

Teachers' Inclusive Education Support Practices, Learners' Profile, and Academic Performance of Mainstreamed Learners with Special Educational Needs in Mangagoy Hilltop Elementary School, Bislig City Division: A Descriptive-Survey Approach

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ABSTRACT

This study determined teachers' inclusive education support practices, the profile of mainstreamed learners with special educational needs (LSEN), and their academic performance in Mangagoy Hilltop Elementary School, Bislig City Division, during School Year 2025–2026 as basis for an Inclusive Education Support Enhancement Plan. A quantitative descriptive-survey design was employed. Total enumeration included 13 teacher-respondents, while documentary analysis covered 31 mainstreamed LSEN profile records; 29 records had encoded general academic averages. A researcher-made, expert-validated questionnaire using a four-point Likert-type scale measured five dimensions of inclusive education support practice and three areas of teacher challenges. Weighted mean, standard deviation, frequency, percentage, and rank ordering were used. Teachers reported a High overall extent of inclusive

education support practice ($M = 3.083$, $SD = 0.619$), led by classroom management and learner engagement ($M = 3.185$) and collaboration with parents, fellow teachers, and school personnel ($M = 3.169$); learning resource and environmental support was comparatively lowest ($M = 2.938$). Teachers simultaneously reported a Very High overall level of challenge ($M = 3.431$, $SD = 0.625$), with resource, training, and school support challenges highest ($M = 3.523$). The 31 mainstreamed LSEN were distributed across Grades 1–6, were predominantly male (22 of 31), and were most commonly recorded with learning disability, autism spectrum disorder, and intellectual disability. Among 29 valid academic records, the mean general average was 79.21 ($SD = 4.51$; range = 71–91), and 17 learners (58.62%) were Fairly Satisfactory. The findings indicate that high teacher support coexists with substantial implementation barriers and that learner diversity and lower academic performance require systematic, differentiated monitoring. The proposed enhancement plan therefore prioritizes teacher capability-building, adapted resources, learner profiling, academic monitoring, parent collaboration, and school-level technical support.

Keywords: *inclusive education, mainstreamed learners, special educational needs, teachers' support practices, academic performance, support enhancement plan*

INTRODUCTION

Inclusive education is concerned not only with placing learners with disabilities or special educational needs in regular classrooms but with ensuring meaningful participation, access to appropriate instruction, and measurable learning progress. UNESCO (2020) and UNICEF (2021) emphasize that learners with disabilities remain vulnerable to exclusion and learning gaps, making the quality of classroom support an equity issue rather than a matter of placement alone.

In the Philippines, the policy basis for school inclusion is strengthened by DepEd Order No. 44, s. 2021 and Republic Act No. 11650, which require appropriate programs, accommodations, support services, and coordinated mechanisms for learners with disabilities (Department of Education, 2021; Republic Act No. 11650, 2022). These policies imply that regular classroom teachers, school heads, coordinators, parents, and other personnel share responsibility for reducing barriers to participation and learning.

Teacher practice is central to this responsibility. Inclusive classrooms require instructional adaptation, differentiated teaching, supportive classroom management, reasonable assessment accommodation, learner progress monitoring, home-school collaboration, and accessible resources. Universal Design for Learning and inclusive pedagogy support flexible teaching that responds to learner variability while maintaining participation in the common classroom (CAST, 2018; Florian & Black-Hawkins, 2011; Zhang et al., 2024).

Implementation, however, is affected by teacher preparation, workload, resources, specialist support, and school systems. Woodcock et al. (2022) emphasized the importance of teacher self-efficacy and engagement with inclusive practices, while OECD (2019) highlighted professional development and collaboration as important conditions for teaching quality. These concerns are particularly relevant in small elementary-school settings where mainstreamed learners are distributed across grade levels and specialized support personnel may be limited.

Mangagoy Hilltop Elementary School served 245 learners from Kindergarten to Grade 6 and had identified special needs education as a recurring learner concern. The source thesis noted a local gap in school-based quantitative evidence that simultaneously described teachers' inclusive education support practices, teacher challenges, learner profiles, and the academic performance of mainstreamed learners with special educational needs. The present study addressed this gap and used the descriptive findings to formulate an Inclusive Education Support Enhancement Plan for the school.

Literature Review

Inclusive Education and Mainstreaming of Learners with Special Educational Needs

Inclusive education requires schools to respond to learner diversity by removing barriers to access, participation, and achievement. Ainscow (2020) described inclusion and equity as system-level priorities, while UNESCO (2020) emphasized that inclusive education must address exclusion in curriculum, teaching, assessment, and school organization. Mainstreaming therefore becomes meaningful only when learners receive the accommodations and support needed to participate in regular classrooms.

In the Philippine setting, DepEd Order No. 44, s. 2021 and Republic Act No. 11650 establish the policy and legal basis for providing educational programs and services to learners with disabilities. These issuances require learner identification, appropriate support, curriculum access, reasonable accommodation, and collaboration among school personnel and families (Department of Education, 2021; Republic Act No. 11650, 2022).

Mainstreaming can support belonging, peer interaction, and access to the general curriculum when classroom practices are responsive. However, physical placement alone may leave learners academically or socially excluded if instruction, assessment, resources, and support systems remain inflexible (Schuelka, 2018; UNESCO, 2020).

Instructional Adaptation, Classroom Management, and Learner Engagement

Differentiated instruction allows teachers to adjust content, process, product, pacing, and the learning environment according to learner readiness and support needs (Tomlinson, 2014). Universal Design for Learning extends this principle by encouraging multiple means of engagement, representation, and action or expression (CAST, 2018). AlRawi and AlKahtani (2021) found that UDL-based interventions for learners with intellectual disabilities used varied digital, visual, audio, and activity-based resources and reported positive academic, social, and behavioral outcomes.

Inclusive classroom management also involves more than discipline. Predictable routines, positive reinforcement, structured transitions, peer support, and respectful correction can sustain learner participation. Korpershoek et al. (2016) found that classroom-management interventions had significant effects across academic, behavioral, social-emotional, and motivational outcomes, while Roorda et al. (2017) linked positive teacher-student relationships with learner engagement and achievement.

These findings support the study's focus on instructional adaptation and differentiated teaching together with classroom management and learner engagement. They also explain why teachers' support practices must be examined alongside the implementation barriers that may prevent consistent individualized assistance in regular classrooms.

Assessment Accommodation, Progress Monitoring, and Collaboration

Assessment accommodation allows learners to demonstrate intended learning without being unfairly limited by disability or learning difficulty. Adjustments may include additional time, simplified instructions, oral clarification, alternative response formats, modified performance tasks, or supportive feedback. Black and Wiliam (2009) emphasized using evidence of learning to adapt teaching, while Wiliam (2011) highlighted classroom-based assessment as a basis for instructional decision-making.

Progress monitoring is especially important for mainstreamed learners because performance may vary over time and across tasks. The study used general academic average as the documented indicator of academic performance and interpreted grades using DepEd Order No. 8, s. 2015 (Department of Education, 2015). Monitoring academic data can help identify learners who require additional follow-up or intervention.

Inclusive support also depends on coordinated relationships. Epstein (2011) emphasized school-family-community partnerships, whereas Hornby and Blackwell (2018) documented barriers that can limit parental involvement. In school settings, collaboration among teachers, parents, school heads, coordinators, and specialists supports information sharing, referral, intervention planning, and continuity of assistance (Department of Education, 2021).

Learning Resources, Teacher Preparation, and School Support

Accessible learning materials and supportive environments are fundamental to inclusive instruction. UDL encourages flexible resources, visual supports, concrete materials, assistive tools, and varied ways of accessing and expressing learning (CAST, 2018). In practice, however, teachers may need to prepare their own adapted worksheets, visual aids, templates, or alternative activities when specialized resources are unavailable.

Teacher preparation and self-efficacy influence the quality of inclusive practice. Sharma and Sokal (2016) linked teacher efficacy, concerns, and attitudes with actual inclusive classroom practices, while Miesera et al. (2019) reported relationships among attitudes, concerns, self-efficacy, and teaching intentions. Woodcock et al. (2022) similarly emphasized teacher self-efficacy in engagement with inclusion.

Resource shortages, limited training, absence of specialist personnel, and inconsistent referral or monitoring procedures can therefore weaken implementation even when teachers are committed to inclusion. This explains the study's parallel measurement of teachers' support practices and challenges and its use of the results as the basis for school-level enhancement planning.

Learner Profile, Academic Performance, and School-Based Improvement

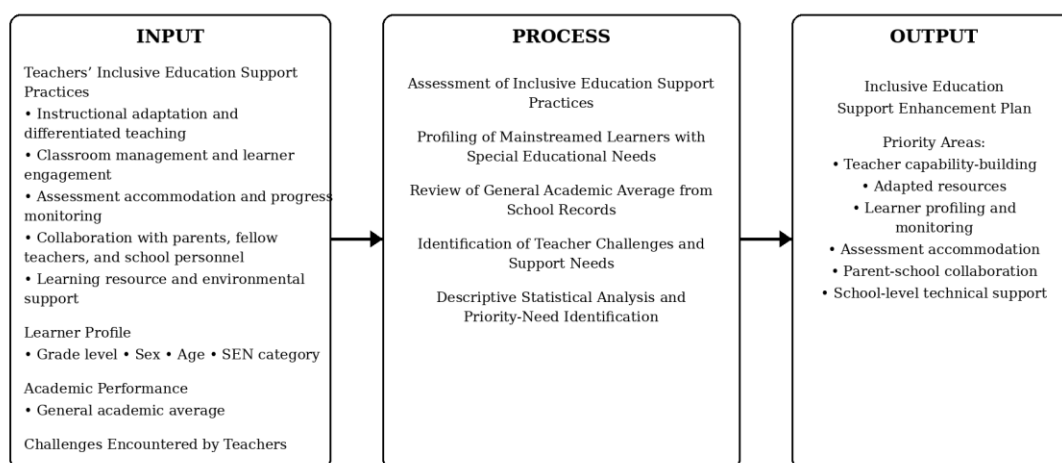
Accurate learner profiling is necessary for inclusive planning because schools need to understand the distribution of learners by grade, age, sex, and documented special educational need. UNICEF (2021) stresses the importance of making children with disabilities visible in data, while the Philippine Statistics Authority (2022) reports functional-difficulty data that reinforce the need for ethical and disaggregated learner information.

Academic performance should be interpreted together with support conditions. Grades can reflect achievement but may also be influenced by instruction, assessment, engagement, and access to resources. OECD (2023) documented continuing learning difficulties among Filipino learners more broadly, underscoring the importance of targeted monitoring for learners who already face additional educational barriers.

The CIPP Evaluation Model provides a practical way to translate descriptive evidence into school improvement. Context refers to learner and school needs; input includes teacher practices, resources, records, and support mechanisms; process involves instruction, assessment, collaboration, monitoring, and documentation; and product is the school-based enhancement plan (Stufflebeam, 2003). In the present study, CIPP complements UDL and inclusive pedagogy by connecting evidence about practice, challenges, learner profile, and academic performance with improvement priorities.

Figure 1. *Schematic Diagram of the Study*

Schematic Diagram of the Study



METHODS

Research Design

The study employed a quantitative descriptive-survey design. The approach was used to describe the extent of teachers' inclusive education support practices, the level of challenges they encountered, the profile of mainstreamed learners with special educational needs, and the learners' academic performance. The design was descriptive and did not test causal relationships among the variables (Creswell & Creswell, 2018).

Research Locale

The study was conducted at Mangagoy Hilltop Elementary School, Bislig City Division, during School Year 2025–2026. The school served learners from Kindergarten to Grade 6 and provided the local context for examining inclusive education support in regular elementary classrooms.

Participants and Sampling Technique

Total enumeration was used for the teacher population. All 13 teachers of Mangagoy Hilltop Elementary School participated in the survey. Eleven reported directly handling or supporting mainstreamed LSEN, while two did not directly handle such learners; all were retained because inclusive education was treated as a school-wide concern. Learner data came from documentary records rather than questionnaire responses. Thirty-one mainstreamed LSEN profile records were included, while academic-performance analysis used the 29 records with encoded general academic averages.

Table 1. *Respondents and Documentary Data Sources*

Respondents/Data Source	Available Population/Records	Used in Analysis
Teachers	13	13
Mainstreamed LSEN profile records	31	31
General academic average records	31	29

Research Instrument

A researcher-made teacher questionnaire in matrix format measured inclusive education support practices and challenges. The practice scale covered five dimensions: instructional adaptation and differentiated teaching; classroom management and learner engagement; assessment accommodation and progress monitoring; collaboration with parents, fellow teachers, and school personnel; and learning resource and environmental support. Challenges were grouped into instructional and assessment challenges; resource, training, and school support challenges; and home, learner, and participation challenges.

Items were rated on a four-point Likert-type scale. The questionnaire underwent expert validation before administration to establish clarity, relevance, appropriateness of the scale, and alignment with the study objectives. Learner profile and academic performance were obtained through a separate documentary data-extraction sheet using existing school records; no new diagnostic assessment of learners was conducted.

Data Gathering Procedure

The researcher secured permission from the concerned school authorities and coordinated the schedule of questionnaire administration and access to relevant school records. Teacher-respondents were oriented regarding the purpose of the study, voluntary participation, confidentiality, and the response procedure. Completed questionnaires were checked for completeness and encoded for analysis. Learner profile and academic-performance information was extracted only from official records using learner codes.

Data Analysis

Weighted mean and standard deviation described teachers' inclusive education support practices and challenges, with rank ordering used to identify relatively stronger and weaker areas. Frequency and percentage summarized learner profile by grade level, sex, age, and type/category of special educational need. For general academic averages, frequency, percentage, mean, and standard deviation were used; performance descriptors followed DepEd Order No. 8, s. 2015. The results from all four descriptive problem areas served as the basis for the proposed enhancement plan (Department of Education, 2015; Fraenkel et al., 2019).

Ethical Consideration

Participation of teachers was voluntary, survey responses were reported in aggregate, and identifying information was kept confidential. Learner information related to special educational needs was treated as sensitive documentary data. Names were excluded, learner codes were used, and only records necessary for the study were processed. These procedures were aligned with school data-protection responsibilities and the Data Privacy Act of 2012 (National Privacy Commission, n.d.).

RESULTS AND DISCUSSION

Teachers' Inclusive Education Support Practices

Teachers reported a High overall extent of inclusive education support practice ($M = 3.083$, $SD = 0.619$). Classroom management and learner engagement was the highest-rated dimension ($M = 3.185$, $SD = 0.583$), followed by collaboration with parents, fellow teachers, and school personnel ($M = 3.169$, $SD = 0.601$). Learning resource and environmental support was lowest ($M = 2.938$, $SD = 0.634$), although it remained within the High range.

Table 2. *Summary of Teachers' Inclusive Education Support Practices*

Dimension	M	SD	Interpretation	Rank
Classroom management and learner engagement	3.185	0.583	High	1
Collaboration with parents, fellow teachers, and school personnel	3.169	0.601	High	2
Instructional adaptation and differentiated teaching	3.107	0.737	High	3
Assessment accommodation and progress monitoring	3.031	0.585	High	4
Learning resource and environmental support	2.938	0.634	High	5
Overall	3.083	0.619	High	—

The strongest rating for classroom management and engagement suggests that teachers were comparatively consistent in creating routines, reinforcing participation, and maintaining supportive interactions. This aligns with evidence that classroom-management practices can improve academic, behavioral, and motivational outcomes (Korpershoek et al., 2016) and that teacher-student relationships contribute to engagement and achievement (Roorda et al., 2017). The comparatively lower rating for learning resources and environmental support points to a practical area for improvement, particularly because accessible materials and flexible learning environments are central to UDL (CAST, 2018).

Challenges Encountered by Teachers

Despite the High level of reported support practice, teachers experienced a Very High overall level of challenge ($M = 3.431$, $SD = 0.625$). Resource, training, and school support challenges were highest ($M = 3.523$, $SD = 0.589$), followed by instructional and assessment challenges ($M = 3.431$, $SD = 0.585$). Home, learner, and participation challenges also remained Very High ($M = 3.338$, $SD = 0.691$).

Table 3. *Summary of Challenges Encountered by Teachers*

Challenge Area	M	SD	Interpretation	Rank
Resource, training, and school support	3.523	0.589	Very High	1
Instructional and assessment	3.431	0.585	Very High	2
Home, learner, and participation	3.338	0.691	Very High	3
Overall	3.431	0.625	Very High	—

The results indicate that teacher commitment alone does not remove systemic barriers. Resource shortages, limited specialized training, insufficient technical assistance, and inconsistent documentation or referral procedures can constrain inclusive implementation even when teachers report strong classroom practices. This interpretation is consistent with Woodcock et al. (2022) on teacher efficacy and inclusive practice and with national policies that require coordinated support systems rather than isolated teacher effort (Department of Education, 2021; Republic Act No. 11650, 2022).

Profile of Mainstreamed Learners with Special Educational Needs

The 31 learner records showed that mainstreamed LSEN were present in every grade from Grade 1 to Grade 6. Grade 3 and Grade 5 had the largest groups, with seven learners each. Most learners were male (22; 70.97%), and the largest age groups were 12 years (10; 32.26%) and 9 years (8; 25.81%). One age-23 entry was retained exactly as encoded in the school-provided data. The most common recorded categories were learning disability (8; 25.81%), autism spectrum disorder (6; 19.35%), and intellectual disability (5; 16.13%).

Table 4. *Profile of Mainstreamed Learners with Special Educational Needs*

Profile Area	Category	f	%
Grade level	Grade 3	7	22.58
Grade level	Grade 5	7	22.58
Grade level	Grades 1, 2, and 6	5 each	16.13 each
Grade level	Grade 4	2	6.45
Sex	Male	22	70.97
Sex	Female	9	29.03
Age	12 years	10	32.26
Age	9 years	8	25.81
Age	11 years	5	16.13
SEN category	Learning disability	8	25.81
SEN category	Autism spectrum disorder	6	19.35
SEN category	Intellectual disability	5	16.13
SEN category	Physical disability	4	12.90

The diversity of learner profiles supports a school-wide rather than grade-specific approach to inclusion. The concentration of learning disability, autism spectrum disorder, and intellectual disability in the records suggests a need for flexible instruction, communication support, behavioral strategies, assessment accommodation, and accurate documentation. The profile should be understood as school-record information rather than new clinical diagnosis, consistent with the study's ethical and documentary approach.

Academic Performance of Mainstreamed Learners with Special Educational Needs

Of the 31 learner records, 29 contained general academic averages. The mean was 79.21 (SD = 4.51), with scores ranging from 71 to 91. Based on K to 12 grading descriptors, the average fell within the Fairly Satisfactory range. Seventeen learners (58.62%) were Fairly Satisfactory, seven (24.14%) were Satisfactory, two (6.90%) were Outstanding, one (3.45%) was Very Satisfactory, and two (6.90%) Did Not Meet Expectations.

Table 5. *Academic Performance of Mainstreamed LSEN*

Indicator/Descriptor	Value/f	%	Interpretation
Valid records	29	—	—
Mean general average	79.21	—	Fairly Satisfactory
Standard deviation	4.51	—	—
Range	71–91	—	—
Fairly Satisfactory	17	58.62	75–79
Satisfactory	7	24.14	80–84
Outstanding	2	6.90	90–100
Did Not Meet Expectations	2	6.90	Below 75
Very Satisfactory	1	3.45	85–89

The distribution shows that most learners were passing, but many remained near the lower end of the passing range and two did not meet expectations. Academic results should not be interpreted as a measure of learner ability alone because access to adapted instruction, assessment accommodation, learning resources, and classroom support can influence demonstrated achievement (UNESCO, 2020; UNICEF, 2021). The presence of

learners in the Outstanding and Very Satisfactory categories also demonstrates that mainstreamed LSEN can achieve higher academic outcomes when support conditions enable participation and learning.

Proposed Inclusive Education Support Enhancement Plan

The enhancement plan was developed directly from the descriptive findings. Priorities were assigned to teacher capability-building and school support because challenges were Very High, to resource development because learning resource and environmental support was the lowest-rated practice dimension, and to learner profiling and academic monitoring because the school served varied SEN categories and most valid academic records were within the Fairly Satisfactory range.

Table 6. *Proposed Inclusive Education Support Enhancement Plan*

Plan Component	Key Activities	Persons Involved	Expected Output
Teacher capability-building	LAC/INSET on differentiation, assessment accommodation, behavior support, and inclusive classroom management.	School head, master teacher, IE/SNED coordinator, teachers	Improved teacher competence
Resource and material development	Prepare teacher-made materials, visual supports, adapted tasks, and accessible classroom resources.	Teachers, school head, resource/LR coordinator	Accessible resource bank
Learner profiling and documentation	Update coded profiles, recorded SEN categories, and support needs; maintain confidential records.	Class advisers, school head, designated coordinator	Organized learner-profile database
Academic monitoring and support	Review LSEN general averages each grading period and identify learners needing follow-up or intervention.	Teachers, school head, master teacher	Quarterly academic monitoring sheet
Parent and stakeholder collaboration	Strengthen communication, referral, follow-up, and home-support mechanisms.	Teachers, parents/guardians, school personnel	Parent coordination and action records
School-level review and technical assistance	Review survey results, challenge areas, learner profiles, and performance data for coaching and planning.	School head, teachers, district/division personnel as needed	Enhancement plan and monitoring report

The plan follows the CIPP logic by linking contextual needs and available inputs with school-level processes and a concrete improvement output (Stufflebeam, 2003). It also aligns with UDL and inclusive pedagogy because its activities focus on increasing flexibility, accessibility, learner participation, and teacher capacity rather than separating mainstreamed learners from regular classroom practice (CAST, 2018; Florian & Black-Hawkins, 2011).

CONCLUSION

Teachers in Mangagoy Hilltop Elementary School reported a High extent of inclusive education support across instructional adaptation, classroom management, assessment accommodation, collaboration, and learning-resource support. Classroom management and learner engagement was the strongest area, while learning resource and environmental support was comparatively weakest. At the same time, teachers experienced a Very High level of implementation challenge, particularly in resources, training, and school support. These findings show that inclusive practice was present but constrained by significant institutional and technical demands.

The mainstreamed LSEN population was diverse across grade levels, ages, sex, and documented categories of need. Most valid academic records were within the Fairly Satisfactory range, with a mean general average of 79.21, while two learners did not meet expectations. The combined evidence supports closer differentiated monitoring rather than a single uniform response. The proposed Inclusive Education Support Enhancement Plan therefore contributes a school-based mechanism for sustaining effective teacher practices while strengthening

professional preparation, accessible resources, learner documentation, academic monitoring, parent collaboration, and technical assistance.

Recommendation

The school head, Master Teacher, and Inclusive Education/SNED Coordinator should implement and periodically review the proposed enhancement plan, with priority given to teacher training, learning resources, assessment accommodation, learner monitoring, and referral or support procedures.

Teachers should sustain strong classroom-management, learner-engagement, and collaboration practices while expanding adapted materials, visual supports, simplified worksheets, guided templates, accessible classroom arrangements, and documented progress-monitoring procedures.

Mainstreamed LSEN who are Fairly Satisfactory, Did Not Meet Expectations, or have incomplete academic records should receive closer academic follow-up using coded monitoring records and appropriate classroom accommodations.

Parents and guardians should be engaged in regular progress discussions, home-learning reinforcement, attendance and participation support, and coordinated follow-up for learners needing additional assistance.

The School Improvement Planning Team should integrate the findings into school improvement priorities, including resource mobilization, inclusive education professional development, learner profiling, and academic monitoring.

Future researchers should conduct larger correlational or program-evaluation studies across multiple schools and may include attendance, reading performance, behavior, parent involvement, learner engagement, and intervention participation as additional indicators.

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