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Teachers in inclusive education: Their attitudes, strategies and accommodations

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ABSTRACT

This survey-correlational research explored the Teachers in Inclusive education: Their Attitudes, Teaching Strategies, and Accommodations during the 2025-2026 academic year. The participants of this study were the one hundred one (101) total population of elementary teachers practicing the inclusive education in the District of Ivisan, Division of Capiz for the school year 2025-2026. Data were collected using a researcher-made questionnaire, validated by two experts in inclusive education and an English critique. Following validation, the questionnaire was final tested with one hundred one (101) elementary teachers from the District of Ivisan. Factor analysis, construct validation, and reliability testing were conducted using Statistical Package for Social Science (SPSS) software. The independent variable was the teachers in inclusive education, while the dependent variable was the level of attitudes, teaching strategies and accommodations. Descriptive statistics, and Pearson correlation were employed for data analysis, with a significance level set at 0.05. Major findings perceived a very high level of attitudes and teaching strategies and high level of accommodations of teachers in inclusive education. Additionally, there is a significant relationship between attitudes and teaching strategies, and between teaching strategies and accommodations of teachers, while there is non-significant relationship between attitudes and accommodations of teachers in inclusive education.

Keywords: Inclusive education, teacher attitudes, teaching strategies, accommodations, elementary teachers.

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INTRODUCTION

Inclusive education in the Philippines represents a commitment to equitable learning opportunities for all learners, regardless of their circumstances, by cultivating a welcoming and encouraging atmosphere. Numerous programs have been implemented to ensure that learners with disabilities can fully engage in school activities as part of the mainstream curriculum. However, not every school operates as a fully inclusive environment due to a lack of teaching strategies, attitudes, accommodations, knowledge, training, and suitable teaching resources, all of which impede efficient execution. Accepting children with impairments and equipping

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teachers with the necessary training can foster a more welcoming and encouraging educational setting (Galleto & Bureros, 2017).

Teachers in inclusive education occupy a pivotal role in fostering equity, diversity, and learner-centered approaches, as they are tasked with creating classrooms where students of varying abilities, backgrounds, and needs can thrive. Their competence, motivation, and self-efficacy directly influence the success of inclusive practices, ensuring that no learner is marginalized and that teaching strategies are adapted to promote participation and achievement for all (Canoso, 2025). Central to this role are three interrelated dimensions of teacher practice, namely attitudes, teaching strategies, and accommodations, each of which shapes the quality and sustainability of inclusive education in distinct yet interconnected ways.

The attitudes of teachers toward inclusive education are critical in shaping the success of classroom practices, as they influence not only instructional strategies but also the overall climate of acceptance and equity. Positive attitudes foster collaboration, differentiated instruction, and empathy, enabling teachers to create environments where learners of diverse abilities can thrive academically and socially. Conversely, negative attitudes may hinder the implementation of inclusive practices, reinforcing barriers for students with special needs (Cruz, 2025). This relationship between attitude and practice underscores the foundational importance of teacher disposition as a precondition for effective inclusive instruction.

Building upon this attitudinal foundation, teaching strategies serve as the operational means through which inclusive values are enacted in the classroom. They determine how effectively teachers can respond to the diverse needs of learners in mainstream settings. As Tagyamon et al. (2025) argue, inclusive education is a practice that necessitates deliberate and flexible teaching strategies rather than functioning merely as a policy ideal. All learners must be able to access the curriculum in a meaningful way, which requires the implementation of effective practices including cooperative learning, tailored instruction, and the use of assistive technology. Without inclusive teaching methods, learners may be physically present in classrooms yet remain excluded from actual learning. Equipping teachers with responsive and contextually grounded teaching strategies is therefore crucial to achieving educational equity and creating a genuinely inclusive learning environment.

Complementing both attitudes and strategies, accommodation constitutes an equally essential dimension of inclusive education. Accommodation refers to deliberate adjustments and forms of assistance designed to guarantee that learners with a range of needs, including impairments, learning challenges, or language barriers, can engage completely in the educational process. The goal of accommodations is not to reduce academic standards but to remove obstacles that prevent learners from accessing education. Such accommodations may include changes in the classroom setting, teaching practices, evaluation forms, communication tactics, and the use of assistive technology. They are designed to meet the needs of each individual while preserving the integrity of the curriculum, and they demonstrate a dedication to equity by acknowledging that every learner learns differently and may require a different set of resources or methods to succeed. Ultimately, accommodation is a fundamental component of inclusive education, enabling every learner to flourish in a common classroom environment where diversity is valued and encouraged (Bannister et al., 2021).

The theoretical underpinnings of this study draw from three complementary frameworks that collectively address the cognitive, behavioral, and pedagogical dimensions of inclusive teaching. The study is anchored primarily in Danielson's Framework (2019), which enumerates the competencies teachers must possess to guarantee the effectiveness of inclusive education. The framework posits that a teacher can successfully apply broad pedagogy and provide high-quality instruction when they possess greater levels of knowledge and skills across multiple domains, including the physical classroom setting, the teaching tactics employed, class management methods, and educational partnerships (Majoko, 2019). As

Danielson articulates, the instructional structure defines what teachers should know and be able to do in their employment as educators in inclusive schools, and it offers a framework for educators to assess their work and plan for professional development. Its roots are grounded in cognitive psychology, specifically the works of Piaget, Vygotsky, and Dewey, and it has been applied in numerous studies including those analyzing stakeholders' perspectives on universal basic education with reference to inclusive education (Madani, 2019).

Complementing this framework is Skinner's Behaviorist Theory (1953), which posits that learning is shaped by reinforcement, where behaviors are strengthened or weakened based on their consequences. In inclusive classrooms, this theory is applied through structured routines, positive reinforcement, and behavior modification techniques that support learners with disabilities or behavioral challenges. Teachers who adopt behaviorist principles are more likely to implement consistent strategies such as token economies, visual schedules, and praise-based systems, which foster engagement and reduce disruptive behavior. Moreover, teacher attitudes toward behavior management, whether punitive or supportive, can significantly influence the success of accommodations. By viewing behavior as teachable and adaptable, educators promote a more inclusive and responsive learning environment (Masongsong, 2023).

Further enriching the theoretical foundation of this study is Howard Gardner's Theory of Multiple Intelligences (1983), which challenges the traditional notion of intelligence as a singular cognitive ability and proposes instead that individuals possess a unique blend of intelligences, including linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, and naturalistic. In the context of inclusive education, this theory supports the use of differentiated teaching strategies that cater to varied learning styles. Teachers who recognize and nurture these intelligences are better equipped to design inclusive lessons, provide meaningful accommodations, and foster student confidence. As Olwan (2025) notes, tailoring instruction to students' strengths creates a dynamic and equitable learning environment where all learners can thrive.

Taken together, these theories underscore the importance of intentional teaching strategies, empathetic attitudes, and personalized accommodations in achieving inclusive education. They provide a strong foundation for analyzing how teachers in the District of Ivisan respond to diversity in their classrooms and how their practices can be enhanced to uphold every learner's right to quality education. Against this theoretical and empirical backdrop, the present study examined teachers in inclusive education as the independent variable, with the level of attitudes, teaching strategies, and accommodations as the dependent variables, with the aim of generating insights that can inform policy and practice in inclusive educational settings.

Statement of the problem

The main purpose of this study was to determine the level of teachers in inclusive education, attitudes, teaching strategies, and accommodation of Elementary teachers in the District of Ivisan for the school year 2025-2026.

Specifically, this research sought to address the following questions:

1. What is the level of attitudes of teachers towards inclusive education?
2. What is the level of teaching strategies of teachers in inclusive education?
3. What is the level of accommodation of teachers in inclusive education?
4. Are there significant relationships among the attitudes, teaching strategies, and accommodation of teachers in inclusive education?

METHODOLOGY

This study was conducted to determine the level of teachers in inclusive education and the corresponding levels of attitudes, teaching strategies, and accommodation of elementary teachers in the District of Ivisan for the school year 2025 to 2026. To achieve this purpose, the study employed a survey-correlational research design. A survey was utilized as a descriptive method to further explore the correlations between variables without the researcher changing or altering any of them (Bhandari, 2021). Surveys are particularly useful when a researcher wishes to gather information about events that cannot be observed directly, and they have been widely employed in library and information science to evaluate the attitudes and traits of a variety of subjects. Correlational research, on the other hand, examines connections between two or more data sets and aids in determining how closely various variables are related to one another (Cox, 2022). This research design was deemed appropriate for this specific study because the survey was utilized to collect information about teachers in inclusive education, attitudes, teaching strategies, and accommodation of elementary teachers. The independent variable covered in this study was teachers in inclusive education, while the dependent variables were the attitudes, teaching strategies, and accommodation of elementary teachers. The descriptive statistics used in the study were the frequency count, percentage, mean, and standard deviation, while the inferential statistics employed were One-way Analysis of Variance (ANOVA) and Pearson r, with the alpha level of significance set at 0.05.

The participants of this study consisted of the total population of one hundred one (101) elementary teachers practicing inclusive education in the District of Ivisan, Division of Capiz for the school year 2025 to 2026. The distribution of teacher-respondents across schools was as follows: five (5) from Agustin P. Navarra Elementary School, one (1) from Almon Primary School, five (5) from Balaring Elementary School, four (4) from Basiao Elementary School, six (6) from Cabugao Elementary School, six (6) from Catalino Elementary School, twenty-two (22) from Ivisan Central Elementary School, ten (10) from Juan S. Jarencio Memorial School, seven (7) from Mahayag Elementary School, ten (10) from Malocloc Elementary School, six (6) from Panfilo Mendoza Elementary School, six (6) from Purification Alagban Elementary School, three (3) from Tigis Primary School, and ten (10) from Victor A. Umiten Memorial School, yielding a grand total of one hundred one (101) teacher-respondents.

Four researcher-made questionnaires served as the primary data-gathering instruments of this study. The first instrument measured the level of teachers in inclusive education using a 36-item questionnaire based on five dimensions: teachers' knowledge and understanding, collaboration and support, professional development, teachers' self-efficacy, and commitment to inclusive practices. The second instrument, also consisting of 36 items, measured teachers' behavioral intentions, attitudes, and emotional state in relation to instructing children with varying needs in a shared classroom setting. This questionnaire was categorized into three dimensions: affective dimension, behavioral intention, and professional confidence. The affective dimension consisted of 12 items assessing teachers' commitment, acceptance, and empathy for children with different needs. The behavioral intention dimension consisted of 12 items designed to ascertain the degree to which teachers plan to work with support personnel, apply inclusive practices, and adapt their lessons to fit the requirements of each student. The professional confidence dimension consisted of 12 items designed to ascertain teachers' level of confidence in applying accommodations, managing diverse classrooms, utilizing differentiated instruction, and working with experts.

The third instrument, a 36-item researcher-made questionnaire, was used to determine the level of teaching strategies of elementary teachers in inclusive education. This questionnaire was categorized into three dimensions: differentiated instruction, multiple intelligence-based strategies, and assistive technology integration. The differentiated

instruction dimension consisted of 12 items determining how well teachers adapt their instruction to each learner's unique requirements, interests, readiness levels, and learning profiles. The multiple intelligence-based strategies dimension consisted of 12 items determining how effectively teachers recognize and respond to the diverse intellectual strengths of their students. The assistive technology integration dimension consisted of 12 items determining teachers' competence with assistive technology, their readiness to incorporate it into regular lessons, and their cooperation with experts to customize resources to meet the requirements of specific students. The fourth instrument, a 36-item researcher-made questionnaire, was used to determine the level of accommodation in inclusive education of elementary teachers.

All four instruments employed a five-point Likert scale, in which each item was answered using one of the following responses: 5 for Always, 4 for Often, 3 for Seldom, 2 for Rarely, and 1 for Never. For the first and second instruments, the descriptive interpretation of the mean score used the following scale: 4.21 to 5.00 as Very High, 3.41 to 4.20 as High, 2.61 to 3.40 as Average, 1.81 to 2.60 as Low, and 1.00 to 1.80 as Very Low. For the third instrument measuring teaching strategies, and the fourth instrument measuring accommodation, the descriptive interpretation of the mean score used the following scale: 4.21 to 5.00 as Very High, 3.61 to 4.20 as High, 2.41 to 3.60 as Average, 1.81 to 2.40 as Low, and 1.00 to 1.80 as Very Low.

All instruments underwent content validation by two experts in inclusive education and an English critique prior to administration. Following validation, each questionnaire was pilot-tested on thirty (30) teachers who were not participants in the study. The results of the pilot testing were used to determine the Cronbach's Alpha reliability index through computer processing using the Statistical Package for Social Sciences (SPSS) software. A Cronbach's alpha reliability index of 0.70 and above was considered reliable (Gay, Mills & Airasian, 2009). The results of the Cronbach's alpha computation for each instrument indicated reliability indexes as follows: the teachers in inclusive education questionnaire yielded a reliability index of ____, the attitudes questionnaire yielded a reliability index of ____, the teaching strategies questionnaire yielded a reliability index of ____, and the accommodation questionnaire yielded a reliability index of ____. The results of the statistical tests indicated that all instruments were reliable and valid.

Prior to data collection, the researcher sought and secured written permission from the supervisors of the school districts and the respective school principals. Upon receipt of the letters of approval, the researcher personally administered the four instruments to the respondents, covering the teachers in inclusive education questionnaire, attitudes questionnaire, teaching strategies questionnaire, and accommodations questionnaire. After retrieving all answered copies of the questionnaires, the data were tabulated, analyzed, computer-processed using SPSS, and interpreted accordingly. Throughout the conduct of the study, the researcher observed ethical standards in research. Respondents were informed of their right to refuse future use, storage, or destruction of the materials. Participants likewise retained the right to access their own records. The names and stations of respondents were not reflected on the questionnaires in order to ensure the privacy and confidentiality of their answers.

The following statistical tools were employed in the analysis of the data gathered. Frequency count and percentage were used to determine the number of respondents in every school. The mean was used to determine the level of teachers in inclusive education, attitude, teaching strategies, and accommodation of elementary teachers. Standard deviation was used to determine the homogeneity and heterogeneity of responses among the scores obtained by the

elementary teachers. One-way Analysis of Variance (ANOVA) was utilized to determine the significant differences among teachers in inclusive education, attitude, teaching strategies, and accommodation of elementary teachers. Finally, Pearson r was used to determine the relationships among teachers in inclusive education, attitude, teaching strategies, and accommodation of elementary teachers.

RESULTS AND DISCUSSION

This chapter presents the results and discussion of the study examining the attitudes, teaching strategies, and accommodation of elementary teachers in inclusive education in the District of Ivisan, Division of Capiz for the school year 2025 to 2026. The study involved one hundred one (101) elementary teachers as total population respondents, selected through total population sampling. Data were gathered using four researcher-made questionnaires administered personally by the researcher, and were analyzed using descriptive statistics, specifically the mean and standard deviation, and inferential statistics through Pearson r correlation, with the alpha level of significance set at 0.05. The results are presented and interpreted in direct relation to the objectives of the study, and the discussion is grounded entirely in the data gathered from the respondents.

The level of attitudes of teachers toward inclusive education was found to be very high ($M = 4.84$, $SD = 0.14$), based on the scale where 4.21 to 5.00 corresponds to Very High, 3.41 to 4.20 to High, 2.61 to 3.40 to Moderate, 1.81 to 2.60 to Low, and 1.00 to 1.80 to Very Low. This very high level of attitudes suggests that the inclusion of learners with special needs in regular classrooms is generally viewed favorably by teachers. The result implies that teachers are not only receptive to the concept of inclusion but also understand its importance in fostering social engagement, equity, and diversity among learners. High attitudes demonstrate a readiness to modify teaching methods, collaborate with colleagues, and participate in professional development in order to meet the needs of diverse learners. It further indicates that educators believe inclusion benefits learners with special needs as well as their peers, encouraging cooperation and empathy in the classroom. This optimistic mindset provides a foundation upon which schools and educational systems can strengthen inclusive practices, as policies and programs promoting inclusion are easier to implement when teachers already hold positive dispositions. Teachers with positive attitudes are more likely to create lessons that accommodate a variety of learning styles and skill levels, and they tend to be more open to implementing collaborative learning strategies, differentiated instruction, and assistive technologies, which collectively contribute to greater feelings of acceptance, support, and motivation among students with diverse needs. Despite these strengths, the results also emphasize that maintaining and fostering favorable attitudes requires ongoing instruction and institutional support, as effective inclusion can still be hampered by scarce resources, large class sizes, or insufficient specialized training even when teacher attitudes are positive. Educational leaders must therefore ensure that educators have access to resources, professional growth opportunities, and supportive networks in order to convert positive attitudes into productive practice, underscoring that high attitudes alone are insufficient without systemic support.

These findings are consistent with the study of Piliotas et al. (2026), which investigated teachers' attitudes toward the inclusive education of learners with special needs in public elementary schools in Cebu, Philippines, and found that teachers expressed high attitudes toward inclusion, recognizing its importance for equity and diversity, while noting challenges in resources and underscoring the need for systemic support. Similarly, Rosellosa (2026) revealed that teachers held highly positive beliefs about inclusive education, seeing it as essential for equitable learning, with an emphasis on empathy and fairness alongside the

recognition of the need for training, concluding that high attitudes can drive successful inclusion when matched with institutional support. Charitaki et al. (2024) likewise found that teachers across multiple countries reported high attitudes toward inclusion, valuing it for social development though noting challenges based on experience and training levels, which implies global support for inclusion with training as a key mediating factor. Schwab et al. (2018) found that teachers demonstrated high attitudes toward inclusion, believing it improved social participation while acknowledging that learners with special needs required additional support, further emphasizing that positive attitudes must be paired with adequate resources. Mousavi et al. (2017) similarly reported that teachers expressed high attitudes toward inclusion and valued diversity in classrooms, though they noted challenges in managing behavior and concluded that positive attitudes are necessary but not sufficient without training. Garcia (2018) documented that teachers reported high attitudes toward inclusion and supported peer mentoring as effective, believing inclusion fostered empathy and collaboration, while Alonso et al. (2018) found that teachers expressed high attitudes toward inclusion and valued technology as a tool for engagement and collaboration, highlighting teacher openness to innovation. Collectively, these studies reinforce the finding that very high teacher attitudes toward inclusive education represent a global and national pattern, while simultaneously affirming that attitudinal readiness must be accompanied by structural, institutional, and professional support systems.

The level of teaching strategies of teachers in inclusive education was likewise found to be very high (M = 4.80, SD = 0.17), interpreted against the same scale of 4.21 to 5.00 as Very High, 3.41 to 4.20 as High, 2.61 to 3.40 as Moderate, 1.81 to 2.60 as Low, and 1.00 to 1.80 as Very Low. This very high level implies that teachers actively use efficient techniques to guarantee that students with special needs are accommodated in regular classrooms, and that they are adequately equipped to incorporate inclusive practices, employ adaptive strategies, and differentiate instruction. High levels of instructional strategies reflect a dedication to equity and an understanding that diverse learners can succeed with proper support, as well as educators' confidence in their capacity to oversee inclusive classrooms and encourage participation from every student. This level of teaching strategy further implies that schools and educational systems can rely upon teachers as powerful collaborators in the advancement of inclusive education, and that administrators can concentrate on providing resources, training, and policy support to maintain and grow these practices. The findings also emphasize the significance of ongoing professional development, as sustained training ensures that teachers remain current with new approaches, technologies, and research in inclusive education even when their strategies are already at a very high level. It is equally critical that institutional support, such as reduced class sizes, access to educational resources, and cooperation with special education specialists, is matched with high teaching strategies, as teachers may struggle to maintain advanced practices without these resources when dealing with complex learner needs.

The very high level of teaching strategies is supported by Baldove (2026), who found that teachers had a high degree of inclusive teaching practices especially in differentiated instruction, peer-assisted learning, and adaptive materials, and noted that even in environments with limited resources, educators were able to incorporate inclusive practices, while identifying that teachers' needs for resources and training remained high, suggesting that ongoing professional assistance is required to sustain and enhance effectiveness. Tong Lin et al. (2026) similarly found that teachers used inclusive strategies in a Multi-Tiered System of Support (MTSS) efficiently, demonstrating high degrees of responsive and organized instruction, with storytelling and scaffolded instruction enhancing the engagement of diverse learners, confirming that systematic frameworks sustain high levels of inclusive teaching. Delos Reyes

et al. (2025) revealed that teachers had positive attitudes and generally high levels of inclusive teaching practices, with consistent use of instructional strategies especially in creating inclusive environments, though variation existed based on experience and training, and the study stressed that specific interventions are still required to further strengthen competencies. Oswal et al. (2025) found through a review that very high-level inclusive strategies, such as Universal Design for Learning (UDL) and assistive technologies, are consistently used by teachers across diverse contexts, improving participation and accessibility for students with a range of needs and confirming the popularity and efficacy of inclusive teaching methods worldwide. Aguillon et al. (2025) similarly found that teachers support inclusive education through highly adaptive classroom management techniques including individualized support, flexible grouping, and behavior management strategies, demonstrating a strong aptitude for leading diverse classrooms effectively. These convergent findings affirm that very high levels of inclusive teaching strategies reflect both individual teacher competence and the broader institutionalization of inclusive pedagogical frameworks.

The level of accommodation of teachers in inclusive education was found to be very high (M = 4.78, SD = 0.20), based on the scale where 4.21 to 5.00 corresponds to Very High, 3.41 to 4.20 to High, 2.61 to 3.40 to Moderate, 1.81 to 2.60 to Low, and 1.00 to 1.80 to Very Low. This very high degree of accommodation suggests that teachers are actively adapting to the diverse needs of learners by modifying instructional materials, adjusting assessment techniques, and offering tailored support to ensure that every learner can access the curriculum. The result implies that teachers are sensitive to variations in aptitude, learning preferences, and backgrounds, and are dedicated to reducing obstacles to learning, reflecting inclusive principles being put into consistent practice. A very high degree of accommodation also indicates that teachers are familiar with tactics such as differentiated assignments, extended time, simplified instructions, and the use of assistive technology, and may reflect previous inclusive education-focused training, seminars, or professional development. Importantly, the very high level of accommodation does not imply that every accommodation is ideal for every learner, underscoring the significance of ongoing evaluation and improvement. The findings further imply that teachers may be encouraged and enabled to make accommodations within a supportive school environment, and that cooperation among parents, teachers, and special education personnel contributes to more successful accommodations, highlighting that inclusive practices are supported by the larger educational system rather than being exclusively dependent on individual teacher effort.

These findings are corroborated by Aleno et al. (2024), who found that teachers had very high levels of accommodation in inclusive education, particularly in ensuring student participation and accessibility, with accommodations forming a regular part of teaching practices rather than isolated acts, and emphasizing the importance of stakeholder cooperation in sustaining inclusive practices. Casalang (2025) revealed that general education teachers demonstrated a very high level of accommodation practices even without specialized training in special education, consistently adjusting lesson delivery, pacing, and assessment methods, with practical classroom experience contributing significantly to their accommodative capacity. Zapatera et al. (2025) found that teachers demonstrated very high levels of accommodation through support mechanisms including guidance, scaffolding, and instructional adjustments, and that accommodations were consistently implemented reflecting a strong commitment to inclusive practices in classrooms. Jung (2026) found that teachers consistently demonstrate high levels of accommodation through flexible teaching approaches, adjusting instruction, classroom management, and assessments based on student needs, with accommodations shown to improve both academic and social outcomes and confirmed as a central component of effective teaching in inclusive settings. Marienko (2026) similarly documented that teachers employ adaptive technologies to offer highly customized

accommodations, including technology-assisted learning, flexible assessments, content adaptation, and cloud-based and augmented reality systems, demonstrating that incorporating technology into inclusive education improves accommodation strategies. Tripathi et al. (2025) emphasized that teachers are increasingly applying very high levels of accommodation through accessible materials and structured support systems, including tactile resources, adapted materials, and alternative instructional methods, reflecting a strong and evolving commitment to inclusive education principles.

The inferential analysis using Pearson r revealed significant and non-significant relationships among the three dependent variables. There is a significant relationship between attitudes and teaching strategies of teachers in inclusive education ($r = .475^*$, $p = .000 < .05$). This finding implies that what teachers believe and feel about inclusion directly influences how they teach in the classroom, and that teachers with more positive attitudes toward inclusion are more likely to use effective and varied teaching strategies. It suggests that positive attitudes are linked to increased use of inclusive strategies such as student-centered learning, scaffolding, and differentiation, demonstrating that teaching methods are influenced by the individual views and convictions of educators regarding inclusivity. Teachers who firmly believe in inclusive education are typically more inclined to modify their lessons and experiment with new approaches, and those with positive attitudes frequently exhibit higher levels of self-efficacy, which enhances their capacity to successfully implement inclusive strategies. Furthermore, the strong correlation suggests that training and professional development are important in shaping both attitudes and teaching methods, as teachers who receive more inclusive education training typically have more positive attitudes, which in turn improves their application of inclusive strategies, creating a productive cycle where better attitudes lead to increased knowledge and better teaching practices. Through the lens of Danielson's Framework for Teaching, a teacher's attitude functions as the internal compass that directs instructional planning and classroom practice, shaping intentional lesson design that anticipates diverse learning needs, fostering collaborative and respectful classroom environments, guiding strategy adaptation so all students can access content meaningfully, and motivating professional reflection and growth. These results conform to the study of Rosema (2026), who found a significant positive relationship between teachers' attitudes and their teaching strategies in inclusive classrooms, with teachers holding more positive attitudes demonstrating stronger instructional skills, classroom management, and assessment strategies. Similarly, Kyamko et al. (2024) discovered a strong positive correlation between teachers' attitudes and their teaching strategies, finding that educators with more positive attitudes toward inclusion were more consistent in employing teaching methods and supporting instructional modifications. On the basis of these results, the null hypothesis stating that there is no significant relationship between attitudes and teaching strategies of teachers in inclusive education is hereby rejected.

There is no significant relationship between attitudes and accommodation of teachers in inclusive education ($r = .162ns$, $p = .106 > .05$). This finding implies that a teacher's attitude toward inclusion does not necessarily determine whether or not they make accommodations in the classroom, meaning that even when teachers report high positive attitudes, their actual accommodation practices such as modifying lessons, adjusting assessments, or offering tailored support may not always correspond to those attitudes. It indicates that a teacher may hold a deeply positive attitude toward inclusion but, without systemic supports, their ability to act on that attitude is constrained, as the absence of necessary resources such as assistive devices, modified materials, or infrastructure makes it impossible to provide required accommodations regardless of the strength of their beliefs. This highlights the distinction between internal and external factors, as attitudes are internal and rooted in personal values and

commitment, while accommodations are resource-dependent, requiring infrastructure, funding, and institutional support, underscoring that inclusion is not solely a matter of mindset but also of systemic investment. External or contextual factors such as administrative support, availability of resources, training opportunities, and class size play a more dominant role than attitudes in shaping accommodation practices, as teachers with positive attitudes may still struggle to provide appropriate accommodations without sufficient materials or institutional backing, while conversely, teachers with less favorable attitudes may still provide accommodations when required by school policies or structured programs. Additionally, regardless of their personal attitudes, teachers may act professionally and carry out accommodations as part of their duties, as curriculum standards, legal requirements, and ethical responsibilities demand that teachers assist every learner, meaning accommodations are often practiced because they are professionally expected rather than because they align with personal views on inclusion. These findings are supported by Casalang (2025), who found that although teachers had high levels of inclusive practices and positive attitudes, there was little to no correlation between attitudes and accommodations, with accommodation behaviors being shaped by factors other than views on inclusion. Mejoy et al. (2024) similarly found that no significant relationship existed between teachers' attitudes and their strategies and accommodations, with actual practices shaped more by structural challenges such as lack of resources and unclear roles, indicating that attitudes alone are insufficient to ensure effective inclusive implementation. Rosema (2026) also revealed that attitudes do not significantly predict inclusive practices such as accommodations even when attitudes are positive, and that knowledge and skills are more directly linked to accommodation practices, with teachers having adequate training being more effective in implementing inclusive strategies regardless of their attitudes. On the basis of these results, the null hypothesis stating that there is no significant relationship between attitudes and accommodations of teachers in inclusive education is hereby accepted.

There is a significant relationship between teaching strategies and accommodation of teachers in inclusive education ($r = .443^*$, $p = .000 < .05$). This finding implies that how teachers deliver instruction is intimately related to how they modify or adapt learning environments for a diverse student body, such that teachers who regularly employ successful and diverse teaching techniques including differentiated instruction, scaffolding, and flexible grouping are also more likely to offer suitable accommodations such as tailored support, modified assessments, and adapted materials. The result further suggests that accommodations and instructional techniques operate in tandem as complementary elements of inclusive pedagogy, and that enhancing strategies can directly improve accommodation practices. It indicates that teachers who are more adept and deliberate in their teaching methods are better able to implement accommodations that work, as structured and responsive teaching methods help teachers more accurately identify student needs and modify instruction accordingly. This implies that accommodations are not stand-alone interventions but are integrated into excellent teaching practices, and that improving teachers' pedagogical abilities results in more meaningful and consistent accommodations, emphasizing the importance of viewing inclusive teaching as a cohesive process rather than a set of discrete tasks. These findings conform to the study of Paculanang et al. (2025), who found a significant positive relationship ($r = 0.423$, $p = 0.020$) between teaching strategies and accommodations, showing that teachers who demonstrated stronger pedagogical approaches were more likely to modify lessons, assessments, and materials, and concluding that strengthening instructional competence directly enhances accommodation practices in inclusive classrooms. Gousia Jan et al. (2023) similarly revealed that adaptive teaching strategies are directly linked to inclusive practices such as accommodations, with teachers who implemented group work, peer tutoring, and flexible instruction also providing adjustments for learners with diverse needs, demonstrating

that modifying instruction and providing support are inseparable components of inclusive teaching methods. Tripathi (2025) likewise found that instructional design strategies based on accessibility principles are closely linked to accommodation practices, with teachers who redesigned their teaching to be inclusive also implementing structured accommodations such as tactile materials and guided support. On the basis of these results, the null hypothesis stating that there is no significant relationship between teaching strategies and accommodations of teachers in inclusive education is hereby rejected.

Taken together, the findings of this study present a coherent and empirically grounded portrait of inclusive education practice among elementary teachers in the District of Ivisan. The very high levels of attitudes (M = 4.84, SD = 0.14), teaching strategies (M = 4.80, SD = 0.17), and accommodation (M = 4.78, SD = 0.20) collectively affirm that teacher respondents demonstrate strong commitment to and competence in inclusive education across its three central dimensions. The inferential analysis further reveals that attitudes and teaching strategies are significantly related (r = .475*, p = .000), as are teaching strategies and accommodation (r = .443*, p = .000), while the relationship between attitudes and accommodation is non-significant (r = .162ns, p = .106), pointing to the critical mediating role of teaching strategies in translating attitudinal dispositions into tangible accommodative actions. These findings contribute meaningfully to the growing body of literature on inclusive education in the Philippine context, affirming that teacher readiness is multidimensional and that systemic support remains indispensable for sustaining inclusive practice beyond individual teacher capacity. The results serve as a basis for the conclusions, recommendations, and implications presented in the succeeding chapter.

CONCLUSION

This study employed a survey-correlational research design to determine the level of attitudes, teaching strategies, and accommodation of teachers in inclusive education in the District of Ivisan, Division of Capiz for the school year 2025 to 2026. The one hundred one (101) elementary teachers who comprised the total population of the district served as the respondents of the study. Data were gathered using researcher-made questionnaires measuring the level of attitudes, teaching strategies, and accommodation of teachers toward inclusive education, validated by a panel of experts and pilot-tested on thirty (30) secondary teachers of Ivisan National High School who were not participants of the study. Reliability testing was conducted using Cronbach's Alpha through the Statistical Package for Social Sciences (SPSS). The statistical tools employed included frequency count, percentage, mean, standard deviation, and Pearson r, with all inferential tests set at the .05 alpha level of significance. The independent variable was teachers in inclusive education, while the dependent variables were the attitudes, teaching strategies, and accommodation of teachers in inclusive education.

The level of attitudes of teachers toward inclusive education was found to be very high. This finding leads to the conclusion that a very high level of teacher attitudes toward inclusive education generates stronger commitment to equity, greater willingness to adapt teaching practices, and more effective collaboration with students, parents, and colleagues. When teachers hold positive attitudes, they are more motivated to implement inclusive strategies, more confident in their ability to manage diverse classrooms, and more open to providing accommodations that remove barriers to learning. This results in classrooms that are welcoming, supportive, and responsive to individual needs, ultimately improving both academic outcomes and social integration for learners with disabilities or differences. In essence, positive attitudes serve as the foundation that drives both strategies and

accommodations, ensuring that inclusive education is not merely a policy mandate but a lived and practiced reality. On the basis of this conclusion, teachers are advised to maintain and improve their very high level of attitudes by consistently engaging in professional development with an emphasis on inclusive behavior management techniques, classroom accommodations, and differentiated instruction. Cooperation with colleagues, special education specialists, and support personnel should likewise be strengthened in order to exchange successful strategies and address challenges collectively. Learners, in turn, should be encouraged to participate in collaborative activities that promote empathy, peer support, and appreciation of individual differences, while also taking initiative in communicating their needs and contributing to an inclusive classroom culture. School administrators are called upon to provide the institutional and structural support required to sustain inclusive practices, including the allocation of resources such as training courses, instructional materials, and support staff, as well as the creation of professional learning communities and systems for routine monitoring. Parents are similarly encouraged to maintain open communication with teachers, participate in school activities, and reinforce inclusive values at home to complement what is fostered in school.

The level of teaching strategies of teachers in inclusive education was likewise found to be very high. This finding leads to the conclusion that a very high level of teaching strategies results in more effective learning experiences, greater student engagement, and improved academic and social outcomes for diverse learners. When teachers consistently apply inclusive strategies such as differentiated instruction, cooperative learning, and flexible curriculum design, they create classrooms that value diversity and ensure equitable participation. This not only helps students with special needs access the curriculum but also fosters empathy, collaboration, and respect among all learners. Ultimately, strong teaching strategies make inclusive education sustainable, bridging gaps in achievement and promoting a supportive environment where every child can thrive. Teaching strategies, it can be concluded, serve as the bridge between a teacher's values and the student's needs, and because strategies correlate significantly with both attitudes and accommodations, strengthening instructional practices naturally leads to improvements in accommodation, regardless of the teacher's starting attitudinal position. In light of this conclusion, teachers are encouraged to adopt the Universal Design for Learning (UDL) framework, which integrates accommodations into the lesson from the outset rather than treating them as afterthoughts, alongside continued use of differentiated instruction and assistive technologies. Learners are urged to actively participate in classroom activities, communicate their learning preferences and needs, and engage in cooperative learning so as to maximize the flexible and supportive learning environment created by these strategies. School administrators should ensure that teachers are provided with adequate resources, training, and institutional backing, including investments in instructional materials, assistive technologies, and continuous professional development, as well as monitoring and evaluation systems to maintain and encourage innovation in teaching practices. Parents may request strategy guides from teachers so that inclusive methods used at school can be reinforced consistently at home, thereby creating alignment between educational environments. Education program supervisors are encouraged to design programs that ensure consistency, quality, and sustainability in inclusive teaching practices across schools, promote the sharing of best practices, and provide ongoing training and technical assistance.

The level of accommodation of teachers in inclusive education was found to be very high. This finding leads to the conclusion that a very high level of accommodation results in classrooms where barriers to learning are minimized and every student has equitable access to instruction. When teachers consistently provide accommodations such as modifying tasks, offering alternative formats, using assistive technologies, or adjusting assessment methods, students with diverse needs are empowered to participate fully and demonstrate their abilities. This not only enhances academic achievement but also promotes social inclusion, confidence,

and a sense of belonging among learners, ultimately ensuring that inclusive education is not simply about placing students together but about creating environments where all can genuinely thrive and succeed. On the basis of this conclusion, teachers are encouraged to maintain and further enhance their provision of individualized support through ongoing professional development focused on assessment-driven accommodations, assistive technologies, and adaptive instructional materials. Students are encouraged to develop self-advocacy skills, understand the supports available to them, and use accommodations responsibly to improve academic performance, while also fostering respect and understanding among peers to contribute to a positive and inclusive learning environment. School administrators should sustain the very high level of accommodations by ensuring access to sufficient resources, tools, and training, including assistive devices, learning materials, and support services, and by establishing clear policies and monitoring systems to ensure accommodations are consistently and appropriately implemented across classrooms. Parents are urged to maintain open communication with educators to better understand how accommodations function, reinforce these supports at home, and encourage their children to make appropriate use of available accommodations and to advocate for their own needs when necessary.

The inferential findings revealed that there is a significant relationship between attitudes and teaching strategies, a non-significant relationship between attitudes and accommodation, and a significant relationship between teaching strategies and accommodation of teachers in inclusive education. These findings collectively lead to the conclusion that a teacher's attitudes and instructional strategies are mutually reinforcing, and that the alignment of positive attitudes with effective strategies produces more equitable, responsive, and sustainable classroom practices. When teachers hold positive attitudes toward inclusion, they are more motivated to design and implement strategies such as differentiated instruction, cooperative learning, and flexible curriculum adjustments, ensuring that strategies are not mere mechanical techniques but are driven by genuine belief in every child's potential. Conversely, the non-significant relationship between attitudes and accommodations indicates that positive beliefs about inclusion do not automatically translate into practical adjustments for diverse learners, revealing a disconnect wherein favorable attitudes may coexist with insufficient accommodative action if systemic supports are absent. This underscores the critical importance of resource availability, institutional policy, and structural investment as determinants of accommodation practice, situating inclusive education not solely as a matter of teacher disposition but as a matter of systemic commitment. The significant relationship between teaching strategies and accommodations further confirms that pedagogical competence serves as the operative link between attitudinal readiness and practical inclusive action, with strategies functioning as the mechanism through which teachers translate values into tangible support for learners. Taken together, these relational findings affirm that inclusive education is most effectively realized when positive attitudes, deliberate instructional strategies, and meaningful accommodations are simultaneously cultivated, aligned, and institutionally supported.

In light of these relational findings, teachers are advised to consciously align their positive attitudes with their instructional practices to ensure that attitudes are translated into effective classroom strategies, and to focus on deliberately strengthening the connection between strategies and the specific accommodations they provide through continuous reflection, targeted training, and collaboration with specialists. Learners are encouraged to engage with the inclusive strategies and accommodations provided, communicate openly about which supports work best for them, and participate actively in classroom activities that promote inclusivity. School administrators should prioritize professional development programs that

emphasize the practical application of strategies and their direct translation into meaningful accommodations, while establishing monitoring and evaluation mechanisms to assess the coherence of these practices across classrooms. Parents are encouraged to maintain communication with teachers to understand how strategies and accommodations are implemented, reinforce these efforts at home, and ensure that their children receive the full benefit of well-aligned instructional practices. Education program supervisors are encouraged to design and implement training systems that emphasize the strong link between teaching strategies and accommodations as well as the mediating role of attitudes in shaping strategies, moving beyond attitudinal development to equip teachers with practical skills for effective and cohesive inclusive implementation. Future researchers are encouraged to investigate why attitudes do not have a direct significant relationship with accommodations despite their influence on teaching strategies, exploring mediating variables such as teacher competence, institutional support, or resource availability, and examining how strengthening the link between strategies and accommodations impacts learner outcomes. Further study on the attitudes, teaching strategies, and accommodations of teachers in inclusive education may also be conducted taking into consideration the functions of variables or factors not covered by the present study.

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