

Pedagogical practices of receiving teachers in promoting inclusion

Jona Lie J. Areola, MAEd
University of Northern Philippines
Corresponding Author e-mail: jona.areola@deped.gov.ph

Received: 02 May 2026

Revised: 02 May 2026; 14 June 2026; 15 June 2026;
16 June 2026; 20 June 2026;

Accepted: 20 June 2026

Available Online: 21 June 2026

Volume 1 (2026), Issue 2, P-ISSN – 3116-3769; E-ISSN - 3116-3777

<https://doi.org/10.63498/injelps84>

Abstract

Aim: This study determined the pedagogical practices of receiving teachers in promoting inclusion and examined their relationship with demographic profiles in the Schools Division of Vigan City during School Year 2025–2026. The study sought to generate evidence that may inform professional development initiatives and strengthen inclusive teaching practices in elementary schools.

Methodology: The study employed a mixed-method descriptive-correlational research design involving the total enumeration of 62 Key Stage 1 receiving teachers. Quantitative data were gathered through a validated questionnaire and analyzed using descriptive statistics and Pearson's correlation, while qualitative responses were examined through thematic analysis.

Results: Findings revealed that receiving teachers demonstrated an overall high level of pedagogical practices in promoting inclusion ($M = 4.11$). Teaching strategies obtained the highest rating, whereas the use of instructional materials received the lowest rating among the six pedagogical domains. Most demographic variables showed no significant relationship with overall pedagogical practices. However, attendance in inclusive education trainings was positively associated with differentiated instruction, while years of experience as a receiving teacher showed negative associations with lesson planning, instructional material updating, and parent engagement. Thematic analysis identified key challenges, including difficulties in designing differentiated lessons, limited instructional resources and specialized training, classroom management concerns, and emotional and physical exhaustion. Despite these challenges, teachers demonstrated resilience and adaptive instructional practices.

Conclusion: Receiving teachers generally exhibit effective inclusive pedagogical practices; however, gaps in professional development, instructional resources, and institutional support remain. Strengthening teacher training programs, resource provision, and school-based support systems may enhance inclusive teaching effectiveness and improve learning opportunities for learners with disabilities in mainstream classrooms.

Keywords: *inclusive education, inclusive pedagogy, receiving teachers, learners with disabilities, pedagogical practices, teacher resilience*

INTRODUCTION

Inclusive education has become a cornerstone of modern educational policy, driven by the global recognition that education is a fundamental human right. The UNESCO Global Education Monitoring Report (2020) defines inclusive education as an approach that removes barriers to provide equitable, quality learning for every learner regardless of difference. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and Sustainable Development Goal 4 mandate inclusive education worldwide, shifting the foundation from a medical model of deficit toward a rights-based model that transforms systems to embrace diversity (UNESCO, 2020). Ainscow (2022) clarifies that true inclusion requires fundamentally restructuring education, not merely placing learners with disabilities in regular classrooms. Despite these global advances, recent literature confirms that teacher preparedness remains uneven, with inclusive pedagogical knowledge often underdeveloped in both pre-service and in-service training (Kakos, 2024).

The Philippines has operationalized these commitments through a robust legal framework, including RA 11650 (Inclusive Education Act of 2021), which mandates inclusive learning resource centers and teacher training (Official Gazette, 2021). Despite these policy advances, research reveals persistent implementation gaps. Moon (2023) found that Filipino teachers struggle with large class sizes, limited adaptive materials, insufficient training, and weak stakeholder partnerships. Mpu and Adu (2021) emphasize that inadequate teacher preparation remains a significant barrier in developing countries. A critical current challenge is that recent curriculum reforms such as the Revised K to 12 Curriculum have focused training almost exclusively on regular learners, leaving regular classroom teachers who accommodate learners with special needs (receiving teachers) with little specialized preparation.

The trends observed nationally are reflected sharply in Region I, specifically Vigan City. Recent research on the Philippine inclusive education system indicates that while the enrollment of learners with disabilities in public schools has increased steadily, the availability of properly trained special education teachers and adequate instructional materials has not kept pace (Dayso et al., 2025). Within the division of Vigan City, enrollment of learners with special educational needs rose by 25.26% (from 392 to 491 learners), with elementary enrollment increasing from 185 to 253 learners. This growing mismatch places a heavy burden on receiving teachers, who have explicitly reported that recent training for the Revised K to 12 Curriculum ignored learners with special needs, leaving them under-equipped to facilitate genuine inclusion.

The role of teacher self-efficacy and pedagogical practices in inclusive education is well-established: self-efficacy in handling classroom challenges is a key influential factor across educational contexts (Menon et al., 2024). Bessarab et al. (2024) affirm that pedagogical practices are the decisive factor translating policy into classroom realities. However, a clear research gap exists while previous studies have documented macro-level barriers and general teacher attitudes, no recent study has systematically examined the specific pedagogical practices of receiving teachers across multiple instructional dimensions in a Philippine classroom setting rapidly implementing RA 11650. The present study improves upon prior research by: (1) focusing exclusively on receiving teachers (not special education specialists), (2) operationalizing practices across six concrete domains, and (3) situating inquiry within a high-need locale where policy implementation has outpaced teacher support.

A critical yet underexplored dimension of inclusive pedagogy is curriculum adaptation and design for LWDs. Unlike mere accommodation, curriculum adaptation requires receiving teachers to intentionally modify learning goals, instructional methods, task complexity, and assessment formats to align with each learner's individualized education plan while preserving grade-level content integrity. Complementary to this, Universal Design for Learning (UDL) offers a proactive framework for curriculum design, embedding multiple means of representation, engagement, and expression from the outset to minimize barriers for all learners. However, recent Philippine studies (Beltran et al., 2025) indicate that receiving teachers receive minimal training on translating these principles into daily practice, leaving them to rely on intuition rather than evidence-based adaptation strategies. Without systematic curriculum flexibility, inclusive classrooms risk becoming spaces of physical presence without meaningful participation, undermining the transformative intent of RA 11650.

Given this critical role, this study examines the pedagogical practices of receiving teachers in Vigan City across six domains: instructional planning, teaching strategies, classroom management, use of instructional materials, assessment and feedback, and parent engagement. The findings are intended to benefit multiple stakeholders: teachers gain insights for self-reflection and growth; DepEd and school administrators receive evidence for formulating targeted training programs; and teacher education institutions identify competency gaps to strengthen pre-service preparation. Ultimately, by enhancing understanding of receiving teachers' practices and challenges, this study aims to improve support systems for teachers and advance educational outcomes for all learners, contributing to the vision of truly inclusive education in the Philippines.

Review of Related Literature and Studies

Conceptual Foundations of Pedagogical Practices in Inclusive Education

Pedagogical practices refer to the strategies, methods, and approaches teachers use to facilitate learning. In inclusive education, these practices are critical as teachers must address diverse learning needs within a single classroom. Florian (2015) argues that inclusive pedagogy moves beyond accommodating differences to proactively designing instruction that anticipates and values diversity.

The Universal Design for Learning (UDL) framework (CAST, 2018) provides the foundational structure for this study, proposing three core principles: multiple means of engagement, representation, and action/expression. Kaur and Bhatia (2024) found that UDL benefits all learners, not only those with disabilities, while Catama (2025) affirmed UDL's potential as an equity-driven framework for inclusive education.

Teacher self-efficacy (Bandura) is equally critical. Shah (2023) found that teachers with high self-efficacy employ proactive management and differentiation, whereas those lacking confidence may avoid inclusive practices or experience burnout. Together, these frameworks affirm that pedagogical practices are inseparable from teachers' beliefs about their own capabilities.

Domains of Pedagogical Practices for Receiving Teachers

Receiving teachers who are regular classroom teachers who accommodate LWDs without specialized training must demonstrate competence across multiple pedagogical domains. Research has consistently identified six key domains.

First, instructional planning requires anticipating variability before instruction begins rather than reacting to difficulties as they emerge (Karngebea & Kennedy, 2022). Second, teaching strategies center on differentiated instruction (flexible grouping, tiered assignments, choice boards), though implementation is often inconsistent across subjects and throughout the instructional day (Abellana et al., 2025). Third, classroom management in inclusive settings is proactive rather than reactive, focusing on clear routines, positive behavior supports, and environmental modifications (Mitchell & Sutherland, 2020).

Fourth, instructional materials remain a persistent challenge: most teachers lack access to modified texts, assistive technologies, and visual supports, often resorting to creating their own materials (Largo et al., 2025). Fifth, assessment and feedback require flexibility, with performance-based assessments, portfolio systems, and formative feedback loops recommended over traditional tests (Meylani, 2024). Sixth, parent and stakeholder engagement depends on regular communication, shared goal-setting, and mutual problem-solving (Koskela & Sinkkonen, 2025). Together, these six domains constitute the framework for examining receiving teachers' inclusive practices.

Teacher Profile Factors and Pedagogical Practices

Considerable research has investigated whether demographic and professional characteristics predict the quality of inclusive pedagogical practices, though findings are mixed and context-dependent. Regarding age and experience, Dawadi and Wolfenden (2022) found that younger, less experienced teachers often demonstrate more positive attitudes toward using instructional materials, while more experienced teachers may rely on established routines. However, Dixon (2023) reported that experience alone does not guarantee effective practice; the quality of professional learning matters more than years served.

Meanwhile, educational attainment shows inconsistent relationships. Carlos and Joson (2026) suggest that teachers with master's degrees demonstrate significantly higher knowledge and more positive attitudes toward contemporary instructional strategies, implying that advanced education may enhance pedagogical competence beyond basic technique acquisition. This suggests that professional development at this level can be a powerful tool for pedagogical change, aligning with national research priorities on teacher quality and professional development as identified by the Teacher Education Council under the NTERA 2026-2030 (Teacher Education Council, 2026)

Furthermore, training attendance is the most consistently supported predictor. Chelouche-Dwek and Fonagy (2026) reported that seminar attendance strongly affected strategies that were demonstrated with concrete examples and practiced during training, while theoretically discussed strategies showed no change. Delima et al. (2025) found that a combination of pre-service and in-service training significantly predicted self-efficacy in inclusive practices, with both together being more effective than either alone.

Synthesis and Research Gap

The literature reviewed demonstrates that inclusive pedagogical practices are complex, multidimensional, and influenced by a combination of teacher knowledge, beliefs, training, and systemic support. While international frameworks and Philippine policies mandate inclusive education, significant implementation gaps persist. However, a significant research gap exists in literature. Few studies have systematically examined the pedagogical practices of receiving teachers specifically in the Philippine Key Stage 1 context where foundational literacy and numeracy skills are developed. Furthermore, the relationship between receiving teacher profiles and their pedagogical practices remains underexplored, particularly in the context of recent policy changes under RA 11650. The present study addresses these gaps by investigating the pedagogical practices of Key Stage 1 receiving teachers in the Schools Division of Vigan City, examining the relationship between demographic profiles and practices, and identifying the specific challenges teachers encounter in promoting inclusion.

Theoretical Framework

This study was anchored on Self-efficacy Theory, Social Constructivism Theory, and Universal Design of Learning Theory, which collectively provides an exhaustive exploration of the theoretical frameworks and perspectives that inform the study.

Self-Efficacy Theory by Albert Bandura (1977), defines as beliefs in one's capabilities to organize and execute actions required to produce given attainments. This theory explains why receiving teachers with high self-efficacy persist and adapt in inclusive classrooms, while those who doubt their capabilities may experience burnout and avoid inclusive practices. Thus, self-efficacy theory provides a lens for examining how teachers' beliefs relate to their pedagogical practices across six domains of inclusive education

Social Constructivism Theory by Lev Vygotsky (1978), states that learning and knowledge construction occur through social interaction and collaboration within a community of practice. Vygotsky's Zone of Proximal Development (ZPD) suggests that receiving teachers' pedagogical competence can be developed through scaffolded support from experienced colleagues, Special Education teachers (SPET), and professional learning communities. Florian (2015) confirms that inclusive pedagogy flourishes when teachers engage in collaborative inquiry, shared problem-solving, and reflective practice within supportive networks. This theory explains how social interaction and shared expertise enable receiving teachers to develop and sustain effective inclusive pedagogical practices.

Universal Design for Learning (UDL) framework by CAST, recognizes learner variability as the norm and shifts from accommodating individual learners to proactively designing flexible curricula that anticipate differences. Giger et al. (2025) found that receiving teachers who employ UDL principles demonstrate greater resilience in modifying curricula to meet diverse learner needs even without formal training. The UDL framework thus serves both as an explanatory and prescriptive guide for understanding and improving inclusive pedagogical practices across all six domains examined in this study.

Conceptual Framework

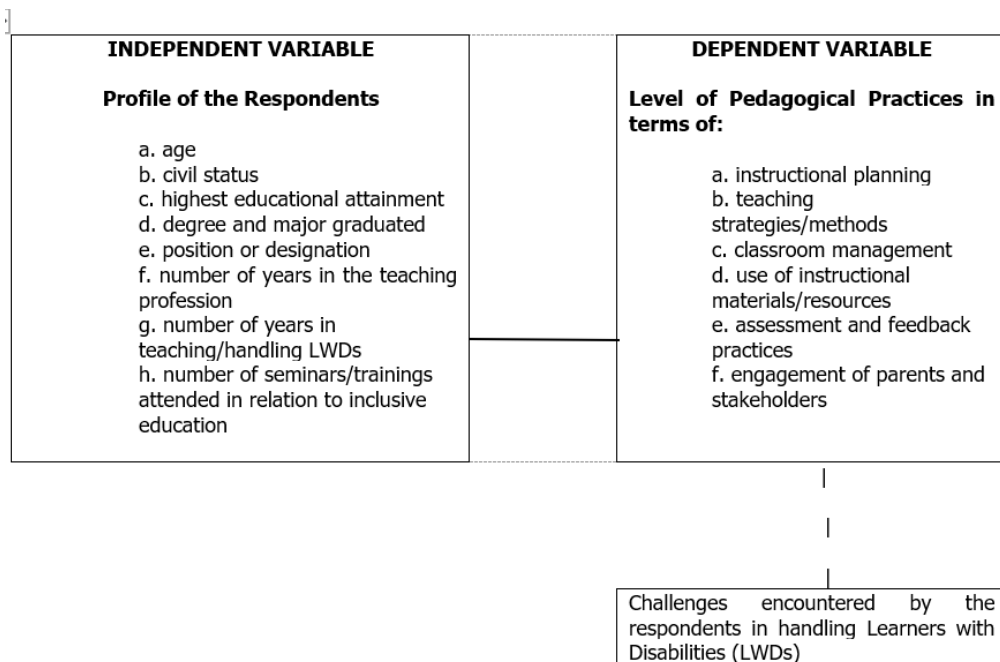


Figure 1. Research Paradigm

The conceptual paradigm of this study illustrates the hypothesized relationship between the profile of receiving teachers and their pedagogical practices in public elementary schools of Vigan City.

The independent variables consist of the respondents' personal and professional characteristics, namely age, civil status, highest educational attainment, degree and area of specialization, position or designation, number of years in

the teaching profession, number of years handling learners with disabilities (LWDs), and the number of seminars or trainings attended related to inclusive education. These variables were informed by Bandura's Social Cognitive Theory, which posits that personal factors (e.g., training, experience) shape self-efficacy and subsequently influence teaching behavior.

The dependent variable refers to the level of pedagogical practices across six core domains: instructional planning, teaching strategies, classroom management, use of instructional materials, assessment and feedback, and engagement of parents and stakeholders. These six domains were derived from Universal Design for Learning (UDL) and Differentiated Instruction, which operationalize inclusive teaching through multiple means of representation, engagement, and expression.

Positioned below the dependent variable are the challenges encountered by receiving teachers, which recognizes that classroom practices are constrained or enabled by broader systems (school, district, community, policy). The horizontal line signifies the hypothesized significant relationship between teacher profiles and pedagogical practices. In interpreting results, a positive correlation would support Bandura (experience/training enhances practice), while low scores across all profiles on specific domains (e.g., assessment) would indicate UDL implementation gaps requiring systemic solutions. Challenges were mapped to ecological levels to distinguish individual from structural barriers. Ultimately, through this study, the researcher envisions that receiving teachers in the Vigan City Schools Division will gain greater awareness of their current practices and be inspired to improve their pedagogical approaches, thereby fostering more effective inclusion in their schools.

Statement of the Problem

Pedagogical practices of receiving teachers play a vital role in promoting inclusive education for learners with disabilities because these practices influence how instruction is planned, delivered, assessed, and adapted to meet diverse learner needs. Effective inclusive pedagogy enables learners with disabilities to participate meaningfully in classroom activities, achieve learning outcomes, and experience equitable educational opportunities. However, many receiving teachers continue to encounter difficulties in implementing inclusive practices consistently, particularly in differentiated instruction, classroom management, instructional material adaptation, assessment, and stakeholder engagement.

In the Philippine basic education system, inclusive education has been strengthened through Republic Act No. 11650 or the Inclusive Education Act of 2021. Despite the existence of policy frameworks and implementation guidelines, challenges remain in translating these policies into effective classroom practices. Many receiving teachers continue to experience limited access to specialized training, instructional resources, and professional support necessary for addressing the diverse needs of learners with disabilities. These conditions may affect the quality of inclusive instruction and learner participation.

Teacher characteristics such as age, educational attainment, teaching experience, and participation in professional development activities have been identified as factors that may influence pedagogical practices. However, limited empirical evidence exists regarding how these characteristics relate to inclusive pedagogical practices among receiving teachers in Philippine elementary schools. Furthermore, few studies have examined these relationships across multiple domains of inclusive teaching while simultaneously exploring the challenges teachers encounter in implementing inclusion.

Given these concerns, it is necessary to investigate the pedagogical practices of receiving teachers in the Schools Division of Vigan City, determine whether demographic characteristics are associated with these practices, and identify the challenges encountered in promoting inclusion. Findings of the study may contribute to teacher professional development, curriculum implementation, educational leadership, resource planning, and the enhancement of inclusive educational practices in elementary schools.

General Objective

To determine the pedagogical practices of receiving teachers in promoting inclusion and their relationship with demographic profiles in the Schools Division of Vigan City during School Year 2025–2026.

Specific Objectives

The study aims to:

1. Describe the profile of receiving teachers in the Schools Division of Vigan City in terms of age, civil status, highest educational attainment, degree and area of specialization, position or designation, number of years

in the teaching profession, number of years as a receiving teacher, and number of seminars or trainings attended related to inclusive education.

2. Determine the level of pedagogical practices of receiving teachers in promoting inclusion across the domains of instructional planning, teaching strategies and methods, classroom management, use of instructional materials and resources, assessment and feedback practices, and engagement of parents and stakeholders.
3. Determine whether a significant relationship exists between the profile of receiving teachers and their level of pedagogical practices across the six domains.
4. Identify the challenges encountered by receiving teachers in handling learners with disabilities (LWDs).

Research Questions

1. What is the profile of receiving teachers in the Schools Division of Vigan City in terms of age, civil status, highest educational attainment, degree and area of specialization, position or designation, number of years in the teaching profession, number of years as a receiving teacher, and number of seminars or trainings attended related to inclusive education?
2. What is the level of pedagogical practices of receiving teachers in promoting inclusion across the domains of instructional planning, teaching strategies and methods, classroom management, use of instructional materials and resources, assessment and feedback practices, and engagement of parents and stakeholders?
3. Is there a significant relationship between the profile of receiving teachers and their level of pedagogical practices across the six domains?
4. What challenges are encountered by receiving teachers in handling learners with disabilities (LWDs)?

Hypothesis

H₀₁: There is no significant relationship between the demographic profile of receiving teachers and their level of pedagogical practices in promoting inclusion.

METHODOLOGY

Research Design

The study employed a mixed-method descriptive-correlational research design to investigate the relationship between teacher profiles and the level of pedagogical practices of receiving teachers in promoting inclusive education in the Schools Division of Vigan City. This design integrates both quantitative and qualitative approaches within a single methodological framework to provide a comprehensive understanding of the phenomenon under investigation.

Quantitatively, the study examined teachers' pedagogical practices across six domains, namely: instructional planning, teaching strategies, classroom management, use of instructional materials, assessment and feedback, and parent engagement. Data were gathered using a Likert-scale questionnaire to measure the level of pedagogical practices and to determine the relationships between selected teacher profile variables (age, educational attainment, years of teaching experience, and training attendance) and their pedagogical practices.

Qualitatively, open-ended questions were included in the same instrument to capture teachers' experiences and the challenges they encounter in implementing inclusive education. These qualitative responses were analyzed to identify recurring themes that provide deeper context to the quantitative findings.

The use of a mixed-method descriptive-correlational design is appropriate for this study as it allows for the examination of relationships among variables without manipulation, while also incorporating qualitative insights to enrich and contextualize the statistical results. The integration of both data types enhances triangulation and strengthens the validity of the findings by providing a more holistic understanding of inclusive pedagogical practices in actual classroom settings.

Population of the Study

Since the population was relatively small (N = 62), total enumeration was employed to ensure complete representation and eliminate sampling error. There was a total of 62 key stage 1 receiving teachers of learners with disabilities (LWDs) in public elementary schools within the Division of Vigan City for the School Year 2025–2026. These teachers were selected as respondents because they are the regular classroom teachers directly responsible for accommodating learners with disabilities in inclusive classrooms, making them the most qualified informants on the pedagogical practices, challenges, and support needs in implementing inclusive education at the foundational level of basic education.

Table 1.
Distribution and Summary of the Population of Receiving Teachers in Elementary Schools in Vigan City

Elementary Schools in Vigan City	Number of Receiving Teachers
Vigan Central School	16
Tamag Elementary School	3
Salindeg-Pung-ol-Barraca Elementary School	2
Bulala Paratong Elementary School	3
Mindoro Elementary School	2
Governor Evaristo Singson Elementary School	1
Burgos Memorial School East	3
Camangaan Elementary School	4
Nagsangalan Elementary School	6
Cabaroan-Cabalangegan Elementary School	4
Raois Elementary School	3
Burgos Memorial School West	5
Capangpangan Elementary School	4
Ayusan-Paoa Elementary School	2
Jose Singson Elementary School	2
San Julian Elementary School	2
TOTAL	62

Research Instruments

This study used two primary instruments: a structured questionnaire for the quantitative phase and open-ended questions for the qualitative phase. The researcher-constructed questionnaire served as the main data-gathering tool. To ensure validity and contextual relevance, the instrument was contextualized to align with the framework of DepEd Order No. 044, s. 2021 (Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities), with items adapted from Gonzaga et al. (2024), which was originally designed to assess general education teachers' preparedness for inclusive education implementation.

The questionnaire consisted of 88 items distributed across six pedagogical domains using a five-point Likert scale.

Content Validation

The instrument underwent content validation by five experts, consisting of:

- One Education Program Supervisor (EPS) for Special Needs Education (SNED) from the Schools Division Office (SDO) Ilocos Sur
- One Education Program Supervisor (EPS) for Special Needs Education (SNED) from the Schools Division Office (SDO) Candon City
- One Education Program Supervisor (EPS) for Special Needs Education (SNED) from the Schools Division Office (SDO) Vigan City
- Two Master Teachers who are receiving teachers in the Ilocos Sur Division.

Each validator possessed at least a master's degree and extensive experience in inclusive education. A 5-point Likert-type scale was used for validation, where 5 indicated *very highly valid* and 1 indicated *poorly valid*. The instrument obtained a mean validity rating of 4.96, interpreted as Very Highly Valid, indicating excellent content adequacy and relevance.

Reliability Testing

Reliability testing was conducted through a pilot administration involving 30 receiving teachers from a neighboring schools division who were not part of the actual study sample. Using Cronbach's alpha, the instrument yielded an overall reliability coefficient of 0.97, with domain-specific coefficients ranging from 0.89 to 0.94, which indicated excellent internal consistency and suitability for research use.

Data Collection

Following approval from the University of Northern Philippines College of Teacher Education Graduate Studies Research Committee, the Schools Division Superintendent of Vigan City, and the respective school principals, data collection was conducted from March to April 2026. Data were collected using a validated and pilot-tested researcher-constructed questionnaire consisting of Likert-scale items and open-ended questions during the fourth quarter of School Year 2025–2026 in public elementary schools within the Schools Division of Vigan City. The researcher personally distributed and retrieved the questionnaire from the 62 Key Stage 1 receiving teachers over one week, with appointments scheduled at convenient times to avoid class disruption. Completed questionnaires were checked for completeness and consistency; quantitative data were coded and analyzed using descriptive statistics (means, frequencies, Pearson's correlation), while qualitative data from open-ended responses underwent thematic analysis to identify recurring patterns and themes related to challenges encountered in handling learners with disabilities.

Data Analysis

Descriptive statistics were used to address the research objectives. Frequency (F) and Percentage (%) were used to characterize the demographic profile of respondent teachers. Mean (M) was used to analyze Likert-scale data on pedagogical practices, ranking challenges by perceived intensity. Pearson's correlation (r) was calculated to measure the strength and direction of linear relationships between teacher profiles and their pedagogical practices.

Thematic analysis was employed to analyze qualitative data from open-ended responses. This involved identifying, coding, and categorizing recurring patterns or themes from participants' responses, allowing the researcher to extract meaningful insights and triangulate findings with quantitative data for a comprehensive understanding of inclusive pedagogical practices.

The following scale was used to interpret the quantitative findings:

Table 2.

Likert Scale Interpretation

Range	Descriptive Rating	Overall Descriptive Rating
4.21 - 5.00	Strongly Agree (SA)	Very High (H)
3.41 - 4.20	Agree (A)	High (H)
2.61 - 3.40	Neutral (N)	Average (A)
1.81 - 2.60	Disagree (D)	Low (L)
1.00 - 1.80	Strongly Disagree (SD)	Very Low (VL)

Ethical Considerations

Ethical standards were strictly observed throughout the conduct of the study. Approval to conduct the research was obtained from the University of Northern Philippines College of Teacher Education UNP-CTE Graduate Studies Research Committee and the Schools Division Superintendent of Vigan City.

Since the participants were receiving teachers, written informed consent was secured from each respondent prior to data collection. Participation was voluntary, and respondents were informed of their right to withdraw at any time without penalty. Confidentiality of respondents' identities and data was maintained using code numbers, and all information collected was used solely for academic and research purposes. No conflict of interest existed, as the researcher had no financial or personal gain from the study.

All collected data were stored in a password-protected computer accessible only to the researcher. Raw data files, including completed questionnaires and coded responses, were saved with encrypted file names containing no identifiable participant information. Access to the data was restricted solely to the researcher and his research adviser; no third party was granted access. All printed documents, including signed consent forms, were kept in a locked filing cabinet within the researcher's office. All data, both electronic and physical, will be securely discarded one year after completion of the study by permanent deletion from the computer and shredding of paper documents.

RESULTS and DISCUSSION

This section presents and discusses the results of the study based on the research questions. Findings are interpreted in relation to learning theory and relevant empirical studies to explain observed outcomes.

Profile of the Key Stage 1 Respondents of the Division of Vigan City

Most respondents are middle-aged (38–50 years), married, and hold a Bachelor in Elementary Education (BEED) degree with Master's units. The majority have 1–10 years of teaching experience and 1–10 years specifically as receiving teachers. Alarming, 45% attended only 1–2 seminars on inclusive education, and nearly 10% attended none. The lack of training is not merely a knowledge gap but a source of moral distress, wherein teachers want to help learners but do not know how, leading to trial-and-error practices and burnout. This aligns with Beltran et al. (2025), who found that Filipino teachers face large class sizes and uneven professional support.

The finding that most respondents hold BEED degrees yet remain underprepared for inclusive classrooms signals a critical gap in pre-service teacher education. Teacher education institutions (TEIs) must integrate mandatory courses on inclusive pedagogy, Universal Design for Learning (UDL), and behavior management for learners with disabilities (LWDs) into the core curriculum rather than offering them as electives. Field study and practice teaching hours should require direct exposure to inclusive settings under the mentorship of experienced receiving teachers or special education specialists.

Meanwhile, the concentration of experienced but under-trained teachers in inclusive classrooms represents an underutilized workforce asset. Rather than replacing these teachers, DepEd and school divisions should leverage their classroom experience by upskilling them through structured, sustained professional development pathways. A career ladder for receiving teachers, of which with competencies, certifications, and corresponding salary upgrade could incentivize specialization in inclusive education and reduce turnover among trained personnel.

Moreover, the finding that 55% of teachers attended three or fewer inclusive education seminars, with nearly one in ten attending none, indicates that one-off workshops are insufficient and inequitably distributed. Professional learning must shift from episodic seminars to continuous, job-embedded models such as learning action cells (LACs) focused on inclusive practices, coaching by special education coordinators, and online micro-courses tailored to specific disability categories. Schools should establish professional learning communities (PLCs) where receiving teachers collaboratively problem-solve real-time challenges, share adapted materials, and co-develop assessment strategies for LWDs.

The Level of the Pedagogical Practices of the Respondents

Table 3.

Summary of the Level of the Pedagogical Practices of the Respondents along with the Six Key Domains

Domains of Pedagogical Practices	M	DR
A. Instructional Planning	4.03	High
B. Teaching Strategies	4.26	Very High
C. Classroom Management	4.06	High
D. Use of Instructional Materials	3.96	High
E. Assessment and Feedback	4.22	Very High
F. Engagement of Parents and Stakeholders	4.13	High
Overall mean	4.11	High

The overall mean rating of pedagogical practices was 4.11 ("High"), indicating that respondents demonstrate consistently strong practices across all six domains, developed through experience, peer collaboration, and personal dedication despite systemic challenges.

The domain "Teaching Strategies or Methods" scored highest (4.26, "Very High"), reflecting teachers' ability to employ varied instructional approaches, differentiate assessments, and use formative feedback. Conversely, "Use of Instructional Materials" scored lowest (3.96, "High"), indicating room for growth.

For teachers, this finding encourages continued peer collaboration and prioritization of low-cost material adaptation strategies. School leaders should provide structured time for teachers to co-create adaptive materials and allocate school funds for essential resources. Curriculum developers are urged to integrate practical guidance on using locally available materials into DepEd curriculum guides. Policymakers must establish specific budget lines for adaptive

materials and assistive devices in inclusive classrooms. Teacher education institutions need to strengthen pre-service training on material improvisation and resource development for diverse learners.

The Relationship between the Profile of Receiving Teachers and the Level of Pedagogical Practices

Table 4.

Correlation Coefficient between the Profile of Receiving Teachers and the Level of Pedagogical Practices

Independent Variable	Overall Pedagogical Practices
Age	0.000
Civil Status	0.057
Highest Educational Attainment	-0.145
Degree	a
Area of Specialization	-0.015
Teaching Position	0.084
Number of Years in Teaching Profession	0.047
Number of Years as a Receiving Teacher	-0.107
Number of Seminars or Trainings Attended in Inclusive Education	-0.166

**-Significant at 0.05*

a-constant variable

The table shows that none of the demographic variables (age, educational attainment, years of experience, or seminars attended) demonstrated a significant relationship with overall pedagogical practices, as all coefficients were very close to zero. This finding suggests that effective inclusive teaching practices are shaped by factors beyond personal demographics, such as personal commitment, teaching philosophy, school support systems, and the quality of professional development—not by who teachers are demographically.

For teachers, this means recognizing that their effectiveness is not limited by age, years of experience, or degree; instead, they should focus on cultivating a growth mindset and reflective practice. School leaders should avoid assuming that only experienced or specially trained teachers can succeed and instead cultivate a supportive school culture that empowers all receiving teachers equally. Curriculum developers are advised to design professional learning materials that address teacher beliefs and attitudes toward disability, not just technical skills. Policymakers should shift from quantity-based training targets such as number of seminars attended to quality-based indicators like demonstrated classroom competency and learner outcomes. Teacher education institutions must emphasize the development of inclusive teaching philosophy and adaptive expertise in pre-service programs, moving beyond mere content knowledge or coursework completion.

This aligns with Briones et al. (2025) who found that demographic profiles do not significantly correlate with teaching effectiveness. Notably, the negative correlation with number of seminars attended, though not significant, hints that training quality and relevance may matter more than quantity, pointing to the need for more impactful professional development programs.

The Challenges Encountered by the Respondents in Handling LWDs

The thematic analysis revealed four major challenges faced by receiving teachers in handling learners with disabilities, alongside one dominant coping mechanism that sustains their practice.

Theme 1: Diverse Learning Needs

Teachers consistently expressed difficulty designing lessons that simultaneously engage learners with different abilities, paces, and backgrounds, from learners with significant disabilities to struggling readers to advanced learners. Respondent R4 identifies the core tension: learners possess different abilities, yet teachers are expected to design a single lesson suitable for everyone. Respondent R43 specifies learner variability (learning difficulties, disabilities, slow readers, fast learners) and names unavailable resources (extra time, differentiated activities, additional materials). Two negative outcomes emerge: teachers experience moral distress, feeling they fail some learners regardless of lesson design, and instruction degrades into a one-size-fits-all approach that undermines inclusion. Giger et al. (2025) corroborate that receiving teachers implement inclusive practices independently with no systematic guidelines, revealing that this difficulty is a systemic rather than individual deficit.

Theme 2: Resource and Systemic Limitations

This theme encompasses insufficient teaching materials and limited specialized training. Teachers lack adapted texts, visual aids, assistive tools, and modified worksheets. Multiple respondents (R31, R40, R41, R39, R51, R59) reported a widespread lack of specialized training in inclusive education. Respondent R8 explicitly uses the word "burdens," indicating emotional weight from professional unpreparedness. These barriers are interconnected: without training, teachers do not know what materials they need; without materials, trained teachers cannot implement what they learned. Giger et al. (2025) confirmed insufficient resources and inequitable distribution as critical barriers.

Theme 3: Limited Knowledge on Classroom Management

Unlike traditional classroom management focused on order, inclusive classroom management requires addressing behavioral and social needs of learners with and without disabilities simultaneously. Respondent RT29 calls this "my biggest challenge," indicating that behavioral issues consume disproportionate teacher time and energy. Respondent R1 introduces physical vulnerability: "especially that I am pregnant," revealing occupational safety concerns. Respondent RT9 provides the most concerning insight: "My regular kids are being affected," showing that the entire classroom ecosystem suffers. Kilcrease (2024) found that loss of instruction time is a primary barrier, and documented that managing unexpected behaviors contributes directly to teacher burnout, confirming this is a systemic gap in preparation and support.

Theme 4: Emotional and Physical Imbalance

Teachers experience emotional exhaustion from caring for vulnerable learners and physical depletion from sustained effort in high-demand classrooms. Respondent R47 explicitly names "stress and burnout" at a clinical level. Respondent R41 uses "balance" to describe an impossible juggling act, acknowledging that the work is heavy in both volume and emotional weight. Park and Shin (2020) found that inclusive classroom teachers experience significantly higher stress than those in regular classrooms. Magtala and Eduyala (2024) said that when the work-load increases, burnout will increase significantly and vice versa. Al-Mahdy and Al-Harhi (2023) confirmed that lack of support and materials are the strongest predictors of teacher burnout, shifting responsibility to systemic failures.

Despite these significant challenges, the data revealed that teachers do not simply succumb to these pressures. Instead, one dominant coping mechanism emerged:

Theme 5: Teachers' Resiliency and Adaptive Strategies

This captures how teachers develop creative strategies to serve learners effectively despite overwhelming challenges. Teachers demonstrate professional agency, emotional strength, and innovative practices developed through trial and error, peer collaboration, and personal dedication rather than formal training.

Four interconnected resilience strategies emerged. First, affective strategies (patience, empathy, love) were foundational, mentioned by 42 of 62 respondents (67.7%). Second, instructional adaptation strategies were the most frequent (48/62, 77.4%), including differentiated instruction, one-on-one tutorials, and visual aids. Third, collaborative strategies with co-teachers and parents were cited by half of respondents (31/62, 50.0%), with RT25 noting "small progress is still meaningful." Fourth, classroom management strategies (clear routines, trigger identification, calmness) emerged from 26 respondents (41.9%).

However, teacher resilience is not a solution to systemic problems. These strategies are developed despite the system, not because of it. The high prevalence of adaptive strategies (77.4%) indicates teachers are compensating for gaps in training, materials, and support. Agbisit (2025) found that patience and optimism contribute to teacher resilience, while Giger et al. (2025) found teachers implicitly use Universal Design for Learning principles without formal training.

Conclusions

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

1. The Key Stage 1 receiving teachers of Vigan City are characterized as qualified generalists occupying a specialist role without specialist preparation. While they demonstrate professional maturity, occupational stability, and a foundational competency in general elementary education, they exhibit marked deficits in formal training, sustained professional development, and specialized experience essential for effective inclusive education implementation.

2. The findings demonstrate that receiving teachers possess a strong foundation in inclusive pedagogy. This contributes to improved teaching and learning opportunities for learners with disabilities and highlights the importance of continuous professional development in sustaining effective inclusive instructional practices.
3. While no overall significant relationship exists between teacher profiles and pedagogical practices, isolated correlations emerged: seminars/trainings attended positively correlated with differentiated instruction ($*r^* = 0.384$), whereas higher educational attainment and longer years as a receiving teacher showed negative correlations with several inclusive practices across domains. Inclusive pedagogical competence is not a function of demographic profile but is differentially shaped by training, educational attainment, role experience, specialization, and interpersonal context.
4. Teachers face four major challenges: lesson design difficulties, resource and training limitations, inadequate classroom management knowledge, and emotional-physical exhaustion. Despite these, they employ resilience and adaptive strategies such as patience, collaboration, instructional adjustments as coping mechanisms to sustain inclusive education.

Recommendations

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

1. SDO Vigan City may design sustained training on inclusive education, prioritizing teachers with only 1–3 years of experience as receiving teachers.
2. SDO Vigan City may conduct a resource and needs audit, then expand ILRCs to help teachers reach "Very High" inclusive practice.
3. Reorient teachers with advanced degrees via peer learning, while expanding access to quality seminars that showed positive effects ($*r^* = 0.384$).
4. Explicitly teach parent communication and stakeholder engagement skills instead of leaving them to informal development.
5. Schools and educational authorities may provide adequate teaching materials, assistive tools, and structured planning time to support inclusive instruction.
6. Schools may establish support systems such as teacher aides, behavior coaches, and collaborative mentoring structures to assist receiving teachers.
7. Educational institutions may implement mental health support initiatives, stress management programs, and additional staffing support to promote teacher well-being.
8. Teacher education institutions may strengthen the integration of inclusive education and classroom management courses through supervised field experiences and practice-based learning opportunities.
9. Conduct intervention studies testing professional development, co-teaching models, or resource provisioning to reduce burnout.

REFERENCES

- Abellana, A. P., Añora, H. C., Capuno, R. G., Espina, R. C., Tenerife-Cañete, J. L., Calasang, V. O., Pinili, L. C., & Apas, C. G. (2025). Readiness of graduate school students on the implementation of differentiated instruction in inclusive classrooms. *International Journal of Research and Innovation in Applied Science*, 10(10), Article 101000002. <https://doi.org/10.51584/IJRIAS.2025.101000002>
- Agbisit, A. C. (2025). Lived experiences of general education teachers handling learners with difficulty in basic learning and applying knowledge. *Asian Journal of Education and Social Studies*, 51(6), 1403–1414. <https://doi.org/10.9734/ajess/2025/v51i62084>
- Ainscow, M. (2022). Promoting inclusion and equity in education: Lessons from international experiences. *International Journal of Inclusive Education*, 26(4), 321–336. <https://doi.org/10.1080/20020317.2020.1729587>
- Al-Mahdy, Y. F., & Al-Harhi, A. S. (2023). Teacher burnout in inclusive classrooms: The role of leadership support and resource availability. *Teaching and Teacher Education*, 122, 103–115. <https://doi.org/10.1016/j.tate.2022.103987>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215. <https://doi.org/10.1037/0033-295X.84.2.191>
- Beltran, K. A., Agripa, S. A., Bustarga, A. J. O., Cruz, K. B. D., Marmol, S. L., & Morallo, S. J. A. (2025). Practices and challenges in implementing inclusive education in Philippine elementary schools. *Journal of Education Research*, 6(1), 8–22. <https://doi.org/10.37985/jer.v6i1.2251>

- Bessarab, A., Antonenko, I., Turubarova, A., Smoliak, V., & Morenko, O. (2024). Inclusive education: Strategies and methods of implementation in the context of modern pedagogy. *Cadernos de Educação Tecnologia e Sociedade*, 16(2e2), 165–177. <https://doi.org/10.14571/brajets.v16.nse2.165-177>
- Briones, J. A., Clemente, L., Mendoza, A. M., Loreche, D. J., Manuel, R., Olandez, M. J., Segovia, J., Merto, P., Bañaga, D. M., Helardino, H., & Torres, E. (2025). Contextualizing instructional strategies of high school teachers based on teachers' perceptions, practices, and challenges. *Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields*, 1(10), 170–186. <https://doi.org/10.5281/zenodo.17567862>
- Carlos, N. R., & Joson, C. (2026). Knowledge and attitudes of basic education teachers toward differentiated instruction: An avenue for an enhanced training program. *Psychology and Education: A Multidisciplinary Journal*, 57(5), 609–633. <https://doi.org/10.70838/pemj.570508>
- CAST. (2018). *Universal Design for Learning guidelines* (Version 2.2). <https://udlguidelines.cast.org>
- Catama, B. V. (2025). Universal Design for Learning in action: Exploring strategies, outcomes, and challenges in inclusive education. *International Journal of Rehabilitation and Special Education (IJRSE)*, 5(2), 6–12. <https://doi.org/10.48165/ijrse.2025.5.2.3>
- Chelouche-Dwek, G., & Fonagy, P. (2026). Parent learning groups in alternative provision: A mixed-methods study of psychoeducation, mentalization, and peer support for parents of children with neurodevelopmental and conduct difficulties. *Children*, 13(3), Article 431. <https://doi.org/10.3390/children13030431>
- Dawadi, S., & Wolfenden, F. (2022). *Capacity building of school leaders on equity and inclusion in developing countries*. TPD@Scale. <https://oro.open.ac.uk/85474/>
- Dayso, A. L., Dulionan, M. O., Labot, V. S., Lassin, R. D., Mangsi, L. W., & Nucaza, J. M. (2025). Challenges and practices of education teachers on inclusive education. *Cognizance Journal of Multidisciplinary Studies*, 5(1), 147–156. <https://doi.org/10.47760/cognizance.2025.v05i01.012>
- Delima, F. Z., DelaCerna, K. C., DelMonte, D., Budadong, R., & Huliganga, H. J. (2025). Influence of preservice training and in-service development activities on the self-efficacy of special education teachers. *Psychology and Education: A Multidisciplinary Journal*, 46(1), 89–102. <https://doi.org/10.70838/pemj.460108>
- DepEd Order No. 044, s. 2021. Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities, https://depedph.com/deped-order-44/#google_vignette
- Dixon, E. M. (2023). *The role of elementary teacher experience on classroom management self-efficacy: A causal comparative study* [Doctoral dissertation, Liberty University]. Liberty University Digital Commons. <https://digitalcommons.liberty.edu/doctoral/4541>
- Florian, L. (2015). *Conceptualizing inclusive pedagogy: The inclusive pedagogical approach in action*. Emerald Group Publishing. <https://doi.org/10.1108/S1479-363620150000007001>
- Giger, V., Corpuz, D., Llanto, M., & Villarente, S. (2025). Untrained but undeterred: Challenges and strategies of receiving teachers in inclusive education. *Proceedings of the International Conference on Special Education*, 6, 197–208. <https://publication.seameosen.edu.my/index.php/icse/article/view/436>
- Gonzaga, N. G., Plan, L. D., & Aguipto, M. M. (2024). Readiness and challenges of general education teachers on the implementation of inclusive education. *Russian Law Journal*, 12(1), Article 3534. <https://doi.org/10.52783/rj.v12i1.3534>
- Kakos, M. (2025). A third space for inclusion: Multilingual teaching assistants reporting on the use of their marginal position, translation and translanguaging to construct inclusive environments. *International Journal of Inclusive Education*, 29(2), 223–238. <https://doi.org/10.1080/13603116.2022.2073060>
- Karngbeae, L. D., & Kennedy, G. M. (2022). Instructional planning: Its importance and basic components. *International Journal of Social Science and Education Research Studies*, 2(12), 802–810. <https://doi.org/10.55677/ijssers/V02I12Y2022-13>
- Kaur, J., & Bhatia, R. (2024). Pedagogical practices: A promising approach to empower diverse learners in inclusive setup. *Shanlax International Journal of Education*, 12(S1-June), 96–103. <https://doi.org/10.34293/education.v12iS1-June.7222>
- Kilcrease, H. C. (2024). *K–2 teachers' perspectives on managing student behaviors in inclusive classrooms* [Doctoral dissertation, Walden University]. ScholarWorks. <https://scholarworks.waldenu.edu/dissertations/15438/>
- Koskela, T., & Sinkkonen, H. M. (2025). Parental involvement in supporting their children in inclusive education: Cooperation with school professionals in Finland. *Cogent Education*, 12(1), Article 2464272. <https://doi.org/10.1080/2331186X.2025.2464272>
- Largo, M., Pinili, L., Mangubat, R., Calasang, V., Cabigon, A., & Espina, R. (2025). Assessing the role of adaptive materials in inclusive classrooms at Colon Integrated School. *International Journal of Educational Studies*, 8(2), 48–53. <https://doi.org/10.53935/2641533x.v8i2.321>



- Magtalas, S., & Eduvala, J. (2024). Teacher's workload in relation to burnout and work performance. *International Journal of Multidisciplinary: Applied Business and Education Research*, 5(10), 4111–4123. <https://doi.org/10.11594/ijmaber.05.10.24>
- Menon, H. A., Shee, T. L., Zaini, L. S. B. A., Othman, W. N. B. W., Zainudin, Z. N., & Anuar, M. (2024). Factors of burnout among teachers: A systematic review. *International Journal of Academic Research in Business and Social Sciences*, 14(11), 1498–1512. <https://dx.doi.org/10.6007/IJARBS/v14-i11/23063>
- Meylani, R. (2024). A comparative analysis of traditional and modern approaches to assessment and evaluation in education. *Bati Anadolu Eğitim Bilimleri Dergisi*, 15(1), 520–555. <https://doi.org/10.51460/baebd.1386737>
- Mitchell, D., & Sutherland, D. (2020). *What really works in special and inclusive education: Using evidence-based teaching strategies* (3rd ed.). Routledge. <https://doi.org/10.4324/9780429401923>
- Moon, O. (2023). Teachers' readiness and teaching performance in inclusive education: Their relationship to the implementation of inclusive education program. *AIDE Interdisciplinary Research Journal*, 6(1), 65–110. <https://doi.org/10.56648/aide-irj.v6i1.94>
- Mpu, Y., & Adu, E. O. (2021). The challenges of inclusive education and its implementation in schools: The South African perspective. *Perspectives in Education*, 39(2), 225–238. <https://doi.org/10.18820/2519593X/pie.v39.i2.16>
- Official Gazette of the Philippines. (2021). *Republic Act No. 11650: Inclusive Education Act of 2021*. <https://www.officialgazette.gov.ph>
- Park, E. Y., & Shin, M. (2020). A meta-analysis of special education teachers' burnout. *SAGE Open*, 10(2), 1–18. <https://doi.org/10.1177/2158244020918297>
- Shah, D. (2023). Teachers' self-efficacy and classroom management practices: A theoretical study. *Journal of Education and Research*, 13(1), 8–26. <https://doi.org/10.51474/jer.v13i1.661>
- Teacher Education Council. (2026). *National Teacher Education Research Agenda (NTERA) 2026–2030*. <https://tec.gov.ph/ntera-2026-2030/>
- UNESCO. (2020). *Global education monitoring report 2020: Inclusion and education*. <https://unesdoc.unesco.org/ark:/48223/pf0000373718>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>