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Preparedness of Receiving Teachers in Accommodating Learners with Visual Impairment: Basis for an Intervention Measure

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ABSTRACT

This study assessed the preparedness of receiving teachers in accommodating learners with visual impairment and used the findings as the basis for an intervention measure. A descriptive-comparative survey design with evaluative components was employed among 76 respondents from selected schools in the Division of Antipolo, comprising 2 school administrators, 32 Special Education teachers, and 42 receiving teachers. A researcher-made questionnaire was used to assess ten dimensions of preparedness, problems encountered in inclusion, and the acceptability of the proposed intervention. Data were analyzed using percentage, weighted mean, one-way analysis of variance, and post hoc pairwise comparisons. Most preparedness dimensions were rated Practiced, led by family engagement and communication (WM = 4.07), while use of assistive devices (WM = 3.29) and professional skills, training, and collaboration (WM = 3.35) were only Moderately Practiced. Significant group differences were found in knowledge and awareness of visual impairment, instructional adaptation and teaching strategies, assessment, monitoring and feedback, family engagement and communication, and professional skills, training and collaboration. Respondents generally encountered inclusion-related problems (WM = 3.94), with inadequate assistive devices and technologies, insufficient accessible instructional materials, and the need for further classroom modification receiving the highest ratings. The proposed Visual Impairment Support, Instructional Opportunities, and Needs-Based Accommodation (VISION) Program was assessed as highly acceptable in the detailed acceptability table. The findings indicate that receiving teachers show generally adequate preparedness but require sustained capability-building, assistive resources, instructional adaptation support, and stronger school-family-professional collaboration to strengthen inclusive practice.

Keywords: *assistive technology, inclusive education, receiving teachers, teacher preparedness, visual impairment, VISION Program*

INTRODUCTION

Inclusive education requires more than the physical placement of learners with disabilities in regular classrooms. For learners with visual impairment, meaningful inclusion depends on accessible materials, reasonable accommodations, assistive devices, flexible assessment, safe classroom arrangements, and coordinated support from teachers, families, specialists, and school leaders. International rights frameworks and Philippine policies reinforce this responsibility by requiring educational systems to reduce barriers and provide equitable access and participation for learners with disabilities (United Nations, 2006; UNESCO, 2020; Republic Act No. 11650, 2022; Department of Education, 2021).

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Visual impairment remains an important educational concern because limitations in access to visual information can affect participation, mobility, communication, and learning. Effective classroom inclusion therefore depends heavily on receiving teachers who can recognize learner needs, adapt instruction and assessment, use accessible formats, and work with Special Education personnel and families. The reviewed literature consistently links inclusive practice with teacher capability, self-efficacy, access to assistive technology, and organizational support (Dea et al., 2023; Miyauchi, 2020; Mpu & Adu, 2024; Wray et al., 2022).

Within the Philippine setting, policy development has advanced through Republic Act No. 11650 and Department of Education issuances on programs and services for learners with disabilities and child find. Yet policy mandates do not automatically translate into consistent classroom practice. Teachers may still face limited access to specialized training, assistive devices, accessible learning resources, professional collaboration, and appropriate physical environments. Philippine evidence on assistive technology and inclusive teacher competencies likewise points to the need for sustained professional preparation and context-responsive support systems (Quiño-Justol, 2024; Raguindin & Ping, 2025).

This gap between policy expectations and actual classroom capacity motivated the present study. Rather than examining preparedness as a single construct, the study assessed ten interrelated dimensions: accommodating strategies; self-efficacy; knowledge and awareness of visual impairment; instructional adaptation and teaching strategies; use of assistive devices; classroom environment and management; assessment, monitoring and feedback; learner support, advocacy and transition planning; family engagement and communication; and professional skills, training and collaboration. It also compared the assessments of school administrators, Special Education teachers, and receiving teachers, identified problems encountered in inclusion, and evaluated a proposed intervention measure.

Accordingly, the study sought to determine the preparedness of receiving teachers in accommodating learners with visual impairment in selected schools in the Division of Antipolo and to translate the identified strengths and gaps into a practical school-based intervention. The resulting Visual Impairment Support, Instructional Opportunities, and Needs-Based Accommodation (VISION) Program was intended to strengthen teacher capacity, access to assistive resources, instructional adaptation, assessment practices, family engagement, professional collaboration, and continuous monitoring.

Literature Review

Inclusive Education and Teacher Preparedness

Inclusive education is grounded in the principle that learners with disabilities are entitled to equitable participation in education, supported by accessible environments and appropriate services. The Convention on the Rights of Persons with Disabilities identifies education as a right, while UNESCO emphasizes system-level responsibility for removing exclusionary barriers (United Nations, 2006; UNESCO, 2020). In the Philippines, Republic Act No. 11650 institutionalized a policy of inclusion and services for learners with disabilities, complemented by Department of Education guidelines on programs and services and child find (Department of Education, 2021, 2022; Republic Act No. 11650, 2022).

Teacher preparedness is central to translating these policy commitments into classroom practice. A prepared receiving teacher must be able to recognize disability-related learning needs, make reasonable accommodations, plan accessible instruction, adjust classroom routines, and coordinate support. Raguindin and Ping (2025) identified pedagogical and collaborative competencies as important for Filipino teachers implementing inclusive education, while Antonio and Dela Cruz (2025) highlighted the support systems needed when teachers handle learners with visual impairment. These findings support a multidimensional view of preparedness rather than treating readiness as a single skill.

Preparedness also depends on the school context in which teachers work. Institutional leadership, resource availability, professional guidance, and collaborative structures influence whether teachers can consistently

provide inclusive support. Wang et al. (2022) showed that distributed and teacher leadership can strengthen self-efficacy for inclusive practices, underscoring that receiving teachers require both individual competence and organizational support.

Self-Efficacy, Professional Training, and Collaboration

Teacher self-efficacy influences willingness to attempt inclusive strategies, persist through classroom challenges, and make adjustments for diverse learners. Dea et al. (2023) found that regular classroom teachers' self-efficacy for including learners with visual impairment is shaped by training, prior experience, and perceived instructional competence. Similarly, Wray et al. (2022) concluded that mastery experiences and collegial support are major influences on teacher self-efficacy for inclusive education.

Professional development strengthens the knowledge and practical skills needed to support learners with visual impairment. Training is particularly important for disability-specific accommodations, assistive technology, accessible assessment, and orientation to learner needs. Sanchez et al. (2021) emphasized pedagogical preparation and coping resources among inclusive teachers, while Toquero (2021) documented the importance of communication, empathy, and adaptive practice in supporting learners with special educational needs.

Collaboration can compensate for gaps in individual expertise by linking receiving teachers with Special Education teachers, administrators, parents, and other specialists. Mpu and Adu (2024) identified teacher collaboration as an important mechanism for overcoming resource and competence challenges in including learners with visual impairment. This collaborative perspective is consistent with Wang et al. (2022), who emphasized the role of school leadership structures in strengthening teachers' confidence and inclusive practice.

Instructional Adaptation, Assistive Technology, and Accessible Environments

Instructional adaptation is fundamental because learners with visual impairment may need multisensory approaches, tactile or auditory representations, individualized supports, and accessible formats. Diasse and Kawai (2024) synthesized evidence-based practices for learners with visual impairment in regular settings, while Miyauchi (2020) highlighted persistent implementation issues in inclusive education for this population. Together, these studies indicate that inclusion requires deliberate instructional design rather than uniform teaching procedures.

Assistive devices and accessible learning media expand learners' access to information and participation. Rosenblum et al. (2021) emphasized learning media assessment in determining appropriate use of Braille, large print, audio, and electronic formats. Saeed et al. (2021) demonstrated the value of adaptive auditory feedback, while Tachiquin et al. (2021) showed how wearable and tactile technologies can support mobility. In the Philippine context, Quiño-Justol (2024) found that teachers recognize the importance of assistive technology but may lack familiarity or support for its consistent use.

Physical and classroom conditions are equally important. Ahmad Najmee et al. (2025) identified lighting, furniture arrangement, tactile navigation aids, and other environmental features as relevant to participation and mobility among learners with visual impairment. These findings align with Universal Design for Learning, which recommends anticipating learner variability through multiple means of engagement, representation, and action or expression rather than relying only on after-the-fact accommodations (CAST, 2024).

Assessment, Learner Support, Family Engagement, and Transition

Inclusive assessment requires accessible formats and ongoing use of learner data to guide instruction. Rosenblum et al. (2021) showed that decisions about learning media must be linked to classroom application and monitoring. Assessment therefore includes not only measuring performance but also identifying the formats, supports, and accommodations that allow learners with visual impairment to demonstrate learning meaningfully.

Learner support also extends beyond immediate classroom tasks. Transition planning, advocacy, and coordinated services are necessary to help learners move across grade levels, classes, and broader educational environments. Travers and Irland (2025) emphasized collaboration around transition for students with visual impairments, showing that sustained support depends on coordination among teachers, families, and other

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professionals. The Department of Education's child find policy similarly reinforces systematic identification and support for learners with disabilities (Department of Education, 2022).

Family engagement connects school-based accommodations with support at home. Teachers need regular communication with parents, clear sharing of progress and challenges, and collaborative planning of interventions. Toquero (2021) demonstrated the importance of parent support, communication, and empathetic strategies in special education contexts. Within the study framework, family engagement was therefore treated as a core dimension of teacher preparedness, alongside professional collaboration and learner support.

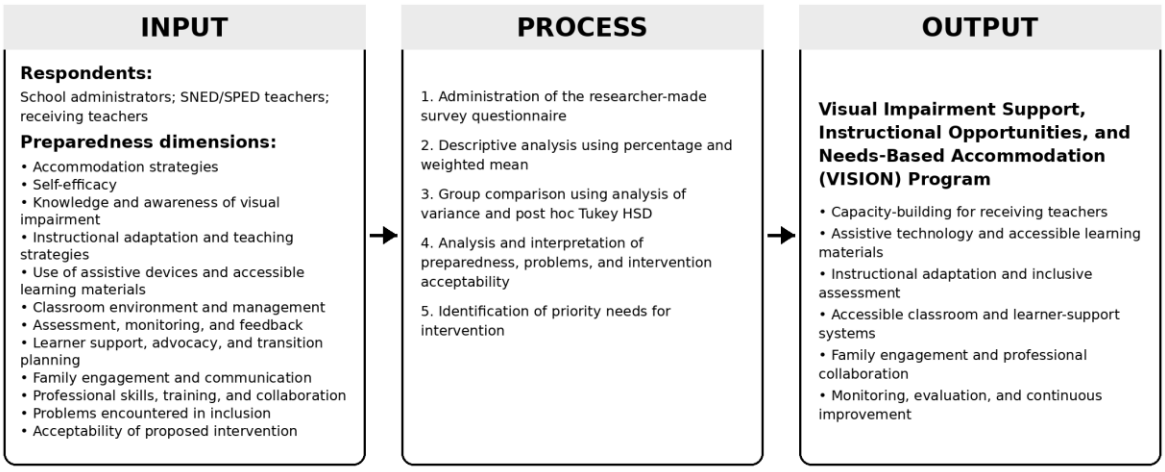
Theoretical and Conceptual Foundations

The study was informed by perspectives that frame preparedness as both an instructional and organizational responsibility. Universal Design for Learning emphasizes proactive reduction of barriers through flexible engagement, representation, and expression (CAST, 2024). This is directly relevant to visual impairment because accessible formats, tactile and auditory materials, assistive technology, and alternative assessment methods can be planned into instruction rather than added only after difficulties arise.

The study also drew on the relationship between leadership, teacher leadership, and self-efficacy for inclusive practice. Wang et al. (2022) proposed that leadership structures can strengthen inclusive self-efficacy, while Raguindin and Ping (2025) identified competencies required by Filipino teachers for inclusive education. These perspectives support the assumption that receiving-teacher preparedness is influenced by personal capability, professional learning, collaborative support, and school-level systems.

The conceptual framework organized these elements through an Input-Process-Output paradigm. Inputs consisted of the three respondent groups and the preparedness dimensions, together with the problems encountered and acceptability assessment. The process involved survey administration and quantitative analysis and interpretation. The intended output was the VISION Program, designed to address the identified preparedness gaps and strengthen inclusive classroom practice.

Figure 1. *The Research Paradigm of the Study*



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METHODS

Research Design

The study employed a descriptive-comparative survey design with evaluative components. The design described the existing level of preparedness of receiving teachers, compared assessments across respondent groups, identified problems encountered in inclusion, and assessed the acceptability of the proposed intervention measure. No study variables were experimentally manipulated.

Research Locale

The study was conducted in selected schools offering Special Education/Special Needs Education services in the Division of Antipolo. Respondents came from 14 schools, with the largest group from Antipolo City SPED Center. The locale provided a setting in which school administrators, Special Education teachers, and receiving teachers had direct experience with inclusive education and learners requiring specialized support.

Participants and Sampling Technique

The target population consisted of 104 personnel: 14 school administrators, 39 Special Education teachers, and 51 receiving teachers. Purposive sampling was used to identify participants with direct knowledge and involvement in inclusive education (Campbell et al., 2020), while the sample allocation was described in the thesis as proportionate stratified sampling calculated using Slovin's formula. The final sample comprised 76 respondents: 2 school administrators, 32 Special Education teachers, and 42 receiving teachers.

Table 1. *Population and Study Sample*

Respondent Group	Population	Sample	Sample % of Group
School administrators	14	2	14.29
SPED/SNED teachers	39	32	82.35*
Receiving teachers	51	42	82.05*
Total	104	76	73.08

Research Instrument

A researcher-made survey questionnaire was used. Part I gathered respondent profile information. Part II assessed preparedness across the ten study dimensions. Part III assessed problems encountered in the inclusion of learners with visual impairment, and Part IV assessed the acceptability of the proposed intervention measure. The instrument was reviewed by the thesis adviser, validated by a Graduate School faculty member and a school administrator, and pilot-tested with SPED and receiving teachers who were not included in the final sample. Feedback from the review and pilot testing was incorporated into the final instrument.

Data Gathering Procedure

A formal request was submitted to the Schools Division Office to obtain permission to conduct the study. After the required authorization, the survey questionnaires were administered to the identified respondents. Completed questionnaires were retrieved, sorted, tallied, and prepared for statistical analysis. Findings were subsequently organized in textual and tabular form according to the research questions and hypothesis.

Data Analysis

Percentage was used to summarize respondent characteristics. Weighted mean was used to assess preparedness, problems encountered, and intervention acceptability. One-way analysis of variance was used to test differences among the three respondent groups at the .05 level of significance. Post hoc Tukey HSD comparisons were used after significant omnibus tests to identify specific group differences.

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Ethical Consideration

The study materials indicate that institutional permission was sought before data collection and that a Research Ethics Form and consent documentation were included among the thesis appendices. The questionnaire informed respondents that there were no right or wrong answers, that responses would be treated with strict confidentiality, and that the data would be used solely for academic research purposes. Names in the survey were optional, further supporting confidentiality of individual responses.

RESULTS AND DISCUSSION

Preparedness of Receiving Teachers

Across the ten preparedness dimensions, eight were rated Practiced and two were rated Moderately Practiced. Family engagement and communication received the highest composite rating (WM = 4.07), followed by learner support, advocacy, and transition planning (WM = 3.94). Knowledge and awareness of visual impairment (WM = 3.82), classroom environment and management (WM = 3.80), accommodating strategies (WM = 3.80), instructional adaptation and teaching strategies (WM = 3.73), self-efficacy (WM = 3.62), and assessment, monitoring, and feedback (WM = 3.44) were also rated Practiced. The two lowest dimensions were professional skills, training, and collaboration (WM = 3.35) and use of assistive devices (WM = 3.29), both rated Moderately Practiced.

Table 2. Summary of Preparedness Dimensions

Preparedness Dimension	WM	Interpretation	Rank
Family engagement and communication	4.07	Practiced	1
Learner support, advocacy, and transition planning	3.94	Practiced	2
Knowledge and awareness of visual impairment	3.82	Practiced	3
Classroom environment and management	3.80	Practiced	4.5
Accommodating strategies	3.80	Practiced	4.5
Instructional adaptation and teaching strategies	3.73	Practiced	6
Self-efficacy	3.62	Practiced	7
Assessment, monitoring, and feedback	3.44	Practiced	8
Professional skills, training, and collaboration	3.35	Moderately Practiced	9
Use of assistive devices	3.29	Moderately Practiced	10

The pattern indicates that relational and learner-support practices were stronger than technology- and professional-development-related competencies. High family engagement suggests that receiving teachers were generally able to communicate with and involve parents, while the lower rating for assistive devices points to limitations in access, competence, or coordination surrounding specialized resources. This aligns with Quiño-Justol (2024), who noted that teachers may value assistive technology but still need stronger familiarity and support, and with Rosenblum et al. (2021), who emphasized the importance of linking accessible media decisions to classroom practice. The moderate rating for professional skills, training, and collaboration similarly reinforces the need for sustained professional learning described by Dea et al. (2023), Mpu and Adu (2024), and Wray et al. (2022).

Differences Among Respondent Groups

The group comparison showed significant differences in five dimensions: knowledge and awareness of visual impairment, instructional adaptation and teaching strategies, assessment, monitoring and feedback, family engagement and communication, and professional skills, training and collaboration. No significant differences were reported for accommodating strategies, self-efficacy, use of assistive devices, classroom environment and management, or learner support, advocacy and transition planning.

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Table 3. *ANOVA Results for Preparedness Dimensions*

Dimension	F	p	Decision
Accommodating strategies	1.5595	.250007	Not significant
Self-efficacy	1.4147	.280764	Not significant
Knowledge and awareness	4.9734	.026721	Significant
Instructional adaptation and teaching strategies	5.5611	.019540	Significant
Use of assistive devices	5.3778*	.147312	Not significant
Classroom environment and management	.3388	.719202	Not significant
Assessment, monitoring, and feedback	69.4520	< .001	Significant
Learner support, advocacy, and transition planning	1.3599	.293545	Not significant
Family engagement and communication	46.1281	.000002	Significant
Professional skills, training, and collaboration	4.0300	.045824	Significant

Post hoc comparisons localized several of these differences. For knowledge and awareness and for instructional adaptation, the significant contrast was between school administrators and receiving teachers. For assessment, monitoring and feedback and for family engagement and communication, significant contrasts involved school administrators versus both SNED teachers and receiving teachers. For professional skills, training and collaboration, the significant comparison was between school administrators and receiving teachers. These differences suggest that role-based exposure to classroom implementation shapes perceptions of preparedness. The findings are consistent with Wang et al. (2022), who emphasized the interaction between leadership structures and teacher efficacy, and with Raguindin and Ping (2025), who framed inclusive competence as a set of role-sensitive pedagogical and collaborative capabilities.

Problems Encountered in Inclusion

Respondents generally reported that inclusion-related problems were encountered (overall WM = 3.94). Receiving teachers reported the greatest level of difficulty (WM = 4.29, Highly Encountered), compared with SNED teachers (WM = 4.06, Encountered) and school administrators (WM = 3.47, Encountered). The three highest-ranked problems were inadequate assistive devices and technologies (WM = 4.17), insufficient instructional materials (WM = 4.16), and the need for further modification of classroom activities (WM = 4.11). Accessibility and safety of facilities (WM = 4.07) and large class sizes (WM = 3.93) followed.

Table 4. *Highest-Ranked Problems Encountered in Inclusion*

Problem	WM	Interpretation	Rank
Inadequate assistive devices and technologies	4.17	Encountered	1
Insufficient instructional materials	4.16	Encountered	2
Classroom activities require further modification	4.11	Encountered	3
Facilities/environment lack full accessibility and safety	4.07	Encountered	4
Class sizes too large for adequate support	3.93	Encountered	5
Overall problems encountered	3.94	Encountered	—

The results show that the most persistent barriers were structural and resource-related rather than purely attitudinal. The highest-ranked concern directly mirrors the low preparedness rating for assistive-device use, indicating that teacher competence and resource availability must be addressed together. This is consistent with evidence that assistive tools can support mobility, access, and learning when they are available and appropriately used (Rosenblum et al., 2021; Saeed et al., 2021; Tachiquin et al., 2021). The need for classroom modification also aligns with Ahmad Najmee et al. (2025), who emphasized environmental accessibility, and with CAST (2024), which recommends designing learning environments to reduce barriers proactively.

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Proposed VISION Program and Its Acceptability

The identified gaps became the basis for the Visual Impairment Support, Instructional Opportunities, and Needs-Based Accommodation (VISION) Program. The intervention package targets assistive technology and accessible learning materials, professional capability-building, inclusive assessment and learner monitoring, instructional adaptation, classroom accessibility and mobility, consistent accommodation planning, knowledge and awareness, learner support and transition, family engagement, time and classroom support, strengthened interprofessional collaboration, and continuous monitoring and evaluation.

Table 5. Core Intervention Areas of the VISION Program

Priority Area	Program/Activity	Primary Intended Result
Assistive devices and accessible materials	Assistive Technology and Accessible Learning Materials Enhancement Program	Improved availability and classroom use of priority assistive resources
Professional skills, training, collaboration	Capability-Building Program on Inclusive Education for Learners with Visual Impairment	Stronger receiving-teacher competence and case collaboration
Assessment, monitoring, feedback	Inclusive Assessment and Learner Progress Monitoring Program	Accessible assessment tools and systematic learner-progress documentation
Instructional adaptation	Workshop on Instructional Adaptation and Differentiated Teaching Strategies	Adapted lessons and improved inclusive teaching strategies
Classroom accessibility and mobility	Accessible and Safe Classroom Environment Program	Safer, more accessible participation and orientation/mobility routines
Collaboration and continuous improvement	Inclusive Education Coordination/Case Conference and Monitoring-Evaluation Programs	Coordinated learner action plans, follow-up, and iterative improvement

The detailed acceptability table showed strong support for the proposed intervention. The highest-rated indicator concerned the belief that the intervention would improve targeted outcomes (WM = 4.32). Alignment with educational practices and policies and overall contextual acceptability each received WM = 4.26, while feasibility within current resources received WM = 4.25 and relevance to identified needs received WM = 4.23. The detailed table reported an overall composite mean of 4.27, interpreted as Highly Acceptable. This pattern indicates that respondents viewed the VISION Program as both relevant and workable within the school setting.

The intervention is closely aligned with the empirical gaps: resource limitations correspond to assistive-technology and accessible-material components; lower professional-development ratings correspond to capability-building and case collaboration; and group differences in assessment and instructional adaptation correspond to targeted training and monitoring. Its inclusion of family engagement and transition support also preserves the dimensions that were comparatively strong while institutionalizing them for sustained practice. This integrated approach reflects the broader literature on UDL, professional collaboration, inclusive teacher competence, and transition support (CAST, 2024; Mpu & Adu, 2024; Raguindin & Ping, 2025; Travers & Irland, 2025).

CONCLUSION

Receiving teachers in the selected schools demonstrated generally adequate preparedness to accommodate learners with visual impairment. Most dimensions were practiced, particularly family engagement and communication, learner support and transition planning, knowledge and awareness, classroom management, accommodation, instructional adaptation, self-efficacy, and assessment. However, preparedness was less

developed in the use of assistive devices and in professional skills, training, and collaboration, indicating that inclusive practice remains constrained by specialized resource and capability needs.

Significant differences among school administrators, SNED teachers, and receiving teachers were concentrated in knowledge and awareness, instructional adaptation, assessment and feedback, family engagement, and professional skills and collaboration. Respondents also consistently identified inadequate assistive technology, insufficient accessible instructional materials, classroom modification needs, physical accessibility, and large class sizes as practical barriers. These findings show that strengthening inclusion requires coordinated attention to teacher competence, material resources, accessible environments, and collaborative support systems.

The VISION Program directly responds to these findings by combining capability-building, accessible resources, instructional and assessment adaptation, classroom accessibility, learner support, family engagement, collaboration, and continuous monitoring. The strong acceptability ratings indicate that stakeholders considered the intervention relevant and feasible for strengthening inclusive education for learners with visual impairment.

Recommendation

The VISION Program should be considered for adoption and implementation by participating schools and the Division of Antipolo as a structured mechanism for strengthening the accommodation of learners with visual impairment. Implementation should prioritize the lowest-rated preparedness areas, particularly assistive technology, accessible learning materials, professional training, and collaboration.

School heads should provide sustained professional development through Learning Action Cell sessions, INSET activities, coaching, mentoring, and case conferences focused on visual impairment, instructional adaptation, inclusive assessment, assistive technology, orientation and mobility, and learner support. Resource planning should prioritize equitable access to magnifiers, large-print and Braille resources, tactile and audio materials, screen readers, text-to-speech tools, and other appropriate technologies, alongside improvements in classroom accessibility and safety.

SNED and receiving teachers should maintain collaborative accommodation plans, progress-monitoring systems, transition support, and regular parent communication. Parents should be encouraged to participate in consultations and capacity-building so that school-based interventions are reinforced at home. Future studies may test the VISION Program after implementation, use larger and more diverse samples, and employ qualitative, mixed-methods, longitudinal, or comparative designs to examine changes in teacher preparedness and learner outcomes.

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