

Teachers' Capabilities And Challenges In Implementing Inclusive Education In Barili District 2

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Abstract — Teachers maintain an important role in implementing inclusive education practices in the Philippines, especially with the Enhanced Basic Education Act of 2013 and the Adoption of the National Inclusive Education Framework. Thus, this study investigated teachers' capabilities and challenges in implementing inclusive education in Barili District 2. It assessed teachers' perceived knowledge of legal frameworks, skills in addressing diverse student needs, and attitudes toward assessment, alongside the challenges encountered in areas such as professional development, mentorship, resources, policy support, and gender-based differences. Utilizing a comparative descriptive design, 110 teachers and administrators from 14 elementary schools participated via a validated self-administered survey. Quantitative analysis involved descriptive statistics and an Independent Samples t-test. Results indicated that teachers in Barili District 2 reported strong knowledge of inclusive education policies (3.74) and skills in differentiating instruction (3.72). They expressed positive attitudes, particularly in collaborating for assessment (4.14). However, significant systemic challenges persisted, especially in resource adequacy (3.96), mentorship and collaborative learning (3.86), policy support (3.69), and ongoing professional development (3.67). The t-test revealed no significant gender-based differences in perceived challenges ($t = -0.64$, $p = 0.524$), underscoring the need for universal support mechanisms. Therefore, while teachers demonstrate readiness for inclusive education in theory and practice, institutional barriers, most notably resource limitations, insufficient support networks, and inconsistent policy application, remain unresolved. These findings expand local and national understanding of the operational realities of inclusion, pointing to the need for enhanced resource allocation, robust professional development, and targeted reforms in policy delivery and monitoring. Study limitations include reliance on self-reports and district-level focus. Recommendations encourage stakeholders to adopt collaborative, well-resourced, and context-specific strategies to strengthen inclusive education for all learners.

Keywords — inclusive education, teacher capabilities and challenges

I. INTRODUCTION

Inclusive education has emerged as a global priority in advancing equality and access, emphasizing the need to accommodate diverse learners, including those with special needs, disabilities, and marginalized backgrounds [1]. In the Philippines, policies such as the Enhanced Basic Education Act of 2013 and the National Inclusive Education Framework reflect the government's commitment to inclusive practices, underscoring the importance of preparing teachers to meet the needs of all students [2]. Despite these initiatives, implementation remains uneven, with teachers often facing challenges in adapting to inclusive settings due to limited training, resources, and systemic support [3].

Teacher preparedness, encompassing knowledge, skills, and attitudes, has been identified as a critical factor in the success of inclusive education [4]. Knowledge of legal frameworks and rights-based policies, such as the UN Convention on the Rights of Persons with Disabilities, empowers teachers to uphold inclusive principles, yet studies reveal variability in familiarity and compliance [5] [6] [7]. Skills in addressing diverse learning needs, including differentiated instruction, formative assessment, and the use of assistive technologies, are equally essential but frequently underdeveloped due to gaps in pre-service and in-service training [8] [9] [5]. Attitudes and dispositions also play a decisive role: positive beliefs foster efficacy and motivation, while negative or ambivalent attitudes, often shaped by socio-cultural norms and institutional constraints, hinder effective practice [10] [11] [12].

Persistent challenges in teacher education further complicate inclusive implementation. Pre-service programs often lack sufficient exposure to inclusive pedagogies, while in-service training is irregular and inaccessible for many educators [13] [14]. Collaborative mentorship and professional learning communities have been identified as effective strategies to strengthen teacher competencies, but these remain underutilized [15]. Collectively, these gaps highlight the need for context-specific investigations into how teachers perceive their capabilities and challenges in implementing inclusive education.

Anchored in Vygotsky's socio-cultural theory, which emphasizes the role of social interaction and support systems in learning, this study addresses the observed disparity in inclusive practices across regions by focusing on Barili District 2, a rural district in Cebu. Previous research has largely concentrated on urban or national contexts, leaving rural realities underexplored. This study therefore aims to assess teachers' perceived capabilities—knowledge of policies, skills in addressing diverse needs, and attitudes toward inclusive assessment—and the challenges they encounter in training, resources, mentorship, and policy support. It also examines gender-based differences in these challenges.

By generating localized evidence, the study seeks to inform targeted interventions, professional development programs, and policy adjustments tailored to the district's unique context. Ultimately, it contributes to strengthening teacher preparedness and fostering inclusive practices that are both contextually relevant and aligned with global standards, supporting the broader goal of equitable and sustainable education in the Philippines.

II. METHODS

This study employed a comparative descriptive design to assess teachers' perceived capabilities and challenges in implementing inclusive education in Barili District 2. The descriptive aspect facilitated systematic collection and presentation of data on teachers' knowledge, skills, attitudes, and challenges, while the comparative component enabled examination of differences between male and female teachers. Such a design is widely recognized in educational research for its ability to capture perceptions, competencies, and barriers without manipulating variables, thereby supporting evidence-based conclusions [16] [17].

A total of 110 teachers and school administrators from 14 public elementary schools in Barili District 2 participated, selected through non-probability convenience sampling based on accessibility, availability, and willingness to participate. Inclusion criteria required participants to be full-time teachers or administrators directly involved in instruction or supervision at the elementary level, while exclusion criteria ruled out non-teaching personnel, those on extended leave, and part-time or volunteer teachers. All participants were licensed in-service educators, with qualifications ranging from bachelor's degrees to graduate units in education or related fields, and teaching experience spanning less than five years to more than two decades, ensuring representation across career stages.

Data were collected using a self-constructed survey questionnaire divided into three parts: demographic and professional profile, perceived capabilities (knowledge, skills, and attitudes) measured on a 5-point Likert scale, and challenges in implementing inclusive education across six domains: attitudes and dispositions, pre-service training, ongoing professional development, mentorship and collaborative learning, resources and support systems, and policy support. Content validity was established through expert review, construct validity through pilot testing with 20 teachers from a neighboring district, and reliability through Cronbach's alpha, which yielded coefficients of 0.88 for capabilities and 0.91 for challenges. Test-retest reliability with 15 pilot participants produced correlation coefficients above 0.80, confirming temporal stability.

Survey administration was conducted between May and August 2025 following approval from school administrators. The researcher personally distributed and collected questionnaires to ensure clarity and timely completion. Responses were organized and prepared for statistical analysis. Weighted means were computed for each indicator, interpreted using established ranges (strongly agree: 4.21–5.00; agree: 3.41–4.20; neutral: 2.61–3.40; disagree: 1.81–2.60; strongly disagree: 1.00–1.80). Independent Samples t-tests were applied to determine significant differences in challenges faced by male and female teachers.

Ethical protocols were strictly observed. Participation was voluntary, with informed consent obtained from all respondents. Confidentiality and anonymity were maintained by excluding identifying information and securely storing data. Participants were assured of their right to withdraw at any time, and the study adhered to principles of beneficence, non-maleficence, and fairness to minimize risks and ensure meaningful impact.

III. RESULT AND DISCUSSION

Teachers' Capabilities in Implementing Inclusive Education

Table 1

Teachers' Capabilities in terms of Knowledge (Understanding Legal Frameworks and Policies Supporting Inclusive Education)

Statements	Weighted Mean	Verbal Interpretation
I am well-informed about the legal frameworks and policies supporting inclusive education in my country.	3.88	Agree
I can clearly explain the rights of students with diverse learning needs as outlined in educational policies.	3.87	Agree
I regularly update my knowledge on current laws and guidelines related to inclusive education.	3.55	Agree
I understand how national and local policies translate into practical implementation in the classroom.	3.70	Agree
I feel confident in my ability to advocate for students based on existing inclusive education policies.	3.69	Agree
Overall Weighted Mean	3.74	Agree

Legend:

4.21–5.00	Strongly Agree
3.41–4.20	Agree
2.61–3.40	Neutral
1.81–2.60	Disagree
1.00–1.80	Strongly Disagree

Table 1 reveals that teachers in Barili District 2 possess strong knowledge of legal frameworks and policies supporting inclusive education, as reflected in an overall weighted mean of 3.74 (“Agree”). Notably, teachers scored highest on being well-informed about national policies (3.88) and explaining the rights of diverse learners (3.87), indicating sound theoretical understanding and readiness to communicate foundational aspects of inclusion. However, areas such as regularly updating policy knowledge (3.55) and confidence in advocating for students based on policies (3.69) registered slightly lower agreement, suggesting some room for improvement in continuous professional learning and proactive advocacy. These findings imply that while the teachers have successfully internalized inclusive education principles, bridging the gap between theoretical awareness and practical, ongoing adaptation is essential for sustained implementation. Recent scholarship emphasize that targeted professional development and reflective agency significantly support teachers in applying policy knowledge and advocating for students in dynamic classroom settings [5] [18] [19]. Therefore, leveraging existing policy awareness by investing in regular updates and advocacy training can empower Barili District 2 teachers to transform informed commitment into effective, inclusive practice.

Table 2

Teachers' Capabilities in terms of Skills (Knowledge of Diverse Learning Needs)

Statements	Weighted Mean	Verbal Interpretation
I possess a strong understanding of various learning disabilities and developmental delays.	3.74	Agree
I can effectively identify the diverse learning needs of students in my classroom.	3.73	Agree
I am knowledgeable about different teaching strategies suitable for students with diverse learning needs.	3.55	Agree
I can differentiate instruction to meet the individual learning requirements of all my students.	3.85	Agree
I am skilled in adapting curriculum materials for students with varying learning styles and abilities.	3.71	Agree
Overall Weighted Mean	3.72	Agree

Legend:

4.21–5.00	Strongly Agree
3.41–4.20	Agree

2.61–3.40	Neutral
1.81–2.60	Disagree
1.00–1.80	Strongly Disagree

Table 2 demonstrates that teachers in Barili District 2 generally perceive themselves as possessing strong skills and knowledge for addressing diverse learning needs, reflected in an overall weighted mean score of 3.72 (“Agree”). Teachers showed the greatest confidence in their ability to differentiate instruction (3.85), followed by a strong understanding of various learning disabilities and developmental delays (3.74), and effective identification of diverse learning needs (3.73). Likewise, they report skill in adapting curriculum materials to students with varying learning styles and abilities (3.71). However, their lowest—though still positive—confidence was in their familiarity with a wide repertoire of teaching strategies for diverse learners (3.55), highlighting an area needing further support. This self-assessment suggests that teachers are well-positioned to promote inclusive education through differentiation and curriculum adaptation but may benefit from targeted professional learning to broaden their strategy toolkit. Research emphasizes that differentiated instruction and adaptive teaching have a direct positive effect on student achievement and classroom inclusivity, but sustained professional development is necessary to ensure teachers can navigate the full spectrum of learning needs in inclusive classrooms [19] [20] [21] [22]. These findings reinforce the need for teacher development programs that focus on expanding practical teaching strategies for inclusion and regularly updating knowledge on current pedagogical innovations.

Table 3

Teachers' Capabilities in terms of Attitude (Assessment for Learning)

Statements	Weighted Mean	Verbal Interpretation
I believe that all students, regardless of their abilities, can achieve academic success.	4.13	Agree
I view assessment as a tool to inform my teaching and improve student learning.	4.17	Agree
I am committed to providing equitable assessment opportunities for all students, including those with diverse needs.	4.03	Agree
I regularly use formative assessment strategies to monitor student progress and adjust my instruction.	4.17	Agree
I have a positive attitude towards collaborating with special education teachers and specialists for student assessment.	4.19	Agree
Overall Weighted Mean	4.14	Agree

Legend:

4.21–5.00	Strongly Agree
3.41–4.20	Agree
2.61–3.40	Neutral
1.81–2.60	Disagree
1.00–1.80	Strongly Disagree

Table 3 underscores the positive attitudes of teachers in Barili District 2 towards assessment for learning, evidenced by an overall weighted mean of 4.14 (“Agree”) and consistently high ratings across all statements. Teachers express strongest agreement with collaborating with special education professionals for assessment (4.19), reflecting readiness for team-based inclusive practices. Their regular use of formative assessment (4.17), commitment to equitable assessment (4.03), and belief that all students can achieve academic success demonstrate a strong foundational mindset oriented toward continuous improvement, equity, and inclusion. These results imply a culture where assessment is valued as a developmental tool for both teaching and student achievement, and where collaboration is actively embraced to address diverse needs. The slightly lower, though still strong, commitment to providing equitable opportunities (4.03) indicates that while the intent is present, further professional development may be necessary to strengthen equitable assessment practices. Recent research affirms that teachers’ positive attitudes and collaborative approaches, when paired with culturally responsive and equitable assessment practices, are critical for realizing inclusive education [23] [24] [25] [26]. These findings highlight the need to reinforce equitable assessment policies and provide teachers with ongoing support to transform good intentions into consistently effective practice.

Challenges Encountered in Implementing Inclusive Education

Table 4

Challenges Encountered in Implementing Inclusive Education in terms of Attitudes and Dispositions

Statements	Weighted Mean	Verbal Interpretation
Negative attitudes of some colleagues towards inclusive education hinder its effective implementation.	3.69	Agree
I have encountered resistance from parents who are hesitant about inclusive classroom settings.	3.56	Agree
A lack of belief in the capabilities of students with diverse needs is a significant challenge.	3.87	Agree
It is challenging to change the mindset of individuals who prefer segregated education for students with disabilities.	3.76	Agree
The prevailing societal stereotypes about disability impact the success of inclusive education.	3.85	Agree
Overall Weighted Mean	3.75	Agree

Legend:

4.21–5.00	Strongly Agree
3.41–4.20	Agree
2.61–3.40	Neutral
1.81–2.60	Disagree
1.00–1.80	Strongly Disagree

Table 4 reveals that teachers in Barili District 2 perceive significant attitudinal and dispositional barriers to implementing inclusive education, with an overall weighted mean of 3.75 (“Agree”). The consensus is strongest regarding the lack of belief in the capabilities of students with diverse needs (3.87) and the impact of prevailing societal stereotypes about disability (3.85), followed by the challenge of changing mindsets favoring segregated education (3.76). Negative attitudes among colleagues (3.69) and resistance from parents (3.56) are also recognized as barriers. These findings imply that, regardless of teachers’ positive personal knowledge and attitudes towards inclusion, challenges from both the social environment and within the school community substantially hinder the progress of inclusive education. Contemporary research echoes these results, highlighting how negative beliefs, social stigma, and institutional resistance create persistent obstacles at the cultural and systemic levels that must be addressed through multi-level interventions, community awareness campaigns, and collaborative school efforts [27] [28] [29] [30]. The persistent influence of societal stereotypes and limited stakeholder buy-in underscores the necessity for district-wide initiatives—moving beyond mere teacher training to actively engaging parents, colleagues, and the broader community in building inclusive mindsets and supportive practices.

Table 5

Challenges Encountered in Implementing Inclusive Education in terms of Comprehensive Pre-service Teacher Training

Statements	Weighted Mean	Verbal Interpretation
Negative attitudes of some colleagues towards inclusive education hinder its effective implementation.	3.69	Agree
I have encountered resistance from parents who are hesitant about inclusive classroom settings.	3.56	Agree
A lack of belief in the capabilities of students with diverse needs is a significant challenge.	3.87	Agree
It is challenging to change the mindset of individuals who prefer segregated education for students with disabilities.	3.76	Agree
The prevailing societal stereotypes about disability impact the success of inclusive education.	3.85	Agree
Overall Weighted Mean	3.75	Agree

Legend:

4.21–5.00	Strongly Agree
3.41–4.20	Agree
2.61–3.40	Neutral
1.81–2.60	Disagree

1.00–1.80 Strongly Disagree

Table 5 indicates that teachers in Barili District 2 generally agree their pre-service training was insufficient in preparing them for inclusive education, as evidenced by an overall weighted mean of 3.63 (“Agree”). Teachers most strongly highlighted the need for updates to the pre-service curriculum to reflect current inclusive practices (weighted mean = 3.85) and acknowledged lacking practical experience with students with disabilities (3.71), while noting inadequate emphasis on instructional strategies for diverse learners as a considerable gap (3.38). These findings imply a significant disconnect between the formal teacher preparation programs and the actual competencies needed for inclusive classrooms. The call for curriculum reform and practical exposure resonates with contemporary literature, which stresses that pre-service training should integrate hands-on experiences and up-to-date inclusive pedagogy to foster teacher readiness [31] [32] [33] [34]. Teacher education institutions must address these gaps by revising curricula, embedding inclusive pedagogies, and ensuring meaningful practicum experiences that prepare future teachers not just with theoretical knowledge, but with real-world skills for supporting diversity and inclusion.

Table 6

Challenges Encountered in Implementing Inclusive Education in terms of Ongoing Professional Development

Statements	Weighted Mean	Verbal Interpretation
There are not enough opportunities for ongoing professional development in inclusive education.	3.46	Agree
The professional development programs offered are often not practical or relevant to my classroom needs.	3.55	Agree
Access to specialized training for specific disabilities is limited.	3.75	Agree
Time constraints and heavy workloads prevent me from participating in professional development activities.	3.83	Agree
The quality of ongoing professional development in inclusive education needs significant improvement.	3.78	Agree
Overall Weighted Mean	3.67	Agree

Legend:

4.21–5.00 Strongly Agree
 3.41–4.20 Agree
 2.61–3.40 Neutral
 1.81–2.60 Disagree
 1.00–1.80 Strongly Disagree

Table 6 illustrates that teachers in Barili District 2 encounter significant challenges with ongoing professional development related to inclusive education, as reflected by an overall weighted mean of 3.67 (“Agree”). The most pressing barrier identified is time constraints and heavy workloads, which strongly impede participation in professional development activities (3.83). Teachers further express concern about limited access to specialized training for specific disabilities (3.75), the need for improvement in the quality of professional development (3.78), and the lack of practicality and relevance in existing programs (3.55). Notably, insufficient opportunities overall (3.46) compound these issues. These findings suggest a pressing need for systemic changes in the professional development infrastructure. Teachers’ willingness to engage in lifelong learning is evident, but their ability is substantially hampered by logistical burdens and the disconnect between training offerings and their real classroom needs. Current research emphasizes that collaborative and context-responsive professional development models are key for effective inclusion, especially when tailored to educators’ schedules and needs [27] [35] [36] [37]. Addressing time constraints, increasing access to relevant, high-quality, and specialized training, and fostering collaborative learning communities will be pivotal for supporting continuous teacher growth and advancing inclusive education in Barili District 2.

Table 7

Challenges Encountered in Implementing Inclusive Education in terms of Mentorship and Collaborative Learning

Statements	Weighted Mean	Verbal Interpretation
I have limited access to experienced mentors who can guide me in inclusive practices.	3.73	Agree
Opportunities for collaborative learning with other teachers on inclusive education are scarce.	3.76	Agree
A lack of a strong support network among teachers hinders the implementation of inclusive education.	3.86	Agree
It is challenging to find time for peer collaboration and shared problem-solving.	4.00	Agree
The absence of a formal mentorship program for inclusive education creates difficulties for new teachers.	3.96	Agree
Overall weighted Mean	3.86	Agree

Legend:

4.21–5.00	Strongly Agree
3.41–4.20	Agree
2.61–3.40	Neutral
1.81–2.60	Disagree
1.00–1.80	Strongly Disagree

Table 7 shows that teachers in Barili District 2 agree there are substantial challenges related to mentorship and collaborative learning in implementing inclusive education, as reflected in an overall weighted mean of 3.86 (“Agree”). The greatest concern is finding time for peer collaboration and shared problem-solving (4.00), followed by difficulties arising from the absence of a formal mentorship program (3.96), a lack of strong support networks (3.86), limited access to experienced mentors (3.73), and scarce collaborative opportunities (3.76). These findings signal systemic flaws in teacher support structures, suggesting that while foundational attitudes and knowledge about inclusion may be present, crucial ongoing support—especially for newer teachers—is lacking. The implications are clear: district efforts must prioritize developing formal mentorship programs, fostering collaborative learning communities, and creating conditions (such as time allowances) that enable regular peer interaction. Recent studies stress that institutionalized mentorship and collaborative school cultures are vital enablers for both teacher growth and inclusive practice sustainability, while their absence can leave teachers feeling isolated and under-supported [27] [34] [38]. Addressing these deficits is essential for equitable, sustained improvement in inclusive educational outcomes.

Table 8

Challenges Encountered in Implementing Inclusive Education in terms of Adequate Resources and Support Systems

Statements	Weighted Mean	Verbal Interpretation
We lack sufficient teaching aids and assistive technologies for students with diverse needs.	4.10	Agree
The student-teacher ratio makes it difficult to provide individualized attention to all students.	4.05	Agree
There is inadequate funding for inclusive education programs and resources.	3.91	Agree
Access to specialists (e.g., speech therapists, occupational therapists) is limited.	3.91	Agree
The current support systems for inclusive education are insufficient to meet student needs.	3.83	Agree
Overall Weighted Mean	3.96	Agree

Legend:

4.21–5.00	Strongly Agree
3.41–4.20	Agree
2.61–3.40	Neutral
1.81–2.60	Disagree
1.00–1.80	Strongly Disagree

Table 8 shows that teachers in Barili District 2 consistently agree that significant resource and support system challenges hinder the effective implementation of inclusive education, as indicated by an overall weighted mean of 3.96 (“Agree”). The strongest consensus is around the lack of sufficient teaching aids and assistive technologies (4.10), followed by difficulties in providing individualized attention due to high student-teacher ratios (4.05). Teachers also report inadequate funding (3.91), limited access to specialists (3.91), and insufficient existing support systems (3.83) for meeting diverse student needs. These findings mean that, despite teachers’ willingness and skills, the local education system falls short in supplying the foundational resources necessary for quality inclusive instruction—especially in areas like technology and specialist supports. Philippine and international studies in recent years reinforce that resource shortages, infrastructure gaps, and limited funding are persistent barriers that directly impact instructional quality and inclusion efforts [35] [39]. Addressing resource deficiencies through improved funding, better access to assistive technologies, and strengthening support services is thus critical for sustainable and meaningful inclusive education in Barili District 2.

Table 9

Challenges Encountered in Implementing Inclusive Education in terms of Policy Support

Statements	Weighted Mean	Verbal Interpretation
Existing policies for inclusive education are not consistently implemented at the school level.	3.75	Agree
There is a disconnect between national inclusive education policies and local school practices.	3.70	Agree
The lack of clear guidelines for inclusive education implementation creates confusion.	3.62	Agree
Policies often do not address the practical challenges faced by teachers in inclusive classrooms.	3.54	Agree
Insufficient government support and monitoring of inclusive education policies are significant barriers.	3.87	Agree
Overall Weighted Mean	3.69	Agree

Legend:

4.21–5.00	Strongly Agree
3.41–4.20	Agree
2.61–3.40	Neutral
1.81–2.60	Disagree
1.00–1.80	Strongly Disagree

Table 9 reveals that teachers in Barili District 2 commonly agree that policy support for inclusive education is inadequate and inconsistently implemented, as evidenced by an overall weighted mean of 3.69 ("Agree"). The strongest agreement centers on insufficient government support and monitoring (3.87), while teachers also note inconsistent school-level implementation (3.75), disconnects between national policies and local practices (3.70), vague guidelines creating confusion (3.62), and policies not addressing practical classroom challenges (3.54). These findings highlight deep systemic issues: even as national laws and frameworks exist, their meaningful translation into school practice is lacking. Teachers’ responses indicate that policy intent often fails to result in action at the grassroots level due to gaps in resources, oversight, and clear procedural guidance. This reflects broader concerns in recent Philippine and international literature, which report uneven policy enactment, a lack of sustained monitoring, and confusion stemming from unclear guidelines and weak school-level adaptation [34] [40] [41]. For inclusive education to truly progress in Barili District 2, reforms must strengthen the operationalization of policy mandates, bridge implementation gaps between levels, and equip teachers with actionable, contextually relevant guidance and support.

Test of Difference

Table 10

Test of Difference between the Challenges Encountered by Male and Female Teachers

	Significance Level	t-value	p-value	Decision
Male	0.05	-0.64	0.524	Accept H ₀
Female				

Table 10 presents the results of an Independent Samples t-Test evaluating whether there is a significant difference in the

challenges faced by male and female teachers in implementing inclusive education in Barili District 2. With a t-value of -0.64 and a p-value of 0.524, which exceeds the significance threshold of 0.05, the null hypothesis is accepted; this indicates no statistically significant difference between the experiences of male and female teachers regarding these challenges. This outcome suggests that, despite existing gender disparity in the local teaching workforce, both male and female teachers encounter largely similar obstacles in promoting inclusive education. The challenges are systemic rather than gender-specific, therefore, interventions and support mechanisms should be universally designed to address the needs of all teachers. Such findings are echoed in recent Philippine and international studies showing that demographic factors like gender have negligible impact on educators' perceived readiness and challenges in inclusion, while professional development opportunities and institutional support remain the primary determinants of successful practice [40] [41] [42].

IV. CONCLUSION

It is concluded that teachers in Barili District 2 possess strong foundational knowledge, skills, and positive attitudes regarding the implementation of inclusive education, particularly in understanding legal frameworks, differentiating instruction, and employing assessment for learning. However, the persistent and significant challenges they encounter, most notably in areas of resources, support systems, mentorship, collaborative learning, professional development, and policy enactment, underscore systemic barriers that hinder effective and sustainable inclusion. Practical difficulties such as insufficient teaching aids, inadequate funding, limited access to specialists, unclear policy guidelines, and the absence of robust mentorship and collaboration programs were consistently reported, echoing themes in current research that emphasize the critical role of institutional support and infrastructure. Notably, no significant gender differences were found in the perception of these challenges, indicating that support interventions should be universally applied to all teachers. While these results contribute to the Philippine literature on inclusive education by providing localized insights and affirming broader patterns, the study is limited by its reliance on self-reported data and its focus on a single district. Future research should consider longitudinal designs and multi-stakeholder perspectives. Stakeholders and policymakers are encouraged to address these gaps through reforms in resource allocation, program development, professional learning communities, and more practical policy guidance to ensure the effective realization of inclusive education practices at both district and national levels.

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