

**Challenge and compassion: A phenomenological study on the experiences
of general education teachers handling learners with disabilities in
the Schools Division of Oriental Mindoro**

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ABSTRACT

Inclusive education has become a central direction in Philippine basic education, yet general education teachers in Oriental Mindoro continue to face difficulties in handling learners with disabilities because of limited preparation, insufficient resources, and uneven support systems. This study was undertaken to understand how general education teachers experience inclusive education in actual classroom contexts. The study aimed to examine the lived experiences of general education teachers handling learners with disabilities, derive themes from those experiences, generate insights regarding inclusive education, and develop an output based on the findings. Based on the output generated from the study, the suggested Support and Capability-Building Framework for Inclusive Classroom Practice, may be considered a valid and responsive intervention, which was deeply rooted in the real-life experiences of the receiving teachers. This is because the results of the study have sufficiently justified the need to provide a support structure which includes a process of constant capability building, provision of adapted materials, support from specialists and peers, improved partnership between parents and schools, and monitoring. Thus, in order for the inclusive education in Schools Division Oriental Mindoro to improve, not only a dedicated teacher but a support system is needed. The study further revealed that inclusive education is maintained by teachers' moral commitment, adaptive pedagogy, and collaborative effort, yet it is still heavily influenced by teachers' access to institutional and material support. The study concludes that teachers who receive inclusive education perceive it as an ongoing negotiation of challenge and compassion, which demands both teachers' personal commitment and supportive systems. study recommends sustained capability development, instructional resources, peer and specialist support, home-school partnership, and monitoring of inclusive practices.

Keywords: Special needs education, general education teachers, inclusive education, lived experiences.

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INTRODUCTION

In today's educational landscape, inclusive education has evolved into a fundamental approach that strives to ensure equal access for all students, regardless of their diverse backgrounds and abilities. This educational model recognizes and celebrates the individuality of each learner, acknowledging their unique potential. It aims to establish a supportive and inclusive school setting, the core belief that every student deserves tailored educational opportunities to help them reach their full potential is paramount.

Inclusive Education has been the trend in our education system since the implementation of the K to 12 Program. Including school-aged children with disabilities in regular classrooms has been a challenge since general education teachers are not trained to handle such. General education teachers are apprehensive about receiving pupils with disabilities coming from Special Needs Education (SNED) self-contained classes in their regular classes mainly because they have little or no knowledge or background to teach these types of learners. This has been a perennial problem since the implementation of Inclusive Education. Moreover, the Philippines' commitment to creating an educational system that supports equity, dignity, and meaningful participation for students with disabilities has advanced significantly with Republic Act 11650, also known as the Inclusive Education Act. The law, which was passed in 2022, addresses long-standing obstacles that have prevented many Filipino children from receiving appropriate and timely educational support. Beyond creating organizations like Inclusive Learning Resource Centers and Functional Assessment Teams, RA 11650 emphasizes a more fundamental idea: all students, regardless of disability, should be respected, empowered, and supported in a regular classroom setting.

While the legal framework sets a high standard, the localized reality posits distinct implementation changes. In the 2nd Congressional District of Oriental Mindoro, specifically the municipalities of Pinamalayan, Gloria, Bansud, Roxas, and Mansalay; the existing SNED data highlights the specific scope of inclusive education as in this district alone, there are two hundred eighteen (218) non-graded enrollees receiving specialized instruction, along with twenty-eight (28) SNED learners who have been transitioned into inclusive classrooms. To support this learner population, there are currently twenty (20) general education teachers assigned to handle learners with disabilities across the district.

These local statistics point to observable gaps in the division's inclusive education program; (1) There is a clear gap between the high number of non-graded enrollees and the limited number of general education teachers equipped to facilitate their transition into regular classrooms. (2) There is a lack of strong and cohesive strategy to account for the complex behavioral needs of the learners. And lastly, (3) general education teachers frequently experience shortage of continuous professional training and localized instructional resources tailored to inclusive teaching practice.

General Education Teachers were encouraged to take on the role of accommodating learners with disabilities in their general classroom setting. This transition aimed to foster an inclusive learning environment for students with disabilities globally. While many general education teachers shifted from working with general education learners to handling learners with disabilities, they faced challenges due to the lack of a cohesive strategy to address the behavioral issues of their special needs learners' needs. Inclusive education promotes the idea that every student is unique and should be valued, regardless of their disabilities or challenges. Students with impairments deserve the same opportunities for growth and realization of their potential as their peers. All children and learners have the fundamental right to access a primary, quality education. Some observations in handling learners with disabilities require specialized knowledge and skills that were not typically included in the regular teacher training programs. General education teachers often lack the necessary resources and support to

effectively cater to the diverse needs of learners with special needs. Moreover, the implementation of inclusive education in Oriental Mindoro has been challenging for general education teachers who handle learners with disabilities. General education teachers often lack the necessary knowledge and skills to effectively cater to the diverse needs of learners with special needs.

To address the issues, the researcher conducted a study that aimed to explore the lived experiences of general education teachers handling learners with disabilities. In addressing these existing issues at hand, this study is framed within the Job Demands-Resources (JD-R) model, which posits that the well-being of employees are determined by the balance between occupational demands and available resources. Within inclusive classroom settings, job demands such as managing diverse learning needs, behavioral challenges, and limited resources may increase the risk of stress and emotional exhaustion among teachers. However, the presence of supportive resources such as collaborative practices, training, and emotional competence, can buffer these effects and enhance resilience instead. The Job Demands-Resources (JD-R) model provides an introductory lens to understand deeper how navigating this interplay shape the general education teachers' lived experiences, leading them toward professional engagement.

Hence, the objective of this study is to provide insights into the challenges and opportunities of inclusive education and the support needed by general education teachers to effectively cater to the diverse needs of learners with disabilities. Therefore, conducting this study will contribute to the improvement of the education system in schools in Oriental Mindoro and in the Philippines as a whole.

Statement of the problem

This study aimed to investigate the lived experiences of general education teachers at the Schools Division of Oriental Mindoro. Specifically, the research addressed the following questions:

1. What are the lived experiences of General Education Teachers in Handling Learners with Special Needs?
2. What themes could be derived from the teachers' experiences?
3. What insights could be gained from the lived experiences of teachers regarding inclusive education?
4. What output could be generated from the findings of this study?

METHODOLOGY

Research design

The research design employed in this study was a phenomenological approach, focused on understanding the lived experiences of general education teachers handling learners with special educational needs. Specifically, this study is underpinned by the interpretive (hermeneutic) phenomenological tradition, which seeks not only to describe the lived experiences of participants but also to interpret further the underlying meanings of the said experiences as they are lived in a specific context (Al – Sheikh Hassan, 2025; Chikobola and Mutono-Mwanza, 2026)

A qualitative methodology was selected for its capacity to delve deeply into teachers' lived experiences, offering a comprehensive understanding of the complex realities within

inclusive classrooms (Sumagang & Balano, 2025). This method was well-suited for capturing the personal experiences, attitudes, and perceptions of teachers, which were essential in the field of inclusive education. It considers the researcher to understand the philosophical perspectives behind the approach, especially the concept of studying how people experience a phenomenon. The research delved into the essence of these experiences, assuming a universal structure underlying individuals' perception. By focusing on these personal and professional dimensions, the study aimed to uncover the deep-seated issues that influenced the implementation of inclusive education policies (Bennett & DeLuca, 2020; Healy & McCormack, 2021; Smith, Flowers, & Larkin, 2020; Ainscow, 2021; Leatherman & Niemeyer, 2019).

This study adopted a qualitative research approach, utilizing in-depth, semi-structured interviews as the primary method of data collection. These interviews aimed to explore the lived experiences and challenges that General education teachers encountered in working with learners with disabilities in inclusive classroom settings. The semi-structured format provided flexibility, enabling teachers to share their personal narratives, insights, and reflections while directing the discussion toward key themes aligned with the research objectives.

The data gathering through self-made questionnaire was executed in an interview manner. To acquire good response, the participants were oriented that there are no wrong answers to the questions and their professional career will not be at stake as it is only for research purpose and their response will be kept confidentially. An interview was conducted to the participants and after that, the researcher transcribed the interviews then thematically analyzed the transcripts to identify recurring patterns such as common frustrations or suggestions. A researcher read through all transcripts, assign codes (labels) to meaningful segments of text, group similar codes into broader themes, and then interpreted these themes to understand the Lived experiences of General Education Teachers in handling Learners with Disabilities.

The study involved eight (8) General Education Teachers from the Central Schools of the Schools Division of Oriental Mindoro in 2nd District. These participants were selected to provide a diverse and representative sample of experiences in handling learners with disabilities in an inclusive classroom setting. To ensure they are actively engaged in the daily teaching lives of receiving teachers, all participants were required to have minimum of two (2) years handling learners with special needs in an inclusive classroom setting. This experience enabled them to share valuable insights grounded in their knowledge and understanding of the challenges associated with teaching learners with special needs. The selection process aimed to capture a range of perspectives, focusing specifically on the lived experiences of receiving teachers handling learners with special needs.

Ethical considerations

Taking part in this study was completely voluntary and the participants was properly oriented about the purpose of the study. Prior to the study's execution, the participants have given their consent. The researcher explained the instructions in the questionnaires before asking the participants to fill them out. The interview was held during the participants' preferred time. Participants were fully informed of the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any point without consequence. Confidentiality and anonymity were ensured through the use of pseudonyms and the removal of identifying information from transcripts and analytic records. Participants were informed of their right to withdraw at any stage without penalty. All digital recordings and transcripts were stored in password-protected files accessible only to the researcher, with backup copies secured on an encrypted external drive. Physical documents, including signed consent forms, were kept

in a locked cabinet. In accordance with ethical standards, all data will be retained for five years after the completion of the study, after which both digital and physical files will be permanently deleted or destroyed.

RESULTS AND DISCUSSION

This study gathered and analyzed the narratives of eight (8) general education teachers handling learners with disabilities in selected public central schools within the Schools Division of Oriental Mindoro. A phenomenological research design was employed, with participants purposively selected on the basis of their direct experience receiving and teaching learners with disabilities in general education classrooms. Data were collected through in-depth interviews using a semi structured interview guide, and the resulting transcripts were subjected to thematic analysis to identify recurring patterns of meaning across participant accounts. To ensure empirical validity and rigor, only themes that achieved high participant consensus, defined as 80% to 100% of participants explicitly identifying or sharing the same experience, were retained for interpretation and discussion. The discussion that follows is grounded strictly in the data gathered from these eight participants, and all results are interpreted in direct relation to the four research objectives of the study: describing the lived experiences of general education teachers in handling learners with disabilities, identifying the themes derived from these experiences, drawing insights regarding inclusive education, and generating an output responsive to the findings.

The lived experiences of the participants revealed that inclusive teaching was experienced as both meaningful and professionally demanding. Across the interviews, the participants described inclusion as work carried out under demanding conditions yet sustained by a deep sense of purpose. Their narratives reveal a shared tension between compassion and challenge, in which they remained committed to the dignity, participation, and learning of learners with disabilities while also confronting uncertainty, limited preparation, classroom complexity, and uneven institutional support. The teachers portrayed their work as underpinned by compassion, fairness, and conviction in the potential of all learners to access learning, even as they described uncertainty, lack of preparation, emotional demands, behavioral difficulties, and communication challenges associated with teaching learners with disabilities within the mainstream classroom. The participant accounts show that inclusive teaching in the Schools Division of Oriental Mindoro is not experienced as a routine extension of ordinary classroom work but is lived as a demanding professional and moral undertaking. The teachers described having to modify instruction, exercise emotional restraint, address behavioral and communication difficulties, and continue teaching despite feeling only partially prepared, while at the same time affirming the worth of the work because it allowed them to uphold the right of learners with disabilities to belong, participate, and progress in school. At the level of essence, this lived experience may be understood as challenge carried by compassion, in which the teachers were not simply enacting an inclusive policy but constantly negotiating how to be humane, effective, and hopeful in a situation that frequently asked them to fill in the gaps with patience, accommodation, and dedication.

Through thematic analysis of the interview transcripts, seven interrelated themes emerged, all achieving between 87.5% and 100% participant consensus. The first theme, inclusion as moral commitment and recognition of learner worth, showed that every participant, or eight out of eight (8/8), framed their role not merely as a workload assignment but as a human and ethical responsibility grounded in empathy, service, and belief in learner potential. Illustrative accounts included a participant who described herself as someone who

can see beyond a learner's disability, another who declared that education is a right of every child and that a public school teacher should never choose whom to teach, and others who described the role as a call to service that becomes deeply rewarding when learners improve. These responses indicate that the teachers' commitment to inclusion is sustained not by formal compliance alone but by moral agency, in which learners with disabilities are regarded as rightful members of the class rather than peripheral to it. This finding aligns with Macabenta et al. (2023), who characterized inclusive teaching in the Philippine context as relational and value laden, and resonates with Tayco and Motus (2024), who highlighted the role of compassion and support for learners' growth even under difficult circumstances, as well as with Sumagang and Balaño (2025), who found that teachers' commitment stems from a belief that learners should be given equal chances to learn and succeed.

The second theme, entering inclusive teaching through uncertainty and uneven preparation, revealed that seven out of the eight participants (7/8) did not feel fully prepared when they first received learners with disabilities, with experiences marked by self-doubt, frustration, and a sense of being unqualified or unsure due to the absence of specialized training. One participant described the experience as a wild ride, while another recalled that her first year involved difficulties related to learners' character, mood, and tantrums. From a phenomenological perspective, the start of the experience was marked by disequilibrium, as the teachers were required to assume a role before feeling ready to do so. This supports Saloviita (2020), who found that teacher confidence in inclusive education is closely linked to perceived preparation, and is consistent with Miña (2024), whose phenomenological work showed that teachers in inclusive settings move from uncertainty toward confidence through repeated experience and reflective adaptation, as well as with Cloma et al. (2025), who emphasized that teacher resilience in inclusive settings develops in response to actual classroom difficulty rather than existing fully formed at the outset.

The third theme, inclusion as adaptive pedagogical labor, was articulated by all eight participants (8/8) and showed that daily inclusive practice depends heavily on differentiated, structured, and individualized instruction, including regular check ins, extra processing time, one on one guidance, modeling during phonics activities, differentiated instruction, clear and simple directions, adapted materials, visual aids, sign language gestures, and step by step guidance. These findings suggest that inclusion in these classrooms is enacted not primarily through abstract policy knowledge but through everyday instructional responsiveness that allows learners with disabilities to access participation and learning without being forced into a uniform routine. This interpretation supports Sánchez et al. (2021), who observed that inclusive teaching requires modifications in teaching methods, classroom management, and communication, and aligns with Dayso et al. (2025), who found that teachers in inclusive classrooms commonly rely on visual supports, individualized guidance, and flexible instructional design, as well as with Suico et al. (2025), who reported that teachers handling learners with learning difficulties sustain participation by simplifying directions, adjusting expectations, and providing targeted support.

The fourth theme, inclusion as layered classroom negotiation, likewise emerged from all eight participants (8/8) and revealed that inclusive classrooms require teachers to navigate instructional, behavioral, and communication demands simultaneously, including juggling multiple needs at once, managing learners' character, mood, and tantrums, helping learners master required competencies within standard time frames while addressing weak home support, contending with noisy classrooms and short attention spans, communicating through sign language while teaching regular learners, and managing lesson pacing alongside behavior management and individual support. These findings indicate that inclusive teaching in this context is multi layered rather than singular, with the demands of inclusion functioning cumulatively rather than as a replacement for ordinary teaching tasks. This interpretation is

consistent with Arias et al. (2023), whose meta synthesis identified classroom complexity, workload, and insufficient support as recurring barriers in inclusive education, and mirrors Darwish et al. (2025), who found that general education teachers often struggle to balance content delivery with the needs of learners with disabilities, as well as Galutera (2025), who showed in the Philippine context that inclusive teaching becomes more difficult when behavioral, instructional, and structural pressures converge in the same classroom.

The fifth theme, inclusion sustained through relational and reflective resilience, was confirmed by seven out of eight participants (7/8) and showed that patience, flexibility, and collaboration function as the primary everyday coping mechanisms of receiving teachers, including building patience, care, and understanding, seeking support from special education teachers, engaging in remediation and communication with parents, monitoring individual learners, and reflecting on the use of instructional strategies. These narratives reveal that the teachers function effectively in inclusive classrooms not because the situation is easy but because they draw on personal and social resources, with patience and flexibility serving as personal resources and collaboration serving as a buffer against isolation and a source of instructional support. This is consistent with Bagdžiūnienė et al. (2023), whose Job Demands Resources oriented findings show that teachers' resilience is strengthened when personal resources are supported by job resources, and resonates with Lozano Peña et al. (2021), who stressed that teachers' social competence influences teaching quality and classroom climate, as well as with Cloma et al. (2025) and Basister and Valenzuela (2021), who emphasized that collegial support, leadership, and collaborative networks are core to sustaining inclusive teaching in the Philippine setting.

The sixth theme, support as partial, uneven, and structurally insufficient, emerged across all eight participants (8/8) and showed that while some support exists in the form of technical assistance from special education teachers and school heads, shared resources from colleagues, and workshops or seminars, these supports were consistently described as insufficient relative to the complexity of inclusive teaching, with participants requesting special education training, adapted materials, continuing professional development, assistive tools, and active collaboration from colleagues, parents, and stakeholders. The data therefore show a distinction between available support and adequate support, indicating that the support provided depends on goodwill rather than consistent provision. This resonates with Tagyamon et al. (2025), who found that inclusive education in the Philippines remains characterized by resource and implementation gaps despite strong supporting policy language, and is consistent with Mendoza and Heymann (2022), who emphasized the importance of training and resource provision in the effective implementation of inclusive education, as well as with Basister and Valenzuela (2021), who noted that the most effective collaborations are those that are institutionalized rather than dependent on goodwill alone.

The seventh theme, inclusion as professional reorientation and identity transformation, was experienced by seven out of eight participants (7/8) and showed that handling learners with disabilities reshapes teachers' professional identity and teaching philosophy, making them more creative, patient, and flexible, shifting their assumptions about rigid instructional pacing, and reorienting their understanding of inclusion beyond placement toward helping learners feel accepted, capable, and valued. This theme suggests that inclusive teaching does not simply add new tasks to the teacher's role but reorients the meaning of that role, moving the teacher from a narrow focus on content coverage toward a relational, reflective, and learner centered orientation. This is in line with Calandri et al. (2025), who emphasized the significance of emotional competence in inclusive teaching, and with Macabenta et al. (2023), who found that inclusive teaching environments encourage teachers to become more reflective and

compassionate in practice, as well as with Cloma et al. (2025), who described resilience not only as endurance but as a developmental process through which receiving teachers become more adaptive and grounded in purpose.

Taken together, these seven themes show that inclusive education in the Schools Division of Oriental Mindoro is sustained by teacher compassion yet carried out under conditions that remain challenging and unevenly supported. Building on these themes, several insights were drawn in direct relation to the third research objective of the study. The first insight is that inclusive education in these schools is sustained first by teachers' moral commitment, which precedes system readiness, complete training, and adequate resources, explaining why many participants remained engaged despite describing considerable difficulty. This finding aligns with Macabenta et al. (2023), Tayco and Motus (2024), and Sumagang and Balaño (2025), all of whom point to acceptance, compassion, and equity as central sustaining forces in inclusive teaching, with the present study adding that this moral orientation becomes visible specifically in teachers' willingness to remain adaptive despite strain. The second insight is that readiness for inclusive teaching is developmental rather than assumed, since the data do not support the idea that general education teachers enter inclusive classrooms already equipped for the role; rather, readiness is built through lived practice, difficulty, reflection, and support. Viewed through the Job Demands Resources perspective, the teachers were confronted with high job demands, yet their confidence and persistence increased when they could draw on personal and job resources such as patience, creativity, collegial advice, and school-based support (Bakker & Demerouti, 2007; Demerouti et al., 2001), a pattern consistent with Saloviita (2020), Miña (2024), and Cloma et al. (2025).

The third insight is that effective inclusion is enacted through adaptive, individualized, and relational pedagogy rather than uniform treatment, accomplished through deliberate adjustments such as extra time, routine, modeling, visual supports, simplified instructions, remediation, and step by step guidance, combined with relational attentiveness to learner emotion, pace, and readiness, supporting the view of inclusive teaching as responsive pedagogy rather than merely compassionate intention. This supports the work of Sánchez et al. (2021), Dayso et al. (2025), and Suico et al. (2025), who underscore that inclusive classrooms require differentiated and learner responsive strategies for participation to become meaningful rather than symbolic. The fourth insight is that the quality of inclusion is strongly shaped by the support ecology surrounding the teacher, with the data showing that teachers cope better when collaboration with school heads, special needs education teachers, colleagues, parents, and stakeholders is active and practical, functioning both as an instructional resource and as emotional reinforcement; where such support is lacking or inconsistent, a greater weight of inclusion falls on the teacher's personal sacrifice. This aligns with Basister and Valenzuela (2021), who placed collaboration at the heart of Philippine inclusive education, as well as with Tagyamon et al. (2025) and Mendoza and Heymann (2022), who underscored the role of system supports, materials, and collaboration in implementation quality, positioning inclusive teaching as an ecological practice inseparable from the larger context of supports surrounding it.

The fifth insight is that inclusive teaching transforms the teacher as much as it supports the learner, with participants across the narratives describing themselves as becoming more patient, reflective, flexible, and learner centered, forcing them to reconsider pace, fairness, communication, evaluation, and the very concept of educational success. This interpretation aligns with Calandri et al. (2025), Lozano Peña et al. (2021), and Macabenta et al. (2023), all of which point to the idea that inclusive teaching develops the teacher's emotional and pedagogical repertoire, with the present study contributing an understanding of how this transformation occurs under conditions that are not always ideal, and therefore as a struggle. In response to these findings, and addressing the fourth research objective of the study, a

Support and Capability Building Framework for Inclusive Classroom Practice was proposed for receiving teachers in inclusive classrooms. This output operationalizes the study's findings into five structured and interrelated components: capability building for receiving teachers, instructional resource development and access, a peer and specialist support system, strengthened home school partnership, and a monitoring and reflective practice mechanism. The first component prioritizes capability building because one of the clearest findings of the study is that many teachers entered inclusive teaching without feeling adequately prepared, and training is therefore treated not as a one-time orientation but as continuing support, consistent with the teachers' repeated call for specialized preparation and with literature showing that readiness for inclusion grows when teachers are given sustained, practice oriented support (Saloviita, 2020; Tagyamon et al., 2025).

The second and third components address the instructional and relational realities of inclusive teaching, providing adapted materials, visual supports, simplified task guides, and assistive tools because the findings show that effective inclusion depends on differentiated and individualized practice, while formalizing peer and specialist support because collaboration functioned in the participants' accounts as both a pedagogical resource and a source of emotional stability, consistent with Basister and Valenzuela (2021), Dayso et al. (2025), and Cloma et al. (2025). The fourth component responds to the teachers' repeated mention of parent communication and uneven home support by strengthening home school coordination to reinforce learner progress, behavior support, and continuity of intervention, while the fifth component ensures that the framework remains dynamic through monitoring and reflective review, reflecting the teachers' narratives that inclusive practice requires constant adjustment rather than fixed implementation. The framework is therefore intentionally developmental, beginning with capability and resources, strengthening support relationships, and sustained through monitoring and reflection, and its feasibility rests on using existing school and division structures while strengthening them in more organized and responsive ways.

In sum, the findings of this study, drawn from the lived experiences of eight general education teachers in the Schools Division of Oriental Mindoro and analyzed through phenomenological thematic analysis with participant consensus ranging from 87.5% to 100% across seven themes, demonstrate that inclusive education is sustained first by the moral commitment of teachers before it is fully reinforced by institutional support. Teacher readiness emerged as developmental rather than automatic, effective inclusion was shown to depend on adaptive, individualized, and relational pedagogy, and the overall quality of inclusive practice was found to be strongly shaped by the support systems available to teachers, while the experience of inclusive teaching itself was shown to transform teachers by making them more patient, reflective, flexible, and learner centered. These findings directly address the four research objectives of the study by describing the lived experiences of general education teachers, identifying the themes underlying those experiences, generating insights regarding inclusive education, and producing the Support and Capability Building Framework for Inclusive Classroom Practice as a concrete output responsive to the evidence gathered. Collectively, the results contribute to the growing body of literature on inclusive education in the Philippine context by illustrating that inclusive practice becomes most sustainable not when teachers are left to cope heroically on the strength of compassion alone, but when that compassion is matched by concrete, coordinated, and institutionalized systems of support. These findings, together with their implications for policy, practice, and future inquiry, provide the empirical and interpretive foundation for the conclusions and recommendations presented in the succeeding chapter.

CONCLUSION

The study concludes that general education teachers handling learners with disabilities experience inclusive education as an ongoing negotiation between professional challenge and personal compassion. Their everyday work is marked by emotional, instructional, behavioral, and relational demands, yet they continue to embrace the role because they attach moral meaning to teaching learners with disabilities. Their lived experience, therefore, is not merely one of burden but one of committed and compassionate practice sustained under demanding conditions. This experience is further illuminated by the themes derived from their accounts, which reveal that inclusive teaching is sustained through a combination of ethical commitment and practical adaptation. Inclusion in actual classroom settings is carried out through patience, differentiated instruction, structured routines, flexibility, and collaboration, indicating that the development of inclusive education in the research setting does not become static or automatic but rather evolves in response to how teachers react to the diverse needs of their students.

Building on these experiences and themes, the insights gained from the findings show that the quality and sustainability of inclusive education are significantly influenced by the support ecology provided to the receiving teacher. Although the teachers demonstrate willingness, compassion, and flexibility, their individual strengths do not automatically translate into effective inclusion. Teacher preparedness, availability of resources, support provided by specialists, teacher collaboration, and home-school coordination emerge as significant factors in the successful implementation of inclusive education in public schools. These insights, taken together, underscore that individual commitment alone cannot fully address the systemic demands of inclusive practice.

In light of these findings, the proposed Support and Capability-Building Framework for Inclusive Classroom Practice is concluded to be a valid and responsive intervention that is deeply rooted in the real-life experiences of the general education teachers. The study's findings clearly justify the need for a support structure that entails a continuous process of capability building, provision of adapted instructional materials, support from specialists and peers, enhanced parent-school partnership, and regular monitoring and reflective practice. Ultimately, for inclusive education in the Schools Division of Oriental Mindoro to improve, what is required is not only a dedicated teacher but also an institutionalized support system that sustains and strengthens the compassionate, adaptive, and collaborative practices already demonstrated by teachers in inclusive classrooms.

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