

Evaluating teachers' training and support on perceived preparedness for inclusive practices in general education classrooms

Angelica Marie B. Gallaza *

Lahug National High School
Gorordo Avenue, Lahug, Cebu City, Cebu, Philippines
Email: angelicablancol12495@gmail.com

Niña Rozanne T. Delos Reyes

Cebu Technological University-Main Campus
Cebu City, Cebu, Philippines
Email: ninataberna.delosreyes@gmail.com

Lilibeth C. Pinili

Cebu Technological University-Main Campus
Cebu City, Cebu, Philippines
Email: lilibeth.pinili@ctu.edu.ph

Marjorie B. Añero

Cebu Technological University-Main Campus
Cebu City, Cebu, Philippines
Email: marjorie.anero@ctu.edu.ph

Ann Frances P. Cabigon

Cebu Technological University-Main Campus
Cebu City, Cebu, Philippines
Email: annfrances.cabigon@ctu.edu.ph

ABSTRACT

This research evaluated the influence of teacher professional training, and institutional support on the perceived preparedness of the teachers to implement inclusive education in the general education class at Apas National High School, Cebu City. Utilizing descriptive-correlational research design, the data were obtained from the participation of 30 randomly-selected junior and

*Corresponding author

DOI: <http://doi.org/10.69651/PIJHSS0404558>

Recommended citation:

Gallaza, A. M. B., Delos Reyes, N. R. T., Pinili, L. C., Añero, M. B., & Cabigon, A. F. P. (2025). Evaluating teachers' training and support on perceived preparedness for inclusive practices in general education classrooms. Pantao (The International Journal of the Humanities and Social Sciences) 4 (4), 6064-6077.
<http://doi.org/10.69651/PIJHSS0404558>

senior high school teachers through the administration of the survey questionnaire to determine their level of involvement in an inclusive education training, and the amount of support received from the institution and readiness to teach different learners. Findings revealed that most teachers agreed that they have attended adequate and relevant training sessions that improved their skills in handling diverse learners. In terms of institutional support, teachers generally feel they are partially supported. The results revealed disparities on training and support, evidenced by strong positive relations between the professional education processes, with the support offered by institutions and the preparation of teachers for inclusion. The significance of continuous professional development, and ongoing institutional support, in developing teacher readiness to respond effectively to diverse learner needs, such as students with special needs, was highlighted in the research. Based on these results an action plan was constructed that aimed at improving training, mentoring resources, and the collaborative relationships necessary to support the development of inclusive classrooms. This study is informative for policymakers, school administrators and teachers in order to improve the implementation of the inclusion of all children in an equitable and effective manner.

Keywords: inclusive education, professional training, support received, teachers' preparedness, descriptive-correlational design, Cebu City, Philippines.

Date Submitted: October 25, 2025

Date Accepted: November 6, 2025

Date Published: November 25, 2025

INTRODUCTION

Inclusive education has become the guiding principle of modern schools. It promotes equal access to high-quality learning for all students. It ensures that all students, including those with challenges, will have equal access to high-quality instruction in age-appropriate and general education classes within their local schools. The practice of inclusion in the general education classroom, however, still lags behind in the actual implementation, especially in providing support to students with disabilities and other learning challenges. Though policy structures and advocacies for inclusive education prevail, the extent to which they are implemented in day-to-day classroom instruction varies greatly.

Teachers are the main agents of inclusive education policy implementation, and their readiness has a direct impact on the quality of the learning experience for diverse learners. Teachers need appropriate skills and knowledge. Across the world, concerns have persisted about teacher readiness and confidence, as well as gaps in differentiated instruction, classroom management, and assistive technology use. Locally and nationally, the same trends prevail as teachers continue to juggle the requirements of curriculum delivery with the intricacies of teaching heterogeneous classrooms.

At the core of teachers' readiness is their professional training and institutional backing. Globally and domestically, training programs and support mechanisms are recognized as pivotal levers for building inclusive education, but their access, intensity, and continuity are uneven. At the local level, teachers generally cite inadequate opportunities for long-term professional development, inadequate mentoring, and insufficient support systems. This creates a disconnect between the promises of inclusive practices and the resources provided to teachers.

Despite the establishment of inclusive education as a priority, little research exists on aligning teachers' training, institutional support, and actual readiness to adopt inclusive approaches within the local environment. Most existing research tends to emphasize policy intentions or sweeping systemic issues, but fails to capture how these translate into teachers' on-the-ground classroom readiness. This research addresses this gap by analyzing the interactions among training, support, and readiness in the selected schools.

This study aims to address preparedness for inclusive education and to enhance teachers' skills and knowledge to promote positive student outcomes. More specifically, it aims to evaluate the extent of professional training and institutional support that teachers have undergone and how these are associated with their readiness to work in inclusive classrooms. By addressing this primary issue, the study seeks to gain perspectives that will guide policy directions, capacity development programs, and support systems to enhance inclusive education implementation at local and national levels.

Under these circumstances, it becomes imperative to study how teachers' professional training and the institutional support they receive influence their readiness in inclusive education. This insight not only provides a clearer picture of the prevailing state of classroom practices but also identifies the focus areas where most targeted interventions are required. With this in mind, the current study was designed to answer specific questions about teachers' training, support networks, and readiness to manage diverse learners.

Statement of the problem

This research study evaluated teachers' professional training and the institutional support they received in relation to their preparedness for implementing inclusive education for diverse learners in Apas National High School, Cebu City, during the school year 2025–2026. The investigation served as the basis for developing an action plan aimed at enhancing teachers' preparedness for inclusive education. To guide the inquiry, the study sought to answer the following questions:

1. What is the level of teachers' involvement in inclusive education in terms of their professional training and the institutional supports they received?
2. What is the level of teachers' preparedness in implementing inclusive education for diverse learners?
3. Is there a significant correlation between the level of teachers' training and support received and their level of preparedness in implementing inclusive education for diverse learners?
4. Based on the findings of the study, what action plan can be proposed to enhance teachers' preparedness in inclusive education?

METHODOLOGY

The research used a descriptive-correlational design, as it aimed not only to describe current conditions in teachers' professional training, institutional support, and perceived preparedness for inclusive education but also to explore correlations among these variables. The

descriptive component of the design allowed the researcher to provide a clear explanation of the levels of training obtained, the level of support offered, and teachers' preparedness in managing divergent learners, using measures such as means and standard deviations. The correlational component enabled the researcher to determine whether there is a significant correlation between teachers' professional training and support received and their preparedness for inclusive education. This design was considered suitable because the study is interested in both the state of the variables and their relationships, but not in manipulating conditions. The gathered data were thoroughly analyzed to create an action plan to address the teachers' needs.

The research respondents were teachers in the general education inclusive classrooms under the Department of Education in Cebu City, specifically focusing on Apas National High School, with a total teaching population of 97 teachers. A sample of 30 teachers was sampled from this school. These respondents are advisers and subject teachers in the Junior and Senior High Schools who have been teaching and working with Learners with Special needs (LSENs) in general education classrooms. Although some schools had more teachers, the uniform sample size was used to ensure equitable representation across schools and to keep the study within the limits of time and resources. A sample of 30 is also deemed sufficient for statistical analysis, especially for correlation studies, since it already satisfies the minimum requirement for the Central Limit Theorem to hold, hence guaranteeing valid and reliable estimates.

The research used simple random sampling in selecting respondents. This was employed because it provides equal opportunity for each teacher in the population to be included in the sample, thereby reducing selection bias. Additionally, this is a correct application of simple random sampling because the study did not need to classify or group participants by characteristics (e.g., age, sex, years of service) but instead aimed to obtain an unbiased representation of the teaching force. By doing so, the results can be generalized more precisely to the population of teachers at this school.

In order to conduct responsible and credible research, Ethical Considerations were fundamental. It was not just a matter of compliance. It was important to maintain the integrity of the process, build trust with the participants, and guarantee that the research truly served the best interests.

The initial consideration to address was to inform and seek consent. The purpose of the study, with its objectives and procedures, was explained to the participants. They were told about their voluntary right to participate or withdraw at any moment without facing any consequences. Before the start of data collection, all the respondents were provided with a written consent form to confirm that they were able to understand the study completely and voluntarily agreed to participate.

Preliminary Stage. A transmittal letter requesting permission to conduct the study was sent to the Cebu City schools division superintendent. Upon the approval, the following steps commenced.

Data Gathering Stage. The questionnaire was distributed to the respondents by the principal. They provided sincere responses regarding personal details, the inclusive education training they attended, and the institutional support they received during the implementation of inclusion, reflecting their preparedness to handle inclusive classroom settings. The use of a survey questionnaire provided respondents with a more convenient way to answer the questions.

RESULTS AND DISCUSSION

Level of teachers' involvement in inclusive education

Inclusive education in the Philippines has been accelerated by Republic Act 11650 (2022)—the Inclusive Education Act—which institutionalizes services for learners with disabilities and mandates system supports to mainstream inclusion across schools. Given the complexity of inclusive education, which requires specialized skills and mechanisms, the variables examined are Professional Training, Institutional Support Received, and Teachers' Preparedness that offer crucial insights into how well-equipped and supported teachers are in handling diverse classrooms. These variables examine the extent to which training and support influence teachers' readiness and effectiveness in inclusive settings.

Professional training

Professional training is a critical component in preparing teachers to effectively implement inclusive education in general classroom settings. It serves as the foundation for teacher preparedness in implementing inclusive education. This study must include the variable "Professional Training" in order to investigate how well the teachers are prepared with the necessary skills and knowledge to effectively teach students of all backgrounds.

Professional training ensures that teachers are familiar with inclusive education laws, disability characteristics, instructional strategies, and assistive technologies, all of which are vital in catering to individual learner needs in a general classroom context. Before teachers can implement inclusive practices, they must first build a strong foundation of understanding through these professional development experiences. Thus, professional training acts as the preparatory stage that bridges the gap between policy-level expectations of inclusion and the realities of classroom practice.

Therefore, evaluating the extent and quality of professional training received by teachers provides valuable insights into their readiness to implement inclusive education. Table 2 presents the teachers' professional training in inclusive education of diverse learners.

Table 2
Teachers' Professional Training in Inclusive Education of Diverse Learners

S/N	Indicators	□	SD	VD
1	I actively engaged in professional training on fundamental principles and laws of inclusive education as mandated by DepEd	3.87	0.90	AG
2	I participated in professional development sessions to identify various types of disabilities and their main characteristics aligned with Filipino learners' needs	3.63	1.00	AG
3	I attended DepEd-endorsed training programs that instructed me on using differentiated instruction techniques for diverse Filipino learners	3.63	1.13	AG

4	I enrolled in professional training to develop and implement Individualized Education Plans (IEPs) following Philippine inclusive education guidelines	3.17	1.18	NU
5	I engaged in professional training that included simulations or role-play for inclusive teaching in Philippine classroom contexts	3.17	1.18	NU
6	I participated in professional development workshops on behavior management strategies suitable for Filipino learners in inclusive settings	3.43	1.14	AG
7	I actively attended professional training workshops on assistive technology tools available and applicable in Philippine schools	3.33	1.03	NU
8	I engaged in professional development on culturally responsive teaching methods for diverse Filipino learners from various socio-economic backgrounds	3.33	1.12	NU
Average		3.45	1.08	AG

Legend: 4.20-5.00 Strongly Agree (SA); 3.40-4.19 Agree (AG); 2.60-3.39 Neutral (NU); 1.80-2.59 Disagree (DS); 1.00-1.79 Strongly Disagree (SD)

The table shows respondents agreed ($\bar{x} = 3.45$, $SD = 1.08$) that they engaged in professional training related to inclusive education. Highest agreement appears on foundational topics (e.g., principles/laws: $\bar{x} = 3.87$; differentiated instruction strategies and disability identification: both $\bar{x} = 3.63$). They highly support training on basic principles, how to identify disabilities, and how to teach in diverse ways, which shows that they know about the inclusive education framework. Items requiring specialized application—IEP development ($\bar{x} = 3.17$), simulations/role-play ($\bar{x} = 3.17$), assistive technology ($\bar{x} = 3.33$), and culturally responsive methods ($\bar{x} = 3.33$)—clustered in the Neutral range have noticeably lower means than the other areas. This trend indicates that although exposure to inclusive education training was extensive, respondents demonstrated weaker competencies in practice-intensive domains, reflecting an uneven depth of training across content areas.

The lower mean scores are evidence that, although teachers are well-prepared in general teaching skills, they are still exposed to limited specialized inclusive practices. This could be because the professional training programs put more emphasis on general teaching skills than specialized SPED approaches. This is attributed to the fact that most professional development opportunities provided to teachers prioritize general knowledge over specialized skills. The researcher observed that this gap is common in many schools where inclusive education trainings are generally done through lectures or seminars instead of workshops that allow teachers to apply strategies in real classroom scenarios. Moreover, the standard deviations indicate moderate variability, which suggests that teachers have different levels of training experiences. This difference may come from unequal access to training or varying importance placed on professional development at the school level.

Recent studies emphasize the critical role of ongoing professional development in equipping teachers with the skills required for effective inclusive education. Research indicates that well-designed and sustained teacher training programs enhance educators' knowledge about diverse learner needs, inclusive teaching strategies, and collaboration with support personnel. This professional development leads to increased teacher confidence and competence in managing inclusive classrooms (Ajojournal, 2024). According to Sharma, Forlin, and Loreman (2020), efficient professional development programs that have both theoretical and practical aspects can

positively impact teachers' confidence and competence in implementing inclusive practices. Additionally, Alzahrani (2023) highlights that continuous professional development positively affects teaching effectiveness and learner outcomes in inclusive settings, showing a clear connection between training and practical classroom success. Their study emphasized the need for continuous training that addresses differentiated instruction, behavior management, and culturally responsive teaching methods. Moreover, targeted workshops, inclusive of simulations and culturally responsive teaching, foster adaptive teaching practices essential for diverse Filipino learners, as reflected in the data.

Institutional support received

The support of institutions is the main thing that can affect the ability of the teachers to introduce an inclusive education system successfully. Even in the presence of strong professional training, teachers are not able to keep inclusive practices without enough support from their schools and education systems. This variable describes the availability of resources, the extent of administrative cooperation, the conception of a program, and the continuous professional development provided by schools and education authorities. Support is not only in material form—such as the right to use the learning resources or the availability of assistive technology—but also in relationships, through mentoring, coaching, and professional guidance that help keep teachers' confidence up as they implement inclusive strategies. These supports create settings in which inclusive education can flourish and provide teachers with the confidence and support to meet the needs of diverse classrooms.

Besides resources such as teaching materials, funds, and assistants, institutional support creates a culture of collaboration and encouragement that helps teachers translate theory into practice. It is what links individual teacher competence with systemic readiness for inclusion. Consequently, institutional support is, in this study, referred to as both a promoter and a limiting factor in the successful implementation of inclusive education, indicating the base upon which teacher preparedness can be either enhanced or weakened.

Table 3 indicates the teachers' support received in inclusive education.

The average mean response was in the Neutral range ($\bar{x} = 3.35$, $SD = 1.06$). Teachers expressed stronger agreement in areas where direct support was evident, such as mentoring and coaching ($\bar{x} = 3.63$), the availability of locally relevant instructional materials ($\bar{x} = 3.43$), and opportunities for collaboration around peer interaction strategies ($\bar{x} = 3.43$).

Table 3
Teachers' Support Received in Inclusive Education

S/N	Indicators	□	SD	VD
1	I receive support from DepEd/school administrators to collaborate effectively with SPED teachers and resource personnel in our school.	3.07	1.08	NU
2	I receive guidance and support from my school principal/head teacher on inclusive classroom layout and environmental adjustments within our school facilities.	3.37	0.96	NU

3	I receive institutional support from DepEd/school division office for conducting multi-factor assessments aligned with Philippine assessment standards.	3.37	1.10	NU
4	I receive ongoing support from school leadership on strategies for promoting peer interaction among Filipino learners in inclusive settings.	3.43	1.01	AG
5	I receive mentoring or coaching support from DepEd master teachers/school mentors as follow-up to formal inclusive education training.	3.63	1.03	AG
6	I receive support from DepEd/school by being provided with locally-relevant inclusive teaching materials and resources suitable for Filipino learners.	3.43	1.17	AG
7	I receive institutional support from DepEd/school that emphasizes reflective practices and self-evaluation in inclusive education within Philippine educational contexts.	3.30	1.09	NU
8	I receive ongoing support from DepEd regional/division offices through access to continuous professional development opportunities in inclusive education.	3.23	1.07	NU
<i>Average</i>		3.35	1.06	NU

Legend: 4.20-5.00 Strongly Agree (SA); 3.40-4.19 Agree (AG); 2.60-3.39 Neutral (NU); 1.80-2.59 Disagree (DS); 1.00-1.79 Strongly Disagree (SD)

Specifically, teachers felt most supported in terms of mentoring and coaching from DepEd master teachers or school mentors. These results suggest that teachers value personal, relational, and practical forms of support that directly help them navigate classroom challenges. Mentoring and coaching, in particular, appear to give teachers confidence by providing accessible, experience-based guidance, which reinforces the importance of peer learning and professional collaboration. However, there are several areas that appeared less developed. Neutral ratings were also recorded for collaboration structures with special education (SPED) personnel ($\bar{x} = 3.07$), environmental modifications ($\bar{x} = 3.37$), multi-factor assessment practices ($\bar{x} = 3.37$), the promotion of reflective practice ($\bar{x} = 3.30$), and access to continuing professional development (CPD) at the division or regional level ($\bar{x} = 3.23$). Furthermore, these neutral scores suggest moderate satisfaction but also highlight potential gaps in institutional support particularly in collaboration with SPED teachers, classroom environment adjustments, comprehensive assessment, reflective practice, and sustained professional learning opportunities. Expanding the successful practices of mentoring and coaching into these weaker areas could help close the gap.

For instance, mentoring should include help in organizing classroom, how to collaborate SPED staff and continuous support for professional development. In summary, these results show that while teachers experience some targeted forms of support, the system does not yet provide consistent structures that enable inclusive practices to happen in all situation.

Institutional support is essential for making education more accessible by giving teachers resources, leadership guidance, and mentoring. Recent research from higher education contexts shows that institutional support systems greatly affect students' academic success by ensuring accessibility, accommodations, and a supportive school climate. However, studies also caution that support effectiveness depends on the accessibility and awareness of such services. Therefore, creating independent, well-resourced, and well-communicated support units within schools is

essential for fostering trust and engagement (Munjanja & Hendricks, 2024). Strengthening institutional support mechanisms enhances teachers' implementation capacities and student inclusion experiences, paralleling the findings of moderate support ratings with areas to improve (Munjanja & Hendricks, 2024; IJRT Study, 2024). Furthermore, Sharma and Sokal (2020) extend this discourse by stressing the importance of partnerships between teacher education institutions and schools to provide continuous support, stronger professional development, and shared accountability, highlighting institutional support's crucial role in sustaining teacher preparedness and inclusive practices. The moderate institutional support observed in the study reflects these authors' findings that while support is present, it often requires strengthening to consistently enhance teacher preparedness.

Level of teachers' preparedness in the inclusive education of diverse learners

Preparedness of the teacher is central to the quality of education to be delivered in a way that is fair to all included in the education system. Preparedness goes beyond having knowledge; it reflects a teacher's confidence, competence, and consistency in applying inclusive strategies. These variable gauges the teachers' self-confidence and skills in lesson planning, behavior management, implementation of IEP, use of assistive technology, and practice of culturally responsive strategies, etc. Teacher preparedness commits to turning knowledge, skills, beliefs, and contextual supports into the provision of instruction that is confident, adaptive and hence meets the needs of the learners. Therefore, it is not one skill; rather, it is a set of attitudes, knowledge, and strategies that equip teachers to be flexible in their responses to a wide range of learning situations.

With the focus on preparedness, this research not only gauges the efficiency of the training and the support provided but also pinpoints the areas that need to be worked on in order to achieve inclusive education that is both effective and sustainable. Therefore, preparedness here is symbolized as the teachers' ultimate capacity to interpret the policy into practice that consequently leads to the success of the inclusion at the classroom level.

Teachers agreed overall ($\bar{x} = 3.71$, $SD = 0.81$), demonstrating strong self-reported preparedness. They are confident in designing lessons, managing behavior, facilitating cooperative learning, and reflecting on inclusive practices. High means are found in culturally responsive strategies ($\bar{x} = 3.87$), balancing academic and social goals ($\bar{x} = 3.93$), reflective practice ($\bar{x} = 3.83$), and advocacy ($\bar{x} = 3.83$). More conservative—though still Agree—ratings occur in IEP-guided instruction ($\bar{x} = 3.43$) and assistive technology ($\bar{x} = 3.53$) and are consistent with the gaps in training outlined above. The cross-consistency of agreement implies that teachers believe that they are effective agents in inclusion, though some take a neutral stance in professional training and institutional support. This state of preparedness may result from the combined effect of initial and ongoing training, field experience, and perhaps an intrinsic drive to respond to varied learners' needs.

Table 4

Level of Teachers' Preparedness in the Inclusive Education of Diverse Learners				
S/N	Indicators	□	SD	VD

1	I feel confident designing lessons that meet diverse learner needs.	3.67	0.88	AG
2	I can effectively manage behavioral challenges in inclusive classes.	3.70	0.75	AG
3	I am skilled in adapting my teaching strategies on the fly.	3.73	0.87	AG
4	I am comfortable implementing IEP-driven instruction.	3.43	0.86	AG
5	I use assistive technology competently with students.	3.53	1.01	AG
6	I apply culturally responsive strategies in regular lessons.	3.87	0.78	AG
7	I can facilitate cooperative learning groups in inclusive settings.	3.77	0.82	AG
8	I use multiple assessment tools to accommodate all learners.	3.60	0.77	AG
9	I am confident in collaborating with SPED teachers and specialists.	3.50	0.82	AG
10	I can modify classroom environment to suit students' individual needs.	3.70	0.65	AG
11	I regularly reflect on my inclusive teaching practices for improvement.	3.83	0.79	AG
12	I feel prepared to offer emotional support to students.	3.77	0.77	AG
13	I can manage both academic and social goals in my class.	3.93	0.78	AG
14	I feel supported by my school in implementing inclusive education.	3.77	0.82	AG
15	I am ready to advocate for policy or resource changes to support inclusion.	3.83	0.79	AG
<i>Average</i>		3.71	0.81	AG

Legend: 4.20-5.00 Strongly Agree (SA); 3.40-4.19 Agree (AG); 2.60-3.39 Neutral (NU); 1.80-2.59 Disagree (DS); 1.00-1.79 Strongly Disagree (SD)

Table 4 illustrates the level of teachers' preparedness in the inclusive education of diverse learners. It also indicates the strength and resilience of teachers in Philippine inclusive education settings. Current evidence highlights that teacher readiness is associated with positive, inclusive teaching practices, classroom management, and collaborative practices. Evidence suggests whole-training packages and continuous reflective practice increase the capacity of teachers to adapt lessons, utilize assistive technologies, and provide emotional support to diverse learners (IJCRT, 2024). Teacher preparedness and self-efficacy are also critical in determining the quality of inclusive education practice, with higher-level training packages and institutional backing increasing levels of readiness (IJISAE, 2024; British Journal of Education, 2025). Also, Rouse and Florian (2020) analyze the formation of inclusive teacher identities and argue that preparedness grows through experience coupled with ongoing education, supporting the necessity for collaborative environments and reflective practices expressed in the study. These results confirm the high consensus the data indicates regarding the confidence and competence of teachers in inclusion.

Test of significance on the correlation between the level of teachers' training and support received, and their preparedness in the inclusive education of diverse learners

This section examines whether teachers' Professional Training and Institutional Support are significantly associated with Preparedness. Grounded in implementation science, we anticipate positive correlations, given evidence that PD and supportive school climates enhance teacher efficacy, practices, and, ultimately, inclusive competencies. Understanding these relationships provides empirical evidence on the interconnectedness of these factors in shaping inclusive education practices.

Table 5 reveals the test of significance on the correlation between the level of teachers' training and support received and their preparedness in the inclusive education of diverse learners.

Table 5
Test of Significance on the Correlation between the Level of Teachers' Training and Support Received, and their Preparedness in the Inclusive Education of Diverse Learners

Variables under inference	correlative	Comp. rho	Strength of correlation	p-value	Decision	Results
Teachers' Training & Preparedness in the Inclusive Education of Diverse Learners		0.748	Strong	0.000	Reject H_0	Significant
Support Received & Preparedness in the Inclusive Education of Diverse Learners		0.745	Strong	0.000	Reject H_0	Significant

Both correlations are strong and significant: Training–Preparedness ($\rho = 0.748$, $p < 0.001$) and Support–Preparedness ($\rho = 0.745$, $p < 0.001$). These values represent that as training exposure and school support rise, preparedness increase significantly. The high correlation coefficients prove that these variables play a pivotal role in influencing teachers' confidence and competency in responding the needs of diverse learners in classroom.

The rejection of the null hypotheses confirms that training and support are robust predictors of teacher readiness for inclusive practice in this sample. This supports that the observed relationships found are not due to chance but depict real, meaningful associations. The significant correlation highlights the necessity for the need for teacher preparation, schools, and education policymakers to place high value on comprehensive professional training of teachers and strong institutional support systems like mentoring, provision of resources, and administrative support to enhance teacher readiness for inclusive education.

These results align are consistent with current literature focusing the interlinked roles of professional training and institutional support in developing teacher preparedness. Badmus (2023) established that training programs for teachers considerably strengthen educators' ability to use inclusive teaching strategies effectively, particularly when supported by constant institutional support. Likewise, Ajpojournals (2024) highlight that continuous professional growth, coupled with collaborative and well-resourced school environments, links strongly with teacher effectiveness in inclusive classrooms. This collaboration ensures that skills gained through training can be transformed into practice, maintained, and honed through supportive mechanisms.

Additionally, the results insinuate that teacher preparedness is not merely an individual effort but also highly determined by systemic elements like school leadership and inclusive policies facilitating inclusion. JRIIE (2025) affirms this by arguing that the strongest predictors of teacher readiness are both continuous professional learning and the presence of enabling school structures that promote interaction with inclusive practices. Therefore, to improve inclusive education outcomes, a dual approach, enhancing both teacher training and institutional backing, is essential, which strongly resonates with the significant correlations found in this study.

CONCLUSION

The research concludes that teachers' professional development as well as institutional assistance greatly impact their perceptions of preparedness to deliver inclusive education within the ordinary classroom settings. The results indicates that teachers who are provided with extensive and appropriate training programs, as well as with continuous and sufficient institutional support, are more confident and well-positioned to deal with diverse learners, including special educational needs ones.

Despite these encouraging positive findings, restricted access to training and absence of coherent support frameworks as well as insufficient resources pose additional challenges. For teachers to become more effective and better embraced by inclusive education, a well-aligned professional development and a supportive school climate need to be established.

This study strongly emphasizes the need for well-tailored professional development and effective institutional frameworks to empower teachers as advocates for inclusive education and, therefore, equitable access to education for all learners.

According to the study's findings and conclusions, it is suggested that schools and the Department of Education must enhance and continue extensive professional training programs for a comprehensive set of inclusive education, specifically through the suggested action plan. These programs must include theoretical knowledge as well as pragmatic, experiential activities like developing individualized education programs, integrating assistive technology into classroom practice, role-play and simulation, and implementing culturally responsive teaching strategies to increase teachers' confidence and competence in working with diverse learners.

In addition, schools need to increase institutional support by offering sufficient resources, mentoring, and ongoing coaching to empower teachers to implement inclusive strategies successfully in their classrooms. It is also important to have a supportive school culture that promotes collaboration between general education and special education teachers, where there is constant guidance and reflective practices.

Furthermore, authorities need to make continuous professional development activities a top priority so that teachers are updated about best practices and developments in inclusive education. By doing so, the education system can more effectively prepare teachers to respond to the needs of all students, thus facilitating equitable and meaningful learning experiences in inclusive classrooms. Finally, the action plan should help teachers reflect on their work and evaluate themselves, with a focus on how to better serve the diverse needs of the students.

REFERENCES

Adamson, W. L. (1980). *Hegemony and revolution: A study of Antonio Gramsci's political and cultural theory*. University of California Press.

- Adarlo, G., & Jackson, L. (2017). For whom is K–12 education: A critical look into twenty-first century educational policy and curriculum in the Philippines. In S. Choo, D. Sawch, A. Villanueva, & R. Vinz (Eds.), *Educating for the 21st century* (pp. 1–15). Springer. https://doi.org/10.1007/978-981-10-1673-8_1
- Ballard-Reisch, D., Turner, P. K., Barker, J. R., Kuhn, T., Lewis, L. K., Scott, C. R., & Keyton, J. (2017). Contradictions, tensions, paradoxes, and dialectics. In *The international encyclopedia of organizational communication* (pp. 1–15). Wiley. <https://doi.org/10.1002/9781118955567.wbieoc043>
- Bates, V. C. (2021). Music education, neoliberal social reproduction, and play. *Action, Criticism, and Theory for Music Education*, 20(3), 82–107. <https://doi.org/10.22176/act20.3.82>
- Cabalza, D. (2023, September 10). Teachers’ group decries DepEd memo on “dictatorship.” *Philippine Daily Inquirer*. <https://newsinfo.inquirer.net/1829217/>
- Coburn, A., & Gormally, S. (2015). Emancipatory praxis: A social-justice approach to equality work. In C. Cooper, S. Gormally, & G. Hughes (Eds.), *Socially just, radical alternatives for education and youth work practice*. Palgrave Macmillan. https://doi.org/10.1057/9781137393593_4
- Davies, B., & Bansel, P. (2007). Neoliberalism and education. *International Journal of Qualitative Studies in Education*, 20(3), 247–259.
- Department of Education. (2025, March 11). Implementing rules and regulations of Republic Act No. 12028 (ARAL Program Act). <https://www.deped.gov.ph/>
- Department of Education. (2025, June 13). DepEd Order No. 018, s. 2025: Implementing guidelines of the Academic Recovery and Accessible Learning Program. <https://www.deped.gov.ph/>
- DeSaxe, J. (2015). A neoliberal critique: Conceptualizing the purpose of school. *Catalyst: A Social Justice Forum*, 5(1). <https://trace.tennessee.edu/catalyst/vol5/iss1/7>
- Dubois, S., Eltzer, T., & De Guio, R. (2009). A dialectical-based model coherent with inventive and optimization problems. *Computers in Industry*, 60(8), 575–583. <https://doi.org/10.1016/j.compind.2009.05.020>
- Femia, J. V. (1982). Gramsci and Marxist theory. *The Journal of Modern History*, 54(1), 72–77. <https://doi.org/10.1086/244081>

- Evaluating teachers' training and support on perceived preparedness for inclusive practices in general education classrooms by Angelica Marie B. Gallaza, Niña Rozanne T. Delos Reyes, Lilibeth C. Pinili, Marjorie B. Añero, and Ann Frances P. Cabigon
- Gonio, Y. G., & Bauyot, M. M. (2025). Evaluating the implementation of Catch-Up Fridays in public elementary schools: An administrative insight. *International Journal of Multidisciplinary Educational Research and Innovation*, 3(1), 31–51. <https://doi.org/10.17613/v3mf3-y6409>
- Guo, Z., Wu, Y., & Zhang, Y. (2021). Social reproduction in K–12: Life-long effects on middle-class students. In *Proceedings of the 2021 4th International Conference on Humanities Education and Social Sciences* (pp. 2566–2572). Atlantis Press. <https://www.atlantispress.com/article/125966962.pdf>
- House of Representatives. (2024, October 18). ARAL law to ensure no student is left behind in learning process – Speaker Romualdez. <https://www.congress.gov.ph/>
- Levich, M. (1963). *Aesthetics and the philosophy of criticism*. Random House.
- Malyshko, Y. A. (2024). The concept of “cultural hegemony” by A. Gramsci in Frankfurt School thought. *Obščestvo: Politika, Ekonomika, Pravo*, 7, 76–81. <https://doi.org/10.24158/pep.2024.7.9>
- Mao Tse-tung. (1937). On contradiction. In *Selected works of Mao Tse-tung* (Vol. 1). <https://www.marxists.org/reference/archive/mao/>
- Navarro, A. M. (2022). School infrastructure in the Philippines: Where are we now and where should we be heading? Philippine Institute for Development Studies. <https://doi.org/10.62986/dp2022.10>
- Norton, T., & Sadler, C. (2006). Dialectical hegemony and the enactment of contradictory definitions in community planning. *Southern Communication Journal*, 71(4), 363–382. <https://doi.org/10.1080/10417940601000451>
- Rubin, J. S., Good, R. M., & Fine, M. (2019). Parental action and neoliberal education reform: Crafting a research agenda. *Journal of Urban Affairs*. <https://doi.org/10.1080/07352166.2019.1660582>
- San Juan, D. M. M. (2016). Neoliberal restructuring of education in the Philippines: Dependency, labor, privatization, and critical pedagogy. *Asia-Pacific Social Science Review*, 16(1). <https://doi.org/10.59588/2350-8329.1072>
- Sannadan, J. G., & Gas-ib, P. L. (2021). Neoliberal restructuring in Philippine education: Toward performativity. *International Journal of English Literature and Social Sciences*, 6, 355–366. <https://doi.org/10.22161/ijels.61.45>
- Smith, J. A., Larkin, M. H., & Flowers, P. (2009). *Interpretative phenomenological analysis: Theory, method and research*. SAGE.
- UNESCO. (2020). *Global Education Monitoring Report 2020: Inclusion and education—All means all*. <https://unesdoc.unesco.org/ark:/48223/pf0000373718>