

Examining How School Assistance Affects Teachers' Inclusive Teaching Practices

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Abstract:

This study aimed to determine the relationship between school support and the implementation of inclusive education among teachers at Liloan Central School during the 2025–2026 school year, serving as a basis for a proposed Action Plan. The demographic profile of the respondents—including age, gender, educational attainment, length of service, and teaching position—was collected to provide context for interpreting the results. Data were gathered through a structured survey questionnaire measuring teachers' perceived level of school support and their application of inclusive education practices in classrooms. Descriptive statistics, including frequency counts, percentages, and weighted means, were used to analyze the level of school support and extent of implementation, while Pearson's correlation coefficient was applied to examine the relationship between the two variables. Findings revealed that the majority of respondents were female, mid-career teachers, with many holding a bachelor's degree and occupying entry-level positions. Teachers generally perceived moderate to high levels of school support, particularly in the provision of teaching materials, administrative encouragement, and guidance on lesson adaptation. Inclusive education practices were implemented often, with frequent use of inclusive assessments, collaboration with SPED specialists, and classroom management strategies that promote inclusion. However, modifying teaching strategies and maintaining high academic expectations for all students were less frequently applied. Correlation analysis indicated a negligible and non-significant relationship between perceived school support and the extent of implementation,

suggesting that other factors, such as teacher competence and motivation, play a greater role in inclusive education practices. The study recommended the implementation of an Action Plan.

Keywords: Inclusive Education, School Support, Teacher Perceptions, Implementation Practices, Action Plan, Descriptive Correlational Design, Liloan Central School, Cebu, Philippines.

CHAPTER 1

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Schools have always wanted to make sure that all students have equal chances to learn, and Liloan Central School was no different. Teachers had to meet the needs of a wide range of students, including those with disabilities and learning problems. The school gave them the guidance, resources, and chances to learn and grow professionally that they needed to meet these expectations. But the support systems in public schools, like Liloan Central, were often different in terms of availability and quality, which made it hard to use inclusive teaching methods consistently. It was important to know how school support affected teachers' implementation in order to make this learning community more inclusive.

As teachers around the world tried to meet curriculum standards and meet the needs of a wide range of students, their jobs got harder. It was often hard to teach everyone in the same class because of things like large class sizes, not enough teaching materials, behavior problems, and pressure from the administration. These problems were clear at Liloan Central School. Teachers often had to deal with classrooms with students of different levels and had to change their lessons with little training and few resources. Even teachers who believed in inclusive practices had trouble with differentiating instruction, managing behaviors, and making necessary accommodations. This shows how a lack of support hurt the quality of inclusive teaching.

International studies have always shown how important strong school support is for encouraging effective inclusive practices. Studies found that ongoing professional development, mentoring, and opportunities for teachers to learn together made them better able to meet the needs of a wide range of students. Teachers were more likely to use inclusive strategies consistently when they had supportive leaders, clear policies, and easy access to resources. Local studies showed the same patterns as those seen around the world. They showed that Filipino teachers were better prepared and more consistent in using inclusive practices when school leaders actively supported training, collaboration, and providing resources. When these support elements were weak or inconsistent, as seen in some teachers at Liloan Central School, implementation suffered.

While there is a lot of international evidence that school support is linked to inclusive education, there are still not enough local studies that look at this relationship in the context of basic education in the Philippines. Previous studies frequently examined teachers' attitudes, preparedness, or competencies in isolation, neglecting to directly explore the impact of perceived school support on the depth and consistency of inclusive teaching. Due to ongoing national reforms and stronger requirements for inclusive practices, Liloan Central School needed information about its own school to help leaders make decisions and create programs that met the real needs of teachers.

The goal of this study was to find out how school support affects teachers at Liloan Central School's ability to implement inclusive education during the 2025–2026 school year. The results were used

to make an Action Plan that would improve the delivery of inclusive practices throughout the school and strengthen institutional support.

Theoretical Background

This research was based on established theories and legal frameworks elucidating the correlation between school support and teachers' execution of inclusive education at Liloan Central School. It utilized three theoretical frameworks—Social Support Theory (Cohen & Wills, 1985), Social Cognitive Theory (Bandura, 1986), and Organizational Support Theory (Eisenberger et al., 1986)—which collectively underscored the significance of support systems, individual teacher efficacy, and institutional commitment in influencing educators' behavior and performance.

The study was also based on legal foundations that set the rules for inclusive education in the Philippines. These were Republic Act No. 9155, or the Governance of Basic Education Act of 2001; Department of Education (DepEd) Order No. 72, series of 2009, or Inclusive Education as Strategy for Increasing Access to Education for Children with Special Needs (CSNs); and Republic Act No. 11650, or An Act Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education (2022).

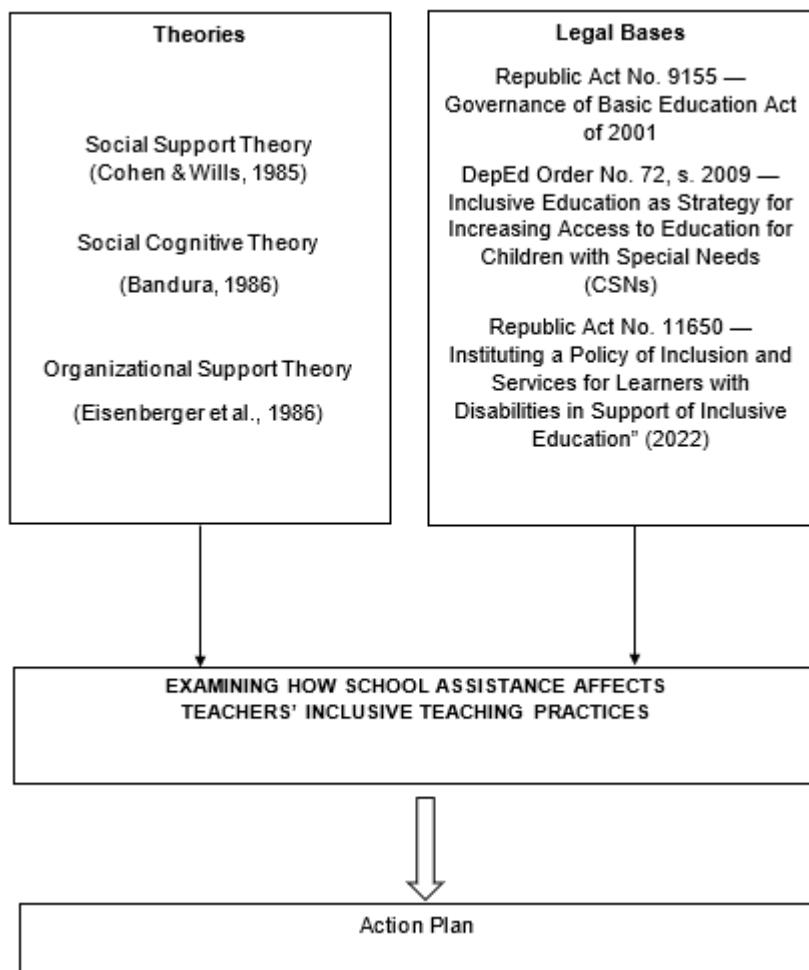


Figure 1. Theoretical- Conceptual Framework of the Study

Social Support Theory posited that perceived support from one's environment—whether emotional, instrumental, informational, or evaluative—positively influenced an individual's motivation, confidence, and performance. In the context of this study, the theory offered a framework for comprehending the impact of school support on teachers' capacity to execute inclusive education at

Liloan Central School. Teachers were better able to plan lessons, change how they taught, work with specialists, and use inclusive strategies effectively when they felt they had strong support from their administration, colleagues, and the school as a whole. On the other hand, teachers' confidence dropped when they didn't feel supported, which made it harder for them to use inclusive practices consistently and could have a negative effect on students' learning. This theory supported the study's emphasis on school support as an independent variable, indicating that access to resources, professional development opportunities, mentorship, and guidance from school leadership directly influenced teachers' implementation of inclusive education. Perceived support diminished stress, augmented self-efficacy, and cultivated adaptive teaching practices essential for accommodating learner diversity in inclusive classrooms.

Empirical studies validated the significance of Social Support Theory in inclusive education. Holmqvist and Lelinge (2021) discovered that collaborative professional development enhanced teachers' ability to execute inclusive strategies. Byrd and Alexander (2020) stressed that training prepared general education teachers to effectively engage with students with special needs. Donath et al. (2023) validated that organized professional assistance improved teachers' commitment to inclusive methodologies. Crispel and Kasperski (2021) showed that training in special education made teachers more competent and ready for inclusion. Demchenko et al. (2021) demonstrated that the perception of institutional support enhanced the confidence of prospective physical education teachers in employing inclusive methodologies. Cornelius, Rosenberg, and Sandmel (2020) emphasized the beneficial impact of mentoring on novice teachers' capacity to employ inclusive strategies. Desombre, Delaval, and Jury (2021) found that social and institutional support had a positive effect on teachers' attitudes toward inclusion. Further research conducted by Werner et al. (2021), Abuda et al. (2025), and Faragher et al. (2021) substantiated that perceived support—via training, collaboration, resources, or administrative guidance—augmented teacher preparedness and promoted the effective execution of inclusive education. This study utilized Social Support Theory as the conceptual framework to investigate the correlation between teachers' perceptions of school support and their execution of inclusive education strategies at Liloan Central School for the academic year 2025–2026.

Bandura's Social Cognitive Theory, which supports this point of view, stressed how personal, behavioral, and environmental factors work together to shape human actions, with self-efficacy being a key part. This study elucidated how teachers' confidence in their capacity to manage inclusive classrooms affected the execution of inclusive education strategies. Teachers who had a lot of faith in themselves were more likely to use differentiated instruction, change tests, and work well with specialists. On the other hand, teachers who didn't have a lot of faith in themselves were less likely to use inclusive practices or were inconsistent in how they did so. The theory emphasized that teachers' self-efficacy influenced persistence, decision-making, and instructional behavior, which were essential for effectively integrating students with special needs into general education classrooms.

Recent research corroborated this application. Chai and Ye (2024) stressed that reciprocal determinism affected learning and performance outcomes, showing how personal beliefs, actions, and surroundings affect each other. Douglass (2020) emphasized that educators' beliefs regarding inclusion were influenced by self-efficacy and social modeling. Schunk and DiBenedetto (2020) discovered that self-efficacy had a substantial impact on instructional strategies for students with disabilities. Firmanto, Sumarsono, and Nur (2025) demonstrated that socio-cognitive perceptions affected educators' attitudes and methodologies concerning inclusion. Dignath, Rimm-Kaufman, van Ewijk, and Kunter (2022) indicated that educators' perceptions of inclusive education were influenced by self-efficacy and previous experiences. Emmers, Baeyens, and Petry (2020) established that teacher self-efficacy significantly forecasted attitudes and the execution of inclusive

strategies. Kuyini, Desai, and Sharma (2020) found that teachers who believed in themselves more had better attitudes and were more willing to use inclusive practices. Utilizing Bandura's theory enabled this study to investigate the interplay between teachers' self-efficacy, influenced by prior experiences and observed practices, and school support in affecting the implementation of inclusive education at Liloan Central School during the 2025–2026 academic year.

Lastly, Organizational Support Theory posited that employees' perceptions regarding the organization's valuation of their contributions and concern for their well-being impacted motivation, commitment, and performance. This study elucidated how teachers' perceptions of school support influenced the execution of inclusive education. Teachers were more likely to use inclusive teaching methods, change their lessons to fit different students, and work with other teachers when they thought that administrators gave them resources, advice, and praise. On the other hand, low perceived organizational support lowered motivation and made it harder to use inclusive practices consistently. The theory stressed that things like school policies, professional development programs, mentoring, and how resources are given out all had an effect on how teachers acted and thought. Teachers who felt that their school was behind them were more likely to use inclusive methods and put money into their own professional development. This shows how institutional support directly affected what happened in the classroom.

This viewpoint was corroborated by empirical evidence. Eisenberger, Rhoades Shanock, and Wen (2020) observed that employees who felt cared for by their organization demonstrated increased engagement and performance. Ridwan, Mulyani, and Ali (2020) emphasized that perceived organizational support enhanced commitment and proactive behavior. Meyers, van Woerkom, Paauwe, and Dries (2020) showed that support from the organization affected how motivated employees were and how well they did their jobs. Presbitero and Teng-Calleja (2023) discovered that perceived organizational support influenced job attitudes and career behaviors. Sugiarti, Finatariani, and Rahman (2021) stated that cultural and institutional support improved the performance of employees. Rawashdeh and Tamimi (2020) underscored that supportive training and organizational policies enhanced commitment and diminished turnover. Verčič (2021) demonstrated that organizational support positively influenced engagement, satisfaction, and professional performance. This study utilized Organizational Support Theory to analyze the impact of institutional support mechanisms at Liloan Central School on teachers' implementation of inclusive education strategies during the 2025–2026 academic year.

This study was based on three theories: Social Support Theory (Cohen & Wills, 1985), Social Cognitive Theory (Bandura, 1986), and Organizational Support Theory (Eisenberger et al., 1986). These theories helped us understand how support from the school affected teachers' ability to implement inclusive education at Liloan Central School. Social Support Theory posited that assistance from peers and administrators influenced teachers' performance. According to Social Cognitive Theory, a teacher's self-efficacy affects how well they can use inclusive strategies. Organizational Support Theory demonstrated that school policies and institutional backing affected teachers' participation in inclusive practices.

These ideas were in line with Philippine laws about inclusive education. Republic Act No. 9155 (2001) set the rules for how schools should be run and how teachers should be supported. DepEd Order No. 72, s. 2009 made sure that children with special needs could get an education by providing training and institutional support. Republic Act No. 11650 (2022) made it mandatory for schools to have policies and services for students with disabilities. The theories and legal foundations worked together to help us understand how school support, teacher self-efficacy, and institutional mechanisms affected the implementation of inclusive education at Liloan Central School during the 2025–2026 school year.

The Governance of Basic Education Act of 2001, also known as Republic Act No. 9155, set up the legal framework for running and overseeing basic education in the Philippines. It spelled out the duties and responsibilities of school leaders, teachers, and governing bodies to make sure that schools ran smoothly and met the needs of all students. A key part of the plan was to make sure that teachers had the support they needed to do their jobs, such as access to teaching materials, guidance, chances to learn new things, and help with administrative tasks.

In this study, RA 9155 was important because it laid the groundwork for school support, which is one of the main things being looked at. The law made it clear that school leaders were responsible for more than just putting policies into action. They also had to make sure that teachers had the help they needed to use inclusive education strategies well. RA 9155 made it easier for teachers at Liloan Central School to improve their skills, use inclusive methods, and meet the needs of all students by encouraging structured leadership and institutional support. Also, RA 9155 stressed the importance of working together between school leaders and teachers. This law required good governance, which led to better communication, mentoring, and feedback systems that directly affected teachers' motivation and willingness to use inclusive teaching methods, which helped students with special needs do better in school.

DepEd Order No. 72, s. 2009 made inclusive education a permanent part of the system to make sure that children with special needs (CSNs) could get a good basic education in regular classrooms. The order said that schools had to make sure that teachers were trained, had the right tools, and got the help they needed to use inclusive teaching methods. It required the availability of professional development opportunities, instructional materials, and collaborative planning mechanisms that allowed teachers to meet the varied learning needs of all students.

This study used DepEd Order No. 72 as a standard to measure how much support teachers at Liloan Central School thought they were getting from the school. It stressed the need for schools to make the environment good for inclusive education by providing administrative support, access to special education resources, and chances for teachers to work together. The order was directly related to the variable of school support because it set up the institutional and procedural steps that made it easier for teachers to use inclusive practices. This made sure that students with disabilities or special educational needs could be included in regular classrooms and helped create fair learning opportunities.

Republic Act No. 11650, or An Act Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education (2022), required the creation of policies and programs to make sure that students with disabilities got the right educational services in inclusive settings. It stressed that schools have a duty to offer organized help to both students and teachers, such as making facilities more accessible, changing the curriculum, training teachers, and giving administrative advice.

RA 11650 was especially important for this study because it showed the institutional structures and systems that schools needed to have in place to help teachers make education more inclusive. It helped us look into how school support, like access to resources, encouragement from administrators, and professional development, affected teachers' ability to teach in a way that included everyone. RA 11650 made sure that inclusive education was not just a policy directive but also a practical framework that shaped teachers' roles and responsibilities in accommodating diverse learners at Liloan Central School by linking legal requirements to classroom practice.

This study was based on three theories: Social Support Theory, Social Cognitive Theory, and Organizational Support Theory. These theories together showed how teachers' views of support, self-efficacy, and institutional backing affected how well inclusive education was put into practice. Social Support Theory emphasized the significance of collegial and administrative support in

enhancing teachers' performance. Social Cognitive Theory focused on the impact of self-efficacy and personal beliefs on teaching practices. Organizational Support Theory highlighted the influence of school policies and resources on teacher engagement.

Philippine laws backed up these ideas. Republic Act No. 9155 set up the rules for how schools should be run and how teachers should be supported. DepEd Order No. 72, s. 2009 made it mandatory for all children with special needs to get an education, and Republic Act No. 11650 made sure that policies and services were in place for students with disabilities. The theories and legal foundations worked together to give a full picture of how school support affected teachers' ability to effectively implement inclusive education. This integration directed the investigation into the correlation between school support and inclusive teaching methodologies at Liloan Central School for the academic year 2025–2026.

THE PROBLEM

Statement of the Problem

This study aims to determine the relationship between school support and the implementation of inclusive education among teachers in Liloan Central Elementary School during the school year 2025-2026 and as basis for an Action Plan.

Specifically, it seeks to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 age and gender,
 - 1.2 educational attainment,
 - 1.3 Length of service in teaching,
 - 1.4 Teaching position?
2. What is the level of school support as perceived by teachers?
3. What is the extent of implementation of inclusive education among teachers?
4. Is there a significant relationship between school support and the implementation of inclusive education among teachers?
5. Based on the findings, what Action Plan can be proposed?

Statement of Null Hypothesis

Based on the objectives of the study, the following null hypotheses is tested at the 0.05 level of significance:

Ho: there is no significant relationship between school support and the implementation of inclusive education among teachers

Significance of the Study

This study aimed to determine the relationship between school support and the implementation of inclusive education among teachers at Liloan Central School during the school year 2025–2026, serving as a basis for an Action Plan. The findings were significant to the following stakeholders:

Department of Education. The study provided insights into how school support influenced the effective implementation of inclusive education. The results helped the Department identify gaps in teacher assistance, training, and resources, guiding the enhancement of policies and support programs to strengthen inclusive practices in schools.

Teachers. The study helped teachers understand how school support affected their capacity to apply inclusive strategies. It encouraged them to engage in continuous professional development, collaborate with colleagues, and advocate for improved resources, resulting in more effective and inclusive teaching practices.

Learners. Learners, particularly those with special needs, benefited as the study underscored the role of supportive schools in creating inclusive, engaging, and equitable learning environments. Improved school support contributed to better instruction, greater participation, and higher achievement among all students.

School. For the school, the study highlighted the importance of strong administrative and resource support in sustaining inclusive education. The findings guided school leaders in planning targeted interventions, allocating resources effectively, and fostering a more inclusive school culture.

Researcher. The researcher gained a deeper understanding of how school support affected the implementation of inclusive education, contributing to professional growth and providing a foundation for developing action plans and policy recommendations that promoted inclusion.

Future Researchers. This study served as a reference for future research on school support and inclusive education. It provided baseline data for further studies on policy effectiveness, teacher readiness, and learner outcomes in inclusive settings at Liloan Central School.

RESEARCH METHODOLOGY

This chapter presented the methods and procedures employed in the study at Liloan Central School. It detailed the research design, flow of the study, research environment, respondents, instruments, data-gathering procedures, statistical treatment of data, and scoring methods used to address the research questions and achieve the study's objectives during the school year 2025–2026.

Design

The descriptive-correlational research design was utilized in this study to determine the relationship of school support and implementation of inclusive education among teachers in Liloan Central School for school year 2025-2026. The descriptive component measured and described the support such as administrative support, professional development and instructional resources given to extenders and how much inclusive education was practiced in the classroom. The correlational section investigated whether school support was related to the effective use of inclusive practices.

As per Creswell and Creswell (2022), this type of design was considered suitable for studies whose purpose was to describe the existing situation while examining relationships between variables in real educational environments where experimental manipulation could not be applied. By this methodology, the research provided evidence-based account on how school support affected teacher implementation of inclusive education which would serve as a basis for the formulation of Action Plan for improvements in the practice of inclusive at Liloan Central School.

Flow of the Study

This study was anchored on the Input-Process-Output (IPO) Framework, which illustrated the overall flow of the research. The input represented the essential data and variables collected to address the research problems; the process described the systematic procedures used to gather, analyze, and interpret the data; and the output presented the study's findings along with the proposed Action Plan to enhance the implementation of inclusive education.

Input. The input of the study included the key variables and data forming the foundation of the research. It comprised the demographic profile of teachers at Liloan Central School—specifically age, gender, educational attainment, teaching experience, and teaching position—which described

the respondents' characteristics and helped contextualize their perspectives on inclusive education. The study also examined the level of school support as perceived by teachers at Liloan Central School, including administrative guidance, professional development opportunities, and access to instructional resources that influenced the application of inclusive practices. Additionally, it assessed the extent to which inclusive education was implemented, reflecting how effectively teachers applied inclusive strategies in their classrooms. Finally, the study analyzed the relationship between school support and the implementation of inclusive education, which served as the primary focus of the research.

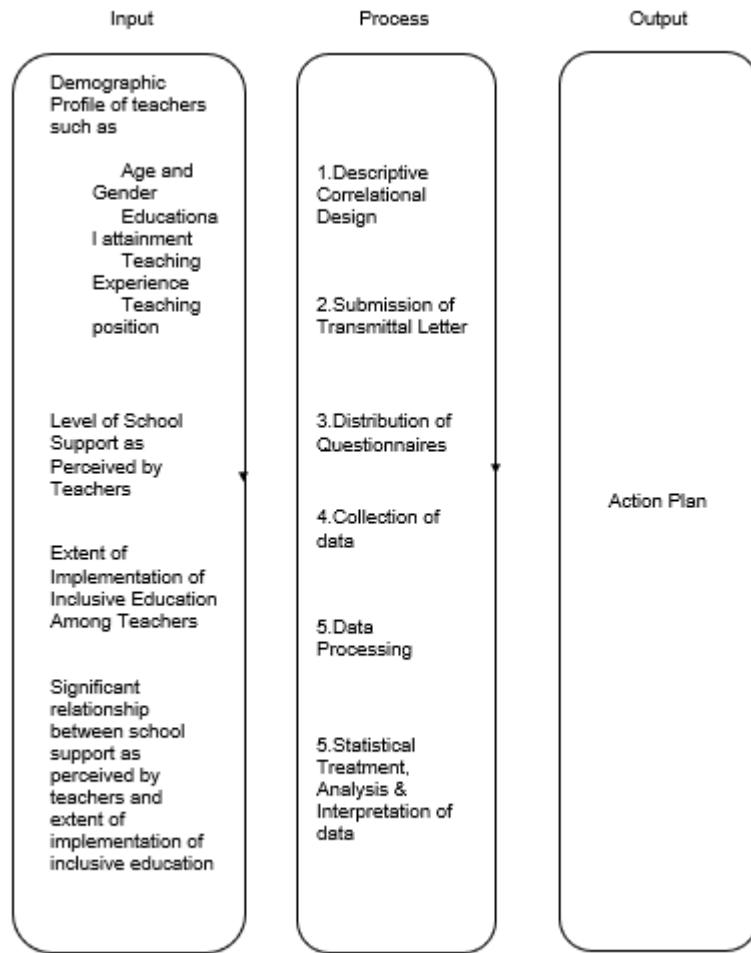


Figure 2. Flow of the Study

Process. The study employed a methodical series of steps to investigate the correlation between school support and the execution of inclusive education among educators at Liloan Central School for the academic year 2025–2026. The researcher initiated the process by sending a transmittal letter to the school administration and division offices, formally requesting authorization to conduct the study, thereby ensuring compliance with ethical standards and institutional protocols. Once approved, questionnaires were sent to the chosen teacher-respondents to find out more about their demographics, how much they thought the school was helping them, and how well they thought inclusive education was being put into practice. Once the respondents had finished filling out the questionnaires, the researcher gathered the data and made sure that all of the answers were complete and correct. After gathering the data, it was systematically processed, encoded, organized, and

tabulated to get it ready for analysis. Lastly, the right statistical tools were used to do statistical treatment, analysis, and interpretation to find out how school support and the implementation of inclusive education were related. The results that were looked at were used to make conclusions and come up with an Action Plan based on evidence.

Output. The study produced an Action Plan aimed at fortifying school support and improving the execution of inclusive education among educators at Liloan Central School. The plan included specific programs, strategies, and interventions to improve administrative guidance, teacher training, access to resources, and collaboration within the school. This Action Plan helped school leaders and policymakers make sure that all students, no matter what their ability, got a fair and high-quality education by promoting inclusive practices.

Environment

Liloan Central School, established in 1907, has long served as a pillar of education and community development in Region VIII, Eastern Visayas. As a complete elementary institution under the supervision of the Schools Division of Ormoc City, it provides a full basic education program from Kindergarten to Grade 6. Its location, approximately 8 kilometers from the city proper and just 100 meters from the national highway, ensures accessibility for both learners and teachers. Over the years, the school has built a reputation for academic excellence and holistic pupil development, reflecting its sustained commitment to nurturing well-rounded learners. This rich history and established educational structure provide a unique context for examining how institutional support shapes teaching practices, particularly in the implementation of inclusive education.

In the context of this study, Liloan Central School's teaching workforce of 33 dedicated and competent educators represents a critical factor in understanding the dynamics of school support and inclusive practice. The teachers' collective experience, professional preparation, and collaborative efforts directly influence how inclusive strategies are applied in classrooms, especially for learners with diverse needs. ensuring that all pupils, regardless of ability, have equitable access to quality education.

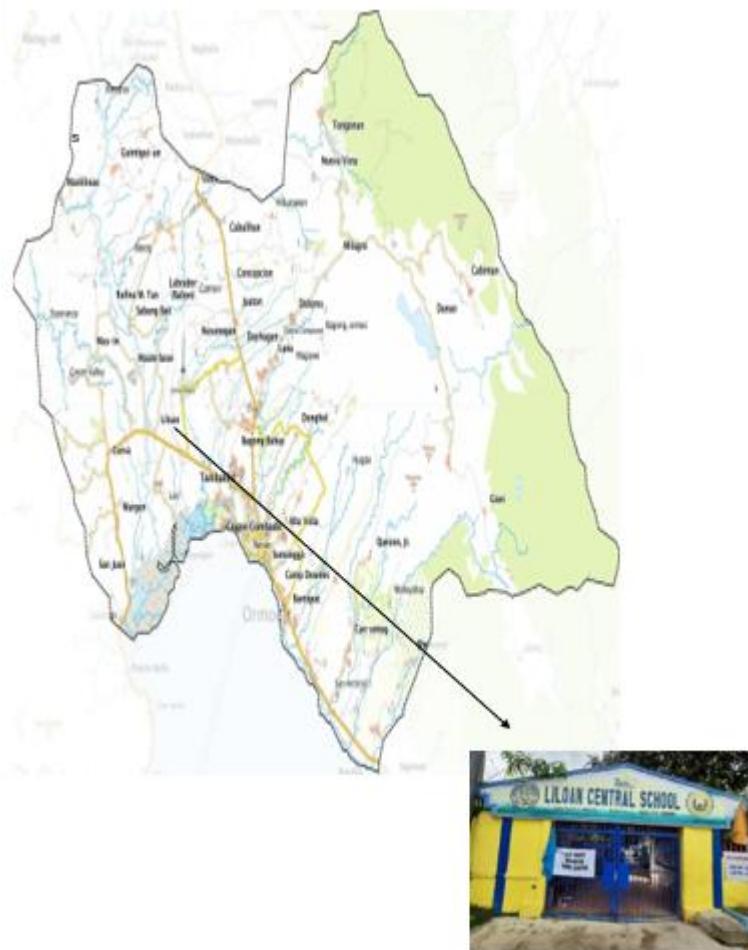


Figure 3. Location Map of the Research Environment

Instrument

The survey questionnaire was utilized to gather the requisite data for analyzing the correlation between school support and the execution of inclusive education among educators at Liloan Central School during the academic year 2025–2026. The questionnaire was based on validated tools from earlier studies, which made sure that it was both reliable and valid in terms of content. This made it possible to accurately measure the variables being studied. It had three main parts that were meant to get information about the respondents' demographics, their thoughts on school support, and their teaching methods for inclusive education.

The first part, Demographic Profile of Respondents, asked teachers about their age, gender, level of education, years of teaching experience, and current teaching position. These data contextualized the respondents' views on school support and their methods of inclusive teaching at Liloan Central School. It was very important to find these traits in order to understand why responses were different and to find things that might affect the use of inclusive practices.

The second part, Level of School Support, looked at how teachers thought Liloan Central School was helping them to implement inclusive education. This part had ten indicators that looked at things like administrative support, access to professional development, availability of instructional materials, and the use of policies related to inclusion. The responses were given a score on a four-point Likert scale: 4 = Strongly Agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree. The items were modified from the studies conducted by Jimenez (2023) and Espina and Cagape (2021), which underscored the significance of institutional support in promoting inclusive practices.

The third part, "Extent of Implementation of Inclusive Education," looked at how often teachers used inclusive strategies in their classrooms. It had ten indicators that looked at things like differentiated instruction, using assistive technologies, fair assessment practices, working with SPED specialists, and managing the classroom. The answers were given a score from 1 to 4, with 4 being "always," 3 being "often," 2 being "sometimes," and 1 being "never." These items were adapted from Peteros and Zaragoza (2022) and Salayo and Reyes (2021), emphasizing teachers' preparedness, skills, and real-world practices in inclusive education at Liloan Central School.

Respondents

The respondents of the study consisted of 30 teachers from Liloan Central School. These teachers were purposively selected based on their direct involvement in teaching learners with disabilities in inclusive classroom settings. Their active engagement in inclusive education made them suitable participants for providing reliable data on the level of school support and the extent of inclusive education implementation at Liloan Central School.

The inclusion criteria covered teachers who were currently teaching at Liloan Central School, handling classes that included learners with disabilities or special educational needs, and were willing to participate and provide honest responses to the survey questionnaire. Teachers who met these qualifications were considered capable of offering informed insights into the realities of inclusive education practices within the school.

Conversely, the exclusion criteria applied to teachers who were not teaching mainstreamed learners with disabilities, were assigned to administrative or non-teaching positions, or were on leave and had less than one year of teaching experience in the school. These parameters ensured that only teachers with relevant classroom experience in inclusive education were included as respondents.

Table 1. Distribution of the Respondents

Gender	f	%
Male	3	10.00
Female	27	90.00
Total	30	100.00

Data Gathering Procedure

This section presented the systematic steps undertaken to collect the necessary data for the study. The process ensured that all information gathered was accurate, reliable, and ethically obtained from Liloan Central School. Data collection was conducted in three stages: the Preliminary Stage, the Data Gathering Stage, and the Post Data Gathering Stage.

Preliminary Stage. The researcher began by securing formal approval from the principal of Liloan Central School through a transmittal letter. Once approval was granted, coordination was made with the designated school representative to identify teacher-respondents who met the inclusion criteria. The purpose and objectives of the study were clearly explained to all participants, and they were assured that their responses would remain confidential. Before participating in the study, each teacher signed an informed consent form to ensure adherence to ethical research protocols.

Data Gathering Stage. The primary data collection tool was a printed survey questionnaire consisting of three parts: the demographic profile of respondents, the level of school support as perceived by teachers, and the extent of implementation of inclusive education. The researcher personally distributed the questionnaires at Liloan Central School, provided clear instructions, and allowed teachers to complete them during non-teaching hours to avoid disruption of their regular duties. This approach helped maintain the quality, accuracy, and consistency of the responses.

Post Data Gathering Stage. After collecting all questionnaires, the researcher carefully reviewed the responses for completeness and validity. Incomplete or invalid responses were excluded from the analysis. The validated data were then encoded, organized, and prepared for statistical treatment, analysis, and interpretation. The entire procedure followed a set schedule to ensure consistency and uphold ethical standards throughout the research process.

Statistical Treatment of Data

The study employed appropriate statistical tools to analyze the data gathered from teachers of Liloan Central School and to answer the research questions with accuracy.

Frequency and percentage were used to describe the distribution of categorical variables, including teachers' age, gender, educational attainment, length of service, and teaching position. Frequency represented the number of respondents in each category, while percentage indicated their proportion relative to the total sample. In the context of Liloan Central School, these measures provided a clear overview of the teachers' demographic profile and helped identify patterns that might have influenced their perceptions and practices related to inclusive education.

Weighted mean was computed to determine teachers' perceived level of school support as well as the extent to which inclusive education was implemented in their classrooms. By assigning appropriate weights to each response, the weighted mean produced an accurate summary of prevailing levels of support and implementation. This enabled the researcher to identify which forms of assistance were most evident within the school and which inclusive practices were consistently or inconsistently applied by teachers.

Standard deviation was calculated to assess the variability of responses. It indicated whether teachers shared similar perceptions or whether viewpoints differed widely. A low standard deviation reflected shared perspectives among teachers at Liloan Central School, while a high standard deviation suggested significant differences—highlighting areas where stronger guidance or targeted interventions might have been necessary.

Pearson Product–Moment Correlation Coefficient was employed to examine the relationship between perceived school support and the implementation of inclusive education. This statistical test determined whether a significant relationship existed between the two variables and indicated the strength and direction of that relationship. The results provided evidence-based insights that supported the development of an Action Plan aimed at enhancing inclusive education practices at Liloan Central School.

Scoring Procedure

The study utilized a four-point Likert scale to assess teachers' perceptions of school support and the extent to which inclusive education was implemented at Liloan Central School. Each statement was rated from 1 to 4, with higher values indicating stronger agreement or a higher level of implementation. After scoring, responses were averaged and interpreted using descriptive ranges: 1.00–1.49 indicated Strongly Disagree/Never, 1.50–2.49 indicated Disagree/Sometimes, 2.50–3.49 indicated Agree/Often, and 3.50–4.00 indicated Strongly Agree/Always. This scoring procedure provided a consistent and objective basis for interpreting teachers' perceptions and their actual inclusive practices.

Interpretation Scale for the Level of School Support as Perceived by Teachers		
Scale	Interpretation	Description
3.26–4.00	Strongly Agree	Teachers perceive a very high level of school support.
2.51–3.25	Agree	Teachers perceive adequate school support.

1.76–2.50	Disagree	Teachers perceive limited school support.
1.00–1.75	Strongly Disagree	Teachers perceive minimal school support.

Interpretation Scale for the Extent of Implementation of Inclusive Education		
Scale	Interpretation	Description
3.26–4.00	Always	Teachers consistently implement inclusive practices.
2.51–3.25	Often	Teachers frequently implement inclusive practices.
1.76–2.50	Sometimes	Teachers occasionally implement inclusive practices.
1.00–1.75	Never	Teachers rarely or never implement inclusive practices.

Ethical Considerations

The study strictly adhered to ethical standards to protect the rights, privacy, and well-being of all participants from Liloan Central School. Data collection commenced only after formal approval was secured from the school head through a transmittal letter. Following approval, the researcher coordinated with designated school representatives and conducted an orientation to explain the study's purpose, scope, and procedures to all prospective participants.

Participation was entirely voluntary. Teachers were asked to sign an informed consent form, which clearly indicated their freedom to participate or withdraw from the study at any time without penalty. Respondents' identities were kept anonymous through identification codes, and all responses were treated with strict confidentiality. Collected data were used solely for academic purposes and securely stored to prevent unauthorized access.

Throughout the research process, the principles of respect, beneficence, and justice were upheld. No teacher experienced any physical, psychological, or emotional risk as a result of participation. By ensuring transparency, confidentiality, and fairness at every stage, the study maintained ethical integrity and fully safeguarded the rights of the teacher-respondents from Liloan Central School.

DEFINITION OF TERMS

The following terms are defined operationally and contextually to provide clarity and ensure a common understanding of how they were used in the study:

Action Plan. A set of targeted strategies developed from the study's results to improve school support mechanisms and strengthen the implementation of inclusive education among teachers at Liloan Central School.

Demographic Profile. The collection of teachers' personal and professional characteristics—such as age, gender, educational attainment, years of service, and grade level handled—used to describe and classify the respondents from Liloan Central School.

Inclusive Education. An educational approach that ensured all learners, regardless of differences in ability or background, received equitable access to quality instruction within regular classroom settings at the school.

Implementation of Inclusive Education. The extent to which teachers applied inclusive teaching strategies, including differentiated instruction, lesson modifications, and learner-centered engagement, to address the diverse needs of pupils at Liloan Central School.

Perception. The teachers' interpretations, opinions, and judgments regarding the adequacy of school support and how such support influenced their inclusive education practices.

Relationship. The statistical link established between the level of school support perceived by teachers and their degree of implementation of inclusive education.

School Support. The assistance, resources, professional development, and administrative guidance provided by the school to enable teachers to effectively carry out inclusive education.

Teachers. The respondents of the study who were teaching at Liloan Central School and were directly involved in implementing inclusive education during the conduct of the research.

CHAPTER 2

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presented, analyzed, and interpreted the data gathered from the respondents, highlighting their age, gender, educational attainment, length of service, and teaching positions. It also outlined their perceived level of school support for inclusive education, as well as the extent to which inclusive practices were implemented in their classrooms. The chapter further included the statistical test measuring the relationship between the level of school support and the extent of implementation of inclusive education. These results provided a clear basis for understanding how teachers' backgrounds and the support they received related to their actual inclusive instructional practices.

DEMOGRAPHIC PROFILE OF THE RESPONDENTS

This section presented the demographic profile of the respondents, covering their educational attainment, length of service, and teaching positions. These characteristics provided essential context for understanding the professional background of the teachers involved in the study and helped establish how their qualifications and experience related to their roles in the implementation of inclusive education.

Age and Gender of the Respondents

This section presented the age and gender distribution of the respondents. It provided an overview of the demographic composition of the teachers, offering insight into the age range and gender balance within the group, which could influence their experiences and practices in implementing inclusive education

Table 2. Age and Gender of the Respondents

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
20-29	10	33.33	1	3.33	11	36.66
30-39	12	40.00	1	3.33	13	43.33
40-49	3	10.00	1	3.33	4	13.33
50 and above	2	6.67	1	0.00	3	10.00
Total	27	86.67	3	13.33	30	100.00

Table 2 illustrated the age and gender distribution of the respondents. The findings showed that the teaching staff was predominantly young, with 11 respondents in the 20 to 29 age bracket, representing 36.66% of the sample, and 13 respondents in the 30 to 39 age bracket, representing 43.33%. Female teachers represented the vast majority of the sample, totaling 27 respondents or 86.67%, compared to only 3 male respondents or 13.33%. Within the age groups, female teachers were most numerous in the 30 to 39 bracket, totaling 12 respondents or 40%, followed by 10 respondents or 33.33% in the 20 to 29 bracket. Male respondents were few and fairly evenly distributed, with one male in each age group. The data suggested that the workforce was largely female and early- to mid-career, which may have implications for professional development, adaptability, and the capacity to implement inclusive education practices effectively.

Demographics of the respondents indicated the teaching force was largely female and early- to mid-career, presenting a relatively youthful and therefore potentially malleable teaching population. This demographic profile might have had the impact on study's variable (i.e., teachers' perception of being able to reconcile academic with behavioral expectations in included classes). This is particularly true of younger female teachers, who tend to be more enthusiastic, willing to participate in professional development and open to enacting inclusive practices. Yet, their sacrificing depth of experience could also indicate that though more skillful in deploying strategies successfully they may - when faced with having to maintain consistency in dealing with academic and behavioral expectations - still struggle. This pattern raises the critical need for focused support and mentored experience to help teachers improve their overall competency in inclusive classrooms.

These results suggested that continued professional development opportunities and support for an inclusive education might be most effective when focused towards a younger teaching workforce who was predominantly female. Knowing the gender and age distribution by time of year was useful when planning mentoring, collaboration and training based on teachers' energy levels as well as their professional experience and attitudes towards inclusive practices. It also implied that diversifying and maintaining older or male faculty members might confer further benefits for balancing crosscutting experiences and teaching strategies in mainstreamed classrooms.

Some recent researches also endorsed the view that young teachers were more flexible and reacted positively towards inclusive education. For example, Desombre et al. (2021) demonstrated that pre-service teachers were less likely to implement creative teaching methods and apply the inclusivity value well in the classroom. In this survey which was also administered to a fairly representative sample of early- and mid-career educators, age may have influenced an respondents' perceptions of school support for inclusive practices and actual implementation. Less experienced teachers are more likely to be open, flexible and prepared to experiment with new teaching strategies in their planning offering a potential means of increasing perceived availability and use of resources for inclusive education.

Likewise, the majority of teachers being female may have affected both school support perception and degree to which inclusive practices were practiced. Female teachers generally display a strong collaborative orientation, empathic classroom management, and good communication with colleagues, students and parents. These attributes can enhance a positive perception of a supportive school environment and enable the regular implementation of inclusive education interventions like modifying lessons for diverse learners, addressing challenging behavior in constructive ways, and involving parents in child learning.

Educational Attainment of the Respondents

This section presents the educational attainment of the respondents, highlighting their academic qualifications. Understanding the distribution of respondents' degrees provides context for interpreting their teaching practices, professional preparedness, and engagement in inclusive education.

Table 3. Educational Attainment of the Respondents

Educational Attainment	f	%
Bachelor's Degree	15	50.00
Master's Degree (Units)	8	26.67
Master's Degree (Completed)	6	20.00
Doctoral Degree (Units/Completed)	1	3.33

Total	30	100.00
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Table 3 showed the distribution of educational attainment among respondents. The teachers were 50% Bachelor's degree holders, 26.67% master's units and 20% master's earned. The share of those who had completed or attended doctoral studies was 3.33%. These data also revealed that most teachers had undergraduate education, a smaller percentage studied for or completed degree programs in the post-graduate level and this reflected differing degrees of advanced academic preparation among the teaching population.

Although the sample was generally academically well educated to manage general classroom instruction, relatively few had postgraduate qualifications that could provide specialized or deeper pedagogical knowledge required for meeting the challenges of inclusion. This is consistent with a general teaching population, in which it appears that professional development and advanced education are gradual processes, sometimes dependent on career stage, time available to work, or institutional support.

This educational profile has relevant associations in the study's variables, as for both perceived School Support and implementation of inclusive education. Teachers with undergraduate degrees might feel more dependent on explicit support, coaching, and school-based resources in order to enact inclusive practices while teachers with master's degrees may be taking it upon themselves to make instructional modifications, address behavioral needs, and utilize accommodations within the general education classroom. It is clear from the data that separate professional development programmes are required which will both firm foundational competences for teachers less academically oriented and provide opportunities for teachers with degrees to refine, specialise and further develop inclusive teaching.

Empirical evidence to support this claim is found in some recent studies that reveal the beneficial effects of higher education on teacher effectiveness and willingness to implement inclusive practices. For instance, Werner et al. (2021) teachers' specialized knowledge and experience were key factor for them to use inclusive practices and individualize instruction for diverse learners successfully. The present results of this study suggest that by fostering teachers' academic preparation, specifically focused PD, workshops and graduate-level opportunities empower teachers to demonstrate more self-efficacy for implementing inclusive practices.

Length of Service of the Respondents

This section presents the length of service of the respondents, indicating their professional experience. Examining their years of teaching provides context for understanding their instructional practices, classroom management, and capacity to implement inclusive education effectively.

Table 4. Length of Service of the Respondents

Length	f	%
1–5 years	15	50.00
6–10 years	8	26.67
11–15 years	4	13.33
16 years and above	3	10.00
Total	30	100.00

Table 4 outlined that the respondents' length of service was as described below. The findings revealed that 50% had worked between 1 and 5 years, while 26.67% had worked for a period of six to ten. Fewer numbers had 11–15 years of service (13.33%) and >16 years (10%). These numbers

indicated that the teacher corps was dominated by beginning teachers and few with extensive experience.

Analysis of the distribution indicated that a majority of teachers were still in the early years of their teaching careers, which may derive implications about their flexibility, vitality and openness to innovative teaching such as inclusive methods. Inclusive teaching is beneficial towards the implementation of inclusive education given that Early-career teachers are simply enthusiastic and willing to be involved in professional development. Alternatively, the relatively small number of teachers with more years service may reflect a small supply of highly experienced educators who could become mentors or guides for others in implementing inclusive practices successfully. This phenomenon highlights the need for a counterbalance between fresh perspectives and institutional memory to provide complete support in inclusive classrooms.

With regard to the variables of the study, seniority also has significant effects at levels of school support and implementation of inclusive education. Unexperienced teachers may depend more on firm guidance, collaborative support and supports provided by the school regarding how to manage inclusive teaching; while experienced teachers can be involved in mentoring guidance for less experienced ones and also in model practices. This suggests that professional development can be individualized to support the growth of novice teachers and leverage veteran teacher skills in order to promote a more supportive collaborative learning environment as well as quality instruction.

Recent research supports the notion that teachers' experience plays a role in their confidence and effectiveness to teach inclusively. For example, Xie et al. (2023) indicated that novice and experienced jungle teachers in inclusive classrooms perceived their support differently, supporting the argument for specialized areas of teacher enhancement based on level. The results of this investigation indicate that teachers at all experience levels need structured support, planning and ongoing training in order to optimize perceived school support and degree of inclusive education implementation.

Teaching Position of the Respondents

This section presents the teaching positions held by the respondents, providing a clearer picture of their professional ranks within the school. Knowing their placement in the teaching hierarchy helps contextualize their responsibilities, experience levels, and engagement in instructional and inclusive practices

Table 5. Teaching Position of the Respondents

Position	f	%
Teacher I	14	46.67
Teacher II	6	20.00
Teacher III	9	30.00
Master Teacher	1	3.33
Total	30	100.00

Teaching positions of the respondents were presented in Table 5. They found out that most of them were Teacher I (46.67%), followed by Teacher III (30%). Teacher II was 20%, and the Master Teachers were only 3.33%. This distribution suggested that the majority of the surveyed participants were at entry and mid-level, and only a few women had reached the senior level on their career ladder.

The pattern indicated that the instructional staff were still moving up their career ladder and that few had reached mastery or leadership positions. Years of experience, minimum qualification requirements and potential promotional avenues were probably some of the factors contributing to this distribution. It was also indicative that there may be several educators who are still acquiring

high-order skills, such as those required to juggle both academic teaching and behavior support in the inclusive class.

With respect to the study's variables, the teaching position has such a meaningful influence in both perceived level of school support and the duration of inclusive education practice. Teachers in lower levels of teaching, like Teacher I and II, may need more structured support, induction and training to practise inclusion in a successful way. On the other hand, more experienced teachers (i.e., Master Teachers) have specialized knowledge that can easily be shared with colleagues as a valuable source of mentorship, modeling and collegiality in the school. Approach: This conditions imply that professional learning activities should be intentionally crafted as a means to develop teachers of all ranks and simultaneously leverage the expertise of experienced members of staff in order to enhance overall teaching quality.

These results were consistent with Charitaki et al. (2024) that system status and position of teachers influenced their attitudes to inclusive education support and resource frame. The findings highlighted that professional position not only impacted on access to organization resources, but on teachers' readiness and perceived competence to practice inclusively. In the current study, this could mean that teachers at a lower or intermediate level as implemented by Teacher I and Teacher II might have more of a dependence on guided instructions mentorship, support from school in order to implement practices inclusive. At the same time, educators at a higher rank (e.g. Master Teacher) frequently have expert level knowledge and experience and leadership capacity that may allow them to role model inclusive practices in ways that impact colleagues, mentor other teachers and influence school-level policies (Broderick & Feng, 2014).

This point of view suggests that taking the educator's role as a measure should be an important factor influencing participants' capacities about inclusive teaching, above all in contexts in which the general instrumental competencies can still be considered not fully developed. While many of the respondents showed basics skills and openness to inclusive education, experience on where a professional placed in the pecking order can impact on their autonomy, decision making and courage to consider both academic and behavioral demands. These realities point to a critical need for varied approaches in staff professional development, so that the support-practice-ways of doing" process needs to be placed alongside more experienced teachers having agency over guiding, mentoring and shaping inclusive pedagogies across the school.

Table 6. Level of School Support as Perceived by Teachers

S/N	Indicators	WM	SD	Verbal Description
1	The school provides training programs to help teachers implement inclusive education effectively.	3.10	0.54	Agree
2	Teachers are supplied with adequate teaching materials and learning aids for inclusive classroom.	3.23	0.56	Agree
3	School administrators actively encourage teachers to adopt inclusive education practices.	3.23	0.42	Agree
4	Teachers have access to SPED specialists and support staff to assist with learners' needs.	2.93	0.51	Agree
5	Time is provided for teachers to collaborate and plan inclusive education strategies.	3.17	0.45	Agree
6	The school offers guidance on lesson adaptation and instructional strategies for learners with diverse abilities.	3.23	0.42	Agree
7	Professional development on inclusive education is regularly promoted and supported by the school.	2.97	0.60	Agree

8	Clear policies and procedures are in place to facilitate the implementation of inclusive education.	3.00	0.58	Agree
9	School facilities and resources are sufficient to accommodate learners with special needs..	3.17	0.52	Agree
10	Teachers receive continuous administrative support when implementing inclusive education strategies.	3.20	0.40	Agree
Aggregate Mean		3.12		Agree
Aggregate Standard Deviation		0.50		
Legend: 3.25-4.00- Strongly Agree; 2.50-3.24-Agree ; 1.75-2.49- Disagree ;1.00-1.74- Strongly Disagree				

LEVEL OF SCHOOL SUPPORT AS PERCEIVED BY TEACHERS

This section presents the level of school support as perceived by teachers, reflecting the extent of resources, training, and guidance available to implement inclusive education.

Table 6 displayed the perceived level of school support reported by the respondents, with nominal evidence of positive perceptions in all dimensions. The most positively scored indicators were obtaining sufficient teaching materials and tools for learning, the principal of a school encouraged implementing inclusive education, and taking instruction in adapting lesson according to various ability level (mean=3.23), which scale means agreed. This finding suggests that the school provided a very good level of support to the teachers in some aspects pertaining to physical resources for teaching and encouragement from management which would be consistent with the school goals of aligning its activities with inclusive provision. Support of the administration for implementation of inclusive education strategies was also rated highly at 3.20, indicating that teachers noted leadership-led activities which supported their teaching work. The mean overall weighted score (3.12) significantly higher than the midpipe of 2.5 indicate that teachers as a group strongly agreed and during an online meeting expressed in various ways, that school support was consistently available across multiple dimensions with moderate consistency in agreement.

The indicators with the lowest rating were staff access to SPED specialists and support (2.93), on-going promotion of professional development (2.97), and clear policies/rules for inclusive education (3.00). Although Agree rated, these low scores indicated perceptions of a need for experts, formal training and concrete procedures. It may be that teachers have both lacked access to subject specific expertise, or continued training (or support) that could affect confidence and effective ability in deploying inclusive strategies in the classroom.

In relation to the study's variables, the current findings indicate that perceived school support is a key factor in determining how far teachers adopt inclusive practices in schools. Good support in terms of material provision, administrative encouragement, and lesson guide might have provided a comfortable atmosphere for teachers to adopt the instructional materials and manage children diversely resulting in more effective implementation of inclusion practices. On the other hand, the lesser strengths in access to SPED specialists, professional development and policy clarity suggest potential areas for support structures to be strengthened to continue building teacher competence as well as confidence towards inclusive practice.

These results have important implications. First, the findings indicate that support for school participation is heterogeneous and includes resources and administrative endorsement as well as access to particular personnel, continuous training, or clear procedural advice. To enhance the practice of inclusive education, schools should consider these low-rated areas in terms of institutionalization such as a regular conduct of professional development programs, stronger linkage with SPED specialists and clear-cut policy on processes and guidelines. Such interventions

would likely lead to increased self-efficacy among teachers and consistent effective implementation of inclusive strategies.

In general, findings of this study indicated that although teachers' perception about the school was largely supportive, there were some targeted improvements to support full effecting implementation of inclusive education.

There results support previous studies (e.g., Chow and Sharma, 2024; Baş, 2022) that underscored teachers' perception of school support—in the form of administrative support, provision of professional development opportunities, and provision of instructional resources—play a significant role in their preparedness to teach in inclusive settings. Not only does such support mould teachers' attitudes to inclusion, it also increases their self-efficacy and the confidence of teachers to implement inclusion. From a practical point of view, reinforcing these multiple school support systems can lead directly to the degree how inclusive education is actually implemented.

When armed with high levels of support, concerted resources, and ongoing training, schools equip teachers with the tools, encouragement and confidence they need to address the academic and behavioral needs of a diverse cross-section of students. This kind of support helps teachers to work more predictably and effectively inclusive, to vary the way they teach and select suitable aids due to learning requirements of individual pupils. This comprehensive approach builds both teachers' professional knowledge and self-efficacy, as well as equitable, engaging classrooms that meet learners where they are. Through structuring opportunities for collaboration, mentoring and reflective practice, schools can ensure that all children are supported in being fully included, fully empowered and to succeed in achieving their potential which leads to meaningful participation and success at both school-level inclusion is key.

EXTENT OF IMPLEMENTATION OF INCLUSIVE EDUCATION

This section presents the extent of teachers' implementation of inclusive education, highlighting their application of strategies to support diverse learners.

Table 7 presented the extent of implementation of inclusive education as reported by the respondents. The highest-rated indicators included "I employ assessment methods that are fair, equitable, and inclusive for all learners," "I collaborate with SPED teachers, specialists, or support staff to enhance instructional effectiveness," and "I manage classroom behavior in ways that promote inclusion, respect, and engagement for all learners," each with a weighted mean of 3.23 and verbally described as Often. Other frequently implemented practices included "I actively involve parents and guardians in supporting the learning of students with special needs" with a weighted mean of 3.20 and "I provide personalized academic and emotional support for learners with diverse needs" with a weighted mean of 3.17. The aggregate weighted mean of 3.08, with an aggregate standard deviation of 0.48, indicated that teachers generally implemented inclusive education strategies often, with moderate consistency across the different indicators.

Conversely, the lowest-rated indicators were "I modify my teaching strategies to accommodate the diverse learning needs of students" with a weighted mean of 2.70, "I differentiate instruction according to students' abilities, interests, and learning styles" with a weighted mean of 2.97, and "I maintain high academic expectations and encourage all students, including those with disabilities, to achieve their potential" with a weighted mean of 2.93. Although still implemented often, these lower scores suggested that teachers faced challenges in consistently adapting instruction and differentiating learning experiences for all students. Potential factors influencing these results include large class sizes, time constraints, limited access to instructional resources, or insufficient specialized support, which may hinder teachers' ability to fully implement inclusive strategies.

In relation to the study's variables, these results showed a positive association between perceived school support and implementation of inclusive education. Teachers seemed to be providing inclusive practices more consistently in domains with greater school support (e.g., in collaborating with colleagues, and adapting lessons or managing behavior), than those reflecting high-level instructional accommodations, which may reflect gaps in available supports or professional development.

The implications of the findings would be meaningful for promoting practical inclusiveness in education. Teachers needed more focus in inclusive practices and specific interventions to enhance instructional differentiation, adjustment of teaching strategies, and high academic expectations for all students. Organized training, at hand experts and school policies that value an adjustment of instruction are also necessary to strengthen teachers' skills and confidence in promoting education for all and using special needs.

Recent literature corroborated these findings and elaborated on variables that affect the enactment of inclusive education. Woodcock et al. (2023) underscored the importance of teachers' beliefs and self-efficacy, arguing that a teacher's belief in their own competence and knowledge of inclusive practices is closely related to the frequent use of these strategies in their classroom. The study highlighted that perceived barriers, such as time constraints, resource insufficiency or limited support, may prevent teachers from using inclusive practices on a more consistent basis even if they understand their importance. This is concomitant with the current study regard, when practicing some indicators like adjusting teaching methodology and differentiating instruction lower scores were reported, reflecting that teachers may face practical problem in full implementation.

Elwakil (2024) also reported that social support, perceived from school administrators, use of instructional resources and professional in-service opportunities were the significant predictors toward teacher's attitude for inclusive education and self-efficacy. Teachers who felt more valued were more certain and capable of applying inclusion appropriately. This highlights the need for organisational support, accessible professional development and sufficient provision of resources to support teachers for their sustained inclusion practice."

In sum, these results indicate that while teachers generally implemented inclusive practices in assessment, classroom management and working with specialists more targeted support is necessary. Indeed, PD around differentiation, lesson adjustment and maintaining high expectations for all students could enhance teachers' ability to apply inclusive strategies in a systemic way. It is found that teachers' readiness to enact inclusive education, and their confidence in doing so, are not just a matter of willingness or capacity and capability but more associated with the structural conditions – and social participation – support at school.

TEST OF RELATIONSHIP ON LEVEL OF SCHOOL SUPPORT AND EXTENT OF IMPLEMENTATION OF INCLUSIVE EDUCATION

This section presents the test of the relationship between the level of school support and the extent of implementation of inclusive education, examining whether the support provided by the school influences teachers' inclusive practices.

Table 7. Test of Relationship on Level of School Support and Extent of Implementation of Inclusive Education

Variables	r-value	Strength of Correlation	p - value	Decision	Remarks
Level of School Support and Extent of Implementation	-0.20	Negligible Negative	0.57	Failed to Reject the Ho	Not Significant

*significant at p<0.05 (two-tailed)

Table 8 showed the test of the link between the level of school support and how well the respondents put inclusive education into practice. We did a correlation analysis to see if there was a link between higher levels of perceived school support and more frequent use of inclusive teaching methods. The calculated r-value was -0.20, signifying a minimal negative correlation between the two variables, whereas the p-value was 0.57. The null hypothesis was not rejected because the p-value was higher than the significance level of 0.05. This indicated the absence of a statistically significant correlation between teachers' perceived level of school support and the frequency of their implementation of inclusive education strategies. Differences in perceived support did not seem to predict changes in how much inclusive practice was being used.

The results showed a very small negative correlation, but this does not mean that school support is not important. Instead, they propose that the conversion of perceived support into tangible classroom practice may be affected by supplementary factors. Contextual factors, including teacher experience, practical limitations, class sizes, time constraints, and resource accessibility, may have hindered the consistent implementation of inclusive strategies, despite an overall supportive school environment. In other words, just getting support may not make inclusive education happen more often.

Recent literature corroborates and further contextualizes these interpretations. Dignath, Rimm-Kaufman, van Ewijk, and Kunter (2022) found that teachers' beliefs about inclusive education are influenced by more than just the school climate. They are also affected by their own knowledge, skills, and chances to grow professionally. Ní Bhroin and King (2020) asserted that collaboration and systematic professional preparation are essential for successful implementation, indicating that support should be augmented by explicit direction and training. Lambrecht, Lenkeit, Hartmann, Ehlert, Knigge, and Spörer (2022) similarly discovered that leadership practices and strategic facilitation had a substantial impact on the extent of individualized education planning and the application of inclusive strategies. This suggests that school support, devoid of focused leadership and professional development, may not ensure uniform implementation.

These findings have clear and significant implications for the implementation of inclusive education. While teachers generally perceived the school as providing support, these perceptions alone were insufficient to predict how often inclusive practices were actually applied in the classroom. This underscores the need for a multi-faceted approach that goes beyond perceived support and actively equips teachers with the skills, resources, and guidance necessary for effective inclusion. Such an approach should integrate structured professional development that focuses on practical strategies for differentiation, lesson modification, and inclusive assessment, as well as consistent access to specialized SPED staff who can provide guidance on addressing diverse learning needs. Additionally, regular collaborative planning sessions among teachers, support personnel, and administrators, paired with strong leadership oversight, can help ensure that inclusive strategies are systematically applied and reinforced. By addressing these interconnected factors, schools can create a supportive ecosystem that empowers teachers to consistently translate support into effective classroom practices, fostering equitable learning opportunities, enhancing student engagement, and ultimately improving academic and social outcomes for all learners, including those with diverse needs.

CHAPTER 3

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATION

This chapter presents the summary, findings, and conclusions of the study. It also provides recommendations based on the results, aimed at enhancing teachers' perceived self-efficacy, the extent of implementation of inclusive education, and actual teaching performance. By examining the respondents' demographic profile, level of school support, and application of inclusive teaching strategies, the study offers insights to strengthen teachers' confidence and instructional practices, ultimately improving the quality of learning experiences for students with diverse abilities.

SUMMARY

This study sought to ascertain the correlation between school support and the execution of inclusive education among educators at the chosen institutions in Liloan Central School for the academic year 2025–2026, thereby providing a foundation for the development of an Action Plan. We gathered information about the respondents' age, gender, level of education, length of service, and teaching position to help us understand the results.

A survey questionnaire was used to collect data on how teachers thought their school was supporting them and how well they were using inclusive education in their classrooms. We used frequency counts, percentages, and weighted means to look at the level of school support and the extent of implementation. We also used Pearson r to find out if there was a statistically significant relationship between the two variables. The results offer evidence-based insights into the impact of perceived school support on the implementation of inclusive education strategies, establishing a basis for recommendations aimed at enhancing teachers' practices and improving learning experiences for students with varied needs.

FINDINGS

The results showed that most of the people who answered were female, and most of the teachers were between the ages of 30 and 39, with the next most common age group being 20 to 29. About half of the people who answered the question had a bachelor's degree, and some had completed master's degree units or earned a master's degree. Most of the teachers were still fairly new to their jobs, and a large number of them had only been teaching for a few years. Almost half of the people who answered the survey were Teacher I.

Teachers mostly agreed that they got enough help and resources to make schools more inclusive, which shows that they had a mostly positive view of the level of school support. The best parts of the support were giving teachers materials and learning aids, encouraging them to do their best, and giving them advice on how to change lessons.

Teachers were said to implement inclusive education often. Teachers said they often used inclusive assessment methods, worked with SPED specialists, and used classroom management techniques that encouraged inclusion. The lowest-rated parts were changing how teachers taught and keeping high academic standards for all students.

Lastly, the test of the relationship between the level of school support and the extent of implementation of inclusive education showed a very small negative correlation, which means that there was no strong link between the two variables. This indicates that differences in perceived school support did not forecast the regularity with which educators employed inclusive practices in their classrooms.

CONCLUSION

In conclusion, the results show that most teachers thought their school was helpful and used inclusive practices in their classrooms. The results showed that the school strongly supported inclusive teaching by providing teaching materials, encouraging teachers, and giving them advice on how to change their lessons. Teachers often used inclusive methods when giving tests, working together, managing the classroom, and giving individualized help to students with different needs. This showed that they were committed to creating an inclusive learning environment. In general, these results show that supportive school systems and teacher involvement are very important for making sure that inclusive education continues to work well.

RECOMMENDATION

Because the school has strong support and often uses inclusive practices, it is recommended that it keep building on these successful strategies and make them a permanent part of the school to improve inclusive education even more. To help teachers keep up high-quality inclusive practices, they need to keep getting teaching materials, get regular support from administrators, and get advice on how to adapt lessons. Also, teachers should be encouraged to write down and share their strategies and classroom interventions in things like action plans, lesson modification portfolios, or journals for inclusive teaching. These outputs can be useful references for coworkers, help with future professional development, and show that the school is using effective inclusive practices.

CHAPTER 4

OUTPUT OF THE STUDY

ACTION PLAN

Rationale

The study found that the teachers in Liloan Central School generally perceived moderate to high level of school support and Do implement Inclusive Education practices. The relationship between school support and fidelity of implementation was however, weak and statistically not significant. Put another way, while teachers perceived support, the nature of this was not consistently reflected in practicing inclusive education. The Action Plan is thus needed to fill in this gap by presenting action plans that to ensure support translates into real gains in classroom practice at Liloan Central School.

Demographic profile of the respondents which most of the teachers who responded were young, female and in their early careers. Though these teachers are eager and flexible, they sometimes lack the experience or self-assurance to cater for varying learning styles. The Action Plan will establish focused professional development, mentoring and joint working with specialists in Liloan Central School to develop the skills and confidence of teachers in effective implementation of inclusive strategies.

The research also identified lower-rated areas of school support, including access to SPED specialists, professional development and clear advice on how lessons were able to be adapted. These disparities imply that, teachers at Liloan Central School may have difficulty operationalizing their perceived support. The Action Plan seeks to target these aspects by concentrating resources, organizing workshops, and establishing explicit guidelines for curriculum writing and classroom accommodations for diverse learners.

Moreover, the degree of application of inclusive education practices presented some heterogeneity, and had lower scores in the modification of teaching strategies and maintenance of high academic expectations for all. An inconsistency It is also a call for orderly work systems to promote, and keep an eye on, the inclusive education practices over-all Liloan Central School. Observation and feedback mechanisms will be a part of the Action Plan so that teachers can receive support from their colleagues in order to standardize inclusive practices across all classrooms.

The Action Plan intends to establish a strong network that will improve the teaching and learning conditions in Liloan Central School. It further aims to enhance teachers' self-efficacy, professional proficiency and student achievement by matching school support to the level of enactment. Finally, the Action Plan will be a guide for turning support into on-going and effective classroom delivery practices thereby aiming to provide all learners in Liloan Central School equal opportunities for success.

Objectives

Based on the study's findings, the implementation of this Action Plan at Liloan Central School aims to achieve the following:

- Increase access to SPED specialists by implementing monthly consultation sessions within one school year, ensuring at least 80% teacher participation.
- Enhance professional development on inclusive education by conducting four focused training sessions within the academic year, achieving at least 90% teacher attendance.
- Improve teachers' use of modified and differentiated strategies by requiring each teacher to submit at least one inclusive lesson plan per quarter starting next term.
- Strengthen high academic expectations for all learners by integrating inclusive goal-setting and monitoring practices within two grading periods.

Scheme of Implementation

The Action Plan will be presented accordingly to the principal, heads of departments and all teaching staff of Liloan Central School for their management support and shared realization. Prior to using the resources, teachers will participate in an introductory orientation that explains the intent and activities of this program with a focus on SPED specialist consultation, professional development activities, lesson adaptation, and differentiated instruction. Implementation will emphasize this led workshops offering practical ways to teach inclusively training sessions with support from experienced SPED and resource teachers for lesson development, and coached grade level team planning sessions to support peer learning. In-class implementation of inclusive strategies will be closely monitored with regular observations, submission of inclusive lesson plans, peer observations and follow-up surveying to ensure teachers translate school level support into effective classroom inclusive practices. The plan will be modified in response to these findings, and feedback to fill gaps, build teacher capacity, and improve experiences for all students, especially for students with diverse needs.

ACTION PLAN ON TEACHERS' SCHOOL SUPPORT AND IMPLEMENTATION OF INCLUSIVE EDUCATION AT LILOAN CENTRAL ELEMENTARY SCHOOL

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Teachers have limited access to SPED specialists	Increase access to SPED specialists by implementing monthly consultation sessions within one school year, ensuring at least 80% teacher participation	Schedule monthly one-hour consultation sessions with SPED/resource teachers for discussion of student-specific needs	School Head, SPED Teachers, Classroom Teachers	₱1,500	MOOE	Monthly	Teachers regularly receive guidance from SPED specialists, improving support for diverse learners		
Teachers need enhanced professional development on inclusive education	Enhance professional development on inclusive education by conducting four focused training sessions within the academic	Conduct quarterly workshops on differentiated instruction, lesson adaptation, and inclusive classroom strategies	School Head, Master Teachers, Resource Speakers, Classroom Teachers	₱3,000	MOOE	Quarterly	Teachers demonstrate improved knowledge and application of inclusive teaching strategies		

	year, achieving at least 90% teacher attendance								
Teachers show variation in modifying teaching strategies and differentiation	Improve teachers' use of modified and differentiated strategies by requiring each teacher to submit at least one inclusive lesson plan per quarter	Require quarterly submission of lesson plans with differentiated instruction and modified activities for diverse learners; provide feedback and mentoring	School Head, Master Teachers, SPED Teachers, Classroom Teachers	₱2,000	MOOE	Quarterly	Teachers consistently apply differentiated instruction and lesson modifications in classroom practice		
Teachers need to maintain high academic expectations for all learners	Strengthen high academic expectations for all learners by integrating inclusive goal-setting and monitoring practices within two grading periods	Implement goal-setting sessions, monitor student progress through assessments and observations, and provide feedback in follow-up meetings	School Head, Classroom Teachers, Guidance Counselor	₱1,500	MOOE	Two Grading Periods	Teachers set and monitor inclusive academic goals, ensuring all students achieve their potential		

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