

Parental assessment of SPED teachers' practices in content adjustment and instructional support for learners with special educational needs

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Abstract

Aim: This study examined parents' assessments of Special Education (SPED) teachers' practices in content adjustment and instructional support for learners with special educational needs (LSEs), including the relationship between these practices and differences in assessment across respondent profiles. The study contributes to understanding inclusive teaching practices and their effectiveness from parents' perspectives.

Methodology: The study employed a descriptive-correlational research design involving thirty (30) parent-respondents selected through purposive sampling. Data were collected using a validated, self-constructed questionnaire and analyzed using descriptive statistics and inferential tests, including Pearson's correlation, t-tests, and one-way ANOVA at the 0.05 level of significance.

Results: Findings revealed that SPED teachers' practices in both content adjustment and instructional support were consistently rated "always true," indicating effective implementation of inclusive instructional strategies. Instructional support obtained slightly higher mean scores than content adjustment. A very weak and statistically insignificant relationship was found between the two variables. Additionally, no significant differences were observed in parents' assessments across age, sex, and family role groups.

Conclusion: The study concludes that SPED teachers effectively implement inclusive instructional practices; however, content adjustments and instructional support tend to operate independently rather than as integrated strategies. The results highlight the need to strengthen the integration of flexible pedagogical approaches and enhance teacher capacity in inclusive education to improve learning outcomes for LSEs.

Keywords: *inclusive education, special education, content adjustment, instructional support, parental assessment, SPED teachers, Philippines*

INTRODUCTION

The goal of inclusive education is to address educational inequities regardless of learners' diverse needs, including those with special educational needs. Global trends in inclusive education indicate that educators' teaching strategies have shifted from traditional methods to flexible approaches that center on learners' cognitive and physical diversity (Vistar et al., 2024). The United Nations (UN) prioritizes this through the Sustainable Development Goals (SDGs), particularly Goal 4, which commits to ensuring inclusive, equitable, and quality education. In the classroom, these goals are achieved through modifications to the learning content and supportive teaching. Numerous recent studies demonstrate that teachers' ability to adapt content and provide such support enhances learners' engagement and achievement.

In the context of legislation, the Philippines translates this international obligation in tandem with the law, with the most pronounced impact being Republic Act No. 11650, referred to as the "Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act" (Vistar et al., 2024). Education leadership is crucial in this transformation, as it is on school heads and education policymakers to implement this Act to establish Inclusive Learning Resource Centers (ILRC), which are key to developing specialized curricula and deploying appropriate assistive technologies (Gonzaga et al., 2024). In addition, the Department of Education (DepEd) policies,

such as DepEd Order No. 44, s. 2021, provide the necessary structures for implementing Individualized Education Programs (IEPs) that require continual modification of instructional strategies in response to learners' progress (Gonzaga et al., 2024).

Despite robust policies, the real-world context of education in the Philippines reveals significant gaps in the implementation of inclusive approaches. Recent data suggest that while the "Child Find Policy" (DepEd Order No. 23, s. 2022) has improved the identification of LSEs, regions still struggle with the qualitative aspects of inclusion, such as the actual differentiation of curriculum content in overcrowded mainstream classrooms (Albert et al., 2023). Local studies have cited insufficient teacher training and limited resources as persistent barriers (Gonzaga et al., 2024). Notably, there are gaps between leadership aspirations within the institution and the application of inclusive techniques in the classroom, which ultimately manifest as inconsistent and ineffective collaboration between teachers and parents (Gonzaga et al., 2024).

Parents are extremely important to the educational paradigm and, more importantly, are uniquely positioned to critically appraise the extent to which educators meet and address the needs of diverse learners. Unlike previous literature, which has focused on teachers' readiness to integrate inclusive education and the bureaucratic challenges that school principals face (Gonzaga et al., 2024; Ramirez, 2023), this study considers parents' perspectives. This gap in the literature relatively underappreciates the private and home-school continuum that teachers and instructional aides actually practice at home. Therefore, the present study evaluates teacher practices in evaluating recipient support for the educator and the adaptability of the formal curriculum to the classroom context.

This research adds to the body of educational research with a multifaceted view of inclusive pedagogy that can articulate stakeholders' voices. It particularly highlights the significance of innovative pedagogy for school authorities and educators by pinpointing gaps in instructional and curricular delivery from parents' perspectives. It provides pedagogical implications for stakeholders in educational policy, suggesting that practices focused on in-school teaching be repositioned to complement out-of-school learning, thereby closing the existing pedagogical gap.

Review of Related Literature and Studies

Inclusive Education and Teaching Practices for LSEs

Inclusive education remains one of the most important mechanisms for ensuring equitable access and promoting the social justice of learners with special educational needs (SEN). All forms of justice in education ought to become a progressive concern for all educators. However, the gap persists between high-level policy mandates and the actual level at which they are to be implemented (Fabunan & Cabal, 2025; Olayvar, 2022). While Sustainable Development Goal 4 and other international mandates establish a global educational development framework, the challenges of justice, equity, and education that drive this framework to address the needs of diverse learners must be translated into and implemented through specific instructional innovations (Albert et al., 2023; Vistar et al., 2024). Despite the enactment of Republic Act No. 11650, which aims to establish inclusive learning resource centers, integrating LSEs within the country's general learning system is still regarded as lacking a "stable, accurate, and defined" context (Espeño et al., 2024; Olayvar, 2022).

The apparent gap being addressed here highlights the importance of educational leadership. The heads of schools are generally regarded as highly skilled in managerial leadership and strategic planning. Unfortunately, they often encounter serious challenges in making available resources for the effective implementation of inclusive practice (Fabunan & Cabal, 2025; Opiyo, 2019). Through a transformative lens, leadership is critical for the administration of procedural leadership and for cultivating a school environment that fosters instructional creativity (Casinto, 2022; Opiyo, 2019). While these leadership initiatives exist, multiple studies suggest that inadequate training, insufficient resources, and heavy workload continue to be significant challenges faced by SPED and non-SPED teachers in the Philippines (Fajardo et al., 2025; Espeño et al., 2024; Pocaan, 2022).

Content Adjustment and Curriculum Adaptation

Content adjustment is the crucial element of inclusive education pedagogy, as it entails the purposeful design of a curriculum that is flexible enough to accommodate all learners. Equitable access to students' learning needs is achieved primarily through differentiated instruction and the Individualized Education Program (IEP). Nonetheless, a critical review of the recent literature reveals a recurrent theme: "superficial adaptation." A number of teachers replace effective curriculum innovations with task simplification and simply opting to alter task font and image size (Polat et al., 2024). This indicates a pedagogical shortcoming that emphasizes "instructional" modification (changes to the teaching approach) to the detriment of "curricular" modification (changes to the curriculum content) (Strogilos et al., 2021).



In addition, the concern that differentiated instruction requires excessive time (Strogilos et al., 2021) is also a constraint on the application of advanced curriculum development. Collaboratively interactive activities, along with the use of materials that require manipulation, are considered effective strategies, but they demand specialized training and resource allocation that are often absent in the local context (Calumpang, 2025; Pocaan, 2022). Most of the studies concur that for effective adjustment of the structure of the content to take place, there is a need to move away from the "monopolizing decisions" approach and toward a collaborative approach that incorporates a broad range of disciplines and interests of the community, of which school staff is a part (Calumpang, 2025; Pocaan, 2022).

Instructional Support for Learners with Special Educational Needs

Instructional support encompasses a range of services designed to help LSEs reach their academic and social potential, including assistive materials and collaborative teaching. The last few years of literature have validated that the effectiveness of such provision is intertwined with the quality and innovation in teaching, as well as teachers' disposition (Calumpang, 2025; West & Pirtle, 2014). In this regard, the literature suggests that non-SPED teachers report significant dissatisfaction due to a lack of specialized training. In contrast, those with strong administrative support perceive the application of inclusive teaching strategies as a source of professional satisfaction (Fajardo et al., 2025).

Yet, support is perceived in contradictory ways. Research has demonstrated that peer learning and, especially, focused one-on-one instruction can be effective (Calumpang, 2025). In some cases, these focus interventions have been of short duration and, in sustained interventions, have been completely unsustainable due to what is termed the "deficits of support" within the overall framework of support in education (Gonzaga et al., 2024). Barriers such as limited time and the lack of parent involvement reinforce the need for systemic improvements in how instructional assistance is delivered and evaluated.

Parental Involvement and Assessment of Teaching Practices

Greater acknowledgement currently prevails as to the role that parents play as co-educators in inclusive education scenarios. Studies show that parental involvement leads to improved learner progress and better implementation of instructional practices (Hyassat et al., 2024; Narot & Kiettikunwong, 2024). In contrast to the eras in which parents were simply described as 'service seekers' and 'rights defenders' (Beauregard, 2011), current descriptions illustrate parents as co-educators (Hyassat et al., 2024).

Despite this, a significant research gap exists: while parents generally have positive attitudes toward classroom management, they often express concerns about a teacher's ability to effectively support students with complex special needs (Narot & Kiettikunwong, 2024). In terms of special education, parents have less favorable or sometimes unfavorable views towards the expertise of the teacher and the effectiveness of the resource room, which are in part attributed to the nature of impairment/disability of the child and the parents' satisfaction with the degree of inclusion. The majority of published literature has neglected to solicit parents' evaluative feedback, focusing instead on educators' and head administrators' self-reports (Gonzaga et al., 2024; Ramirez, 2023).

Synthesis and Research Gap

The studies summarized reveal the need for instructional support and/or content changes to ensure pedagogy is genuinely inclusive. The emphasis in the literature has been on the readiness of general education teachers (Gonzaga et al., 2024) or on the skills of school heads (Fabunan & Cabal, 2025). However, the literature is almost nonexistent regarding the parental dimension in the formal assessment of instructional practices. Furthermore, from a stakeholders' perspective, the relationship between perceived instructional support and/or curriculum changes is absent.

This study extends prior work by shifting the focus from internal school assessments to the external, yet intimate, evaluative lens of the parents. By examining the interrelationships between teaching adjustment and instructional assistance as reflected in parental evaluations, this research addresses a critical oversight in the literature and provides data-driven implications for curriculum development, policy refinement, and educational leadership.

Theoretical Framework

The perspective of this study is guided by the propositions of Lev Vygotsky's Sociocultural Learning Theory. This is primarily based on the presumption that all higher order thinking is a social, mediated, and culturally based occurrence that exists in the environment of the learner (Vistar et al., 2024). One of the most notable thoughts in this order is the "Zone of Proximal Development" (ZPD), which is the space of a learner's thinking and or problem solving of a particular context to their developed potential, and or competency that can be reached with the support of more

capable peers and or society (Gilmanov et al., 2024; Vistar et al., 2024). In the special education context, a teacher is the most central "More Knowledgeable Others," and in the instructional framework, the teacher is the Scaffolding.

The connection of Vygotsky's theory to the study variables is quite clear. Content adjustment is the measured pedagogical effort of the teacher as he or she attempts to align the complexity of the curriculum with the learner's ZPD. Instructional support represents the scaffolding (Gonzaga et al., 2024; Strogilos et al., 2021). She uses the theory to create the constructs for designing her survey instrument. This ensures she is measuring the curriculum and social mediation processes accurately. Lastly, the theory provides the framework for assessing the data, and as the research places priority to parent assessments, it appreciates the importance of the 'social situation of development' that asks researchers to consider the environment (outside the classroom) as well as the mediation of parents, thus the reason they are not excluded as the mediating process (Hyassat et al., 2024).

Conceptual Framework

The study's conceptual framework depicts the relationships between independent and dependent variables. The independent variable is the evaluation of SPED teachers' practices for modifying content for learners with special educational needs (SEN), while the dependent variable is the evaluation of practices for providing instructional aid for learners with SEN. The framework is based on the assumption that teachers' modifications of instructional content affect both the quantity and quality of instructional aid provided to learners. Also, evaluations of instructional practices were analyzed from the perspective of the parent-respondents, while the age, sex, and family role of the parent-respondents were used as classification variables to examine differences in their assessment levels. This conceptual framework assisted the study in capturing the direct relationship between the two core instructional practices and the differences in assessment practices among the parent-respondents. Thus, the framework assisted the study in establishing the basis for collecting, analyzing, and interpreting the data.

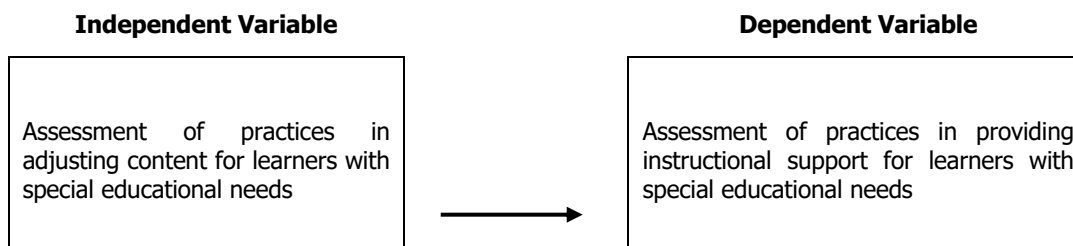


Figure 1. Research Paradigm

Statement of the Problem

Inclusive education requires teachers to implement effective instructional strategies that address the diverse needs of learners with special educational needs (LSEs). Among these strategies, content adjustment and instructional support are essential in promoting equitable learning opportunities. However, despite policy support for inclusive education, challenges persist in consistently and integrally implementing these practices in classroom settings.

While previous studies have primarily examined teachers' and administrators' perspectives, little attention has been given to evaluating instructional practices from parents' perspectives, who play a crucial role in supporting learners' educational experiences. Furthermore, the relationship between content adjustment and instructional support, as well as the influence of parent demographic characteristics on these assessments, remains insufficiently explored.

Given these gaps, it is necessary to examine how parents assess SPED teachers' practices for adjusting content and providing instructional support, and to determine whether these practices are interrelated and consistently perceived across different respondent profiles. This study seeks to address these concerns and contribute to the improvement of inclusive teaching practices and home-school collaboration.

General Objective

To determine the assessment of parent-respondents on SPED teachers' practices in adjusting content and providing instructional support for learners with special educational needs.

Specific Objectives

The study aims to:

1. Determine the profile of the parent-respondents in terms of age, sex, and role in the family.
2. Determine the level of assessment of parent-respondents on SPED teachers' practices in adjusting content for learners with special educational needs.
3. Determine the level of assessment of parent-respondents on SPED teachers' practices in providing instructional support for learners with special educational needs.
4. Examine whether a significant relationship exists between content adjustment and instructional support as assessed by the parent-respondents.
5. Examine whether a significant difference exists in the assessment of parent-respondents on SPED teachers' practices when grouped according to their profile variables.

Research Questions

The study sought to answer the following questions:

1. What is the profile of the parent-respondents in terms of age, sex, and role in the family?
2. What is the level of assessment of parent-respondents on SPED teachers' practices in adjusting content for learners with special educational needs?
3. What is the level of assessment of parent-respondents on SPED teachers' practices in providing instructional support for learners with special educational needs?
4. Is there a significant relationship between content adjustment and instructional support as assessed by the parent-respondents?
5. Is there a significant difference in the assessment of parent-respondents on SPED teachers' practices when grouped according to their profile variables?

Hypotheses

H₀₁: There is no significant relationship between content adjustment and instructional support as assessed by the parent-respondents.

H₀₂: There is no significant difference in the assessment of parent-respondents on SPED teachers' practices when grouped according to their profile variables.

METHODOLOGY

Research Design

This study employed a quantitative descriptive-correlational design to examine the relationships among variables related to inclusive education practices. The descriptive component was used to systematically present the current conditions and perceptions of the respondents, while the correlational component aimed to determine the degree of association between key variables without manipulating them (Mohajan, 2020; Zimbico & Manuel, 2021). This design is particularly appropriate for studies seeking to describe existing phenomena and explore relationships within a natural setting (Miksza et al., 2023).

It allows for the collection of quantifiable data that can be analyzed using statistical techniques such as measures of central tendency, analysis of variance, and Pearson Product-Moment Correlation (r), thereby providing an empirical basis for interpreting patterns and relationships among the variables under investigation (Alsolami & Vaughan, 2023; Yang et al., 2025). The use of a descriptive-correlational design enables the researcher to generate statistically grounded findings based on observed data (Singh & Kaswa, 2024).

However, the study does not aim to establish causal relationships nor to produce findings that are broadly generalizable to larger populations. Instead, the results are intended to provide context-specific insights into the relationships among variables within the study's particular institutional setting (Olteanu et al., 2019). Furthermore, this design supports the examination of differences in perspectives among stakeholder groups and the identification of potential associations between instructional practices and related outcomes (Gonzaga et al., 2024).

The findings are therefore best understood as indicative of patterns within the selected sample, which may inform practice and serve as a basis for future research in similar educational contexts. Overall, the quantitative descriptive-correlational design provides a systematic and objective approach to analyzing data while aligning with the study's scope, sampling method, and contextual limitations (Gonzaga et al., 2024).



Population and Sampling

The study involved thirty (30) parents of Learners with Special Educational Needs (LSEN) enrolled in a public special education center in the Division of Cavite, Philippines. The respondents were chosen because they have been physically and consistently involved in observing their children’s learning, enabling them to provide an accurate appraisal of educators’ practices.

The research employed a purposive sampling technique. The selection of respondents was based on the specific attributes and personal experiences of respondents aligned with the study’s aims (Gonzaga et al., 2024). This technique is especially valuable in educational research because its aim is to reach a target group of stakeholders rather than achieve widespread impact (Gonzaga et al., 2024).

Considering the study’s descriptive-correlational design and its focus on a single institutional setting, the sample size of thirty (30) respondents was deemed appropriate for generating preliminary and context-bound findings (Ramirez, 2023). The study does not intend to produce findings that are statistically generalizable to all parents of LSEN in the Philippines. Instead, the results are intended to provide an initial understanding of the relationship between instructional modifications and instructional support practices within the specific educational context under investigation.

Furthermore, the findings should be interpreted within the limitations of the study’s purposive sampling approach and localized setting. While the results may offer useful insights for similar educational environments, they are not intended to represent all special education centers or all parents of LSEN across broader populations.

Research Instrument

The study employed a researcher-made survey questionnaire that captured parents’ opinions on the practices of Special Education teachers. The survey questionnaire consisted of two parts. The first part included the respondents’ demographic profile (age, sex, and family relationships), while the second part consisted of the study’s two variables (content adjustment and instructional support).

The survey questionnaire was designed based on the parameters of Individualized Education Programs and Vygotsky’s sociocultural scaffolding. To maintain the structural integrity of the instrument, each variable was designed. Accordingly, in Section A, 11 questions on content adjustment were included; in Section B, 7 questions on instructional support were included.

A team of Special Education experts and educational researchers validated the instrument’s content. They examined the questions to assess correctness, relevance, and alignment with the study’s purpose. After the instrument was validated, Cronbach’s alpha was used to assess its reliability. If an instrument has a reliability score of .70 or higher, it suggests that the instrument contains items that measure the same construct (Carvalho et al., 2022; Dapudong, 2014).

The assessment employed a 4-point Likert scale to measure the frequency or degree to which certain practices are observed. The following are the different ranges of means and their corresponding descriptive interpretations that were utilized to quantify the data (Cadag, 2024; Gonzaga et al., 2024):

Table 1
Range of Means and Corresponding Descriptive Interpretations

Scale	Range of Means	Descriptive Rating	Verbal Interpretation
4	3.25 – 4.00	Always true	The practice is consistently observed and highly effective.
3	2.50 – 3.24	Often true	The practice is frequently observed and effective.
2	1.75 – 2.49	True	The practice is occasionally observed with limited effectiveness.
1	1.00 – 1.74	Not true	The practice is rarely or never observed.

This structured scaling ensures that parents’ qualitative perceptions are transformed into objective, universally estimable results (Gonzaga et al., 2024).



Data Collection Procedure

The data collection process was conducted systematically within the Division of Cavite over a period of two weeks during the First Semester of the Academic Year 2025-2026. The procedure followed a structured four-phase sequence to ensure data integrity and respondent safety:

1. **Administrative Clearance:** Prior to the commencement of the study, a formal request for permission was submitted to and approved by the School Division Office and the school administration of the participating public Special Education center.
2. **Respondent Orientation:** After securing administrative clearance, the researcher identified eligible parents through purposive sampling. A group orientation was conducted to explain the study's objectives, the voluntary nature of participation, and the instructions for completing the researcher-developed instrument.
3. **Distribution and Administration:** The questionnaires were personally handed out to the 30 parent respondents to allow for immediate clarification of any items. To ensure a comfortable response environment, parents were given sufficient time to complete the survey at their convenience.
4. **Collection and Verification:** All questionnaires were collected personally. Each instrument was immediately checked for completeness and systematically organized to ensure that each response was processed uniformly, minimizing the risk of data loss (Gonzaga et al., 2024).

Treatment of Data

To address the research questions of the study, the gathered quantitative data were subjected to the following statistical treatments:

1. **Frequency Distribution and Percentage:** These were used to summarize the demographic profile of the parent-respondents, including age, sex, and familial role (Gonzaga et al., 2024).
2. **Weighted Mean:** This was used to determine the level of parental evaluation of SPED teachers' practices in content adjustment and instructional support. The results were interpreted using the established 4-point Likert scale range.
3. **Pearson Product-Moment Correlation Coefficient (r):** This inferential tool was utilized to determine the strength and direction of the relationship between content adjustment and instructional support. This specifically addresses the research question regarding the interrelationship of core instructional practices (Schober et al., 2018).
4. **Independent Samples t-test and One-Way Analysis of Variance:** These tests were used to determine whether significant differences exist in evaluations when parents are grouped by profile. The t-test was used for variables with two categories (e.g., sex), while ANOVA was applied for those with three or more categories (e.g., age or role) (Gonzaga et al., 2024; Schober et al., 2018).

All statistical tests were conducted at the 5% (0.05) level of significance to determine the validity of the hypothesized relationships and differences.

Ethical Considerations

The study was conducted in an ethically acceptable manner, strictly adhering to the protocols for human participant research. Prior to data collection, the school management was formally notified, and informed consent was obtained from every participant. This consent explicitly detailed the study's purpose, the voluntary nature of participation, and the respondents' absolute right to withdraw at any stage without penalty.

The confidentiality and anonymity of the participants were rigorously maintained. No personal identifiers were recorded on the instruments, and all participants were assigned alphanumeric codes during data processing to protect their identities. Furthermore, all gathered data are stored in a password-protected digital folder and a locked physical cabinet, accessible only to the researcher. In compliance with data privacy standards, all records will be permanently deleted and shredded after 5 years (Ramirez, 2023). Participants were not subjected to any harm, discomfort, or risk throughout the research.

RESULTS and DISCUSSION

This section presents the study's results and provides a comprehensive discussion of the research questions. The findings are interpreted in light of established learning theories and related empirical literature to clarify the observed results.

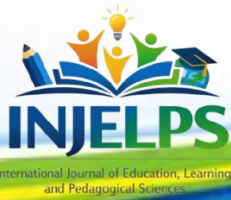
Table 2
Profile of the Parent-Respondents (N = 30)

Variable	Category	N	%
Age	25–29	—	—
	30–34	11	36.67
	35–39	11	36.67
	40–44	4	13.33
	45–49	4	13.33
	50 and above	0	0.00
Total		30	100.00
Sex	Male	6	20.00
	Female	24	80.00
Total		30	100.00
Role in the Family	Parent	19	63.33
	Grandparent	7	23.33
	Guardian	4	13.33
Total		30	100.00

Table 2 presents the demographic profile of the 30 parent respondents within the Division of Cavite. The data reveal a predominantly female respondent base, primarily mothers, who serve as the main monitors of the Individualized Education Programs of their children. The academic significance of this finding lies in its contribution to educational research regarding the "gendered nature of caregiving." This data underscores that in the Philippine inclusive education context, mothers are the primary navigators of Special Education services (Hyassat et al., 2024). For educational leadership, this implies that school-home collaboration models must be more than just generic meetings; they must be strategically designed to support the specific socio-economic and emotional needs of these primary caregivers (Gonzaga et al., 2024). Policy-making should focus on providing flexible engagement platforms that allow these mothers to participate in the evaluative process without compromising their other domestic or professional responsibilities (Casinto, 2022).

Table 3
Assessment of SPED Teachers' Practices as Perceived by Parent-Respondents

Domain	Indicator	M	SD	Interpretation
Adjusting Content	Chunking and simplifying	3.27	0.45	Always true
	Use of visuals and manipulatives	3.17	0.38	Often true
	Pre-teaching and review	3.27	0.45	Always true
	Alternative formats	3.33	0.48	Always true



	Assistive technology	3.23	0.43	Often true
	Individualized (IEP-based) adjustments	3.30	0.47	Always true
	Universal Design for Learning	3.33	0.48	Always true
	Scaffolding strategies	3.23	0.43	Often true
	Differentiated tasks	3.13	0.35	Often true
	Differentiated instruction	3.23	0.43	Often true
	Multisensory learning	3.23	0.43	Often true
	Subscale Mean (Adjusting Content)	3.25	0.43	Always true
Instructional Support	Systematic instruction	3.23	0.43	Often true
	Organization of learning environment	3.23	0.43	Often true
	Positive classroom culture	3.37	0.49	Always true
	Learner motivation	3.30	0.47	Always true
	Building relationships	3.37	0.49	Always true
	Addressing changing needs	3.33	0.48	Always true
	Communication with parents	3.47	0.51	Always true
	Subscale Mean (Instructional Support)	3.33	0.47	Always true
Overall	Overall Mean	3.28	0.45	Always true

Table 3 details the evaluation of practices in content adjustment and instructional support. While mean scores indicate general satisfaction with teachers' efforts, a critical gap exists between the "relational" support provided and the actual curriculum modification. This finding offers a vital contribution to the field of pedagogical innovation. It reveals a trend in which teachers prioritize "instructional" modifications (changing how they teach) over "curricular" modifications (changing what is taught), often resorting to simple task reduction (Polat et al., 2024; Strogilos et al., 2021). This has direct implications for curriculum development: there is an urgent need for the Department of Education to develop more robust, ability-based curriculum frameworks that move beyond superficial differentiation (Strogilos et al., 2021). For teacher education programs, this highlights the need to train educators in substantive differentiation strategies that truly address the Zone of Proximal Development of every learner (Gilmanov et al., 2024; Vistar et al., 2024).

Table 4
Correlation Between Adjusting Content and Instructional Support

Variables	M	SD	r	p	Decision	Interpretation
Adjusting Content	3.25	0.43	0.043	0.257	Fail to reject Ho	Very weak, not significant
Instructional Support	3.33	0.47				

Table 4 shows the correlation analysis between the two core variables. The results indicate no significant relationship between content adjustment and instructional support. This unexpected finding is a major contribution of the study, as it challenges the theoretical assumption that material adaptation and scaffolding are naturally linked in the classroom. This suggests a "fragmentation of inclusive pedagogy" in local practice, likely caused by structural barriers such as excessive teacher workloads and the lack of integrated training (Espeño et al., 2024; Pocaan, 2022). This has profound implications for educational leadership and policy; it suggests that current performance evaluation tools, such as the Individual Performance Commitment and Review Form, may be assessing these as isolated tasks rather than as an integrated teaching process (Cadag, 2024). To address this, school leaders must foster a more holistic instructional climate in which content modification is viewed as the foundation of support rather than a separate administrative burden (Fabunan & Cabal, 2025; Opiyo, 2019).

Table 5
Differences in Assessments of SPED Teachers' Practices by Respondents' Profile Variables

Domain	Profile Variable	Test Statistic	p	Decision	Interpretation
Adjusting Content	Age	3.429	0.330	Fail to reject Ho	Not significant
	Sex	0.712	0.399	Fail to reject Ho	Not significant
	Role in the family	2.552	0.279	Fail to reject Ho	Not significant
Instructional Support	Age	0.603	0.896	Fail to reject Ho	Not significant
	Sex	1.136	0.286	Fail to reject Ho	Not significant
	Role in the family	0.837	0.658	Fail to reject Ho	Not significant

Table 5 presents variations in assessment by respondents' demographic profiles. The analysis shows no significant differences in how parents from different age groups or roles perceive teaching practices. This finding suggests that the respondents, regardless of age group or parental role, generally shared similar perceptions regarding the instructional practices implemented for Learners with Special Educational Needs (LSEN).

The absence of significant differences indicates a relatively consistent evaluation of teachers' practices across respondent groups, suggesting that the instructional approaches observed by parents were similarly viewed despite variations in demographic characteristics. This consistency may reflect the standardized implementation of instructional support and inclusive teaching practices within the educational setting.

Moreover, the findings suggest that parents share common expectations and observations regarding the quality of instruction provided to LSEN students, which may indicate effective communication and alignment between the school and the families it serves. Similar findings in inclusive education research emphasize that shared educational experiences and continuous parent-school interaction can contribute to more uniform perceptions among stakeholders (Narot & Kiettikunwong, 2024).

From an educational leadership perspective, the lack of significant differences suggests that school policies and instructional practices may have been implemented in a manner perceived as equitable by parents. This highlights the importance of maintaining inclusive, transparent, and collaborative educational practices that foster consistent stakeholder trust and satisfaction (Hyassat et al., 2024).

Therefore, the findings provide context-specific evidence that the instructional practices observed in the institution were generally perceived positively and consistently across respondent groups, although such findings should be interpreted within the limitations of the study's sample and setting.

Conclusions

Based on the analysis and interpretation of the data, the following conclusions were drawn.

1. SPED teachers effectively implement inclusive instructional practices in both content adjustment and instructional support, contributing to positive learning environments for learners with special educational needs.
2. Instructional support practices, particularly those related to motivation, communication, and classroom climate, are more prominently observed, highlighting the importance of relational teaching in inclusive settings.
3. The lack of a significant relationship between content adjustment and instructional support suggests that these practices are not fully integrated, indicating a need for more cohesive instructional approaches.
4. The consistency of parent assessments across demographic variables reflects equitable instructional practices and uniform learning experiences among learners.
5. The study contributes to educational research by providing evidence on the importance of integrating instructional strategies and strengthening parent-teacher collaboration in inclusive education.

Recommendations

Based on the conclusions of the study, the following recommendations are offered.

1. Teacher professional development programs may be enhanced to focus on the integrated application of content adjustment and instructional support, including differentiated instruction, scaffolding, and assistive technology.
2. School administrators may provide resources and institutional support, including access to assistive technologies and instructional materials, to strengthen inclusive teaching practices.
3. Teacher education institutions may integrate inclusive education strategies more deeply into pre-service and in-service training, emphasizing the simultaneous application of adaptive instructional practices.
4. Educational policymakers may consider developing policies that support sustained funding for inclusive education programs and promote structured parent-teacher collaboration mechanisms.
5. Future researchers may expand the scope of the study by including larger and more diverse samples and incorporating qualitative approaches to gain deeper insights into instructional practices and stakeholder perspectives.

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