



**THE LIVED EXPERIENCES OF RECEIVING TEACHERS  
IN HANDLING LEARNERS WITH SPECIAL NEEDS  
IN INCLUSIVE PUBLIC SCHOOL**

**Angelie Caparida<sup>1i</sup>,  
Sheryll Balbanida<sup>1</sup>,  
Pinky Blaiza Rohde<sup>2</sup>,  
Rosalie Cabo<sup>3</sup>,  
Matilde Sanchez<sup>4</sup>,  
Niña Rozanne Delos Reyes<sup>5</sup>,  
Ann Frances Cabigon<sup>5</sup>,  
Reylan Capuno<sup>5</sup>,  
Raymond Espina<sup>5</sup>,  
Marjorie Añero<sup>5</sup>,  
Lilibeth Pinili<sup>5</sup>**

<sup>1</sup>Junior High School Faculty,  
Don Vicente Rama Memorial National High School,  
Cebu City, Philippines

<sup>2</sup>Special Education Teacher,  
Betty Fairfax High School,  
Arizona, USA

<sup>3</sup>SPED Resource Teacher,  
Sunset Hills Elementary School,  
New Mexico, USA

<sup>4</sup>Special Education Teacher,  
Herman C. Davis Elementary School,  
Montana, USA

<sup>5</sup>Graduate School Faculty,  
Cebu Technological University  
Cebu City, Philippines

**Abstract:**

This study explored the lived experiences of receiving general education teachers handling learners with special needs at Maglambing Integrated School, Surigao del Sur, during the school year 2025–2026 as a basis for implications for practice. Specifically, it examined teachers' experiences, challenges, coping mechanisms, and professional support needs in inclusive classrooms. The study employed a qualitative research design using phenomenological inquiry, guided by Creswell (2018). Fifteen teachers

<sup>i</sup> Correspondence: email [jayleentienza@gmail.com](mailto:jayleentienza@gmail.com)

participated in the study, and data were collected through in-depth interviews and analyzed using thematic analysis. The findings revealed that teachers experienced significant difficulty in adapting to inclusive education, particularly in modifying instruction, managing increased workload, and coping with emotional strain. Despite these challenges, teachers found fulfillment through learners' progress, emotional connection, and professional growth, which reshaped their roles as inclusive educators. Teachers also encountered persistent barriers, including constant instructional material modification, lack of training, limited resources, absence of appropriate assessment tools, communication difficulties, classroom management issues, large class sizes, and insufficient institutional support. To cope, teachers relied on collegial support, structured routines, interactive teaching approaches, and a positive professional mindset. Furthermore, teachers emphasized the need for intensive training, adequate instructional resources, stakeholder collaboration, and learner-centered assessment systems. Therefore, inclusive teaching was characterized by both struggle and fulfillment, requiring continuous adaptation and resilience. The study recommends the implementation of intensive training programs to enhance teachers' capability in handling learners with special needs.

**Keywords:** lived experiences, receiving general education teachers, inclusive education, qualitative, Philippines

## 1. Introduction

Inclusive education has been widely promoted, adapted, and implemented as a fundamental principle of equitable and quality education, emphasizing the right of all learners, regardless of ability, disability, or learning condition, to access meaningful learning opportunities in regular school settings. The Department of Education in the Philippines consistently highlights inclusivity in its mission, training, and seminars. However, despite its frequent mention, the actual implementation of inclusive education in classrooms remains a persistent challenge, particularly for regular classroom teachers who handle learners with special needs in inclusive settings, often without specialized training or adequate support.

According to Ghotbi (2024), inclusive education in Japan presents significant challenges for both teachers and students due to limited institutional support and unclear accommodation processes. Teachers often struggle to address the diverse needs of students with disabilities because they lack flexibility, guidance, and coordinated support systems within their institutions. At the same time, students with disabilities face difficulties in accessing appropriate accommodations, as they are frequently unaware of the support options available to them and are expected to navigate complex procedures independently. teaching and meaningful participation in inclusive learning environments. The challenges observed in Japan closely mirror the situation in the

Philippines, where inclusive education policies exist on paper but are often inadequately implemented in practice. Just as Japanese teachers struggle with limited institutional support and unclear accommodations, Filipino teachers in inclusive classrooms face similar difficulties due to insufficient resources, lack of specialized training, and minimal guidance from school administrators. Students with special needs in the Philippines likewise encounter barriers, including the absence of proper diagnostic tools and individualized support, which hinders their meaningful participation in learning.

In China, inclusive education still uses a traditional common criterion-based evaluation system, which means that the performance of students with disabilities is measured mainly by their examination results rather than their development in multiple aspects, including social and emotional abilities (Zeng, 2024). The same case in Philippine schools, it also often lacks proper diagnostic and assessment tools that consider the holistic development of learners, including their social, emotional, and cognitive growth. The reliance on standardized or traditional measures can lead to frustration among students with disabilities and hinder teachers' ability to provide meaningful, individualized support.

In the Philippines, there are several challenges to implementing inclusive education that motivate the researchers to pursue the present study. The teacher-pupil ratios often reach 1:50, making it extremely difficult for teachers, especially those not trained in special education, to provide individualized attention. Critical support services such as physical therapy, speech-language therapy, and mental health assistance are mostly absent, further limiting teachers' ability to respond effectively to diverse learning needs. Moreover, each semester presents new classes with students of varying abilities, placing additional pressure on teachers to adapt and manage inclusion in real-time. As observed by school coordinators and SpEd resource persons, the lack of structured stakeholder support in areas such as differentiated instruction, accommodations, and instructional planning directly affects the quality of teaching and students' learning outcomes. Even in international contexts where support services exist, teachers report being left behind, highlighting the need for professional development and competence-building to truly assist learners with disabilities.

As observed in Maglambing Integrated School, Surigao del Sur, Philippines, learners with special needs were increasingly accommodated into regular classrooms, often without adequate preparation, resources, and sustained support systems. While inclusion aims to promote acceptance and equal participation, the reality faced by special education teachers reflects a complex teaching environment marked by diverse learning needs, behavioral concerns, limited instructional support, and high professional demands. Black-Hawkins (2023) emphasized that inclusion is not merely about placing learners with disabilities in regular classrooms but ensuring that teaching practices meaningfully respond to learner diversity.

With all the challenges surrounding the implementation of inclusive education, there was a pressing need to examine the experience faced by teachers in the classroom.

While policies and guidelines advocate for inclusivity, the absence of adequate preparation, professional support, and structural readiness places teachers in a vulnerable position. If these concerns remain unaddressed, inclusive education risks becoming ineffective, leading to teacher burnout, compromised instructional quality, and unmet learning needs of students with special needs.

This study was therefore conceptualized to explore the challenges teachers encountered, the coping mechanisms they employed, and the learning and development support they needed in inclusive teaching. More importantly, it sought to draw implications that may inform more responsive practices, policies, and support systems for inclusive education.

## 2. Literature Review

The study is grounded in four major learning theories that explain how teachers experience and respond to inclusive education. Lev Vygotsky's Social Constructivist Theory emphasizes that learning occurs through social interaction, where teachers scaffold learning and support students within their Zone of Proximal Development. Jack Mezirow's Transformative Learning Theory highlights that teachers grow professionally by reflecting on their experiences, questioning their beliefs, and adapting their practices. William Glasser's Choice Theory focuses on how teachers' beliefs, relationships, and sense of competence influence their motivation and behavior in inclusive classrooms. Lastly, Albert Bandura's Social Learning Theory explains that learning happens through observation, imitation, and modeling, with both students and teachers improving through interaction and shared experiences.

Special Education and inclusive education teachers faced various challenges globally. These challenges include the need for specialized teaching methods, aligning social and emotional development with academic achievement, and preparing students for real-world difficulties (Şanal, 2023). In addition, teachers encounter obstacles such as inadequate training on new educational approaches, unstable internet connections for online instructions, and parents' lack of instructional knowledge in remote teaching (Nugraha et al., 2023).

Gonzalez-Gil (2013) found out that teachers recognize inclusive education training as a critical and urgent need. It is directly confronted with the complex realities of handling learners with special needs in regular classrooms. Many receiving teachers are expected to address diverse learning, behavioral, and emotional needs despite having limited formal preparation, insufficient instructional resources, and minimal professional support. As inclusive laws place learners with special needs in mainstream classrooms, teachers often experience uncertainty, stress, and role strain, highlighting gaps between policy expectations and classroom realities. These challenges emerge as central themes that shape teachers' daily practices, coping mechanisms, and professional growth.

Aside from a lack of teachers' training, Abongdia (2015) highlighted that the training offered by the district and division officials does not address the challenges in teaching students with special needs. They are more interested in getting teachers to fill in the policies that training took place when, in fact, they just passed by for a few hours. There is no proper echoing of those teachers underwent the training. This situation is reflected in the present study, as receiving teachers also experience a disconnect between mandated trainings and the actual demands of inclusive classrooms, reinforcing the need for context-based, sustained, and practical professional development programs.

As stated by Dakada (2015), teachers should have skills and knowledge of identifying learners in order to minimize bias, non-identification, over-identification as well as misidentification. This perspective aligns with the present study, as the experiences of receiving teachers in inclusive public schools reflect the complexities they face in responding to diverse learner needs, which are often influenced by how learners are initially identified and understood. The experiences feature the importance of informed and reflective teaching practices in inclusive settings.

According to Agbenyaga (2007), many public and private schools in Cebu City and around the Philippines provide inclusive education. Teachers in inclusive classrooms may become frustrated due to a lack of skills and professional competence to assist learning for students with special needs. This situation highlights how the expansion of inclusive education has not always been matched with adequate teacher preparation and sustained professional support. In relation to the present study, such frustration forms part of the lived experiences of receiving teachers, influencing the challenges they encounter, the coping mechanisms they develop, and the kinds of training and support they perceive as necessary to become more effective in inclusive public schools.

The Philippine educational system is a mess, especially compared to other countries, as most classrooms here are typically overcrowded (Muega, 2019). Concerns have been raised about a shortage of teaching and learning resources, teacher recruiting, retention, training, and collaboration among government organizations dealing with indigenous peoples (Cucio, 2020). Teachers' lack of training, bullying, infrastructural issues, student learning, curriculum, class size, resources, and other pupil-related issues are all challenges in inclusive classrooms for children with disabilities (Paguiran, 2020). Communication and collaboration with many members of the school community, particularly experts whose findings are critical for building a successful personalized education program, are in need of addressing.

Furthermore, Parveen (2018) revealed that the success of inclusive education is hindered by other factors, such as the community's attitude towards disability, lack of adequate involvement of all stakeholders, among others. There is a lack of human capital in schools that offer inclusive education. Simply, human capital refers to the capacity, qualifications and expertise of the teachers in handling students with special abilities. The teachers felt that they were incapable of differentiating the learning activities for the students, resulting in frustration in both the students and the teachers. The majority of

the teachers felt that the biggest challenge in dealing with students with disabilities is the lack of knowledge and skills they require to understand these students' behavioral needs.

In addition, Sijuola (2022) stressed out that working with parents, the first point of contact with the community outside the school, is another challenge of inclusive education. Parents are the principal stakeholders outside the administration circle of the school, as their perceptions, expectations, and level of involvement directly influence learners' educational experiences. In an inclusive classroom, teachers often encounter difficulties such as limited parental understanding of disabilities, resistance to inclusive practices, or inconsistent home support, which can affect the implementation of individualized strategies for learners with special needs. Effective collaboration with parents, therefore, requires strong communication skills, empathy, and shared decision-making, all of which add to teachers' professional demands. In the context of the present study, this highlights how receiving teachers' lived experiences extend beyond classroom instruction and include navigating partnerships with parents to ensure holistic support for learners with special needs.

Dapudong (2015) highlighted that schools consider the profile of the teacher applicants during the hiring process and staffing. Teachers' training in special education, experience in teaching children with special educational needs in mainstream classrooms and teachers' willingness to work with SEN students in regular classes should be considered as requirements for employing teachers to work in an inclusive school. This implies that inclusive education begins not only in the classroom but also at the institutional level, where appropriate teacher selection and placement can significantly influence teachers' preparedness and confidence. This perspective helps explain why receiving teachers' lived experiences vary, as those assigned to inclusive classrooms without sufficient background or readiness may encounter greater challenges in managing learners with special needs.

Locally, a study conducted by Abina et al. (2022) found that special education teachers in Davao City, Philippines, encountered challenges related to mixed disabilities in one classroom, lack of comprehension, poor parental educational attainment, tantrum-inducing behavior, inadequate funding, and government support. This finding relates closely to the present study as it emphasizes the multifaceted challenges faced by teachers handling learners with special needs in inclusive classrooms. Similar to the context in Davao City, the present study aims to explore the lived experiences of receiving teachers in public schools, including the difficulties they encounter in addressing diverse learning needs, managing classroom dynamics, and coping with limited resources and support. By examining these experiences, the study seeks to provide a deeper understanding of how teachers navigate the practical and professional challenges of inclusive education, highlighting the relevance of teacher perspectives in developing strategies, interventions, and policies that enhance the effectiveness of inclusive practices in public schools.

### 3. Material and Methods

This study employed a qualitative research design using a phenomenological approach to explore the lived experiences of teachers handling learners with special needs in inclusive public-school classrooms. Qualitative research is appropriate for examining how individuals interpret and assign meaning to their experiences. Phenomenology, in particular, focuses on describing the essence of a shared phenomenon as experienced by participants.

Data were collected through in-depth interviews (IDI) and focus group discussions (FGD), allowing participants to provide rich, detailed accounts of their experiences. Purposive sampling was utilized to select participants who have direct experience in inclusive education. Data analysis was conducted using thematic analysis, following systematic procedures such as data familiarization, coding, categorization, and theme development. To ensure rigor, the researchers employed bracketing, member checking, peer debriefing, and data triangulation.

The participants of the study were fifteen (15) public school teachers handling learners with special needs in inclusive classrooms. All participants were selected through purposive and homogeneous sampling. The study was conducted at Maglambing Integrated School, a public school located in Barangay Maglambing, Tagbina, Surigao del Sur, Philippines. The school offers elementary, junior high, and senior high school programs under the K–12 curriculum, serving 612 learners during the School Year 2025–2026. It has 30 teaching personnel and 3 non-teaching staff. The school implements inclusive education and provides support for learners with special needs. Its diverse student population and inclusive practices make it an appropriate setting for examining teachers' experiences in handling learners with special needs.

The study utilized a researcher-developed semi-structured interview questionnaire. The instrument consisted of three parts: preliminary questions (demographic profile and consent), in-depth questions (challenges, coping mechanisms, and support systems), and closure questions (additional insights and clarifications). The data collection process was conducted in three stages:

- **Preliminary Stage:** Approval was secured from school authorities, and participants were identified and invited. Informed consent was obtained prior to participation.
- **Data Gathering Stage:** Semi-structured interviews were conducted face-to-face or via online platforms. Interviews lasted 30–60 minutes and were audio-recorded with consent. Field notes were also taken.
- **Post–Data Gathering Stage:** Interviews were transcribed verbatim, reviewed for accuracy, and securely stored. Confidentiality was maintained through the use of pseudonyms.

Ethical principles were strictly observed throughout the study. Participants provided informed consent and were assured of voluntary participation, confidentiality,

and anonymity. Pseudonyms were used to protect identities, and all data were securely stored.

#### **4. Results and Discussion**

The experiences of receiving teachers in inclusive classrooms were characterized by two central dimensions: the struggle to adapt to inclusive education and the fulfillment derived from teaching students with special needs. Teachers consistently described inclusive teaching as both challenging and rewarding. On one hand, they had to modify lessons, assessments, and classroom routines to accommodate diverse learner needs. This included designing differentiated instruction, providing individualized support, and adjusting teaching methods to align with students' cognitive, behavioral, and emotional abilities. Teachers emphasized that inclusion demands creativity, patience, and intentional planning to ensure that every learner can participate meaningfully in classroom activities.

Alongside instructional modifications, teachers reported a substantial increase in workload and emotional strain. Many expressed frustration, exhaustion, and uncertainty due to limited formal training and a lack of specialized preparation. Managing large class sizes, attending to learners with behavioral or medical conditions, and balancing the needs of both students with and without special needs presented constant challenges. Nevertheless, teachers described the emotional rewards of inclusive teaching, particularly the satisfaction of observing student progress, growth in confidence, and successful social interactions. Many noted that these moments of achievement reinforced their professional commitment and deepened their sense of purpose.

Communication barriers and classroom management were also significant themes in the findings. Teachers encountered challenges in interacting effectively with students who had varying cognitive abilities, social-emotional needs, and language differences. Furthermore, they faced difficulties in managing classroom behavior, maintaining focus among large groups of students, and ensuring that learners with special needs were socially included and protected from bullying. Time constraints, insufficient resources, and the absence of clear institutional guidelines further intensified these challenges.

Despite these difficulties, receiving teachers employed various coping mechanisms to navigate inclusive classrooms successfully. Collegial support emerged as a critical strategy, with teachers relying on mentorship, collaboration with colleagues, and guidance from specialists to implement effective teaching strategies. They also demonstrated responsiveness and innovation in pedagogy, using structured routines, interactive and multimodal approaches, and individualized support to foster engagement and learning. Furthermore, teachers emphasized the importance of maintaining a positive, growth-oriented mindset, embracing inclusion as a professional and moral commitment.

The study also highlights the professional and school support necessary to enhance inclusive education. Teachers identified the need for intensive and practical professional development programs, provision of instructional resources, access to teacher aides and specialists, collaboration with parents and community stakeholders, learner-centered assessment systems, and reinforcement of professional values such as empathy, patience, and resilience. Such support was considered essential not only to alleviate the challenges of inclusive teaching but also to strengthen teacher effectiveness and student outcomes.

## **5. Recommendations**

The study recommends strengthening inclusive education in public schools through a collaborative and multi-level approach. Teachers are encouraged to develop flexibility, creativity, and reflective practices while applying differentiated and multimodal strategies. The Department of Education and school administrators should provide continuous professional development, adequate resources, assistive technologies, and structured support systems such as mentoring programs, teacher aides, and school-based support teams. Schools should also ensure manageable class sizes, promote collaboration among stakeholders, and foster a culture of inclusion. Parents are urged to actively participate in supporting learners, while students with special needs should be given individualized support to enhance participation and confidence. Furthermore, researchers are encouraged to explore effective strategies, innovations, and long-term impacts of inclusive education. Lastly, the study emphasizes the need for intensive training programs to strengthen teachers' capability in handling learners with special needs.

## **6. Conclusion**

The findings of this study indicate that receiving teachers in inclusive public school classrooms face a complex interplay of professional, emotional, and systemic challenges. These challenges include instructional modifications, behavioral management, workload pressures, communication barriers, and insufficient institutional support. Despite these obstacles, teachers demonstrated resilience, creativity, and professional growth, redefining their roles to encompass facilitation, advocacy, and emotional support in addition to traditional content delivery. Inclusive education, while demanding, was found to be a source of personal and professional fulfillment. Teachers derived meaning from observing learners' progress, fostering emotional connections, and witnessing students' confidence and independence grow over time. The study stresses the critical importance of comprehensive professional development, access to resources, and collaborative support networks in enabling teachers to succeed in inclusive settings.

## **Acknowledgements**

With a heart full of gratitude and humility, the researcher would like to extend her sincerest appreciation to all the individuals who, in one way or another, contributed to the successful completion of this study. The researcher offers her deepest gratitude to all the teacher-participants who generously shared their time, experiences, and insights. Their willingness to participate and openness in sharing their lived experiences became the foundation of this study. Without their cooperation and honesty, this research would not have been possible. Their voices and stories serve as a meaningful contribution to the advancement of inclusive education. The researcher would also like to thank her family for their unwavering love, moral support, and encouragement. Their understanding, patience, and constant motivation provided strength during challenging times and served as a source of inspiration to complete this endeavor. Finally, to all friends, colleagues, and individuals who, in one way or another, offered support, encouragement, and assistance, your contributions, whether big or small, are sincerely appreciated and will always be remembered. Above all, this work is humbly offered as a contribution to the continuous improvement of inclusive education and as a testament to the collective effort of everyone who believes in providing equitable learning opportunities for all.

## **Creative Commons License Statement**

This research work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc-nd/4.0>. To view the complete legal code, visit <https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode.en>. Under the terms of this license, members of the community may copy, distribute, and transmit the article, provided that proper, prominent, and unambiguous attribution is given to the authors, and the material is not used for commercial purposes or modified in any way. Reuse is only allowed under the terms of the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.

## **Conflict of Interest Statement**

The authors declare no conflicts of interest.

## **About the Author(s)**

**Angelie E. Caparida** is a Junior High School faculty member at Don Vicente Rama Memorial National High School under the Department of Education, where she currently teaches Grade 10 English. She earned her bachelor's and master's degrees in English, as well as a diploma and master's degree in Special Education, reflecting her strong academic foundation in both language education and inclusive teaching practices. As an educator and researcher, Caparida is committed to promoting effective English language instruction, inclusive education, and learner-centered pedagogies that support diverse student needs. Her professional interests include English language teaching, special

education, literacy development, teacher preparedness, and inclusive classroom practices. She has published numerous research studies in international journals, contributing to the growing body of knowledge in education, language instruction, and Special Education. Through her dedication to teaching, research, and professional development, she continues to advocate for quality and inclusive education in public schools.

**Sheryll U. Balbanida** is a faculty member of Don Vicente Rama Memorial National High School, where she currently serves as a Grade 9 Science Teacher. She finished her Bachelor of Secondary Education major in General Science, which equipped her with a strong foundation in science instruction, learner-centered pedagogy, and educational research. As an educator, she is committed to fostering scientific literacy and critical thinking among junior high school learners through engaging and meaningful classroom experiences. Her professional interests include innovative science teaching strategies, inclusive education, and the development of supportive learning environments that address the diverse needs of students. Sheryll continues to pursue excellence in teaching and remains dedicated to empowering learners through quality science education while contributing to the advancement of educational practices in public schools.

**Pinky Blaiza B. Rohde** is a Special Education Teacher at Betty H. Fairfax High School within the Phoenix Union High School District. Holding a Master's Degree specializing in Special Education, she is a dedicated special educator. Rohde's academic and professional work focuses on inclusive education, social-emotional learning, teacher efficacy, and supporting students with diverse learning needs. She actively contributes to her school community by fostering inclusive teaching practices, promoting student engagement, and implementing supportive interventions that encourage academic and personal growth for all learners. Through her commitment to instruction, collaboration, and student advocacy, Rohde continues to advance the field of special education and empower students to reach their full potential.

**Rosalie Cabo** is a Special Education Resource Teacher at Sunset Hills Elementary School. She is a dedicated special educator committed to supporting learners with diverse educational needs through inclusive and student-centered instructional practices.

With a strong passion for Special Education, Cabo focuses on creating supportive learning environments that foster academic growth, independence, and confidence among students with disabilities. She actively promotes collaboration with teachers, families, and school support personnel to ensure that learners receive appropriate interventions and meaningful educational opportunities. Through her dedication, compassion, and commitment to inclusive education, she continues to make a positive impact on the lives of her students and the school community.

**Matilde Balatbat Sanchez** is an educator, school administrator, and advocate for inclusive education with more than 30 years of teaching experience. She earned her degree in Political Science from Polytechnic University of the Philippines and pursued Special Education studies at the University of the Philippines Diliman. She further

completed her masters Degree in Education major in Special Education at Cebu Technological University. Mrs. Sanchez is the school owner and administrator of Academia de Divina Pastora Learning Center, where she has dedicated her career to promoting quality and inclusive education. Her academic work centers on teaching and empowering children with special educational needs, helping them achieve their goals and succeed in an inclusive classroom environment. Through her decades of service, she continues to inspire students, families, and fellow educators with her commitment, compassion, and leadership in the field of Special Education.

**Niña Rozanne T. delos Reyes** is an Associate Professor V, who obtained her Doctor in Development Education (Dev.Ed.D.) specializing in Special Education, from Cebu Technological University. She previously served as Chair of Special Needs Education and currently functions as Associate Professor in Graduate Studies and tertiary level education. Her scholarly contributions encompass inclusive education, mental health interventions during COVID-19, LGBTQ+ experiences, deaf worker employment characteristics, and cultivating teaching preparedness for diverse learners with disabilities.

**Ann Frances P. Cabigon** currently serves as the Dean of the Student Affairs Office at Cebu Technological University. As a faculty member in the College of Education, she effectively combines her professional background to drive impactful student development programs. Her research interests include inclusive education and student wellness, with a strong focus on burnout management and academic resilience. Prof. Cabigon is a committed academic leader, dedicated to fostering a supportive, holistic environment that enhances the well-being and long-term success of every student at CTU.

**Reylan G. Capuno** is a faculty member of Cebu Technological University. As an educator and researcher, he is dedicated to promoting academic excellence, innovative teaching practices, and meaningful educational research. His professional and scholarly interests include curriculum development, educational innovation, teacher education, and inclusive learning practices that enhance student engagement and academic achievement. Dr. Capuno has contributed to the field of education through active research involvement and scholarly publications in academic and international journals. Through his commitment to instruction, research, and professional service, he continues to support the advancement of quality education and the development of future educators and researchers.

**Raymond C. Espina** is the Dean of the College of Education at Cebu Technological University. As an academic leader, educator, and researcher, he is committed to advancing teacher education, educational research, and inclusive academic excellence within the university and the broader educational community. Dr. Espina has contributed extensively to the field of education through his scholarly works and has published numerous studies in international journals. His research interests include teacher education, curriculum development, educational leadership, inclusive education,

and innovative instructional practices. Through his leadership, research engagement, and commitment to quality education, he continues to promote academic growth, professional development, and meaningful educational transformation among future educators and researchers.

**Marjorie B. Añero** obtained her dual doctorate degrees, PhD and EdD, and ranks as Associate Professor V at Cebu Technological University, currently designated as Program Chairperson of the College of Education. Her scholarly work examines bionic reading interventions for learners with disabilities, reading comprehension complexities among students with special educational needs, technology integration in inclusive classrooms, English as a Second Language effectiveness in mathematics instruction, and teacher well-being across multiple dimensions.

**Lilibeth C. Pinili** is an Associate Professor at the College of Education at Cebu Technological University. Holding a Doctor of Development Education specializing in Special Education (SPED), she is a dedicated researcher and educator. Her academic work focuses on inclusive education, social-emotional learning, and teacher efficacy in SPED settings. Dr. Pinili actively contributes to the university's mission by fostering inclusive teaching practices and developing vital support initiatives for diverse learners, consistently advancing the field of special education through her rigorous research and commitment to student development.

## References

### a. Journal articles

- Abongdia, J. F. A., Foncha, J. W., & Dakada, A. (2015). Challenges encountered by teachers in identifying learners with learning barriers: Toward inclusive education. *International Journal of Educational Sciences*, 8(3), 493-501. <https://doi.org/10.31901/24566322.2015/08.03.07>
- Agbenyega, J. (2017). Examining Teachers' Concerns and Attitudes to Inclusive Education in Ghana. *International Journal of Whole Schooling*, 3(1), 41-56. Retrieved from <https://files.eric.ed.gov/fulltext/EJ847471.pdf>.
- Abina, I. L. S., Loquinario, E. M., Malaya, L. J. P., Belano, J., & Cagape, W. E. (2022). Special Education Teachers' Job Satisfaction and Its Effect on Employee Retention. *International Journal of Research Publications*, 115(1). <https://doi.org/10.47119/ijrp10011511220224346>
- Dakada, A. (2015). Challenges encountered by teachers in identifying learners with learning barriers: Toward inclusive education. *International Journal of Educational Sciences*, 8(3), 493-501. <https://doi.org/10.31901/24566322.2015/08.03.07>
- Dyliaeva, K., Rothman, S. B., & Ghotbi, N. (2024). Challenges to inclusive education for students with disabilities in Japanese higher education institutions. *Higher Learning Research Communications*, 14(1), 1–18. <https://doi.org/10.18870/hlrc.v14i1.1453>

- Nugraha, I. N. P., Emiliyasi, R. N., Soni, M., & Wardana, B. A. (2023). Special Needs Students: What Are The Challenges? *English Education and Applied Linguistics Journal*, 6(1), 19–32. <https://doi.org/10.31980/eealjjournal.v6i1.2906>
- Şanal, S. Ö. (2023). Digital Assessment tools for Special education Teachers: Challenges and opportunities. *YaşAdıkça Eğitim*, 37(2), 477–488. <https://doi.org/10.33308/26674874.2023372556>
- Zeng, F. (2024). Challenges and practices of inclusive education in China: Rethinking assessment systems for students with disabilities. *International Journal of Inclusive Education*, 28(3), 345–360.

#### **b. Online document**

- Black-Hawkins, K. (2023). *Understanding inclusive education: A theoretical contribution to debates and practices*. Routledge.
- Creswell, W. J., & Creswell, D. J. (2018). *Research design: Qualitative, quantitative, and mixed methods approach*. Sage Publications. Retrieved from <https://uk.sagepub.com/en-gb/eur/research-design/book270550>
- Cucio, M. R. R., & Roldan, M. D. G. Z. (2020, October 1). Inclusive Education for Ethnic Minorities in the Developing World: The Case of Alternative Learning System for Indigenous Peoples in the Philippines. Retrieved October 28, 2022, from <http://ecsdev.org/ojs/index.php/ejsd/article/view/1150/1128>
- Dapudong, R. C. (2014). Teachers' knowledge and attitude towards inclusive education: Basis for an enhanced professional development program. *International Journal of Learning & Development*, 4(4), 1-24. <https://doi.org/10.5296/ijld.v4i4.6116>
- González-Gil, F., Martín-Pastor, E., & Blanco, J. (2013). Perceptions of teachers regarding inclusive education and training needs for attention to diversity. *Revista de Educación*, 361, 299–323. <https://doi.org/10.5430/jct.v13n2p1>
- Paguiran, E. M. (2020, May). Teachers' Perceptions of Inclusive Education: Basis on the Development of the Inclusion Guide. 8(2). Retrieved October 25, 2022, from <https://www.researchgate.net/profile/Edmar->
- Parveen, A., & Qounsar, T. (2018). Inclusive education and the challenges. *National Journal of Multidisciplinary Research and Development*, 3(2), 64-68. Retrieved from [https://www.researchgate.net/publication/339302326\\_Inclusive\\_education\\_and\\_the\\_challenges](https://www.researchgate.net/publication/339302326_Inclusive_education_and_the_challenges)
- Sijuola, R., & Davidova, J. (2022). Challenges of implementing inclusive education: Evidence from selected developing countries. *Rural Environment Education Personality*, 15, 140-147. <https://doi.org/10.22616/REEP.2022.15.017>