary and secondary schools nationwide for children and youth with special needs and establishment of the bureau of special education creating the implementing machinery thereof, providing guidelines for government financial assistance incentives and support for other purposes." Department of Education Order No. 72, s. 2009 strongly addressed the urgency of having the children with special needs to receive appropriated education within a regular or inclusive setting.

Inclusive Education embraces the philosophy of accepting all children regardless of race, size, shape, color, disability or ability with support from school staff, parents and community. Although the DepEd program about inclusive education was already implemented a year ago but majority of public teachers are not well oriented in this program, because it was observed to have discrimination between regular pupils versus special children. Through the Department of Education Memo No. 72, s 2009, DepEd Order No. 26,

series of 1997, these children were given the opportunity to be included in the education program.

It was cited in the study of Bagusia (2018) that there is significant relationship between and among the knowledge and attitude of the teacher respondents and inclusive education. Thus it was recommended in her study that there must be more evident collaboration among the local community education committee, parents, teachers and the school in addressing the concerns of inclusive education in the school level. According to her, there should be inputs such as support of parents, guidance counsellors, nurses, teachers and the DepEd district offices should include in their action plans trainings for the teachers who are handling children with special needs. Significantly, in another study of Landasan (2017) recommended that teachers' knowledge, skills, attitude (KSA) must be given appropriate measures to further enhance the skills and academic performance of the pupils with special needs.

METHODOLOGY

This study used a quantitative research design, particularly used a descriptive nominative approach, where the researchers mainly focused on describing the relationships between different variables without trying to establish a cause-and effect link (Mustieles et al., 2020). The purpose of this study is to assess how well inclusive education policies worked for elementary students with special education needs as carried out in a public elementary school in Bay District during the 2025-2026 school year, based on data to be collected from a survey questionnaire. The data collected will be arranged, condensed, and analyzed using correlation statistical methods that align with the goals of the study. A descriptive-normative survey research design is a method that combines two different ways of looking at a topic to better understand it. Creswell (2014) says that descriptive research is used to describe what is happening right now, like the features, habits, feelings, or views of a group of people. It often looks at things like who people are, what they do, how they feel, or what they think. This approach gives a picture of the current situation, showing what is happening.

The participants in this study were 200 public elementary school teachers in Bay District, who were selected because they were directly involved in implementing inclusive education policies for students with disabilities. Teachers were essential in turning these policies into real classroom actions, so their views and experiences are crucial for the study. Respondents were identified through complete enumeration because the population was small.

The researcher gathered information about the study, sought approval from the school principals, district supervisors, and division supervisors through the use of a request letter. After obtaining approval, the researcher prepared the data-gathering tool, which was a survey questionnaire. The researcher adapted and modified a survey questionnaire, which was then validated by experts. The survey questionnaires were distributed to the teacher respondents. The respondents were given ample time until the desired or required sample was met. Data were collected as scheduled for sorting and encoding. The data gathered from the retrieved questionnaires were tallied, analyzed, and tabulated.

The questionnaire given to teachers consist of two sections. The initial section collects the personal information of the participants. Part I. Profile of the Respondents. This part was designed to gather information on the profile of the respondents, including their age, gender, highest educational attainment, number of years in service, and number of trainings related to inclusive education. The second part of the study aimed to determine and assess the level of implementation and the outcomes of Inclusive Education in public elementary schools within the district. The questionnaire used a five-point scale where participants could select from the following options: 5 for Strongly Agree, 4 for Agree, 3 for Undecided, 2 for Disagree, and 1 for Strongly Disagree.

In interpreting the data, the researcher utilized both descriptive and inferential statistics. For the descriptive component, frequency distribution, mean, standard deviation, and percentage were used. These statistical measures provided insights into the characteristics, trends, and patterns within the population. For the normative component, mean and standard deviation were used to understand the perceived norms or standards. Additionally, t-tests were employed to compare the mean differences between actual and ideal practices, highlighting gaps between current and desired states. To determine if there was a significant relationship among the variables under study, the Pearson product-moment correlation coefficient was used. By applying these statistical treatments, the researcher gained a deeper understanding of the phenomenon, identified areas for improvement, and informed policy, practice, or future research.

RESULTS AND DISCUSSION

Based on the statistical analyses presented across Tables 5 through 9, the empirical evidence does not support the null hypotheses as stated. The data demonstrate statistically significant, moderate-to-strong positive relationships between implementation variables and inclusive education outcomes, indicating that inclusive education is functioning as a system in which teacher attributes, school-level components, and fidelity of implementation are meaningfully associated with academic achievement, social inclusion, and student engagement for elementary learners, including those with disabilities.

Table 1. Profile of the Respondents as to Age

Age	f	%
25 to 30 years old	29	14.50
31 to 35 years old	46	23.00
36 to 40 years old	32	16.00
41 to 45 years old	41	20.50
46 years old and above	52	26.00
Total	200	100.00

Table 1 shows that the respondents belong to different age brackets. There are twenty nine (29) teachers (14.50%) belong to the age range from twenty-five to thirty. Forty-six (46) teachers (23%) belong to the age range from thirty-one to thirty-five. Thirty-two (32) teachers (16%) belong to the age range from thirty-six to forty. Forty-one (41) teachers (20.50%) belong to the age range from forty-one to forty-five. Fifty-two (52) teachers (26%) belong to the age range from forty-six and above.

Table 2. Profile of the Respondents as to Sex

Sex	f	%
Male	19	9.50
Female	181	90.50
Total	200	100.00

The profile of respondents by gender, as presented in Table 2, majority of respondents, 181 individuals or 90.50% are female, indicating a predominantly female population. In contrast, males comprise a relatively small proportion, with 19 respondents or 9.50%. This gender distribution shows that female respondents are dominant over male respondents.

Table 3. Profile of the Respondents as to Highest Educational Attainment

Educational Attainment	f	%
Diploma in Education	25	12.50
Degree in Education	100	50.00
Masters' Degree in Education	68	34.00
Diploma in Special Education	0	0.00
Degree in Special Education	1	0.50
Others	6	3.00
Total	200	100.00

The profile of respondents by highest educational attainment, table 3 shows that majority of respondents, 100 (50%), hold a Degree in Education, indicating a significant proportion of qualified educators. This is followed by 68 respondents or 34% who possess a Master's Degree in Education, highlighting a substantial number of advanced degree holders. Additionally, 25 respondents or 12.50% have a Diploma in Education, while 1 respondent or 0.50% holds a Degree in Special Education. A small proportion, 6 respondents or 3%, fall under the "Others" category, suggesting some diversity in educational backgrounds. This suggests that a significant proportion of respondents have attained a high level of education, which is likely to positively impact teaching and learning outcomes.

Table 4. Profile of the Respondents as to Number of Years in Service

Years in Service	f	%
1 to 5 years	30	15.00
6 to 10 years	66	33.00
11 to 15 years	46	23.00
16 to 20 years	32	16.00
21 years or more	26	13.00
Total	200	100.00

The profile of respondents by number of years in service, as presented in Table 4, majority, 66 individuals or 33%, have served for 6 to 10 years, indicating a significant proportion of mid-career professionals. This is followed by 46 respondents or 23% who have served for 11 to 15 years, suggesting a substantial number of experienced educators. Additionally, 32 respondents or 16% have served for 16 to 20 years, while 30 respondents or 15% have served for 1 to 5 years, indicating a relatively small but significant proportion of early-career professionals. A smaller proportion, 26 respondents or 13%, have served for 21 years or more, highlighting a dedicated group of veteran educators.

Table 5. The Degree of Implementation of Inclusive Education in terms of Support in Inclusion in aspects of Administrative Support

Indicators	Mean	SD	Verbal Interpretation
1.the school leadership provides clear directions to implementing inclusive education policies	4.49	0.69	Agree
2. school administrators support students and teachers as they direct program oversight.	4.50	0.71	Strongly agree
3. managers effectively share what it means to actively include others	4.47	0.70	Agree
4.administrative expectation is for teachers to accommodate learning needs.	4.46	0.71	Agree
5. the administration advocates creative approaches for inclusive pedagogy	4.47	0.68	Agree
6. school leaders guarantee the successful operation of inclusion.	4.39	0.71	Agree
7.our school encourages inclusive education and it is actively promoted by the school management.	4.41	0.73	Agree
8.building leaders offer preservice teaching tips for inclusive practices.	4.41	0.75	Agree
9. the school is well resourced for Inclusion.	4.32	0.81	Agree
10. the school affords learners with	4.37	0.79	Agree

disabilities equal opportunity to participate in all programs and activities

Over-all 4.43 0.73 Agree

Legend: 4.50 – 5.00; strongly agree; 3.50 – 4.49 agree; 2.50 – 3.49 undecided; 1.50 – 2.49 disagree; 1.00 – 1.49 strongly disagree

The respondents were strongly agreed that school administrators help students and teachers as they manage program supervision and they agreed that the school was prepared to support the students and provide a learning environment. Poon-McBrayer (2020) emphasized that school administrators who articulate a clear vision, allocate adequate resources, and model inclusive values significantly enhance teacher efficacy and student outcomes.

Table 6. The Degree of Implementation of Inclusive Education in terms of Support in Inclusion in Aspects of Teachers Trainings

Indicators	Mean	SD	Verbal Interpretation
1. I am attending training or workshops on inclusive education is necessary for my professional growth.	4.28	0.86	Agree
2. it's extremely important for me, to participate an educational trainings or workshops for inclusive skills.	4.45	0.73	Agree
3. I am advised by the school management to undergo inclusive education training.	4.05	1.07	Agree
4. I am a recipient of school financial support for me to attend workshops or seminars on inclusive education.	3.95	1.11	Agree
5. I observed that there is an explicit policy for teachers' continuing professional development in inclusion.	4.20	0.87	Agree
6. I observed that services of mentors or coaches are provided for teaching staff to apply in inclusive practices.	4.20	0.86	Agree
7. I utilize the school equipment and materials to train for inclusive education.	4.08	0.96	Agree
8. during or after my post training, technology and learning tools for inclusion are available for me to be used in my teaching.	4.12	0.94	Agree
9. post-training support is offered (e.g., refresher trainings, supervision) for me.	4.11	0.98	Agree
10. I am blessed that the school grants access to outside	4.16	0.96	Agree
Over-all	4.16	0.94	Agree

Legend: 4.50 – 5.00; strongly agree; 3.50 – 4.49 agree; 2.50 – 3.49 undecided; 1.50 – 2.49 disagree; 1.00 – 1.49 strongly disagree

Indicators 2 (mean score of 4.45) showed that educational training, workshops, coaching, or mentoring were important to enhance teachers' confidence and competence in supporting diverse learners. Indicator 4 (mean score of 3.95) shows relatively lower agreement, that school financial support is needed for improvement in teacher training programs. Effective teacher training is critical in fostering inclusive practices and improving student outcomes (Darling-Hammond, 2020; Forlin & Chambers, 2019).

Table 7. The Degree of Implementation of Inclusive Education in terms of Support in Inclusion in aspects of Teaching Results

Indicators	Mean	SD	Verbal Interpretation
1. school administrators provide leadership to assist teachers in “all children learning”.	4.43	0.68	Agree
2. mentoring peers can help children learn in the inclusive classroom.	4.44	0.67	Agree
3. some pioneer-program authors do also include team teaching or co-teaching's potentials to enhance outcomes.	4.36	0.73	Agree
4. faculty dialogues are increasingly about how they can improve learning with their students.	4.33	0.69	Agree
5. there are technology and tools out there to help students succeed.	4.28	0.76	Agree
6. to improve academic outcomes, teachers are trained in workshops.	4.34	0.75	Agree
7. there is time allocated for teachers to plan and deliver inclusive lessons.	4.27	0.84	Agree
8. there is support with managing the classroom for the purpose of maximizing learning.	4.33	0.77	Agree
9. external specialists or consultants are available to support teachers in optimizing inclusive education outcomes.	4.26	0.86	Agree
10. colleagues working together to enhance teaching practices in inclusive classrooms.	4.38	0.71	Agree
Over-all	4.34	0.75	Agree

Legend: 4.50 – 5.00; strongly agree; 3.50 – 4.49 agree; 2.50 – 3.49 undecided; 1.50 – 2.49 disagree; 1.00 – 1.49 strongly disagree

Indicators 2 yielded the highest mean of 4.44, students support and guide one another they can learn from each other strengths and weaknesses. This helps to make the classroom a better place for students to learn and grow. According to Lev Vygotsky, learning occurs through social interaction, where students

develop knowledge and skills through collaboration with peers and teachers. Indicator 9, the lowest mean of 4.26, that external specialists or consultants assist teachers in providing learning experiences for students, with different learning needs or disabilities. According to Sara Cothren Cook et al. (2021), teachers in inclusive settings often require additional coaching and specialized support to effectively address the diverse needs of learners.

Table 8. The Degree of Implementation of Inclusive Education in terms of Support in Inclusion in aspects of School Family Partnership

Indicators	Mean	SD	Verbal Interpretation
1.parents are frequent participants at meetings and conferences	4.25	0.81	Agree
2.there is an open communication and is maintained to involve parents in the school programs concerning the inclusive education.	4.34	0.73	Agree
3. an operational accountability is shared with all parents and learners in order to maximize participation and success of all learners.	4.31	0.70	Agree
4.there is a close and reciprocal collaboration between the parents and the school in order to manage change resiliently in implementing inclusion.	4.26	0.73	Agree
5. parents are informed about laws and policies of the inclusion	4.32	0.74	Agree
6. parents, play a part in school experiences that promote inclusion.	4.34	0.70	Agree
7. school administration and faculty, together with parents are required to make it clear what to be considered when working with learners that needs special education.	4.38	0.68	Agree
8. communication between the school and parents is excellent on how their students are progressing.	4.34	0.70	Agree
9. learning at home through parents' support, help their children understand the lessons.	4.39	0.65	Agree
10. from what we've heard, parents have applauded the inclusive education practices at our school.	4.33	0.70	Agree
Over-all	4.33	0.71	Agree

Legend: 4.50 – 5.00; strongly agree; 3.50 – 4.49 agree; 2.50 – 3.49 undecided; 1.50 – 2.49 disagree; 1.00 – 1.49 strongly disagree

Indicators 9, the highest means at 4.39, respondents agree that "Learning at home through parents' support helps children understand the lessons" means that when parents guide, encourage, and assist their children at home, the children can more easily and effectively learn their school lessons. Indicators 1 the lowest means at 4.25, Frequent participation helps build strong communication between parents and teachers, which benefits the child's education and development. suggesting that aspects such as involving families in school planning or providing parent education on inclusive practices may require further strengthening. Jeynes (2018) concluded in a meta-analysis that parental involvement has a moderate to strong effect on academic achievement, with the effect being more pronounced for students with disabilities when schools actively facilitate engagement.

Table 9. Level of Outcomes in Inclusive Education Policies towards Elementary Students with Disabilities as to Academic Achievement

Indicators	Mean	SD	Verbal Interpretation
1. believe in themselves as learners.	4.55	0.57	Strongly agree
2. are progressing educationally.	4.53	0.60	Strongly agree
3. are curious and want to discover the world around them.	4.51	0.59	Strongly agree
4. can follow directions and can do a task on their own.	4.46	0.61	Agree
5. in terms of academic progress is satisfying.	4.44	0.64	Agree
6. have a good grasp of what is being taught.	4.45	0.63	Agree
7. can accomplish their tasks accurately and on time.	4.43	0.67	Agree
8. are driven to establish and meet academic objectives.	4.46	0.65	Agree
9. can read, write and do math better than themselves over time.	4.43	0.68	Agree
10. participate more actively in class activities.	4.47	0.66	Agree
Over-all	4.47	0.63	Agree

Legend: 4.50 – 5.00; strongly agree; 3.50 – 4.49 agree; 2.50 – 3.49 undecided; 1.50 – 2.49 disagree; 1.00 – 1.49 strongly disagree

Students strongly agree (mean score of 4.55) that they believed in themselves as learners, indicating high self-confidence and positive self-perception in learning. It showed that students agree (mean score of 4.43) that they can accomplish their tasks accurately and on time, indicating a positive level of responsibility, participation, and engagement in learning activities.

Table 10. Level of Outcomes in Inclusive Education Policies towards Elementary Students with Disabilities as to Social Inclusion and Emotional Development

Indicators	Mean	SD	Verbal Interpretation
1. have a sense of belonging at the school.	4.55	0.61	Strongly agree
2. can express themselves at school.	4.52	0.63	Strongly agree
3. engaged in inclusive education and shaped their social skills.	4.49	0.65	Agree
4. can establish healthy relationships with their peers.	4.46	0.68	Agree
5. are feeling safe and comfortable.	4.45	0.67	Agree
6. interact with peers in group assignments and projects	4.44	0.64	Agree
7. respect and value the diversity of students in the classroom.	4.44	0.67	Agree
8. are asked to participate in extracurricular activities by friends.	4.47	0.66	Agree
9. work well with others on classroom activities.	4.49	0.64	Agree
10. can be part of during school activities and assemblies.	4.51	0.61	Strongly agree
Over-all	4.48	0.65	Agree

Legend: 4.50 – 5.00; strongly agree; 3.50 – 4.49 agree; 2.50 – 3.49 undecided; 1.50 – 2.49 disagree; 1.00 – 1.49 strongly disagree

Indicator 1 corresponds the highest means at 4.55 with Strongly agree, respectively, demonstrating strong agreement that students experience peer acceptance, develop friendships, and exhibit positive self-concept in inclusive classrooms. Indicator 6 showed that the respondents agree that students interact with peers in group assignments and projects, indicating a positive level of collaboration, communication, and participation in cooperative learning activities.

Table 11. Level of Outcomes in Inclusive Education Policies towards Elementary Students with Disabilities as to Student Engagement

Indicators	Mean	SD	Verbal Interpretation
1. contribute to whole class discussions.	4.45	0.70	Agree
2. collaborate when working in groups.	4.45	0.69	Agree
3. exhibit positive peer relationships.	4.46	0.67	Agree
4. have a rightful place in an inclusive classroom.	4.48	0.64	Agree
5. who don't understand the lesson, ask questions.	4.44	0.68	Agree
6. are not afraid to express what they think.	4.44	0.66	Agree
7. adhere to rules and routines.	4.44	0.68	Agree
8. take interest in classroom activities.	4.46	0.70	Agree
9. make connections between lessons and experiences in the world.	4.46	0.67	Agree
10. also hold on to tasks that are tough.	4.45	0.69	Agree
Over-all	4.45	0.68	Agree

Legend: 4.50 – 5.00; strongly agree; 3.50 – 4.49 agree; 2.50 – 3.49 undecided; 1.50 – 2.49 disagree; 1.00 – 1.49 strongly disagree

Indicator 4 recorded the highest mean at 4.48, showed that the respondents agree that students have a rightful place in an inclusive classroom, indicating that learners are generally accepted, included, and valued within the classroom environment. Indicators 6 yielded the lowest mean at 4.44, showed that the respondents agree that students are not afraid to express what they think, indicating a generally supportive classroom environment where learners feel comfortable sharing their ideas and opinions.

Table 12. Test of Relationship Between Teacher's Attributes and the Outcomes of Inclusive Education Policies

Teacher's Attributes	Outcomes of Inclusive Education Policies		
	Academic Achievement	Social Inclusion	Student Engagement
Skills	0.575**	0.584**	0.513**
Knowledge	0.658**	0.605**	0.568**
Attitudes	0.622**	0.603**	0.568**

****.** Correlation is significant at the 0.01 level (2-tailed).

*****. Correlation is significant at the 0.05 level (2-tailed).

Teacher skills show significant positive correlation with academic achievement, it showed that there is strong agreement that teacher skills especially instructional competence and classroom practices directly influence student academic performance. According to Rogers, L. M. (2019), teacher effectiveness plays a significant role in shaping students' academic achievement Teachers who demonstrate strong skills in these

areas are more likely to create engaging and structured learning environments, which lead to improved academic performance among students (Rogers, L. M. (2019). The influence of teacher effectiveness on student achievement: A case study.).

Teacher skills show significant positive correlation with social inclusion, it shows **teacher skills are a critical factor in achieving social inclusion**, as they influence not only how lessons are delivered but also how students interact, participate, and feel within the classroom. Inclusion is not automatic it is the result of **intentional, skillful teaching practices**. According to Mel Ainscow (2020), inclusive education depends largely on teachers' capacity to respond to learner diversity through appropriate strategies and classroom practices. Teachers who possess strong inclusive teaching skills are better able to ensure that no student is excluded from participation.

Teacher skills show significant relationship with student engagement, that positive relationships between teachers and students increase students' willingness to participate. When students feel respected and supported, they are more motivated to engage in academic tasks. Skinner and Pitzer (2022), who noted that sustaining cognitive and emotional engagement requires not only technical skills but also relational competence and systemic support, which may extend beyond individual teacher skill sets.

Teacher knowledge show significant relationship with academic achievement of student, it shows that teachers with deep subject matter knowledge are better able to explain lessons in multiple ways, making content accessible to learners with different abilities. A 2025 Delphi study by Raguindin and Ping found that teachers need strong knowledge of **inclusive education principles, differentiated instruction, curriculum adaptation, and learner diversity** to effectively support students in inclusive classrooms.

Social inclusion shows that teachers know how to differentiate instruction can adjust teaching methods, content, and assessment to meet varied learner needs and ensures that all students, including those with disabilities or learning difficulties, can actively participate in classroom activities. A 2025 study by Heinz, McDaid, and Keane emphasizes the importance of teacher knowledge of **equity, inclusion, and learner diversity**, noting that teachers' backgrounds and awareness of social inequalities significantly shape how inclusive classroom environments are created. This knowledge contributes to more equitable participation and stronger social inclusion among students.

Teacher knowledge for student engagement shows that teachers understand differences in learners' abilities, backgrounds, and learning needs are more effective in engaging all students and helps them design lessons that are accessible and meaningful, ensuring that no learner is excluded from participation. Lubicz-Nawrocka and Bao (2025) highlight that teacher knowledge of **inclusive pedagogy and student-centered approaches** is essential in building strong student-teacher relationships that enhance engagement. Their study emphasizes that when teachers understand how to design inclusive learning experiences, students are more likely to participate actively and feel connected in the classroom.

Teacher attitudes demonstrate strong positive correlation academic achievement, shows a positive attitudes such as acceptance, high expectations, empathy, and commitment to equity create a supportive learning environment that enhances student motivation, participation, and academic success. A study by Anjum Bano Kazmi, Mahwish Kamran, and Sohni Siddiqui (2023) found that teachers' positive attitudes toward inclusion play a crucial role in supporting learners with diverse needs.

Teachers with positive attitudes toward social inclusion motivates students to engage in classroom activities, develop confidence and a sense of belonging. Kefallinou et al. (2020) that intentional teacher actions are essential for fostering peer acceptance and reducing social barriers. Teachers' attitudes are important to student engagement to encourage student to participate in classroom activities, motivate them to learn. Engagement is a more complex construct influenced by additional factors such as school climate, family involvement, and learner motivation (Fredricks et al., 2019).

Table 13. Test of Relationship Between Profile and Students' Achievement

Profile	Outcomes of Inclusive Education Policies		
	Academic Achievement	Social Inclusion	Student Engagement
Age	-0.107	-0.138	-0.167
Sex	0.001	0.017	0.020
Educational Attainment	-0.130	-0.119	-0.121
Years in Service	-0.153	-0.168	-0.177

****.** Correlation is significant at the 0.01 level (2-tailed).

*****. Correlation is significant at the 0.05 level (2-tailed).

The data indicate no statistically significant relationship between teacher profile variables and the outcomes of inclusive education policies. However, it implies that inclusive success is not determined by demographic factors but by professional competence and school-level support systems. As emphasized by Hattie (2020), teacher effects on student achievement are driven by what teachers know, do, and believe, rather than by their age, sex, or tenure. Therefore, policy and professional development initiatives should prioritize capacity-building interventions over profile-based selection or assumptions.

Table 14. Test of Relationship Between Degree of Outcomes and Level of Implementation

Implementation	Outcomes of Inclusive Education Policies		
	Academic Achievement	Social Inclusion	Student Engagement
Skills	0.575**	0.584**	0.513**
Knowledge	0.658**	0.605**	0.568**
Attitudes	0.622**	0.603**	0.568**
Administrative Support	0.656**	0.649**	0.601**
Teachers Trainings	0.608**	0.599**	0.562**
Teaching Results	0.663**	0.650**	0.588**
School Family Partnership	0.677**	0.633**	0.619**

****.** Correlation is significant at the 0.01 level (2-tailed).

*****. Correlation is significant at the 0.05 level (2-tailed).

Teacher skills show significant positive correlation with academic achievement, it showed that there was strong agreement that teacher skills especially instructional competence and classroom practices directly influence student academic performance. According to Rogers, L. M. (2019), teacher effectiveness plays a significant role in shaping students' academic achievement. Teachers who demonstrate strong skills in these areas are more likely to create engaging and structured learning environments, which lead to improved academic performance among students. (Rogers, L. M. (2019). The influence of teacher effectiveness on student achievement: A case study.)

Teacher skills showed significant positive correlation with social inclusion, it shows **teacher skills are a critical factor in achieving social inclusion**, as they influence not only how lessons are delivered but also how students interact, participate, and feel within the classroom. Inclusion is not automatic it is the result of **intentional, skillful teaching practices**. According to Mel Ainscow, inclusive education depends largely on teachers' capacity to respond to learner diversity through appropriate strategies and classroom practices. Teachers who possess strong inclusive teaching skills are better able to ensure that no student is excluded from participation.

Teacher skills showed significant relationship with student engagement, that positive relationships between teachers and students increase students' willingness to participate. When students feel respected and supported, they are more motivated to engage in academic tasks. Skinner and Pitzer (2022), who noted that sustaining cognitive and emotional engagement requires not only technical skills but also relational competence and systemic support, which may extend beyond individual teacher skill sets.

Teacher knowledge showed significant relationship with academic achievement of student, it shows that teachers with deep subject matter knowledge are better able to explain lessons in multiple ways, making content accessible to learners with different abilities. A 2025 Delphi study by Raguindin and Ping found that teachers need strong knowledge of **inclusive education principles, differentiated instruction, curriculum adaptation, and learner diversity** to effectively support students in inclusive classrooms.

Social inclusion showed that teachers know how to differentiate instruction can adjust teaching methods, content, and assessment to meet varied learner needs and ensures that all students, including those with disabilities or learning difficulties, can actively participate in classroom activities. A 2025 study by Heinz, McDaid, and Keane emphasizes the importance of teacher knowledge of **equity, inclusion, and learner diversity**, noting that teachers' backgrounds and awareness of social inequalities significantly shape how inclusive classroom environments are created. This knowledge contributes to more equitable participation and stronger social inclusion among students.

Teacher knowledge for student engagement showed that teachers understand differences in learners' abilities, backgrounds, and learning needs are more effective in engaging all students and helps them design lessons that are accessible and meaningful, ensuring that no learner is excluded from participation. Lubicz-Nawrocka and Bao (2025) highlight that teacher knowledge of **inclusive pedagogy and student-centered approaches** is essential in building strong student-teacher relationships that enhance engagement. Their study emphasizes that when teachers understand how to design inclusive learning experiences, students are more likely to participate actively and feel connected in the classroom.

Teacher attitudes demonstrated strong positive correlation academic achievement, shows a positive attitudes such as acceptance, high expectations, empathy, and commitment to equity create a supportive learning environment that enhances student motivation, participation, and academic success. A study by Anjum Bano Kazmi, Mahwish Kamran, and Sohni Siddiqui (2023) found that teachers' positive attitudes toward inclusion play a crucial role in supporting learners with diverse needs.

Teachers with positive attitudes toward social inclusion motivates students to engage in classroom activities, develop confidence and a sense of belonging. Kefallinou et al. (2020) that intentional teacher actions are essential for fostering peer acceptance and reducing social barriers.

Teachers' attitudes are important to student engagement to encourage student to participate in classroom activities, motivate them to learn. Engagement is a more complex construct influenced by additional factors such as school climate, family involvement, and learner motivation (Fredricks et al., 2019).

Teachers' attitudes are important to student engagement to encourage student to participate in classroom activities, motivate them to learn. Engagement is a more complex construct influenced by additional factors such as school climate, family involvement, and learner motivation (Fredricks et al., 2019).

Administrative support is important to academic achievement because school administrators play a significant role to help teachers to improve improves teaching and student performance. This corroborates research by Ainscow (2023) and Poon-McBrayer (2020), who assert that school leadership is a critical lever for inclusive education because it shapes resource allocation, professional learning priorities, and school culture.

In social inclusion, administrative support promotes equal opportunities where all students feel valued and included school activities. Carolyn J. Riehl highlighted that school leaders contribute to social inclusion by promoting inclusive school cultures and strengthening relationships within the school community.

In student engagement, administrative support create a supportive learning environment and

encouraged students to participate in classroom and school activities. Sustaining cognitive and emotional engagement involves complex interactions among teacher practice, peer culture, and school climate as noted by Skinner and Pitzer (2022).

In academic achievement of students, an effective teachers' trainings help the educators to enhance skills, knowledge and teaching strategies to manage diverse learning needs of students. According to the meta-analysis by Johanna Lowis Donath (2023) and colleagues, teacher professional development in inclusive education significantly improves teachers' knowledge, skills, beliefs, and classroom practices, which contribute to better student behavior and academic achievement.

In related to social inclusion, well-trained teachers are better able to understand in managing diversity in a way that promotes **belonging, valued, and** ensure that every student are included in school activities. According to the study by Johanna Lowis Donath et al. 2023, teacher training supports the effective implementation of inclusive classroom practices by improving teachers' knowledge, attitudes, and instructional skills. The study emphasized that trained teachers are better prepared to foster inclusive environments that support both academic and social participation among learners.

There is a positive relationship between teachers' training and student engagement, teachers learn how to use student-centered approaches, improves communication skills, and interactive learning environments that encourage active student participation. Khamzina et al.(2025) explained that teacher training programs positively influence teachers' preparedness and attitudes toward inclusive education. Teachers who receive proper training are more likely to create supportive and engaging learning environments that encourage collaboration and participation among diverse learners.

Teaching Results is related to academic achievement because it reflects learning outcomes through classroom participation, comprehension, skills development and test scores. Hattie's (2023) synthesis, which identifies teacher instructional actions as the largest in-school influence on student achievement.

Effective teaching promotes social inclusion or participation of students when teachers encourage students to participate in classroom or school activities, self-confidence, and sense of belonging. Kefallinou et al. (2020), who reported that while inclusive practices reliably improve academic performance, gains in engagement and deeper social participation often require longer-term, systemic interventions that extend beyond classroom-level implementation.

Student engagement reflects teaching effectiveness through giving attention during discussion, completing the task given, and participation. Inclusive classrooms are securing behavioral participation, the deeper forms of engagement that predict long-term learning require more than skills and training; they require relationships, relevance, and autonomy, as Skinner and Pitzer (2022) emphasize.

A strong school-family partnership helps to improve academic performance and learning experiences/ outcomes. Epstein's (2018) typology of involvement and Henderson and Mapp's (2002) meta-analyses have shown that family engagement predicts achievement, but the magnitude here suggests it is not just a support factor for inclusion—it is a core component. In inclusive settings, where students' needs often cross home-school boundaries, continuity of expectation and strategy becomes essential.

Strong collaboration between schools and families related to social inclusion helps students interact confidently with peers, develop self-confidence, and feelings of acceptance. Joyce Epstein, effective partnerships between schools and families strengthen students' academic and social development. Her Theory of School-Family-Community Partnership emphasizes that cooperation among teachers, parents, and communities improves students' participation, behavior, and sense of belonging in school environments.

School-family partnership plays an important role in strengthening student engagement it improved self-esteem, higher interest in learning activities, and positive learning attitudes. Epstein explained that active parental involvement and strong communication between teachers and families improve students' participation, motivation, and overall educational experiences.

CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, several recommendations are proposed to further strengthen inclusive education practices and improve school effectiveness. First, school leaders may consider building a knowledge-first professional learning architecture that prioritizes continuous professional development, evidence-based practices, and collaborative learning among teachers and staff. Second, schools should strengthen administrative support and monitoring systems to ensure the consistent implementation of inclusive education policies and programs. School administrators can establish clear guidelines, provide adequate resources, and conduct regular monitoring and evaluation of instructional practices and student outcomes. Third, schools should deepen school-family partnerships beyond simple information sharing by creating meaningful opportunities for parents and families to actively participate in educational planning and decision-making processes. Furthermore, future initiatives should focus on sustaining a culture of inclusivity by promoting collaboration among school leaders, teachers, families, and community stakeholders.

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Appendix A.



Republic of the Philippines
Laguna State Polytechnic University
Province of Laguna



March 2, 2026

EDITHA M. ATENDIDO, CESO V
Schools Division Superintendent
Department of Education - Division of Laguna
Sta Cruz, Laguna

Dear Madam:

Greetings of peace!

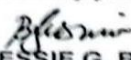
I respectfully write this letter to request a Permit to Study in connection with the completion of my thesis as part of my Master of Arts in Education program. The thesis is a vital academic requirement that aims to contribute to the enhancement of educational practices and institutional development.

Pursuing this academic endeavor will significantly strengthen my professional knowledge and skills, which I intend to utilize in improving my performance and in contributing more effectively to our school and division.

Please be assured that my studies will not interfere with the discharge of my duties and responsibilities. I remain committed to fulfilling all my obligations and maintaining satisfactory performance in my current position.

In this regard, I humbly seek your approval and support for the issuance and signing of my Permit to Study. Thank you very much for your time, consideration, and continued support. I look forward to your favorable response.

Sincerely yours,


BESSIE G. BISENIO

Approved/Disapproved:

EDITHA M. ATENDIDO, CESO V
Schools Division Superintendent





Republic of the Philippines
Laguna State Polytechnic University
Province of Laguna



February 20, 2026

To: The Principal

Greetings of peace!

I Bessie G. Bisenio, Teacher I of Maitim Elementary School. I am currently enrolled at the Laguna State Polytechnic University, San Pablo Laguna taking Master of Education Major in Educational Management.

In this regard, I respectfully request your permission to conduct a survey for my study entitled **"Exploring the Level of Implementation and Outcomes of Inclusive Education in Public Elementary Schools: An Assessment"**. The target participants for this study are public elementary school teachers in Bay District. It will be conducted by distributing the survey questionnaire to the target respondents.

Rest assured that all information obtained in this study will be treated with the utmost confidentiality and used only for the purpose of this research. Likewise, the Data Privacy Act will be strictly observed at all times. Attached is the copy of the research instrument for your ready reference.

Your kind approval of this request is deeply appreciated. Thank you very much for your kind consideration and support.

Sincerely yours,


BESSIE G. BISENIO
Researcher

Noted:


CECILIA O. VELASCO, EdD
Thesis Adviser


EDILBERTO Z. ANDAL, EdD
Dean, CTE-GSAR



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Republic of the Philippines
 Laguna State Polytechnic University
 Province of Laguna



**COLLEGE OF TEACHER EDUCATION
 GRADUATE STUDIES AND APPLIED RESEARCH**

CERTIFICATE OF QUESTIONNAIRE VALIDATION

This is to certify that the Questionnaire to be utilized on the research study **"Exploring the Level of Implementation and Outcomes of Inclusive Education in Public Elementary Schools: An Assessment."** prepared by **BESSIE G. BISENIO** was content validated by the following group of specialist/experts in their field.

Name	Signature	Date
External Validator: <u>ROSEMARIE B. DE MESA, EdD</u> Principal I		<u>February 24, 2026</u>
External Validator: <u>ELMA Z. COLIGADO, EdD</u> Principal II		<u>February 24, 2026</u>
External Validator: <u>ANITA R. ALEGADO</u> Principal I		<u>February 24, 2026</u>





Republic of the Philippines
Laguna State Polytechnic University
 Province of Laguna



**COLLEGE OF TEACHER EDUCATION
 GRADUATE STUDIES AND APPLIED RESEARCH**

CERTIFICATE OF QUESTIONNAIRE VALIDATION

This is to certify that the Questionnaire to be utilized on the research study
 "Exploring the Level of Implementation and Outcomes of Inclusive Education in Public
 Elementary Schools: An Assessment" prepared by Bessie G. Bisenio was content
 validated by the following group of specialist/experts in their field.

Name	Signature	Date
Adviser: <u>DR. CECILIA Q. VELASCO</u>		<u>2/18/24</u>
Subject Specialist: <u>DR. DELON A. CHING</u>		_____
Statistician: <u>ALLEN E. PASIA</u>		_____
Technical Editor: <u>DR. JULIE FE D. PANOY</u>		_____
Dean: <u>DR. EDILBERTO Z. ANDAL</u>		<u>2/20/2024</u>



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**COLLEGE OF TEACHER EDUCATION
GRADUATE STUDIES AND APPLIED RESEARCH**

SURVEY QUESTIONNAIRE FOR TEACHER- RESPONDENTS

Part I. RESPONDENT'S PROFILE

Directions: Fill out the following necessary information.

Name: (Optional)_____

1. Gender Male [] Female []
2. Age Range
- 25 – 30 []
- 31 – 35 []
- 36 – 40 []
- 41 – 45 []
- 46 years and above []
3. Teaching Experience
- 1 – 5 Years []
- 6 – 10 Years []
- 11 – 15 Years []
- 16 – 20 Years []
- 21 + Years []
4. Professional Qualifications
- Diploma in Education [] Diploma in Special Education []
- Degree in Education [] Degree in Special Education []
- Masters Degree in Education [] Others (specify) _____

Part II. Exploring the Level of Implementation and Outcomes of Inclusive Education in Public Elementary Schools: An Assessment

Direction: Please put a check mark in the column that represents your answer. The scale and verbal interpretation are as follows.

Scale	Verbal Interpretation	
5	Strongly Agree	(SA)
4	Agree	(A)
3	Undecided	(U)
2	Disagree	(DA)
1	Strongly Disagree	(SDA)

	SA (5)	A (4)	U (3)	DA (2)	SDA (1)
Teacher Attributes (As a teacher, I...)					
1. create a positive and caring classes for all students.					
2. know how to use differentiated instruction.					
3. can create accommodations and modifications that students need.					
4. have the confidence to teach disabled children.					
5. integrate good, social exchanges between students.					
6. open to the idea of changing how I teach for different kids.					
7. will be patient and be prepared to teach students with learning disabilities.					
8. always be looking for training about inclusion.					
9. work with other staff (e.g., special education teachers)					
10. gain an understanding of learners with special needs.					
Teacher Knowledge toward Inclusive Education (As a teacher, I...)					
11. have proper understanding on the concept and principles of inclusive					

education.					
12. have knowledge on legal policies and regulations in the school concerning students with disabilities.					
13. have some knowledge of things such as differentiated instruction.					
14. know ways to teach that would assist students with disabilities in being involved					
15. know how to measure students with differing and abilities fairly					
16. can see what learning barriers might be in a regular classroom for special needs students.					
17. understand the different types of disabilities and learning challenges some students face.					
18. have compassion for students who have disabilities on a social and emotional scale.					
19. know a few techniques to encourage peers in a mainstream class/setting.					
20. understand strategies to promote the inclusion of all students via co-taught/peer teaching models.					
Teachers' Attitudes toward Inclusive Education (As a teacher, I...)					
21. feel for them and treat them humanly.					
22. allow them participate in ordinary activities, games with shares and projects together with special education children.					
23. assist them when they do.					
24. know that they have unique educational needs.					
25. am aware of the nature of students'					

disabilities, challenges and capabilities.					
26. committed to the project of mainstream education at my school.					
27. am eager to discover the wants of disabled students.					
28. hope and believe I will be a better teacher after learning more about inclusive education.					
29. ensure social acceptance among students is enhanced through the inclusion of all.					
30. know little about how to manage a classroom that has students with disabilities.					
Administrative Support in Inclusion (As a teacher, I observed that...)					
31. the school leadership provides clear directions to implementing inclusive education policies.					
32. school administrators support students and teachers as they direct program oversight.					
33. managers effectively share what it means to actively include others					
34. administrative expectation is for teachers to accommodate learning needs.					
35. the administration advocates creative approaches for inclusive pedagogy					
36. school leaders guarantee the successful operation of inclusion.					
37. our school encourages inclusive education and it is actively promoted by the school management.					
38. building leaders offer preservice teaching tips for inclusive practices.					
39. the school is well resourced for Inclusion.					
40. the school affords learners with disabilities equal opportunity to participate in all programs					

and activities					
Teachers' Trainings in Inclusive Education (As a teacher..)					
41. I am attending training or workshops on inclusive education is necessary for my professional growth.					
42. it's extremely important for me, to participate an educational trainings or workshops for inclusive skills.					
43. I am advised by the school management to undergo inclusive education training.					
44. I am a recipient of school financial support for me to attend workshops or seminars on inclusive education.					
45. I observed that there is an explicit policy for teachers' continuing professional development in inclusion.					
46. I observed that services of mentors or coaches are provided for teaching staff to apply in inclusive practices.					
47. I utilize the school equipment and materials to train for inclusive education.					
48. during or after my post training, technology and learning tools for inclusion are available for me to be used in my teaching.					
49. post-training support is offered (e.g., refresher trainings, supervision) for me.					
50. I am blessed that the school grants access to outside experts/consultants for inclusion training, I am to attend to.					
Support for Teaching Results in Inclusive Education (As a teacher, I observed that ...)					
51. school administrators provide leadership to assist teachers in "all children learning".					
52. mentoring peers can help children learn in the inclusive classroom.					

53. some pioneer-program authors do also include team teaching or co-teaching's potentials to enhance outcomes.					
54. faculty dialogues are increasingly about how they can improve learning with their students.					
55. there are technology and tools out there to help students succeed.					
56. to improve academic outcomes, teachers are trained in workshops.					
57. there is time allocated for teachers to plan and deliver inclusive lessons.					
58. there is support with managing the classroom for the purpose of maximizing learning.					
59. external specialists or consultants are available to support teachers in optimizing inclusive education outcomes.					
60. colleagues working together to enhance teaching practices in inclusive classrooms.					
School – Family Partnership (As a teacher, I observed that ...)					
61. parents are frequent participants at meetings and conferences					
62. there is an open communication and is maintained to involve parents in the school programs concerning the inclusive education.					
63. an operational accountability is shared with all parents and learners in order to maximize participation and success of all learners.					
64. there is a close and reciprocal collaboration between the parents and the school in order to manage change resiliently in implementing inclusion.					

65. parents are informed about laws and policies of the inclusion					
66. parents, play a part in school experiences that promote inclusion.					
67. school administration and faculty, together with parents are required to make it clear what to be considered when working with learners that needs special education.					
68. communication between the school and parents is excellent on how their students are progressing.					
69. learning at home through parents' support, help their children understand the lessons..					
70. from what we've heard, parents have applauded the inclusive education practices at our school.					
Teachers Skills (As a teacher, I...)					
71. adapt instructional materials to accommodate the needs of students with disabilities.					
72. use a range of teaching approaches to facilitate inclusive learning.					
73. appropriate offer alternate ways to learn.					
74. address students' needs effectively in a heterogeneous inclusive classroom.					
75. create a classroom climate that is supportive and respectful of all learners.					
76. cater to students' learning styles when teaching.					
77. develop appropriate learning resources.					
78. collaborate with other special education teachers and other educators.					

79. can access professional learning resources and grab the opportunities to enhance inclusive practice.					
80. employ different forms of assessment to measure student learning.					
Outcomes on Inclusion of the Learners as to Academic Achievement (the learners.....)					
81. believe in themselves as learners.					
82. are progressing educationally.					
83. are curious and want to discover the world around them.					
84. can follow directions and can do a task on their own.					
85. in terms of academic progress is satisfying.					
86. have a good grasp of what is being taught.					
87. can accomplish their tasks accurately and on time.					
88. are driven to establish and meet academic objectives.					
89. can read, write and do math better than themselves over time.					
90. participate more actively in class activities.					
Outcomes on Inclusion of the Learners as to Social Inclusion (the learners.....)					
91. have a sense of belonging at the school.					
92. can express themselves at school.					
93. engaged in inclusive education and shaped their social skills.					
94. can establish healthy relationships with their peers.					
95. are feeling safe and comfortable.					
96. interact with peers in group assignments and projects					

97. respect and value the diversity of students in the classroom.					
98. are asked to participate in extracurricular activities by friends.					
99. work well with others on classroom activities.					
100. can be part of during school activities and assemblies.					
Outcomes on Inclusion as to Students Engagement (the learners.....)					
101. contribute to whole class discussions.					
102. collaborate when working in groups.					
103. exhibit positive peer relationships.					
104. have a rightful place in an inclusive classroom.					
105. who don't understand the lesson, ask questions.					
106. are not afraid to express what they think.					
107. adhere to rules and routines.					
108. take interest in classroom activities.					
109. make connections between lessons and experiences in the world.					
110. also hold on to tasks that are tough.					

Thank you for your cooperation. God Bless.

The Researcher

CURRICULUM VITAE

PERSONAL INFORMATION

Name : BESSIE GALVEZ BISENIO
 Nickname : Bess
 Date of Birth : May 6, 1980
 Place of Birth : Olongapo City, Zambales
 Citizenship : Filipino
 Address : Purok 3 Calo Bay, Laguna
 E-mail address : bessie.bisenio001@deped.gov.ph
 Civil Status : Married
 Religion : MCGI
 Mobile : 09990152368



FAMILY BACKGROUND

Father : Pedro B. Galvez Jr.
Mother : Erlinda D. Galvez
Spouse : Avelino D. Bisenio

EDUCATIONAL ATTAINMENT

Post Graduate	: Master of Arts in Education Major in Educational Management Laguna State Polytechnic University San Pablo City, Laguna 2022 - 2026
College	: Bachelor of Elementary Education Major in Filipino Laguna State Polytechnic University San Pablo City, Laguna 2004 – 2008
High School	: Liceo de Bay Bay, Laguna 1993– 1997
Elementary	: Calo Elementary School Calo Bay, Laguna 1994 – 2000

ELIGIBILITY

: Licensure Examination for Teachers (LET)
Lucena City
May 2, 2014

PROFESSIONAL BACKGROUND

Teaching Experience : Maitim Elementary School
Maitim Bay, Laguna
July 22, 2015 to date

Holy Family of Nazareth School
Bay, Laguna
June 2010 – March 2010