ADMINISTRATIVE SUPPORT, TEACHERS' TEACHING STRATEGIES, AND SOCIAL INCLUSION OF JUNIOR HIGH SCHOOL LEARNERS WITH DISABILITIES IN THE CITY SCHOOLS DIVISION OF BIÑAN

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ABSTRACT

Social inclusion is a vital component of inclusive education that ensures learners with disabilities are actively involved in both academic and social aspects of school life. This study aims to determine the administrative support, teachers' teaching strategies, and social inclusion of junior high school learners with disabilities in the City Schools Division of Biñan. This also explores the significant relationship between the main variables and how effectively administrative support attributes and teaching strategies predict the social inclusion of these learners. A descriptive-correlational design was utilized and data were collected from a total of 63 teachers using stratified random sampling. Weighted mean, Pearson R, and regression analysis were applied in analyzing the data gathered. The findings revealed that the schools had a high level of administrative support for inclusive education, the teaching strategies utilized by teachers to foster social inclusion were strongly agreed, and the learners with disabilities had a very high level of social inclusion. There was a significant relationship between the level of administrative support and teaching strategies, and between teaching strategies and the level of social inclusion. However, there was no significant relationship between the level of administrative support and the level of social inclusion. Regression analysis confirmed that inclusive classroom climate, social skills training, and community-based learning were significant predictors of social inclusion, while peer-mediated instruction and collaborative work were not significant predictors. Administrative support or any of its sub-constructs were not significant predictors of social inclusion. The study concludes that while administrative support is crucial for enabling effective teaching strategies, it does not directly drive social inclusion. Instead, social inclusion depends significantly on classroom-level practices, particularly fostering an inclusive climate, social skills training, and community-based learning. The study developed an action plan to sustain the level of social inclusion of learners with disabilities.

Keywords: Social inclusion, administrative support, inclusive education, teaching strategies, learners with disabilities

INTRODUCTION

Social inclusion in educational settings is a critical aspect of education as it ensures that all students, regardless of their abilities, can access quality education and engage fully in school. It has emerged as a cornerstone of quality education in the 21st century, aligning with the

principles of equity, participation, and human rights emphasized in global frameworks such as the United Nations' Sustainable Development Goal 4, which advocates for inclusive and equitable quality education for all. Across countries, inclusive education has been promoted not only as a means to integrate learners with disabilities into mainstream classrooms but also as a mechanism to ensure that they are accepted, supported, and engaged both academically and socially (UNESCO, 2020). Recent global studies, such as those by Renwick et al. (2023) and Fu et al. (2022), underscore that inclusive classroom climates, empathetic peer relationships, and social interaction opportunities are essential for fostering a strong sense of belonging and emotional well-being among learners with disabilities.

In the Philippine context, the implementation of the Enhanced Basic Education Act and the Inclusive Education Act (RA 11650) reflects the country's commitment to providing access to quality and inclusive education for learners with disabilities. However, despite strong policy frameworks, challenges remain in translating these policies into practice, especially in terms of achieving social inclusion inside classrooms and across school activities. The study by Bandejas et al. (2025) reveals gaps between policy provisions and students' lived experiences, particularly in public secondary schools where resources, training, and structured inclusion programs may be limited.

Social inclusion during junior high school is especially critical, as learners at this stage undergo significant social and emotional development. For learners with disabilities, being included in classroom activities, peer groups, and extracurricular engagements supports not only their academic growth but also their self-esteem, resilience, and sense of identity. Studies such as those by Alnahdi, et al. (2022) and Mbatt& Phillip (2024) indicate that supportive peer relationships and inclusive learning environments are strongly associated with positive psychosocial outcomes for learners with disabilities in this age group.

Within this landscape, the roles of administrative support and teachers' teaching strategies become vital in sustaining inclusive practices. Administrative support – through leadership, resource allocation, professional development, and monitoring – creates a foundation for an inclusive school culture. The study by Sharma &Sokal (2020) states that dedicated funding is crucial for successful inclusive programs. In addition to administrative support, the teaching strategies employed by educators are fundamental in fostering social inclusion among learners with disabilities. Alvaro & Vicente (2023) emphasized that teachers' use of differentiated instruction, collaborative learning, and positive reinforcement plays a vital role in ensuring that learners with disabilities are socially included alongside their peers. Strategies that emphasize cooperation between students with disabilities and their non-disabled peers have been shown to improve peer relationships and reduce social isolation (Perez, 2022).

However, while existing studies focus on either administrative support or teaching strategies in isolation, there is a lack of comprehensive research exploring the interconnectedness of these elements and their combined impact on social inclusion among junior high school learners with disabilities, particularly in localized contexts like the City Schools Division of Biñan. Hence, this study aims to examine the interplay between administrative support, teachers' teaching strategies, and social inclusion among junior high school learners with disabilities in the City Schools Division of Biñan. By examining how school administrators and teachers collaborate to

create inclusive environments, this research will provide insights into effective practices that can enhance social inclusion for learners with disabilities. Furthermore, the study will offer recommendations for policymakers, school leaders, and educators to enhance the social integration of learners with disabilities in local educational settings.

LITERATURE REVIEW

Inclusive education aims to provide equitable learning opportunities for all students, including those with diverse needs and abilities. Pivotal to the successful implementation of inclusive education is the role of administrative support which helps in influencing teacher practices, shaping school culture, and ensuring access to necessary resources. Administrators are responsible for creating supportive environments, aligning resources, and ensuring that teachers and students have what they need to succeed. Recent studies emphasize the importance of leadership, resource allocation, and policy implementation in promoting inclusive education.

In a study conducted by Aldosiry (2020), he found out that administrative support affects special education teachers' stress, job satisfaction, and intent to remain in the profession. It stresses the importance of strong administrative backing in teacher retention and effective inclusion practices. The study conducted by Mahmood et al (2025) emphasized that inclusive education involves the collaborative work of administrators and teachers. It further highlights the role of administrative support in strengthening teacher performance and student adjustment. In Kenyan primary schools.

Teaching strategies that promote social inclusion are vital in ensuring that learners with disabilities feel accepted, valued, and socially integrated within the school community. Cooperative learning has been identified as one of the most effective methods, as it encourages shared goals, peer support, and meaningful interaction among students. For instance, Gillies (2020) emphasized that structured group activities promote mutual respect and understanding among students of diverse abilities. In addition, Klang et al. (2020) implemented a cooperative learning intervention in heterogenous classrooms and found that it significantly improved peer relationships and fostered a sense of belonging for learners with and without disabilities. Their study emphasized the importance of structured group tasks and teacher facilitation to ensure equitable participation.

Bandejas et al. (2025) revealed in their study that inclusive pedagogies empowered students with disabilities to express their ideas and opinions confidently. These pedagogies include open discussions and collaborative activities, which not only enhanced academic engagement but also fostered a sense of belonging and self-worth among learners with disabilities.

METHODOLOGY
Research Design

This study utilized the descriptive-correlational research design to explore the associations between administrative support, teaching strategies, and social inclusion of junior high school learners with disabilities. The correlational approach allowed the identification of the strength

and direction of these relationships, providing valuable insights into the factors that contribute to successful inclusion.

Sources of Data

The primary sources of data were teachers in the City Schools Division of Biñan. Only the empirical data generated from them are statistically treated and analyzed in this study.

Population of the Study

The population of this study consisted of a total of 75 teachers from three schools in the City Schools Division of Biñan. The actual sample size of 63 teachers was determined using the Raosoft Calculator with a confidence level of 95%, margin of error of 5%, and response distribution of 50%. Furthermore, to fairly distribute the number of respondents per business unit, the researcher employed the stratified random sampling technique.

Instrumentation and Validation

A researcher-made questionnaire with a 4-point Likert scale was used. The instrument was divided into three (3) parts: Part I elicited the level of administrative support; Part II focused on the teachers' teaching strategies; and Part III assessed the level of social inclusion of junior high school learners with disabilities. The questionnaire was validated by experts in research, education, and statistics. The following alpha measures were obtained through Cronbach's Alpha for the three main variables: .970 administrative support indicators, .955 for teaching strategies indicators, and .977 for social inclusion indicators, all with excellent internal consistencies.

Evaluation and Scoring

To determine the level of administrative support in inclusive education and level of social inclusion among junior high school learners with disabilities, the following measures were used:

Assigned Points	Numerical Range	Categorical Response	Verbal Interpretation
4	3.25 – 4.00	Strongly Agree	Very High
3	2.50 – 3.24	Agree	High
2	1.75 – 2.49	Disagree	Low
1	1.00 – 1.74	Strongly Disagree	Very Low

To determine the teaching strategies used by teachers, the following measures were used:

Assigned Points	Numerical Range	Categorical Response	Verbal Interpretation
4	3.25 – 4.00	Strongly Agree	Strongly Agree
3	2.50 – 3.24	Agree	Agree
2	1.75 – 2.49	Disagree	Disagree
1	1.00 – 1.74	Strongly Disagree	Strongly Disagree

Data Gathering Procedure

The researcher secured first the permission from the Schools Division Superintendent of the City Schools Division of Biñan to conduct the study utilizing teachers handling junior high school learners with disabilities in three schools in Biñan as respondents. Online questionnaires with consent letters were distributed> Data were collected in accordance with the Republic Act No. 10173 – Data Privacy Act of 2012.

Statistical Treatment of Data

Weighted mean was used to describe the three main variables. Pearson r Moment Correlation Coefficient was used to determine the relationships, and Multiple Regression Analysis was conducted to establish the predictive ability of the level of administrative support and teachers' teaching strategies on social inclusion.

RESULTS

Table 1
Summary Table of the Level of Administrative Support in Inclusive Education

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Policy Implementation	3.12	High	1
2. Resource Allocation	2.75	High	4
3. Professional Development	2.95	High	3
4. Leadership and Advocacy	3.09	High	2
5. Monitoring and Evaluation	2.66	High	5
Overall Weighted Mean	**2.91**	**High**	

Table 1 summarizes the perception of respondents on the level of administrative support in inclusive education across five indicators. The overall weighted mean of 2.9 confirms a high level of administrative support. Policy Implementation (3.12) ranked highest, indicating strong adherence to inclusive education policies, followed by Leadership and Advocacy (3.09), which

reflects active administrative commitment. The third and fourth ranks, Professional Development (2.95) and Resource Allocation (2.75) respectively, indicates moderate but still high support. Monitoring and Evaluation (2.66) ranked lowest which implied potential gaps in systematic oversight. The findings align with the study of Kurniawati et al. (2022) which found that clear policy frameworks and strong leadership significantly enhance inclusive practices, supporting the high rankings of these indicators.

Table 2
Summary Table of the Teachers' Teaching Strategies

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Peer-Mediated Instruction	3.48	Strongly Agree	3
2. Social Skills Training	3.35	Strongly Agree	4
3. Collaborative Work	3.57	Strongly Agree	1
4. Inclusive Classroom Climate	3.55	Strongly Agree	2
5. Community-based Learning	3.13	Agree	5
Overall Weighted Mean	**3.41**	**Strongly Agree**	

Table 2 presents an overview of the teachers' teaching strategies used to foster social inclusion. The overall weighted mean of 3.41 indicates that teachers strongly agree with the effectiveness of these strategies in creating an inclusive learning environment. The top-rated strategy is Collaborative Work (3.57), indicating that teachers place a strong emphasis on collaborative activities that encourage interaction between students with and without disabilities. Following closely behind is the Inclusive Classroom Climate, which reflects the importance of fostering a safe, respectful, and supportive classroom environment for all learners. Peer-mediated Instruction ranked third, Social Skills Training ranked fourth, and Community-based Learning ranked last.

Sabayleh & Sakarneh (2023) found that constructivist teaching methods significantly improve the learning outcomes of students with disabilities compared to behaviorist approaches. Their work affirms the importance of strategies like collaborative learning and differentiated instruction.

Table 3
Summary Table of the Level of Social Inclusion of Junior High School Learners with Disabilities

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Peer Relationships	3.68	Very High	4
2. Participation in Classroom Activities	3.79	Very High	1.5
3. Participation in Extracurricular Activities	3.72	Very High	3

4. Sense of Belonging	3.79	Very High	1.5
5. Emotional Well-Being	3.67	Very High	5
Overall Weighted Mean	**3.73**	**Very High**	

Table 3 provides a comprehensive summary of the social inclusion of junior high school learners with disabilities across five key areas. The overall weighted mean of 3.73 indicates a very high level of social inclusion, suggesting that learners with disabilities are well-integrated into the school community and experience strong support in multiple dimensions of their school life. The highest-ranked indicators are Participation in Classroom Activities and Sense of Belonging (3.79), followed by participation in Extracurricular Activities on third rank and Peer Relationships on fourth rank. The lowest rank is Emotional Well-Being.

Bandejas et al. (2025) emphasized the need for continuous efforts in inclusive policy, peer support, and emotional engagement to fully realize social inclusion. Their research supports the current results by noting that inclusion is multi-dimensional and requires active teacher and peer participation. Page et al. (2024) emphasized that a sense of belonging and equity are essential components of social inclusion, which is achieved through consistent inclusive practices. These studies confirm the holistic success of inclusive strategies reflected in Table 18.

1.   Relationship Between the Level of Administrative Support, Teachers' Teaching Strategies, and Social Inclusion of Junior High School Learners with Disabilities

Table 4
Relationship Between the Level of Administrative Support and Teachers' Teaching Strategies

Variables	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Administrative support and teaching strategies	r = .614 (moderate correlation)	.000**	H_0 rejected	Significant
**Significant @ 0.01				

For the relationship between administrative support for inclusive education and the teachers' teaching strategies, the Pearson's r value of .614 showed a moderately positive correlation. Meanwhile, the obtained p-value was .000 which was lower than the test of significance at .01. This means that the higher the level of administrative support for inclusive education, the better the teaching strategies of teachers.

This result implies that the stronger the administrative support for inclusive education, the more effectively teachers apply inclusive teaching practices. Paz (2023) supports this finding by asserting that robust policy implementation and leadership enhance teacher confidence and willingness to implement inclusive methods. Similarly, Muñoz-Martínez et al. (2020) found that when administrators provide professional development and model inclusive values, teachers are more likely to apply cooperative and differentiated strategies in class. These studies align with

the current results, demonstrating that administrative structures directly influence pedagogical effectiveness in inclusive education.

Table 5
Relationship Between the Level of Administrative Support and the Level of Social Inclusion of Junior High School Learners with Disabilities

Variables	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Administrative support and social inclusion	r = .140 (negligible correlation)	.274	Failed to reject H_0	Not significant
*Significant @ 0.05				

For the relationship between the level of administrative support for inclusive education and level of social inclusion of junior high school learners with disabilities, the Pearson's r value of .140 shows a negligible correlation. Meanwhile, the obtained p-value was .274 which was higher than the test of significance at .05. This means that the administrative support for inclusive education had no bearing on the social inclusion of junior high school learners with disabilities.

This result implies that administrative support alone may not be sufficient to influence the daily social experiences and inclusion of learners with disabilities. While administrative actions such as implementing policies, allocating resources, and providing leadership are essential to creating an inclusive framework, they do not automatically lead to feelings of acceptance, belonging, or peer connection among students with disabilities. Inclusion, especially social inclusion, is heavily shaped by direct interactions in the classroom, teacher practices, and peer relationships.

Supporting this finding, Sánchez-Bello et al. (2025) highlight that administrative governance is crucial for systemic inclusion but must be coupled with teacher-led implementation and peer support to meaningfully affect students' sense of inclusion. Therefore, while administrative support establishes the groundwork, the real drivers of social inclusion lie at the classroom level, particularly in how teachers and peers interact with learners with disabilities. The results of Table 5 reinforce the importance of focusing not just on administrative systems but also on teaching strategies, inclusive classroom climates, and peer engagement when aiming to improve social inclusion outcomes.

Table 6
Relationship Between the Teachers' Teaching Strategies and the Level of Social Inclusion of Junior High School Learners with Disabilities

Variables	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Teaching strategies and social inclusion	r = .333 (low correlation)	.008**	H_0 rejected	Significant
**Significant @ 0.01				

For the relationship between teachers' teaching strategies and the level of social inclusion for junior high school learners with disabilities, the Pearson's r value of .333 showed a low correlation. Meanwhile, the obtained p-value was .008 which was lower than the test of significance at .01. This means that the better the teaching strategies for learners with disabilities, the higher the level the social inclusion for them.

This result implies that improved teaching strategies contribute to better social integration among learners with disabilities in inclusive education. D'Elia et al. (2025) demonstrated that cooperative and project-based learning methods not only support academic outcomes but also increase feelings of peer acceptance and community among diverse learners. These findings reinforce the role of inclusive pedagogical approaches in fostering a socially connected classroom climate.

Table 7
Regression Analysis of the Administrative Support for Inclusive Education on the Social Inclusion of Junior High School Learners with Disabilities

Predictors	Dependent Variable	β	R^2	ANOVA	t	p-value	Decision	Interpretation
Policy implementation	Social inclusion	-.051	.058	F=.706	-.267	.790	Failed to reject H_0	Not Significant
Resource allocation		.213			.837	.406	Failed to reject H_0	Not Significant
Professional Development		-.282			-.987	.328	Failed to reject H_0	Not Significant
Leadership and Advocacy		.059			.214	.831	Failed to reject H_0	Not Significant
Mentoring and evaluation		.229			1.133	.262	Failed to reject H_0	Not Significant

*Significant @ .05

Table 7 shows the regression analysis results on the predictive power of the administrative support on the social inclusion of junior high school learners with disabilities. As indicated, the construct only accounted for 5.8% (F=.706) of the variability of the dependent variable, social inclusion. Test of probability showed values of .790 (policy implementation), .406 (resource allocation), .328 (professional development), .831 (leadership and advocacy) and .262 (monitoring and evaluation) which were higher than the test of significance at .05. This means that administrative support or any of its sub-constructs are not significant predictors of social inclusion of junior high school learners with disabilities.

This is consistent with Walker et al. (2023), who argued that administrative frameworks must be integrated with teacher practices to meaningfully impact student experiences. Although administrative support provides the necessary conditions for inclusion, its indirect nature often limits its predictive strength on students' social engagement. Page et al. (2023) similarly emphasized that inclusive classroom outcomes require direct interaction and modeling by educators, rather than solely depending on school-level policies. These studies align with the findings that administrative factors alone are not predictive of student inclusion outcomes.

Table 8
Regression Analysis of the Teachers' Training Strategies on the Social Inclusion of Junior High School Learners with Disabilities

Predictors	Dependent Variable	β	R^2	ANOVA	t	p-value	Decision	Interpretation
Inclusive classroom climate	Social inclusion	.483	.402	F=13.194	3.867	.000**	H₀ rejected	Significant
Social skills training		.389			3.126	.003**	H₀ rejected	Significant
Community-based learning		.394			3.020	.004**	H₀ rejected	Significant
Peer-mediated instruction		.075			.405	.687	Failed to reject H₀	Not Significant
Collaborative work		.079			.450	.654	Failed to reject H₀	Not Significant

**Significant @.01 *Significant @.05

Table 8 shows the regression analysis results on the predictive power of the teachers' training strategies on the social inclusion of junior high school learners with learning disabilities. As indicated, inclusive classroom climate, social skills training and community-based learning collectively accounted for 40.20% (F=13.194) of the variability of the dependent variable, social inclusion. Moreover, results showed that for every one-unit increase in inclusive classroom climate, social skills training and community-based learning, there are .483, .389 and .394 increases in social inclusion, respectively. Furthermore, the probability test showed p-values of .000, .003 and .004 which were all lower than the test of significance at .01. This means that inclusive classroom climate, social skills training, and community-based learning are significant predictors of social inclusion of junior high school learners with disabilities. Meanwhile, results also showed that peer-mediated instruction and collaborative work are not significant predictors of social inclusion as evidenced by the probability values of .687 and .654 which were both higher than the test of significance at .05.

Fu et al. (2022) support this by showing that empathy-driven inclusive climates significantly increase peer acceptance and belonging. Renwick et al. (2023) also emphasized that providing roles and shared activities helps foster inclusion, particularly when social skills are actively taught. Additionally, Bandejas et al. (2025) found that community-based experiences help differently-abled students feel more connected and engaged. These studies align well with the findings, showing that classroom-level pedagogies directly influence social inclusion.

PROPOSED ACTION PLAN

This action plan was developed to sustain the level of social inclusion of junior high school learners with disabilities in the City Schools Division of Biñan. Recognizing role of social inclusion in the academic and social development of learners with disabilities, this action plan aims to provide structured, research-based strategies that foster inclusive environments where all

students feel a sense of belonging. It emphasizes the importance of proactive teaching approaches, supportive school leadership, and collaboration among stakeholders to sustain inclusive practices.

The Proposed Action Plan to Sustain Social Inclusion of Junior High School Learners with Disabilities

Key Result Area	Objectives	Strategies	Persons Involved	Time Frame	Resources Needed /Sources of Budget	Success Indicators
Strengthen Administrative Support Structures	To reinforce school-wide commitment to inclusion through leadership, resource provision, and monitoring and evaluation	- Conduct bi-annual reviews of inclusive policies - Allocate resources based on teacher consultation - Organize administrative walk-throughs to observe classroom implementation - Develop inclusive education monitoring tools	School principal, assistant principals, SPED coordinator, department heads	Bi-annual	Policy documents, meeting logistics	95% stronger alignment between school policies and classroom practice; 95% improved teacher morale and resource relevance
Inclusive Teaching Strategy Training	To equip teachers with effective inclusive teaching practices, focusing on social skills training and community-based learning	- Conduct quarterly training on social skills and community-based training - Partner with local organizations for inclusive community	School administrators, SPED coordinator, general and SPED teachers	Quarterly	Training materials, facilitator, handouts -School MOOE	95% of teachers implement a variety of evidence-based inclusive strategies effectively

		projects				
Peer Support and Mentorship	To strengthen peer relationships and promote inclusive classroom culture	- Establish a "Peer Buddy System" - Train peer mentors in inclusive practices - Recognize inclusive role models during school assemblies	Teachers, student leaders, peer mentors, SPED coordinator	Bi-monthly	Certificates, peer training materials, tokens of recognition	95% of learners with disabilities show increased peer acceptance, mutual respect, and reduced social isolation

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. The administrative support in inclusive education had a high level in terms of policy implementation, resource allocation, professional development, leadership and advocacy, and monitoring and evaluation. The findings indicate strong commitment to inclusive education policies and active leadership in promoting inclusivity.

2. The teaching strategies utilized by teachers in inclusive education were strongly agreed by the respondents in terms of peer-mediated instruction, social skills training, collaborative work, inclusive classroom climate, and community-based learning. The findings demonstrate that teachers strongly endorse and actively implement collaborative work strategies to foster inclusive education.

3. The social inclusion of junior high school learners with disabilities had a very high level in terms of peer relationships, participation in classroom activities, participation in extracurricular activities, sense of belonging, and emotional well-being. The findings indicate that these learners are actively engaged in academic settings and feel deeply accepted within the school community.

4. The higher the level of administrative support for inclusive education, the better the teaching strategies of teachers. The administrative support had no bearing on the social inclusion of junior high school learners with disabilities. The better the teaching strategies for learners with disabilities, the higher the level the social inclusion for them.

5. Administrative support or any of its sub-constructs are not significant predictors of social inclusion of junior high school learners with disabilities. The inclusive classroom climate, social skills training, and community-based learning are significant predictors of social inclusion of junior high school learners with disabilities. Meanwhile, results also showed that peer-mediated instruction and collaborative work are not significant predictors of social inclusion.

6. The developed action plan should be implemented to sustain the very high level of social inclusion of junior high school learners with disabilities.

RECOMMENDATIONS

Based on the findings and conclusions, the researcher recommends the following:

1.   School administrators should prioritize equitable distribution of funding, assistive technologies, and trained staff to address lower scores in resource allocation.

2.   School administrators should create a systematic process for monitoring and evaluation of inclusive practices.

3.   Teachers should forge partnerships with local organizations and design service-learning projects that integrate learners with disabilities into community settings. In addition, they should launch structured peer mentorship programs and social-emotional learning initiatives to improve emotional well-being and peer relationships.

4.   Teachers should conduct workshops for parents to align school and home strategies that will enhance social skills training outside the classroom.

5.   School administrators and policymakers should create policies on the inclusion of award in manuals to recognize high-performing areas on classroom participation.

6.   Administrators should adapt and implement the developed action plan accompanied with regular monitoring and evaluation to ensure its effectiveness.

7.   Researcher is encouraged to disseminate the findings to key stakeholders to help in the implementation of the developed action plan.

8.   Future researchers should conduct similar studies to see the consistency of the result and determine the effectiveness of the findings to sustain and continuously enhance the administrative support, teaching strategies, and social inclusion of junior high school learners with disabilities.

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