

Teachers' professional training and support received on preparedness for inclusive education in the public secondary school

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ABSTRACT

This research evaluated teachers' professional training and support received in relation to their preparedness for implementing inclusive education for diverse learners in Lahug National High School, Cebu City, during the school year 2025 – 2026. Random samples of 30 teacher respondents were advisers and subject teachers of the Junior and Senior High School to share their insights of the study. This study utilized a descriptive-correlational research design and adapted a survey questionnaire to discover the clear explanation of teachers' levels of involvement in terms of

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training attained, support provided, and preparedness, and the relationship between these variables. To statistically interpret the data, Pearson's R Correlation was applied in examining the significant linear association of the aforementioned variables. The findings revealed that teachers were moderately trained in handling inclusive education and had difficulties in IEP preparation, assistive device application, and behavior management. Institutional support received found that teachers were slightly supported on the important aspects like reflective-assessment, collaboration with SPED experts, classroom modifications, and provision of ready-to-use contextualized materials. Teachers declared to be moderately prepared in reflecting on inclusive education. With this, it was revealed that there was a moderate, positive, and significant difference between teachers' training and preparedness, while a strong positive correlation between institutional supports received and preparedness. Both were statistically significant. The results highlighted the need to utilize a targeted intervention through an action plan that aims to enhance teachers' level of preparedness through a series of trainings (IEP preparation, assistive technology utilization, positive behavior management), and provision of consistent support (self-reflection and evaluation, environmental supports, collaboration and mentoring, inclusive resources provision).

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

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INTRODUCTION

Inclusive education has become the main idea behind modern schools. It promotes equal access to high-quality learning for all students and ensures that all students including those with challenges and 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 these are implemented in day-to-day classroom instruction differs a great deal.

Teachers are the main agents of inclusive education policy implementation and their readiness has a direct impact on the learning experience quality of diverse learners. Teachers need appropriate skills and knowledge. Across the world, concerns have persisted with teacher readiness and confidence, as well as gaps in differentiated instruction competencies, 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 in building inclusive education, but access, intensity, and continuity of these programs are

uneven. At the local level, teachers generally cite inadequate opportunities for long-term professional development, inadequate mentoring, and insufficient systems of support mechanisms. This generates a disconnection between the promises of inclusive practices and the provision of resources to teachers.

In spite of the establishment of inclusive education as a priority, little still exists in terms of research targeting alignment between 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 are translated into teachers' on-the-ground readiness within the classroom. This research fills this lack by analyzing the interaction of training, support, and readiness in the schools which were chosen.

This study is to address the preparedness in improving inclusive education and enhancing teacher skills and knowledge in promoting positive outcomes for students. More specifically, it aims to evaluate the degree of professional training and institutional assistance teachers have undergone and how these are associated with their readiness to deal with inclusive classrooms. Through solving this primary issue, the study seeks to gain perspectives that will guide policy directions, capacity development programs, and support systems that will 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 gives a better picture of the prevailing state of classroom practices but also the focus areas where most targeted interventions are required. With this, the current study was designed to answer particular questions that center on teachers' training, support networks, and readiness in managing diverse learners.

Statement of the problem

This research study evaluated teachers' professional training and the support they received in relation to their preparedness for implementing inclusive education for diverse learners in Lahug National High School, Cebu City, during the school year 2025–2026, as a basis for an action plan aimed at enhancing teachers' preparedness for inclusive education. Specifically, it sought to answer the following sub-problems:

1. What is the level of teachers' involvement in inclusive education in terms of their professional training and the institutional support they have 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' professional training and institutional 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 may be proposed to enhance teachers' preparedness in implementing inclusive education?

METHODOLOGY

The research employed a descriptive-correlational design, aiming to describe the current state of teachers' professional training, institutional support, and perceived preparedness for

inclusive education, while also exploring correlations among these variables. The descriptive component of the design enabled the researcher to provide a clear explanation of the training levels attained, the level of support offered, and teachers' preparedness to manage divergent learners, using measures such as means and standard deviations. The correlational component allowed the researcher to determine if a significant correlation exists 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 data gathered results were thoroughly analyzed to create an action plan that addresses the teachers' needs.

The research respondents were teachers in the general education inclusive classrooms under the Department of Education in Cebu City, with a focus on Lahug National High School, which has a total teaching population of 102 teachers and five non-teaching personnel. Thirty-teacher respondents, serving as advisers and subject teachers at the Junior and Senior High School, were selected to share their insights in the study. Although some schools had more teachers, the uniform sample size was used to ensure equitable representation in 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.

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 is to be explained by its objectives and procedures. They were told of their voluntary right to participate or withdraw at any time without consequences. Before data collection began, all respondents were provided with a written consent form to confirm that they understood the study 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

In this study, data were gathered from the participating teachers of Lahug National High School during School Year 2025–2026, whose responses provided the basis for analyzing their involvement in inclusive education. As described in the methodology, the survey instrument

measured two major aspects—professional training and institutional support—which represented the structural and experiential factors shaping teachers’ participation in inclusive practices. The responses of the teacher-participants revealed how their training experiences and the support provided by the school and the Department of Education (DepEd) contributed to their engagement in inclusion, particularly in terms of preparedness for handling diverse learners in the mainstream classroom.

Professional training

Professional training was one of the influencing factors on teachers’ competencies. When a teacher is well-trained in different strategies and their practical application in inclusion, they are confidently prepared to apply these strategies in a real classroom setting where inclusion is required.

This encompasses knowledge of inclusive laws, identification of different types of disabilities, differentiated instruction, IEP planning processes, simulation exercises in teaching inclusive education within the Philippine context, behavioral supports, the use of assistive technologies, and culturally responsive teaching practices intended for inclusive education. Measuring its level exposed which indicators were already presented and which indicators needed action for improvement in order to meet the standard stipulated in RA 11650 and DepEd orders on LWDs (learners with disabilities), which could make teachers completely prepared in a real inclusive classroom setting.

Table 2 illustrates the professional training in inclusive education for diverse learners that the teachers reportedly attended.

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	3.53	1.25	AG
2	I participated in professional development sessions to identify various types of disabilities and their main characteristics aligned with Filipino learners' needs	3.23	1.33	NU
3	I attended DepEd-endorsed training programs that instructed me on using differentiated instruction techniques for diverse Filipino learners	3.57	1.07	AG
4	I enrolled in professional training to develop and implement Individualized Education Plans (IEPs) following Philippine inclusive education guidelines	2.27	1.14	DS
5	I engaged in professional training that included simulations or role-play for inclusive teaching in Philippine classroom contexts	3.07	1.11	NU
6	I participated in professional development workshops on behavior management strategies suitable for Filipino learners in inclusive settings	2.93	1.08	NU
7	I actively attended professional training workshops on assistive technology tools available and applicable in Philippine schools	2.73	1.23	NU

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8	I engaged in professional development on culturally responsive teaching methods for diverse Filipino learners from various socio-economic backgrounds	3.10	1.21	NU
	Average	3.05	1.18	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)

Table 2 shows that teachers' professional training posted a neutral mean of 3.05 with a standard deviation of 1.18, which meant that the training experienced by the teacher was uneven and happened only occasionally. The highest areas were found in training in the differentiated instruction with a mean score of 3.57 AG and in the fundamental principles and laws of inclusion with a mean score of 3.53 AG, showing that teachers already had a good basic awareness of inclusion. In the middle range, culturally responsive methods with a mean score of 3.10 NU and stimulations or role playing with a mean score of 3.07 NU were not regular practices yet. The lowest score and the only indicator that was rated as "disagree" was the formal training on Individualized Training Program (IEP), with a mean score of 2.27 DS. Training in assistive technology, with a mean score of 2.73 NU, and behavior management, with a mean score of 2.93 NU, also remained weak.

A possible key factor in the low IEP training was the lack of consistent practical training opportunities for teachers to deliver mandated content in a real classroom setting. It had been observed that teachers in the general classroom still thought that IEP was still a responsibility of the SPED teachers, and there was no need to do it. As a result, teachers in the mainstream had limited opportunities to participate in the preparation of an IEP, which is a crucial aspect of understanding the learning capacity of students with special needs. This gap signified the need for specialized hands-on training on the crafting, monitoring, and implementation of IEPs for students with diverse needs.

The neutral rating on behavior management strategies may be caused by the difficulty in handling students with different behavioral needs in an inclusive classroom without proper guidance. As documented, general education teachers were mostly trained on traditional disciplinary practices, which often neglected the need to attend to learners with special behavioral needs present in regular inclusive classrooms. This identified the call for practical behavior-focused professional development in response to students with different socio-cultural backgrounds.

Similarly, the neutral score in assistive technology training indicated insufficient access to tools and specialized training on their usage and importance. In Philippine public secondary schools, the availability of resources and devices was limited. As witnessed, teachers in the general classroom reportedly emphasized that even when assistive technology is available, they still do not know how to use it due to a lack of knowledge and proper guidance on its application. This revealed the need for organized training in creating localized assistive materials and accessible resources to meet the needs of implementing inclusion.

The imbalance between general knowledge and applied skills suggested that the professional development teachers had undertaken was insufficient for them to deliver inclusive education in

their daily teaching. Without adequate training in preparing IEPs, using assistive technology, and managing positive behavior, teachers may feel inadequately prepared to execute inclusion effectively. These findings highlighted specific gaps in professional training that targeted interventions, such as workshops, mentoring sessions, and resource provisions, could address. These interventions could enhance teachers' competency in understanding and applying inclusion concepts, thereby preparing them for more inclusive teaching.

The neutral results, with a mean score of 3.05, align with the report released by UNESCO (2020) in the Global Education Monitoring, which emphasized that teachers worldwide often feel unprepared to apply inclusive practices due to their limitations, the lecture-focused nature, and the non-mandatory attendance requirement for teachers. The report suggested that teachers should be involved in hands-on training that includes integration of differentiated instruction, assistive technology, and IEP creation. Although teachers had training that boosted awareness in inclusion, the limitation on practical application was overlooked. These were the reasons why many professional development programs ended with theories and did not provide hands-on practices.

This result was specified by Gonzaga et al. (2023), who found that special education training programs helped shape public school teachers in Central Visayas to be well-prepared in inclusive teaching. They highlighted the importance of participation in special education training programs, which in turn influenced the readiness of teachers to handle students with diverse needs. While their study provided practical confirmation on the relationship between teachers' preparedness and training, the recent study also emphasized the important role of Department of Education and the school administrators in reinforcing professional development that could strengthen not only teachers' knowledge but also application of the different strategies and tools in implementing inclusive education as stipulated in RA 10533 "K to 12 Law", RA 1160 of 2022 "Inclusive Education Act", DepEd Order No. 21, s. 2020 "Policy Guidelines on the Adoption of the K to 12 Transition Curriculum Framework for Learners with Disabilities, and DM No. 043, s. 2025 Policy of Inclusion and Services for Learners with Disabilities in Support of the Inclusive Education Act.

Magsongsong et al. (2023) concluded that teachers who participated in inclusive education training felt more confident in facilitating learners with different needs after being exposed to various training sessions. This was paralleled by the results of this study showing the significant correlation between training and preparedness. It highlighted that professional development plays a significant role in teachers' preparedness.

To sum up, while teachers had basic knowledge about inclusive education, hands-on training still remains inadequate. The unfamiliarity with IEP preparation, assistive technology application, and behavior management underscored the gap between theory and application. This finding aligns with local and global studies highlighted by UNESCO (2020), Gonzaga et al. (2023), and Magsongsong et al. (2023), which underscore the importance of practical training in enhancing teachers' preparedness. Therefore, reinforcing consistent hands-on training programs was encouraged to effectively implement inclusive education in line with the Philippine laws and policies.

Institutional support received

Institutional support determined whether trainings were effectively put into practice in a real inclusive classroom scenario. A competent teacher could be a low-performing teacher if not

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properly guided, given appropriate materials, and provided access to professional training by the school administrators or by the institution they belong to. This part measured whether the school or division environment strengthened or hindered teachers' capacity to implement inclusive education.

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.	2.50	1.01	DS
2	I receive guidance and support from my school principal/head teacher on inclusive classroom layout and environmental adjustments within our school facilities.	2.50	0.97	DS
3	I receive institutional support from DepEd/school division office for conducting multi-factor assessments aligned with Philippine assessment standards.	2.50	1.01	DS
4	I receive ongoing support from school leadership on strategies for promoting peer interaction among Filipino learners in inclusive settings.	2.80	1.13	NU
5	I receive mentoring or coaching support from DepEd master teachers/school mentors as follow-up to formal inclusive education training.	2.77	1.14	NU
6	I receive support from DepEd/school by being provided with locally-relevant inclusive teaching materials and resources suitable for Filipino learners.	2.43	0.94	DS
7	I receive institutional support from DepEd/school that emphasizes reflective practices and self-evaluation in inclusive education within Philippine educational contexts.	2.37	0.89	DS
8	I receive ongoing support from DepEd regional/division offices through access to continuous professional development opportunities in inclusive education.	2.60	1.10	NU
<i>Average</i>		2.56	1.02	DS

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 3 shows that teachers' institutional support towards inclusive education resulted in an overall score of 2.56 (1.02 standard deviation) and was interpreted as Disagree (DS). The result indicates that most teachers believed institutional support was lacking. The highest score was assigned to supporting interaction among peers (2.80, Neutral) and mentoring/coaching (2.77, Neutral). The lowest score was recorded for supporting reflective practice (2.37, Disagree) and provision of inclusive learning materials (2.43, Disagree).

The data clearly show that there was insufficient institutional support for teachers to enact inclusive education effectively, as most participants disagreed that they were adequately supported by administrators, DepEd offices, and school leaders in terms of resources, direction, and follow-through. This lack of support not only restricts teachers' ability to practice inclusion but also leads to frustration since they are alone to handle high demands in the classroom with little help.

Although relatively higher but still neutral ratings for mentoring and peer interaction were observed, reflecting some schools' efforts to support their teachers, these efforts were irregular and not widespread. More importantly, extremely low mean scores for provision of materials and reflective practice show that there were neither the tools nor the opportunity afforded to and by teachers to critically appraise and refine their inclusive practices rigorously.

These findings further suggested that institutional support is critical for teachers to carry out inclusive education effectively. Without periodic direction, access to adequate resources, and orderly mentoring, inclusive practices were superficial and unsustainable. It was by reinforcing institutional support measures at the school, division, and national levels that not only would teachers become empowered to handle diversity better, but it would further create a culture of collective responsibility to foster inclusion so that learners with differences were afforded equal chances to thrive.

Findings of the study indicated that institutional support granted to teachers tended to be inadequate, as supported by their disagreement with the occurrence of mentoring, inclusive materials, and administrative guidance. The findings were supported both nationally and internationally, highlighting the significant role of institutional support on teachers' readiness. For instance, Mcleskey and Waldron (2022) emphasized that when teachers were consistently assisted with mentoring and coaching, they would be equipped with more confidence in adapting to change towards inclusive education.

Likewise, Pedaste et al. (2024) illustrated that effective vision and quality leadership within schools were positively correlated with teachers' preparedness to handle diverse learners. In the Philippines, the Inclusive Education Act of 2022 mandated the promotion of Inclusive Learning Resource Centers (ILRCs) to provide resources and SPED support. Where implemented, teachers reported higher levels of readiness.

Correspondingly, Gonzaga et.al (2023) found that teachers in Central Visayas who were consistently trained and provided administrative support felt more confident in handling learners with disabilities. National and international research revealed that the accomplishment of inclusive education did not rely only on the teacher alone, but also on the supportive environment that could empower them to effectively create a meaningful inclusive learning environment. In contrast with these effective practices, Lahug National High School's support system was unreliable and inconsistent, which showed low ratings in this study. Therefore, a need for an organized plan that could support teachers in overcoming the gap between theory and practice is fully recommended. Without these, the goal of inclusive education remains stagnant rather than meaningful and sustained practice that empowers learners and teachers.

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

Preparedness highlighted teachers' ability and confidence to design, teach, evaluate, and collaborate in ways that accommodate the wide variety of learners' needs. It emerged as the practical result of both training and support, demonstrated in confidence, proficiency, and regular

use of inclusive approaches. Evaluating preparedness across various aspects, including lesson planning, behavior management, IEP application, AT integration, teamwork, assessment modifications, and reflective teaching, revealed both the competencies' teachers possess and the supports they still need. The data is presented below in Table 4.

Table 4
Level of Teachers' Preparedness in Inclusive Education of Diverse Learners

S/N	Indicators	□	SD	VD
1	I feel confident designing lessons that meet diverse learner needs.	3.10	1.06	NU
2	I can effectively manage behavioral challenges in inclusive classes.	3.13	0.90	NU
3	I am skilled in adapting my teaching strategies on the fly.	2.83	0.99	NU
4	I am comfortable implementing IEP-driven instruction.	2.57	0.90	DS
5	I use assistive technology competently with students.	2.50	1.14	DS
6	I apply culturally responsive strategies in regular lessons.	3.17	1.05	NU
7	I can facilitate cooperative learning groups in inclusive settings.	2.73	1.05	NU
8	I use multiple assessment tools to accommodate all learners.	2.87	1.20	NU
9	I am confident in collaborating with SPED teachers and specialists.	2.70	1.18	NU
10	I can modify classroom environment to suit students' individual needs.	3.00	1.20	NU
11	I regularly reflect on my inclusive teaching practices for improvement.	3.00	1.26	NU
12	I feel prepared to offer emotional support to students.	3.33	1.21	NU
13	I can manage both academic and social goals in my class.	3.33	1.06	NU
14	I feel supported by my school in implementing inclusive education.	2.73	1.08	NU
15	I am ready to advocate for policy or resource changes to support inclusion.	2.97	1.25	NU
<i>Average</i>		2.93	1.10	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)

The overall score of Table 4 is 2.93 (1.10 standard deviation) and was ranked as Neutral (NU). This suggested that teachers were only moderately confident or partially prepared to teach children with disabilities in inclusive learning environments. The highest scores were for providing an emotionally supportive environment (3.33, NU) and for attaining learning and social goals (3.33, NU), and the least for instruction using IEPs (2.57, DS) and using assistive technology tools (2.50, DS).

These findings aligned with prior results, indicating that teachers addressed whole-class differentiation and socio-emotional needs more effectively than highly individualized or technology-intensive practices. The neutral preparedness score indicated that teachers have promising potential, but a lack of clear structures and practical application opportunities hindered their development. Their ability to build supportive classroom environments and apply general differentiation provided a solid starting point. However, gaps remained in the specific areas of organizing IEPs, using assistive technology, and collaborating with SPED specialists. Providing teachers with appropriate support in these areas would fully equip them to implement inclusive education in the mainstream.

The results entailed the need to create a performance capability alignment on indicators with *Disagree* (DS) or low *Neutral* (NU) ratings, specifically, IEP development, assistive technology utilization, and assessment accommodation. These should be given with a clear focus to clearly enhance teachers' professional development towards inclusion. To improve implementation practices, schools should organize collaborative strategies like team planning with general education teachers and other SPED specialists and conduct workshops on the creation of IEPs and closely monitor their consistent practice. Moreover, systematic efforts focused on the integration of assistive technology must be encouraged through the provision of an assistive device lending hub and practical demonstrations of the devices intended for the actual needs of students with disabilities. Applying these coaching and collaborative structures could change from neutral preparedness to agreement.

The findings of this study, which showed that preparedness indicators counted towards "neutral" and "disagree," were confirmed with the assessment of Magsongsong et al. (2023) on the relationship between teacher training and their sense of efficacy in inclusive education in Batangas public schools, supporting the study's findings. The study found that teachers' lack of training in IEP and assistive technology implementation contributed to their lower level of readiness. The teachers did, however, continue to demonstrate a moderate level of classroom management and lesson planning for a diverse student. This confirmed that although teachers had developed the ability to handle real inclusive classroom situations, their general level of readiness remained low because they had not received extensive training in critical areas like assistive technology and IEP. In their review on the in-service readiness for inclusive special education in Zamboanga City, Dioso et al. (2022) discovered that the results of their study aligned with those of IEP and assistive technology preparedness. It showed that while teachers presented their willingness in embracing inclusion, insufficient preparation in different inclusive classroom strategies including IEP-driven instruction and assistive technology application still existed. This underscored teachers' willingness in accepting inclusion should matched with proper training in the practical application of IEP and assistive technology to effectively execute inclusion in the classroom.

The same mirrored findings on preparedness indicators of this study were mostly "neutral" to "disagree" with Alcosero, et.al (2023), who concluded that teachers in general felt unprepared due to lack of training, poor institutional support, and limited exposure to inclusive practices. Teachers found it most difficult to familiarize instruction, handle behavioral concerns, and collaborate with SPED teachers and other specialists. As findings were repeatedly shown, strong institutional support and thorough training programs that would equip teachers with both knowledge and hands-on application are needed to confidently employ classroom inclusivity.

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

Preparedness is the functional expression of both training and support—confidence, skill, and routine use of inclusive strategies. Measuring preparedness across various aspects, including lesson design, behavior supports, IEP use, AT, collaboration, assessment accommodations, and reflective practice, reveals where teachers feel ready versus where they need scaffolding. The results below provide factual evidence to highlight priorities for interventions.

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		0.577	Moderate	0.001	Reject H_0	Significant
Support Received & Preparedness in the Inclusive Education of Diverse Learners		0.696	Strong	0.000	Reject H_0	Significant

Table 5 presents the correlations, which are positive and statistically significant. The strength is *stronger* for Support ↔ Preparedness ($\rho = 0.696$) than for Training ↔ Preparedness ($\rho = 0.577$), suggesting that while training is important, day-to-day institutional backing may be the more powerful lever in predicting teachers' readiness.

First, the moderate ρ for Training suggested that quality, relevance, and practice-centeredness of CPD likely determine its translation to classroom readiness. General seminars raise awareness but may not shift preparedness without coached application. Second, the stronger ρ for Support indicates that leadership, resources, mentoring, and collaboration amplify and sustain training effects. In other words, even good training underperforms in low-support climates; conversely, robust support ecosystems can magnify the impact of training and accelerate routine adoption of inclusive practices.

The results entailed that bridging policy to practice requires not only investment in continuing professional development (CPD) but also the establishment of mentoring structures, collaboration time, accessible assistive technology and materials, and regular administrator walkthroughs focused on inclusion. At the division level, minimum support standards should be established for inclusive classrooms, including the allocation of SPED consultation time per teacher each month, regular IEP clinic cycles, and the maintenance of access logs for assistive technology use. Finally, effective data utilization is essential by tracking teachers' preparedness

indicators alongside the support provided, ensuring that investments yield measurable improvements and enabling continuous refinement of programs for inclusive education.

Consistently, Magsongsong et.al (2023) confirmed the level of training and the self-efficacy of teachers on inclusive practices in Batangas. It revealed that teachers who had undergone higher levels of professional training were more competent in handling students with diverse needs. It highlighted that specified professional development significantly contributed to teachers' preparedness. This is paralleled by the result of a recent study presenting a significant correlation between training involvement and preparedness.

Institutional support factors associated with readiness were clearly emphasized from the descriptive-correlational study of Manalo (2024), on teachers' readiness (preparedness), implementation, and management support to inclusive education. It presented that stronger school/institutional support was associated with greater readiness among teachers. This strengthened the relationship between support and preparedness by addressing management support as an observable factor that fosters readiness.

The qualitative study of Omoro and Possi (2023) evaluated the relationship between teachers' self-efficacy (preparedness indicator) and inclusive practices. They have reported its significant relationship on several indicators. Associating preparedness with hands-on inclusive practices validated the structure of this study, which assumed that training and support enhanced teachers' preparedness. Indicating this, asserted that preparedness is not just an attitude but an association of practical outcomes that have been verified. The dimension of preparedness remarkably correlates with inclusive practices as it emphasizes the practical outcome of being ready.

CONCLUSION

Based on the findings, it can be concluded that teachers' preparedness was moderately influenced by their exposure to the training they experienced. They demonstrated potential knowledge in inclusive education policies and differentiated instruction, but were limited in their practical application, particularly in preparing IEPs, integrating assistive technology, and managing behaviors. This reflects a gap between theoretical training and practical application, which could lessen the effectiveness of the implementation of inclusive education.

This study also proved that while training matters, institutional support plays a more powerful role than anything else in building teachers' preparedness. This signified that training programs primarily elevate awareness but cannot improve preparedness without structured professional mentoring. Support includes collaboration with SPED experts, classroom modifications, reflective learning and self-evaluation, and provision of resources and materials reinforce and sustain the effectiveness of training. Therefore, intensifying school-based and division-level support systems is important for effective inclusive practices.

In summary, this study established that the functionality of inclusive education is in accordance with the integration of professional training and institutional support. Teachers must be trained both theoretically and practically, with support from a well-organized school system that consistently provides mentoring and necessary resources. Without a support system, preparedness will remain neutral, lacking structured direction to achieve the goal of providing quality education for all learners, including those with diverse needs. The finding emphasized the need to utilize a targeted intervention through an action plan.

Based on the findings and conclusions, it is strongly recommended that institutions must focus on building institutional areas that actively make an effort to support in elevating teachers' preparedness in the full implementation of inclusive education. Training should prioritize the hands-on application workshops in preparing IEP, using localized assistive technologies, and managing behaviors, supported by mentoring and follow-up coaching. With equal importance were inclusive classroom layout, personal reflection on inclusive practices, provision of learning resources such as locally contextualized learning materials, and access to assistive devices through the resource library. Furthermore, organized collaboration with SPED experts should be institutionalized to encourage mutual expertise in managing diverse learners in an inclusive regular classroom setting.

Furthermore, workshops should be conducted regularly ensuring the consistency of the application and should be planned replicating a real inclusive classroom scenario to immediately apply learned strategies for inclusive practices. Institutional support must also be intensified by the Department of Education (DepEd) and school administrations through carrying out learning observations to facilitate feed backing for assistance in integrating reflective inclusive practices. Ultimately, it is highly recommended the implementation of a comprehensive Action Plan as the intervention of this study. The proposed plan includes the specific issues and concerns raised by this study, objectives, strategies in realizing the training workshops, persons involved, budget, source of budget, time frame, expected outcomes, accomplishment reports needed, remarks to indicate the success of the workshops. This discussed the development of the IEP, integration of assistive technology, behavior management, collaboration programs, allocation of resources, organized monitoring, and self-evaluation on inclusive classroom practices. This program served to bridge the gap between teachers' training, support, and preparedness to guarantee the effectiveness of inclusive practices in a real inclusive classroom setting. Through this, the teacher will be more confident, highly proficient, and fully prepared in facilitating inclusive practices for diverse learners in an inclusive learning environment.

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