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Exploring the Enablers and Barriers in the Implementation of Inclusive Education for Learners with Special Needs: A Phenomenological Study in Public Elementary School

Manny G. Solanoy*
Faculty of the Graduate School of Education, University of Perpetual Help System DALTA, Las Piñas City, Philippines

Abstract—Inclusive education has become a fundamental strategy for ensuring equitable access to quality education for all learners. However, its successful implementation remains a challenge in many public elementary schools due to systemic, institutional, and resource-related constraints. This qualitative study explored the lived experiences of key stakeholders involved in implementing inclusive education in public elementary schools. Guided by a phenomenological research design, the study sought to examine the barriers encountered by stakeholders, identify the roles they play in implementing inclusive education, and develop a logic framework to strengthen inclusive education practices. Data were collected through in-depth semi-structured interviews with purposively selected ten (15) participants and analyzed using thematic analysis. The findings revealed that stakeholders encounter multiple and interconnected barriers, including inadequate professional training, limited instructional and assistive resources, large class sizes, excessive workload, insufficient infrastructure and accessibility, policy–practice gaps, and inconsistent leadership and administrative support. Five major themes emerged from the analysis: (1) systemic constraints significantly limit the implementation of inclusive education; (2) teachers face insufficient professional capacity and lack sustained support; (3) institutional and leadership support structures are weak or inconsistent; (4) inclusive education operates within a collaborative but under-resourced system; and (5) teachers demonstrate strong commitment and resilience despite structural challenges. The study further revealed that stakeholders play multiple, dynamic roles in promoting inclusive education. They serve as primary implementers of inclusive practices, advocates for educational equity and learner participation, adaptive practitioners in resource-constrained environments, collaborative partners with parents and other stakeholders, and reflective professionals committed to continuous professional development. Despite these efforts, their effectiveness is constrained by inadequate institutional support and limited educational resources. Based on the findings, a logic framework was developed to strengthen the implementation of inclusive education. The framework integrates essential inputs, strategic activities, measurable outputs, and desired outcomes, emphasizing teacher capacity building, provision of instructional resources, leadership enhancement, stakeholder collaboration, and continuous monitoring and evaluation. The proposed framework offers a practical guide for policymakers, school leaders, and educators to improve inclusive education practices and foster more responsive, equitable, and sustainable learning environments in public elementary schools.

***Index Terms*—inclusive education, leadership, logic framework, phenomenology, public elementary schools, stakeholder experiences, teacher capacity.**

1. Introduction

A. Introduction

Inclusive education has become a fundamental strategy for ensuring equitable access to quality education for all learners. However, its successful implementation remains a challenge in many public elementary schools due to systemic, institutional, and resource-related constraints. This qualitative study explored the lived experiences of key stakeholders involved in implementing inclusive education in public elementary schools. Guided by a phenomenological research design, the study sought to examine the barriers encountered by stakeholders, identify the roles they play in implementing inclusive education, and develop a logic framework to strengthen inclusive education practices. Data were collected through in-depth semi-structured interviews with purposively selected ten (15) participants and analyzed using thematic analysis. The findings revealed that stakeholders encounter multiple and interconnected barriers, including inadequate professional training, limited instructional and assistive resources, large class sizes, excessive workload, insufficient infrastructure and accessibility, policy–practice gaps, and inconsistent leadership and administrative support. Five major themes emerged from the analysis: (1) systemic constraints significantly limit the implementation of inclusive education; (2) teachers face insufficient professional capacity and lack sustained support; (3) institutional and leadership support structures are weak or inconsistent; (4) inclusive education operates within a collaborative but under-resourced system; and (5) teachers demonstrate strong commitment and resilience despite structural challenges. The study further revealed that stakeholders play multiple, dynamic roles in promoting

*Corresponding author: manny.solanoy@deped.gov.ph

inclusive education. They serve as primary implementers of inclusive practices, advocates for educational equity and learner participation, adaptive practitioners in resource-constrained environments, collaborative partners with parents and other stakeholders, and reflective professionals committed to continuous professional development. Despite these efforts, their effectiveness is constrained by inadequate institutional support and limited educational resources. Based on the findings, a logic framework was developed to strengthen the implementation of inclusive education. The framework integrates essential inputs, strategic activities, measurable outputs, and desired outcomes, emphasizing teacher capacity building, provision of instructional resources, leadership enhancement, stakeholder collaboration, and continuous monitoring and evaluation. The proposed framework offers a practical guide for policymakers, school leaders, and educators to improve inclusive education practices and foster more responsive, equitable, and sustainable learning environments in public elementary schools.

B. Conceptual Framework

The conceptual paradigm of this study was presented in Figure 1.

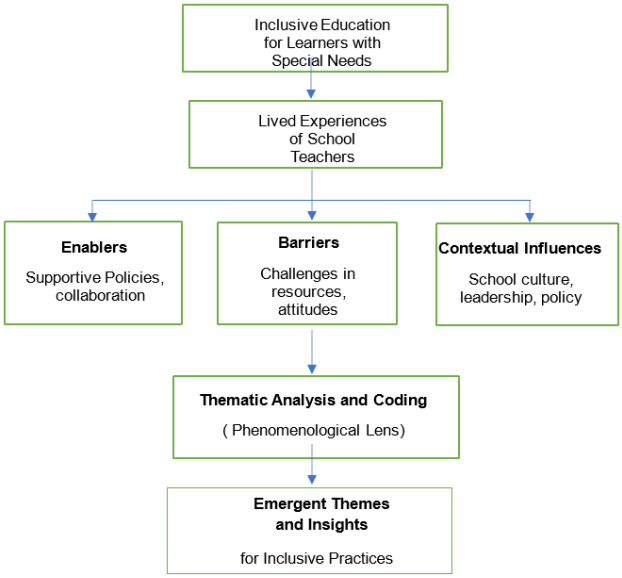


Fig. 1. Conceptual paradigm

The diagram illustrates a phenomenological framework that explores inclusive education for learners with special needs by tracing how lived experiences of teachers reveal the enablers, barriers, and contextual influences shaping inclusive practices. These experiences are shaped by enabling factors (policy and collaboration), barriers (resource and attitude challenges), and contextual influences (school culture, leadership, and policy environment).

The layered insights were then analyzed and coded through a phenomenological lens to elicit emerging themes that reflect the realities of inclusive education in public elementary schools.

Finally, the framework contributes to the development of actionable, context-sensitive strategies to enhance inclusive practices and to inform educational policy and intervention design.

C. Statement of the Problem

The study sought to determine the lived experiences of teachers in public elementary schools on the challenges in inclusive education of learners with special needs. Through a phenomenological approach, the research will answer:

1. What are the barriers encountered by the participants in implementing inclusive education?
2. Based on the testimonies, what themes emerged that highlight the enabling factors of inclusive education?
3. What theme emerged based on the narratives of the participants in their roles in the promotion of inclusive education?
4. What framework can be proposed to improve inclusive education practices in public elementary schools?

D. Significance of the Study

The aim of this study was to better understand the challenges encountered in implementing inclusive education in public elementary schools for learners with special needs. It took a phenomenological approach, centering on the voices and experiences of teachers, school leaders, and families. These are the stakeholders who live the daily life of inclusive education. They say something that provides context . Official reports or policy evaluations may be missing.

For the Policy Maker. The results of the study will be used to influence policy changes at the local and national levels for policymakers. By identifying the gap between policy and practice, especially in training, resources, and support systems, the Department of Education and lawmakers will be able to strengthen inclusive education frameworks, budget allocations, and implementation monitoring across regions.

For the Department of Education. The study is very relevant to the Department of Education because it offers valuable insights into the lived experiences of educators in implementing inclusive education for learners with disabilities. The study will help DepEd's ongoing efforts to improve inclusive policies, teacher training, and resource allocation by identifying thematic patterns of barriers in public elementary schools. The findings will inform evidence-based decision-making, particularly on how to improve the responsiveness of school systems to the needs of diverse learners. Moreover, the proposed intervention framework, grounded in teachers' experiences, will serve as a practical guide for enhancing inclusive practices at the school level, thereby supporting DepEd's overarching goal of providing equitable, quality education for all Filipino learners.

For the School Principals. The study is highly relevant to school leaders, as it provides an in-depth understanding of the lived experiences of educators and parents in implementing inclusive education for learners with disabilities. The research will uncover thematic patterns of barriers, providing school heads with practical insights into how leadership practices, school culture, and resource Management directly impact inclusive outcomes. The findings will allow school leaders to make informed decisions, promote collaborative environments,

and advocate for systemic changes that support inclusive practices.

For the Teachers. The study will provide educators with a clear picture of the challenges and successful strategies teachers use in inclusive environments. It will demonstrate the need for continued professional development, cooperation, and efficient resources to meet teachers' educational needs.

For the Family. This study will also recognize the significant role of families in developing inclusive educational experiences for parents of learners with special needs. The study will focus on parents' views and highlight the significance of home-school partnerships. It will also raise Awareness of the challenges families will face, such as social stigma, limited access to services, and communication difficulties with schools.

For the Students. Ultimately, the learners with special needs will be the main beneficiaries of this study. The research will identify barriers to inclusion and factors supporting it, and will argue for the development of educational environments where all students can participate, learn, and succeed to their full potential, regardless of ability. The findings are intended to inform practices that respect the dignity, rights, and potential of children with disabilities, so that they are not only included but also valued.

For future Researchers. This study will contribute to the existing, limited but growing, local literature on inclusive education in the Philippines. It will provide an evidence-based narrative of inclusion that future researchers can use. These insights will be the basis for comparative studies or local intervention models, adapted to the needs of different school communities.

E. Scope and Delimitation of the Study

This study was conducted to determine the implementation of inclusive education in some selected public elementary schools in the Roxas District, Schools Division of Oriental Mindoro. Specifically, it examined the lived experiences of teachers who were directly involved in teaching learners with disabilities or special educational needs in schools that implemented inclusive education or Special Education (SPED)-integrated programs. The study aimed to obtain an in-depth understanding of how teachers experienced, interpreted, and navigated the implementation of inclusive education in the post-pandemic educational context, using a qualitative phenomenological research design.

The study was conducted in seven (7) selected public elementary schools with existing inclusive education or SPED-integrated programs. The data were generated from individual, in-depth, semi-structured interviews that provided opportunities for participants to offer rich descriptions of their experiences, challenges, coping strategies, and insights concerning inclusive education. The investigation focused solely on teachers as the primary coparticipants and excluded learners, parents, school heads, and other educational stakeholders. In addition, the study did not use quantitative methods, statistical analyses, or standardized measurement instruments, as its primary aim was to explore the essence and meanings of the participants' lived experiences.

The findings of the study were context-bound and were limited to the experiences of the fifteen (15) teacher co-participants from the selected public elementary schools in the Roxas District. Thus, the findings were not intended to be statistically generalized to all public elementary schools in Oriental Mindoro or other educational institutions. Instead, they were expected to generate rich, contextualized insights that could provide greater insight into the implementation of inclusive education and serve as a valuable reference for educators, school leaders, policymakers, and future researchers working in similar educational contexts.

Some limitations were encountered during the study. These included limited participant availability due to teaching commitments, logistical challenges accessing geographically distant schools, and time constraints for the researcher during data generation and analysis. Moreover, the results were based on participants' self-reports of their experiences and perceptions, which were subject to their own interpretation of the phenomenon under study. Despite these limitations, the researcher applied established qualitative research procedures, including purposive sampling, member checking, reflexive thematic analysis, and ethical safeguards to enhance the credibility, trustworthiness, and authenticity of the findings. The general aim of the study was to give voice to teachers implementing inclusive education and to provide evidence-based recommendations for enhancing inclusive educational practices in public elementary schools.

F. Definition of Terms

To provide guidance for clearer and consistent interpretation, the concepts and variables under study were defined operationally as follows:

Barriers – The barriers and constraints experienced by stakeholders during the implementation of inclusive education, such as resource unavailability, adverse attitudes, and lack of training, as they emerged from their lived experiences.

Contextual influences- environmental and systemic influences within the school context, such as leadership style, school culture, and policy implementation, that influence the practice and perception of inclusive education.

Inclusive Education – The inclusion of learners with disabilities in the mainstream public elementary classrooms with equal access to learn and participate in this study.

Lived Experiences - This part of the study presents the lived experiences and insights of teachers, school heads, and parents regarding inclusive education, collected through interviews and analyzed using a phenomenological approach.

Phenomenological Lens- A qualitative lens to interpret and analyze stakeholder experiences with emphasis on thematic patterns and meaningmaking, not statistical measurement.

Stakeholders- Refers to the teachers, school heads, and parents who are directly involved in the planning, implementation, or support of inclusive education practice.

Thematic Analysis – a qualitative data coding and interpretation approach seeking to detect trends, themes, and insights emerging from stakeholder narratives.

2. Review of Related Literature and Studies

This section presents a review of the literature and studies on the lived experiences and practices of special education teachers. The following information is collected from various sources, including journals and published and unpublished theses and dissertations, to help the researcher explore barriers to implementing Inclusive Education for Learners with Special Needs.

A. Inclusive Education: Global and National Responsibilities

The global educational reform agenda is centered on inclusive education. It is based on the principles of equity, access, and the right of all children to quality education. Inclusive education is not simply about placing students in a regular classroom but about changing the learning environment to meet the diverse needs of learners and eliminate exclusion (UNESCO, 2020). The UN Convention on the Rights of Persons with Disabilities (UN, 2006) and Sustainable Development Goal 4 likewise highlight the responsibility of member states such as the Philippines to provide inclusive and equitable education at all levels.

The Philippine government's commitment to inclusivity is manifested in Republic Act No. 10533 (Enhanced Basic Education Act of 2013) and Republic Act No. 11650 (Instituting a Policy of Inclusion and Services for Learners with Disabilities) (Department of Education [DepEd], 2022). However, although such policies have laid a strong foundation, their implementation in schools has been inconsistent (Bernardo & Mendoza, 2023).

B. Barriers to Inclusive Education

There have been ongoing efforts to promote inclusive education, but many challenges remain, making implementation difficult. The general education teachers are not well prepared. Salvador (2021) states that many instructors are not adequately prepared to adapt their teaching approaches to accommodate the diverse needs of students with disabilities due to insufficient professional training and limited exposure to inclusive education during preservice preparation.

Another key concern is the lack of the necessary materials. Often, schools struggle to recruit special education teachers, develop appropriate lesson concepts, and provide accessible physical space (ramps, for example). When there is less money, fewer resources are available for inclusive education. This is a major problem for schools in rural areas and those that serve students from lower socioeconomic backgrounds (Llego & Sales, 2022). The third factor that may relate to indirect exclusion is the devaluation of disability in society and culture. According to Bernardo and Mendoza (2023), bullying, prejudice, and social isolation are some of the attitudes that exclude students with disabilities from all aspects of classroom and school life.

There is a gap between what is written in the statute and what is really done, even at the institutional and policy level. There is some flexibility in how inclusive education is implemented, despite the clear requirements in national policies and regulations, because local education units are sometimes granted considerable latitude, and there are no established accountability procedures. Aguja and Baconguis (2022) noted that the Extent and quality of inclusive education can vary greatly from one school or community to another.

C. Teacher Experiences in Inclusive Settings

Teachers, school administrators, and parents are crucial actors in the success of inclusive education. The emotional effort of educating learners with diverse needs is often a topic of discussion among teachers, who report being pushed and rewarded within inclusive settings (Salvador, 2021). Inclusive practices are supported by school leadership through the creation of a good environment and investment in teacher training.

Parents of children with disabilities make a difference by speaking up and becoming part of their child's education. Yet, research indicates that some parents feel left out or sidelined in school decision-making (Delos Santos, 2023). Research has shown that strong relationships between family and school, based on mutual respect and open communication, can positively impact student outcomes and the school's overall inclusion.

Inclusive education is recognized around the world as one of the ways through which all learners can be given the opportunities to learn, develop, and actively engage in meaningful school life. As stated by UNESCO (2020), embracing learners with disabilities is not just a matter of placing them in ageappropriate, functioning classrooms; rather, it involves transforming teaching, school climate, and policies to foster inclusion and eliminate barriers.

In the Philippines, the strategy of inclusive education aims to elevate the participation levels of marginalized learners, as outlined in DepED Order No. 72, s. 2009. Despite this, the implementation gap stems from systemic issues, including teacher training, school facilities, and a lack of teaching and learning resources (Jardinez & Natividad, 2024).

The work of Florian (2014) on promoting inclusive pedagogy stresses the need to design lessons for all learners, rather than creating separate lessons for children with disabilities. This perspective aligns with Universal Design for Learning (UDL) principles, which emphasize providing teaching and learning opportunities in diverse ways, fostering engagement, and supporting expression (Bhat & Dar, 2023).

Yet there are problems with these conceptual assumptions. Aneraye et al. (2023) attributed the difficulty of inclusive practices to attitudinal issues, professional development gaps, and resource shortages. Some teachers and schools do not have the resources to meet all children's needs, such as ramps, assistive technology, and sensory-friendly environments.

But collaborative teaching, community involvement, and IEPs have shown promise in improving disability outcomes. This helps all students, not only those with impairments, to succeed and feel like they belong in school. Kilag, Uy, Gier, Cabaluna, Canonigo et al. (2023) explored inclusive education in the Philippines, comparing special education to global standards. The poll indicated poor teacher training, lack of educational resources, and limited disability support services.

The study found structural and behavioral barriers that hinder inclusiveness. Teachers should continue learning and involve stakeholders so as to provide inclusive education in public schools.

D. Teacher Preparedness and Training

Pinili et al. (2023) explored the adaptive functioning of children with autism in Cebu and highlighted the need for teacher training in inclusive classrooms. The study was done in Cebu. The study found that poor training and a general lack of specialist knowledge among teachers were often barriers to good inclusion, leading to unequal support for children with special needs. It is because of the research that was done.

E. Attitudinal Barriers in Schools

A study conducted by Custodio and Raguindin (2023) used grounded theory to explore inclusive environments in Philippine schools. Negative attitudes from peers and even educators continue to be a major barrier, often leading to the social isolation of learners with disabilities, they found.

F. Gaps in policy

Muega (2023) studied inclusive education from the perspective of teachers, administrators, and parents in public schools. Research shows that while regulations exist, their implementation is disjointed, and schools lack the capacity to align resources and processes with national requirements.

G. Infrastructure & Resources at your disposal

Almerino et al. (2023) studied K-12 pupils' academic performance. The authors say that children with impairments are more affected by the absence of appropriate facilities and teaching resources. The lack of resources was recognized as a systemic barrier to inclusion in public schools.

H. Synthesis

The reviewed literature can be categorized into five broad conceptual areas that explain the implementation of inclusive education. These include:

1. Policy and legislative basis 2. Teacher Preparation and Effectiveness in Instruction 3. Institutional and systemic barriers 4. Inclusive teaching practices and collaborative support systems 5. Stakeholder engagement and school culture. These themes collectively suggest that successful inclusive education is a matter of the interaction among instructional, organizational, and socio-cultural factors, not merely a legislative mandate.

Legal and Policy Bases for Inclusive Education. Inclusive education is situated within national and international policy frameworks, as the literature indicates. The United Nations Convention on the Rights of Persons with Disabilities (2006) and Sustainable Development Goal 4 advocate for equitable, quality education worldwide and support educational systems that recognize learner diversity and address discrimination. UNESCO (2020) emphasizes that systems must be transformed to be inclusive through flexible curricula, responsive teaching, and supportive school environments.

The Philippines has declared inclusive education a national priority through legislative acts such as Republic Act No. 10533 (Enhanced Basic Education Act of 2013), Republic Act No. 11650 (Policy of Inclusion and Services for Learners with Disabilities), and DepEd Order No. 44, s. 2021.

The policies are sweeping, if uneven in their implementation. Bernardo and Mendoza (2023) note that many schools still have difficulties in translating policies into classroom practice due to low institutional capacity. This is also emphasized by Aguja and Baconguis (2022), who highlight gaps in the implementation mechanisms of local education systems. Inclusion is usually required by legislation. But policy effectiveness depends on the readiness and capacity of institutions to implement.

Teacher Preparedness and competence for Teaching. Teacher competence is one of the most important determinants of successful inclusive education. The literature reviewed suggests that, in general, teachers are not adequately prepared to adapt the curriculum, manage the classroom, assess, and differentiate instruction for learners with diverse educational needs. Many teachers are uncertain and less confident due to inadequate pre-service preparation and limited opportunities for continuing professional development (Salvador, 2021; Pinili et al., 2023).

The findings show that being a prepared teacher is not just about technical knowledge. It also encompasses teachers' self-efficacy, confidence, and willingness to accommodate learner diversity. Therefore, professional development is characterized in the literature as a continuous process that prepares teachers to acquire the pedagogical competencies necessary to develop equitable learning opportunities for all students.

Systemic and institutional barriers to inclusion. The literature consistently shows that inclusive education is shaped by broader institutional and structural conditions . The number of SPED specialists, instructional materials, assistive technologies, accessible facilities, and financial resources remains inadequate, especially in geographically isolated and disadvantaged communities (Llego & Sales, 2022; Almerino et al., 2023). Although policy support exists, these limitations impede the effective implementation of inclusive practices in schools.

Attitudinal barriers are barriers to inclusion other than physical barriers. Custodio and Raguindin (2023) found negative perceptions, stereotyping, bullying, and subtle exclusion still prevalent among students and educators. Similarly, Aneraye et al. (2023) identify stigma and a lack of professional development as ongoing barriers to educators' readiness to implement inclusive practices. Collectively, these studies point to structural and socio-cultural barriers to inclusive education, suggesting that policy reform alone will not lead to meaningful inclusion.

Collaborative Supports and Inclusive Pedagogical Practices. A second major theme is instructional practices that foster meaningful participation for all learners. Florian (2014) argues for an inclusive pedagogy that focuses on teaching strategies that work for all students rather than on developing separate learning experiences for students with disabilities. Similarly, Bhat and Dar (2023) propose Universal Design for Learning

(UDL) as a framework that provides multiple means of engagement, representation, and expression to cater to the diversity of learners.

These pedagogical perspectives are also supported by Vygotsky's Social Development Theory, in which learning is a socially mediated process, encouraged by interaction and collaborative scaffolding. These theoretical views were used by Kilag et al. (2023) in their research that showed that collaborative teaching, individualized education plans (IEPs), multidisciplinary teamwork, and active community involvement lead to improved learner participation, academic achievement, and social belonging. In this sense, the literature indicates that effective inclusion is a collaborative instructional process supported by flexible pedagogical approaches and coordinated educational services.

Stakeholder Engagement and School Culture. The last theme relates to the human and organizational dimensions of inclusive education. Teachers often say inclusion is professionally rewarding but emotionally demanding, requiring resilience, flexibility, and consistent institutional support (Salvador, 2021). Parents, too, express concerns about their limited role in educational decision-making, despite their vital support for learners with disabilities (Delos Santos, 2023).

School leaders are also identified as key actors for the development of inclusive school cultures. They also have a responsibility to promote teacher development, allocate resources, establish partnerships with stakeholders, develop organizational values that promote diversity, and ensure compliance with policies. The literature shows that inclusive education is most effective when there is a culture of equity, acceptance, shared responsibility in schools, and collaborative relationships among administrators, teachers, parents, communities, and learners.

In conclusion, the literature reviewed points to inclusive education as a multidimensional concept shaped by the interplay among policy implementation, teacher competencies, institutional capacity, pedagogical innovation, and stakeholder collaboration. The implementation is grounded on international conventions and Philippine educational policies. Implementation, however, continues to face challenges of limited resources, lack of teacher training, uneven institutional support, and ongoing societal perception of disability.

One clear pattern emerged across the studies reviewed: inclusion needs to be more than a case of legal compliance. Sustainable implementation includes ongoing professional development, adequate instructional materials, collaborative leadership, and family and community engagement, and instructional practices grounded in inclusive pedagogy and Universal Design for Learning. These interrelated concepts imply that inclusive education must be understood not only as a policy initiative but also as a systemic reform of education that transforms school culture, teaching practices, and organizational structures.

The literature also reveals an important gap in research. There are many studies on teachers' Preparedness, instructional practices, and implementation challenges; however, there are relatively few studies on the experiences and enactment of school administrators in inclusive education leadership, especially in the context of Philippine public schools. This gap underscores the importance of investigating the lived experiences, leadership practices, decision-making processes, and organizational strategies of school leaders in implementing inclusive education to gain a more comprehensive understanding of how inclusive policies translate into sustainable educational practice.

3. Methodology

This section presents the research design, research locale, participants in the study, data-gathering procedures, and research instrument to be used to address the problems of this study.

A. Research Design

The researcher used a qualitative phenomenological research design for this study. Phenomenology was deemed appropriate because it focused on exploring the lived experiences of those involved in implementing inclusive education, especially teachers, school heads, and parents of children with disabilities. The main aim of this approach was to capture stakeholders' genuine views, feelings, and experiences during the implementation of inclusive practices in public elementary schools.

The basis of this approach was the idea that the best way to understand reality is through the subjective experiences of people who live it (Creswell, 2013). By highlighting personal narratives, the researcher could explore how inclusion was experienced, understood, and practiced in real classrooms and institutional settings. Hartshorn (2024) also emphasized that phenomenological studies in education are powerful tools to identify the barriers and strategies that shape inclusive learning environments.

Redouble and Tiro (2019) also observed that phenomenology was particularly useful in situations where inclusive education was being developed, as it allowed researchers to capture how educational practitioners responded to problems and understood their roles and experiences. Likewise, Burgess (2025) argued that phenomenological inquiry facilitated the emergence of systemic and attitudinal factors shaping the experiences of learners with disabilities in education.

The study was designed by the researcher to examine the inhibiting factors that affected the implementation of inclusive education in actual classroom and institutional settings. More importantly, the phenomenological approach allowed the researcher to gain a detailed understanding of how the participants interpreted, experienced, and responded to the challenges of inclusive education. As a result, the approach offered rich descriptions that informed the development of themes and led to a deeper understanding of the phenomenon under study.

B. Data Generation

In this study, data were collected using the qualitative approach of thematic analysis (Braun & Clarke, 2006; 2021). Data collection began with the careful collection of

participants' narratives through semi-structured interviews to ensure that teachers' lived experiences and perspectives regarding the implementation of inclusive education were captured comprehensively.

The researcher developed a semi-structured interview guide as the primary data-generating instrument to elicit rich, meaningful data. To ensure content validity, suitability, and consistency with the study's objectives, the interview guide was verified by experts in inclusive education and qualitative research. It consisted of open-ended questions to elicit detailed descriptions of participants' experiences, perceptions, instructional practices, challenges, coping strategies, and recommendations for implementing inclusive education. The interview guide was pretested before data collection to ensure it was clear, relevant, and understandable. The final version of the interview guide was based on the feedback from the pilot testing.

Data collection was done in seven (7) selected public elementary schools in the Roxas District, Schools Division of Oriental Mindoro. Prior to data collection, the researcher obtained approval from the Schools Division Office and the concerned school heads. Ethical approval was also obtained, and all participants provided voluntary informed consent before participating in the study.

The interviews were individual and in-depth, conducted either face-toface or via virtual platforms (e.g., Skype), depending on participants' availability and the institution's protocols at the time of the interview. The interviews took approximately 30 to 45 minutes. All interviews were audiorecorded with participants' consent to ensure the accuracy and completeness of the data. During the interviews, the researcher took detailed field notes to record contextual observations, participants' non-verbal expressions, environmental conditions, and reflective insights that complemented the verbal narratives.

The audio recordings were transcribed word-for-word after each interview. The transcripts were then returned to the participants for member checking to verify the accuracy, credibility, and authenticity of their responses. Prior to data analysis, participants had the opportunity to clarify, modify, or elaborate on their statements. This process increased the trustworthiness and credibility of the findings by accurately reflecting the participants' intended meaning.

In line with Braun and Clarke's (2006; 2021) reflexive thematic analysis framework, the data generation process focused on producing rich, detailed, and contextually grounded stories, rather than merely collecting responses.

The researcher systematically moved from participants' lived experiences to the meaningful patterns, themes, and interpretations that emerged, thereby ensuring that the findings genuinely represented the realities of implementation in public elementary schools.

C. Selection of Co-Participants or Co-Researchers

Co-participants in this study were those actively involved in implementing inclusive education or Special Education (SPED)-integrated programs in public elementary schools in the Roxas District, Schools Division of Oriental Mindoro. Purposive sampling, a non-probability sampling technique, was primarily employed in qualitative research. The technique was used to identify information-rich cases and participants with direct knowledge and extensive experience of the issue under study. This sampling approach enabled the researcher to collect rich, meaningful insights into the lived experiences of educators engaged in implementing inclusive education.

Fifteen co-participants were purposively selected to ensure the richness, depth, and diversity of perspectives required for phenomenological inquiry. The participants of the study should have the following criteria to be included: (1) have at least five years of direct experience in the implementation of inclusive education; (2) are currently affiliated with a public elementary school implementing an active inclusive education or SPED-integrated program in the Roxas District; (3) have voluntarily expressed their willingness to participate and share their lived experiences through in-depth interviews. These criteria ensured that the participants had sufficient professional experience and contextual knowledge to provide rich descriptions of the phenomenon under study.

Co-participants were chosen according to the principle of information richness rather than representativeness. The researcher purposively selected participants who could provide rich descriptions of the realities, challenges, coping strategies, and professional insights associated with implementing inclusive education. Their extensive experience enabled them to provide meaningful, authentic stories that led to a better understanding of the phenomenon under study.

The study was limited to 15 co-participants, consistent with phenomenological research principles that emphasize the depth and richness of lived experience over participant count. Phenomenological inquiry is not interested in statistical generalization, but in producing rich descriptions of shared experience. The selected participants thus provided sufficient depth and variation to reach rich thematic insights while allowing for intensive analysis of each participant's narrative. The credibility and authenticity of the study findings were strengthened by the researchers' professional experience and direct involvement in inclusive education.

D. Thematic Reflection

Following data generation, the researcher engaged in thematic reflection based on the principles of phenomenological inquiry and the framework for reflexive thematic analysis by Braun and Clarke (2006; 2021). The verbatim interview transcripts were read and re-read to immerse in the data and to gain deep knowledge of the participants' lived experiences. The researcher remained reflexive throughout the process, attending to how meanings emerged from participants' narratives and to the context in which experiences were shared.

The interviews were transcribed and thematically coded, with similar codes grouped into categories that were then consolidated into preliminary and final themes. These themes represented patterns of shared meaning across participants' lived experiences and reflected how teachers perceived, interpreted, and navigated the implementation of inclusive

education within their respective public elementary schools. The researcher was involved in a continual process of reviewing, refining, and delineating the themes to ensure that each theme accurately reflected the essence of the participants' experiences and was grounded in the data.

The researcher analyzed the participants' narratives to ascertain the meaning, enabling factors, and barriers affecting the implementation of inclusive education. To preserve the authenticity of the participants' voices and to provide rich, contextualized descriptions of their lived experiences, notable statements and exact quotes were retained. This interpretive process allowed the researcher to move beyond descriptive accounts and to understand the phenomenon more deeply from the perspective of the co- participants.

Thematic reflection enabled the study to go beyond descriptions to expose the core structures and meanings contained in the participants' experiences. Thus, the findings offered a rich and in-depth understanding of inclusive education as experienced, interpreted, and implemented in public elementary schools in the Roxas District, Schools Division of Oriental Mindoro.

E. Literature Comparison

The themes that emerged from the stakeholders' narratives were analyzed in light of the available literature to assess the Extent to which the findings align with or deviate from previous studies on inclusive education at the local, national, and international levels. The researcher also critically reviewed the enabling factors and barriers identified by the co-participants in relation to the findings of previous scholars, including Bernardo and Mendoza (2023), Salvador (2021), Llego and Sales (2022), and UNESCO (2020). Therefore, the researcher identified similarities and differences between participants' lived experiences and the existing body of knowledge on inclusive education.

The findings were related to the literature to enhance the study's credibility and trustworthiness by demonstrating how participants' experiences supported, extended, or challenged existing empirical and theoretical perspectives. The comparison not only validated previous studies but also revealed context-specific realities unique to the implementation of inclusive education in public elementary schools in the Roxas District Schools Division of Oriental Mindoro. These contextual insights provided a more nuanced understanding of how organizational structures, leadership practices, teacher Preparedness, collaborative support systems, and resource availability collectively affected the implementation of inclusive education in the Philippine educational context.

Finally, the inclusion of literature provided a deeper understanding of the findings by contextualizing the participants' lived experiences within broader academic conversations on educational equity, access, diversity, and inclusion. This interpretive process enabled the researcher not only to explain what the participants experienced but also to explain why these experiences occurred and how they reflected broader educational, institutional, and policy issues identified in previous studies.

The findings were discussed within the current academic discourse, and the practical and theoretical implications for implementing inclusive education were presented. The findings provided evidence on how to enhance teacher preparation, institutional leadership, stakeholder collaboration, policy implementation, and resource allocation, and contributed to the growing knowledge base on inclusive education in the Philippine context. Finally, integrating the findings with the existing literature enhanced the study's scholarly contribution by demonstrating how the co-participants' lived experiences informed and extended current understandings of inclusive education.

F. Ethical Considerations

The study was carried out in accordance with the ethical principles governing research involving human subjects. Before data generation, the researcher obtained ethical clearance from the institutional ethics review body and the necessary approvals from the Schools Division Office and the participating public elementary schools. All co-participants were requested to provide informed consent after receiving a comprehensive explanation of the study's purpose and objectives, research procedures, potential risks and benefits, measures to ensure the confidentiality of the research, and their rights as research participants. Participation was entirely voluntary, and coparticipants were informed that they could decline to answer any question or withdraw from the study at any stage without penalty, prejudice, or adverse consequences. Any participant who chose to withdraw had all data relating to them removed from the analysis and permanently destroyed in accordance with ethical research protocols.

The study was conducted in strict observance of the Data Privacy Act of 2012 (Republic Act No. 10173) to protect the confidentiality, anonymity, and privacy of the co-participants. Each participant was provided with pseudonyms and alphanumeric codes to avoid revealing personal identities. Interview transcripts, field notes, audio recordings, and research reports were purged of all identifying information to ensure that no participant would be identified, directly or indirectly. Electronic research files were maintained in password-protected and encrypted digital storage; printed documents were kept in locked storage accessible only to the researcher. Audio recordings were retained only for transcription, verification, and member-checking and were permanently deleted once transcript validation was complete. Likewise, all research data will be retained only as long as required by institutional research policies and ethical guidelines and then securely destroyed to ensure participant confidentiality.

The researcher adhered to the ethical principles of respect for persons, beneficence, non-maleficence, and justice to ensure that each participant was treated with dignity, fairness, empathy, and cultural sensitivity throughout the research process. Special care was taken during the interviews, as the discussions included educators' experiences working with children with disabilities. The researcher created a respectful, non-judgmental, and supportive interview environment that

provided opportunities for participants to share their lived experiences without limitations while minimizing potential emotional discomfort. In the member checking stage, participants were also provided an opportunity to clarify, alter, or withdraw their responses to ensure their views were accurately reflected.

The researcher practiced reflexivity throughout the research process to enhance the study's trustworthiness and ethical integrity by recognizing personal assumptions and reducing potential researcher bias during data generation, thematic analysis, and interpretation. The findings were reported in an honest and transparent manner. Verbatim quotations were used only to support the identified themes and to maintain participants' anonymity. No information was fabricated, altered, or selectively omitted, thereby ensuring the credibility, reliability, confirmability, and authenticity of the study.

The researcher ensured that the rights, dignity, privacy, welfare, and safety of all co-participants were protected at every stage of the research process by following the ethical standards, institutional research protocols, and the provisions of the Data Privacy Act of 2012.

4. Presentation, Interpretation, and Analysis of Data

This section presents, analyzes, and interprets the data collected from the study participants. It systematically presents the findings in relation to the research questions and the emerging themes identified through qualitative analysis. The data are presented and structured thematically for clarity, coherence, and meaningful interpretation of the participants' lived experiences.

1. What are the common barriers faced by teachers and school personnel implementing inclusive education?

A. Lack of Adequate Training and Professional Preparation

Participants shared common experiences of inadequate training and professional preparation in implementing inclusive education. All participants were deeply committed to helping students with varied educational needs, but they always acknowledged that their preparation was often insufficient to meet the complex realities of inclusive classrooms. The narratives indicated that inclusive education is not simply about placing learners with disabilities in regular classes, but rather about specialized pedagogical knowledge, differentiated instructional strategies, behavioral Management skills, curriculum modification, collaborative problem-solving, and continuous professional learning. But many participants described these competencies as areas that were not adequately developed through pre-service education or in-service training.

Participants did not perceive themselves as resistant to inclusive education. Instead, they saw themselves as teachers who wanted to be inclusive, but often felt they lacked the professional skills to meet the diverse academic, behavioral, emotional, and social needs of all learners. And together they find out that the main problem was not lack of commitment, but lack of preparation. It created a sense of uncertainty, anxiety, and self-doubt for many teachers, but also resilience and a desire to learn from everyday classroom experiences.

More crucially, the participants' narratives indicate that teacher preparation is not seen as a completed requirement upon graduation but as an evolving professional journey constructed through continual practice, reflection, collaboration, and experience. This finding was a recurring theme among virtually all participants, regardless of their years of teaching experience or school assignments.

Participant 1 described professional preparation as a developmental process that unfolds throughout life, not a one-time training event. The participant said she has spent years teaching learners with diverse needs. “It’s been a continuous journey of developing the specific skills needed to effectively teach such a diverse group of learners. This statement shows that the competence in inclusive education is gradually built through ongoing classroom experiences rather than being learned immediately during formal teacher education. Participant 1 had experience in teaching but believed that professional learning is an ongoing process that evolves with the diversifying needs of the learners.

Similarly, Participant 6 reiterated that poor professional preparation remains one of the greatest barriers to effective inclusive practice. “Many teachers have not had enough access to proper training. Instead of questioning teachers’ willingness to embrace inclusion, the participant spoke of limited opportunities for ongoing professional development. This means the confines of educators’ willingness are more complete than the lack of obligation.

Participant 10 also acknowledged, “There is a large gap in formal training.” The participant said that although teachers understand the philosophy of inclusion, many struggle to translate theory into practice in the classroom because professional learning opportunities are still limited.

This is underscored by Participant 11, who stated: “Teachers need practical training and mentoring. The participant suggested providing coaching, mentoring, demonstration teaching, and classroom-based professional learning relevant to teachers’ everyday instructional realities, rather than more seminars.

Participant 12 said, “We need constant training, training based on practice. This means that professional development should be viewed as a continuing need of the organization, not a one-time need of the professional.

Participant 13 also agreed, “Training should be continuous and practice based.” Finally, participant 15 summed up the group experience. Lack of training and resources is always a barrier.

The participants' shared narratives show that poor professional preparation is much more than a lack of seminars or formal training opportunities. More fundamentally, it points to a systemic disconnect between teacher expectations and the institutional mechanisms in place to prepare them for inclusive education. Although the intent of educational policies is to prepare teachers to meet the diverse academic, behavioral, emotional, and developmental needs of students, all participants described entering inclusive classrooms with insufficient opportunities to develop these specialized competencies. Their experiences indicate that the systems of professional

preparation intended to support inclusive education have not kept pace with its implementation. This often puts teachers in the position of learning inclusive practices while being responsible for their implementation.

A major trend emerging from the participants' narratives is that professional Preparedness is experienced as a dynamic, developmental process rather than a static outcome of teacher education. All participants described competence as something built over time through repeated classroom interactions, ongoing reflection, collaboration with colleagues, and direct contact with learners with diverse educational needs, regardless of teaching experience. This finding shows that expertise in inclusive education cannot be acquired through pre-service education alone, as each learner presents unique instructional challenges that demand continuous teacher adaptation. So, participants view themselves as lifelong learners, with professional development evolving to meet their students' needs.

Another crucial distinction is between willingness and capacity. In the interviews, individuals tended to have positive sentiments regarding inclusive education. Morally, educationally, there was no dispute about the significance of equitable learning opportunities for all children. Instead, they wondered whether they had the necessary knowledge, teaching skills, and confidence to apply inclusive practices effectively. This difference is particularly noteworthy because it challenges the premise that implementation issues stem from teacher opposition. Instead, the data show that teachers are internally motivated but are not institutionally supported in converting that motivation into professional expertise.

Other instances from participants' experiences showed that inadequate professional preparation sometimes leads to the inevitable uncertainty of inclusive teaching. Some participants said they were enthusiastic but also worried about making the right teaching choices when entering inclusive classrooms. These sentiments of uncertainty were especially apparent when instructors were faced with pupils whose needs fell beyond their past teaching experiences. The participants had little practical preparation, so they needed to explore, observe, and rely on their intuition rather than on existing evidence- based teaching approaches. This has been helpful for professional progress but has also increased the emotional load, leaving instructors wondering whether their classroom choices are adequate for learner development.

The narratives also show that experiential learning became the primary source of professional development for the participants. Participants consistently stressed that meaningful learning happened in their daily classroom experiences rather than in one-off workshops or formal certification. Trial and error, reflective practice, collaborative lesson planning, mentoring relationships, and interactions with colleagues were identified as key mechanisms through which teachers gradually developed confidence in their ability to implement inclusive education. These findings suggest that real classroom experiences can be powerful learning environments that complement and sometimes compensate for limitations in formal professional development.

Another equally important finding is the role of collaboration in teacher learning. Many participants reported often seeking advice from colleagues, school heads, and more experienced teachers when they faced unfamiliar situations involving learners with disabilities. Such collaborative interactions reduced feelings of professional isolation and expanded teachers' instructional repertoires. These experiences point to the need for professional competence in inclusive education to be developed within communities of practice, where knowledge is shared collectively, rather than individually. As such, teacher Preparedness needs to be seen not just as an individual quality but also as the result of positive professional cultures that encourage mentoring, collaboration, and continuing dialogue.

Participants also identified areas for improvement in common professional development approaches. Although seminars and workshops generally received positive feedback, many participants characterized them as insufficient because they consisted mostly of theoretical discussions and lacked continual opportunities to apply the newly acquired material in practical classroom settings. Participants consistently reported that they derived greater value from coaching, demonstrative teaching, classroom observations, mentoring, and collaborative lesson preparation, as these activities addressed realworld issues in teaching inclusively. This suggests the need for embedded professional development within instructors' everyday teaching context rather than as a separate learning opportunity.

Furthermore, the stories suggest that the lack of preparation is related not only to instructional skill but also to teachers' professional identity. A number of participants said they questioned their own effectiveness when they were unable to address varied educational demands. But their real enthusiasm for diversity sometimes left them feeling annoyed, ashamed, and unsure of themselves. Instead, these emotional events typically served as a springboard for professional reflection and personal growth rather than a deterrent to teachers. Participants displayed incredible resilience, continually seeking new material, trying other teaching techniques, and consistently reflecting on their own teaching. Their stories suggest that resilience is not the absence of trouble but the ability to continue succeeding despite persistent workplace barriers.

Results further reveal institutional support as a key determinant for teachers' perception of readiness. Participants from schools with collaborative planning, mentorship, and continuous professional development reported higher confidence in implementing inclusive education. Instead, the people in low-professional-support situations relied mostly on self-education and individual initiative. The comparison emphasizes the relevance of organizational culture to instructors' professional experience. Thus, teacher readiness is not only an individual obligation, but an organizational commitment that involves ongoing administrative leadership and institutional investment.

The participants' collective narratives indicate a bigger organizational problem in inclusive education. There are no equivalent comprehensive systems in many schools for preparing teachers to fulfill the high demands of inclusive

classrooms stated in education regulations. This mismatch between policy goals and professional competence means teachers are required to teach, learn, adapt, and innovate all at the same time. While participants showed great passion and tenacity, their experiences suggest that individual devotion alone is not sufficient to sustain effective inclusive education in the long run. Sustainable implementation requires regular investments in teacher training, mentorship, collaborative learning, and continuous professional development.

Taken together, these results show that professional preparation should be considered a lifelong development process supported by schools, educational leaders, and legislators. Inclusive education is not the consequence of laws or separate training programs. Rather, it is cultivated through continual professional development settings that enable instructors to continue growing their knowledge, confidence, and adaptive skills to serve the needs of diverse learners. The participants' lived experiences, therefore, show that improving teacher readiness is a key need and a priority in the professional development to achieve fair and meaningful inclusive education.

B. Limited Resources and Instructional Materials

Another important topic that emerged from participants' lived experiences was the persistent shortage of instructional tools and learning materials needed to implement inclusive education. Indeed, in all interviews, participants identified resource restrictions as one of the most immediate and obvious challenges to properly responding to the various educational requirements of children with disabilities. Participants were innovative and determined in their adaptation of lessons, but repeatedly acknowledged that inclusive education cannot be dependent on teacher dedication alone. Rather, good inclusion depends on the availability of adequate teaching materials, assistive devices, adaptive equipment, accessible learning materials, and sufficient financial resources to translate the rhetoric of inclusion into real classroom practice.

The participants' stories reveal that the scarcity of resources goes beyond a lack of materials. It impacts teachers' instructional choices, classroom relationships, emotional wellbeing, and perceptions of professional effectiveness. Many participants described situations in which they had the knowledge and will to implement differentiated instruction, but couldn't do so because they lacked the necessary educational resources. This often meant that teachers had to improvise instructional materials, using their own resources and adapting existing classroom materials to meet the needs of learners with different educational requirements. Their experiences reflect extraordinary professional resilience but also reveal structural inequities that continue to undermine the promise of inclusive education.

Participant 2 shared that she struggles daily to implement inclusive instruction due to a lack of instructional materials. "We are limited with resources… specialized devices and instructional material. According to the participant, instructional adaptation was often contingent on equipment and learning materials that schools were not always able to provide.

Participant 4 also admitted, "Resource constraints are always an obstacle." Often, such restrictions meant improvising instructional materials or personally funding classroom resources.

Participant 5 highlighted, "We have problems of scarcity of resources and assistive technology." The participant said: "Those learners who require adaptive technologies are often educationally disadvantaged, as schools are not equipped to provide specific instructional support."

Participant 6 also noted that, "Resource limitations are the biggest hurdle. The participant explained that "We as teachers still believe in inclusion, but teaching effectiveness is often compromised due to poor learning materials.

Participant 8 also noted, "We don't have special instructional resources and materials." A similar worry was voiced by Participant 10: "The biggest barrier is the lack of resources. "The challenge is still the resource gap," remarked Participant 11. "There are many teachers who are willing, but without the equipment and support" (Participant 13). The participants' testimonies show that the lack of resources is a structural issue rather than an operational problem. Instructional resources are generally seen as extraneous to teaching; nonetheless, participants' experiences demonstrate that they are vital tools for facilitating inclusive education. Even the most competent and devoted instructors need adapted materials, assistive technology, and accessible learning resources to successfully execute differentiated teaching.

One crucial reading of these data is that the role of instructors has shifted from mere teaching due to resource constraints. Throughout, participants spoke about taking on additional tasks such as content creators, instructional designers, equipment improvers, and even financial contributors for their classes. These changes might be commended for their professional dedication, although they also highlight a systemic dependence on individual teachers' agency to compensate for institutional deficiencies. Success is increasingly dependent on the inventiveness, personal dedication, and financial ability of individual instructors and less and less on constant organizational assistance.

Additionally, the findings indicate that resource constraints exacerbate educational inequalities by constraining learners' opportunities for meaningful engagement in classroom activities. Learners who need adaptive technology, unique communication devices, tactile materials, or tailored instructional assistance are at an additional educational disadvantage when such resources are not accessible. Thus, the shortage of resources not only puts instructors in a difficult situation but also directly influences learners' involvement, engagement, independence, and academic achievement. Therefore, the absence of instructional materials is an indirect obstacle to educational inclusion.

A second significant observation concerns feelings of resource shortage. Participants regularly voiced difficulty understanding what learners needed but did not know how to provide sufficient help. There was a perpetual tug-of-war between aspirations of professional life and the reality of the classroom." Teachers understood the importance of ensuring

fair and equal learning opportunities in inclusive education. But, limited resources sometimes prohibited them from regularly using inclusive concepts in their instructional practice. These encounters resulted in emotional exhaustion, professional discontent, and at times, feelings of inadequacy despite the participants' great commitment to inclusion.

The examples also show how scarcity of resources may spur creativity. Participants regularly mentioned improvising with teaching materials, adapting classroom resources, and collaborating with colleagues to compensate for resource constraints. These are signs of resilience and professional adaptation, but they should not be construed as durable solutions. Instead, they reflect the teachers' will to defend learner chances when institutional support is absent. So it was not that creativity occurred within appropriate mechanisms, but that instructors were reluctant to let resource inadequacies hinder student engagement.

Moreover, the data imply that resource distribution signals institutional values. Participants typically linked corporate commitment to inclusive education with sufficient teaching resources. Schools that seemed to embrace inclusion most fully were those that invested in adaptable technology, accessible facilities, and specialized teaching resources. However, the allocation of limited resources meant that inclusive education remained a policy of aspiration rather than practice. To the participants, resource availability was more than logistical help; it was tangible proof of the institution's dedication to educational justice.

Ultimately, these experiences highlight the need to regard resource supply as a question of social justice rather than budgeting. Inclusive education is about equitable involvement for all learners, but equity cannot be realized without crucial instructional aids. Participants' lived experiences show that true inclusion requires sustained institutional investment that enables instructors to focus primarily on teaching rather than on adapting to persistent material constraints.

C. Inadequate Infrastructure and Accessibility

Large class sizes and heavy workloads were frequently cited by participants as key impediments to the effective implementation of inclusive education. However, the classroom settings reported by the participants occasionally hindered the fulfillment of these goals, since inclusive education involves individualized instruction, a range of educational opportunities, and ongoing learner support. Their stories underlined that the issue was not the size of the classroom, but the Management of teaching children with varying academic abilities, behavioral characteristics, developmental needs, and learning profiles in a short period.

In the interviews, participants characterized inclusive teaching as balancing the special needs of learners with disabilities with the academic demands of the class as a whole. They frequently underlined that actual inclusion is a long-term process of assessing learners, adapting curricula, tracking progress, communicating with parents, collaborating with experts, and providing individualized interventions. But the reality of overcrowded courses and other professional obligations severely curtailed these opportunities. Participants reported ongoing pressure to meet conflicting instructional objectives while attempting to preserve the aims of inclusive education.

Participant 2 said, "Big class sizes make it hard to give individual attention. Teachers were devoted to tailoring instruction, but the crowded classes greatly hindered their ability to track student progress and provide quick assistance.

"In big classes and with limited resources, there are always challenges," said Participant 3. "The combined demands were challenging, and teachers had to constantly negotiate learner needs within the constraints of limited instructional time."

Participant 7 said, "The big problems are big class sizes and not having specialized training." "Time constraints" (Part 8). A major limitation is the time to create courses for different learners." The participant responded that preparing differentiated teaching materials usually required much more time than the standard working hours.

Participant 9 said that "rigid policies and heavy administrative work hinder implementation." Administrative work often took precedent over class preparation and particular attention to children. Participant 10 concurred, "It is hard to give individual attention with large class sizes. Participant 14: "Time was a key restriction to be able to give tailored help." Participants' experiences show that structural barriers, such as large class sizes and heavy workloads, significantly affect the quality of inclusive education. Unlike challenges that may be solved through individual teacher effort, organizational conditions, such as class size and workload distribution, affect teachers' ability to use inclusive methods effectively. Participants have consistently demonstrated professional expertise, dedication, and a willingness to support diverse learners. However, their experiences reveal that these traits alone are not enough to overcome institutional restrictions that limit time for teaching and for providing personalized attention to students.

One of the most important insights from the participants' stories is that time is a crucial resource in inclusive education. The teacher, to deliver individualized instruction, must intentionally prepare, assess, differentiate, engage learners, and monitor their academic and socio-emotional growth over time. Participants frequently identified feeling restricted, not due to a lack of instructional skills, but owing to insufficient time to apply such knowledge consistently across large groups of learners. Inclusive teaching was always a balancing act between the educational aims and the realities of the classroom.

Moreover, the statistics show that increased workload encourages growth in teachers' roles. Participants reported taking on roles much beyond the scope of normal classroom teaching duties. These included developing customized teaching resources, consulting with parents and specialists, monitoring student progress, devising intervention plans, and addressing students' social-emotional and behavioral needs. The expanded obligations demonstrate how inclusive education alters the teacher's professional role, requiring them to manage multiple tasks simultaneously. The duties were valued by participants as part of their commitment to learners, although

they acknowledged that the constant juggling of many roles led to professional weariness and an emotional burden.

Another important reading is the link between workload and instructional equity. Often, participants voiced concern that large class sizes did not provide individual attention to learners needing extra support. Instructors indicated they were forced to make critical educational choices due to limited time and competing classroom requirements, rather than deliberately leaving learners behind. Such experiences illustrate that overcrowded classrooms inadvertently create conditions that make it harder to provide equitable education, even when teachers are devoted to inclusion.

The participants' stories also highlighted the emotional effects of overexertion. Participants experienced anger, guilt, and self-questioning when they were unable to fully meet learners' educational needs. Importantly, these views were not born from hesitation but from the disparity between the teachers' professional aspirations and the institutional conditions under which they operated. The results imply that teachers' emotional weariness in inclusive education is more closely connected to curricular constraints than to individual professional deficiencies.

Furthermore, the findings indicate that it is necessary to restructure the organization to maintain inclusive education and not only improve teacher competence. Inclusion, as articulated by participants, encompasses educational conditions that support individual involvement, collaborative planning, reflective practice, and appropriate task expectations. Without these institutional supports, however, teachers must rely on considerable personal effort to maintain inclusive educational practices.

The results, therefore, suggest that class size and workload should not be seen only as administrative problems but as concerns about educational equity. Inclusive education can only be implemented to the fullest Extent when teachers have the time and organizational capacity to respond effectively to the diversity of students. Thus, structural changes are needed to align classroom settings with the instructional goals of inclusive education for sustainable implementation.

D. Inadequate Infrastructure and Accessibility

Another major theme that emerged from participants' lived experiences was the lack of school infrastructure and learning environments for learners with disabilities. Inclusive education calls for the fair participation of people with physical, sensory, intellectual, or developmental differences, but participants repeatedly described school environments that were not designed to accommodate learner diversity. Their experiences show that inclusion is not only about classroom teaching and teacher competence, but also about whether the physical environment allows learners to move freely, participate independently, and engage meaningfully in school activities.

In the interviews, participants framed accessibility as a requirement for participation in education, not as an add-on to school facilities. Again and again, they said students with disabilities often face obstacles before instruction even begins. Narrow hallways, inaccessible classrooms, a lack of ramps, limited mobility aids, inaccessible toilets, and inadequate learning spaces often prevented learners from fully participating in educational activities. As a result, participants viewed physical infrastructure not only as school property but also as a significant contributor to educational equity and learner dignity.

Participant 4 said, "Facilities and assistive devices are inadequate. One participant said there are physical barriers that many learners have to overcome before they even reach the classroom.

Participant 5 also stressed that "Infrastructure is often poor and inaccessible. The participant felt that inaccessible classrooms unintentionally excluded learners, despite teachers' efforts.

"Infrastructure often doesn't have accessibility for students,"

Participant 6 noted. "Limited resources and infrastructure prevent us," said Participant 7. "Many schools don't have accessible infrastructure," summarized Participant 9 regarding the institutional concern. Finally, Participant 14 offered the strongest observation from the study: "Infrastructure barriers can prevent participation before learning even begins." This statement reflects the lived reality of educational involvement, beginning with access rather than with teaching alone.

Participants' experiences suggest that bad infrastructure is not only a physical constraint but a systemic form of educational exclusion. Inclusive education is meant to enable the equitable engagement of all pupils, but inaccessible educational settings pose challenges to the full involvement of learners with disabilities in academic, social, and extra-curricular activities. The results, therefore, imply the need to consider accessibility not just as an issue of compliance with architectural requirements, but as an important manifestation of educational equity.

One important lesson that emerges from the participants' narratives is that the physical environment influences learning experiences prior to instructional activities. Learners regularly reported being prevented from visiting courses, using school facilities, or roaming about campus independently. These experiences show that learning cannot be divorced from the context in which it takes place. Physical obstacles prevent learners from participating, regardless of the instructors' instructional ability or dedication.

Another key result is the relationship between accessibility and learner dignity. Participants often mentioned that inaccessible facilities increase learners' dependence on instructors and peers for fundamental tasks. Often, such help is given in a spirit of compassion, but the participants believed that excessive dependence might unwittingly hinder learners' autonomy and promote a sense of difference. (3) Accessibility is thus not simply about mobility in physical space, but also about freedom, self-confidence, and personal agency.

The anecdotes also highlight how instructors typically address infrastructure deficiencies by adapting their classes and providing personal assistance. Participants modified learning spaces, adjusted instructional activities, and provided personalized support to address inaccessible situations. These activities are a sign of a high degree of professional devotion,

but they also reveal the systemic dependency on the teacher's initiative to handle issues that should be managed by institutional design. Hence, the organization's assistance is not essential for inclusive education; it relies on instructors' innovation.

Another equally significant perspective is that of the symbolic significance of the school infrastructure. Participants viewed the available facilities as a tangible indication of the institution's dedication to inclusivity. Inaccessible buildings, however, revealed that the educational design process did not adequately reflect the needs of learners with impairments. This demonstrates that infrastructure affects learners' sense of belonging, acceptability, and worth in the school community, as well as their physical activity.

The findings also suggest that accessibility influences the range of educational experiences available to learners. Participants reported that physical barriers often limited participation in laboratory activities, school programs, recreational events, and extracurricular organizations. Thus, poor infrastructure hinders holistic learner development by limiting opportunities for social interaction, leadership development, and community engagement, which are equally important components of inclusive education.

Finally, the participants' lived experiences show that accessibility should be seen as an essential prerequisite rather than an optional enhancement. Environmental barriers that prevent learners from participating before instruction even begins make real inclusion impossible. Sustainable, inclusive education thus requires institutional commitment to designing learning environments in which accessibility is incorporated into planning, construction, budgeting, and school improvement initiatives.

E. Policy and Practices Gap

Another major element that emerged from participants' lived experiences was the disconnect between inclusive education policy and the realities in schools. Participants observed that many laws in the Philippine educational system support inclusive education, but there are issues in translating these ideals into practical classroom practice. Their experiences show that the presence of policies does not always indicate that they will be executed properly. The effectiveness of inclusion is indeed so much more about how policies are viewed, supported, resourced, and implemented in the reality of ordinary school life.

Legislative mandates and government institutional actions were praised by interviewees as commitments to inclusive education. However, they also claimed that they were confused when attempting to implement these standards because they lacked practical assistance, organizational support, and crucial resources. In this way, participants described a gap between policy expectations and classroom reality, in which instructors were expected to meet demands for inclusive education but lacked institutional support to do so successfully. Their tales show that the issue is not a lack of policy but inconsistency in policy implementation in schools and educational institutions.

"Policies should be practical and consider the realities of the classroom," Participant 1 replied. The participant stressed that policy expectations need to be grounded in instructors' everyday realities to achieve inclusivity.

Participant 2 also remarked, "The policies seem to be vague in terms of real application. "The teachers know the policy objectives, but they do not know how to implement them," added the participant.

Also, Participant 9 said, "Rigid policies and heavy administrative work are a barrier for implementation." "Policies are excellent, but lessons are not always offered. Finally, Participant 14 offered one of the most crucial perspectives of the study, "Policies without resources are simply words on paper. It notes that "policy implementation is contingent on not only law but institutional commitment and organizational capabilities.

Participants' experiences suggest that the policy–practice gap is a matter of implementation capacity, not policy intent. None of the participants challenged the validity or relevance of the inclusive education policy. Instead, they discussed the difficulty of translating high-minded legislative ideals into real classroom practices. Experiences demonstrate that the efficacy of policies is determined not only by the quality of policy formulation but also by the organizational conditions that enable teachers to implement them effectively.

One of the study's primary conclusions is that educational policies make sense only when instructors understand how their requirements translate into instructional practice. The participants were confident in the philosophical goals of inclusivity, but unsure of how to achieve them. The disparity suggests that both operational clarity and legal direction are necessary to properly execute policy. To translate policy ambitions into classroom realities, teachers need clear instructions, specific, context-rooted examples, and ongoing professional support.

Another essential element to be aware of is the link between policy and institutional competence. Again and again, participants spoke about challenges they faced when schools lacked appropriate resources, infrastructure, professional development, or administrative support. These experiences suggest that organizational preparation matters for policy execution. While policies may articulate high educational expectations, in the absence of commensurate investments in school capacity, implementation is a function of teachers' personal initiative rather than systematic institutional support.

The findings also suggest that inconsistency in policy implementation leads to educational inequity. Participants noted that learners' experiences of inclusion varied across schools, as implementation depended on local leadership, available resources, and institutional commitment. Thus, learners in well-supported schools were more likely to receive a more holistic, inclusive education than those in schools struggling with organizational constraints. This variation shows that educational equity requires uniformity not only in policy-making, but also in policy implementation.

The participants also emphasized that the implementation is collaborative and not top-down. Instead of conceptualizing policy implementation as compliance, participants viewed it as

a continuous organizational learning process involving administrators, teachers, parents, specialists, and policymakers. They find that the most successful development of inclusive education occurs within professional cultures of shared responsibility, open communication, and collaborative problemsolving.

Finally, the narratives show that policies gain meaning through action, not documentation. Participants repeatedly stated that educational practice cannot be changed by policy documents alone. Policies are effective when they are supported by sustained leadership, ongoing professional learning, adequate funding, monitoring systems, and institutional commitment. Thus, the policy–practice gap is a systemic issue that requires organizational alignment rather than individual teacher adjustment.

In the end, the participants' experiences suggest that closing the policy-practice gap requires educational systems that bridge legislative vision and practical implementation strategies. The effectiveness of inclusive education can only be sustained if policies, resources, leadership, professional development, and school culture operate as mutually dependent parts of a unified implementation framework.

F. Inconsistent Leadership and Administrative Support

The final, and perhaps most integrative theme that emerged from participants' lived experience is the essential role of leadership, collaboration, and institutional support in sustaining inclusive education. While participants identified several barriers to implementing CSE, including lack of training, limited resources for delivering instruction, heavy workload, lack of infrastructure accessibility, and misalignment between policy and practice, all participants emphasized that these barriers became less daunting when school leaders created supportive organizational environments. Their stories suggest that inclusive education is not advanced through the individual efforts of isolated teachers, but through schools that deliberately cultivate collaborative cultures, responsive leadership, and shared responsibility for learner success.

Participants presented school leaders as agents of inclusive cultures that influence teacher confidence, professional learning, organizational decision-making, and institutional resource allocation, rather than merely as administrative overseers. Likewise, collaboration was not just collegial interaction, but a professional imperative through which teachers, administrators, parents, specialists, and community stakeholders work together to meet the complex and changing needs of learners with disabilities.

Thus, the participants perceived institutional support as the organizational foundation that converts inclusive education from an individual responsibility to a collective educational obligation.

"Supportive leadership and training is the top of effective implementation," Participant 3 stressed. The participant felt that school leaders have an important role in developing teachers' confidence and their ability to maintain inclusive practices.

Similarly, Participant 4 stated that, "Leadership is the foundation of inclusive education." "The culture of the organization that strengthens or weakens inclusion is created by administrators," says the participant.

Participant 5 echoed this sentiment, "Strong support from administration is absolutely critical. Participant 7 also emphasized: "True inclusion means real support." "We need training with hands-on experience and an adequate budget. Reflecting on organizational support, Participant 12 stated that "support from administration and community makes implementation easier." Finally, Participant 15 provided one of the most comprehensive descriptions of leadership: "Leadership shapes the entire school culture." This statement echoes the participants' shared view that sustainable, inclusive education depends on leaders who foster collaboration, provide resources, develop teacher capacity, and cultivate a school culture where inclusion is a shared responsibility rather than an individual burden.

The participants' lived experiences indicate that leadership is the key mechanism for translating inclusive education from policy to day-to-day practice. Unlike the previous themes that focused on individual barriers, the present findings demonstrate that good leadership can simultaneously overcome many of these barriers. Supportive administrators were consistently identified by participants as a factor in access to professional development, collaboration, additional resources, inclusive school culture, and ongoing instructional improvement. Leadership, therefore, has become not only an administrative responsibility but also the organizational force that determines teachers' capacity to implement inclusive education successfully.

A major reading of the participants' stories is that inclusive education is fundamentally relational and not individualistic. Successful implementation, teachers said repeatedly, hinges on collaboration among teachers, administrators, families, specialists, and community stakeholders. These relationships provided opportunities for shared decision-making, collective problem-solving, and mutual professional learning. The results, therefore, challenge conventional notions of teaching as an individual activity, showing that inclusive education flourishes in collaborative professional communities characterized by trust, shared expertise, and collective accountability.

Another important finding is the relationship between leadership and teacher resilience. Participants reported feelings of uncertainty, emotional exhaustion, and professional challenges related to implementing inclusive education across the themes described above. But the current findings indicate that these experiences are significantly moderated by leadership support. Teachers who felt strong administrative support were more confident, more professionally committed, and more willing to innovate despite structural challenges. Thus, leadership affects not only the organization's effectiveness but also teachers' mental health and professional identity.

Participants also stressed that institutional support is much more than physical resources or administrative directives. Real support for the organization includes opportunities for mentoring, reflective dialogue, collaborative planning, emotional encouragement, and recognition of teachers' professional contributions. These experiences suggest that

institutional support operates at the structural, professional, and interpersonal levels simultaneously. Schools that intentionally foster these dimensions create organizational climates in which inclusive education is possible and sustainable.

The results also show that distributed leadership is a more effective model to implement inclusive education than hierarchical Management approaches. Participants uniformly described inclusive practice as a shared organizational responsibility that requires coordinated contributions from multiple stakeholders. The most effective administrators were those who enabled teachers, promoted collaboration, and encouraged participatory decision-making, rather than simply directing from the top. This finding is consistent with the principle that educational change is sustained through collective rather than centralized ownership.

Finally, the participants' narratives indicate that organizational culture is the ground on which inclusive education is maintained. Teachers who worked in collaborative, supportive, and learner-centered school environments consistently reported more positive experiences than teachers who worked in less supportive organizational contexts. The implication is that sustainable, inclusive education should be thought of not as a set of instructional practices but as the product of organizational cultures that intentionally value equity, collaboration, continuous learning, and collective responsibility.

Taken together, these interpretations imply that leadership, collaboration, and institutional support are the integrating mechanisms that link teacher competence, policy implementation, resource allocation, infrastructure development, and learner outcomes. Therefore, inclusive education is sustainable when schools are organized as collaborative learning organizations committed to continuous improvement and educational equity.

G. Overall insights

The findings suggest that the challenges faced by educators and school personnel in implementing inclusive education are complex and interrelated. The various factors that lead to poor practice, such as training, resources, classroom environment, infrastructure, policy implementation, and leadership support, show the complexity of poor practice and the need for holistic and sustainable solutions.

The participants' narratives portray a common vision of inclusive education as a goal, but one limited by a complex network of interrelated systemic obstacles. The problem is not the teachers' commitment, but the conditions they face when trying to implement inclusion across multiple subjects: a lack of resources, overcrowded classrooms, poor facilities, gaps between policy and practice, and unstable leadership. Teachers are enthusiastic and often creative, but they operate in settings that are not wellsuited to the challenges of inclusive pedagogy.

An important finding that has emerged is the gap between expectation and capacity. Inclusive education means individualized teaching, adapted materials, flexible settings, and continuous support. Teachers are trapped in overfilled classrooms, without the resources they need, and hampered by vague or useless policies. The gap makes it very difficult for teachers and threatens to turn inclusion into a superficial rather than learner-centered strategy.

Another important insight is that these barriers reinforce each other and are interdependent. For instance, large classes amplify the effects of limited resources, and poor leadership can separate policy from reality. Even the best of teachers can struggle when resources aren't available or when institutional support is uneven. This link implies that no problem can be taken in isolation. A comprehensive coordinated approach is needed for inclusive education.

Accounts describe inclusion as a collective responsibility that reaches beyond the school setting. Implementation is a team effort and requires the engagement of policymakers, educational leaders, and the broader educational system. Policies have to be pragmatic and well-grounded.

Collectively, the results suggest a need for a full transformation to match vision and implementation. Enabling conditions for educators in terms of resources, classroom environments, infrastructure, policies, and leadership are intentionally created. This is the key to the success of inclusive education. Therefore, inclusion is not only a requirement but a positive and long-lasting experience for all learners.

What themes from stakeholder experiences highlight enabling factors f inclusive education?

The participants' lived experiences revealed that educators have many responsibilities, and that these roles are interconnected in the implementation of inclusive education. They are not simply classroom instructors; they are inclusion actors, always juggling the demands of learner diversity in educational institutions that often lack sufficient support. While these positions are not officially named, they are formed by teachers' lived experiences of handling complex learner needs, resource limitations, working with numerous stakeholders, and persisting despite persistent organizational issues. To summarize, the data suggest that the effectiveness of inclusive education depends not only on teachers' instructional ability but also on their professional identity, adaptive capacity, collaborative involvement, and commitment to educational justice.

1) Educators as Primary Drivers of Inclusive Practice

One noteworthy observation from the participants' narratives is that instructors saw themselves as the primary agents in translating inclusive education from policy to classroom practice. Although inclusive education is backed by national law and institutional policies, participants repeatedly characterized themselves as the essential people responsible for ensuring that learners with diverse abilities are meaningfully engaged in daily learning experiences. They were responsible for providing lessons, customizing instruction, adjusting learning activities, responding to behavioral and emotional needs, measuring student progress, and handling classroom issues as they arose. Participant 1 expressed this growing professional identity as: "It has been an ongoing development of gaining the specific skills to work with such a diverse group of learners in the most effective way." This comment illustrates that inclusive teaching was not seen as a skill that could be

developed through prior preparation. Rather, they regarded it as an evolving professional commitment that required ongoing adaptation, reflection, and learning. Their tales demonstrate that teachers have become the operational link between inclusive education policy and classroom reality, often compensating for limitations in institutional support through their own initiative and professional judgment. But this discovery also reveals a serious imbalance in the organization. Participants repeatedly acknowledged taking on tasks not typically associated with teaching, with no corresponding increase in institutional support, professional development, or material resources. Thus, inclusion was more a matter of the teacher's agency than of organizational capability. This would imply that, whereas teachers have become the key agents of inclusion, the responsibility for its effective implementation has shifted disproportionately onto individuals rather than being shared across educational institutions.

2) Educators as Advocates for Educational Equity

Another important function that emerged from participants' lived experience is educators' role as advocates for equality, participation, and learners' sense of belonging. Participants' consistent description of inclusive education was a commitment to facilitating the meaningful involvement of all learners, regardless of ability or disability, rather than placing learners physically in mainstream classes. Participant 1 responded, "Inclusive education is about providing real learning opportunities for all learners. The comment demonstrates that, for the participants, inclusion was mainly perceived as an issue of educational equity rather than a matter of policy compliance. Teachers described purposefully changing teaching tactics, modifying assessments, and designing classroom spaces that eliminated obstacles to student engagement. These initiatives reflect an ethical commitment to justice beyond curriculum implementation. Participants also reportedly challenged established educational approaches that may unintentionally marginalize learners with impairments. Teachers spoke about meeting students' differences in the classroom rather than trying to match learners to standardized teaching techniques. This represents a shift from deficiency views to strengths-based and learner-centered approaches. Importantly, these experiences demonstrate that inclusive education is perpetuated not only through organizational structures but also through teachers' sincerely held professional principles. Time and again, participants defined themselves as champions for dignity, participation, and fair opportunity for all learners. Their descriptions indicate that educational equity is not simply about policy pronouncements, but about everyday instructional decision-making.

3) Educators as Adaptive Professionals in Resource-Constrained Contexts

continue inclusive education thanks to their adaptive abilities, despite the organization's inadequacies.

Yet, these experiences suggest that teacher adaptation is more likely to compensate for institutional shortcomings than to enhance existing institutional support systems. Flexibility is professional competence and resilience. However, when instructors rely too heavily on their own creativity, it may lead to variations in the quality of education and an increased risk of teacher burnout. Therefore, adaptable knowledge must be maintained (not replaced) through sufficient organizational resources and professional assistance.

4) Educators as Collaborative Partners Within Inclusive Systems

The participants' narratives also suggest that instructors see inclusive education as inherently collaborative. They often stressed the need to work together with parents, school administrators, SPED teachers, guidance personnel, health professionals, and community partners to address the myriad of unique educational requirements of learners rather than consider themselves autonomous practitioners. Participant 8 said, "It takes a united team, families, experts, and teachers. The participants' Awareness that effective inclusion is a coordinated effort of expertise, not an individual effort, is reflected in the statement. Collaboration allowed instructors to exchange teaching ideas, draw on expertise, plan how to support learners, and improve communication between school and home. The data also indicate that the participants viewed collaboration as a professional need and an ethical obligation. Teachers worked together to gain a better understanding of learners' requirements and to develop more holistic systems of educational assistance. However, participants also recognized that the scarcity of specialists, insufficient institutional coordination, and irregular access to external support services often hampered joint efforts. Cooperation, therefore, often hinged on individual initiative rather than on formal organizational structures. These experiences show that collaborative practice, while highly regarded, requires more solid institutional procedures to be a sustainable element of inclusive education.

5) Educators as Reflective and Resilient Professionals

Participants also demonstrated professionalism by modifying their teaching methods in response to the structural constraints present in their individual schools. Participants reported that they redesigned lessons, improvised teaching materials, modified classroom activities, and used alternative instructional techniques to enable the meaningful participation of learners with diverse needs. This was to ensure that inclusion would not be hampered by lack of resources, crowded classrooms, or the absence of instructional materials. Participant 2 stated that "it is difficult to give individual attention to students in large classes." Participant 1 echoed a similar sentiment when she said, "We still don't have enough classroom materials. These statements provide evidence that the participants' activities were often conducted within educational structures subject to considerable structural constraints. However, they were flexible and adapted their instructional strategies based on the available information and students' needs.

Based on the findings, it can be concluded that adaptability has become an essential component of the professional identity of instructors working in inclusive classroom settings. The participants engaged in ongoing problem-solving and thoughtful decision-making rather than following predetermined teaching methods. Through their flexible competence, inclusive education could survive even in the face of the organization's shortcomings.

On the other hand, these experiences also show that teachers' flexibility often compensates for shortcomings within the system rather than reinforcing well-developed institutional support mechanisms. There is often an excessive reliance on individual improvisation, which can lead to instability in instructional quality and an increased risk of teacher burnout. Flexibility, on the other hand, is a sign of professional skills and resilience. Competent adaptive knowledge should not be replaced by proper organizational resources and professional support, but rather should be supported by them. The participants' lived experiences revealed that educators have many responsibilities, and that these roles are interconnected in the implementation of inclusive education. They are not simply classroom instructors; they are inclusion actors, always juggling the demands of learner diversity in educational institutions that often lack sufficient support. While these positions are not officially named, they are formed by teachers' lived experiences of handling complex learner needs, resource limitations, working with numerous stakeholders, and persisting despite persistent organizational issues. To summarize, the data suggest that the effectiveness of inclusive education depends not only on teachers' instructional ability but also on their professional identity, adaptive capacity, collaborative involvement, and commitment to educational justice.

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8) Educators as Adaptive Professionals in Resource-Constrained Contexts

The participants also demonstrated their ability as flexible professionals, consistently improving their teaching methods in response to institutional restrictions. Participants reported that they did not allow resource shortages, crowded classrooms, or lack of instructional materials to inhibit inclusion.

They reported adapting classroom activities, redesigning lessons, improvising teaching materials, and using alternative instructional techniques to enable learners with diverse needs to participate meaningfully. Participant 2 said, "It is hard to give individual attention in big classes. "We still don't have enough instructional materials" (Participant 1). (Similarly) The participants were often working in educational situations with substantial structural restrictions, as these remarks suggest. But they were flexible enough to adapt their teaching strategies to the resources available and the learners' requirements.

The findings consequently indicate that flexibility has become an essential factor of professional identity for instructors in inclusive classrooms. Participants were not directed on how to teach but engaged in continuous problem-solving and introspective decision-making. They were able to continue inclusive education thanks to their adaptive abilities, despite the organization's inadequacies.

Yet, these experiences suggest that teacher adaptation is more likely to compensate for institutional shortcomings than to enhance existing institutional support systems. Flexibility is professional competence and resilience. However, when instructors rely too heavily on their own creativity, it may lead to variations in the quality of education and an increased risk of teacher burnout. Therefore, adaptable knowledge must be maintained (not replaced) through sufficient organizational resources and professional assistance.

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4. Based on the identified barriers, what framework can be proposed to strengthen inclusive education practices in public elementary schools?

Based on the study's findings, a logic model to strengthen inclusive education practices in public elementary schools is proposed.

11) Rationale

The logic model was developed to address recurring problems that arise when implementing inclusive education in public primary schools. The investigation found structural, institutional, and instructional impediments, including poor teacher training, limited resources, overcrowding, lack of leadership support, and infrastructure difficulties. The findings imply that inclusive education cannot be achieved by individual efforts but rather through a systematic, coordinated strategy.

The model offers a simple framework for linking resources, activities, and expected outcomes to address such gaps. It stresses the need to operationalize policy aims in classroom reality so that inclusive education is a policy, not just a practice. The rationale underscores the need for joint measures to address inclusion as both a structural and a pedagogical issue.

Finally, the logic model may guide the improved implementation of inclusive education by translating theoretical and policy commitments into concrete, measurable activities. This means that the efforts are designed to meet the real needs of educators and pupils in the educational system.

12) Objectives

The major purpose of the model is to enhance the implementation of comprehensive education methodologies in public elementary schools. Its purpose is to improve the quality of learning environments, enhance educators' capabilities, and ensure that all students, regardless of ability, have equal opportunities for quality education. The objective is fueled by evidence of deficits in institutional support, resources, and training.

This approach addresses the development of teachers' abilities in inclusive pedagogy, notably via ongoing professional development and mentorship. It also aims to improve the availability of instructional resources and support aids essential for individualized education. It also encourages more effective leadership and collaboration among school stakeholders to promote inclusive practices.

The strategy also aims to ensure that inclusive education policies are contextually appropriate and effectively implemented at the school level, thereby bridging the gap between policy and practice. These are the aims of the model that strives to provide a more responsive and supportive educational system for a diverse student body.



Fig. 2. The model

13) The Model

Paradigm 2. A Proposed Logic Model in Strengthening Education Practices in Public Elementary Schools Inputs.

The inputs of the logic model are the resources needed for the effective implementation of inclusive education. This includes DepEd's inclusive education policy, financing for teaching and infrastructure development, and competent educators, school administrators, and SPED experts. These inputs provide the basis for all future efforts.

The method emphasizes the importance of partnerships with community stakeholders, non-governmental organizations, and local government entities, as well as institutional resources. This kind of cooperation needs to be a priority – even when financing is scarce – for public schools to cover the gaps in training, support services, and resources.

There are other organizational and physical considerations, such as accessible infrastructure, dedicated time for training, cooperation, and supported learning tools . Some of the barriers noted by the study were a lack of resources, overcrowded classrooms, and limited access. These contributions directly address those concerns.

14) Activities

The activities component outlines the specific steps to overcome these hurdles. These are continuing professional development programs focused on managing student diversity, differentiating education, and inclusive teaching methods. This course helps instructors to manage inclusive classrooms more effectively.

Other crucial steps include offering assistive learning tools, creating school-based inclusion support teams, and adopting co-teaching approaches. These measures will ease the burden on individual instructors in handling students from diverse backgrounds and provide additional support at the classroom level.

It also includes initiatives to engage stakeholders, improve infrastructure, and provide leadership training for school administrators. The ultimate purpose of these activities is to promote inclusive education practices by creating a classroom environment that is more inviting, collaborative, and accessible to all students.

15) Outputs

The model's outputs are the immediately evident consequences of the activities performed. Schools require more skilled teachers who can practice inclusive education, more accessible instructional and assistive technologies, and coordinated support teams for kids with special needs.

Another important result is improved communication between teachers, principals, parents, and other community members. "Together we can better meet the needs of our students and establish inclusive practices as a school-wide priority."

The results also include more transparent institutional implementation standards and more accessible access to educational facilities. These immediate outcomes will open the door for the introduction of more important improvements to inclusive education methods soon enough.

16) Short-Term Outcomes

The model should illustrate short-term consequences over 1-2 years of implementation. These include greater teacher confidence and competence in delivering inclusive instruction, as well as improved classroom adaptation strategies to accommodate student diversity.

It is also envisaged that instructors would have a better understanding of the principles of inclusive education and, as a result, be more consistent and responsive in their teaching practices. There is also hope that communication among school stakeholders will expand, making efforts to assist pupils more unified.

School leadership is expected to be more supportive and responsive to inclusive initiatives at the institutional level. This will help ensure the uniform implementation of inclusive education techniques across all courses.

17) Medium-Term Outcomes

It is expected that, in the medium term (three to five years), the approach will increase student engagement and involvement in classroom activities. Learners with diverse needs will benefit from fewer obstacles to learning and greater access to excellent education.

Teachers are expected to show higher levels of job satisfaction and retention due to better support systems and fewer task constraints. Also, schools will show a stronger link between inclusive education policy and real classroom activities.

Moreover, it is expected that the more effective implementation of inclusive techniques would lead to more equal learning results for pupils. This reflects a slow move toward more inclusive and equitable educational approaches.

18) Long-Term Impact

The ultimate objective of this strategy is a public primary education system that is completely inclusive and egalitarian, where all children have an equal chance to achieve academically and socially, regardless of ability.

Contributes to the establishment of inclusive educational practices in educational institutions, providing stability outside of particular programs or administrative changes. Over time, this will help to form a stronger culture of inclusion in the educational setting.

Ultimately, this technique helps reduce educational gaps and improve the learner's holistic development. This encourages the creation of an educational system that welcomes diversity, equality, and inclusion for all learners.

Logic Model Action Matrix

Key Area (Logic Model)	Themes and Barriers	KRA (Key Result Area)	Objectives	Activities	Persons Involved	Time Frame	Expected Output	Monitoring & Evaluation
Teacher Capacity Building	Theme 2: Insufficient Professional Capacity and Support Barrier: Lack of adequate training and professional preparation	Teaching and Learning	Improve teachers' knowledge and skills in inclusive education	Conduct training, mentoring, coaching, workshop	School heads, master teachers, SPED coordinat ors	Quarterly/ Ongoing	Competent teachers in inclusive strategies	Pre/post tests, classroom observation
Instructional Resources & Materials	Theme 1: Systemic Constraints Barrier: Limited resources and instructional materials	Resource Manage ment	Ensure availability of inclusive learning tools	Provide assistive devices, develop localized materials	School heads, LGU, DepEd, NGOs	Semiannual	Improved access to materials	Inventory checks, utilization reports
Classroom Management & Workload	Theme 1: Systemic Constraints Barrier: Large class sizes and heavy workload	Teaching and Learning	Reduce pressure from large class sizes	Co- teaching, teacher aides, workload adjustment	School heads, teachers	Ongoing	Improved teacherstudent interaction	Class size monitoring, feedback
Infrastructure & Accessibility	Theme 1: Systemic Constraints Barrier: Inadequate infrastructure and accessibility	School Environm ent	Improve school accessibi lity	Construct ramps, accessible toilets, modify classrooms	DepEd, LGU, school heads	Multiyear	Accessible school environment	Facility inspectio n reports
Policy Implement ation Alignment	Theme 1: Systemic Constraints Barrier: Policy– practice gap	Governance	Bridge policy and practice	Develop localized guidelines, monitoring tools	School heads, DepEd supervis ors	Annual	Contextual ized policies	Policy compliance monitoring
Instructional Leadership	Theme 3: Weak Institutional and Leadership Support Barrier: Inconsistent leadership and administrative support	Leadership and Governance	Strengthen leadership support	Leadership training, coaching	DepEd, school heads	Annual/ Ongoing	Strong inclusive leadership	Performa nce reviews
Collaboration & Stakeholder Engagement	Theme 4: Collaborative but Under- Resourced Ecosystem Barrier: Limited stakeholder coordination/su pport	Stakehol der Engagem ent	Strengthen partners hips	Inclusion committees, parent engagem ent, LGU partnersh ips	Teachers, parents, LGU, NGOs	Quarterly	Active collaboration	Meeting records, participation logs
Instructional Time Management	Theme 1: Systemic Constraints Barrier: Time constraints for individualized instruction	Teaching and Learning	Provide adequate teaching time	Adjust schedule s, reduce nonteaching tasks	School heads, teachers	School year	Increased instructional time	Time-use analysis
Awareness & Mindset Development	Theme 5: Commitment and Resilience Barrier: Limited awareness and inclusive mindset gaps	School Culture	Promote inclusive culture	Seminars, awareness campaign	School community	Semiannual	Improved inclusivity mindset	Surveys, attitude tools
Teacher Well-	Theme 5:	Human	Sustain	Psychoso cial	School	Quarterly	Improved	Wellbeing

19) Feedback and Continuous Improvement

A key feature of the logic model is the feedback and continuous improvement system that provides the flexibility and responsiveness needed for implementation, ongoing assessment, and stakeholder input. There is monitoring and evaluation of the success of inclusive education efforts. Teachers, students, parents, and school authorities are asked for their opinions, which are carefully collected and analyzed to identify areas for improvement. This loop enables continual changes to training curriculum, resource allocation, and teaching methodologies. Hence, this strategy adapts to the increasing educational requirements and ensures a sustainable future of inclusive teaching approaches.

20) The Assumption

The logic framework for promoting inclusive education in public primary schools is based on fundamental assumptions that govern the interplay among inputs, activities, outputs, and results. Effective implementation of inclusive education depends on the availability of suitable resources, educated individuals, and supportive institutional structures. This involves access to learning materials, assistive technology, accessible facilities, enough financial support, and policy support from educational institutions. The participants' experiences of resource paucity and institutional constraints suggest that these crucial contributions are likely to result in haphazard or uneven implementation of inclusive education.

Another crucial assumption is that teachers are willing and motivated to adopt inclusive education, but need continuous professional development and institutional support to do it successfully. The idea is that teachers will be more effective in dealing with a diverse student population if they have handson, school-based professional development, coaching, and chances to learn with and from other teachers. The educational leader is seen as playing a crucial role in enabling or obstructing inclusive practice, and effective leadership will result in better teaching, more appropriate resource allocation, and a more inclusive educational environment. Research shows that teachers are devoted, but their commitment is often undermined by inadequate training and a lack of consistent leadership support.

Finally, the logic model emphasizes the need for collaboration with all stakeholders, including educators, school leaders, parents, local government units, and external partners, to sustain inclusive educational practices. Inclusion in education is a communal, not a personal, commitment that demands shared initiatives and ongoing feedback. The idea is that if teaching techniques are improved by addressing institutional limitations and strengthening support structures, learners would be motivated to engage more actively and equitably in the educational process. Finally, it proposes that ongoing monitoring, evaluation, and feedback systems would ensure the sustainability and advancement of inclusive educational practices in the long run, leading to sustainable institutional transformation.

The coherent action plan corresponds to the developing themes and the logic model framework.

To improve inclusive education practice in public primary schools by addressing structural, institutional, and instructional obstacles via implementation of coordinated interventions that are consistent with the developing themes and the logic model framework.

21) Systemic obstacles for the implementation of inclusive education

A thorough compilation of institutional measures needed to address systemic problems of inclusive education, such as resource constraints, large class sizes, infrastructural restrictions, and the gap between policy and practice. Education systems and governments should prioritize allocating additional financial resources for inclusive education to ensure adequate instructional materials, assistive technology, and learning aids are available.

Collaborative teaching methods and the use of instructional assistants are additional strategies that can address large class sizes and provide tailored support for students. Educational facilities should be made accessible. This includes ramps, accessible facilities, and classroom design that accommodates learners. Secondly, implementation guidelines should be developed to contextualize national legislation in classroom realities, so that inclusive education is relevant to the environment.

- Increase financial commitment toward resources for inclusive education Share helpful teaching materials and educational resources.
- Use class size control methods (co-teaching, instructional tools) Improve educational facilities, to be more accessible (inclined planes, restrooms, classroom changes).
- Design region-wise strategies for the implementation of inclusive education programs.
- Responsible Office Department of Education School Administrators Local Government Unit Educational Planning Committee.
- Short to Medium Duration Outcomes: Duration: Extra resources, structured class structures, accessible amenities Supervision: stocktaking of assets, appraisal of facilities, enrollment data.

22) Lack of professional competence and support of instructors

Educational institutions should provide continuous practice-based professional development to improve educators' professional competence in inclusive education. Training programs should not only concentrate on theory but also incorporate practical practices such as differentiated teaching, effective classroom Management for diverse learners, and the use of inclusive educational resources. Schools should establish mentoring and peer-coaching mechanisms so that experienced teachers can instruct their colleagues in the effective use of inclusive methods. Exceptional teaching and cooperative learning activities may lead to better practical comprehension. These initiatives are essential to closing the observed gap in teacher Preparedness, and to providing educators with the abilities they need to meet diverse educational needs.

Activities:

- Conduct regular training on inclusive education in the

schools Build mentoring and peer coaching programs.
- Demonstration teaching and learning groups.
- Provide advice on alternative approaches to teaching and working with diverse learners.

Responsible Staff: School Principals, Lead Teachers, Sp. Ed. Coordinators

Frequency: Quarterly (rolling) Expected Results: Competent and trained instructors for inclusive ways.

Evaluation: Training evaluation, classroom observation findings.

23) Absence of institutional and leadership support mechanisms

Strong and sustained institutional leadership is essential for the development of inclusive education. To enhance the capacity to support educators and children, it is necessary to provide specialized training to school administrators in inclusive school administration. Schools should have inclusion policies and action plans to facilitate implementation and accountability. Instructional supervision might be improved by observing inclusive behaviors in school settings and providing feedback to instructors.

Educational institutions need to improve their leadership capacities to create a more favorable climate for the ongoing and long-term use of inclusive educational practices.

Assignments:
- Lead the development of leadership in inclusive educational administration.
- Develop inclusive policies and strategic action plans for educational institutions.
- Build monitoring and support mechanisms for inclusive approaches Strengthen education monitoring with emphasis on inclusivity.

Responsible Persons: School Heads, DepEd Supervisors Period: Yearly/Ongoing.

Expected outcomes: Strategies for effective inclusive leadership

Supervision: evaluation of academic performance, ways to evaluate leadership abilities

24) Cooperative but Underfunded Framework Participation

Inclusive education should be considered a shared responsibility among teachers, parents, school administrators, local authorities, and external stakeholders. In an effort to foster closer collaboration, the educational institutions concerned should establish Inclusive Education Support Committees. Frequent parent-teacher engagement programs should be established to ensure equal support for children in both school and home environments. Local governments and non-profit groups may combine forces to overcome resource limitations and provide additional support services. Referral mechanisms need to be designed to provide timely and adequate assistance to children with special needs. “Collaborative work like this is key to building a more flexible and inclusive education system.

Activities:
- Set up Inclusive Education Support Committees at educational institutions Enable parents and teachers to have recurring collaborative meetings.
- Build stronger relationships with local government agencies, non- governmental organizations, and experts.
- Create referral and support systems for kids with special needs.

Responsible Parties: School admins, instructors, parents, and local government entities.

Duration: 3 months Supervision of Stakeholder Evaluations, Meeting Materials, and Attendance Data

25) Dedication and perseverance despite structural challenges

Despite the challenges in implementing inclusive education, teachers show remarkable commitment and effort to serve diverse pupils. Schools may keep the momentum going by providing psychological support initiatives, peer help groups, and wellness programs based on teacher wellbeing. Recognition systems may be designed to recognize good inclusive teaching practices and to increase professional commitment. Reflective practice sessions are likely to strengthen teaching approaches and instructors' capacity to share experiences. They are important for teachers' morale and for instructors' motivation in the face of institutional constraints.

Responsibilities:
- Offer wellness initiatives and psychological support to educators.
- Set up peer support groups and reflective practice sessions.
- Recognize the model’s inclusive educational approaches.
- Conduct seminars on stress Management and resilience building.

Accountable: School Administrators, Mental Health Professionals.

Length: in progress

Anticipated Results: Improved Teacher Morale and Teacher Resilience.

Assessment: teacher assessment questionnaires, engagement statistics.

The identified barriers and themes were further correlated with the allotted Key Result Areas (KRAs) to strengthen the action plan. All identified barriers were connected to the relevant problems associated with the Key Result Areas of Teaching and Learning, Leadership and Governance, Resource Management, School Environment, Stakeholder Engagement, Human Resource Development, and School Culture. Synchronization ensures proper coordination of activities and instantly resolves issues encountered during the implementation of inclusive education. difficulties of teacher Preparedness were grouped under Teaching and Learning, and difficulties of infrastructure under the appropriate School Environment. The Governance Key Result Areas related to policy and leadership failures. This systematic structure ensures uniformity of the planned action plans and assures completeness, concentration, and durability of the actions.

5. Summary of Findings, Conclusions, and Recommendations

This section summarizes the study's findings, conclusions, and recommendations on implementing inclusive education in public elementary schools. The results are presented in accordance with the research questions and summarized to offer meaningful interpretations and practical implications for the development of inclusive education practices.

A. Summary of Findings

There are several interrelated hurdles in the way of inclusive education. The issues are inadequate training and professional development, insufficient instructional resources and support materials, large class sizes and heavy workloads, inadequate infrastructure and accessibility, a gap between policy and practice, and inconsistent leadership and administrative support.

Five overarching themes were identified from the experiences of the stakeholders: The implementation of inclusive education is substantially impeded by systemic constraints. There is a lack of professional development and support for teachers. Institutional and leadership support systems are weak or inconsistent. Inclusive education is offered in a collaborative but minimally resourced environment. Educators have a lot of passion and endurance when they face structural challenges.

The promotion of inclusive education involves varied responsibilities for the participants. They are the key implementers of inclusive approaches, despite institutional constraints, advocates of equity and student participation, flexible practitioners in low-resource contexts, collaborative partners with stakeholder groups, and reflective practitioners committed to continuous improvement. However, its effectiveness is highly dependent on external factors such as a lack of funding and institutional support.

A logical framework was built to enhance the practices of inclusive education. This paradigm has inputs, actions, outputs, and outcomes to address the identified challenges. I addressed the identified challenges in teacher competencies, provided resources, developed leadership, engaged stakeholders, and continuously monitored and evaluated, all of which are crucial features for promoting inclusive education in public primary schools.

B. Conclusions

The study resulted in the following conclusions:

1. Structural, institutional, and pedagogical challenges to the effective implementation of inclusive education in public primary schools. So there are inclusion regulations, but there is a big gap between the purpose of the inclusion rules and the of classroom policies. This shows that inclusive education cannot be attain solely through legislative requirements but through meaningful partnerships with existing resources, infrastructure, and the specific situations within educational institutions.
2. Inclusion education depends on teachers' Preparedness and institutional support. Educators are highly committed, adaptable, and tenacious, but a lack of training and heavy workloads hinder their ability to adopt inclusive solutions effectively. Thus, er competence should be fostered by continuous professional development that -centered and a supportive educational environment.
3. A partnership between school Management and stakeholders is needed provide inclusive education. Strong, sustained leadership fosters the environment direction, resources, and support structures for a positive educational climate. But when leadership is weak or inconsistent, execution is fragmented and less effective.
4. Inclusive education is a social responsibility that involves intentional collective action. Findings show that sustained inclusion can only be achieved when structural barriers are eliminated, teachers' competency is enhanced, and collaboration between stakeholders is increased. The recommended logic model is an inclusive paradigm th turns these needs into usable procedures.

C. Recommendations

The following recommendations are proposed in view of the findings and conclusions:

For School Leaders. School administrators may expand their role in fostering inclusive education by providing ongoing instructional support, allocating resources, and monitoring inclusive practices. They should be trained on inclusive school administration and have clear school-wide policies aligned to inclusive education objectives.

For Educators. We urge educators to engage in continuing professional development opportunities focused on inclusive pedagogies, tailored training, and working with diverse student cohorts. Think about peer coaching and collaborative learning communities as ways to improve teaching skills.

For the Department of Education (DepEd). The Department of Education should focus on mobilizing enough resources for inclusive education, including instructional materials, assistive technology, and upgrades to infrastructure." It should also create and implement ongoing, practice-oriented training activities for teachers, with policies updated to reflect schools' actual conditions.

For Future Researchers. Future research may evaluate the influence of leadership styles, organizational culture, and learner outcomes in inclusive education. Future work might confirm and expand the results of this study using quantitative or mixed-method research.

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