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Assessing teachers' preparedness and barriers in implementing instructional accommodations for learners with special educational needs

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ABSTRACT

This study determined the teachers' preparedness and the barriers they encountered in implementing instructional accommodations in inclusive classrooms at Tuyom Senior High School and Juan Enriquez Macalalag National High School, Carcar City Division, during the School Year 2025–2026. The findings served as the basis for a proposed action plan to strengthen inclusive classroom practices. The study employed a descriptive-correlational research design. Using purposive sampling, 50 teacher-respondents were selected to participate in the study. Data were collected through a structured, researcher-adapted questionnaire and analyzed using frequency count, percentage, weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient. Results revealed that most respondents were female, belonged to the middle to late career stages, had moderate to extensive teaching experience, and held higher teaching positions. Teachers were generally moderately prepared to implement instructional accommodations, with strengths in adapting instruction and assessment but lower preparedness in collaboration, parental involvement, varied instructional strategies, and confidence in inclusive practices. They also encountered barriers to a moderate extent, particularly in instructional adaptation, assessment strategies, classroom management, collaboration, and parental support. A significant positive relationship was found between teachers' preparedness and the barriers encountered. The study concluded that enhancing teachers' competencies through continuous professional development, collaborative support, mentoring, and strengthened parent engagement is essential for improving the implementation of inclusive education and recommended the implementation of the proposed action plan to address the identified needs.

Keywords: Inclusive Education, instructional accommodations, teachers' preparedness, barriers in inclusive classrooms, learners with special educational needs (LSENs), Descriptive-correlational, Carcar, Cebu Philippines.

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INTRODUCTION

Inclusive education has become a major educational priority worldwide, aiming to provide equal access to quality education for all learners regardless of their physical, intellectual, emotional, or developmental conditions. Global educational frameworks emphasized that schools must support learners with special educational needs (LSENs) through appropriate instructional accommodations, differentiated instruction, and learner-centered teaching strategies. LSENs may include learners with autism spectrum disorder, learning disabilities, hearing and visual impairments, intellectual disabilities, and emotional or behavioral difficulties. These learners often experience challenges in communication, comprehension, attention, social interaction, and academic performance, making it necessary for teachers to provide structured interventions and flexible instructional approaches. In this context, teachers play a significant role in implementing inclusive education policies through their preparedness, competence, and commitment to addressing the diverse learning needs of students. Mazur (2025) emphasized that teacher preparedness is a fundamental component of successful inclusive education because competent teachers are more capable of adapting instruction, utilizing appropriate assessment strategies, and responding to learners' diverse educational needs.

In the Philippines, inclusive education has been strengthened through national policies such as the Enhanced Basic Education Act of 2013 and Department of Education initiatives promoting equitable and learner-centered education. Despite these policies, the implementation of inclusive education across schools remained inconsistent due to differences in teacher preparedness, availability of resources, and access to professional development opportunities. Teachers were expected to adjust instruction, assessment practices, classroom management, and learning materials to accommodate diverse learners. However, limitations in specialized training, insufficient instructional resources, and lack of institutional support often affected the effective implementation of instructional accommodations for LSENs. Alido et al. (2023) reported that teachers' preparedness in inclusive education is significantly influenced by continuous professional development, training opportunities, and school-based support systems, while Starks and Reich (2023) found that inadequate instructional resources and limited professional support remain among the most common barriers affecting inclusive classroom implementation.

At Tuyom Senior High School and Juan Enriquez Macalalag National High School in the Carcar City Division, inclusive education was evident in classrooms where teachers handled learners with varied academic abilities, behavioral conditions, and learning styles. Teachers were often required to modify lessons, simplify instructions, utilize visual aids, and apply differentiated teaching strategies to ensure learner participation and understanding. However, implementing these accommodations consistently became challenging due to large class sizes, time constraints, heavy teaching responsibilities, and limited access to instructional materials and specialized support services. Kamran et al. (2023) emphasized that teachers' attitudes and instructional practices are influenced by the availability of institutional support and instructional resources, while Alharbi and Iqtadar (2024) noted that even prepared teachers continue to experience challenges when schools lack adequate instructional materials, specialized training, and collaborative support.

Within the school setting, teachers also encountered difficulties in preparing adapted instructional materials, managing classroom behavior, and conducting varied assessment strategies suited to LSENs. Collaboration among teachers, school heads, guidance personnel, parents, and other stakeholders was sometimes limited, affecting the continuity of support provided to learners with special educational needs. In some instances, teachers relied on generalized instructional methods to meet curriculum requirements, which reduced

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opportunities for individualized learning support. These realities reflected the gap between the intended goals of inclusive education policies and the actual classroom practices observed in the schools. Gal et al. (2025) emphasized that teachers' attitudes toward inclusion are shaped by their professional competence, experience, and institutional support, while Logroño and Gongora (2023) highlighted that collaborative school environments and effective leadership play significant roles in promoting successful inclusive education practices.

Given these circumstances, there was a need to examine teachers' preparedness and the barriers they encountered in implementing instructional accommodations for LSENs. Identifying these factors was essential in determining gaps in teachers' competencies, instructional resources, and institutional support systems necessary for effective inclusive education practices. Without proper assessment, school interventions and professional development programs might not directly address the actual needs of teachers and learners in inclusive classrooms. Gonzaga et al. (2024) emphasized that understanding teachers' preparedness and the challenges they encounter provides school leaders with valuable information for designing responsive professional development initiatives and strengthening inclusive education programs. Likewise, Mamites et al. (2025) stressed that assessing teachers' instructional readiness and the barriers they experience serves as an important basis for developing school-based interventions that enhance inclusive teaching practices.

Thus, this study aimed to determine the level of teachers' preparedness and identify the barriers encountered in implementing instructional accommodations for learners with special educational needs at Tuyom Senior High School and Juan Enriquez Macalalag National High School during the School Year 2025–2026. Specifically, the study sought to generate empirical evidence that could guide school administrators and teachers in strengthening inclusive classroom practices. The findings served as the basis for a proposed action plan focused on enhancing teachers' competencies, strengthening collaboration among stakeholders, expanding professional development opportunities, and improving instructional support systems to promote more effective implementation of instructional accommodations for learners with special educational needs.

This study is anchored on established theories and legal frameworks that explain teachers' preparedness and the challenges encountered in implementing instructional accommodations for learners with special educational needs (LSENs) in inclusive classrooms. It is primarily guided by the Universal Design for Learning (UDL) Framework of Rose and Meyer (2002), which promotes flexible instructional practices through multiple means of representation, engagement, and expression to respond to diverse learner needs. The study is also supported by Gagné's Instructional Design Theory (1985), which highlights systematic lesson planning, structured instruction, scaffolding, and sequencing of learning experiences to enhance teaching effectiveness for learners with varied abilities. Furthermore, Bandura's Self-Efficacy Theory (1977) emphasizes that teachers' beliefs in their instructional capabilities influence their confidence, persistence, and effectiveness in applying inclusive practices. These theoretical perspectives are strengthened by Philippine legal frameworks, particularly Republic Act No. 10533 or the Enhanced Basic Education Act of 2013, Republic Act No. 9442 or the Magna Carta for Persons with Disability, Department of Education Order No. 41, s. 2017 on the provision of educational services for learners with disabilities, and Republic Act No. 11650 or the Inclusive Education Act, which institutionalize inclusive education, promote equal access to quality learning opportunities, and ensure appropriate support services and instructional accommodations for learners with disabilities.

Statement of the problem

This study assessed teachers' preparedness and the barriers they encountered in implementing instructional accommodations for Learners with Special Education Needs (LSENs) in inclusive classrooms at Tuyom Senior High School and Juan Enriquez Macalalag National High School in Carcar City Division during the School Year 2025-2026 as a basis for developing an action plan.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of age, gender, years of teaching experience, and teaching position?
2. What is the level of respondents' preparedness to implement instructional accommodations for LSENs in inclusive classrooms?
3. To what extent do the respondents encounter barriers in implementing instructional accommodations for LSENs in inclusive classrooms?
4. Is there a significant relationship between respondents' preparedness and the barriers they encounter in implementing instructional accommodations for LSENs in inclusive classrooms?
5. Based on the findings of the study, what action plan can be crafted?

METHODOLOGY

This study employed a descriptive-correlational research design to examine the relationship between teachers' preparedness and the barriers encountered in implementing instructional accommodations for learners with special educational needs (LSENs) in inclusive classrooms. Data were gathered using a structured questionnaire and analyzed through appropriate descriptive and inferential statistical tools. Ethical principles, including informed consent, voluntary participation, and confidentiality, were strictly observed throughout the conduct of the study. The findings served as the basis for a proposed Action Plan to strengthen teachers' preparedness and enhance the implementation of instructional accommodations in inclusive classrooms.

According to Creswell and Creswell (2022), a descriptive-correlational design is used to describe existing conditions and examine the relationships among variables as they naturally occur without experimental manipulation. In this study, the descriptive component was utilized to assess the level of teachers' preparedness in applying instructional accommodations for LSENs and to identify the extent of barriers experienced in inclusive teaching practices. Meanwhile, the correlational component was employed to determine whether a significant relationship existed between teachers' preparedness and the barriers encountered in implementing instructional accommodations. This design was appropriate because it allowed the researcher to examine the actual conditions experienced by teachers at Tuyom Senior High School and Juan Enriquez Macalalag National High School during the School Year 2025–2026. It provided a systematic understanding of teachers' competencies, challenges, and the relationship between the identified variables, which served as a basis for developing an Action Plan.

The flow of the study presented the systematic process used in examining teachers' preparedness in implementing instructional accommodations for LSENs and the barriers encountered in inclusive classrooms. It outlined how the input, process, and output of the study were logically connected to achieve the purpose of the research. The input of the study included the demographic profile of the respondents, which covered their age and gender, educational attainment, years of teaching experience, and teaching position. These variables were gathered to describe the background characteristics of the teachers and to provide context for understanding their professional exposure to inclusive education practices. The input also

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included the level of teachers' preparedness in implementing instructional accommodations for LSENs in inclusive classrooms, which focused on how prepared the respondents were in applying appropriate instructional strategies, adapting lessons, and addressing diverse learner needs within an inclusive setting. In addition, the input considered the extent of barriers encountered by teachers in implementing instructional accommodations for LSENs in inclusive classrooms. This examined the difficulties experienced by teachers such as limited resources, inadequate training, classroom management challenges, and other institutional or instructional constraints that affected implementation. Finally, the input included the significant relationship between teachers' preparedness and the barriers they encountered in implementing instructional accommodations for LSENs, which determined whether a relationship existed between how prepared teachers were and the level of challenges they experienced in inclusive classroom practices.

The process of the study followed a systematic and organized sequence to ensure the validity, reliability, and accuracy of the data gathered. The first step involved the submission of a transmittal letter to the concerned school authorities. This was done to formally request permission to conduct the study and to ensure that all ethical and administrative protocols were properly observed before data gathering commenced. Once approval was granted, the distribution of questionnaires followed. The research instruments were administered to the selected respondents, who were the teachers involved in inclusive education. The questionnaires were carefully explained to ensure that the respondents clearly understood the purpose of the study and were able to provide honest and accurate responses regarding their level of preparedness and the barriers they encountered in implementing instructional accommodations for LSENs. After the respondents had completed the questionnaires, the collection of data was conducted. All accomplished instruments were retrieved within the specified timeframe to ensure a high response rate and to maintain the integrity of the data. The collected responses were then checked for completeness and consistency to avoid errors during analysis. The next step involved data processing, where all gathered responses were organized, coded, and tabulated. This process ensured that the data were properly structured for statistical analysis. It also involved cleaning the data to remove any incomplete or invalid responses that could affect the accuracy of the findings. Finally, statistical treatment, analysis, and interpretation of data were conducted using appropriate statistical tools. This stage identified patterns, relationships, and levels of teachers' preparedness as well as the extent of barriers encountered. The results were carefully interpreted in relation to the objectives of the study, serving as the basis for drawing conclusions and formulating meaningful recommendations to improve the implementation of instructional accommodations for LSENs.

The output of the study was an Action Plan designed to enhance teachers' preparedness in implementing instructional accommodations for LSENs and to address the barriers encountered in inclusive classrooms. The Action Plan was developed based on the findings regarding teachers' level of preparedness and the extent of challenges they experienced in instructional implementation. It included targeted strategies such as capacity-building through training and workshops on instructional accommodations, strengthening teachers' self-efficacy through mentoring and peer collaboration, and improving access to instructional resources and support materials. It also emphasized the importance of administrative support, stakeholder collaboration, and continuous professional development to sustain inclusive education practices.

The study was conducted in Tuyom Senior High School, a public secondary school located in Barangay Tuyom, Carcar City. The school serves a diverse population of senior high school learners and operates within the policies and standards set by the Department of

Education. As an educational institution, it provides an environment where teachers are expected to address varied learning needs through appropriate instructional practices. In this setting, the research assessed the teachers' preparedness and the barriers they encounter in implementing instructional accommodations during the school year 2025–2026. The findings of the study aimed to reflect the actual classroom conditions and challenges faced by teachers, which served as a basis for the development of a proposed action plan to improve instructional support and inclusive practices within the school.

Juan Enriquez Macalalag National High School in the Carcar City Division likewise served as a setting of this study during the School Year 2025–2026. The school is a public secondary institution that accommodates learners from diverse academic, social, and economic backgrounds, including LSENs who are integrated into inclusive classroom settings. It implements inclusive education practices where teachers are expected to provide instructional accommodations and differentiated instruction to address the varying learning needs of students. The school environment is characterized by heterogeneous classrooms where learners differ in abilities, learning styles, and behavioral needs. This requires teachers to adjust instruction, modify learning materials, and apply varied assessment strategies to ensure that all learners are actively engaged and able to achieve learning competencies. Inclusive education is supported through the collaboration of teachers, school administrators, and parents in providing appropriate learning interventions for LSENs. However, the implementation of instructional accommodations is influenced by classroom realities such as large class sizes, limited instructional resources, time constraints, and varying levels of teacher preparedness in handling inclusive education. These conditions may affect the consistency and effectiveness of instructional delivery for learners with special needs.

The respondents of this study were 50 teachers from Tuyom Senior High School and Juan Enriquez Macalalag National High School in the Carcar City Division during the School Year 2025–2026. They were selected through purposive sampling to ensure that only teachers directly involved in inclusive education and the implementation of instructional accommodations for LSENs were included in the study. According to Creswell and Creswell (2022), purposive sampling is appropriate when participants are intentionally selected based on specific characteristics and experiences relevant to the research objectives. The respondents were selected based on the criteria that they were currently teaching in the participating schools, had experience in implementing instructional accommodations for LSENs, and were willing to participate by completing the survey questionnaire. Teachers who did not meet these criteria or were unavailable during the conduct of the study were excluded. These criteria ensured that the gathered data reflected the actual experiences of teachers engaged in inclusive classroom practices. The participation of 50 teacher-respondents provided sufficient data for assessing teachers' preparedness and identifying the barriers encountered in implementing instructional accommodations. Their inclusion allowed the study to generate relevant findings regarding teachers' current practices, challenges, and areas requiring support to enhance inclusive education implementation in the two participating schools.

With respect to the distribution of respondents by the grade level currently taught, 8 teachers (16.00%) were teaching Grade 7, 7 teachers (14.00%) were teaching Grade 8, 6 teachers (12.00%) were teaching Grade 9, 9 teachers (18.00%) were teaching Grade 10, 10 teachers (20.00%) were teaching Grade 11, and 10 teachers (20.00%) were teaching Grade 12, for a total of 50 respondents (100.00%).

The instrument used in this study was an adapted survey questionnaire designed to assess teachers' preparedness and the barriers they encountered in implementing instructional accommodations for LSENs in inclusive classrooms at Tuyom Senior High School and Juana Enriquez Macalalag National High School, Carcar City Division during the school year 2025–2026. The questionnaire consisted of three parts. Part I gathered the demographic profile

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of the respondents, including age, gender, highest educational attainment, length of teaching experience, and teaching position. This section described the background characteristics of the teacher-respondents. Part II assessed the level of teachers' preparedness in implementing instructional accommodations for LSENs in inclusive classrooms. It focused on instructional strategies, assessment practices, classroom management, collaboration, and confidence in inclusive teaching, using a 4-point Likert scale ranging from Highly Prepared to Prepared. Part III determined the extent of barriers encountered by teachers in implementing instructional accommodations. It included indicators on training, workload, class size, instructional materials, administrative support, collaboration, and confidence, using a 4-point Likert scale ranging from Always to Never. The instrument was adapted from established and validated tools, particularly the Teacher Efficacy for Inclusive Practice (TEIP) Scale and related instruments on inclusive education preparedness and challenges, including Cardona-Molto et al. (2020), Sahli Lozano et al. (2023), Nagase et al. (2020), and Hermans et al. (2025). These sources were selected due to their relevance and proven validity in measuring teacher efficacy and inclusive education practices. To ensure validity, the adapted questionnaire was reviewed by experts in inclusive education and research methodology, who evaluated its content relevance, clarity, and alignment with the study variables. Their recommendations were incorporated to improve the instrument.

The data-gathering process was carried out systematically in three stages, namely preliminary preparation, actual data gathering, and post-data gathering, to ensure that the collection, validation, and organization of the data were conducted ethically, consistently, and accurately. In the preliminary stage, the study began with the researcher securing formal approval from the Schools Division Superintendent, Department of Education – City of Carcar and the principals of Tuyom Senior High School and Juan Enriquez Macalalag National High School through a transmittal letter. After approval was granted, coordination was made with designated school representatives to identify teacher participants who were actively engaged in implementing instructional accommodations in inclusive classrooms. The purpose and objectives of the study, which focused on examining the determinants and challenges influencing teachers' willingness to apply instructional accommodations, were clearly communicated to the participants. Emphasis was placed on the voluntary nature of participation and the confidentiality of their responses. Each teacher was asked to review and sign an informed consent form before participating in the study.

In the data gathering stage, the primary instrument for data collection was a printed survey questionnaire consisting of three sections: the demographic profile of respondents (including age, gender, educational attainment, years of teaching experience, and teaching position), indicators measuring teachers' preparedness in implementing instructional accommodations for LSENs, and indicators assessing the barriers encountered in applying these accommodations in inclusive classrooms. The researcher personally administered the questionnaires to ensure that instructions were clearly understood and that participants were able to accomplish the forms properly and within a convenient time, minimizing disruption to teaching activities. This approach ensured consistency, accuracy, and reliability of the data gathered. In the post data gathering stage, after all questionnaires had been collected, each response was carefully checked for completeness and accuracy. Only fully accomplished and valid responses were included in the final data set. The data were then organized, coded, and systematically tabulated in preparation for statistical analysis. Appropriate statistical tools were applied to determine the level of teachers' preparedness, the extent of barriers encountered, and the significant relationship between the variables under study.

The study observed established ethical principles throughout the research process to protect the rights, privacy, welfare, and dignity of the teacher-respondents. The researcher ensured that participation was voluntary, informed consent was obtained, data were kept confidential, and the information gathered was handled with integrity and used solely for the purposes of the study. Prior to the conduct of the study, the researcher secured approval from the Schools Division Superintendent of the Schools Division of Carcar City, as well as permission from the principals of Tuyom Senior High School and Juan Enriquez Macalalag National High School. These approvals authorized the administration of the research instrument to the selected teacher-respondents. Before the distribution of the questionnaires, the researcher explained the purpose, objectives, significance, and procedures of the study to the teacher-respondents. An informed consent form was provided to each participant, indicating that participation was voluntary. The respondents were informed of their right to decline participation or withdraw from the study at any time without penalty or prejudice. The participation of the teacher-respondents was entirely voluntary, and no respondent was compelled or influenced to participate in the study. The respondents were given sufficient time to read the informed consent form and complete the questionnaire at their convenience.

The confidentiality and anonymity of the respondents were strictly maintained throughout the study. The questionnaires did not require the respondents to disclose their names or any personally identifiable information. Codes were assigned to the accomplished questionnaires to protect the identity of the participants. The information gathered was treated with the highest level of confidentiality and was used solely for the purposes of this research. The researcher handled all collected data in accordance with the provisions of Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012. The accomplished questionnaires and electronic data were securely stored and were accessible only to the researcher. The data were used exclusively for academic purposes and were properly disposed of after the completion of the study in accordance with institutional research guidelines. The researcher further ensured that the conduct of the study did not expose the respondents to any physical, psychological, emotional, social, or professional harm. Finally, the researcher collected, analyzed, interpreted, and reported the data honestly, accurately, and objectively, and no information was fabricated, altered, or misrepresented.

To effectively analyze the data collected and address the research questions of this study, appropriate statistical methods were applied. Frequency count and percentage were used to summarize the demographic profile of the 50 teacher-respondents from Tuyom Senior High School and Juan Enriquez Macalalag National High School in terms of age, gender, educational attainment, years of teaching experience, and teaching position. The weighted mean was employed to determine the level of teachers' preparedness in implementing instructional accommodations for LSENs in inclusive classrooms, as well as the extent of barriers they encountered. The standard deviation was computed to determine the variability of responses, indicating whether teachers' preparedness and experiences were consistent or showed significant differences across respondents. The Pearson Product-Moment Correlation Coefficient was used to determine the significant relationship between teachers' preparedness and the barriers they encountered in implementing instructional accommodations, as well as the challenges experienced in inclusive classroom settings at Tuyom Senior High School and Juan Enriquez Macalalag National High School.

Two scales were used to interpret the data. The first scale was used to interpret the extent of barriers encountered in implementing instructional accommodations for LSENs. On this scale, a rating of 4 corresponded to the mean range of 3.26 – 4.00 with the verbal description Always, which indicates that the barrier is consistently encountered in implementing instructional accommodations for LSENs. A rating of 3 corresponded to the mean range of 2.51 – 3.25 with the verbal description Sometimes, which indicates that the

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barrier is occasionally encountered in implementing instructional accommodations for LSENs. A rating of 2 corresponded to the mean range of 1.76 – 2.50 with the verbal description Rarely, which indicates that the barrier is seldom encountered in implementing instructional accommodations for LSENs. A rating of 1 corresponded to the mean range of 1.00 – 1.75 with the verbal description Never, which indicates that the barrier is not encountered in implementing instructional accommodations for LSENs.

The second scale was used to interpret the level of teachers' preparedness in implementing instructional accommodations for LSENs, with the mean ranges and corresponding verbal descriptions serving as the basis for interpreting the respondents' level of preparedness. On this scale, a rating of 4 corresponded to the mean range of 3.26 – 4.00 with the verbal description Highly Prepared, which indicates a very high level of preparedness in implementing instructional accommodations for LSENs. A rating of 3 corresponded to the mean range of 2.51 – 3.25 with the verbal description Moderately Prepared, which indicates a moderate level of preparedness in implementing instructional accommodations for LSENs. A rating of 2 corresponded to the mean range of 1.76 – 2.50 with the verbal description Slightly Prepared, which indicates a low level of preparedness in implementing instructional accommodations for LSENs. A rating of 1 corresponded to the mean range of 1.00 – 1.75 with the verbal description Not Prepared, which indicates no or very minimal preparedness in implementing instructional accommodations for LSENs.

RESULTS AND DISCUSSION

This chapter presents and discusses the data gathered from 50 teacher-respondents of Tuyom Senior High School and Juan Enriquez Macalalag National High School in the Carcar City Division during the School Year 2025-2026. The study employed a descriptive-correlational research design, and the respondents were selected through purposive sampling to ensure that only teachers directly involved in inclusive education and in implementing instructional accommodations for learners with special educational needs (LSENs) were included. Data were collected through a researcher-adapted, structured questionnaire with three parts, namely the demographic profile, the level of preparedness, and the extent of barriers, the latter two using a 4-point Likert scale. The instrument was adapted from the Teacher Efficacy for Inclusive Practice (TEIP) Scale and related instruments, and its content was reviewed by experts in inclusive education and research methodology. The data were analyzed using frequency count and percentage for the demographic profile, weighted mean and standard deviation for the levels of preparedness and barriers, and the Pearson Product-Moment Correlation Coefficient for the test of relationship at the 0.05 level of significance. The discussion is grounded in the data gathered, and the results are interpreted in direct relation to the objectives of the study, which were to describe the respondents' profile in terms of age, gender, years of teaching experience, and teaching position, to determine the level of preparedness, to identify the extent of barriers encountered, and to test the relationship between the two variables. The findings are read through the Universal Design for Learning (UDL) of David H. Rose and Anne Meyer (2002), the Instructional Design Theory of Robert Gagné (1985), the Self-Efficacy Theory of Albert Bandura (1977), and the Change Theory of Michael Fullan (2007).

Demographic profile of the respondents

The age distribution of the 50 respondents shows that most belonged to the middle to late career stages. The largest group was aged 45-54 years, with 15 respondents or 30.00%, followed by those aged 55 years and above, with 12 respondents or 24.00%, and those aged 35-44 years, with 11 respondents or 22.00%. Younger teachers formed a smaller share, with 7 respondents or 14.00% aged 25-34 years and 5 respondents or 10.00% below 25 years old, for a total of 50 respondents or 100.00%. In all, 38 of the 50 respondents or 76.00% were aged 35 years and above, while 12 respondents or 24.00% belonged to the younger age groups. The participants were therefore generally experienced educators, many of whom had developed established instructional routines, classroom management strategies, and assessment practices, although differences in adaptability to new inclusive strategies may still depend on individual exposure to professional development and innovation in teaching. In terms of UDL, teachers at different career stages may vary in their capacity to apply multiple means of representation, engagement, and expression for LSENs. In line with Gagné (1985), more experienced teachers may show stronger routines and structured delivery, while others may need support in simplifying content and applying step-by-step strategies. Bandura (1977) suggests that accumulated experience strengthens confidence in handling diverse learners, although continued support remains necessary. Fullan (2007) emphasizes that instructional improvement depends on both individual readiness and institutional support, so the predominance of experienced teachers points to the need for sustained professional development and collaborative practice. This agrees with Alenizi et al. (2023), who emphasized that exposure to innovative instructional tools and approaches enhances teachers' ability to respond to diverse learner needs and who stressed continuous upskilling across all career stages.

In terms of gender, female teachers formed the majority with 42 respondents or 84.00%, while male teachers numbered 8 respondents or 16.00%, for a total of 50 respondents or 100.00%. The teaching workforce in the study setting was thus largely female. The implementation of instructional accommodations in these inclusive classrooms is therefore mainly shaped by the experiences, practices, and perspectives of female teachers, and the limited representation of male teachers indicates low gender diversity, which may influence variations in instructional strategies, classroom management approaches, and the handling of LSENs. Under UDL, the predominance of female teachers suggests that shared professional practices may support flexible instruction through multiple means of representation, engagement, and expression. Gagné's theory suggests that this composition may influence how instruction is structured, with a possible tendency toward organized lesson planning, scaffolding, and step-by-step guidance suited to LSENs, while Bandura's theory suggests that shared experiences among the majority group may enhance self-efficacy in implementing inclusive practices. Fullan's Change Theory adds that successful reform depends on the readiness of the dominant workforce, which highlights the need for training that responds to the needs of the majority group. Hermanto and Pamungkas (2023) similarly emphasized that teachers play a key role in ensuring access to learning for students with special needs through appropriate instructional strategies, which reinforces the importance of strengthening teachers' instructional capacity regardless of gender composition.

With respect to years of teaching experience, the largest group had 11-15 years of experience, with 18 respondents or 36.00%, followed by those with 1-5 years, with 14 respondents or 28.00%. The 6-10 years and 16 years and above categories each had 9 respondents or 18.00%, for a total of 50 respondents or 100.00%. The respondents were thus generally teachers with moderate to extensive experience, who had likely developed classroom competence, instructional familiarity, and exposure to diverse learner needs, while the presence of less experienced teachers reflects a mix of novice and veteran perspectives that may affect

confidence, consistency, and instructional decision-making. Through UDL, more experienced teachers may apply flexible principles more consistently, while less experienced teachers continue to develop that capacity. Gagné's theory suggests that experienced teachers are more likely to deliver well-organized and guided instruction, whereas newer teachers may still be refining their ability to simplify content and support LSENs. According to Bandura, longer exposure to inclusive teaching builds stronger self-efficacy, whereas limited experience calls for continued mentoring. Fullan's Change Theory underscores continuous learning across all experience levels, which points to professional development programs that address both novice and experienced teachers. This agrees with Alsudairy (2024), who emphasized that structured training programs enhance teachers' collaboration and instructional effectiveness in inclusive settings and that continuous professional development strengthens the capacity to implement accommodations regardless of experience level.

As regards teaching position, Master Teacher 1 was the most common, with 20 respondents or 40.00%, followed by Teacher III with 12 respondents or 24.00%, Teacher II with 11 respondents or 22.00%, and Teacher 1 with 7 respondents or 14.00%, for a total of 50 respondents or 100.00%. The respondents were therefore largely teachers in higher professional ranks, who likely carried greater instructional responsibilities such as mentoring colleagues, participating in instructional planning, and taking part in school-based decision-making. The smaller number of Teacher 1 respondents shows that the sample leaned toward experienced and professionally established educators, so the responses reflect perspectives shaped by substantial classroom exposure. In terms of UDL, teachers in higher ranks are more likely to apply multiple means of representation, engagement, and expression consistently, while lower-ranked teachers are still building this capacity. Gagné's theory suggests that Master Teachers and senior educators are generally more skilled in organizing instruction systematically and guiding both learners and colleagues in applying accommodations for LSENs, and Bandura's theory suggests that increased responsibility and repeated exposure to instructional challenges contribute to stronger self-efficacy, while lower-ranked teachers continue to build confidence through experience and support systems. Gal et al. (2025) emphasized that teachers' attitudes toward inclusion are shaped by experience, perceived competence, and institutional support, and that teachers who feel adequately prepared and supported are more likely to implement inclusive practices effectively. The present study corroborated these findings, as the respondents demonstrated a moderate level of preparedness while also identifying areas that required further enhancement, particularly in collaboration with other professionals, communication with parents, and confidence in implementing accommodations for LSENs.

Level of teachers' preparedness in implementing instructional accommodations

The respondents obtained an aggregate mean of 3.04 with an aggregate standard deviation of 0.47, verbally described as "Moderately Prepared," on the legend where 3.25-4.00 is Highly Prepared, 2.50-3.24 is Moderately Prepared, 1.75-2.49 is Slightly Prepared, and 1.00-1.74 is Prepared. This indicates an adequate level of readiness in implementing instructional accommodations for LSENs. The respondents possessed the necessary competencies to support inclusive instruction, but there remained room to strengthen their preparedness toward a highly prepared level of practice. All ten indicators fell within the "Moderately Prepared" category, which shows a fairly even profile of competence across the areas measured.

The highest weighted mean, 3.18 with a standard deviation of 0.39, was recorded for applying appropriate assessment strategies for learners with special educational needs, which

indicates greater preparedness in using assessment methods that accommodate diverse learner needs. This was followed by adapting teaching strategies to address the diverse abilities of learners, with a weighted mean of 3.16 and a standard deviation of 0.41, suggesting that the respondents were generally capable of modifying instruction to promote participation and achievement in inclusive classrooms. Monitoring and evaluating learners' progress using appropriate methods obtained a weighted mean of 3.12 with a standard deviation of 0.36, and providing alternative instructional approaches when learners experienced difficulty understanding lessons obtained a weighted mean of 3.10 with a standard deviation of 0.45, which reflects consistent preparedness in essential instructional practices. Managing classroom behaviors while supporting learners with diverse needs obtained a weighted mean of 3.08 with a standard deviation of 0.56, and modifying learning activities to accommodate LSENs obtained a weighted mean of 3.06 with a standard deviation of 0.43.

Comparatively lower ratings were observed in competencies related to collaboration and communication. Collaborating with teachers and other professionals in planning accommodations obtained the lowest weighted mean of 2.82 with a standard deviation of 0.61, followed by communicating with parents or guardians regarding learners' needs and progress, with a weighted mean of 2.88 and a standard deviation of 0.49. Identifying appropriate instructional accommodations based on learners' individual needs obtained a weighted mean of 2.98 with a standard deviation of 0.52, and confidence in implementing instructional accommodations for LSENs obtained a weighted mean of 3.00 with a standard deviation of 0.51. Although these indicators remained within the "Moderately Prepared" category, they suggest that the respondents perceived greater challenges in collaborative practices and in the consistent application of individualized accommodations. The respondents therefore showed adequate competence in adapting instruction, using appropriate assessment strategies, and monitoring learner progress, while collaboration with colleagues and other professionals, communication with parents and guardians, and the identification of individualized accommodations remain areas for further enhancement through continuous professional development and collaborative support mechanisms.

These findings support the UDL framework of Rose and Meyer (2002), which stresses flexible instructional approaches that respond to learners' diverse needs through multiple means of engagement, representation, and expression. The moderate level of preparedness shows that the respondents had begun integrating flexible practices but still required support in expanding collaborative planning and individualized instructional decision-making. The results also align with Gagné's (1985) emphasis on systematic lesson planning, appropriate sequencing, and varied teaching strategies, since the respondents were stronger in instructional adaptation and assessment and comparatively weaker in collaborative planning and individualized accommodation. They are likewise consistent with Bandura's (1977) position that teachers' beliefs in their capabilities influence their instructional performance and persistence, as the moderate confidence reflected in the weighted mean of 3.00 suggests that continued professional learning and institutional support could further strengthen self-efficacy. Mazur (2025) emphasized that teachers' preparedness plays a crucial role in successful inclusive education and that sustained professional development enhances instructional competence, while Alido et al. (2023) reported that continuous training, collaborative professional learning, and school-based support systems significantly improved teachers' preparedness, which highlights the value of institutional support and collaborative partnerships in schools.

Extent of encountered barriers in implementing instructional accommodations

The respondents obtained an aggregate mean of 3.05 with an aggregate standard deviation of 0.52 for the barriers encountered, verbally described as "Sometimes," on the legend where 3.25-4.00 is Always, 2.50-3.24 is Sometimes, 1.75-2.49 is Rarely, and 1.00-1.74 is Never. The teacher-respondents therefore occasionally encountered barriers in implementing instructional accommodations for LSENs. These challenges were not experienced consistently across all instructional areas, but they were evident in several aspects of inclusive classroom practice, and all ten indicators were described as "Sometimes."

Large class size, which created challenges in providing individualized support to LSENs, obtained the highest weighted mean of 3.20 with a standard deviation of 0.49, making it the most frequently encountered barrier. This was followed by lack of sufficient time to modify instruction for diverse learners, with a weighted mean of 3.14 and a standard deviation of 0.45, and by limited training opportunities affecting the effective implementation of accommodations, with a weighted mean of 3.12 and a standard deviation of 0.51. Limited assessment resources that created difficulties in monitoring learners' progress obtained a weighted mean of 3.10 with a standard deviation of 0.44, and limited instructional materials that made it difficult to provide appropriate accommodations obtained a weighted mean of 3.08 with a standard deviation of 0.58. Barriers related to classroom conditions, instructional resources, and professional development were thus encountered more frequently than the others.

Difficulty in designing varied instructional strategies obtained a weighted mean of 3.06 with a standard deviation of 0.52, and managing diverse learner behaviors obtained a weighted mean of 3.04 with a standard deviation of 0.57. Limited parental involvement obtained a weighted mean of 3.00 with a standard deviation of 0.55, and lack of confidence in handling complex learning needs obtained a weighted mean of 2.94 with a standard deviation of 0.50. Limited collaboration with specialists obtained the lowest weighted mean of 2.86 with a standard deviation of 0.63, although it remained within the "Sometimes" category. While collaboration, parental involvement, instructional planning, classroom management, and teacher confidence posed challenges, they were encountered only occasionally. The respondents therefore experienced situational barriers, particularly large class sizes, limited instructional time, insufficient professional development opportunities, and inadequate instructional resources, which may have affected the consistency and effectiveness of inclusive practices without entirely preventing teachers from supporting LSENs.

These findings support the UDL framework of Rose and Meyer (2002), since limitations in resources, time, and classroom conditions may have constrained teachers' ability to implement flexible, learner-centered practices consistently. They also align with Gagné (1985), as constraints in time, materials, and training may have limited the design and delivery of well-structured accommodations for varying learner needs. They are consistent with Bandura (1977) as well, because although the respondents only occasionally reported lack of confidence as a barrier, strengthening professional competence and providing continuous institutional support may further enhance confidence in implementing accommodations. Starks and Reich (2023) emphasized that barriers to inclusive education commonly stem from limited professional development opportunities, inadequate instructional resources, and classroom-related challenges, and Kamran et al. (2023) reported that teachers' attitudes, access to support systems, and professional learning opportunities significantly influenced successful implementation, which underscores the importance of sustained institutional support and capacity building.

Relationship between preparedness and barriers

The Pearson Product-Moment Correlation Coefficient was used to determine whether a significant relationship existed between teachers' preparedness and the barriers they encountered. The computed r-value of 0.468 indicates a moderate positive correlation. The p-value of 0.001 was lower than the 0.05 level of significance (two-tailed); thus, the null hypothesis was rejected, and the relationship was deemed significant. A statistically significant relationship therefore exists between teachers' preparedness and the barriers encountered in implementing instructional accommodations.

The positive direction means that teachers who reported higher preparedness also tended to report greater awareness of barriers. This may be because teachers who are more knowledgeable and actively engaged in inclusive practices are better able to recognize the complexities of addressing the needs of LSENs. The result does not indicate that preparedness increases barriers. Rather, more prepared teachers appear to become more conscious of the instructional, environmental, and institutional constraints that affect implementation. The finding supports Gonzaga et al. (2024), who reported that teacher preparedness significantly influenced the implementation of inclusive education and that teachers with greater instructional competence were more capable of identifying challenges affecting inclusive practices. Mamites et al. (2025) likewise emphasized that although teachers demonstrated adequate preparedness, they continued to encounter challenges related to instructional adaptation, limited resources, and insufficient institutional support, which indicates that preparedness alone does not eliminate barriers but enables teachers to recognize and address them more effectively. Alharbi and Iqtadar (2024) similarly found that preparedness contributed significantly to successful implementation but did not completely overcome barriers associated with inadequate resources, limited professional development, and classroom constraints, which suggests that external factors also shape the success of accommodations.

The findings differ from those of Logroño and Gongora (2023), who suggested that greater teacher readiness was generally associated with fewer implementation difficulties because competent teachers were better equipped to manage inclusive classroom challenges. This difference may be attributed to variations in research setting, participant characteristics, availability of school resources, and institutional support. In the present study, more prepared teachers may have been more exposed to inclusive practices and consequently more aware of the practical barriers they encountered.

The result supports the UDL framework of Rose and Meyer (2002), which holds that effective inclusive instruction requires flexible teaching approaches and adequate support systems. Although the respondents demonstrated moderate preparedness, barriers related to time, instructional resources, large class sizes, and professional collaboration remained evident, so successful implementation of UDL depends not only on teacher competence but also on supportive school conditions. The result also aligns with Gagné's (1985) emphasis on systematic lesson planning, instructional adaptation, and scaffolding, since barriers associated with resources, time, and collaboration may have limited the consistent application of these principles despite adequate preparedness. It is consistent with Bandura's (1977) view that teachers' beliefs in their capabilities influence their practices and persistence. The moderate positive relationship suggests that more prepared teachers continued to encounter barriers but were more capable of recognizing, understanding, and responding to them in implementing accommodations for LSENs.

Synthesis of findings

In sum, the 50 purposively selected respondents were predominantly experienced, female, higher-ranked teachers, with 38 or 76.00% aged 35 years and above, 42 or 84.00% female, 18 or 36.00% with 11-15 years of teaching experience, and 20 or 40.00% holding the position of Master Teacher 1. They demonstrated a "Moderately Prepared" level of preparedness, with an aggregate mean of 3.04 and an aggregate standard deviation of 0.47, showing strengths in assessment, instructional adaptation, and progress monitoring and relative weaknesses in collaboration and parent communication. They sometimes encountered barriers, with an aggregate mean of 3.05 and an aggregate standard deviation of 0.52, most notably large class size, limited time, and limited training. The Pearson Product-Moment Correlation Coefficient revealed a moderate positive and significant relationship between preparedness and barriers ($r = 0.468$, $p = 0.001$, significant at $p < 0.05$, two-tailed), leading to the rejection of the null hypothesis. Taken together, these results address the four objectives that concern the profile, the level of preparedness, the extent of barriers, and their relationship. They contribute to the literature by showing that greater preparedness can coincide with greater awareness of barriers, so that teacher readiness must be matched by institutional support, adequate resources, continuous training, and collaboration. These findings provide the empirical basis for the summary of findings, conclusions, recommendations, and the proposed action plan presented in the succeeding chapters.

CONCLUSION

The study concluded that teachers' preparedness and the barriers encountered in implementing instructional accommodations are central considerations in strengthening inclusive education practices at Tuyom Senior High School and Juan Enriquez Macalalag National High School in the Carcar City Division during the school year 2025-2026. Drawing on data gathered from 50 teacher-respondents through structured survey questionnaires, and analyzed using frequency, percentage, weighted mean, standard deviation, and Pearson's correlation coefficient, the findings show that the respondents were largely experienced professionals. They were concentrated in the middle to late career stages, predominantly female, moderately to extensively seasoned in service, and, in large proportion, occupying higher professional ranks such as Master Teacher I. This profile suggests that the teaching workforce possessed substantial exposure to classroom instruction and learner management, which provides a strong foundation upon which inclusive practices may be further developed.

In relation to preparedness, the respondents were moderately prepared overall in implementing instructional accommodations. They were most prepared in applying appropriate assessment strategies for learners with special educational needs, adapting teaching strategies to diverse abilities, monitoring and evaluating learners' progress, and providing alternative instructional approaches when learners had difficulty understanding lessons. These strengths indicate that teachers are generally capable in the core instructional and assessment functions of accommodation. However, comparatively lower preparedness was observed in collaborating with fellow teachers and other professionals in planning accommodations, communicating with parents or guardians about learners' needs and progress, identifying appropriate accommodations based on individual needs, and demonstrating confidence in implementing accommodations for learners with special educational needs. It may therefore be concluded that the teachers' competence is stronger in direct classroom practice than in the collaborative, communicative, diagnostic, and confidence-related dimensions of inclusive education.

With respect to barriers, the respondents sometimes encountered difficulties in implementing instructional accommodations. The most frequently encountered were large

class sizes, limited time to modify instruction, limited training opportunities, inadequate assessment resources, and insufficient instructional materials. Other barriers, including difficulty in designing varied instructional strategies, managing diverse learner behaviors, limited parental involvement, lack of confidence in handling complex learning needs, and limited collaboration with specialists, were experienced only occasionally. Taken together, these results imply that barriers were present but varied in frequency depending on the instructional context and the available support, and that structural and resource-related constraints weigh more heavily on teachers than pedagogical or relational concerns.

Furthermore, the study established a moderate positive and statistically significant relationship between teachers' preparedness and the extent of barriers encountered, as shown by a Pearson correlation coefficient of 0.468 with a p-value of 0.001, which led to the rejection of the null hypothesis. This finding indicates that preparedness is significantly associated with the barriers teachers experience. A plausible interpretation is that teachers who are more prepared also become more aware of the challenges involved in implementing instructional accommodations in inclusive classrooms. Accordingly, the relationship between the assessed variables underscores the need to address both teacher competencies and classroom-related challenges in supporting learners with special educational needs.

In light of these conclusions, it is recommended that the proposed Action Plan be implemented to enhance teachers' preparedness in implementing instructional accommodations for learners with special educational needs in inclusive classrooms. The plan should strengthen teachers' competencies in identifying and applying appropriate instructional accommodations and improve collaboration with fellow teachers and other education professionals. In this way, the recommendations respond directly to the areas of lower preparedness and the persistent barriers identified, thereby contributing to more effective and sustainable inclusive classroom practices.

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