

TEACHERS' ATTITUDE, PEDAGOGICAL SKILLS, AND TEACHING PERFORMANCE OF THE SPECIAL NEEDS EDUCATION PROGRAM (SNEd) IN SANTA ROSA CITY

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ABSTRACT

This study explored the attitudes, pedagogical skills, and teaching performance of teachers in the Special Needs Education (SNEd) program in the Schools Division Office of Santa Rosa City. Grounded in the Theory of Planned Behavior, Self-Efficacy Theory, and Universal Design for Learning (UDL), the research examined how teachers' beliefs, instructional competence, and openness to inclusion impact their effectiveness. Using a descriptive-correlational design, the study gathered data from SNEd teachers to assess their levels of empathy, patience, self-efficacy, openness to inclusion, and commitment to professional growth. It also evaluated their pedagogical skills in differentiated instruction, classroom management, assessment strategies, adaptability, and use of assistive technology. Findings revealed that teachers had highly favorable attitudes toward inclusive education and showed strong pedagogical competence and performance in inclusive classrooms. Positive attitudes were significantly linked to better pedagogical practices and higher teaching performance. Teachers committed to ongoing professional development and inclusion were more likely to apply effective inclusive strategies. Furthermore, pedagogical skills significantly influenced teaching performance, particularly in instructional delivery, student engagement, and collaboration. Key elements such as openness to inclusion and the integration of assistive technology emerged as strong predictors of effective teaching. Based on the results, the study proposed an action plan to boost teacher confidence, encourage the use of assistive technologies, and strengthen inclusive education practices through continuous professional development.

Keywords: Inclusive education, teacher attitude, pedagogical skills, teaching performance, special needs education, professional development, self-efficacy

INTRODUCTION

The Special Needs Education (SNEd) program ensures that children with disabilities or special learning needs receive appropriate educational services within mainstream classrooms. It supports the principle of inclusive education, promoting equal opportunities and quality learning for all students, regardless of their individual challenges. Teachers play a pivotal role in the success of inclusive education, as their competencies directly influence student engagement, achievement, and overall classroom inclusivity. To strengthen this initiative, the Department of Education has implemented policies and training programs aimed at enhancing teacher capacity

in handling diverse learners. According to Opeña and Pontillas (2024), teachers with strong 21st-century skills and inclusive education competence perform better and contribute significantly to supportive learning environments. Despite these developments, implementing inclusive education continues to face several obstacles, particularly in terms of teacher preparedness and instructional effectiveness. Many educators lack sufficient training, access to instructional resources, and experience in managing inclusive classrooms. Ramos (2022) highlighted that teachers often encounter challenges such as limited training, inadequate teaching materials, and difficulty promoting social inclusion among students with special needs. These persistent barriers suggest that achieving effective inclusive education requires more than basic training—it demands continuous professional development, adequate resources, and supportive school systems.

Given these challenges, further research is needed to explore the relationship between teachers' attitudes, pedagogical skills, and teaching performance in inclusive settings. While existing studies offer valuable insights, there is limited localized research addressing how these factors interact in the context of SNEd programs, particularly in the Schools Division Office (SDO) of Santa Rosa City. Paseka and Schwab (2020) emphasized that local contexts must be examined to better understand implementation gaps and support mechanisms.

This study investigates how teachers' attitudes and pedagogical skills relate to their teaching performance within the SNEd program in Santa Rosa City. The findings aim to identify key strengths and areas for improvement, offering evidence-based recommendations to school administrators, policymakers, and educators in enhancing inclusive education delivery and promoting positive outcomes for all learners.

LITERATURE REVIEW

Teachers' attitudes, pedagogical skills, and teaching performance are critical components in the effective implementation of inclusive education. Positive teacher attitudes toward inclusion are influenced by several factors such as educational background, special education training, and direct experience with learners with disabilities. Desombre et al. (2021) found that degrees and specialized training positively impacted affective and behavioral attitudes, while general teaching experience had a negative effect. Charitaki et al. (2022) emphasized the influence of cultural context, personal beliefs, and institutional support, highlighting the need for ongoing professional development and policy support to foster more positive attitudes.

Pedagogical skills are equally vital. Inclusive education requires teachers to apply differentiated instruction, classroom adaptability, and student-centered strategies. However, Johnson (2024) revealed that many teachers, while open to inclusion, lacked the necessary instructional strategies, signaling a gap in teacher preparation programs. Tah (2025) also observed that in Cameroon, many educators equated inclusive education solely with disability services, limiting their ability to accommodate a broader range of learner diversity. Teaching performance ties these variables together. Loreman and Cizman (2022) found that teachers with high self-efficacy were more effective in creating accessible, student-centered environments. Thus, enhancing attitudes, building pedagogical competence, and boosting teacher confidence are essential to improving inclusive teaching performance.

METHODS

Research Design

This study used a descriptive-correlational research design to examine the relationship between teachers' attitudes, pedagogical skills, and teaching performance in the Special Needs Education (SNEd) program in Santa Rosa City. The design allowed for the collection of numerical data and analysis through statistical techniques without manipulating any variables.

Sources of Data

The primary data was gathered from public school teachers handling students with special needs in the Schools Division of Santa Rosa City.

Population of the Study

Out of an estimated population of 303 SNEd teachers, a sample of 178 was selected using purposive sampling technique. The sample size was determined using the Raosoft calculator with a 95% confidence level and 5% margin of error.

Instrumentation and Validation

A researcher-made questionnaire with a 4-point Likert scale was used and divided into three parts: teachers' attitudes, pedagogical skills, and teaching performance. The instrument was validated by experts in research, education, and statistics. Reliability was confirmed through pilot testing, with Cronbach's alpha scores of 0.924 (attitude), 0.946 (pedagogical skills), and 0.962 (teaching performance), indicating excellent internal consistency.

Evaluation and Scoring

To determine the Teachers' Attitude towards Special Needs Education program.

Assigned

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

To determine the Teachers' Pedagogical Skills and Teaching Performance:

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

Data Gathering Procedure

Permission was obtained from the Schools Division Superintendent. Printed and online questionnaires were distributed with consent letters. Data were collected in accordance with the Data Privacy Act of 2012. Respondents were given adequate time and researcher contact details for support.

Statistical Treatment of Data

Weighted means were used to assess the levels of the three key variables. Pearson's *r* measured correlations among variables. Multiple regression analysis was conducted to determine the predictive power of teachers' attitudes and pedagogical skills on teaching performance.

RESULTS

Table 1
Summary Table of the Respondents' Attitude towards Special Needs Education Program

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Empathy	3.61	Highly Favorable	2
2. Openness to inclusion	3.33	Highly Favorable	4
3. Patience	3.53	Highly Favorable	3
4. Self-efficacy	3.11	Favorable	5
5. Commitment to professional development	3.63	Highly Favorable	1
Overall Weighted Mean	3.44	Highly Favorable	

Table 1 summarizes the respondents' attitudes toward the Special Needs Education Program across five indicators, with an overall weighted mean of 3.44, interpreted as Highly Favorable. The highest-rated dimensions were Commitment to professional development (3.63), Empathy (3.61), and Patience (3.53), while Self-efficacy received the lowest score (3.11), though still categorized as Favorable, indicating a need to further strengthen teachers' confidence in managing students with special needs. Overall, respondents demonstrate strong support for inclusive education, especially in their commitment, empathy, and patience. While openness to inclusion is also rated highly, lower self-efficacy indicates a need for focused training to boost teacher confidence. This aligns with Durdukoca (2021), who found that teachers' self-efficacy varies with their direct experience with learners with disabilities. Those with less exposure tend to feel less confident in inclusive settings. Enhancing self-efficacy through continuous professional development, practical experience, and mentoring is essential to strengthen teacher capacity and improve the quality of inclusive education for students with special needs.

Table 2
Summary Table of the Respondents' Level of Pedagogical Skills in the Special Needs Education Program

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Differentiated instruction	3.43	Very High	4
2. Classroom management	3.52	Very High	2
3. Assessment techniques	3.54	Very High	1
4. Adaptability	3.51	Very High	3
5. Use of assistive technology	3.32	Very High	5
Overall Weighted Mean	3.46	Very High	

Table 2 presents the respondents' pedagogical skills in the Special Needs Education Program, with an overall weighted mean of **3.46** (Very High), indicating strong competencies for inclusive teaching. The highest-rated areas were **Assessment Techniques (3.54)**, **Classroom Management (3.52)**, and **Adaptability (3.51)**, reflecting teachers' effectiveness in evaluating student needs, managing diverse classrooms, and adjusting instruction. Although the **Use of Assistive Technology** also received a very high rating (**3.32**), it ranked the lowest, suggesting a need for further development in this area.

Overall, teachers are well-equipped with key pedagogical skills necessary for supporting learners with special needs. However, enhancing their proficiency and access to assistive technology could further strengthen inclusive practices. These findings are consistent with Alshammari and Alghamdi (2024), who emphasize that customizing assistive tools to learners' individual needs significantly improves accessibility, engagement, and learning outcomes in inclusive settings.

Table 3
Summary Table of the Respondents' Level of Teaching Performance in the Special Needs Education Program

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Student Engagement	3.53	Very High	2
2. Instructional Effectiveness	3.45	Very High	4
3. Assessment and Feedback	3.46	Very High	3
4. Collaboration with Colleagues	3.54	Very High	1
5. Teachers' confidence in managing inclusive classroom	3.38	Very High	5
Overall Weighted Mean	3.47	Very High	

Table 18 shows that teachers in the Special Needs Education Program demonstrate a **very high level of teaching performance** (overall mean = **3.47**), with **Collaboration with colleagues (3.54)** and **Student Engagement (3.53)** receiving the highest ratings. While **Confidence in managing inclusive classrooms** scored slightly lower at **3.38**, it still falls under the "Very High" category. Teachers excel in collaboration, instruction, engagement, and assessment, though continued support is needed to further boost their confidence in inclusive settings. These findings align **Masongsong et al. (2023)** reported that even with limited formal training, many teachers

display high confidence in student engagement and instructional strategies, highlighting the importance of experience and self-efficacy. Strengthening these areas through targeted professional development can further elevate teaching effectiveness in inclusive education.

Table 4
Relationship between the Respondents' Attitude and the Level of Pedagogical Skills in Special Needs Education Program

Attitude towards Special Needs Education Program	Pedagogical skills				
	Differentiated instruction	Classroom management	Assessment techniques	Adaptability	Use of assistive technology
Empathy	r=0.351** Low correlation p=0.000	r=0.434** Moderate correlation p=0.000	r=0.366** Low correlation p=0.000	r=0.465** Moderate correlation p=0.000	r=0.353** Low correlation p=0.000
Openness to inclusion	r=0.328** Low correlation p=0.000	r=0.322** Low correlation p=0.000	r=0.260** Low correlation p=0.001	r=0.412** Moderate correlation p=0.000	r=0.428** Moderate correlation p=0.000
Patience	r=0.449** Moderate correlation p=0.000	r=0.424** Moderate correlation p=0.000	r=0.408** Moderate correlation p=0.000	r=0.461** Moderate correlation p=0.000	r=0.465** Moderate correlation p=0.000
Self-efficacy	r=0.409** Moderate correlation p=0.000	r=0.357** Low correlation p=0.000	r=0.312** Low correlation p=0.000	r=0.446** Moderate correlation p=0.000	r=0.403** Moderate correlation p=0.000
Commitment to professional development	r=0.515** Moderate correlation p=0.000	r=0.571** Moderate correlation p=0.000	r=0.547** Moderate correlation p=0.000	r=0.455** Moderate correlation p=0.000	r=0.407** Moderate correlation p=0.000

**Significant @ 0.01

Table 4 presents the correlation between respondents' attitudes toward Special Needs Education and their pedagogical skills. All dimensions of attitude—empathy, openness to inclusion, patience, self-efficacy, and commitment to professional development—show significant correlations ($p = 0.000$) with the various pedagogical skills. Correlation strength ranges from low to moderate, with the strongest relationships observed between commitment to professional development and all five pedagogical indicators, particularly classroom management ($r = 0.571$) and assessment techniques ($r = 0.547$). Teachers who exhibit stronger positive attitudes toward Special Needs Education tend to demonstrate higher pedagogical skills.

There is a significant relationship between teachers' attitudes and their pedagogical skills in Special Needs Education, indicating that fostering positive attitudes—particularly a strong

commitment to professional development—can enhance instructional practices. Supporting studies affirm that professional growth directly improves teaching effectiveness and integration of inclusive strategies (Nguyen et al., 2024; Zhou & Matthews, 2025). Patience and self-efficacy contribute to better classroom management and adaptability (Meric, 2023; Binammar et al., 2023), while empathy and openness must be supported structurally to impact practice (Ahmed & Lewis, 2024). Overall, continuous development and positive dispositions are key to pedagogical effectiveness in inclusive education.

Table 5
Relationship between the Respondents' Attitude and the Teaching Performance in Special Needs Education Program

Attitude towards Special Needs Education Program	Teaching Performance				
	Student engagement	Instructional effectiveness	Assessment and feedback	Collaboration with colleagues	Teachers' confidence in managing inclusive classroom
Empathy	r=0.400** Moderate correlation p=0.000	r=0.359** Low correlation p=0.000	r=0.347** Low correlation p=0.000	r=0.369** Low correlation p=0.000	r=0.330** Low correlation p=0.000
Openness to inclusion	r=0.491** Moderate correlation p=0.000	r=0.534** Moderate correlation p=0.000	r=0.506** Moderate correlation p=0.000	r=0.409** Moderate correlation p=0.000	r=0.538** Moderate correlation p=0.000
Patience	r=0.450** Moderate correlation p=0.000	r=0.529** Moderate correlation p=0.000	r=0.561** Moderate correlation p=0.000	r=0.586** Moderate correlation p=0.000	r=0.535** Moderate correlation p=0.000
Self-efficacy	r=0.415** Moderate correlation p=0.000	r=0.534** Moderate correlation p=0.000	r=0.501** Moderate correlation p=0.000	r=0.493** Moderate correlation p=0.000	r=0.506** Moderate correlation p=0.000
Commitment to professional development	r=0.453** Moderate correlation p=0.000	r=0.506** Moderate correlation p=0.000	r=0.472** Moderate correlation p=0.000	r=0.567** Moderate correlation p=0.000	r=0.415** Moderate correlation p=0.000

**Significant @ 0.01

Table 5 presents the correlation between teachers' attitudes toward Special Needs Education and their teaching performance. All attitude components—including empathy, openness to inclusion, patience, self-efficacy, and commitment to professional developments show statistically significant correlations ($p = 0.000$) with all aspects of teaching performance. The strength of the relationships ranges from low to moderate, with the majority falling in the moderate correlation range. The findings show a significant positive relationship between teachers' attitudes and teaching performance in inclusive education. Patience, self-efficacy, and openness to inclusion

are strongly linked to instructional effectiveness, assessment, and collaboration. This highlights the importance of a mindset in delivering inclusive practices. Developing positive attitudes through professional development can enhance teaching outcomes. Aldrup et al. (2022) emphasize that while empathy improves classroom relationships, it must be paired with instructional skill to impact learning. Lim and Ortega (2021) further note that empathy is most effective when supported by training in inclusive classroom management, reinforcing the value of combined attitude and skill development.

Table 6
Regression Analysis of the Attitude and Level of Pedagogical Skills taken Singly or in Combination of the Level of Teaching Performance of Teacher in Special Needs Education Program

Predictor of Teaching Performance	Dependent Variable	R ²	F	p-value	β	T	p-value
Openness	Teaching performance (overall)	0.864	163.20	0.000	0.181	5.406	0.000
Use of assistive technology					0.140	2.748	0.007
Pedagogical Skills (overall)					0.640	9.103	0.000
*Significant @ 0.01							

The regression analysis reveals a strong predictive relationship between teachers' attitudes—specifically openness to inclusion—and their teaching performance in Special Needs Education programs, with a high R² value of 0.864, indicating that approximately 86.4% of the variance in teaching performance can be explained by the combined predictors. The model is statistically significant (F = 163.20, p = 0.000). Furthermore, both openness to inclusion ($\beta = 0.181$, p = 0.000) and use of assistive technology ($\beta = 0.140$, p = 0.007) were found to significantly contribute to teaching performance. Overall pedagogical skills also showed a significant predictive value ($\beta = 0.640$, p = 0.000). The results show that a teacher's openness toward inclusive education, their use of assistive technology, and their pedagogical skills significantly enhance their overall teaching performance. These variables, taken individually and collectively, have a substantial impact, with pedagogical skills being the strongest predictor among them.

PROPOSED ACTION PLAN

The implementation of inclusive education demands that teachers possess not only strong pedagogical skills but also positive attitudes and confidence in managing diverse classrooms. This action plan aims to address the identified gaps in teacher preparedness by enhancing self-efficacy, strengthening the use of assistive technology, and promoting continuous professional development. By fostering empathy, collaboration, and reflective practice, the plan supports teachers in delivering quality education to learners with special needs. These targeted interventions are essential in ensuring effective teaching performance, inclusive learning environments, and improved student outcomes.

PROPOSED ACTION PLAN
Project SUSTAIN: Strengthening Understanding, Support, and
Training to Advance Inclusive Nurturing in Education

Objective	Enhanced Activities	Persons Involved	Time-frame	Resources	Expected Output	Success Indicator
Enhance Teachers' Self-Efficacy and Confidence in Inclusive Classrooms	1.1. Conduct quarterly seminar-workshops with simulations on Inclusive Classroom Management and Behavioral Interventions 1.2. Launch a formalized Peer Mentorship and Coaching Program with observation cycles and feedback tools	School Heads, Division SNEd Coordinators, SPED-trained Teachers, Master Teachers	Quarterly / Start of School Year	MOOE	Increased teacher confidence and classroom management skills	98% show growth in self-efficacy based on pre/post surveys and classroom observations
Strengthen Use of Assistive Technology (AT)	2.1. Conduct interactive AT training sessions integrated into lesson planning 2.2. Create an AT Resource Hub in schools (equipment + digital resource bank) 2.3. Assign AT "champions" for tech support	ICT Coordinators, SPED Coordinators, Tech-savvy Teachers, School Admin, LGU	Bi-annually / Start of Fiscal Year	MOOE	Teachers effectively integrate AT into daily instruction	90% of teachers demonstrate AT use in lessons; 100% of schools equipped with basic AT
Sustain High Levels of Professional Development Commitment	3.1. Launch a Continuing Professional Education Series (CPE-SNEd) with certification incentives	HRDO, Division Training Unit, Teachers, School Heads	Monthly / Ongoing	MOOE	Increased CPD credits and research engagement	100% earn CPD units; increase in published teacher research

nt	3.2. Promote active involvement in webinars, graduate studies, and classroom-based action research with publication/sharing platforms					
Promote Positive Attitudes: Empathy, Patience, Openness	4.1. Conduct storytelling-based values sessions and forums featuring parents, alumni, and inclusive education advocates 4.2. Institutionalize reflective teaching journals with peer/mentor feedback and biannual showcase of teacher growth	Guidance Counselors, SNEd Advocates, Master Teachers, Supervisors	Every Semester / Quarterly		Stronger emotional readiness and positive classroom culture	95% of participants report positive attitude shift; regular submission of reflection journals
Improve Teaching Performance through Collaborative Practices	5.1. Establish Professional Learning Communities (PLCs) with structured goals, peer observation, and quarterly innovation outputs 5.2. Strengthen IEP development and	School Heads, Teachers, SPED and General Ed Teachers, Parents	Monthly / Per Grading Period	MOOE	Enhanced team planning and individualized learning support	100% IEPs updated: 1 innovation per PLC per quarter

	implementation through regular team meetings, co-teaching models, and parent partnerships					
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SUMMARY OF FINDINGS

1. Respondents exhibit a generally strong and supportive attitude towards inclusive education, particularly in their willingness to grow professionally, show empathy, and demonstrate patience. Openness to inclusion is also highly favorable, though slightly lower in rank. Self-efficacy is an area that could benefit from additional training and support.
2. Respondents demonstrate a very high level of pedagogical skills essential for supporting learners with special needs. Their strengths lie in effectively assessing student needs, managing inclusive classrooms, and adapting instructional strategies. However, there is slightly less confidence or familiarity with the use of assistive technology.
3. Teaching performance among the respondents was consistently rated as very high. Teachers successfully engaged students with special needs, used effective instructional methods, and provided constructive assessment and feedback. They exhibited strong collaboration with colleagues, especially in the development of individualized plans and sharing of inclusive strategies. While overall performance was commendable, the area of teacher confidence in managing inclusive classrooms was relatively lower, indicating a need for further reinforcement of teachers' preparedness in handling diverse classroom needs.
4. Teachers who exhibit stronger positive attitudes toward Special Needs Education tend to demonstrate higher pedagogical skills. Among the attitude indicators, commitment to professional development consistently shows the highest correlations with all teaching skills. Patience and self-efficacy also yield moderate correlations, suggesting these traits positively influence effective instruction in an inclusive setting.
5. The results show that a teacher's openness toward inclusive education, their use of assistive technology, and their pedagogical skills significantly enhance their overall teaching performance. These variables, taken individually and collectively, have a substantial impact, with pedagogical skills being the strongest predictor among them.
6. An action plan was proposed to address the areas of improvement and to sustain the positive practices identified in the study. The plan includes targeted activities to enhance teacher self-efficacy, expand the integration of assistive technology, and maintain high levels of professional development participation. It also includes strategies to foster emotional readiness through reflection and values-based sessions, and to strengthen collaborative teaching practices through professional learning communities and team-based approaches to individualized instruction.

CONCLUSIONS

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

1. The study concludes that teachers in the SNEd Program in SDO Santa Rosa City exhibit strong positive attitudes toward inclusive education, particularly in professional development and empathy. However, lower levels of self-efficacy point to the need for targeted support to boost confidence in managing diverse classrooms.
2. Teachers possess high levels of pedagogical skill, especially in assessment and classroom management, which support effective inclusive teaching. Yet, limited proficiency in the use of assistive technology signals a need for improved training and access to digital tools.
3. Teachers exhibit excellent teaching performance, especially in collaborating with peers and actively engaging students. They are also effective in instruction and in providing assessment and feedback. While their confidence in managing inclusive classrooms is slightly lower, it remains at a very high level.
4. Significant positive relationships were found between teachers' attitudes, pedagogical skills, and teaching performance. Positive traits such as patience and openness to inclusion are especially influential in shaping effective teaching practices.
5. Pedagogical skills emerged as the strongest predictor of teaching performance, alongside the influence of inclusive values and technology use, highlighting the critical role of both technical competencies and inclusive attitudes in delivering quality education for learners with special needs. While SNEd teachers are well-prepared and highly motivated, enhancing their self-efficacy, confidence in managing inclusive classrooms, and ability to integrate technology effectively remains essential through sustained professional development and robust institutional support.
6. The proposed action plan should be developed for implementation.

RECOMMENDATIONS

Based on the research findings, the following recommendations are presented to guide future practices and further research.

1. To strengthen professional development programs, it is recommended that schools administrators conduct regular, targeted training workshops focused on inclusive strategies, differentiated instruction, classroom management, and adaptive techniques for diverse learners. Special emphasis should be placed on integrating modules for the use of assistive technology. Moreover, inviting experts and practitioners in inclusive education to conduct seminars can help bridge theory and classroom practice, ensuring that teachers remain equipped with up-to-date methodologies.
2. School administrators should establish mentoring programs to enhance teacher confidence and self-efficacy, wherein experienced SNEd teachers provide guidance to less experienced colleagues. These programs can be supported by simulation-based training sessions, practicums, and classroom immersion opportunities that allow teachers to build familiarity and expertise in managing inclusive settings. Furthermore, incorporating reflective practices and feedback loops into professional learning will enable teachers to monitor and assess their own growth effectively.
3. In terms of institutional and administrative support, school administrators must ensure the availability and accessibility of updated assistive technologies. This includes the procurement of both hardware and educational software specifically designed for learners with special needs. Allocating an adequate budget for these resources, along with support personnel such as special

education coordinators, psychologists, and IT specialists, will further aid teachers in implementing inclusive strategies effectively.

4. School administrators and educational leaders should promote collaborative teaching practices through Professional Learning Communities (PLCs). These communities can serve as platforms for sharing best practices, addressing common challenges, and co-developing instructional materials. Interdisciplinary collaboration between general education and SNEd teachers, as well as guidance counselors and administrators, should be encouraged. Schools may also consider incentivizing and recognizing outstanding collaborative initiatives that lead to improved educational outcomes for learners with special needs.

5. Embedding inclusive values into the school culture is vital to sustaining inclusive education. School administrators and policymakers should support this by institutionalizing values formation workshops that emphasize empathy, patience, openness, and respect for diversity. Sharing real-life success stories of students, parents, and SNEd teachers during school events can further raise awareness and foster a deeper understanding of inclusion. Additionally, administrators and policymakers are encouraged to create and implement a policy for the observance of Inclusive Education Month, featuring themed activities that promote a positive and inclusive attitude throughout the school community.

6. The school administrators should implement the developed action plan with clearly defined responsibilities, timeliness and mechanisms for evaluation. Establishing a robust monitoring and evaluation framework to ensure that the plan remains responsive to emerging challenges and opportunities.

7. The researcher is encouraged to disseminate the findings of this study to key stakeholders, such as school administrators, teachers, schools' division office, and teacher-training institutions, through conferences, seminars, workshops, or policy forums. This will help influence inclusive education practices and decision-making processes at school and division levels. Furthermore, researchers may consider publishing the study in academic journals or presenting it at research colloquia to contribute to the growing body of knowledge in Special Needs Education and promote evidence-based educational reforms.

8. Finally, further research is encouraged to deepen and broaden the understanding of inclusive teaching. Qualitative studies may be conducted to explore teachers' lived experiences, including challenges, motivations, and success stories. Comparative studies across districts or between public and private institutions could yield useful insights for policy formulation. Such research will contribute to the continuous refinement of inclusive education strategies at both local and national levels.

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