

Handling Diverse Learners from the Experiences of Teachers in Inclusive Education

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Abstract

This study explores the experiences, challenges, coping mechanisms, and insights among teachers in the Loreto District. Findings reveal that the typical day in the classroom when working with learners with varying needs is full of adjustments, struggles, tiring, and welcoming. However, some of the adjustments made in lessons to support students with different learning profiles include using differentiated activities, modifying, and simplifying. The experience significantly shaped an inclusive teaching approach, including personalizing support, never neglecting answers, adjusting to unique learning needs, modifying instructions, explicit teaching, reteaching, and adaptation. Experiences in Inclusive Education that Encourage Learners to do Better in Class include boosting confidence, celebrating small wins, showing belonging, providing feedback, reinforcement, and giving special attention and appreciation. Some difficulties often encountered in supporting diverse learners in the classroom include a lack of support from parents, a lack of materials, difficulty finding effective strategies, difficulty managing diverse learners, and difficulty with students' attitude and behavior. However, there are misunderstandings from parents, peers, and even administrators regarding inclusive practices, such as unrealistic expectations, lack of respect and collaboration, stigma and separation, denial and resistance, and misunderstanding of support. The specific situation of inclusive education makes a meaningful difference for a student, such as seeing students improve and grow, increasing students' participation, seeing students understand, and being happy with the lesson. The Areas for improvement in inclusive education include teacher training awareness, emotional and moral support, additional personnel to cater to diverse needs, instructional materials, assistance devices, and practical life skills. The guidance for beginning teachers to work in inclusive classrooms is to be more patient, creative, observant, and resourceful, embrace continuous learning, be dedicated and not lazy, celebrate small wins, and identify students' strengths.

Keywords: elementary education, inclusive education, diverse learners, teachers' experiences, challenges, coping mechanisms, insight, phenomenological study, Philippines

INTRODUCTION

The Problem and Its Background

Inclusive education integrates learners of diverse abilities and backgrounds into a shared learning environment. However, a gap exists in implementing inclusive strategies, particularly in elementary classrooms. Teachers struggle with adapting instruction, managing diverse needs, and accessing resources to support inclusion (Melloria & Gaylo, 2024). Addressing these challenges is essential to ensuring equity in Microsoft.QuickAction.Bluetoothable learning opportunities for all students.

According to the National Center for Education Statistics (NCES, 2022), 76% of students in the United States with specific learning disabilities and 89% with speech or language impairments spend most of their school time in general education classrooms, i.e., requiring teachers to adapt instruction, manage behavior, and provide motivational support. American teachers often use differentiated strategies, assistive technologies, and collaborate with specialists to meet diverse needs. However, in countries like Pakistan, limited teacher training, lack of resources, and weak policy implementation hinder inclusive practices (Hassan, 2023). Similarly, in low- and middle-income countries such as Nigeria and Cambodia, only about 10% of children with disabilities attend school, reflecting both access barriers and teacher unpreparedness (World Bank, 2021). These disparities highlight the urgent need for teacher-focused interventions tailored to national contexts.

In Southeast Asia, approaches to inclusive teaching vary. In Thailand, teachers face significant challenges in multilingual classrooms, where language diversity complicates communication with students with special needs, especially when combined with cognitive or behavioral impairments (Saikham, 2025). Indonesian educators have made progress in religious and special education settings, but mainstream teachers often lack practical strategies to effectively modify lesson plans or manage inclusive classrooms (Aprianur & Lutfi, 2025). Malaysia has introduced teacher training programs focused on inclusive practices, helping educators develop skills in individual education planning, peer-mediated instruction, and behavioral interventions. Nevertheless, concerns persist regarding the consistency of classroom support and how well teachers can engage students with complex learning profiles (Riccucci, 2025).

The Department of Education (DepEd) has launched various policies promoting inclusive education in the Philippines. However, implementation remains inconsistent, with only 30% of public schools having adequate resources to support students with special needs (Handayani & Suranto, 2025). A study by Monteiro and Rodrigues (2025) revealed that more than 50% of teachers in Manila feel unprepared to handle the diverse learning needs of students in inclusive classrooms. Additionally, socioeconomic factors play a significant role, as over 40% of students from low-income families lack access to necessary learning accommodations (Fälth et al., 2025).

In Agusan del Sur, the province's predominantly rural landscape challenges the implementation of inclusive education. Many teachers lack sufficient training in inclusive teaching methods, limiting their ability to support learners with diverse needs effectively. Compounding this are infrastructure limitations, including a shortage of assistive devices, outdated instructional materials, and the minimal presence of specialized programs for children with disabilities. The province's cultural and linguistic diversity, particularly with indigenous groups such as the Manobo and Higaonon, further emphasizes the need for context-sensitive strategies. However, most schools have yet to integrate mother tongue-based instruction into their inclusive practices, making classroom engagement and learning accessibility more difficult for many students.

Despite existing research on inclusive education, limited literature focuses on the specific strategies teachers employ to support diverse learners, particularly in elementary classrooms. Research on localized best practices remains scarce in the Philippines and Agusan del Sur context, necessitating further exploration into practical, context-specific approaches. Addressing this research gap will provide educators, policymakers, and stakeholders valuable insights in enhancing inclusive education in elementary classrooms.

Purpose of the Study

This phenomenological study aimed to explore the strategies employed by the seven teachers in handling

diverse learners in inclusive elementary classrooms. Focusing on the lived experiences of seven (7) teachers, this research employed in-depth interviews (IDI) as the primary method of data collection. It sought to uncover the specific strategies educators used in handling students with varying needs and the challenges they faced in doing so. The study aimed to provide insights into how teachers managed inclusivity, promoted equitable learning opportunities, and overcame barriers to the effective implementation of inclusive education.

Review of Related Literature and Studies

This section reviews existing literature and studies that explore inclusive education in elementary settings. It highlights the pedagogical frameworks, challenges, and strategies relevant to teachers' experiences in inclusive classrooms.

Inclusive Education. A pedagogical tool known as inclusive education guarantees that every student, from all origins or ability levels, has equal chances to engage in the learning process. It is grounded in the concept of equality, hence appreciating variation in the classroom (Alharbi, 2022). Studies show that inclusive education not only helps students with disabilities but also fosters a respect and teamwork among all pupils (Shutaleva et al., 2023). Nevertheless, poor teacher preparation and resource allocation still cause many educational systems to struggle with completely implementing inclusive policies (Magnússon & Göransson, 2019). Teachers' attitudes and institutional support define most of the efficacy of inclusive education (Rapp & Corral-Granados, 2024).

The right of every student to access high-quality education inside regular classrooms is one of the fundamental ideas behind inclusive education. This is consistent with the "no child left behind" theory, which holds that every student ought to be provided suitable help to achieve academically (Daniela & Lytras, 2019). Notwithstanding its benefits, problems still exist like the lack of specialized educational methodologies and adaptive curricula to meet different demands (Kefallinou et al., 2020). Many times, teachers say they are unprepared to handle the vast range of learning demands, which would impede the effective use of inclusive methods (Schwab, 2020). Thus, to improve inclusive education, regulatory changes and professional growth are absolutely crucial.

The way inclusive education is included into school cultures and educational policies determines its longevity. It calls for a change from divided educational paradigms to more adaptable and customized learning surroundings (Maksymchuk et al., 2021). Full inclusion is hampered, meanwhile, by differences in resources and different degrees of institutional dedication (Ainscow, 2020). Research showing effective inclusive education models highlight cooperative teaching strategies and the adoption of universal design for learning principles (Bhroin & King, 2020). Inclusive education runs the danger of being carried out unevenly in many educational environments without enough money and systematic assistance.

The global human rights campaigns stressing the right to education for all have helped to shape inclusive education policies. Education systems were first mostly segregated, with special schools serving pupils with disabilities (De Matthews & Serafini, 2021). But a turning point in worldwide inclusive education advocacy came from the Salamanca Statement in 1994 (Hartman et al., 2020). Many nations struggle to offer sufficient resources and teacher training for effective inclusion, therefore policy implementation differs even with international accords (Leijen, Arcidacono, & Baucal, 2021). These gaps show how urgently ongoing policy changes are needed.

The slow movement toward inclusive policy mirrors larger society shifts in attitudes regarding diversity and handicap. Early inclusive models concentrated on including children with special needs into regular classrooms without enough support systems (Florian, 2019). To provide fair access, modern methods,

however, stress universal design for learning and tailored support (Walton & Engelbrecht, 2024.). Still, there are difficulties especially in underdeveloped areas where infrastructure and financial restrictions prevent inclusive education from fully realizing itself (Amor et al., 2019). Effective bridging of these discrepancies depends on a stronger policy framework.

Modern inclusive education approaches have been much shaped by legislative developments. Global attitudes on inclusive education have been shaped by historic regulations as the Individuals with Disabilities Education Act (IDEA) in the United States (Agbedahin, 2019). Critics counter that legislative changes may fail to translate into useful classroom techniques, so leaving instructors unprepared to meet different learning requirements (Mensah, 2019). Moreover, the disparities in policy execution among many educational environments aggravate them (De Wit & Altbach, 2021). Dealing with these problems calls a coordinated effort by communities, legislators, and teachers.

Though there is great development, the application of inclusive education policies differs greatly among nations and educational institutions. Studies show that although many regulations support inclusion, they sometimes lack clear directions for pragmatic implementation in several classroom environments (Stracke et al., 2019). Furthermore impeding the complete integration of inclusive education values are cultural and socioeconomic constraints (Fuentes & Zelaya, 2021). A move toward evidence-based methods and ongoing teacher professional development is absolutely necessary if significant change is to be attained (Levstik & Barton, 2022). Without such steps, inclusion policies run the danger of being aspirational rather than transforming.

An inclusive classroom guarantees that every student, from any backgrounds or ability level, has fair access to learning possibilities. Studies show that inclusion supports academic and social growth as well as a feeling of belonging among many students (Eden & Chisom, 2024). Lack of resources and training, however, makes many teachers difficult to apply inclusive policies (Woodcock et al., 2022). Furthermore, certain educational institutions still struggle to establish culturally sensitive surroundings that fit various demands (Mohanty, 2023). Dealing with these obstacles calls for thorough teacher preparation and institutional assistance to maintain inclusive learning.

Establishing an inclusive classroom calls for a change to student-centered educational methods stressing group projects and customized support. High self-efficacy instructors are reportedly more successful in creating inclusive settings (Prasetyo et al., 2021). Nonetheless, systematic problems include inflexible courses and poor application of policies impede these initiatives (Molina Roldán et al., 2021). Furthermore aggravating inequalities in various classes are the absence of assistive devices and varied teaching styles (Mustoip et al., 2024). Schools have to use flexible teaching strategies that enable several learning approaches if they are to go beyond these obstacles.

The long-term viability of inclusive education depends on encouraging a friendly classroom environment that welcomes variation. Studies show that inclusive environments are much shaped by culturally sensitive instruction (O'Leary et al., 2020). Many teachers, meanwhile, struggle to eliminate unconscious prejudices and advance equity in their classroom environments (Akbarovna, 2024). Furthermore, the little integration of social-emotional learning in conventional courses prevents students from developing an inclusive attitude (Nishina & Bellmore, 2019). Schools should thus provide professional development initiatives that provide instructors with tools to properly promote diversity top priority.

Legal Basis. Inclusive education in the Philippines is anchored on legal frameworks such as the Enhanced Basic Education Act (RA 10533), yet issues remain in actual classroom practice. Despite this legal foundation, inconsistencies in teacher training and curriculum alignment persist. For instance, Carvajal et

al. (2025) noted the gap between teacher education programs and inclusive teaching demands. Similarly, Morales and Espinosa (2023) emphasized the lack of structured support for learners with disabilities. Furthermore, Reyes (2020) pointed out administrative challenges in enforcing inclusive mandates.

Although inclusive education is constitutionally mandated and reinforced by RA 7277 or the Magna Carta for Persons with Disabilities, implementation still faces numerous gaps. Manlapaz (2021) revealed that local education units lack specific guidelines for inclusive classroom execution. Likewise, Villaruel (2023) observed that SPED teachers are unevenly distributed, particularly disadvantaging rural areas. In addition, Orense (2020) argued that budget allocations for inclusive resources are disproportionately low relative to demand, limiting the law's full realization in schools.

The Department of Education's Order No. 72, s. 2009 institutionalized inclusive education, yet policy awareness among teachers remains low. For example, Santos (2021) found that many elementary teachers are unaware of key legal directives related to inclusivity. Along the same lines, Diestro and Javier (2022) highlighted the weak dissemination of inclusive education policies at the school level. More recently, Mabunga (2024) stressed that without legal literacy, teachers cannot be expected to implement inclusive frameworks effectively.

Despite the enactment of Republic Act No. 11650 in 2022, which aims to strengthen inclusive education systems, gaps remain in translating legal intent into school-based realities. According to Pabilona (2023), some schools still operate without designated inclusion coordinators. Furthermore, Garcia and Acosta (2019) identified that special needs accommodations are inconsistently provided across public schools. Meanwhile, Rances (2021) indicated that school leaders themselves are often unclear on their responsibilities under this new law.

While the Philippines has adopted global standards through laws aligned with the Salamanca Statement and UNCRRPD, systemic inequities persist. Fernandez (2018) noted that despite alignment, the country struggles with full compliance due to resource shortages. Likewise, Manalastas and Delos Reyes (2022) reported that indigenous and geographically isolated learners are excluded from inclusive initiatives. Moreover, Tolentino (2021) argued that laws lack enforcement mechanisms, resulting in uneven application across regions and school types.

Diverse Learners in Elementary Education. In elementary education, diverse learners those from many cultural, language, and cognitive backgrounds demand distinct instructional methodologies. Research shows that satisfying various learning needs still depends critically on teacher readiness, which is lacking (Owens & Wells, 2021). Implementing culturally sensitive teaching strategies that promote diversity often challenges educators (Roose et al., 2019). Many school systems also lack the tools required to give kids with impairments fair learning chances including language obstacles (Yan et al., 2021). Dealing with these issues calls for policy changes and professional development programs to provide instructors with successful pedagogical tools.

Diversity of learners calls for adaptive learning settings that meet different cognitive and social-emotional demands. Research show that instructors' opinions about inclusive education affect their capacity to welcome various pupils (Roose et al., 2019). Standardized curriculum that neglect to accommodate various learning styles cause many teachers, however, trouble differentiating instruction (Korpershoek & Canrinus, 2020). Moreover, kids from underprivileged backgrounds often show differences in academic performance because of systematic prejudices and restricted access to specific help (Hanif, 2019). Bridge these learning gaps by applying student-centered teaching strategies.

Effective integration of many students in primary schools depends on a whole strategy including policy execution, teacher preparation, and community involvement. Studies show that inclusive teaching strategies when properly applied help to increase student involvement (Mulyawati et al., 2022). But many schools lack the tools and technology needed to support inclusive education, therefore aggravating educational inequality (Ford, 2021). Teachers also sometimes need continuous education to grasp the difficulties of dealing with students from many backgrounds (McKoy & Lind, 2022). Fostering inclusive learning environments depends critically on strengthening institutional support and supporting equitable teaching strategies.

One important group of varied students in inclusive classrooms are those with disabilities. Studies show that many schools lack the required adjustments to completely integrate students with disabilities even if legislative systems encourage inclusive education (Mezzanotte, 2022). Inadequate professional preparation in special education techniques causes teachers to struggle often with differentiating instruction (Borgonovi et al., 2021). Furthermore, kids with impairments can experience social stigmatizing which limits their involvement in classroom activities (Varsik, 2022). Schools have to use evidence-based interventions, support teacher development, and peer support programs encouraging acceptance and cooperation if they are to guarantee genuine inclusion.

In inclusive elementary classrooms, English language learners (ELLs) also account for an increasing population. Studies reveal that language obstacles seriously affect academic performance since many ELL students struggle to understand instruction given in a non-native tongue (Pérez Cañado & Siepmann, 2022). Many times lacking sufficient background in bilingual education, teachers find it challenging to apply successful language acquisition techniques (Björnsson, 2020). Furthermore more likely to be misclassified in special education are ELLs due to assessment prejudices (Rutigliano & Quarshie, 2021). Schools have to offer language development initiatives to help these students and implement culturally sensitive teaching strategies.

Two more different student groups with different educational demands are gifted kids and socio-economically deprived ones. Studies show that when instructional tactics fall short of challenging brilliant students' aptitudes, they sometimes show academic disengagement (OECD, 201). On the other hand, pupils from low-income homes suffer with restricted access to educational resources, which causes ongoing success discrepancies (Topping et al., 2022). The combination of socioeconomic level and giftedness complicates educational fairness even more since disadvantaged gifted individuals sometimes lack chances for development (Cerna et al., 2021). Dealing with these gaps calls for focused interventions including fair access to high-quality education and enrichment programs.

Generally speaking, diverse learners in general education environments sometimes encounter systematic obstacles preventing their academic progress. For example, students with impairments suffer from inadequate teacher preparation and insufficient suitable accommodations (Hartman et al., 2020). English language learners (ELLs) similarly battle with language hurdles that affect their comprehension and involvement in classroom activities (Juvonen, Lessard, & Rastogi, 2019). Limited access to learning tools and support systems is another difficulty socio-economically deprived pupils face (Nyimbili & Mwanza, 2021). These problems draw attention to the importance of carefully crafted laws supporting inclusion and fairness.

Still a major obstacle in allowing different students in regular classrooms is the lack of differentiated instruction. Research indicates that insufficient professional development makes many teachers unprepared to apply inclusive teaching practices (Basham, Blackorby, & Marino, 2020). Moreover, strict

courses can overlook the particular requirements of gifted students and those needing specialized help (Khaleel, Alhosani, & Duyar, 2021). Furthermore detrimental to the confidence and drive of underprivileged pupils is social stigmatizing inside peer groups (Kurth et al., 2020). Dealing with these obstacles calls both ongoing teacher development and the acceptance of adaptable, inclusive pedagogies. Diversity in inclusive elementary classrooms greatly affects teaching and learning, hence teachers must use flexible and culturally sensitive pedagogical strategies. Studies show that although varied classrooms present difficulties with language barriers and specialized instruction, they also encourage enhanced learning opportunities (Mohanty, 2023). Lack of training and institutional support causes teachers great challenges in using inclusive pedagogies (Belluigi & Thomas, 2021). Furthermore, different students participate in different degrees depending on how much their cultural origins are included into the course (Majoko, 2019). Dealing with these issues calls for systematic adjustments in curriculum design and teacher preparation.

Different learners affect instructional strategies, so differentiated teaching approaches become necessary to fit different learning environments. Studies show that many teachers find it difficult to strike a balance between customized instruction and standardized curricula, therefore producing differences in student results (Ackah-Jnr & Udah, 2021). Furthermore, students from underrepresented backgrounds may suffer from hidden prejudices in evaluation and grading systems (Schwab, 2020). Research underlines also the need of creating inclusive educational settings that support peer learning and teamwork (Molina Roldán et al., 2021). Dealing with these differences depends on improving teacher readiness by means of professional growth.

Diversity in classrooms calls for pedagogical strategies that not only allow for but also use of variations to promote inclusive learning. Although different settings promote social cohesiveness, researchers contend that they also demand rigorous classroom management techniques to reduce conflicts and guarantee fair participation (Fuentes & Zelaya, 2021). Restricted resources and strict courses that do not represent students' life experiences usually prevent the integration of multicultural education (Nishina & Bellmore, 2019). Moreover, teacher attitudes toward diversity and their capacity to promote good interactions among students define the efficacy of inclusive education (Juvonen et al., 2019). Good inclusion plans have to be supported by institutional policies and grounded on statistics.

Strategies for Differentiated Instruction. Differentiated instruction is a teaching strategy meant to change teaching approaches, content, and assessment methodologies so as to meet various learning demands. Particularly in inclusive classrooms where students have varied capacities, research shows that differentiation improves student participation and learning results (Woodcock et al., 2022). Implementing differentiated education, however, forces teachers to create adaptive teaching strategies which many find difficult given insufficient training (Onyishi & Sefotho, 2020). Furthermore, tight courses often limit the adaptability required to fit particular student requirements (Majoko, 2019). Dealing with these challenges calls both institutional assistance as well as continuous professional growth.

Differentiated instruction's importance in inclusive elementary classrooms is found in its capacity to advance individualized learning and equity. Studies demonstrate that children with special educational needs have better academic achievement and self-confidence when teachers properly apply difference (Mulyawati et al., 2022). Time limits and high student-teacher ratios, however, make many teachers find it difficult to create and execute new tactics (Schwab, 2020). Furthermore complicating the acceptance of inclusive teaching strategies is a lack of institutional resources and support networks (Puzio & Colby,

2020). Sustainable differentiation methods depend on investments in teacher education and school resources.

By meeting various cognitive, language, and social-emotional requirements, differentiated instruction is essential for creating an inclusive classroom. Effective differentiation, according to research, calls for teachers to use several instructional tactics including formative assessment techniques and flexible grouping and formative assessment approaches (Pozas et al., 2020). But because of little experience and training, many teachers lack confidence in their ability to implement differentiated teachings (Bai & Guo, 201). Moreover, strategies of standardized testing that give uniformity top priority above individual learning development often compromise the efficiency of differentiation (Bondie et al., 2019). Schools have to include differentiation into curriculum development and teacher preparation programs if they are to have maximum influence.

Content modification in inclusive classrooms calls for rearranging resources to fit students' different learning styles and degrees of ability. Teachers should change their resources, teaching strategies, and learning goals to fit various cognitive and language requirements, according to research (Woodcock et al., 2022). Rigid curricular structures, however, often impede efficient content change, hence making it challenging for teachers to personalize learning (Qorib, 2024). Moreover, the absence of easily available and varied teaching tools inhibits inclusivity in elementary schools (Rasmitadila et al., 2020). Dealing with these issues calls for institutional help in creating adaptable courses and offering varied teaching resources.

Fostering an inclusive classroom that meets different student needs depends on changing the way we teach. Flexible grouping and scaffolded learning among other differentiated instruction techniques have been found to improve comprehension and involvement (Schwab, 2020). But many teachers lack the tools and knowledge needed to properly apply process changes, which results in uneven application (Rasmitadila et al., 2020). Furthermore, requirements for standardized tests sometimes limit teachers' flexibility in changing their teaching strategies (Bondie et al., 2019). Schools have to make investments in policy changes bolstering adaptive learning strategies and professional development initiatives.

Changing our instruction will help us to create an inclusive classroom that satisfies various student requirements. Among other diversified instruction strategies, flexible groupings and scaffolded learning have been demonstrated to increase comprehension and participation (Schwab, 2020). Many educators, however, lack the skills and understanding required to correctly implement process modifications, so leading to unequal application (Rasmitadila et al., 2020). Moreover, sometimes standards for standardized examinations restrict teachers' ability to modify their curricula (Bondie et al., 2019). Schools have to commit funds to policy adjustments strengthening professional development programs and adaptive learning approaches.

By offering disciplined help that progressively declines as pupils grow independent, scaffolding is absolutely essential in supporting varied learners. Studies show that scaffolding breaks down difficult work into doable chunks, hence improving understanding and involvement (Sharma, 2024). Time restrictions and inadequate professional preparation, however, make many teachers difficult to properly apply scaffolding (Cagape et al., 2023). Furthermore, strict courses often restrict teachers' capacity to customize training to fit particular student requirements (Durán-Martínez et al., 2024). Dealing with these difficulties calls for ongoing professional growth as well as the inclusion of adaptable teaching strategies to maximize student performance.

Another crucial tactic that supports groupings with flexibility and heterogeneous learning in inclusive classrooms is flexible grouping. Research indicates that dynamic student groups depending on aptitude, interest, or learning styles improve peer interactions and academic success (González-Ortega & Martín-Pastor, 2024). Flexible grouping should, however, be applied inconsistently to cause differences in student involvement and participation (Sun et al., 2023). Moreover, especially in big classes (Keppens & Consuegra, 2021), teachers could find it challenging to properly oversee several groups. Giving teachers enough tools and training can help flexible grouping to create inclusive learning environments more effective.

Universal Design for Learning (UDL) Approaches. By addressing learner variability, the Universal Design for Learning (UDL) framework offers a research-based method for building inclusive learning environments. UDL stresses creating adaptable courses that eliminate obstacles and give every student including those with impairments and varied learning needs equal possibilities (Rao et al., 2023). Three main ideas many ways of engagement, representation, and action/expression grateful-freixenet et al., 2020 form the framework. But limited training and institutional restrictions cause teachers to find it difficult to practically apply UDL (Baybayon, 2021). Improving teacher preparedness will help UDL to be more effective in inclusive classrooms.

The UDL framework's emphasis on several modes of representation which guarantees that instructional materials fit various learning styles is essential for its component. Studies show that when material is given in several formats visual, aural, and kinesthetic UDL increases student comprehension and retention (Hossmann, 2024). Many schools, nevertheless, lack the required technical means to properly apply varied teaching resources (Rusconi & Squillaci, 2023). Teachers could also object to implementing UDL techniques because of worries about a growing workload and insufficient institutional support (Veshal, 2024). Dealing with these issues calls for funding professional development initiatives as well as technology.

Multiple means of action and expression, the third principle of UDL lets students show their knowledge in different ways, therefore increasing their involvement and self-efficacy. Research shows that offering substitute evaluation tools including portfolios and project-based learning improves student performance and drive (Kelly et al., 2022). Standardized testing approaches, however, sometimes contradict UDL's adaptable approach, therefore restricting chances for alternate evaluations (Zhang et al., 2024). Furthermore, teachers' capacity to create inclusive learning environments successfully will determine UDL's performance (Sewell et al., 2022). Completely implementing UDL ideas depends on policy reforms supporting flexible assessment methods.

Inclusive classrooms must offer several ways of representation if they are to meet different learning requirements. Studies show that utilizing visual, aural, and kinesthetic resources improves student accessibility and comprehension (Sanger, 2020). Limited access to technology and resources, however, makes many institutions difficult to apply these approaches (Woodcock et al., 2022). Furthermore lacking professional development chances to properly combine several instructional approaches are teachers (Franklin & Harrington, 2019). Dealing with these obstacles calls for institutional support in curriculum development and access to varied instructional resources to generate fair learning opportunities for every student.

Inclusive classrooms' engagement plans have to take into account the different interests and learning styles of the students. Research shows that gamified instruction, cooperative learning, and practical applications boost student engagement and motivation (Harrington, 2019). But strict curricula and large student-teacher

ratios can impede individualized engagement plans (Erickson & Fornauf, 2020). Moreover, when teaching strategies contradict their strengths, children with impairments can experience more difficulties engaging themselves (Scott & Bruno, 2022). Schools have to use flexible teaching approaches and teacher development initiatives to make sure that engagement tactics really serve every student.

Giving pupils several modes of expression lets them show what they have learned in ways that fit their preferences and strengths. Studies of alternate assessment strategies including digital portfolios and project-based learning indicate they boost student performance and self-efficacy (Munster & Gonçalves, 2019). Still, in many educational institutions, standardized testing is a key obstacle to adaptable expression (Vasquez et al., 2019). Furthermore restricting students' capacity to properly communicate their knowledge is a dearth of assistive technologies (Finkelstein et al., 2021). Universal Design for Learning (UDL) ideas should be included into assessment systems by educational institutions to assist different students.

Originally used extensively in elementary schools to promote inclusivity, universal design for learning (UDL) has shown great success in raising student involvement and learning results according to case studies. Studies show that UDL-based teaching strategies such as flexible instruction and multimodal content delivery have greatly improved academic performance across various students (Rao, 2021). Still, there are difficulties like institutional obstacles to complete UDL adoption and low teacher preparation (Rusconi & Squillaci, 2023). Effective adoption of UDL in elementary environments depends on administrative support and professional development programs addressing these challenges (Smith & Frey, 2024).

Case studies show even more how well UDL models operate when customized to fit particular student requirements. Studies reveal, for example, that UDL techniques like scaffolded education and technology integration improve accessibility and comprehension, thereby benefiting students with impairments (Eichhorn et al., 2019). Nonetheless, the lack of adaptive learning tools in many institutions makes fair application difficult (Craig et al., 2022). Furthermore uneven adoption of UDL results from different instructor opinions and insufficient resources (Zhang et al., 2021). Dealing with these deficiencies calls for consistent funding in infrastructure and technologies centered on UDL.

Differentiated instruction, adaptable tests, and group learning environments are among UDL best practices. Van Boxtel and Sugita (2022) study shows how well choice-based assessments and interactive activities support student agency and motivation. Notwithstanding these advantages, the strict framework of standardized testing often restricts teachers' capacity to use flexible evaluation techniques (Sanguinetti, 2024). Furthermore complicating classroom management is the application of student-centered learning paradigms (Roski & Nehring, 2021). Maintaining the success of UDL in inclusive classrooms depends on constant training for teachers and policy support.

Culturally Responsive Teaching Strategies. Inclusive classrooms must have cultural understanding and responsiveness if we are to make sure children from many backgrounds feel appreciated and supported. Research shows that by including students' cultural knowledge and life experiences into education (Cherng & Davis, 2019), culturally responsive teaching (CRT) increases student involvement and academic success. Many teachers, meantime, lack the required knowledge to apply CRT successfully, which results in differences in learning results (Schachner, 2019). Furthermore difficult to provide inclusive learning settings is the fact that strict curricula can ignore different cultural viewpoints (Parkhouse et al., 2019). Dealing with these issues calls both curriculum change and professional growth.

Instruction with cultural sensitivity improves social-emotional growth and strengthens good classroom dynamics. Research indicates that students who find their cultural identities reflected in the course show higher self-esteem and drive (Clauhs et al., 2020). Notwithstanding these advantages, a major obstacle to CRT adoption is the lack of institutional support and teacher confidence in handling sensitively relevant issues (Abacioglu et al., 2020). Furthermore complicating teachers' attempts to give fair education for multilingual students is language obstacles (Kieran & Anderson, 2019). Integration of culturally varied materials and strengthening of CRT training programs will help to close these gaps.

Inclusive education systems stress the requirement of cultural responsiveness in teaching strategies to produce fair learning environments. Studies show that by encouraging a sense of belonging, culturally sensitive teaching might help close achievement inequalities among underprivileged pupils (Muñiz, 2019). Standardized assessment techniques, however, often overlook cultural variations in learning styles, therefore disproportionately hurting minority pupils (McKoy & Lind, 2022). Moreover, some teachers find it difficult to balance CRT with requirements for standardized curricula, therefore restricting their capacity to fully include inclusive teaching approaches (Howard, 2019). Schools have to create adaptable rules that facilitate CRT while also preserving academic standards.

Fostering inclusive learning environments depends on including the cultural backgrounds of the students into the curriculum. By including students' living experiences into course of instruction, research indicates that culturally sensitive teaching improves student involvement (Larios & Zetlin, 2023). Lack of culturally varied teaching resources, however, makes many teachers find it challenging to apply these techniques (Biasutti et al., 2020). Furthermore, strict courses and standardized tests often restrict the adaptability required to fit different cultural points of view on learning opportunities (Matthews & López, 2019). Dealing with these obstacles calls both constant professional development for teachers and structural curriculum overhaul.

By ensuring that the curriculum reflects every learner, culturally appropriate pedagogy fosters equity. Integrating literary and historical accounts from several civilizations has proved in studies to promote critical thinking and social consciousness (Hernandez, 2022). Notwithstanding its advantages, schools where teachers lack knowledge in culturally sensitive teaching strategies still face difficulties (Mukminin et al., 2019). Furthermore challenged by some educators is juggling mandatory curriculum goals with culturally inclusive education (Sorkos & Hajisoteriou, 2021). To help the efficient integration of students' cultural backgrounds, schools have to apply organized training programs and curricular flexibility policies. One can greatly help to close cultural gaps in education by means of technology. Digital platforms and multimedia resources let teachers provide several points of view in ways that more successfully include their pupils (da Silva & Amorim, 2024). But differences in technological availability lead to inequality, especially in underfunded educational environments (Biasutti et al., 2019). Teachers might also lack the technical ability required to include digitally sensitive resources into their lessons (Awang-Hashim & Kaur, 2019). Dealing with these problems calls for fair distribution of resources, teacher preparation, and educational technology investments to improve culturally inclusive learning environments.

Encouragement of student involvement and academic performance depends on an inclusive and courteous classroom environment. Research indicates that by including students' varied origins into educational tactics (Eden & Chisom, 2024), culturally sensitive teaching (CRT) promotes inclusion. Lack of professional development in equity-based teaching strategies, however, makes many teachers difficult to apply CRT (Mullen et al., 2021). Furthermore restricting chances for inclusive education are systematic

prejudices in curriculum design that fail to reflect the variety of students (Mezzanotte et al., 2021). Dealing with these issues calls for coordinated school-wide initiatives to advance culturally appropriate instruction. Strong student-teacher relationships and social-emotional learning promotion are effective tools for creating an inclusive classroom. Research shows that restorative justice techniques including classroom circles and conflict-resolution training produce respectful and safe learning settings (Dewsbury & Brame, 2019). Many institutions, meanwhile, lack the administrative assistance and tools required to properly apply these strategies (Shields & Hesbol, 2020). Moreover, unconscious prejudices among teachers could lead to differences in disciplinary policies, therefore disproportionately impacting pupils from underprivileged backgrounds (Nishina et al., 2019). Schools have to use bias-reducing techniques and give continuous training if they are to guarantee success.

Furthermore depending on inclusive classroom settings are cooperative learning approaches and student-centered education. Studies reveal that different learning groups and peer cooperation help pupils to appreciate each other and lower social barriers (Schwarzenhal et al., 2020). But strict classroom environments and standardized tests often restrict teachers' adaptability in applying such approaches (Rissanen, 2021). Furthermore impeding inclusivity are cultural misinterpretations between teachers and students, which emphasizes the importance of cross-cultural competency education (Hymel & Katz, 2019). Inclusive educational paradigms that support mutual respect, fairness, and belonging for every student must first take front stage in schools.

Collaborative Teaching Approaches. By using the abilities of many teachers, cooperative teaching strategies in inclusive classrooms help to foster fair learning. Studies show that co-teaching models where general and special educators share instructional responsibilities increase student involvement and learning outcomes (Woodcock et al., 2022). Effective teamwork, however, depends on constant professional development and well defined roles qualities many schools lack (Lindner & Schwab, 2020). Furthermore limiting the application of collaborative practices and hence affecting their impact on student progress is irregular planning time among teachers (Kefallinou & Symeonidou, 2020). Dealing with these obstacles calls both administrative dedication and structural help.

To improve inclusive education, co-teaching approaches such team teaching, station teaching, and parallel teaching have been embraced somewhat extensively. These strategies, according to research, help teachers to give customized teaching catered to various requirements, thereby improving student learning (Espericueta, 2019). Co-teachers run difficulties, nevertheless, when they lack professional growth in cooperation techniques or shared planning time (Hughes, 2020). Furthermore, variations in teaching ideologies might lead to disparities in instruction, therefore reducing the value of co-teaching strategies (Hoffert, 2023). Dealing with these problems calls both systematic co-teaching instruction for teachers and administrative support.

By means of shared expertise, cooperation between general and special education teachers guarantees the meeting of various student requirements, therefore promoting inclusive learning. By offering specialized support in normal classrooms, co-teaching reportedly increases student involvement and learning results (Hartman et al., 2020). Effective teamwork is hampered, though, by constraints including limited planning time and role uncertainty (Kart & Kart, 2021). Furthermore lacking are chances for professional development for co-teaching techniques, which influences the quality of instruction (Ní Bhroin & King, 2020). Dealing with these issues calls both organized training courses and institutional help. Special education teachers should work closely with general education teachers to ensure that supports aren't viewed as "extras" and that students who need supports don't feel singled out or pushed aside. This means

an ongoing dialogue with general education teachers on strategies, making sure that they're being implemented effectively and not causing disruptions for students or staff. Regular check-ins with general education teachers—email updates, classroom visits, etc.—ensure that supports for students evolve as necessary (Phillips, 2025)

Fostering inclusive primary classrooms depends critically on good communication and shared decision-making. Research shows that organized and transparent teacher cooperation improves student involvement and support (Egitim, 2025). But difficulties such as inadequate professional training and poor structured communication impede teamwork (Leenders et al., 2019). Furthermore, a major concern in inclusive education is making sure that every participant, including parents, participate actively in decision-making (Mustoip et al., 2024). Dealing with these difficulties calls for methodical communication systems and ongoing education to help inclusive learning settings.

Social-Emotional Support and Classroom Management. A key component of inclusive education, social-emotional learning (SEL) promotes student well-being, academic success, and classroom cohesiveness. Studies show that SEL enhances emotional control, peer interactions, and involvement among various students (Van Pham, 2024). Still, problems with its use arise from uneven teacher preparation and poor curriculum integration (Dobia et al., 2019). Furthermore still under issue in many classrooms is making sure SEL approaches are culturally sensitive (Stark et al., 2024). Dealing with these challenges calls for thorough programs for teacher preparation and a dedication to include SEL into regular classroom environments.

In inclusive elementary environments, building a good and encouraging classroom community helps different students flourish both academically and socially. Studies show that using restoring justice techniques improves peer relationships and lowers behavioral disputes (Lodi et al., 2021). Furthermore encouraging a feeling of inclusiveness and belonging are organized classroom activities and group projects under collaborative learning (De Matthews & Serafini, 2021). Inconsistent teacher training in inclusive techniques, however, sometimes reduces their efficacy (Shields & Hesbol, 2020). Dealing with these gaps calls for school-wide policies stressing diversity and professional development initiatives.

Good behavior management strategies are very important for creating an inclusive learning environment since they help different students and reduce disturbance. Studies show that proactive techniques including regular routines and positive reinforcement improve student involvement and lower behavioral obstacles (Woodcock et al., 2022). But because of little training and support, teachers may find it difficult to apply inclusive behavior management (Stevenson et al., 2020). Including culturally sensitive techniques also guarantees that behavioral standards fit the various backgrounds of the pupils, therefore creating a more encouraging classroom (Boyle et al., 2020).

Role of Assistive Technology and Adaptive Materials. By offering accessibility and improving involvement in inclusive classrooms, assistive technology solutions are quite important in helping different students. Tools such as interactive learning platforms and speech-to-text software enable students with impairments to engage more successfully in classroom environments (Haleem et al., 2022). But often the efficacy of these tools is limited by accessibility issues and inadequate teacher preparation (Salas-Pilco & Oshima, 2022). Studies indicate that including artificial intelligence into assistive devices can help to enhance customized training and further tailor learning environments (Nordström et al., 2019).

By allowing for different learning demands, adaptive learning tools and digital resources greatly improve tailored training in inclusive classrooms. These tools help students with diverse learning abilities engage better and provide different lessons (Parveen & Ramzan, 2024). Still, problems including computer

literacy differences and accessibility gaps endure (Kem, 2022). Recent research highlight how artificial intelligence helps teachers to better personalize learning by enabling them to give focused help and instantaneous feedback (Yeung, 2021).

Inclusive education has embraced technology extensively in order to support different learners by offering easily available and customized learning environments. Case studies show that digital tools including adaptive learning systems and assistive technologies much improve student involvement and academic performance (Holloway & Ranzato, 2025.). Still major issues, nevertheless, include differences in technological availability and inadequate teacher preparation (Ojo & Olugbade, 2025). Furthermore, good integration of educational technology depends on legislative support and continuous assessment to guarantee fair learning results (Rofi'i, 2025).

Parental and Community Involvement in Inclusive Education. Fostering inclusive education depends on involving families in the learning process since it improves student results and promotes the home-school relationship (Haleem et al., 2022). Studies show that for many students, family participation helps them to feel motivated academically and to fit in (De Matthews & Serafini, 2021). Effective cooperation can be hampered, though, by cultural variances and communication obstacles (Wakabayashi, 2020). Schools have to have inclusive policies that support family involvement and supply tools to close these disparities.

Inclusive education depends on strong home-school alliances since they raise student performance, conduct, and general well-being. Effective communication, cultural sensitivity, and shared decision-making are reportedly the main approaches for encouraging significant parent-teacher cooperation (Kaur, 2024). But family involvement can be hampered by things like language variations and socioeconomic problems (Graham & Truscott, 2021). To deepen these alliances, schools have to apply inclusive policies including home visits, digital communication channels, and culturally relevant outreach (Masondo & Mabaso, 2025).

By offering necessary support services, professional development, and easily available learning chances for different students, community resources significantly contribute to promote inclusive education. By providing extra educational materials and specialized programs, partnerships with local businesses, libraries, and non-profits help schools establish inclusive settings (Hartman et al., 2020). Ensuring fair access to these services is hampered, meantime, by financing and resource allocation disparities (Ainscow, 2020). Inclusive classrooms improve student involvement and sense of belonging by means of cooperative projects between educational institutions and community partners (Benigno et al., 2021).

Challenges and Barriers in Implementing Inclusive Strategies. Systemic obstacles including poor teacher preparation, limited resources, and organizational constraints typically prevent inclusive education from being implemented in elementary schools (Siuty, 2019). Lack of training in inclusive pedagogies is reported by many teachers as limiting their capacity to properly help different students (Schwab, 2020). Moreover, institutional constraints including financial constraints and a lack of trained personnel aggravate the challenge of preserving inclusive practices (Salas-Pilco et al., 2022). Dealing with these structural issues calls for a whole strategy including professional growth, policy change, and more funding for inclusive education facilities.

Often stemming from misunderstandings about its viability and efficacy, resistance to inclusion in primary education is Though studies show that inclusive classrooms benefit every student, some teachers feel that they degrade academic standards and interfere with learning (Siuty, 2019). Furthermore, false ideas about resource distribution fuel resistance since some claim that inclusion takes focus away from students

enrolled in general education (Velasco & Sansone, 2019). Inadequate teacher training also causes resistance since it creates doubt about how well different students may be supported. Dealing with these challenges calls both extensive professional development initiatives and awareness campaigns.

Teacher preparedness, resource allocation, and systematic obstacles are among the several difficulties inclusive education must contend with (Woodcock et al., 2022). Schools have to use evidence-based techniques including professional development programs that improve teachers' self-efficacy in inclusive practices if they are to overcome these obstacles (Rasmitadila et al., 2020). Furthermore, by giving enough assistance and policies to guarantee fairness in education, school leadership is quite important in building an inclusive society (Ainscow, 2020). To meet the various needs of children in inclusive classrooms, successful tactics can include technology integration, differentiation approaches, and cooperative teaching models.

Synthesis

Inclusive education calls for well-organized plans to assist several students in elementary classrooms. Promoting involvement and raising academic success depend on varied instruction, supportive technologies, and close home-school relationships. Effective implementation is frequently hampered, though, by issues like poor teacher preparation, limited resources, and opposition to inclusive methods. Dealing with these obstacles calls for a methodical approach including fair distribution of resources, policy changes, and professional growth. Establishing an inclusive learning environment means working together among teachers, families, and communities to guarantee that every student from all backgrounds or ability level gets high-quality education catered to their particular need.

Theoretical Lens

This study was grounded in the Universal Design for Learning (UDL) theory, developed by David H. Rose and Anne Meyer of the Center for Applied Special Technology (CAST). UDL emphasizes the design of flexible learning environments that proactively accommodate the diverse needs of all learners. The theory posits that students vary in how they engaged, process information and demonstrate understanding thus requiring multiple means of representation, engagement, and expression (Meyer, Rose, & Gordon, 2014). Rather than attributing learning difficulties to students themselves, UDL identifies barriers within the curriculum and advocates for adaptive instructional design to support varied learning abilities.

In the context of this study, UDL Theory was particularly relevant as it provides a structured framework for understanding how teachers and school heads implement inclusive education in elementary classrooms. Many challenges in inclusive settings arisen due to rigid teaching methods that fail to accommodate students with diverse learning profiles, including those with disabilities, linguistic differences, and socio-emotional needs. UDL promotes adaptability in teaching practices, ensuring that instructional methods, assessments, and classroom environments are designed to be accessible to all learners from the outset rather than relying on after-the-fact accommodations (CAST, 2018).

In the application of this theoretical lens, the study aimed to examine the strategies used by teachers and school heads to create inclusive classrooms that support diverse learners effectively. It will explore how educators integrate UDL principles to provide differentiated instruction, used assistive technologies, and adapt curricula to support varying learning needs. Furthermore, the research was investigated the challenges teachers faced in applying UDL-based strategies, such as limited resources, professional training gaps, and resistance to change in traditional classroom structures.

The application of UDL Theory allowed for a deeper understanding of how inclusive strategies impact student learning outcomes and teacher efficacy. By categorizing effective teaching approaches under the

UDL framework, this study was provided insights into best practices and areas for improvement in inclusive education. Additionally, findings was contributed to the development of professional training programs and policy recommendations to enhance the implementation of inclusive education at the elementary level.

Research Questions

This study aimed to explore the strategies employed by teachers and school heads in supporting diverse learners in inclusive elementary classrooms. Specifically, it seeks to answer the following questions:

1. What are the lived experiences of teachers in supporting diverse learners in inclusive elementary classrooms?
2. What challenges do educators face in addressing the diverse needs of learners in inclusive classrooms?
3. What strategies do teachers employ to effectively support diverse learners in an inclusive setting?
4. What insights do teachers and school heads gain from their experiences in implementing inclusive education strategies?

Scope and Delimitation of the Study

This phenomenological study was to explored the strategies employed by teachers in handling diverse learners within inclusive elementary classrooms, focusing on their lived experiences, instructional practices, and the challenges they face. The research was conducted in six public elementary schools located in the municipality of Loreto, Agusan del Sur: Loreto Central Elementary School, Binucayan Elementary School, San Mariano Elementary School, Sto. Tomas Elementary School, Sto. Niño Elementary School, and San Isidro Elementary School. By concentrating on schools in this rural setting, the study provides a localized perspective that may differ from urban inclusive education contexts.

Seven elementary school teachers from the selected schools was participated in this study. Data was collected exclusively through in-depth interviews (IDI), allowing participants to share their personal insights and narratives regarding inclusive teaching practices. The interviews was conducted using a semi-structured guide during the second semester of the 2024–2025 academic year. This approach seeks to uncover effective strategies, persistent barriers, and the day-to-day realities of implementing inclusive education in under-resourced public school settings.

The scope of this study was intentionally limited to the perspectives and experiences of classroom teachers. It does not include the views of school heads, students, parents, or policymakers. While the study examines instructional adaptations, classroom accommodations, and resource-related concerns, it does not address wider systemic issues such as education policy frameworks, parental engagement, or student behavior management.

Moreover, this research was geographically and contextually bound to the municipality of Loreto, Agusan del Sur. Thus, the findings may not be fully representative of inclusive education practices in other regions or more urbanized settings. However, the insights drawn from this specific rural context may contribute meaningfully to the broader discourse on inclusive education in similarly situated communities.

The study aimed to document and to analyze how teachers in rural elementary schools experience and respond to the demands of inclusive education, providing grounded recommendations for future training, support, and policy refinement that align with on-the-ground realities.

Significance of the Study

The findings of this study would serve as a valuable resource for the following beneficiaries:

Learners. Learners would experience a more inclusive and supportive learning environment, where their individual needs are recognized and accommodated. This would contribute to better academic

performance, increased participation, and improved self-confidence, particularly for students with disabilities or learning difficulties.

Teachers. Teachers would benefit from a deeper understanding of effective strategies for supporting diverse learners in inclusive classrooms. The study would provide practical insights into adaptive teaching methods, differentiated instruction, and resource utilization, enabling teachers to create more engaging and accessible learning environments for all students.

School Administrators. School administrators would gain insights into the challenges teachers face in implementing inclusive education and the types of support needed. The findings would help administrators develop professional development programs, allocate resources effectively, and implement policies that strengthen inclusive education in elementary schools.

Department of Education (DepEd). DepEd would benefit from this study by gaining evidence-based insights into the realities of inclusive education at the elementary level, particularly in rural areas like Loreto, Agusan del Sur. The results would inform policy enhancements, curriculum improvements, and teacher training programs to promote more effective inclusive education practices nationwide.

Future Researchers. This study would serve as a foundation for future research on inclusive education, particularly in the context of rural elementary schools. Future researchers could expand on this study by exploring regional differences, long-term impacts of inclusive strategies, and innovative approaches to improving accessibility and support for diverse learners.

Definition of Terms

To establish a common frame of references, the following terminologies are operationally defined:

Challenges. This term refers to the difficulties or barriers encountered by teachers in implementing inclusive education. Challenges may include limited resources, lack of professional training, rigid curricula, and resistance to inclusive practices.

Diverse Learners. This term pertains to students with varying learning needs, including those with disabilities, giftedness, linguistic differences, socio-economic disparities, and cultural diversity. These learners require differentiated instruction and inclusive teaching strategies to ensure equal learning opportunities.

Insights. This term refers to the understanding, realizations, and reflections gained by teachers from their experiences in managing inclusive classrooms. Insights often shape future teaching practices and inform professional growth.

Lived Experiences. This term encompasses the real-life experiences and personal narratives of teachers as they navigate inclusive teaching. Lived experiences provide a deeper, subjective understanding of what it means to teach diverse learners in inclusive settings.

Strategies. This term refers to the specific teaching methods and approaches that : to support diverse learners in inclusive classrooms. These strategies may include differentiate , Universal Design for Learning (UDL), assistive technology, peer-assisted learning, and individualized education plans (IEPs) to accommodate various student needs.

METHODS

Research Design

This study was adopted a qualitative research design, specifically a phenomenological approach, to explore the lived experiences, challenges, strategies, and insights of teachers in implementing inclusive education for diverse learners in elementary classrooms. A qualitative approach was appropriate because

it allows for a deep exploration of teachers' perspectives—revealing how they navigate inclusive practices, the barriers they encounter, the strategies they use, and the insights they develop from their day-to-day experiences (Creswell & Poth, 2018).

The phenomenological approach was focused on understanding the essence of participants' lived experiences, making it particularly suited to capturing the emotional, cognitive, and practical dimensions of inclusive teaching (Neubauer, Witkop, & Varpio, 2019). This approach aimed to provide rich, descriptive narratives that reflect how teachers adapt and implement inclusive education in real-world classroom settings.

To collect data, this study was rely exclusively on in-depth interviews (IDI) with six elementary school teachers from selected schools in Loreto, Agusan del Sur. IDIs will enable participants to share their personal experiences, teaching practices, and reflections in a detailed and unrestricted manner. The use of a semi-structured interview guide will ensure consistency while allowing for open-ended responses that reveal the complexity of inclusive teaching in a rural and under-resourced context.

By focusing solely on IDIs, the study was provided a nuanced, context-specific understanding of how inclusive education is practiced and experienced by teachers in Loreto. This method also aligned with the phenomenological emphasis on personal meaning-making, contributing to a deeper understanding of inclusive education at the classroom level (Vagle, 2018).

Research Locale

This study was conducted in six public elementary schools in the Municipality of Loreto, Agusan del Sur: Loreto Central Elementary School, Binucayan Elementary School, San Mariano Elementary School, Sto. Tomas Elementary School, Sto. Niño Elementary School, and San Isidro Elementary School. These schools, under the DepEd Division of Agusan del Sur, serve diverse learners—including IPs, children with disabilities, and those from disadvantaged backgrounds—through inclusive practices despite limited resources and challenging conditions common in geographically isolated and disadvantaged areas (GIDAs).

Role of the Researcher

In this study, the researcher was assumed multiple interconnected roles as outlined by Fink (2000) to ensure the systematic, ethical, and rigorous conduct of qualitative inquiry. These seven roles were to designing, interviewing, transcribing, verifying and reporting. Designing, the researcher was created a qualitative research framework grounded in phenomenology. This includes selecting appropriate methods—such as in-depth interviews (IDI)—to gather meaningful, experience-based data from teachers in inclusive classrooms.

Interviewing, the researcher was created an interview guide exploring the lived experience of the teachers handling diverse learners in inclusive education. The interview guide was validated by the panel members before conducting the in-dept interview.

As a data transcribing, the researcher was transcribed the records and encode the responses then arranged according to the questions. This enabled the data analyst was efficient and quick.

Functioning as an analyzing, the researcher was transcribe, code, and organize data using thematic analysis, systematically identifying emerging patterns and themes related to inclusive teaching practices, challenges, and contextual insights.

Acting as an verifying ,the researcher was contextualize the findings within the framework of Universal Design for Learning (UDL) and existing literature on inclusive education. Interpretive reflection was to ensure that the results captured the nuanced perspectives of the participants.

Finally, as reporting, the researcher shared the findings through presentations, reports, and publications aimed at educators, school leaders, and policymakers. Recommendations were provided to support more responsive and equitable inclusive education practices in rural settings.

Research Participants

This study involved the seven elementary school teachers from six schools in Loreto, Agusan del Sur, with seven teachers participating in in-depth interviews (IDI). Ask recommendations from the principal. The selected schools include Loreto Central Elementary School, Binucayan Elementary School, San Mariano Elementary School, Sto. Tomas Elementary School, Sto. Niño Elementary School, and San Isidro Elementary School. These schools were chosen to ensure that the study captures a broad range of experiences and perspectives on implementing inclusive education in rural public elementary schools.

The inclusion criteria for this study required that participants must be currently teaching in one of the selected schools and have at least three years of experience in elementary education. Creswell and Poth (2018) emphasize that individuals with at least three years of experience are more likely to have developed practical strategies, encountered significant challenges, and gained meaningful insights regarding inclusive education. Additionally, the study used purposive sampling, ensuring that selected participants have direct experience with inclusive teaching and can provide rich, relevant data. This approach allowed for a deep exploration of teachers' lived experiences, challenges, employed strategies, and insights, contributing to a comprehensive understanding of inclusive education in rural settings.

Data Collection Procedure

The data collection process began with the submission of the research protocol for ethical review and approval by the institutional Research Ethics Review Committee. This ensures that all procedures uphold the principles of voluntary participation, confidentiality, and respect for the rights and welfare of participants. Only after receiving formal ethical clearance, the researcher proceeded with the validation of the interview guide, which was designed to ensure alignment with the research objectives. A panel of experts, including educators and research professionals, reviewed the guide to assess its clarity, relevance, and effectiveness in eliciting meaningful responses. Their feedback was incorporated to refine the questions before conducting the actual data collection.

Once the interview guide was validated, the researcher sought ethical clearance and secured an endorsement letter. This letter was addressed to the school administrators of Loreto Central Elementary School, Binucayan Elementary School, San Mariano Elementary School, Sto. Tomas Elementary School, Sto. Niño Elementary School, and San Isidro Elementary School. The endorsement letter introduced the study, outlined its purpose, and formally requested the participation of selected teachers. Upon approval, schedules for data collection were arranged with the school administrators and participating teachers.

The primary data collection methods used semi-structured in-depth interviews (IDI). Seven teachers were participated in IDIs, where they shared their lived experiences, challenges, employed strategies, and insights in implementing inclusive education. Each interview lasted between 45 to 60 minutes and was audio-recorded with consent to ensure accuracy.

After data collection, the interview responses were transcribed, coded, and analyzed using thematic analysis. The researcher identified patterns, emerging themes, and relevant insights to understand how teachers navigate inclusive education in rural elementary schools. To ensure credibility and reliability, findings from IDIs were triangulated to compare perspectives and validate key themes. This structured approach provided a comprehensive understanding of the strategies used in supporting diverse learners in inclusive classrooms in Loreto, Agusan del Sur.

Data Analysis

Data analysis was conducted using thematic analysis, following the six-step framework by Braun and Clarke (2019). This approach allowed the researcher to systematically analyze the lived experiences, challenges, employed strategies, and insights shared by teachers in implementing inclusive education. The first step involved transcribing and familiarizing with the interview data, ensuring a thorough understanding of participants' responses. This was followed by systematic coding, where significant phrases, words, and patterns related to inclusive education strategies was identified and categorized.

After coding, similar codes were grouped into broader themes that reflect the core aspects of teachers' experiences in inclusive classrooms. The themes were then reviewed, refined, and analyzed to ensure they accurately capture the challenges and strategies teachers used in supporting diverse learners (Clarke & Braun, 2018). Thematic analysis was well-suited for this study as it provides a flexible yet rigorous framework for interpreting qualitative data. By organizing the data into meaningful categories, this method enabled the researcher to construct a comprehensive narrative of how teachers in Loreto, Agusan del Sur navigate inclusive education, connect individual experiences to broader systemic challenges, and highlight best practices in diverse learning environments (Nowell et al., 2017).

Trustworthiness and Credibility

To ensure trustworthiness, this study used triangulation, member checking, and thick descriptions. Triangulation was involved both in-depth interviews (IDI) to validate findings from multiple perspectives (Carter et al., 2019). Member checking allowed participants to review their responses, while thick descriptions were provided detailed accounts of teachers' experiences for greater transferability (Birt et al., 2016; Tracy, 2020).

Credibility. Credibility was established by ensuring accuracy in data collection and interpretation. Interviews and FGDs were transcribed verbatim, and expert validation will be sought to confirm the reliability of findings (Northcote, 2012). Prolonged engagement and triangulation help validate participants' insights.

Transferability. Transferability was ensured by providing a rich description of the research setting and participant backgrounds. The study's findings were contextualized within rural elementary schools, making them applicable to similar educational settings (Shenton, 2004). This allowed future researchers to draw comparisons and apply insights to other inclusive education contexts.

Dependability. To establish dependability, the research process was systematically documented for consistency and replication. Detailed methodological descriptions were provided, and peer debriefing ensured the reliability of data analysis (Crossman, 2019). Expert review further validated the consistency of findings.

Confirmability. Confirmability was upheld by ensuring that findings accurately reflect participants' responses without researcher bias. An audit trail documented data collection, coding, and analysis to enhance transparency (Polit & Beck, 2012). Conclusions were based solely on authentic participant experiences to maintain objectivity.

Ethical Considerations

Ethical considerations were upheld throughout the study to ensure the protection, privacy, and well-being of participants. Informed consent was obtained from all teacher participants before data collection, ensuring they fully understand the purpose, procedures, and voluntary nature of the study. Participants have the right to withdraw at any point without any consequences (Saunders, Lewis, & Thornhill, 2019).

Ethical approval was sought from the appropriate institutional review board to comply with research ethics guidelines.

Social Value. This study was contributed to enhancing inclusive education practices in rural schools by identifying effective teaching strategies for diverse learners. The findings was provided practical recommendations for teachers and policymakers, helping improved inclusive education in Loreto, Agusan del Sur, and similar rural areas. The study aimed to support the development of more equitable and accessible learning environments for all students (Tracy, 2020).

Informed Consent. All participants was required to sign informed consent forms before taking part in the research. The study's purpose, risks, benefits, and confidentiality measures was clearly explained. Participation will be entirely voluntary, and teachers have the right to decline or withdraw at any time without repercussions (Saunders et al., 2019).

Privacy and Confidentiality. Participants' identities and responses remained confidential, and all personal information was anonymized. Each participant was assigned a code, and no identifying details was included in transcripts or published findings. Data was securely stored, and all recordings and transcriptions was deleted after the study concludes, following ethical research practices (Republic Act No. 10173 – Data Privacy Act of 2012).

Risks, Benefits, and Safety. Minimal risks were expected in this study, but participants may feel discomfort when discussing challenges in inclusive education. To mitigate this, participants was given the option to skip questions or withdraw if needed. The anticipated benefits include increased awareness of inclusive teaching strategies, which may contribute to improving educational practices in rural schools (Birt et al., 2016).

Justice. Participants was selected fairly based on purposive sampling, ensuring equal opportunity for inclusion without discrimination. The study will focus on teachers with relevant experience in inclusive education to ensure balanced representation of perspectives. All participants was treated equitably and with respect throughout the research process (Tracy, 2020).

Transparency. Throughout the study, full transparency was maintained regarding research objectives, methods, and findings. Participants was informed of any changes that may occur in the research process, and open communication will be encouraged to address their questions or concerns (Birt et al., 2016).

FINDINGS

This chapter presents the findings of the research questions that explore the experiences, challenges and coping mechanisms, as well as the insights of the teachers in handling diverse learners in Loreto District, Loreto, Agusan del Sur. These findings will be formulated through the responses of seven elementary teachers who will be questioned through one-on-one in-depth interviews.

In addition, the response acquired are subject to content analysis in which the themes from all the response are sketch. Consistent with the qualitative research ethics the codes have previously utilize in an attempt to cover up the identities of the research subjects. Presentation of the result would be made consistent with the sequence of particular research questions utilize in this research.

What are the lived experiences of teachers in supporting diverse learners in inclusive elementary classrooms?

This section presents the results of the 1st major research question; "What are the lived experiences of teachers in supporting diverse learners in inclusive elementary classrooms?. Five particular questions for research were employ to collect information and data for this overarching research questions. The

questions were devised to collect information about the comprehension of the research on the participants' experience in inclusive education.

Typical Day in the Classroom when Working with Learners Who have Varying Needs

The themes in this section was coming from the specific research question 1.1 “ How would you describe a typical day in your classroom when working with learners who have varying needs?” The responses was generated four significant themes namely, full of adjustment, struggling, tiring, and welcoming classroom.

Full of adjustment. This themes covers the experiences of teachers teaching in inclusive education. In experience of participants they pointed that they need to adjust everything in order to continue their profession This were emphasized by informant 5 who shared;

My typical day of my classroom is full of adjustment, need more patience whole day. Kay lahi lahi man sila og need halimbawa kini nga bata Makita nimo nga hina kaayo sa tanan so I used varied strategies kung kinahanglan imoha to ipabilin. Kay bisan unsa pa kagamay sa ilang nahibal-an happy na kaayo na sila labi na sa reading and writing.

(A normal day in my classroom is always full with adjustment and much patience. Each child has varying needs. For instance wherever, I encounter a child who can only manage to do nearly everything, I attempt to apply diverse teaching methods, and if possible, give them more time and attention.)

The responses were expanded and given emphasized also to informant 6 who said;

My regular day in the morning I started with a verses, and singing mag wali wali ko sa ilaha. Naga hatag ko sa ilaha og reward mga candy. Pero tong didto ko sa central sa Trento wala na deretso nami klase. Kay dili na effective sa ilaha didto. Kay pinaspasay baya didto. Ang lowers kinahanglan jud pa atik atik aron ma motivate sila.

(I used to start my daily school routine every morning with Bible verses and singing—giving a sermon, actually, to my students. I give them candy as reward, and they are pleased. But when I was sent to the central school in Trento, I stopped and proceeded directly to class because it wasn't working with those students.

Hurry there, so I had to modify my approach, particularly for the slow learners who took more coaxing to be motivated.

Struggling. The particular experiences made them courage to continue teaching despite the struggling they were faced everyday. This were proved by the informant 1 as he shared about it;

Kanang kuan jud siya maam kanang struggling or something ana kay syempre nag kalahi lahi nga mga bata you have to give them a sakto nga accommodation para sa ilaha like maka studyante ko og bata nga hanap og panan-aw you have to put them in a right place siguro far sighted na siya, I have to place nga them in a right setting arrangement so that they are comfortable.

(That thing, ma'am, the struggling ones or something like that, because of course there are different kinds of children, you have to give them the right accommodation for them, like I can study children who have difficulty in seeing, you have to put them in the right place, maybe they are far-sighted, I have to place them in the right setting arrangement so that they are comfortable.)

Tiring. One of the response of the participants was able to express their feelings on their endeavor. Some of them expressed like informant 2 shared;

It's a tiring day of course, as a teacher teaching 6 subjects and dealing with 38 students, but it is very worth it knowing they can learn, gain additional knowledge from their teacher and I am happy with that.

Welcoming Classroom. Teaching in inclusive education is not easy and need more patience to embrace. Providing conducive learning was an avenue for all learners to feel them welcome in class. Informant 3 express his thoughts like this;

Sa pirmiro ra jud kay positive ra jud sa ilaha. I welcome sila during my GMRC I always acknowledged them. Unahon jud nako sila og welcome. Unya sa klase mao ra gihapon hangto sa recess time ako pod na sila pangutan-on og naa ba sila recess. Pero makuan ka kay naa mo ingon nga teacher naa koy dala para sa imoha. Basta kay loving og generous pod sila. Pag ka hapon pod first hour sa hapon mga 30 minutes naa jud me reading time pabasa ko. Then pag kahuman one on one pa sulat dayon pa answer murag assessment na kibali sa ilha.

(At first, they were really positive about it. I welcomed them during my GMRC and always acknowledged them. I prioritize welcoming them first. Then in class, it's the same until recess time, I also ask them if they have recess. But you would be surprised because some would say, Teacher, I brought something for you.' They are very loving and generous as well. In the afternoon, during the first hour, we have about 30 minutes dedicated to reading, and I read to them. After that, we do one-on-one writing and answer questions, it's like an assessment for them.)

Having Positive Interaction. Teachers often shown positive interaction everyday. Informant 4 said;

It was a day full of energy but happy.

This was also same thoughts given by informant 7 revealed that;

Nag aim man jud ta when our learner are attentive and cooperative with the lesson. Kana nga mga responses sa mga bata maka ingon ka nga "AY ganahan ko karon nga day" mostly it's a happy day.

(We really aim for our learners to be attentive and cooperative during the lesson. Those kinds of responses from the children make you think, 'Oh, I really enjoy this day,' and mostly it's a happy day.)

Adjustment made in Lessons to Support Students with Different Learning Profiles.

The themes in this section were coming from the specific research question "In what ways do you adjust your lessons to support students with different learning profiles?" The responses generated two themes, namely, using differentiated activities and modify and simplify.

Using differentiated activities. One of the responses of the participants in adjusting the lesson in inclusive education. The informants 2 revealed that;

In a way making of variety learning activities that suited in their learner profiles or their learning level.

Meanwhile, informant 3 have responded about it;

I adjust by using differentiated activities. Example in first row they make a sentences, second row make a phrase third row write a word. Akong gina lahi lahi ang activities depende sa ilang level. Naa gani mo ingo mga classmate "teacher lahi lage na ilaha" mo ingo ra sad ko nga mga palangga mani nako sila. Kay kanang 1st row og 2nd row makabalo naman jud na sila. Samtang nag quize ko sa 1st og 2nd row adto napod ko sa 3rd row mag banat og isa isa. Sa pag ka karon na kay mag lisod nako kay science grade 5 and grade 6 ra akong mga subject wala koy English of Filipino only science ra akong subject mag lisod ko og inject sa ilaha og reading. Pero sa una mao jud ni akong gibuhang mag by row. Adto nalang ko sa pag reading na pero 30 minutes raman gud or pag ka alas 3pm nalang pod kay wala naman oy subject ana ARAL time nako ana sa ilaha. Pero differentiated jud akong ginagamit. Para ma determine nako ang ilang level.

(I adjust by using differentiated activities. For example, in the first row they make sentences, in the second row they make phrases, and in the third row they write words. I vary the activities depending on their level. Sometimes my classmates say, 'Teacher, that's different for them,' and I just respond that I love them. Because the students in the 1st row and 2nd row already know. While I quiz the 1st and 2nd rows, I also go to the 3rd row and call them one by one. As of now, I'm having a hard time because I only have science subjects for grade 5 and grade 6, and I don't have English or Filipino; only science is my subject, so I find it difficult to inject reading into them. But before, that's how I did it by rows. I just focus on reading, but it's only for 30 minutes, or around 3 PM on reading, but it's only for 30 minutes, or around 3 PM because I no longer have subjects during that time; it's my study time with them. But I really use differentiated activities to determine their level.)

The informant 5 expressed her thoughts like this;

I adjust my lessons by using differentiated strategies. kay sa differentiated man gud maam kay diha nimo Makita ang slow learner average og advance so through differentiated ma assist nimo siya. More visibles aids an, provide step by step instructions and I have also a one on one support extra care for them and I use my learners a Language 1 L1 or the mother tounge medium of instructions. kay pag nakita nako nga nag lisod na jud ang bata sa Filipino og English mag binisaya na jud ko ana. Para dali ra nila masabtan.

(I adjust my lessons by using differentiated strategies. In differentiated instruction, ma'am, you can identify slow learners, average learners, and advanced learners, so through differentiation, you can assist them. More visible aids are provided, step-by-step instructions are given, and I also offer one-on-one support and extra care for them. I use my learners' Language 1 (L1) or their mother tongue as the medium of instruction. When I see that a child

is really struggling with Filipino and English, I switch to Bisaya to make it easier for them to understand.)

Moreover, informant 6 said;

By adjusting their level halimbawa sa pikas section nag fraction nako sa pikas section nag divide pako sa pikas pod nag multiplication pako. Kay lahi man ilang level of learning. Then didto sa last section nag pa basa.

(By adjusting their level, for example, in the other section, I already did fractions in the other section, I also divided in the other section, and I did multiplication as well. Because their level of learning is different. Then in the last section, I got them to read.)

On the other hand, informant 7 saying that;

I used differentiated activities. kay wala ta kabalo different baya atong mga bata basin malisoran sila ani nga activity dapat ato jud e adjust sa ilang level activities.

(I used differentiated activities because we don't know that our children are different and they might struggle with this activity, so we really need to adjust to their level of activities.

Modify and Simplify. The participants has the adjustment in delivering the lesson. To make the lesson they must to teach it according to the need of the learners. Informant 1 says that;

Kuan jud maam sa lesson objectives aside sa e Unpacking lesson objectives, gina modify pa jud nako or gi simplify pa jud nako nga makaya sa mga bata nga malisoron or slow learner or compare sa kadtong mga bata nga makahibalo dali ra jud maka sabot. Pero sa kadtong mga bata nga malisoron gina modify pa jud nako. Then naga gain pa jud ko og activities like remedial and interventions.

(Of course ma'am, aside from unpacking lesson objectives, I also modify them and simplify them for the children who are slower learners compared to those who can understand easily. But for those slower learners, I really modify it further. Then I also include activities like remedial and interventions.)

The informant 4 expressed his thought like this;

Through modifying my lessons that everybody could understand.

Experience that Significantly Shaped Inclusive Teaching Approach

The themes in this section were coming from the specific research question 1.3 “What are the experience that significantly shaped your inclusive teaching approach experience that significantly shaped your inclusive teaching approach?” The responses generated seven themes, namely, personalizing support, never neglecting answers, adjusting to unique learning needs, modifying instructions, none, reteaching and adaptations and explicit teaching.

Personalizing support. Teachers who are assign in inclusive education needs to personalizing their personal gain when teachers. Support is an essential way in shaping inclusive teaching. Informant 1 emphasized that;

When I handled before a child with hearing impairment so since sa ako siyang gina self contain nga bata when ako na siyang gi apil sa isa ka klase I set beside him kasi ang instructions sa teacher specially in counting numbers iba kasi ang gesture ng teacher o

syempre pag count ng bata iba kasi ang para sa kanya that is why I have to set beside him in giving sign language kay para dili siya ma confused sa itudlo sa teacher sa ginatudlo nga para lang jud sa ilaha.

(When I previously handled a child with a hearing impairment, since I was taking care of him as an independent child, when I included him in a class, I sat beside him because the teacher's instructions, especially in counting numbers, have different gestures, and of course, the way a child counts is different for him. That is why I had to sit beside him to provide sign language so he wouldn't get confused with what the teacher is teaching, which is meant only for them.)

Never Neglecting Answers. Teaching in inclusive education never hesitate to accept challenges. They must to understand learner diversity in the classroom. As what the informant 2 shared and quoted;

Never neglect the answer of those low emerging learners.

Adjusting to Unique Learning Needs. To be able to embrace the inclusive education, teachers must to adjust to unique learners needs in order to give better instruction and provide equal opportunity for all. This was stated by informant 3 shared;

Kanang kuan, kada tuig naa man jud koy different learning profile sa mga bata. By adjusting the learning profile also by collaborating our Special Needs Teachers I ask kung unsa to akong mga difficulties nga dili ma hibal-an kay tapad raman gud me sa SPED classroom. Unya wala na siya bata akoo rapod siya hangyoon nga ipakuha akong dili kaayo kabalo mo basa. Mo hangyo "pabasaha sa to akong dili pa kabasa be".

(That thing, every year I always have a different learning profile for the children. By adjusting the learning profile and also collaborating with our Special Needs Teachers, I ask about my difficulties that I cannot identify because we are right next to each other in the SPED classroom. Then, it's not a child anymore, I would also ask him to have the one who is not very good at reading taken to read. I would request, 'Please let the one who can't read yet read.)

Modifying Instructions. To make teaching and learning meaningful to inclusive education, participants were able to engage into fruitful modification of instructions. This was proven expressed by the informant 4 and quoted;

When there is a learner that doesn't want to listen meaning, he doesn't understood so he or she won't listen. So that time I will modify my lesson so that he/she could understand of what I'm gonna teach them.

None. The response of the participant expressed that there was none experience that significantly shaped inclusive teaching approach used. This was emphasized the feeling of informant 6 shared;

Dili ko ka explain kay wala ko ka experience ana. Sa diri karon wala pa pod kay bago pa pod ko diri.

(I can't explain because I don't have experience with that. Right now, I also don't have much since I'm still new here.)

Reteaching and Adaptations. The teaching process of inclusive education must adaptability and need to reteach in order to get exactly improvement among diverse learning. This can be expressed by informant 5 react that

By giving process slow down, hinay hinay lang dili jud paspasan labi na sa akong mga slow learner. If they cannot easily understand I will reteach by using another strategies and another instructional materials in order to gain my lessons. Pinaka effective nga approach sa akong pasensya jud. Dapat maging flexible ka so that the learner can learn. Dili nato sila pugson Step by step or process dili jud mag suko suko kay mahadlok na sila.

(By giving the process some time, we should take it slow and not rush, especially with my slow learners. If they cannot easily understand, I will reteach using different strategies and instructional materials in order to help them grasp my lessons. The most effective approach for me is patience. We must be flexible so that the learner can learn. We should not force them; it should be step by step, and we should not get angry, as they might become scared.)

Explicit Teaching. This is the the approach used by teacher in inclusive education. According to informant 7;

I think differentiated instructions and explicit teaching.

Most Fulfilling Moments or Interactions in Inclusive Teaching Journey

This section were coming from the specific research question 1.4 ‘What moments or interactions have you found most fulfilling in your inclusive teaching journey?. The responses was generated six significant themes namely, seeing students success, being their first teacher, seeing students happiness and engagement, being appreciated by parents, boosting students confidence and seeing students cooperation.

Seeing Students Success. This was the participants did in their inclusive teaching journey. They even more felt students can interact in classroom. Informant 3 expressed and shared;

If I see my students specially my struggling learners nga mag success siya. Number one jud kanang Makita nimo ng gikan sa zero siya anam anam makabalo ra jud siya. Malipay jud ka sa mga pabalon nila nga mga basahon. Then pag balik imong pangutan-on, Mo ingon dayon nga ‘Kabalo na kay ko maam, Master na nako na maam’ mo ingon dayo ko nga naa jud kay reagalo sa akong pag ma master nimo na. After pag makabalo na jud siya maningil jud na sila. Mo ingon dayo teacher asa man tong imong chocolate pag mamasyer nako. Mao jud na akong fulfilling sa ilaha maam mag successful.

(If I see my students, especially my struggling learners, achieving success, it really makes me happy. Number one, you can see that they start from scratch and gradually learn. You feel happy about the gifts they give you, like books. Then when you ask them again, they immediately say, 'I already know, ma'am, I've mastered that, ma'am.' I would then say that you really deserve a reward once you master that. After they really learn, they will surely ask for it. They will say, 'Teacher, where is your chocolate when I visit?' That is what fulfills me, seeing them succeed.)

Being their First Teacher. This was one of the moment of inclusive teacher that bring their as they knew that they became the first teacher. Informant 1 shared;

Ang fulfilling sa akong ma'am is kanang ako ang first teacher nga naka tudlo sa ilaha akoy naka open ana sa ilaha nga unang na tun-an dinhi sa school kana nga mga particular nga mga bata.

(What is fulfilling for me, ma'am, is that I am the first teacher who taught them. I was able to open their minds to the first things they learned here at this school, particularly those certain children.)

Seeing Students Happiness and Engagement. The moment that teacher taught in an inclusive education, they were able to see happiness towards learners development in class. They may be able to continue teaching despite the diverse learners. This was expressed by informant 2 ;

If I see them happy in activities that I would engaged using differentiated activities that they learn better.

Being Appreciated by Parents. One of the greatest feeling of the teacher was being appreciated by parents in their ways of teaching, their sacrifices and commitment in teaching despite the challenges in class. As what informant 3 quoted;

Also if the parent mag pasalamat sa imoha mo ingon dayon nga "ma'am salamat kaayo nakabalo na jud mo basa akong anak" Ma'am salamat kay dili na kaayo luhag akong anak oi.

(Also, if the parent thanks you, they will say, 'Ma'am, thank you very much, my child can now read.' Ma'am, thank you because my child is not crying as much now.)

Boosting Students Confidence. In order to realize the participation among learners in inclusive education, teacher needs to boost their confidence in order to feel the learners the equally opportunity to learn. This was stated by informant 4 and shared;

This was happened during MAPEH group activity in grade 6 Einstein, they are going to perform in a group through their most favorite song, but unfortunately there is a student doesn't know how to sing, so I let him lead the group for that activity, so he wont be shy and no one will be left behind.

(This happened during the MAPEH group activity in grade 6 Einstein; they were going to perform as a group with their favorite song, but unfortunately, there was a student who didn't know how to sing. So, I let him lead the group for that activity, so he wouldn't be shy and no one would be left behind.)

Additionally, informant 6 quoted that;

Kanang imong bata mo dool ra diay gihapon bisan imoha sila gikasab-an. Wala diay sila nag do-mot sa imoha. Okay ra pod baya malipay ka sa ilaha.

(That child of yours still comes close to you even if you scold them. They don't actually hold a grudge against you. It's okay against you. It's okay to be happy with them.

Seeing students Cooperation. Teacher in inclusive education must fulfill their innate goal in class. They must understand always the learners need in accepting the new lesson. Through this, learners could be

able to cooperate in class. Teacher also make them happy as they see how learners interact one another. As informant 7 emphasized that ;

Karon nga bacht grabe sila og cooperations in grouping activities. Fulfilling kay daghan mo cooperate.

(This batch really shows a lot of cooperation in grouping activities. It's fulfilling because many are cooperating.)

Experiences in Inclusive Education that Encourage Learners to do Better in Class

This section were coming from the specific research question 1.5 “What are your experiences in inclusive education that encourage learners to do better in class?. The responses generated four themes, namely, boosting confidence and celebrating small wins, showing belongingness, feed-backing and reinforcement and giving special attention and appreciation.

Boosting confidence and Celebrating Small Wins. This was one of the experience of teachers that encourage learners to do better in class. Teacher became proactive in dealing learners like this. Informant 1 explained that;

Ang akong experience ani maam in inclusive classroom is that I will encourage them to participate in different activities o e try nila sama uban og kanang ma feel nila na kaya nila buhaton, kung unsay nakaya sa uban.

(My experience in an inclusive classroom, ma'am, is that I will encourage them to participate in different activities or try things just like others, so they can feel that they can do it, just as others can.)

To elaborate how teachers encourage learners, informant 2 revealed that;

When my leaner got a perfect score, I encouraged them to more participate the particular activities and I am also more productive in my lesson planning.

Meanwhile, informant 5 explained that;

One of my experiences by giving my struggling learners extra support through one on one teaching and giving simple and clear instructions. I always celebrates their small wins even in reading one word. Labi na jud og sentence na, mo boost na ang ilang confidence.

(One of my experiences is providing my struggling learners with extra support through one-on-one teaching and giving simple and clear instructions. I always celebrate their small wins, even in reading just one word. Especially when it comes to sentences, it boosts their confidence.)

Showing Belongingness. Teachers in inclusive education need to do something to feel learners inside the classroom. They must know that some learners were different situation and need to encourage to continue schooling. This was expressed by the informant 3 and shared;

Kuan Safe environment for them by showing them they are accepted or feel belongingness. Kay kadto jud akong previous nga naka ingon ko nga grabing struggle nako kay nakita pod sa bata nga na feel niya iyang mga classmate wala ganahi sa iyaha kay mang tuslok man gud siya. Mo ingon ang mga bata nga mang tuslok man gud siya teacher, kay kon pasagdan

ra namo daog daogon kami. Maong akong ginapasabot tong bata na dili jud unta mang hilabot, kay usahay tabangan gud siya sa iyang mga classmate. Mao tong dili siya ganahan mag sulod sa room, Didto ra jud siya pirmi sa baseball. Kay mura paminaw niya didto siya na belong. Maong ang sa ako pod naka ingon ko nga nawad-an ko og pag-asa. Kay murag lahi ra jud siya sa tanan nakong nakong na studyante pila nako ka tuig na frustrate jud ko. Maong gipatawag na nako ang iyang parent or lola ako jud gi ingnan nga dili na nako kaya imong apo. Ako malooy jud unta ko kay na paakan na jud ko niya aggressive na harsh na siya.

(Creating a safe environment for them by showing them that they are accepted or feel a sense of belonging. Because it was really a struggle for me when I saw the child feel that his classmates didn't like him because he tends to poke. The other kids would say he poked the teacher, because if we just let it be, we would be bullied. That's why I try to explain to that child not to interfere, because sometimes his classmates do help him. That's why he doesn't want to enter the room; he always stays at baseball. Because it seems to him like he belongs there. That's why I also said that I lost hope. Because he really seems different from all my students throughout the years, and I'm really frustrated. That's why I called his parent or grandmother and told her that I can no longer handle your grandson. I really felt pity because he has bitten me already; he is aggressive and harsh.)

Moreover, informant 7 shared his thoughts and quoted;

Kanang dili nila ma feel ang inferiority og naa fair traitment to all leaners. Kanang nay bata nga dili mag apil apil ako jud na sila toyo toyoon pag dool aron mo apil apil.

(That they do not feel inferiority and there is fair treatment for all learners. There are children who do not join; I really coax them to participate by getting closer.)

Feed-backing and Reinforcement. This was one way of encouraging learners to do better in class. Teachers must see to it that their learners are equally treated with learning, love and respect. They need to feel learners with conducive environment in order to sustain their interest in class. As informant 4 pointed out;

Creative activity that everybody could participate like role play, group discussion and many other. After that they will receive feedback or reinforcement of what they did.

Giving Special Attention and Appreciation. Teachers need to give special attention in order to encourage learners to continue schooling. They must create recognition and even classroom best practices. As informant 4 said;

Give special attention tan-awon nimo siya asa siya hiyang. Kay mag samok man gud siya. Kaditong sa pikas section taga-an lang nako sila og bondpaper, lapis og color kay tan-aw nako ganahan siya mo drawing drawing to siya. Then nag klase ko, dili nako siya ma follow up kay mosulod raman ko sa ilaha. Ako-a ra siya gina-papili asa iyang like. Kay og dili siya ganahan dili pod na siya mo buhat. Halimbawa hatagan nimo siya og ballpen og papel unya dili siya ganahan dili jud na siya mo sulat. Pag hatagan nimo siya og bondpaper, lapis

og color then mo smile siya, ganahan siya ana. Hatagan nako siya og special nga activity pero naa siya sa sulod.

(Give special attention to where she feels comfortable. Because she can be a bit disruptive. Those in the other section, I just give them bond paper, pencils, and colors because I think she likes to draw. Then when I have classes, I can't follow up on her because I also go into their class. I just let her choose what she likes. Because if she doesn't like something, she won't do it. For example, if you give her a pen and paper and she doesn't like it, she won't write at all. But when you give her bond paper, pencils, and colors, she smiles; she likes that. I give her a special activity, but it has to be inside.)

What challenges do educators face in addressing the diverse needs of learners in inclusive classrooms?

This section presents the results of the 2nd major research question; "What challenges do educators face in addressing the diverse needs of learners in inclusive classrooms? Five particular questions for research were employed to collect information and data for this overarching research questions. The questions were intended to gather about the challenges of teachers in addressing the diverse needs in inclusive classroom.

Difficulties Often Encountered in Supporting Diverse Learners in Your Classroom

The themes in this section were coming from the specific research question 2.1 "What kinds of difficulties did you often encounter when supporting diverse learners in your classroom?. The responses generated six themes namely; lack of support from parents, lack of materials, difficulty in finding effective strategy, difficulty in managing diverse leanings, none and difficulty on students attitude and behavior.

Lack of support from Parents. Teachers challenged the way they teach in inclusive education. Some of them expressed their thoughts on lack of support in their teaching endeavor. Informant 1 shared;

As an educator my experiences are based on the fact that the program often falls into the category of a pull-out program or tutorial because the parents do not really consider me as their child's teacher or adviser; that is their perception. So when I have bring-home activities for the children, they do not support it much because I do not give grades; it is really the adviser who gives those.)

(As an educator, my experiences are based on the fact that the program often falls into the category of a pull-out program or tutorial because the parents do not really consider me as their child's teacher or adviser; that is their perception. So when I have bring-home activities for the children, they do not support it much because I do not give grades; it is really the adviser who gives those.)

Same thoughts was shared by informant 2;

Mostly the lack of support from parents.

Lack of Materials. Teachers challenges in inclusive education experienced lack of materials which are essential in the teaching process. This challenges was expressed one of the participants. Informant 3 shared;

Ang akoo maam parehas sa akong gi ingon ganina nga kulang ta og materials nga dapat para sa ilaha. Mao jud nay number 1 nga dapat naa jud ika support sa ilaha. Kita naa man tay ika provide ginagmay pero lahi ra jud tong complete.

Difficulty in Finding effective Strategy. Strategies are essential in teaching process. This is how teachers challenged in the classroom. It is difficult for them to look for the best strategy intended for inclusive education. Informant 4 explained;

The difficulty of thinking what is my next strategy if my first approach to my students based on that lesson is not effective as I think.

Difficulty in Managing Diverse Leanings. Teacher feel the burden on discipline learners in inclusive classroom. Informant 5 shared;

One of my difficulties handling different diverse learners ang pag manage sa ilaha. while some student can follow the lesson easily naa pod dugay kaayo maka sabot unya short attention span mao jud na ang pinaka difficult sa akoo maam.

(One of my difficulties in handling different diverse learners is managing them. While some students can easily follow the lesson, there are also those who take a long time to understand and have a short attention span, which is really the most difficult for me, Ma'am.)

None. Teacher expressed this feelings on the difficulties in inclusive education. Some of the participant replied that there was none among the shared responses; Informant 6 pointed out that;

No difficulties kay dili nako ginahimo nga lisod. Kay halimbawa kay kung tan-aw nako nga mag lisod sila mo go down naman pod ko. Dili nako ginahimong lisod. Kung kinahanglan mo balik ko sa akong lesson mo balik rapod ko. Ing-ana lang akoo maam dili nako ginahatag nga difficult sa akong sarili. Mura og naa lang ko taas og self tolerance og pasensya ana lang. Kay basta sa akoo pag gawas nako sa classroom kalimtan na nako to. Pag ka other day napod.

(There are no difficulties because I don't make it hard for myself. For example, if I see that they are having a hard time, I will also go back. I don't make it difficult. If you need me to go back to my lesson, I will also go back. That's just me, ma'am, I don't give myself difficulty. It's like I have a high self-tolerance and patience for just that. Because for me, once I leave the classroom, I forget about it. The next day, it's the same.)

Difficulty on students attitude and Behavior. This was one of the challenges encounter among teachers in inclusive education. This was one of the hard time of teachers in handling classroom with diverse learning. Informant 7 shared;

Attitude and behavior the most factor that affect their learning. Because in attitude nay mga bata nga bisan og makabalo pa sila dili mag cooperate kay mag tinapulan. Also, their mental abilities naa jud bata nga ma behind jud sila. Another also the time that can be affect kay naa man gud bata nga dugay pa jud nila makuha og dili balikbalikon unya gamay rata og time dili jud siya ma fucosan.

(Attitude and behavior are the most significant factors that affect their learning. Because in terms of attitude, there are children who, even if they know, still do not cooperate because they tend to be lazy. Also, regarding their mental abilities, some children are really behind. Another factor is the time that can be affected because some children take a long time to grasp concepts and do not revisit them, and if we have little time, they really cannot focus.)

Responding to Students Additional Support Needs that Goes Beyond the Current Resources Available

The themes in this section were coming from the specific research question 2.2 “How did you respond when students need additional support that goes beyond the current resources available to you?”. The responses generated five themes namely, seeking donations from stakeholders, asking help from parents, using localized materials, using alternative materials and finding intervention materials.

Seeking Donations from Stakeholders. Teachers in inclusive education seek donations in order to give comfort to all learners in a diverse learners. It is way to support the lacking materials that are needed in the classroom. On of the informant 1 revealed that;

Ako ani maam ginabuhay ani is kanang nay pipila ka mga tao nga maka sponsor sa ilang mga panginahanglanon nga maka donate like pwede nako mahatag sa ilaha like food mga sinina so mangita ko sa mga stakeholders maka donate og unsay mayo sa among room like classroom essential nga ma need sa among classrooms.

(What I'm doing, ma'am, is looking for a few people who can sponsor their needs and donate things like food and clothing. So I'm searching for stakeholders who can donate what is good for our room, like essential items needed in our classrooms.)

It is also shared by informant 3 ;

Mag tap ko sa mga stakeholders, own resources personal palit og materials para sa ilaha. Kay og dili pod ka molihok wala man pod improvement and imong bata mao na ang gi ingon maam nga “Do your own kalaki” murag ana ra jud.

(You should tap into the stakeholders, use your own personal resources to buy materials for them. Because if you don't take action, there won't be any improvement for your child, which is what the teacher meant when they said, 'Do your own kalaki' – it's really just like that.)

Asking Help from Parents. Teachers in inclusive education ask help from parents as additional support that are need in the classroom. It is one way of reaching parents to connect some of the needs in a diverse classroom. According to informant 5 ;

Sometimes I reach out the parents. Parent tabangi ko naa koy gipadala nga basahon. Need jud og parents participation.

(Sometimes I reach out to the parents. I ask the parents to help because I sent a book. Parents' participation is really needed.)

In addition, informant 6 explained that;

Ginatawag nako ang parents. Halimbawa mag meeting me ako gina pahibalo ang mga parents nila. Kanang naa koy ginapadala ang bring home or mga basahon. Parent ko patabang, mag tinabangay jud ang parents.

(I call the parents. For example, when we have a meeting, I inform their parents. I send home or books. My parent helps out, parents really cooperate.)

Using Localized Materials. To maintain the effectiveness of teaching, teachers need to develop localized materials in order to expand learners understanding on the lesson. This was explained by informant 2;

As an educator, I need to find resources with in my limit or beyond by using localized materials

This also the ideas of informant 5 stated that;

I find a simple but creative like home made materials or printed simple worksheets.

Using alternative Materials. Finding alternative in teaching is one of the additional support needs in the current resources wherein teachers need this in order to sustain their teaching in class. The informant 4 expressed like this;

I will say, better to use this one than that. Kay dili man available sa atoa gamiton sa ni siya kung бага alternative lang to siya, because for tomorrow I will bring para magamit na nimo. I will be provide.

(I will say, it's better to use this one than that. Since it's not available for us to use, this one is just an alternative, because I will bring it tomorrow for you to use. I will provide.)

Finding Intervention Materials. This was the done by the teachers to make the teaching learning more conducive in the diverse classroom. They need to find ways in order to learners learned so much with initiative of the teachers. Informant 7 responded that;

I find intervention materials para ma meet ang ilang needs.

(I find intervention materials to meet some needs.)

Misunderstanding Experience from Parents, Peers and even Administrators Regarding Inclusive Practices

The themes in this section were coming from the specific research question 2.3 “What are the misunderstanding you experience regarding inclusive practices—from parents, peers and even administrators?. The responses generated six themes, namely, unrealistic expectation, lack of respect and collaboration, stigma and separation, denial and resistance, misunderstanding of support and none.

Unrealistic expectation. This was one of the additional support that a teachers expressed in order to maintain the teaching in inclusive education. Informant 3 shared;

My number one challenges tungod kay nag expect sila og too much expectations of parents from me nga makaya nako mapabasa ang ilang mga anak diha diha dayon which is very hard “dili” kay same sa usa electric wires nga dili mo siga ang usa ka suga kay naay isa ka wire nga wala nka connect. Then ang uban nag expect pod sa akoo nga pag mapadulong sa akoo ma ok jud but its disappointed nga DILI nga para sa akong part kay ako ng gi try na nako ang akoang best din mo ingon ra japon pag balik nga ah mao raman gihapon dili ka basa. Then those children are at risk having learning disabilities wala man gani nila gi support nga ipa check up jud ang ilang mga bata sa expert. Din lack of support from parent.

(My number one challenge is because they expect too much from me, that I can immediately teach their children to read, which is very hard. It's not like one electric wire that doesn't light up a bulb because there's another wire that's not connected. Then others expect that when they send their kids to me, everything will be okay, but it's disappointing for me because I've already tried my best, and they still say it's the same, that they can't read. Then those children are at risk of having learning disabilities, and they haven't even supported having their children checked by an expert. There's a lack of support from parents.)

Lack of Respect and Collaboration. Teachers need to be respected all the time. But in the inclusive education, they were not respected and even support in school became less. Unfortunate, some may not be participated in school and not able to collaborate with them in support to their goal in this education. This was elaborated by informant 2 ;

If somebody dictating you in your work is one of my misunderstanding experiences regarding inclusive practices specifically the school heads. I cannot stand alone. If also have a teachers bating your plan because there is no respect.

(One of my misgivings about inclusive methods, particularly with reference to school heads, is when someone dictates how you should do your work. I can't stand by myself. Because there is little respect, a teacher may also be against your proposal.)

Stigma and Separation. This was the feeling of every teachers who were able to experience stigma and separation in inclusive education. As what informant 3 shared;

Misunderstanding sa parents nga mo ingon basta SPED SPED lahi-on jud na siya. Kay ang mga bata mo report sa ginikanan nila nga naa sila classmate na in-ana. Then naa uban mo ingon nga “maam nganong imoha manang gidawat nga dapat sa SNED mana sila, dapat wala nimo na dawata” Mo tubag rapod ko nga dili man pwede kay Education for All man ta, kami nga mga teacher makasuhan pag dili me modawat ana. Dili maam kay maka kuan na sila dugang mana sa imong stress maam.

(Misunderstanding with parents who say that SPED SPED is different. Because your children report to their parents that they are classmates. Then some people say, “Ma’am, why did you accept that you should be in SNED, you should not have accepted it.” I quickly

replied that it was not possible because we are Education for All, we teachers can be sued if we do not accept it. I do not know because they will add more stress to your life.

Denial and Resistance. Teachers in inclusive education experienced misunderstanding regarding inclusive practice. Informant 4 shared and quoted;

Having the same level of learners ability. Abi nila okay ra ang ilahang anak, pero pag abot diay sa swkelahan naay mga learning discrepanses dili diay kaya sa bata ni siya pero once imong storyahon ang parent murag denial sila stagely.

(Having the same level of learners ability. They think their child is okay, but when it comes to school there are learning discrepancies that the child is not able to handle, but once you tell the parent, they seem to be in denial stage-wise.)

Misunderstanding of Support . Teachers need to support in their endeavor. Sometimes misunderstanding of support can be experienced by teacher in inclusive education. This was in support of the statement given by informant;

The misunderstanding from parents ma'am is when they say inclusive education atoa jud sila gi tagaan og special support or special attention ang learners. Pero dili I trait them equally. Bisan pa man naay nakita nato or gitawag nga manifestation but tanan bata equal, walay special treatment.

(The misunderstanding from parents, ma'am, is when they say inclusive education is ours, they give learners special support or special attention. But I don't treat them equally. Even though we have seen or called a manifestation, all children are equal, there is no special treatment.)

None. Teachers haven't misunderstanding on the practice of inclusive education in school. They don't have problem on the program since they really have the courage to do their job respectively. Same feelings was given by informant 6;

Wala man pod sa ginikanan, kay og naay problema sa bata tawagon man gud nako ang ginikanan maam. Pero sa educator wala man pod Simbako lang. No misunderstanding. Sa administrator wala maam kay og pa trabahoon ko mo trabaho raman sad gud ko maam.

(The parents don't either, because if there is a problem with the child, I will call the parents. But the educator doesn't either. Just say Simbako. No misunderstanding. The administrator doesn't know because I'll still do your work.)

Necessary Resources or Support Systems but Currently Unavailable in the School

The themes in this section were coming from the specific research question 2.4". What kinds of resources or support systems did you think are necessary but currently unavailable in your school? The responses generated three themes, namely, instructional materials and specialized personnel, textbook and medical expert consultation.

Instructional Materials and Specialized Personnel. Teachers need instructional materials but not available in the inclusive education program. Many teachers initiated strategy and teach accordingly but they need materials and even teachers force to teach even they are not align with the course. Informant 1 said that;

I think maam kanang for those children kanang mga needed jud sa Lack of instructional materials like braille for visual impairments because it is expensive and for the hearing impairments materials also check up are unavailable.

(I think it is good for those children who are needed because of the lack of instructional materials like braille for visual impairments because it is expensive and for the hearing impairments materials also check up are unavailable.)

Same story was given by informant 3 and quoted;

Para sa akong maam need of specialized personnel or mo acquire ang school og materials nga mga haom sa children with different needs. Pero ang problema unsa pag hire sa mga teachers. Pero dapat naay training for all teachers. Pero mura naa naman sila hiring teacher karon nga specialized. Then unta kaditong mga hired na mo conduct sila og training sa tanan teacher. Kay inclusive naman jud ta karon. Acquire all materials that suited to their learning profiles.

(For me, there is a need for specialized personnel or the school will acquire materials that are suitable for children with different needs. But the problem is how to hire teachers. But there should be training for all teachers. But they seem to be hiring teachers now who are specialized. Then those you hired should conduct a training for all the teachers. Because we are inclusive now. Acquire all materials that are suited to their learning profiles.)

Additionally, informant 4 revealed that;

Paraprofessionals/special education personnel, instructional materials designed for Students with special needs. It needed well trained teachers for this kind of learners.

It was elaborated by informant 5 and shared;

Lacking of learning support system or lack of teachers SNED Special Needs Education teachers, even trained teachers. Who can assist different learning needs. Kay kaditong man gud trained or specialized kabalo na jud siya og unsay pasikot sikot og unsaon to nimo sila pag handle that kind of learners.

(Lack of learning support system or lack of teachers SNED Special Needs Education teachers, even trained teachers. Who can assist different learning needs. Because even those who are trained or specialized know what is difficult and how to handle that kind of learners.)

Textbook .This kind of resource is vital in teaching learning process. Teacher in inclusive education experience lack of textbook in class. Not all learning areas provided with textbook other teachers prefer to get the lesson form the internet to provide them relevant topic. Informant 2 revealed that;

Textbook are not available specially in new curriculum.

Meanwhile, informant 7 explained and shared that;

As of now the most unavailable in new curriculum are the textbooks

Medical Expert Consultation. Some teacher suggested that learners need for medical consultation inclusive education. As what informant 6 answered and shared;

I think they need to consult the doctor or medical expert. Aron ma assist jud unta ang bata. Kay naa koy nailhan bitaw nga bata murag in denial man gud ang parent. Pero ginadawat gihapon namo. pero og naa man jud tay Makita na bata or mag manifestation e tag ra jud nato sa LIS. Mao na among ginabuhay didto maam. Kita namo nga maglisod sila og basa or dili jud kasabot nga bata gina tag namo sa lis.kay naa man gud na didto nakabutang.

(I think they need to consult the doctor or medical expert. So that the child can be assisted. Because I know a child whose parents seem to be in denial. But we still accept them. But when we see a child or they manifest, we just tag them in the LIS. That's what we do there, ma'am. We see that they have difficulty reading or don't understand, we tag them in the LIS. Because there are already some things that are there.)

Ways to Manage the Expectations of the Curriculum while Addressing the Varied Needs of Learners

The themes in this section were coming from the specific research question 2.5 “How did you manage the expectations of the curriculum while also addressing the varied needs of your learners? The responses generated seven themes, namely, trying to give best support, adjusting, using differentiated instruction, unpacking learning competency, giving special attention and becoming resourceful.

Trying to Give Best Support. Teachers in inclusive education find ways to let them feel comfortable to teach despite the challenges face in class. They make that every learners in diverse classroom equally penetrated with good teaching even if they were able to try their best support all learners. Informant 1 said that;

I don't know maam kung naka manage ba jud ko sa curriculum but try and did my best to give support unsay kailangang mahatag sa akong studyante.

(I don't know if I was able to manage the curriculum but I tried and did my best to give support to my students.)

Adjusting. This was done by the teachers in support to the problem exist in inclusive classroom. Informant 2 expanded that;

By adjusting as a teacher in doing versatile in the department.

Using differentiated Instruction. Teachers used differentiated instruction to cater the diverse learners. They provided learners with equal opportunity to learned despite their differences. According to informant 3 explained that;

Naay uban maam ma attained kana lagging differentiated instructions maam. Ka kadtong mga paspas nga mga bata ma kuha pod nila og kadtong mga bata mag lisod mo adjust jud ta sa materials nga suited for their learning level. Ang sa akua lang maam nga maka basa ning bataa sa akua gamay, sa sunod napod grade siya napod mo tumbling. Kay gibuhat naman nako ang tanan. Bahala wala sila sa uban nga subject basta sa reading makabalo sila.

(There are some who are lagging behind in differentiated instructions. Those who are fast learners can also take those who are difficult to adjust to materials that are suited to their learning level. In my case, this child can read a little, but in the next grade, he was tumbling. Because I did everything. They don't care about other subjects as long as they can read. The first step is reading because understanding will follow.)

Unpacking Learning Competency. Learning competency are essential in teaching, That is why teachers in inclusive education need to unpack the competency in order to understand the learning areas taught in the classroom. Informant 4

Through unpacking the learning competency to best suit to my learners needs.

Giving Special attention. Teaching in inclusive education need to specialize attention specifically learners with differences in class. They must see to it that teachers teach the lesson intended for all learners need. Informant 6 explained that;

Dili jud maka meet sa expectation sa curriculum Maam kay grade 5 na siya dili pa man siya kabalo mo basa. Taga-an lang siya og special nga attention. Dapat sa SPED teachers jud siya. Dili pod pwede e butang sa sped kay dili mo sugot ang parent kay denial man. Pasagdan ra nako siya maam.

(He can't meet the expectations of the curriculum, Ma'am, because he's in grade 5 and he doesn't know how to read yet. He just needs special attention. He should be with SPED teachers. It's not possible to do something about sped because you can't let the parents have their way because they're in denial. I'll just leave him alone, ma'am.)

Becoming Flexible and Creative. Teacher must see to it that they must met the effective teaching strategy intended for diverse learners. They must be flexible and creative all the time. Informant 5 expressed like this;

In managing the curriculum I am just focusing the most essential skills. Dili man jud siguro kinahanglan hudon ang lessons or competency labi na nag handle this kind of learners. For those learners in struggles I give simpler task for them. In being flexible and creative I have also meet the expectations of curriculum.

(In managing the curriculum I am just focusing on the most essential skills. It's not really necessary to finish the lessons or competency, especially when handling this kind of learners. For those learners in struggles I give simpler task for them. In being flexible and creative I have also met the expectations of curriculum.)

Becoming Resourceful. Teaching in inclusive education must be resourceful because the teaching learning process of this setting needs to be productive and even teachers experienced difficulties they became resourceful in his/her lesson everyday. This was proven by informant 7 and shared;

Mao nay gi ingon maam nga expectation versus reality. Expectation of curriculum naa jud ang mga resources but kita nga teacher ang mangitag paagi be resourceful, mag online research gamiton pod ang social media aron ma addressed nato ang mga nagka lain laing needs sa mga bata.

(That's what I call expectation versus reality. Expectation of curriculum is there, there are resources, but we as teachers have to find ways, be resourceful, do online research, and use social media to address the different needs of children.)

What strategies do teachers employ to effectively support diverse learners in an inclusive setting?

This section presents the results of the 3rd major research question;” What strategies do teachers employ to effectively support diverse learners in an inclusive setting? Five particular questions for research were employ to collect information and data for this overarching research questions. The questions were intended to gathered about the strategies employ by the teachers in inclusive education.

Approaches Developed to Ensure All Students Meaningfully Engaged in Lessons

The themes in this section were coming from the specific research question 3.1

“What approaches have you developed to ensure all students are meaningfully engaged in your lessons? The responses generated five themes, namely, using collaborative and differentiated instruction, using explicit teaching, using role play, using interactive approaches and using carousel approaches.

Using Collaborative and Differentiated Instruction. This was one of the approaches which teachers in inclusive education apply in class to ensure all students were meaningfully engaged in class. As what the informant 1 said and shared that;

All I can say ani maam noh is that I engaged them so many activities that I have learn last seminar that I have attended.

Informant 3 expressed like this;

Kuan collaborative basta ako sila e engaged tanan. Kay sa collaborative pod maam dili nako e ipon ang mga bright tanan akoo pod sila e mixed gihapon sila aron ma guide gihapon sila sa maka balo. Example pa bunot bunoton Nako sila or by color. Then tanan jud sila kay after ana ako man sila pangutan-on og gi unsa maong observe jud ang dili kabalo. Kadtong mag lisod mag observe jud kay mas comfortable man gud sila mangutana sa ilahang classmate unya hands on pod.

(It's collaborative as long as I'm all engaged. Because in collaborative, I don't just put all the bright ones in, I'm all mixed up so that I can still guide them to the right path. For

example, I'll pick them out or by color. Then they'll all be together because after that I'll ask them what they're doing so I can observe what they don't know. Those who find it difficult can observe because they're more comfortable asking their classmates and then hands on.)

In addition, informant 7 concluded that;

Collaborative Learning is the very effective for me. Also the differentiated instructions.

Using Explicit Teaching. This was one of the strategy used by the teachers in inclusive education. Teachers used this strategy to help learners in their difficulty in understanding the lesson. As informant 2 said;

Explicit teaching the "I do, We do, You do"

Using Role Play. Teachers often used this strategy in able them to let the pupils learn on the basic skills, providing modified games until they understand the lesson. Informant 4 explained that;

I did not developed it but I learned this approach from my recent training, the TGFU approach or the teaching games for understanding, from basic skills to complex one. They are going to play modified games until it will be understood. develop the Role playing.

Using Interactive Approaches. It was the strategy used by the teachers in inclusive education. The used of this strategy helped the learners feel comfortable to learn inside the classroom. Informant 5 expressed that;

By using interactive approaches like songs, games, story telling and I also engaging all the learners to participate the activity. Example the spin the wheel they are very excited, they feel motivated basin ilang pangalan ang ma tunong murag makulbaan, They are very interactive and they feel belongingness.

(By using interactive approaches like songs, games, story telling and I also engaging all the learners to participate the activity. Example the spin the wheel they are very excited, they feel motivated basin ilang pangalan ang ma tunong murag makulbaan, They are very interactive and they feel belongingness.)

Using Carousel Approaches. This strategy was conducted during the teaching in an inclusive education. It is a way of helping diverse learners to sustain their interest in learning. Informant 6 shared that;

I used carousel approaches because they are very excited to go in next station. Pinakaganahan nako nga approach labi na pina dula-dula ang style. Ganahan kaayo sila excited kaayo sila.

(I used carousel approaches because they are very excited to go in next station. I like this approach especially the play style. They are very excited and they like it.)

Ways to Modify Instructional Materials to Meet the Needs of Learners with Varying Abilities

The themes in this section were coming from the specific research question 3.2

“How did you modify your instructional materials to meet the needs of learners with varying abilities? The responses generated six themes, namely, by using simplified language and instruction, by using explicit teaching, by using needs-based adaptation, by using differentiated materials, by using chalk talk and by using localized and indigenized materials.

By Using Simplified Language and Instruction. This was the ideas of teachers in diverse classroom to modified instruction order to meet the needs of every learners. They were include this in classroom because they wanted to involved learners for equal learning opportunity. Informant 4 suggested that this was one way of modifying constructional materials. She claimed that;

I made simplified language and instruction and I made 3 kinds of activity, for low emerging, average and difficult level. But I do not let my student know about these.

Same sentiments was provided by informant 5 and contented that ;

I modify my materials by simplifying the lesson. example naay bata nga nag lisod og sabot sa words ako kining gi simplify. Also by adding picture and visual aids mostly in the lower grades like grade 1.

(I modify my materials by simplifying the lessons. For example, if a child struggles to understand certain words, I simplify them. I also incorporate pictures and visual aids, particularly for lower grades like Grade 1.)

By Using Explicit Teaching. Another ways of modification of instructional materials was the used of explicit teaching. Informant 1 generally expressed her feeling and shared;

I apply the Explicit Teaching the “I DO, WE DO, YOU DO”.

By Using Needs-Based Adaptation. Teachers modified used this instructional ways in order to help learners sustain their interest in class. According to informant 2 that;

I modify the learning materials that is suited to their learning needs.

By Using Differentiated Materials. As teacher in inclusive education, teachers usually used differentiated instruction in order to target the need of every learners. As informant 3 shared her thoughts that this was an effective strategy in class. She said that;

Naa pod koy materials nga suited to their level differentiated materials. Halimbawa dili sila ka answer sa written ako ra silang e color ang pag answer. Kay kung sigohon ra nimo sila og pasulat, mo sulat tood pero walay na sabtan na puno nalang ang papel. Pag mag answer na sila akong tawagon nganong gamay ra iyang na answeran, mo ingon ra sila nga dili man me kabalo maam.

(Additionally, I have differentiated materials suited to their levels. For instance, if they can't answer in writing, I allow them to color as a form of response. If I keep making them write, they will write something but won't understand, resulting in filled paper without

comprehension. When I ask why they answered so little, they often say they don't know, Teacher.)

By using Chalk Talk. This was one of remedies conducted by teachers in inclusive education used in class without any television that commonly seen inside the classroom. Informant 6 concluded that;

Dapat jud unta naa tay TV but wala man koy tv diri. Chalk and talk sometimes I used my laptop adto sa tunga, Explain explain mao ra jud na akoo maam. Kay math man ko sa central mas ganahan pod ko og chalk and talk kay sa tv. Kay ma erase erase ra dayon same anang fraction ma arrow arrowhan man gud na nimo. Mag dala ko og slating board. Sa laing subject pwede ra mag tv.

(Ideally, we would have a TV, but I do not have one here. I often use chalk and talk, and sometimes I utilize my laptop at the front. My teaching method mainly involves explaining concepts. Since I teach math in central, I prefer chalk and talk over using a TV, as it allows me to quickly erase and illustrate concepts like fractions. I will bring a slating board for use. In other subjects, we can use a TV.)

By using Localized and Indigenized Materials. To maintain the effective teaching, teachers need to use localized materials in order to suits the need of the learners. This statements was carried out by informant 7 when asked and she said;

I used localized and indigenized materials.

Effective Teaching Strategy in Creating an Inclusive Classroom Environment

This section presents the results to the specific research question 3.3. 'What are the teaching strategy that you found effective in creating an inclusive classroom environment? under the 3rd major research question 'What strategies do teachers employ to effectively support diverse learners in an inclusive setting?' The following themes served as results, which was collaborative, explicit teaching and differentiated instruction.

Collaborative, Explicit Teaching and Differentiated Instruction. The effective teaching strategy depend on how teacher use it in class. Teachers need to develop strategy that easily absorbed the learning among diverse student. It was annotated by informant 1 like this;

Most effective for me is the explicit teaching and differentiated instructions.

While informant 2 explained that;

Kuan maam most effective for me is differentiated, collaborative kay dapat e fit man nimo sa learning level sa bata.

(What is most effective for me is differentiated, collaborative because it should be fit to the learning level of the child).

In addition, informant 3 and 4 revealed that;

Most effective for me is Differentiated strategy and using realia or a real objects, and differentiated instruction.

The essence of collaborative explicit teaching was essential to informant 5 and they said;

I found feeling lang nako maam differentiated instructions kay naka adjust na daana ang activity.

(I just felt that the differentiated instructions were already adjusted to the activity.)

Moreover, informant 6 and 7 shared their sentiments on the issued and revealed that;

Direct teaching and the Explicit one the I do we do and you do and collaborative same akong group of learners karon.

(Direct teaching and the Explicit one that I do, we do, and you do, along with collaborative approaches, I currently have a group of learners).

Ways to Collaborate with Colleagues or Support Staff to Improve Inclusive Education in School

The themes derived from the responses of the research informants to the specific research 3.4 ‘In what ways did you collaborate with your colleagues or support staff to improve inclusive education in your school?’ The themes were: sharing feedback and ideas and asking colleagues advice.

Sharing Feedback and Ideas. This was the ways to collaborate colleagues in order to improve the implementation of inclusive education. Connecting to others in order to gain more effective teaching strategy is what the teachers did. Informant 1 expressed her sentiment and shared;

When we have our meeting by giving feedback to those pupils to their achievements. Also, during our collaborative expertises the LAC Learning Action Cell sessions. Naga input pod ko sa amoa during collaborative.

Informant 3, shared also by stating his finding like this;

By asking my colleagues on how to handle that learners in past grade level of the child. Halimbawa mag ask ko og unsa mani si kuan, unsa may background ani niya sa grade 4 sa una, gi unsa mani nimo siya. Unya mag ask pod dayon me sa among SNED teacher. Kay ang gobierno dili baya na sila ipabagsak labi na og na tag nimo sa LIS maong amo jud gina tag basta mag pakita sila og lahi nga behavior sa amo gina tag jud namo.

(By asking my colleagues about how to handle those learners in the past grade level of the child. For example, I would ask about what this student is like, what his background was in grade 4 before, how did you handle him? Then we would also ask our SNED teacher. Because the government does not let them fail, especially if they are tagged in the LIS, that is why we really tag them, especially if they show different behavior.)

In addition, informant 4 and 7 revealed that;

Through SLAC school Learning Action Cell. Sharing our ideas and strategies and through LAC session every Friday afternoon. By asking sharing ideas how handle this diverse need.

(Through SLAC school Learning Action Cell. Sharing our ideas and strategies and through LAC session every Friday afternoon. By asking sharing ideas how to handle this diverse need.)

Asking Colleagues Advice. Approaching someone help was one of the things did inclusive teachers. They see to it that they can get advice from their peers to enhance their professional growth and sustain the effectiveness of their teaching.

Informant 2 had this to say;

By asking my colleagues in a nice way specifically the lesson that I did not know and I ask them what is the best thing to do for the improvement of my learners.

Another story was given by informant 5 and explained that;

Mostly in LAC session because in this way I found safety for my learners by asking my colleagues of what to do handling diverse learners.

(Mostly in LAC sessions because in this way I found safety for my learners by asking my colleagues what to do in handling diverse learners)

None. Some response turned into nothing. Teachers express her sentiments about how to collaborate with colleagues in support inclusive education. Informant 6 said that;

Ah dili ko mag paki-alam maam oi. Wala mo ingon ra ko nga storyaha ang ginikanan. Ang naa man gud sa amoa kay imoha wala nami hilabtanay.

(Oh, I don't care, ma'am. I didn't say to talk to the parents. What we have is yours; we should not interfere with each other.)

Ways of Tools Such as Technology or Assistive Devices Enhance Efforts to Support All Learners

This section presents the results to the specific question 3.5 ‘ How do tools such as technology or assistive devices enhance your efforts to support all learners? ‘After subjecting the responses to content analysis, the following themes were drawn: increased students engagement, increased productivity, big help, helps to cater learners diverse needs.

Increased Students Engagement. Provided exact technology in teaching was one of the ways of teachers support the needs of learners to enhance their teaching profession. According to informant 1 she said;

Those tools gives a big help and more interesting to my students.

Meanwhile, informant 5 stated that;

Technology really helps for me because more engaging ang mga bata like my classroom I use Smart Tv from DepEd it makes my lesson easier and more exciting sa mga bata. Unlike before yawyaw nang yawyaw lang ka. Ma bored pod ang mga bata. By using Tv the learner more participative or interactive. Dili parehas sa una nga pilit lang ka nang pilit Na pa jud time nga tapulan ka dili naka mag himo. Katulgon sila pag abot sa technology exciting mas napadali sa atoa labi na mga pictures mga visual aids Makita na nila sa tv. As a result my pupil become more participative by using technology.

(Technology really helps me because it makes the kids more engaged. In my classroom, I use a Smart TV from the Department of Education which makes my lessons easier and more exciting for the kids. Unlike before, when I would just talk endlessly, the kids would get bored. By using the TV, the learners become more participative and interactive. It's not like before when you had to force them; there were times when you felt lazy and couldn't prepare anything. They would fall asleep, but with technology, it's exciting and it makes things easier for us, especially with pictures and visual aids that they can see on the TV. As a result, my pupils have become more participative by using technology.)

Increased Productivity. In order to continue effective teaching practice, teachers in inclusive education wanted to have technology in class despite the lacking ones they were able to maintain its commitment to serve because they don't lose hope instead they find ways to make teaching career a fruitful results. Informant 2 give his statement;

Giving me a more fastest way of teaching learning process.

Moreover, Informant 3 revealed that:

Maka tabang jud siya labi na sa reading kanang mga letter sounds labi na jud sa akoo mag lisod ko og letter sounds. Maka balo naman gud na sila kay sigi jud me practice. Naa me motto nga practice makes perfect. Moingon na gani ko nga cge ta og practice kay practice makes, sila na motubag og perfect.

(He really helps a lot, especially in reading those letter sounds, especially for me because I struggle with letter sounds. They already know because we keep practicing. We have a motto that practice makes perfect.)

Big Help. Teachers were looking for better teaching in class. Technology can be their ways in providing additional effective techniques. They always see it as big help in their teaching. Thus, it will lead to the realization of quality education. Informant 6 noted;

Lahi ra jud og naay technology maam pero kay diri man gud wala. Naa man unta to Tv pero wala pa nako na lukat. Kay wala me MOOE. Dako jud og tabang.

(It really depends on whether there is technology, ma'am, but here there isn't. There was supposed to be a TV, but I haven't opened it yet. Because we don't have MOOE (Maintenance and Other Operating Expenses). It would really be a big help.)

Added to the desire to perform teaching effectiveness, informant 7 noted;

Technology and assistive device can help a lot. Less effort and help the learners to think as a globally competitive standards.

Helps to Cater Learners Diverse Needs. Teachers need technology as their means of connecting to new version of teaching. However, it doesn't affect their ways of sustaining positive views despite the challenges they encountered. Same sharing was given by informant 4 said;

It allows me to teach learners with diverse needs that the traditional one cannot help me to do it. example we have a students need a brael in order to read or wla man tay brael so, halimbawa laptop nga naay text to speech.

(It allows me to teach learners with diverse needs that the traditional methods cannot help me do. For example, we have students who need Braille in order to read, or we don't have Braille available, so, for example, we have a laptop with text-to-speech.)

What insights do teachers gain from their experiences in implementing inclusive education strategies?

This section presents the results on the viewpoints of the research participants insights gain fro their experiences in inclusive education strategies. This was the gist of the 4th major research question 'What insights do teachers gain from their experiences in implementing inclusive education strategies? Five specific research questions were utilized to gather data and information.

View of Inclusive Education Changed Over the Course of Teaching Career

In this section, the themes created were from the responses to specific research question 4.1, 'How has your view of inclusive education changed over the course of your teaching career?' The following were the themes: developing patience, nothing change, fulfillment in fulfilling learners needs, satisfaction on learners improvement and increased understanding.

Developing Patience. Teachers self understanding on the context of inclusive must be adhere. By their experiences in the field, they may be able to give their insights on dealing such challenges. Informant 1 narrated;

I really have to develop a lot of patience those children and also a teacher must acquire big heart to accept that kind of learners.

It was also emphasized that this insights need to continue. This was contended by informant 3;

Kuan ang inclusive education is for all man. Maka gain man gud ta through experiences unya diha pod ma test ang atong patience sa ilaha ma test asa jud taman atong pasensya og love sa mga bata.

(Inclusive education is for everyone. We can gain through experiences and that's where our patience with them is tested, to see how far our patience and love for the children can go.)

Meanwhile, informant 5 gave his statement about it and said;

In the very beginning I saw Inclusive education is very challenging for me. But the time goes by inclusive education na change na nako akong panglantaw. Kay through inclusive education is having heart to understand everywhere. Once again more patience.

(In the very beginning, I saw that inclusive education is very challenging for me. But as time goes by, my perspective on inclusive education has changed. Because through inclusive education, it is having the heart to understand everywhere. Once again, it requires more patience.)

Nothing Change. Continuing learning despite hindrance was one of the strength among teachers. They always see it as new learning and even nothing change as what they gave their insight in embracing challenges in the field. Informant 4 revealed that;

It didn't change at all yet I continued learning it in my real life as a teacher. Wala siya na change padayon gihapon ta naga learn sa mga bata. Naga learn gihapon ta sa ilaha.

(It didn't change at all yet I continued learning it in my real life as a teacher. There was no change, but we still continue to learn from the children. We are still learning from them.)

Further, informant 6 shared;

Wala man naka change over maam. Kay dili jud nako problemahon. Pero og naa ako siya e Embraced. Pag naa accept pod naa. Dili pod nako siya e hit. Ako rapod siya dawaton.

(Nothing has changed, ma'am. Because I won't make it a problem. But if I have to embrace it, I will. If there's acceptance, then there's acceptance. I also won't hit it. I will just accept it.)

Fulfillment in Fulfilling Learners Needs. It is one of the many insights of teachers in inclusive education. They were willing to sacrifice just to continue teaching need. As what informant 2 shared;

Teaching is not just having money or benefits is all about your students fulfilling learners needs.

Satisfaction on Learners Improvement. As teacher provide instruction, they imparted learners improvement. Some insights may satisfy learners in class. That is why teachers come up with in need solution in order to continue the implementation of inclusive education. Informant 3 noted;

Usahay bitaw maka ingon ko gusto nako mo retire pero kanang bitaw feeling of satisfaction kana jud maka pugong. Maka ingon napod ta nga dili lang sa diay ko kay na enjoy pako. Pero kadugayan labi nakita nimo ang bata nga nag improve ma happy pod ka. Nga isa ka sa naka tabang sa ilang improvement.

(Sometimes I feel like I want to retire but that feeling of satisfaction can hold me back. We can say that it's not just me because I enjoy it. But in the long run, when you see the child improving, you'll be happy too. That you were one of the ones who helped them improve.)

Increased Understanding. It was also the insights of teacher where they understand how challenges affect their lives. It was then reported by informant 7 and shared;

Through understanding the situation of my learner, understand what is the status of their learning ability and their physical. At doon ko na elaborate ang aking pagtuturo.

(By comprehending the circumstances of my learner, I ascertain the status of their learning capabilities and physical condition. It is therein that I shall elaborate on my instructional approach.)

Lessons Learned from the Experiences with Diverse Learners that Influenced Teaching Practices

In this section, the themes created were from the responses to specific research question 4.2, 'What lessons have you learned from your experiences with diverse learners that have influenced your teaching practices?' The following themes were: importance of recognizing individual difference, Touching Lives, Personal Experience Informing Teaching, Importance of Patience, Importance of Love for Learners.

Importance of Recognizing Individual Differences. Teachers learned from their experiences in diverse classroom by recognizing their difference. This was the important lesson to know the weaknesses and strength among learners. Informant 5 narrated;

One of my experience maam of may learners all I can say is one size does not fit to all. Each child learn in different needs. Its more patience, creative and flexible jud ta.

(One experience I had with my learners has taught me that a singular approach is inadequate for all; each child possesses unique learning requirements. Thus, it necessitates greater patience, creativity, and flexibility on our part.)

Moreover, informant 7 stated that;

Laging nasa isip ko na ag every individual is unique. Mayroon silang ibat- ibang level of abilities. Bilang isang guro dapat tayo ay flexible, kasi pwede yong learners mo may makakuha yong iba hindi. So dapat maki ayon tayo sa mga kahinaan nila. Pwede nating ibaba yong level sa pagtuturo natin.

(I always keep in mind that every individual is unique. They have different levels of abilities. As a teacher, we must be flexible, because some of your learners may be able to do it and

others may not. So we must be able to accommodate their weaknesses. We can lower the level in our teaching.)

Touching Lives. Touching learners live was one of the lesson learned from teachers experience. Embracing the essence of emotions towards other would really make sense. Informant 1 believed that;
Touch someone lives

Personal Experience Informing Teaching. This was one of the lesson gained from teachers experience. They relate their experiences into the real teaching even if they hardly manage the class but continue to do something great. This was contented by informant 2;

Teaching these children is a struggle for me but teach those children who are capable in class because I know that I can handle those who are capable in class.

(Teaching these children is a struggle for me, but I teach those children who are capable in my class because I come from a difficult background, so it's easy for me to handle these learners.)

Importance of Patience. Teachers possessed a strong feeling of making things possible. Imposing the importance of patience was one of the lesson gained from their own experience in teaching inclusive education. Informant 3 noted;

Kuan maam hatag jud og pasensya ang teacher. Kay ako maam sa una grabi jud ko ka isog, discipline jud ako maam diri sa among school ako ang known nga pinaka isog strictahan nga teacher ako jud. Naa bitaw ko mga pupils sa una nga teacher napod karon, mo anhi mo ingon nga maam dili ta jud ka malimtan kanang imoha ming gipa setting on the air, kay dili jud ka gawas og dili ka basa known jud ko nga grabi ka strict.

(Please give the teacher patience. Because I know, at first, I was very strong, I was disciplined, in our school I am known to be the strongest and strictest teacher. I have pupils from the first teacher now, you are saying, ma'am, we should not forget what you set on the air, because you are not free and you are not read, I am known to be very strict.)

Importance of Belongingness. Teachers perceived the essence of importance of belongingness. It was one of the lesson gained from their challenges. As stated by informant 4, she emphasized that;

I learned that in every aspect of our teaching, always think first of an activity to include all learners, not one, two but all of them be included.

Importance of Love for Learners. Loving with learners was one of the lesson learned from them. As teacher, they shared their love for children no matter how hard the roads was in order to fulfill the needs of everyone desire. They also shown love by teaching them to their utmost commitment. Informant 6 echoed the possible lesson and established;

Love the child. Dili lang jud nimo siya himoon nga kargo sa imoha. Dili nimo siya himoon nga pas-an ng krus. Kay aron dili ta ma stress. Dapat stress free lang jud ta.

(Love the child. Don't just make him a burden to you. Don't make him bear a cross. Because so that we don't get stressed. We should just let him be a stress fee.)

Specific Situation Inclusive Education Making a Meaningful Difference for a Student

In this section, the themes created were from the responses to specific research question 4.3 'What are specific situation where you saw inclusive education making a meaningful difference for a student?' The following were the themes: seeing students growing and improving, increasing students participation, seeing students understand and happy on lesson.

Seeing Students Improving and Growing. Seeing student development in class was one of the fulfilling feeling of inclusive teacher. They must help the learner grow and improve. Informant 3 noted;

When my slow learner mo apas na sa mga regular nga mga bata. Basta tagaan lang jud nimo sila og chance og Makita nato nga nag improve or nag grow sila sa ilang level. Kay lahi ra baya ang sa SNED kay inoras ra sila didto. Lahi ra jud og na sagol sila sa isa classroom kay Makita jud nato ang ilang improvement. unya ma feel sa bata nga I belong, ang belongingness.

(When my slow learner catches up with regular children. Just give them a chance and we can see that they are improving or growing at their level. Because it's different in SNED because they only have one hour there. It's different when they are mixed in the same classroom because we can see their improvement. Then the child will feel that I belong, the belongingness.)

It also pointed by informant 5 that;

In my grade 1 classroom the specific situation that making meaningful difference when they can read even in a single word kay wala pa jud na sila kabalo. Kay kung dili siya makabalo naa ra jud siya sa daplin so through one on one reading sessions nakabalo jud sila hinay hinay. Hinay hinay lang ta dili lang ta mag dali kay by the end of the school year maabot ra jud ang panahon makabalo ra jud na siya.

(In my grade 1 classroom the specific situation that makes a meaningful difference when they can read even in a single word because they don't know yet. Because if they don't know, they're just on the edge so through one on one reading sessions they'll know slowly. Slowly, slowly, we won't just go fast because by the end of the school year, we'll be able to know soon enough.)

In order to help learner, teacher must also provided essential support in it comes to learning. This was noted by informant 6 say;

When the child can read Ato siya e appreciate Kay ing-ana raman jud ta. Ingnon nato na wow nakabalo na siya.

(When the child can read Let's appreciate him because that's how we are. Let's just say wow he's figured it out.)

Meanwhile, informant 7 said;

Naay students nga maulaw siya mo basa kay dili kaayo siya kabalo mo basa. So wala nako siya gipabasa. Sa dihang nay vacant time ako siya gi dool og gipabasa sa sayon lang nga basahon. Sa time nga nakabasa siya sa sayon gidayeg nako siya mobasa og akong gipakita nga nalipay ko sa iyaha.

(There are students who are shy about reading because they don't know how to read very well. So I don't let them read. When I have free time, I take them to read easy books. When they read easy books, I praise them for reading and show them that I'm happy with them.)

Increasing Students Participation. The teachers in inclusive education see to it that learners were given equal opportunity to learn and because of this, student participation increased. Informant 1 stated that;

When I see my learners with having at risk disabilities is mingling with a children whose always active in all the activities in these school can participate already.

The same feelings was stated by informant 2 and shared;

If my students with diverse participate with the regular students.

Seeing Students Understand and Happy on Lesson. This was one of the specific situation where teachers in inclusive education to understand and they see learners happy on the lesson imparted to them. This was stated by informant 4 what she said;

When they will find joy in learning like they will understand, or they feel they are belong sila. Ma feel man gud nato nga nalipay ang bata sa imong lesson kaya kung nakasabot sila mo participate na sila sa activity. kung wala sila nalipay kay lisod kaayo ang instruction kay Makita man gud nato ang positive side sa mga bata.

(when they will find joy in learning like they will understand, or they feel they belong sila. We can really feel that the child is happy in your lesson so if they understand you they will participate in the activity. if they are not happy because the instruction is very difficult because we can really see the positive side of the children.)

Areas for Improvement in the Inclusive Education

In this section, the themes created were from the responses to specific research question 4.4 'What area of inclusive education in your school would you most like to improve, and what changes would you suggest?'

The following were the themes: teacher training and awareness, emotional and moral support, additional personal to cater diverse needs, instructional materials and assistance devices and practical life skills.

Teachers Training and Awareness. One of the responses given by participants that would like to improve on the implementation of inclusive education. Teachers need training on the alignment of the program. In order to hear the issue informant 2 contented that;

Maybe the program I want inclusive education being full addressed by all or mas ma hugtan pa jud ang program nga inclusive education. They should put well trained teachers or item teachers. para ang mga parents mas mosalig jud sa ilaha kay specialized og well trained jud sila para ana nga mga bata.

(Maybe the program I want inclusive education to be fully addressed by all or the program of inclusive education can be tightened. They should put well trained teachers or item teachers. so that parents will trust them more because they are specialized and well trained for those children.)

The implementation of the program can be improve the ways teacher aware on the training they were attending in order for them to impart the learning form their learners. Infomant 5 says;

The area I most like to improve is the availability of support in struggling needs. Kay dili enough atong training how to handle that kins of learners. I suggest a SPED teachers or having training for the teachers so that they will learned on how to handle the diviserse learners. More regular training to gain more strategies handling diverse needs. Kanang naay mga seminars nga pwede ta mo apil aron naa tay background kanang dili nata mangapa kung unsaon pag handle sa bata.

(The area I would like to improve the most is the availability of support for students with difficulties. Our training to handle these kinds of learners is not sufficient. I suggest that we have special education (SPED) teachers or provide training for regular teachers to learn how to manage diverse learners. More regular training is needed to develop strategies for addressing diverse needs. We should also participate in seminars to gain background knowledge, so we are not left unsure about how to handle students.)

Moreover, informant 7 shared;

In our school the area of inclusive education that I would like to improve: Training about Pedagogy in Inclusive education para naa me makuha nga different strategies to address the variation of leaners level.

(In our school, I would like to enhance training related to pedagogy in inclusive education, so we can acquire different strategies to address the varying levels of learners.)

Emotional and Moral Support. Learners in diverse classroom need emotional and moral support in order to motivate and encourage learners to do better in class. That is why, teachers must observe proper way of imposing positive discipline in he classroom to maintain learners participation. Informant 1 shared;

By supporting them emotionally and morally the changes is.

Additional Personnel to Cater Diverse Needs. Teaching in inclusive education faced several problem. Most often on the additional personnel in order to cater the need of learners. Informant 3 revealed that;

Gusto unta ko og naa jud mo cater sa ilaha. Kanang naay mga difficulty. Kasagaran man gud diri sa atoa late bloomer, din sa pod toy gitawag nila nga mga hyper nga bata kanang autism naa jud untay mo handle sa ilaha. Labi na sa lower grades mag lisod na pag maabot na sila sa higher. Kay same sa akao karon science nalang akong gi handle pag naay bata nga dili pa kaayo kabalo mo basa mag lisod ko og inject og reading kay science naan a diha ang experiment, observation. Og isa pa kulang sa personnel mo cater sa mga bata.

(Wish you could have catered to them. Those who have difficulties. It's common here among us late bloomers, also in the pod toy they call hyper children, those with autism you should have handled them. Especially in the lower grades it will be difficult when they reach higher. Because like me now I only handle science, if there is a child who doesn't know how to read yet it will be difficult for me to inject reading because science is where the experiment, observation is. And another thing is you lack personnel to cater to the children.)

Instructional Materials and Assistive Devices. This was one of the needs of the teachers in inclusive education. They wanted that their teaching endeavor really effective for the learners. Informant 4 noted;

The availability of instructional materials and assistive devices specially for student with visual impairment. Kay mao man jud ang naa sa atoa tapos para sa mga bata nga dugay gani ka sabot sa math. Naa man gud nay mga instructional materials nga para jud sa ilaha. Para dali sila maka intindi.

(The availability of instructional materials and assistive devices especially for student with visual impairment. Because that's what we have and for the children who understand math for a long time. There are instructional materials that are for them. So they can understand easily.)

Practical Life Skills. Teaching in inclusive education is crucial to manage if teacher assign is not really capable of handling the diverse learners. They must also teach with practical life skills . This was raised by informant 6;

Kanang naa jud unta sila balay sa sulod sa classroom nga pwede sila maka practice og luto luto sa mga labi na dagko na nga mga learners. Kanang naay bathroom, cooking kay ang ato ra baya I tudlo sa ilaha makabalo sa basic nga mga trabahoon for survive ra baya na sila. Kay kintahay wala na silay ginikanan makabalo na sila kay kung sa pag basa dili naman jud mga basic ra jud para sa ilang future mabuhi sila, makabalo manglaba, manilhig ana lang tingali maam. Kay dili naman na sila makasabot og nilaglom maam. Makaila lang sila unsay kwarta. Ana lang siguro.

(They should have a house inside the classroom where they can practice cooking for the older learners. If there is a bathroom, cooking, that's all I can teach them, they should know

basic jobs so they can survive. Because they don't have parents anymore, they should know because if they don't read, they won't know the basics for their future, they should know how to wash clothes, sweep, that's all, ma'am. Because they don't understand anything anymore, ma'am. They should only know what money is. That's all, I guess.)

Guidance for Beginning Teachers to Work in Inclusive Classrooms

In this section, the themes created were from the responses specific research question 4.5, 'Based on your experiences, what guidance would you offer to teachers who are just beginning to work in inclusive classrooms?' The following were the themes; be more patience, creative, observant and resourceful, embrace continues learning, be dedicated and not lazy, celebrate small wins and identify students strength. **Be More Patience, Creative, Observant and Resourceful.** The teachers must possess quality attitude when handling diverse classroom. He/she must see to it that they know what they are entering in order to produce quality instructions despite learners different needs. Informant 2 said;

Ang ako jud ma advise sa ilaha kay you give more patience, more creative, resourceful for the diverse learners so that it will result a good product for the day.

(My advice to them is to exhibit more patience, be more creative, and resourceful for the diverse learners, so that it will lead to a good outcome for the day.)

Informant 3 added;

Have more patience, mag collaborate. Kay isa sa akong na experience nga wla sa akong last year. Pero sa isa rapod ka bata tungod adtong na harsh na jud siya Dili na nako makaya sa akong power. Sa makaya lang. Be resourceful.

(Have more patience; we can collaborate. This is one of the experiences I didn't have last year. However, there's one child who has become quite harsh, which I can no longer manage on my own. I can only do so much. Be resourceful.)

Moreover, it was also echoed by informant 4 and said;

Be resourceful, dapat dili lang isa ka strategy ang imong atake dapat pag ka ugma another napod para sa ilaha kay aron dili sila ma board. Pag mag tantrum ana lang maam, storyahon lang nimo sila in a nice way, dili pod nmo sila kasab-an, singgitan kanang mag tantrums napod ka. Hinay hinayon lang nato sila pag storya pag ma release napod nila ilang tantrums. Ang teacher need jud siya og patience nga taas.

(Be resourceful; don't rely on just one strategy. The next day, have another approach for them to prevent boredom. When they throw tantrums, talk to them kindly; don't scold or shout at them, as it may lead to more tantrums. We should communicate with them gently, helping them express their feelings. Teachers need to have a lot of patience.)

Additionally, Informant 5 shared;

Akong e ka advice be patience, be observant and believed in every child. “Dili jud nimo deretsoon nga ikaw dili jud ka kabalo”. Because in every child has a difference learning needs. Dili tanan naka plano sa atong lesson mao jud na ang mahitabo kay lahi lahi sila og need.

(My advice is to be patient, observant, and to believe in every child. You cannot expect to know everything immediately. Every child has different learning needs. Not every lesson will go as planned, and that's simply because their needs vary.)

Lastly, informant 7 advice new teacher and said;

Sa mga newly hired teachers, dili jud lalim as a teachers. Mao ra jud ni akong tree words ma sulti Be watchful, Be flexible, Be resourceful. Be watchful kay imoha jud manmanan ang atong mga stuyante in physical even in mental abilities. Para makuha nato nganong ing ana man ang ilang performance. Be flexible ta kay pag Makita na nato ang ilang ability mapangitaa na nato og way nga mahimo ta nga successful para sa ilaha. Be resourceful kay mangita jud ta og mga pamaagi para ma gamit nato aron magamit na nato ang localized og indigenized materials.

(To the newly hired teachers, it is indeed not easy being a teacher. I can express it in three words: Be watchful, Be flexible, Be resourceful. Be watchful because you must closely observe our students' physical and mental abilities to understand why their performance is as it is. We must be flexible; once we recognize their abilities, we should find ways to help them succeed. Be resourceful; we need to seek methods to utilize localized and indigenized materials effectively.)

Embrace Continuous Learning. Teaching in inclusive education should produce quality and effective education. New teacher who will be assign in this endeavor must embrace and continue learning . Informant 1 stated;

Learned along the way.

Be Dedicated and Not Lazy. To be assigned in inclusive education one must be dedicate and not lazy. They must create effective strategy to manage and to deliver equal learning opportunity to every learners. Informant 2 mentioned and give her advise and said;

Bawal mag tinapulan. Kay aron mahuman ang adlaw nga naa jud result balik balik lang baya jud na sila kay karon imong gitudlo pag ka ugma wala na.

(Laziness is not acceptable, as we need to ensure that at the end of the day, there are tangible results; students often forget what you taught them by the next day.)

Additionally, to be able to embrace teaching in inclusive education, teachers assign must observe positive outlook in life. Informant 3 added;

Dili mag tinapulan, ipa feel sa bata nga belong silaunya dili mag tinapulan. Kay naa man gud teacher mo ingon nga keber nimo bata a ka, epasar ta ka. Kay mas maayo jud nga sa lower grades og dil kabalo mo basa dili jud epasar kay sa amoa man gud sa higher grades mag lisod name kay daghan naman gud og subjects. Mag tuwad baliskad na jud me ana. Kay ako sa una sa grade 2 teacher pako 21-year ko sa grade 2 pag ang bata dili kabalo mo basa dili jud nako papasaron. Kay sa ERA law karon papasaron ang bata bisan dili ka balo na misinterpret. Og teacher pod ka nga tapulan wla jud improvement sa bata. Maong ako ma sulti dili mag tinapulan kay looy jud ang mga bata.

(Do not be lazy; make the children feel that they belong and do not be complacent. A teacher may say, 'It doesn't matter, we'll pass you,' but it is far better for lower grades not to pass kids who cannot read. In higher grades, students struggle more because there are many subjects. We really turn upside down in that case. Back when I was in grade 2, at age 21, if a child could not read, I would not pass them. Under current ERA laws, children are passed even if they cannot read, which is a misinterpretation. A lazy teacher shows no improvement in the students. Therefore, I must emphasize: do not be lazy, as it is truly unfortunate for the children.)

Celebrate Small Wins. It was mentioned that teaching in inclusive education endure strong engagement toward learners. Celebrate small wins must be observed in the diverse classroom. informant 5 raised some important points;

Dili ta ma afraid unsay mahitabo sa atong carrer. Celebrates small wins because those victory celebrates by the learners.

(We should not be afraid of what will happen in our careers. Celebrate small wins, as those victories are celebrated by the learners.)

Identify Students Strength. Every teachers must observe learners difference when teaching in diverse learners because not all have the courage to do the best. Teachers also must undergo proper training in identifying learners strength and weakness in order to intervene them properly with the help of the teachers. Informant 6 revealed that;

Ilaha sa siguro e Discover the talent sa bata maam aron didto nimo siya e fucos imong e develop dayon nimo. kay og I pugos sa dili niya gusto samok naman gud siya. Imoha sa siya panid-an ang weekness and their strength.

(You should explore the child's talents to focus on and develop them. Forcing them to do something they don't want can create confusion. Instead, you should identify their weaknesses and strengths.)

Chapter IV

DISCUSSIONS AND CONCLUSION

This chapter presents the discussions, conclusion and recommendations of the study that sought understanding of Handling Diverse Learners from the Experiences of Teachers in Inclusive Education. This study was conducted in six Public Elementary Schools Located in the municipality of Loreto, Agusan del Sur: These were Loreto Central Elementary School, Binucayan Elementary School, San Mariano Elementary School, Sto. Tomas Elementary School, Sto. Niño Elementary School, and San Isidro Elementary School.

Seven public school teachers served a study participant. They were identified based on the inclusive education implementation in the district. They were conducted using the in-depth interview (IDI) to gather relevant information to be used in this study. As this study involved a comprehensive investigation and in respect to reliability and transferability issue in qualitative studies, the research utilized the qualitative phenomenological research approach.

In doing so, the researcher would be able to conduct in-depth investigation through one-on-one interview and focus group discussion with the research participants and triangulated information and data using participant observation. The presentation of the discussions was divided into four subsets; experiences, challenges, coping mechanisms, and insights of the teachers handling diverse learners. The discussions section highlighted the themes, which were the results of the study, and corroborated with related literature and studies.

Discussions

The organized themes and the evoked themes were constructed as the base in widening the discussion of the results in this research. Since every theme was coupled with consecutive literature and research, a considerable discussion was performed to identify their connection with the theme.

Typical Day in the Classroom when Working with Learners Who have Varying Needs. The emerging themes in this structured theme are full of adjustment, struggling, tiring, and welcoming classroom. These were the insights of teachers handling inclusive education. The finding revealed that full of adjust was one of the tops among the themes. Teachers need to adjust in a diverse classroom in order to make them provide equal learning opportunity and to avoid stressful working condition. Struggling was also mentioned by research participants. They were experienced struggling to the different sides of being an inclusive teacher. In addition, tiring was also experienced by research participants who were taught in a diverse classroom. Lastly, a welcoming classroom was also noted. Learners in diverse classrooms must be given a conducive environment welcoming them positively despite their differences. Moreover, diversity of learners calls for adaptive learning settings that meet different cognitive and social-emotional demands. Research show that teachers' opinions about inclusive education affect their capacity to welcome various pupils (Roose et al., 2019).

Based on the study of Daniela & Lytras (2019), every student's right to access high-quality education inside regular classrooms is one of the fundamental ideas behind inclusive education. This is consistent with the "no child left behind" theory, which holds that every student ought to be provided suitable help to achieve academically.

Adjustment made in Lessons to Support Students with Different Learning Profiles. The emerging themes in this structured theme used differentiated activities and modified and simplified. These were the adjustment made by teacher to support student with diverse needs.

Teaching in inclusive education presents several adjustments one of these is the use of differentiated activities wherein they need to look for essential activities to support different learning needs. Differentiated teaching approaches become necessary to fit different learning environments. Studies show

that many teachers find it difficult to balance customized instruction and standardized curricula, producing differences in student results (Ackah-Jnr & Udah, 2021).

Moreover, modify and simplify was also mentioned. There, teacher needs to think possible adjustment when it comes to teaching the different learning areas in order to fully understand among learners. Content modification in inclusive classrooms calls for rearranging resources to fit students' different learning styles and degrees of ability. Teachers should change their resources, teaching strategies, and learning goals to fit various cognitive and language requirements (Woodcock et al., 2022).

Experience that Significantly shaped Inclusive Teaching Approach. The emerging themes were personalizing support, never neglecting answers, adjusting to unique learning needs, modifying instructions, none, reteaching and adaptations, and explicit teaching. These themes were experienced by inclusive education teachers. Personalizing support was being emphasized wherein participant was able to help learners in their needs specifically in teaching learning areas. Never neglecting answered of some participants that they experienced in their teaching career in inclusive education. Moreover, adjusting to unique learning needs was reflected of the participants view. Teachers in inclusive education is likely need to adjust on the different factor. Modifying instruction was also shown. Teachers need to modify instruction in order to understand the content of the lesson and other needed to equally deliver the service. On the other hand, none was being observed. Participants do not have experience that significantly shape inclusive teaching approach. Reteaching and adaptations were being applied in the teaching learning process. Explicit teaching however, was being applied as one of the teaching approaches in inclusive education.

In addition, to improve inclusive education, co-teaching approaches such team teaching, station teaching, and parallel teaching have been embraced somewhat extensively. These strategies, according to research, help teachers to give customized teaching catered to various requirements, thereby improving student learning (Espericueta, 2019).

Most Fulfilling Moments or Interactions in Inclusive Teaching Journey. The emerging theme were seeing students' success, being their first teacher, seeing students' happiness and engagement, being appreciated by parents, boosting students' confidence and seeing students' cooperation. Seeing student success resulted from the fulfillment moment as inclusive education teacher. In addition, it was also expressed according to them, they became their first teacher knowing in school where learners need so much attention and care towards teachers.

Seeing student happiness and engagement was also mentioned where teacher feel the moment as they embrace the inclusive teaching journey. They were being appreciated by parents in their ways of handling diverse learners, the way they taught in class, the way they became the second parents in class and the way they trait learners needs. They believed that teaching in inclusive education is not easy endeavor of they liked how teachers doing their responsibility and accountability to learners.

In addition, boosting students' confidence was also one of the moment that participants feel in inclusive teaching journey. They have sense of responsibility to boost learners confidence in order to learn and see how learners enjoyed in the class while teachers make instructional materials for them to be able to make things better. Another, seeing students' cooperation was one of the moment shared by participants. Teacher in inclusive education must fulfill their innate goal in class. They must understand always the learners need in accepting the new lesson. Through this, learners could be able to cooperate in class. They make sure that diverse learners were able to cooperate one another while inside the class.

This aligned to the statement of Hartman et al., (2020) that shared expertise, cooperation between general and special education teachers guarantees the meeting of various student requirements, therefore promoting inclusive learning. By offering specialized support in normal classrooms, co-teaching reportedly increases student involvement and learning results (Hartman et al., 2020).

Experiences in Inclusive Education that Encourage Learners to do Better in Class. The emerging theme were boosting confidence and celebrating small wins, showing belongingness, feed-backing and reinforcement and giving special attention and appreciation. The experience of inclusive that encourage learners to do better in class was boosting confidence and celebrating small wins. Teacher became proactive in dealing learners and ready to cooperate with learners need in class. In addition, showing belongingness was also mentioned. Teachers in inclusive education need to do something to feel learners inside the classroom. They must know that some learners were different situation and need to encourage to continue schooling

Meanwhile, feed-backing and reinforcement was one way of encouraging learners to do better in class. Teachers must see to it that their learners are equally treated with learning, love and respect. They need to feel learners with conducive environment in order to sustain their interest in class. Lastly, giving special attention and appreciation. Teachers need to give special attention in order to encourage learners to continue schooling. They must create recognition and even classroom best practices.

Moreover, according Eden & Chisom (2024) that an inclusive classroom guarantees that every student, from any backgrounds or ability level, has fair access to learning possibilities. Studies show that inclusion supports academic and social growth as well as a feeling of belonging among many students.

Difficulties Often Encountered in Supporting Diverse Learners in Your Classroom. The emerging theme in this structured theme were lack of support from parents, lack of materials, difficulty in finding effective strategy, difficulty in managing diverse leanings, none and difficulty on students attitude and behavior.

Lack of support from parents was one of the challenges in support ti diverse learners. Teachers challenged the way they teach in inclusive education. Some of them expressed their thoughts on lack of support in their teaching endeavor. Studies show that for many students, family participation helps them to feel motivated academically and to fit in (De Matthews & Serafini, 2021). Lack of materials was also mentioned. Teachers challenges in inclusive education experienced lack of materials which are essential in the teaching process. This challenges was expressed one of the participants. Teacher preparedness, resource allocation, and systematic obstacles are among the several difficulties inclusive education must contend with (Woodcock et al., 2022). Moreover, lack of resources and training, however, makes many teachers difficult to apply inclusive policies (Woodcock et al., 2022).

Moreover, difficulty in finding effective strategy are essential in teaching process. This is how teachers challenged in the classroom. It is difficult for them to look for the best strategy intended for inclusive education. It also aligned with the state of Rasmitadila et al., (2020) that many educators, however, lack the skills and understanding required to correctly implement process modifications, so leading to unequal application.

In addition, difficulty in managing diverse leanings was also pointed out and teacher feel the burden on discipline learners in inclusive classroom. None was also given emphasized. Teacher expressed this feelings on the difficulties in inclusive education. Some of the participant replied that there was none.

Further, difficulty on students attitude and behavior was one of the challenges encountered among teachers in inclusive education. This was one of the hard time of teachers in handling classroom with diverse learning.

Responding to Students Additional Support Needs that Goes Beyond the Current Resources Available. The emerging themes in this structured theme were seeking donations from stakeholders, asking help from parents, using localized materials, using alternative materials and finding intervention materials. Seeking donations from stakeholders was one of the additional support that teachers in inclusive education seek donations in order to give comfort to all learners in a diverse learners. It is way to support the lacking materials that are needed in the classroom. Asking help from parents teachers in inclusive education ask help from parents as additional support that are need in the classroom. It is one way of reaching parents to connect some of the needs in a diverse classroom. Furthermore, a major concern in inclusive education is making sure that every participant, including parents, participate actively in decision-making (Mustoip et al., 2024). Dealing with these difficulties calls for methodical communication systems and ongoing education to help inclusive learning settings.

Further, using localized materials was also mentioned. Teachers need to maintain the effectiveness of teaching and need to develop localized materials in order to expand learners understanding on the lesson. In elementary education, diverse learners those from many cultural, language, and cognitive backgrounds demand distinct instructional methodologies. Research shows that satisfying various learning needs still depends critically on teacher readiness, which is lacking (Owens & Wells, 2021). Implementing culturally sensitive teaching strategies that promote diversity often challenges educators (Roose et al., 2019)

Using alternative materials was one of the additional support needs in the current resources wherein teachers need this in order to sustain their teaching in class. Furthermore, explained on the study of Majoko (2019) that different students participate in different degrees depending on how much their cultural origins are included into the course.. Dealing with these issues calls for systematic adjustments in curriculum design and teacher preparation.

Finding intervention materials this was the done by the teachers to make the teaching learning more conducive in the diverse classroom. They need to find ways in order to learners learned so much with initiative of the teachers. It was in support with the statement of Varsik (2022) that schools have to use evidence-based interventions, support teacher development, and peer support programs encouraging acceptance and cooperation if they are to guarantee genuine inclusion.

Misunderstanding Experience from Parents, Peers and even Administrators Regarding Inclusive Practices. The emerging themes in this structured theme were unrealistic expectation, Lack of respect and collaboration, stigma and separation, Misunderstanding of support teachers and none. Unrealistic expectation this was one of the additional support that a teachers expressed in order to maintain the teaching in inclusive education. Lack of respect and collaboration teachers need to be respected all the time. But in the inclusive education, they were not respected and even support in school became less. Unfortunate, some may not be participated in school and not able to collaborate with them in support to their goal in this education. As what Lindner & Schwab, (2020) said effective teamwork, however, depends on constant professional development and well defined roles qualities many schools lack. Furthermore limiting the application of collaborative practices and hence affecting their impact on student progress is irregular planning time among teachers (Kefallinou & Symeonidou, 2020).

In addition, stigma and separation this was the feeling of every teachers who were able to experience stigma and separation in inclusive education. Denial and resistance teachers in inclusive education experienced misunderstanding regarding inclusive practice. Misunderstanding of support teachers need to support in their endeavor. Sometimes misunderstanding of support can be experienced by teacher in inclusive education. None was also shown. Teachers haven't misunderstanding on the practice of inclusive education in school. They don't have problem on the program since they really have the courage to do their job respectively. In inclusive elementary environments, building a good and encouraging classroom community helps different students flourish both academically and socially. Studies show that using restoring justice techniques improves peer relationships and lowers behavioral disputes (Lodi et al., 2021). Furthermore encouraging a feeling of inclusiveness and belonging are organized classroom activities and group projects under collaborative learning (De Matthews & Serafini, 2021).

Necessary Resources or Support Systems but Currently Unavailable in the School. The emerging themes in this structured theme were instructional materials and specialized personnel, textbook and medical expert consultation. Instructional materials and specialized personnel one of the resources needed but not available. Teachers needs instructional materials but not available in the inclusive education program. Many teachers initiated strategy and teach accordingly but they need materials and even teachers force to teach even they are not align with the course. Systemic obstacles including poor teacher preparation, limited resources, and organizational constraints typically prevent inclusive education from being implemented in elementary schools (Siuty, 2019).

Textbook this kind of resource is vital in teaching learning process. Teacher in inclusive education experience lack of textbook in class. Not all learning areas provided with textbook other teachers prefer to get the lesson form the internet to provide them relevant topic. Teacher preparedness, resource allocation, and systematic obstacles are among the several difficulties inclusive education must contend with (Woodcock et al., 2022). In addition, medical expert consultation they suggested that learners need for medical consultation inclusive education.

Ways to Manage the Expectations of the Curriculum while Addressing the Varied Needs of Learners. The structured theme were trying to give best support, adjusting, using differentiated instruction, unpacking learning competency, giving special attention and becoming resourceful. Trying to give best support Teachers in inclusive education find ways to let them feel comfortable to teach despite the challenges face in class. They make that every learners in diverse classroom equally penetrated with good teaching even if they were able to try their best support all learners. Adjusting this was done by the teachers in support to the problem exist in inclusive classroom.

In addition, using differentiated instruction teachers used differentiated instruction to cater the diverse learners. They provided learners with equal opportunity to learned despite their differences. Differentiated instruction's importance in inclusive elementary classrooms is found in its capacity to advance individualized learning and equity. Studies demonstrate that children with special educational needs have better academic achievement and self-confidence when teachers properly apply difference (Mulyawati et al., 2022).

Unpacking learning competency are essential in teaching, that is why teachers in inclusive education need to unpack the competency in order to understand the learning areas taught in the classroom. Systemic obstacles including poor teacher preparation, limited resources, and organizational constraints typically prevent inclusive education from being implemented in elementary schools (Siuty, 2019). Giving special attention teachers in the inclusive education need to specialize attention specifically learners with

differences in class. They must see to it that teachers teach the lesson intended for all learners need. Becoming resourceful teacher must see to it that they must met the effective teaching strategy intended for diverse learners. They must be flexible and creative all the time.

Approaches Developed to Ensure All Students Meaningfully Engaged in Lessons. The structured themes were using collaborative and differentiated instruction, using explicit teaching, using role play, using interactive approaches and using carousel approaches. Using collaborative and differentiated instruction This was one of the approaches which teachers in inclusive education apply in class to ensure all students were meaningfully engaged in class. Using explicit teaching this was one of the strategy used by the teachers in inclusive education. Teachers used this strategy to help learners in their difficulty in understanding the lesson.

In addition, using role play teachers often used this strategy in able them to let the pupils learn on the basic skills, providing modified games until they understand the lesson. Using interactive approaches It was the strategy used by the teachers in inclusive education. The used of this strategy helped the learners feel comfortable to learn inside the classroom. Using carousel approaches This strategy was conducted during the teaching in an inclusive education. It is a way of helping diverse learners to sustain their interest in learning. Inadequate professional preparation in special education techniques causes teachers to struggle often with differentiating instruction (Borgonovi et al., 2021).

Ways to Modify Instructional Materials to Meet the Needs of Learners with Varying Abilities. The structure themes were by using simplified language and instruction, by using explicit teaching, by using needs-based adaptation, by using differentiated materials, by using chalk talk and by using localized and indigenized materials. Using simplified language and instruction this was the ideas of teachers in diverse classroom to modified instruction order to meet the needs of every learners. They were included this in classroom because they wanted to involved learners for equal learning opportunity. Another, by using explicit teaching this is another ways of modification of instructional materials was the used of explicit teaching. Teachers modified used this instructional ways in order to help learners sustain their interest in class. By using needs-based adaptation teachers modified used this instructional ways in order to help learners sustain their interest in class. It is in line with the study of (Larios & Zetlin, 2023) that by including students' living experiences into course of instruction, research indicates that culturally sensitive teaching improves student involvement.

By using differentiated materials teacher in inclusive education, teachers usually used differentiated instruction in order to target the need of every learners. Differentiated instruction's importance in inclusive elementary classrooms is found in its capacity to advance individualized learning and equity. Studies demonstrate that children with special educational needs have better academic achievement and self-confidence when teachers properly apply difference (Mulyawati et al., 2022)

Moreover, by using chalk talk this was one of remedies conducted by teachers in inclusive education used in class without any television that commonly seen inside the classroom. By using localized and indigenized materials to maintain the effective teaching, teachers need to use localized materials in order to suits the need of the learners. Many teachers, meantime, lack the required knowledge to apply culturally responsive teaching (CRT) successfully, which results in differences in learning results (Schachner, 2019). Furthermore difficult to provide inclusive learning settings is the fact that strict curricula can ignore different cultural viewpoints (Parkhouse et al., 2019).

Effective Teaching Strategy in Creating an Inclusive Classroom Environment. The structured themes were collaborative, explicit teaching and differentiated instruction. The effective teaching strategy depend

on how teacher use it in class. Teachers need to develop strategy that easily absorbed the learning among diverse student. Differentiated instruction's importance in inclusive elementary classrooms is found in its capacity to advance individualized learning and equity. Studies demonstrate that children with special educational needs have better academic achievement and self-confidence when teachers properly apply difference (Mulyawati et al., 2022). In other words, to improve inclusive education, co-teaching approaches such team teaching, station teaching, and parallel teaching have been embraced somewhat extensively. These strategies, according to research, help teachers to give customized teaching catered to various requirements, thereby improving student learning (Espericueta, 2019).

Ways to Collaborate with Colleagues or Support Staff to Improve Inclusive Education in School.

The structured themes were sharing feedback and ideas, none and asking colleagues advice. Sharing feedback and ideas was the ways to collaborate with colleagues to improve inclusive education in school. Connecting to others in order to gain more effective teaching strategy is what the teachers did. asking colleagues advice was also part of the voices heard from participants views.

Asking Colleagues Advice. Approaching someone help was one of the things did inclusive teachers. They see to it that they can get advice from their peers to enhance their professional growth and sustain the effectiveness of their teaching. None response turned into nothing. Teachers express her sentiments about how to collaborate with colleagues in support inclusive education.

It is aligned with the study of Phillips (2025) revealed that special education teachers should work closely with general education teachers to ensure that supports aren't viewed as "extras" and that students who need supports don't feel singled out or pushed aside. This means an ongoing dialogue with general education teachers on strategies, making sure that they're being implemented effectively and not causing disruptions for students or staff. Regular check-ins with general education teachers—email updates, classroom visits, etc.—ensure that supports for students evolve as necessary.

Ways of Tools Such as Technology or Assistive Devices Enhance Efforts to Support All Learners.

The emerging themes were increased students engagement, increased productivity, big help, helps to cater learners diverse needs. Increased Students Engagement provided exact technology in teaching was one of the ways of teachers support the needs of learners to enhance their teaching profession. Increased Productivity in order to continue effective teaching practice, teachers in inclusive education wanted to have technology in class despite the lacking ones they were able to maintain its commitment to serve because they don't lose hope instead they find ways to make teaching career a fruitful results.

Moreover, big help was additional ways of tools to enhance efforts all learners. Technology can be their ways in providing additional effective techniques. They always see it as big help in their teaching. Thus, it will lead to the realization of quality education. Helps to cater learners diverse needs teachers need technology as their means of connecting to new version of teaching. However, it doesn't affect their ways of sustaining positive views despite the challenges they encountered.

Tools such interactive learning platforms and speech-to-text software enable students with impairments engage more successfully in classroom environments (Haleem et al., 2022). But often the efficacy of these tools is limited by accessibility issues and inadequate teacher preparation (Salas-Pilco & Oshima, 2022). Moreover, inclusive education has embraced technology extensively in order to support different learners by offering easily available and customized learning environments. Case studies show that digital tools including adaptive learning systems and assistive technologies much improve student involvement and academic performance (Holloway & Ranzato, 2025).

View of Inclusive Education Changed Over the Course of Teaching Career. The structured theme were developing patience, nothing change, fulfillment in fulfilling learners needs, satisfaction on learners improvement and increased understanding. Developing patience teachers self understanding on the context of inclusive must be adhere. By their experiences in the field, they may be able to give their insights on dealing such challenges. Nothing change continuing learning despite hindrance was one of the strength among teachers. They always see it as new learning and even nothing change as what they gave their insight in embracing challenges in the field.

In addition, fulfillment in fulfilling learners needs t is one of the many insights of teachers in inclusive education. They were willing to sacrifice just to continue teaching need. Satisfaction on learners improvement teacher provide instruction, they imparted learners improvement. Some insights may satisfy learners in class. That is why teachers come up with in need solution in order to continue the implementation of inclusive education. Increased understanding It was also the insights of teacher where they understand how challenges affect their lives.

Research indicates that insufficient professional development makes many teachers unprepared to apply inclusive teaching practices (Basham, Blackorby, & Marino, 2020).

Lessons Learned from the Experiences with Diverse Learners that Influenced Teaching Practices.

The structured themes were importance of recognizing individual difference, touching lives, Personal Experience Informing Teaching, Importance of Patience, Importance of Love for Learners. Importance of recognizing individual difference teachers learned form their experiences in diverse classroom by recognizing their difference. This was the important lesson to know the weaknesses and strength among learners.

Touching lives touching learners live was one of the lesson learned from teachers experience. Embracing the essence of emotions towards other would really make sense. In addition, personal experience informing teaching this was one of the lesson gained from teachers experience. They relate their experiences int the real teaching even of they hardly manage the class but continue to do something great. Further, importance of patience teachers possessed a strong feeling of making things possible. Imposing the importance of patience was one of the lesson gained form their own experience in teaching inclusive education. Importance of Love for Learners Teachers perceived the essence of importance of belongingness. It was one of the lesson gained fro their challenges. But because of little experience and training, many teachers lack confidence in their ability to implement differentiated teachings (Bai & Guo, 201).

Specific Situation Inclusive Education Making a Meaningful Difference for a Student. The structure themes were seeing students growing and improving, increasing students participation, seeing students understand and happy on lesson. Seeing students growing and improving seeing student development in class was one of the fulfilling feeling of inclusive teacher. They must help the learner grow and improve. Increasing students participation the teachers in inclusive education see to it that learners were given equal opportunity to learn and because of this, student participation increased. Seeing students understand and happy on lesson was one of the specific situation where teachers in inclusive education to understand and they see learners happy on the lesson imparted to them.

Areas for Improvement in the Inclusive Education. The structured themes were teacher training and awareness, emotional and moral support, additional personal to cater diverse needs, instructional materials and assistance devices and practical life skills.

Teacher training and awareness was one of the responses given by participants that would like to improve on the implementation of inclusive education. Teachers need training on the alignment of the program.

Emotional and moral support Learners in diverse classroom need emotional and moral support in order to motivate and encourage learners to do better in class. That is why, teachers must observe proper way of imposing positive discipline in the classroom to maintain learners participation.

Additional personal to cater diverse needs Teaching in inclusive education faced several problem. Most often on the additional personnel in order to cater the need of learners. Instructional materials and assistance devices This was one of the needs of the teachers in inclusive education. They wanted that their teaching endeavor really effective for the learners.

Further, practical life skills teaching in inclusive education is crucial to manage if teacher assign is not really capable of handling the diverse learners. They must also teach with practical life skills. Research shows that satisfying various learning needs still depends critically on teacher readiness, which is lacking (Owens & Wells, 2021).

Guidance for Beginning Teachers to Work in Inclusive Classrooms

The structured theme were be more patience, creative, observant and resourceful, embrace continues learning, be dedicated and not lazy, celebrate small wins and identify students strength. Be more patience creative, observant and resourceful the teachers must possess quality attitude when handling diverse classroom. He/she must see to it that they know what they are entering in order to produce quality instructions despite learners different needs.

Embrace continues learning in inclusive education should produce quality and effective education. New teacher who will be assign in this endeavor must embrace and continue learning .Be dedicated and not lazy to be assigned in inclusive education one must be dedicate and not lazy. They must create effective strategy to manage and to deliver equal learning opportunity to every learners

Moreover, celebrate small wins was mentioned that teaching in inclusive education endure strong engagement toward learners. Celebrate small wins must be observed in the diverse classroom. Identify students strength every teachers must observe learners difference when teaching in diverse learners because not all have the courage to do the best. Teachers also must undergo proper training in identifying learners strength and weakness in order to intervene them properly with the help of the teachers.

Further, diversity in inclusive elementary classrooms greatly affects teaching and learning, hence teachers must use flexible and culturally sensitive pedagogical strategies. Studies show that although varied classrooms present difficulties with language barriers and specialized instruction, they also encourage enhanced learning opportunities (Mohanty, 2023). Changing our instruction will help us to create an inclusive classroom that satisfies various student requirements. Among other diversified instruction strategies, flexible groupings and scaffolded learning have been demonstrated to increase comprehension and participation (Schwab, 2020).

Implications for Practice

Based on the findings the following implications are offered:

On Typical day in the classroom when working with Learners who have varying needs. A typical day in the classroom with students who have different needs creates a lively and complex learning environment. Teachers often balance tailored instruction, inclusive activities, and flexible grouping to support each student's unique strengths and challenges. This variety of methods not only enriches the learning experience but also provides a valuable opportunity for research on effective teaching strategies, teacher readiness, and student engagement. The use of assistive technologies, classroom management tactics, and social interactions among students also shows the challenges of promoting fairness and inclusion. Because

of this, the classroom becomes more than just a learning space; it transforms into a living laboratory that shapes best practices and ongoing improvement in education.

On Adjustment made in Lessons to Support Students with Different Learning Profiles. In classrooms with students who have varied learning profiles, adjusting lessons is crucial for creating an inclusive and supportive educational environment. Teachers often change how they deliver content, manage pacing, and structure assessments to meet individual learning needs. They incorporate visual, auditory, and hands-on elements to cater to different styles. These changes not only improve accessibility but also boost engagement and motivation among students. From a research standpoint, these adjustments provide valuable insights into how effective tailored instruction is, how resources are distributed fairly, and how teacher flexibility affects student outcomes. Examining these changes can lead to a better understanding of how customized teaching methods influence academic success, self-confidence, and long-term memory across different groups of learners.

On Experience that Significantly Shaped Inclusive Teaching Approach. A significant experience that shaped an inclusive teaching approach often comes from a moment of deep connection and reflection. For example, working with a student who had trouble academically due to an diagnosed learning disability can lead a teacher to rethink their teaching methods and classroom setup. These encounters build empathy, flexibility, and a commitment to fairness, encouraging teachers to use different instructional methods and focus on social-emotional learning. From a research viewpoint, these impact experiences show how important reflective practice and real-world challenges are in creating inclusive teaching philosophies. They reveal how personal interactions with diverse learners affect long-term teaching choices and emphasize the role of emotional intelligence in effective classroom management.

On Most Fulfilling Moments or Interactions in Inclusive Teaching Journey. One of the most rewarding parts of teaching in an comprehensive way is seeing a student genuinely grow and enjoy learning, especially when they once felt invisible or unsupported. These moments—like a student finally understanding something, a heartfelt chat with a family member, or students of different abilities working happily together—really emphasize why comprehensive education matters. For teachers, experiencing these breakthroughs not only reminds us why we do this work but also keeps us motivated to meet the challenges of diverse classrooms. From a research point of view, they show how building emotional connections and successful inclusion can help teachers stay in the profession, grow in their teaching skills, and stay committed to creating welcoming, comprehensive classrooms.

On Experiences in Inclusive Education that Encourage Learners to do Better in Class. When students experience moments of genuine connection, feeling valued and understood, they're often inspired to do better in class. This can happen through personalized support, activities personalized to different learning styles, or meaningful interactions with peers. Such experiences boost students' motivation and keep them engaged. They also help students feel like they belong and have worth, which is really important for encouraging them to put in effort and keep going, even when things get tough. From a research perspective, these moments show how important emotional safety, comprehensive teaching methods, and working together are in helping students learn better. They also show that giving students support that fits their needs and offering lots of positive feedback helps build confidence, resilience, and a brighter outlook on learning for all students, no matter their background.

On Difficulties Often Encountered in Supporting Diverse Learners in Your Classroom. Accommodating diverse learners in the classroom is frequently accompanied an array of challenges that need careful consideration and deliberate planning. Teachers can be faced with limited resources, time restraints,

and juggling the varying academic, social, and emotional demands of their students. These challenges can create a sense of overwhelm, particularly when attempting to uphold curriculum standards while making all learners valued and included. Collaborative work with experts, communication with families, and professional growth can overcome these challenges. On a research level, these issues highlight areas that require improvement in policy, training, and classroom support systems—establishing the necessity for long-term solutions enabling educators to create truly inclusive learning spaces.

On Responding to Students Additional Support Needs that Goes Beyond the Current Resources Available.

Responding to students who need more support than what is currently available challenges educators to think creatively and act with compassion. In these situations, teachers may need to change materials, seek community partnerships, or rely on informal peer support systems to fill the gaps. These moments show not only systemic limitations, such as a lack of specialized staff, assistive technologies, or mental health services, but also the resilience and resourcefulness of educators trying to meet every learner's needs. From a research perspective, these experiences highlight equity issues within education systems and spark discussions about policy, funding priorities, and grassroots solutions in inclusive education. They stress the importance of understanding how teachers manage resource constraints while maintaining the dignity and potential of diverse learners.

On Misunderstanding Experience from Parents, Peers and even Administrators Regarding Inclusive Practices.

Responding to students who need more support than what is currently available often challenges educators to think outside the box and act with care. In these cases, teachers may adapt materials, seek community partnerships, or depend on informal peer support systems to fill the gaps. These situations reveal not only systemic limitations, like a shortage of specialized staff, assistive technologies, or mental health services, but also showcase the resilience and creativity of educators working to meet each learner's needs. From a research perspective, these experiences highlight equity issues in education and spark discussions about policy, funding priorities, and the role of grassroots solutions in inclusive education. They stress the need to understand how teachers manage resource constraints while respecting the dignity and potential of diverse learners.

On Necessary Resources or Support Systems but Currently Unavailable in the School. The absence of essential resources or support systems in schools, such as specialized staff, inclusive learning technologies, and mental health services, presents a significant challenge to implementing inclusive education successfully. These gaps can limit the effectiveness of teaching strategies and prevent students with diverse needs from reaching their full potential. Teachers often have to compensate through personal creativity, informal teamwork, or community outreach. While these efforts are commendable, they may not be sustainable in the long run. From a research perspective, these constraints highlight the need to study how under-resourced environments affect educational equity and teacher well-being. They also underline the importance of policy reform and innovative partnerships that can help fill these resource gaps and support inclusive growth throughout the school community.

On Ways to Manage the Expectations of the Curriculum while Addressing the Varied Needs of Learners.

Balancing curriculum expectations while addressing the varied needs of learners is a difficult yet essential part of inclusive education. Teachers face the challenge of aligning standardized objectives with the realities of diverse classrooms, where students vary in learning styles, abilities, and backgrounds. To handle this, educators use differentiated instruction, scaffolded learning, and flexible assessment methods that cater to individual needs without sacrificing academic quality. This balancing act requires careful

planning, creativity, and a strong grasp of curriculum goals, along with access to professional development and collaborative support. From a research standpoint, these efforts stress the importance of teacher autonomy, adaptive teaching methods, and the systemic structures that allow inclusive practices to thrive within the limits of formal curriculum frameworks.

On Approaches Developed to Ensure All Students Meaningfully Engaged in Lessons. Ensuring meaningful student engagement in lessons is crucial to building equitable and inclusive learning environments. Research into various engagement strategies, such as differentiated instruction, culturally responsive teaching, and promoting student agency, can show how these methods support learners from different backgrounds, abilities, and identities. By incorporating real-life contexts, collaborative activities, and emotionally responsive teaching practices, educators create lively spaces where students feel valued and motivated. Further exploration of these approaches provides insights into how engagement techniques affect not only academic performance but also students' self-worth, participation equity, and sense of belonging in the classroom. This research contributes to the ongoing development of teaching methods that actively include and empower all learners.

On Ways to Modify Instructional Materials to Meet the Needs of Learners with Varying Abilities. Adjusting instructional materials to meet the needs of learners with varying abilities is an essential practice in promoting inclusive education. By adapting content through techniques like simplifying language, adding visual and tactile elements, offering multilingual and digital formats, and using the Universal Design for Learning (UDL) framework, educators can make learning more accessible and meaningful for all students. Research into these methods can provide valuable insights into their effectiveness, particularly in improving academic results, motivation, and self-confidence among diverse learners. Additionally, studies may explore how teachers' preparedness and creativity in modifying materials affect instructional quality and student engagement. Ultimately, understanding the impact of these adaptations helps create equitable educational settings where every student feels supported and empowered to succeed.

On Effective Teaching Strategy in Creating an Inclusive Classroom Environment. In establishing an inclusive classroom, effective teaching strategies help encourage equity, engagement, and a robust sense of belonging among diverse learners. Such techniques include cooperative learning, culturally responsive instruction, differentiated tasks, and the use of positive behavior supports to find the individual academic and social needs of learners and foster mutual respect and empathy. Studies investigating these strategies can reveal the ways in which they affect the participation of students, learning achievements, and identity formation, particularly for marginalized students. In addition, research may measure the effects of teacher readiness and reflective practice on the habitual use of inclusive methods. Overall, knowledge of the effectiveness of these methods offers significant information for the improvement of pedagogies that value diversity and benefit all students in excelling academically and socially.

On Ways to Collaborate with Colleagues or Support Staff to Improve Inclusive Education in School. Collaborating with your work buddies and the folks who help keep the school running smoothly is like a superpower for making education more welcoming for everyone. When teachers and support staff pool their brainpower, they can spot what each kiddo needs better and whip up personalized strategies to get everyone involved and learning their best, especially those who might need some extra help. It's like a dream team for the classroom. This way of working together doesn't just make school a nicer place to be, it's like a secret sauce for teachers too. It makes them feel like they're all in it together, and that's a big deal. They start to believe in each other more, which gives them the guts to try out cool new ideas and get

better at their job every day. It's like a never-ending loop of awesomeness where everyone's learning and growing together. And here's the kicker for the braininess who study this stuff: when teachers play nice and share their smarts, it tells researchers a lot about what works and what doesn't in the world of including everyone. This helps make schools better places with policies that actually do what they're supposed to do—support all the kiddos and the teachers who love them. Plus, it shapes the future of teacher training so everyone can get on board with making sure every single student shines.

On Ways of Tools Such as Technology or Assistive Devices Enhance Efforts to Support All Learners. The integration of tech and gadgets in the classroom is like giving every kid a superpower to learn together. Stuff like screen readers, apps that turn talk into text, fancy boards you can scribble on with your fingers, and online learning platforms tailored just for you, are game-changers. They help all sorts of students get into the groove with school stuff by playing to their strengths. These cool tools don't just fill the gaps for those who might need extra help with talking or moving around, they also make everyone want to join in and get their hands dirty with learning.

From the perspective of the people who study how we learn, messing around with these gizmos is like peeking behind the curtain of a magical show. It tells us a ton about how making sure everyone has the right tech tools can actually boost how well they do in school, how teachers need to tweak their lessons to fit, and generally how to make class time a place where everyone feels welcome and can keep up. Looking into all this can lead to better school rules, teacher training, and even more awesome tech that'll help every kid get the same shot at acing their tests, no matter what they can or can't do. So, let's keep mixing tech and school to build a world where learning's as easy as playing a video game for everyone.

On View of Inclusive Education Changed Over the Course of Teaching Career. The inclusive education change over the course of teaching career. Someone's thoughts about inclusive education often go from just knowing about it to actually believing in it deep down. It starts out as a bunch of ideas or rules you have to follow, but it turns into a way of thinking that's all about letting everyone be themselves and have a say. This change usually happens when you spend a lot of time with students, see how amazing it is when everyone works together, and deal with the tough stuff that comes up in a classroom full of different people.

Looking at it like a researcher, this is super interesting because it shows how teachers grow and learn from their experiences. We can see how teachers' feelings about inclusion get better when they work with students and see how much it helps them. We can also figure out how important it is for teachers to think about their own beliefs and to keep learning and getting better at including everyone. This can help us make teacher training programs that really push for teachers to have this inclusive mindset from the start, because it's not just a nice extra, it's a huge part of what makes school great for all kids.

On Lessons Learned from the Experiences with Diverse Learners that Influenced Teaching Practices. Throughout a teacher's time in the classroom, working with kids from all sorts of backgrounds really changes how they teach. You know, dealing with students who come from different cultures, speak different languages, have various family incomes, and learn in their own ways can make a huge difference in how teachers do their thing. It's like, when teachers hang out with all these diverse learners, they start thinking hard about whether their teaching stuff is working for everyone and if it's fair. This makes them question what they thought was true before and helps them feel more for others. It's like they get a big wake-up call to try new things that work for all the kids in their class.

These teachers learn to be more flexible and creative, making sure everyone feels welcome and gets what they need to learn. They get really good at teaching in ways that suit each kid's style. And guess what?

This whole process of figuring it out is like a goldmine for researchers. They can see how teachers grow and change, and it gives them ideas for making schools better places for all students. It's like teachers are learning on the job, and their experiences can help make education better for everyone.

On Specific Situation Inclusive Education Making a Meaningful Difference for a Student. In one particular case, inclusive education was like a game-changer for a kid who had a hard time talking. They used to stay pretty quiet in class and not jump into discussions. But with some cool tools like picture helpers, gadgets that speak for them, buddies backing them up, and a super friendly class vibe, this student started to come out of their shell. They began sharing their thoughts more, which was a big deal for them. This isn't just a feel-good story, it's like a real-life proof that when we include everyone, amazing stuff happens. It's not just about the kid doing better in school, it's also about them making friends and feeling like part of the group. From looking at studies and stuff, this shows that when we make sure everyone's included, it can totally change how kids learn and get along together. Plus, it's a cool way to figure out how these special little helps can make a huge difference in the classroom for everyone.

On Areas for Improvement in the Inclusive Education. Inclusive education, while it's definitely getting more love these days, still has some kinks to work out. A lot of teachers are finding it tough to cater to every kid's needs because, let's face it, schools don't always have the tools or the manpower to do it perfectly. Plus, teachers are dealing with packed classrooms and haven't always been taught how to handle all the different learning styles out there. This can mean that some kids might not get the same great education as others, and that's not cool.

And it's not just about the teachers. Sometimes the school system itself makes it hard to be inclusive. You've got these curriculum that don't bend much, and the people in charge might not always be backing up the teachers like they should. Plus, teachers don't always get the time they need to work together and come up with better ways to help all the kids. But here's the silver lining: these problems give us a chance to figure out how to make schools and teaching programs even better. If we can tackle these issues, we'll find some sweet new ways to make sure every kid has a fair shot at learning and feeling like they belong. So, let's keep digging into this, and maybe we can turn those challenges into opportunities to really nail inclusive education and make sure all kids feel like winners in their school days.

On Guidance for Beginning Teachers to Work in Inclusive Classrooms. Beginning teachers, when they're thrown into a mix of students with all sorts of learning needs, really get a lot out of some hand-holding that shows them how to put all that fancy theory into real-life action. When they're fresh in the game, it's super important they get some good mentor ship, tailored learning experiences, and cool tools that show them the ropes of teaching everyone together. This kind of backing makes them more versatile, more in tune with others, and really gets them to understand that everyone deserves a fair shot at learning. You know, when newbies get this kind of help, they're way more likely to catch onto the idea that all kids should be taught in a way that works for them. They become these rock star teachers who can tweak their lessons to fit everyone and build classrooms that are all about respect and everyone feeling important. Plus, when we check out these early days of teachers' careers, we get some sweet insights into how the way we introduce them to the job affects who they become as teachers long-term. It's like a peek into how their beliefs about teaching all kids equally are shaped by what happens at the start. And it gives us some hot tips for setting up training that keeps inclusive top of mind from day one.

Implications for Future Researchers

In as much as this study was only about the thoughts of the elementary school teachers from Loreto District in Agusan del Sur, here's what we could look into for future research:

First, we can totally dig deeper into how teaching all these different kids affects teachers' work and their feelings about their job. By checking this out in different kinds of schools, we could help figure out what makes it harder or easier for teachers. Maybe some teachers are stressed out while others are totally cool with it. Long-term studies could show us how teaching a mix of kids changes teachers' careers over time, like whether they get better at their job or feel more satisfied with their career choices.

Also, it would be great if future studies talked to the big bosses and the people who make the rules. That way, we could get a clearer picture of the whole situation and maybe even come up with some cool ideas to make the job better. By looking at how teachers deal with all the extra stuff they have to do, we could figure out what works best and tell others about it.

And let's not forget to see if the things that help teachers in this study could work in other places too. Maybe there's some magic formula for supporting teachers that we just haven't found yet. We could check out programs like having older teachers show the newbies the ropes, giving them a chance to relax and unwind with wellness stuff, and giving them more training to get better at their job. This could really help teachers love what they do and feel good about themselves.

Concluding Remarks

Exploring the lived experiences of teachers teaching inclusive education among schools of Loreto District, Loreto, Agusan del Sur has highlighted the experiences, challenges, coping mechanisms, and insights.

The study highlights the multifaceted experiences of teachers in handling inclusive education, revealing both the opportunities and challenges they encounter in balancing these responsibilities with their primary teaching roles. The significant experiences, benefits, disadvantages, challenges, coping mechanisms, realizations, and suggestions provided by the teachers underscore the complexities of their professional lives. These insights emphasize the need for institutional support, clear policies, and practical strategies to ensure that effective teaching in inclusive education is of instructional quality or well-being.

Ultimately, the findings underscore the importance of fostering a supportive, conducive classroom, parents and stakeholders' support, and collaborative work environment where teachers are equipped with the tools and resources needed to manage diverse classrooms effectively. By recognizing the commitment to these responsibilities, schools and policymakers can take meaningful steps to produce necessary materials, resources, and others to help teachers in inclusive education be productive and enhance their professional growth. This study serves as a foundation for future research, inviting further exploration into how teachers in inclusive education can be managed to support both the personal and professional development of teachers.

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