

Teachers' Readiness in Handling Inclusive Education and Performance of Public Elementary Schools in the District of General Mariano Alvarez, Cavite: Basis for Continuous Improvement Plan

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ABSTRACT

This study assessed teachers' readiness in handling inclusive education and the performance of public elementary schools in the District of General Mariano Alvarez, Cavite, as basis for a Continuous Improvement Plan. A quantitative descriptive research design was used. Data were gathered from 292 respondents composed of eight school heads, 244 teachers, and 40 stakeholders from eight public elementary schools. A validated researcher-developed questionnaire measured the implementation of inclusive education in terms of access, quality, and stakeholder participation; readiness in terms of awareness, attitude, and skills; challenges encountered; and the acceptability of the proposed plan. Documentary analysis was used for enrolment, dropout, and Learning Outcome Assessment records. Percentage, weighted mean, Mean Percentage Score, Pearson product-moment correlation, and Slovin's formula were applied. Inclusive education was generally implemented (composite mean = 3.62), with access receiving the highest rating (3.75), followed by quality (3.63) and stakeholder participation (3.48). Respondents were much ready overall (3.76), particularly in awareness (3.88), attitude (3.73), and skills (3.69). School enrolment was generally high, dropout rates varied across schools, and learners obtained an average academic performance of 83.78, interpreted as Moving Toward Mastery. Strong positive and significant relationships were found between inclusive education implementation and readiness dimensions: awareness ($r = .7488$), attitude ($r = .8564$), and skills ($r = .7523$). In contrast, implementation and readiness were not significantly related to learners' performance. Challenges were moderately encountered (2.87), with inadequate resources and infrastructure as the most prominent concern (3.91). The proposed Continuous Improvement Plan was highly acceptable (4.27). The findings indicate that implementation and teacher readiness reinforce one another, but school performance is also shaped by other instructional, environmental, and learner-level factors.

Keywords: *inclusive education, teacher readiness, school performance, stakeholder participation, public elementary schools, continuous improvement plan*

INTRODUCTION

Inclusive education is a rights-based and learner-centered approach that seeks to provide equitable access, participation, and meaningful learning for all children, including learners with disabilities and those who require additional support. The Philippine policy environment reflects this commitment through the Enhanced Basic Education Act of 2013 and Republic Act No. 11650, which directs schools to remove barriers, provide appropriate

services, and strengthen support systems for learners with disabilities. These mandates align with international calls for education systems to address exclusion and ensure that diversity is treated as a normal feature of schooling rather than an exception (UNESCO, 2023; Republic Act No. 10533, 2013; Republic of the Philippines, 2022).

Effective implementation depends heavily on the readiness of teachers and the support of school communities. Teachers are expected to understand inclusive education principles, maintain constructive attitudes toward learner diversity, adapt instruction, manage heterogeneous classrooms, and collaborate with parents, school leaders, and specialists. Research in the Philippines indicates that teachers generally demonstrate commitment to inclusion but continue to report gaps in specialized training, instructional resources, individualized lesson adaptation, and confidence in responding to complex learner needs (Ecoben, 2019; Masongsong et al., 2023; Lahug et al., 2025).

The readiness of teachers is closely connected to the conditions in which they work. Access to learning resources, appropriate infrastructure, supportive leadership, manageable class sizes, and active stakeholder participation influence whether inclusive policies are translated into consistent classroom practice. Studies have likewise shown that positive teacher attitudes and self-efficacy improve willingness to include learners with diverse needs, although attitudes alone cannot overcome inadequate institutional support or limited opportunities for continuing professional development (Dignath et al., 2022; Sharma & Sokal, 2022; Kazmi et al., 2023).

School performance provides another important perspective on inclusion. Enrolment and dropout data indicate whether learners enter and remain in school, while assessment results provide evidence of learning outcomes. However, school performance is influenced by multiple factors beyond teacher readiness, including socioeconomic conditions, curriculum implementation, home support, instructional time, resource adequacy, and learner characteristics. Consequently, examining inclusive education solely through teacher perceptions may overlook the broader institutional and community conditions that shape educational outcomes (World Bank, 2023; Realinho et al., 2022).

Public elementary schools in General Mariano Alvarez, Cavite serve a rapidly growing and diverse population. Teachers in the district manage inclusive classrooms while responding to large class sizes, varied learner capacities, resource constraints, and the expectations of national policy. Although previous studies have examined teacher attitudes, readiness, or policy implementation separately, fewer investigations have simultaneously assessed implementation, readiness, school performance, challenges, and the acceptability of an evidence-based improvement plan within one district context (Siocson, 2021; Mabanag et al., 2024).

This study therefore assessed the implementation of inclusive education in terms of access, quality, and stakeholder participation; determined readiness in terms of awareness, attitude, and skills; described school performance through enrolment, dropout rate, and academic performance; examined relationships among implementation, readiness, and performance; identified challenges; and evaluated a proposed Continuous Improvement Plan. The findings were intended to provide a practical basis for strengthening inclusive education across public elementary schools in the District of General Mariano Alvarez, Cavite.

Literature Review

Policy Foundations, Access, and Quality of Inclusive Education

Inclusive education in the Philippines is supported by constitutional guarantees, the K–12 framework, and specific legislation protecting learners with disabilities. Republic Act No. 11650 requires educational institutions to provide inclusive learning resource centers, early identification, appropriate accommodations, individualized support, and coordinated services. These provisions emphasize that access involves more than admission; it also requires barrier-free facilities, suitable learning resources, responsive assessment, and participation in the academic and social life of the school (Republic of the Philippines, 2022; Department of Education, 2021).

Despite these mandates, implementation remains uneven. Systematic reviews report persistent shortages in accessible infrastructure, assistive technology, specialized personnel, and instructional materials. Overcrowded classrooms and limited funding can weaken the quality of inclusion even when schools formally adopt inclusive policies. Thus, the effectiveness of implementation depends on the interaction of policy, resources, instructional

competence, monitoring, and leadership support (Kilag et al., 2024; Jardinez & Natividad, 2024; Castalone et al., 2024).

Teacher Awareness, Attitude, and Skills

Teacher readiness is multidimensional. Awareness refers to knowledge of inclusive policies, learner characteristics, and appropriate supports; attitude reflects openness, commitment, and confidence; and skills involve the practical use of differentiated instruction, assessment adaptation, behavior management, collaboration, and individualized educational planning. Readiness is strengthened through direct experience with diverse learners, specialized training, mentoring, and opportunities for reflective practice (Ecoben, 2019; Foykas et al., 2025; Lubaton, 2024).

Research consistently indicates that teachers often possess favorable attitudes and general instructional confidence while reporting lower competence in specialized tasks. Lesson adaptation, individualized education plans, assistive technology, and assessment of learners with disabilities commonly require further development. Continuous professional learning therefore needs to combine conceptual orientation with demonstration, coaching, peer observation, and classroom-based application (Garcia & Lee, 2024; Smith, 2023; Waitoller & Artiles, 2022).

Positive attitudes remain important because they shape teachers' willingness to accept responsibility for diverse learners and collaborate with colleagues and families. However, attitudes are influenced by workload, administrative support, resource availability, and perceived competence. Professional development is most likely to improve inclusive practice when it strengthens both self-efficacy and concrete instructional capacity (Sharma & Sokal, 2022; Iguis-Calinawan et al., 2024; Nissim & Shamma, 2025).

Stakeholder Participation and Institutional Support

Inclusive education requires shared responsibility among teachers, school heads, parents, local government units, specialists, and community organizations. Stakeholder participation improves early identification, transition planning, resource mobilization, home-school communication, and the continuity of interventions. Collaboration is particularly important when receiving teachers need specialist guidance or when learner needs extend beyond the capacity of the classroom (Peng et al., 2024; Aleño, 2023).

Institutional support affects the sustainability of inclusive practices. Clear roles, accessible services, protected time for collaboration, supportive school policies, and monitoring systems enable teachers to apply inclusive strategies more consistently. Conversely, weak coordination, unclear responsibilities, and limited parent participation may reduce the effectiveness of otherwise well-designed programs (Iguis-Calinawan et al., 2024; Opoku et al., 2022).

Inclusive Education and School Performance

The intended outcomes of inclusion include improved access, participation, retention, social belonging, and academic progress. Enrolment rates indicate the reach of educational services, dropout rates reflect learner retention, and Mean Percentage Scores provide a broad measure of mastery. These indicators are useful but should be interpreted cautiously because school performance results from interacting learner, teacher, family, school, and community factors (Realinho et al., 2022; World Bank, 2023).

Studies have not always found a direct relationship between teacher readiness and measured academic performance. Teachers may be knowledgeable and supportive, but learner outcomes can remain constrained by class size, attendance, poverty, resource limitations, health conditions, curriculum demands, and the availability of specialized services. This suggests that improvements in readiness should be accompanied by systemic interventions that address the broader learning environment (Moon, 2023; Tan & Villanueva, 2022).

Theoretical and Continuous Improvement Perspectives

The study was anchored on Loreman's Inclusive Education Theory and Practice and the Universal Design for Learning framework. Inclusive Education Theory emphasizes equal participation, belonging, responsive instruction, and school-wide support for learner diversity. Universal Design for Learning complements this

perspective by promoting multiple means of engagement, representation, and action or expression so that barriers are addressed proactively rather than after learner's experience failure (Meyer et al., 2014; Florian & Spratt, 2023).

The Continuous Improvement approach treats school development as a recurring process of identifying needs, implementing targeted strategies, monitoring progress, and refining action. In inclusive education, this means using evidence on access, readiness, performance, and challenges to guide professional development, resource allocation, collaboration, and policy implementation. A data-informed improvement plan can therefore connect teacher capability development with institutional and stakeholder support (Department of Education, 2015).

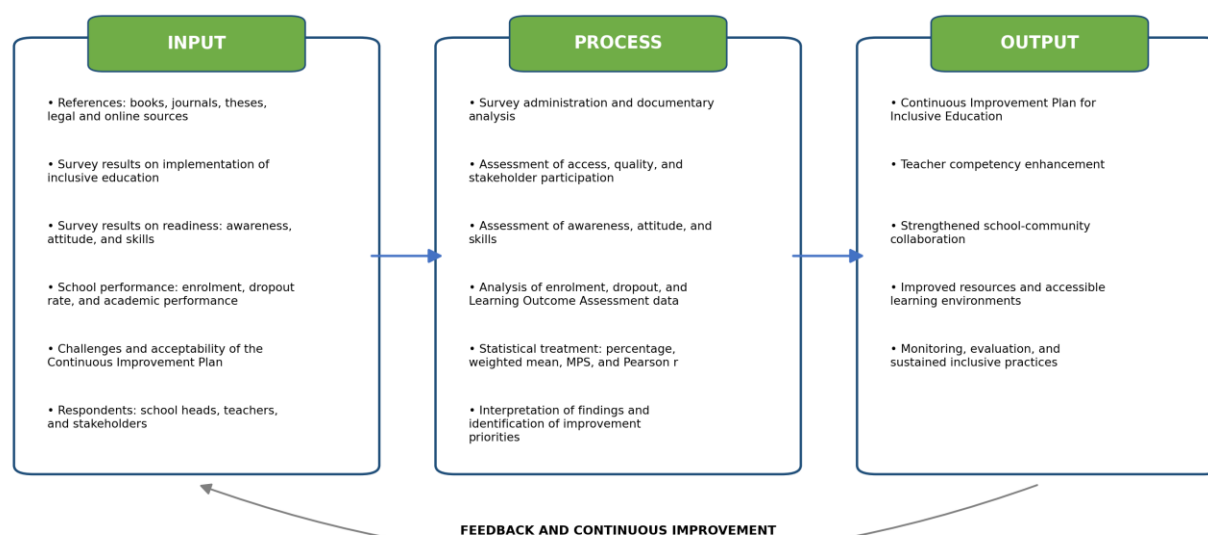


Figure 1. *Research paradigm of the study.*

METHODS

Research Design

The study employed a quantitative descriptive research design. The descriptive component was used to characterize the implementation of inclusive education, respondents' readiness, school performance, challenges, and the acceptability of the proposed plan. Correlational analysis was used to determine the relationships between inclusive education implementation and readiness, between implementation and school performance, and between readiness and school performance. The variables were measured in their naturally occurring setting without manipulation.

Research Locale

The study was conducted in the eight public elementary schools of the District of General Mariano Alvarez, Cavite: Area J Elementary School, Bulihan Elementary School, Francisco De Castro Elementary School, Family Village Resources Elementary School, San Gabriel I Elementary School, San Gabriel II Elementary School, San Gabriel III Elementary School, and San Jose Elementary School. The district serves learners with diverse backgrounds and educational needs and implements inclusive education within regular public elementary school settings.

Participants and Sampling Technique

The study involved 292 respondents, consisting of eight school heads, 244 teachers, and 40 stakeholders. All school heads and School-Parent-Teacher Association stakeholders were included through total enumeration. The

244 teachers were drawn from a population of 626 using the sample size determined through Slovin's formula and were selected purposively based on their relevance to the implementation of inclusive education. The inclusion of the three groups allowed the study to obtain perspectives from school leadership, classroom implementers, and community representatives.

Table 1. *Composition of the respondents*

Respondent Group	Population	Sample	Percentage of Group
School heads	8	8	100.00%
Teachers	626	244	39.00%
Stakeholders	40	40	100.00%
Total	674	292	43.32%

Research Instrument

A researcher-developed survey questionnaire was used. Part I gathered respondent profile information. Part II assessed implementation in terms of access, quality, and stakeholder participation. Part III measured readiness in terms of awareness, attitude, and skills. Part IV identified challenges encountered in handling inclusive education, and the final part assessed the acceptability of the proposed Continuous Improvement Plan. Items were rated through five-point Likert scales appropriate to each construct.

The questionnaire was reviewed by three Graduate School faculty members for content, relevance, clarity, and appropriateness. It was subsequently pilot-tested with respondents who were not included in the final sample. Feedback from validation and pilot testing was used to refine unclear items. Documentary analysis was also undertaken using official school records on enrolment, dropout rate, and Learning Outcome Assessment performance for School Years 2023–2024 and 2024–2025.

Data Gathering Procedure

Approval was secured from the Schools Division Superintendent, the Public Schools District Supervisor of General Mariano Alvarez, and the heads of participating schools. After authorization, questionnaires were distributed in printed form and through Google Forms. The researcher personally coordinated distribution and retrieval, resulting in complete collection of the targeted responses. The accomplished questionnaires and documentary records were organized, encoded, and submitted for statistical analysis with the assistance of the research adviser and statistician.

Data Analysis

Frequency and percentage were used to describe respondent profiles. Weighted means summarized implementation, readiness, challenges, and plan acceptability. Mean Percentage Score was used to interpret learners' academic performance. Pearson product-moment correlation determined the strength and direction of relationships among implementation, readiness, and school performance. Decisions were made at the 0.05 level of significance. The study retained the verbal interpretations and ranges used in the original thesis.

Ethical Considerations

The study was conducted only after institutional permissions were obtained. Respondents were informed of the academic purpose of the research and were assured that the information collected would be used only for the study. Identities were kept confidential, responses were reported in aggregate form, and school performance was presented using coded school labels. Pilot-test participants were excluded from the final survey to protect the integrity of the data.

RESULTS AND DISCUSSION

Implementation of Inclusive Education

Table 2. *Summary of the level of implementation of inclusive education*

Dimension	School Heads	Teachers	Stakeholders	Composite Mean	Interpretation	Rank
Access	3.73	3.68	3.83	3.75	Implemented	1
Quality	3.60	3.60	3.68	3.63	Implemented	2
Stakeholder participation	3.42	3.48	3.53	3.48	Implemented	3
Overall	3.58	3.59	3.68	3.62	Implemented	—

The implementation of inclusive education was generally rated Implemented, with an overall composite mean of 3.62. Access obtained the highest rating (3.75), followed by quality (3.63) and stakeholder participation (3.48). The findings indicate that learners with exceptional needs were generally included in school activities, classes were supervised, and schools provided opportunities for participation and transition. However, the lower rating for stakeholder participation suggests that home-school-community coordination was not as consistently developed as access and instructional quality.

The pattern supports the view that policy adoption can establish basic inclusive practices, but sustainability depends on the quality of resources, staff collaboration, and active stakeholder involvement. The results are consistent with Kilag et al. (2024), who observed that Philippine schools have made progress in inclusion while continuing to face gaps in facilities and support systems. They also reinforce Peng et al. (2024), who emphasized that shared responsibility and stakeholder coordination improve the responsiveness and accountability of educational programs.

Readiness in Handling Inclusive Education

Table 3. *Summary of the level of readiness in handling inclusive education*

Dimension	School Heads	Teachers	Stakeholders	Composite Mean	Interpretation	Rank
Awareness	4.23	3.76	3.64	3.88	Much Ready	1
Attitude	3.94	3.53	3.72	3.73	Much Ready	2
Skills	4.04	3.49	3.53	3.69	Much Ready	3
Overall	4.07	3.59	3.63	3.76	Much Ready	—

Respondents were Much Ready overall (3.76). Awareness ranked first (3.88), followed by attitude (3.73) and skills (3.69). The strong awareness result indicates that respondents generally recognized the importance of training, collaborative learning environments, and inclusive education information. Attitude findings reflected willingness to support learners with disabilities and sustain inclusive teaching, while skills were comparatively lower, particularly in lesson adaptation, individualized planning, and the development of personal competencies needed for diverse classrooms.

The difference between awareness and practical skill reflects a common implementation gap. Teachers may understand inclusive education and endorse its principles without having sufficient experience in specialized planning, assessment, or assistive technology. Similar findings were reported by Garcia and Lee (2024) and Lubaton (2024), who found that teachers were supportive of inclusion but required targeted training in individualized strategies and practical classroom application. The result therefore supports professional development that moves beyond orientation toward coached, classroom-based skill development.

Performance of Public Elementary Schools

Table 4. *Enrolment and dropout rates of the coded public elementary schools*

School	Enrolment 2023–2024	Enrolment 2024–2025	Dropout 2023–2024	Dropout 2024–2025
A	97.11%	97.66%	2.97%	2.39%
B	98.90%	98.70%	0.66%	1.90%
C	97.20%	95.30%	3.20%	3.50%
D	88.30%	82.60%	1.76%	1.88%
E	97.85%	95.07%	1.31%	1.15%
F	98.66%	95.16%	0.96%	1.03%
G	99.93%	99.99%	1.60%	0.94%
H	98.84%	97.72%	0.78%	0.69%

Enrolment rates were generally high across the two school years, although differences among schools were evident. School G maintained the highest enrolment rates at 99.93% and 99.99%, whereas School D recorded the lowest at 88.30% and 82.60%. Dropout rates were generally low but varied by school. School C had the highest dropout rate in both years (3.20% and 3.50%), while Schools B and H recorded comparatively low rates. These differences suggest that access and retention are influenced by local conditions that may include school size, family mobility, socioeconomic circumstances, resource availability, and community support.

Table 5. *Academic performance based on Learning Outcome Assessment*

Learning Area	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Average	Rank
Araling Panlipunan	81.30	83.12	84.31	85.98	83.68	6
MAPEH	81.13	83.93	84.18	86.26	83.87	4
English	80.08	82.36	84.50	85.38	83.08	7
EPP	81.30	83.51	84.79	85.85	83.86	5
ESP	82.54	84.74	86.23	87.15	85.17	1
Filipino	81.56	83.66	84.54	85.85	83.90	3
Mathematics	80.29	81.75	83.52	84.92	82.62	8
Science	81.18	83.68	85.00	86.39	84.06	2
Overall	81.17	83.34	84.63	85.97	83.78	—

Learners attained an overall average of 83.78, interpreted as Moving Toward Mastery. Performance increased across the four quarters, from 81.17 in the first quarter to 85.97 in the fourth quarter. ESP obtained the highest average (85.17), while Mathematics received the lowest (82.62), although all learning areas remained within the same mastery classification. The upward quarterly pattern indicates progress, yet the results also show that full mastery had not been reached. Academic outcomes should not be interpreted as the direct product of inclusive education readiness alone. Assessment performance is shaped by curriculum coverage, attendance, instructional time, home support, prior achievement, learning resources, and subject-specific demands. The findings are therefore consistent with Moon (2023), who argued that readiness and inclusive teaching are important but operate within wider school and learner contexts.

Relationships among Implementation, Readiness, and Performance

Table 6. *Correlation results among the major study variables*

Variables	r	Interpretation	Statistical Result
Implementation and awareness	.7488	Strong positive	Significant
Implementation and attitude	.8564	Very strong positive	Significant
Implementation and skills	.7523	Strong positive	Significant
Implementation and learners' performance	.0232	Very weak positive	Not significant (p = .691)
Readiness and learners' performance	.0232	Very weak positive	Not significant (p = .691)
Skills and learners' performance	-.0362	Very weak negative	Not significant (p = .536)
Attitude and learners' performance	.0232	Very weak positive	Not significant (p = .691)

Implementation was strongly and significantly related to awareness ($r = .7488$), attitude ($r = .8564$), and skills ($r = .7523$). The strongest relationship was observed for attitude, indicating that more established inclusive practices were associated with more favorable dispositions toward inclusion. These results suggest a reinforcing relationship: supportive school practices may improve confidence and commitment, while ready and positively oriented teachers may help strengthen implementation.

In contrast, implementation and readiness were not significantly related to learners' performance. The negligible coefficients show that variation in academic performance was not explained by the measured implementation and readiness indicators in this sample. This does not imply that readiness is unimportant; rather, it indicates that academic outcomes depend on multiple interacting factors and may require more sensitive or longitudinal measures. The finding supports the need to combine teacher-focused interventions with improvements in resources, attendance, assessment, family support, and subject-specific instruction.

Challenges in Handling Inclusive Education

Table 7. *Challenges encountered in handling inclusive education*

Challenge	Composite Mean	Interpretation	Rank
Inadequate resources and infrastructure	3.91	Encountered	1
Lack of teacher competence	3.05	Moderately Encountered	2
Overpopulation of classrooms	3.03	Moderately Encountered	3
Lack of collaborative efforts	2.80	Moderately Encountered	4
Inadequate educator knowledge and skills	2.79	Moderately Encountered	5
Poor teacher attitude	2.61	Moderately Encountered	6
Poor administration	2.56	Least Encountered	7
Unfair treatment of students	2.36	Least Encountered	8
Overall	2.87	Moderately Encountered	—

Challenges were moderately encountered overall (2.87). Inadequate resources and infrastructure ranked first (3.91), followed by concerns related to teacher competence and classroom overpopulation. Limited collaboration and inadequate knowledge and skills were also identified, whereas poor administration and unfair treatment were least encountered. The findings show that the central barriers were structural and capacity-related rather than rooted primarily in resistance or discriminatory treatment. Resource inadequacy can restrict accessibility, differentiated instruction, assistive technology use, and individualized support. Similarly, overcrowded classrooms increase the complexity of managing learner differences and reduce the time available for targeted intervention. These results align with Kilag et al. (2024) and Mabanag et al. (2024), who identified resources, training, and institutional support as persistent implementation constraints. Improvements should therefore address both teacher capability and the material conditions of inclusive classrooms.

Acceptability of the Continuous Improvement Plan

Table 8. *Assessment of the acceptability of the proposed Continuous Improvement Plan*

Criterion	Composite Mean	Interpretation	Rank
Adaptable to different classroom contexts and learner needs	4.65	Highly Acceptable	1
Supports long-term sustainability of inclusive practices	4.51	Highly Acceptable	2
Feasible within school resources and capacity	4.41	Highly Acceptable	3
Supports improvements in the physical environment	4.27	Highly Acceptable	4
Includes monitoring and evaluation mechanisms	4.20	Highly Acceptable	5
Promotes collaboration among general and SNED teachers	4.17	Acceptable	6
Aligned with school goals and DepEd policies	4.15	Acceptable	7
Encourages parent and stakeholder involvement	4.14	Acceptable	8
Addresses actual challenges identified in the study	4.08	Acceptable	9
Provides regular training and capacity-building	4.07	Acceptable	10
Overall	4.27	Highly Acceptable	—

The proposed plan was rated Highly Acceptable overall (4.27). Its adaptability to different classroom contexts and learner needs received the highest rating (4.65), followed by long-term sustainability (4.51) and feasibility (4.41). The findings indicate strong confidence among school heads, teachers, and stakeholders that a coordinated plan can respond to identified gaps while remaining practical within the district context.

The high acceptability of adaptability and sustainability is important because inclusive education needs vary among schools and learners. A rigid intervention may not address differences in enrolment, class size, resources, and teacher experience. The plan should therefore function as a flexible framework that schools can contextualize while maintaining common priorities for access, teacher capability, collaboration, resource improvement, and monitoring.

CONCLUSION

Inclusive education was established across the public elementary schools of General Mariano Alvarez, particularly in terms of access and instructional quality, but stakeholder participation remained the comparatively weaker dimension. School heads, teachers, and stakeholders were generally much ready to handle inclusive education. Their awareness was stronger than their practical skills, indicating that knowledge and positive orientation had developed more fully than specialized capacities such as lesson adaptation, individualized planning, assessment, and classroom management for diverse learners.

Implementation was strongly associated with awareness, attitude, and skills, demonstrating that institutional practice and professional readiness reinforce one another. However, implementation and readiness were not significantly associated with academic performance, which remained at the Moving Toward Mastery level. The finding indicates that teacher readiness is necessary but not sufficient to explain school outcomes. Inclusive education improvement must also address resources, infrastructure, classroom conditions, family support, learner attendance, and subject-specific instructional needs. The highly acceptable Continuous Improvement Plan provides a practical framework for coordinating these priorities.

Recommendation

1. Receiving teachers should participate in sustained training on differentiated instruction, classroom management, learner assessment, lesson adaptation, Individualized Education Programs, assistive technology, and basic communication supports such as sign language. Training should include demonstration, coaching, peer observation, and classroom application rather than relying only on orientation sessions.
2. SNED teachers and coordinators should strengthen mentoring and consultation systems for receiving teachers. Regular case conferences, transition planning, learner progress reviews, and collaborative preparation of interventions should be institutionalized across the eight schools.
3. School heads should allocate resources for accessible facilities, learning materials, diagnostic tools, and assistive devices; review teacher workload and class size concerns; and include inclusive education indicators in school monitoring and improvement processes.
4. Parents, School-Parent-Teacher Associations, local government units, and community partners should be engaged through orientation, joint planning, resource mobilization, and feedback mechanisms. Their participation should support early identification, learner attendance, intervention continuity, and safe transitions across grade levels.
5. The Continuous Improvement Plan should be implemented in phases, monitored quarterly, and refined using evidence from classroom observation, teacher competency assessment, enrolment, dropout, learner progress, and stakeholder feedback. Schools should retain common district targets while contextualizing activities according to learner needs and available resources.
6. Future studies should use classroom observations, interviews, longitudinal designs, and learner-level data to examine how instructional practices, home support, socioeconomic conditions, and access to specialized services influence the relationship between teacher readiness and academic performance.

Table 9. Core actions of the proposed Continuous Improvement Plan

Key Result Area	Priority Actions	Primary Implementers	Suggested Schedule
Access	Develop disability-responsive admission and transition guidelines; improve diagnostic and assessment tools; remove physical and instructional barriers.	School heads, SNED coordinators, teachers	Beginning of school year; quarterly review
Quality	Conduct training on differentiated instruction, IEPs, assessment adaptation, classroom management, and assistive technology.	School heads, master teachers, SNED teachers	Quarterly and school-based LAC sessions
Stakeholder participation	Orient parents, SPTA, LGU, and community partners; establish communication and referral mechanisms.	School heads, SPTA, LGU, guidance personnel	Semestral and as needed
Awareness and attitude	Provide policy orientation, disability sensitivity activities, and reflective discussions on inclusive values.	District and school inclusion teams	At least twice yearly
Skills and collaboration	Use coaching, peer observation, case conferences, team teaching, and intervention planning.	Receiving and SNED teachers	Monthly/continuous
Monitoring and sustainability	Track access, readiness, performance, resources, and stakeholder feedback; revise actions based on evidence.	School improvement team and district office	Quarterly and annual evaluation

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