

Teaching Experience and Teacher Readiness in Implementing Individualized Education Programs in Philippine Public Schools

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Abstract

This study examined the relationship between teaching experience and teacher readiness in implementing Individualized Education Programs (IEPs) in Philippine public schools. Using a quantitative descriptive-correlational design, the study involved general education teachers from selected public elementary and secondary schools in Laguna. Data were gathered through a validated researcher-made questionnaire measuring readiness in terms of knowledge of IEP policies and procedures, skills in developing and implementing IEP-related instructional strategies, attitudes toward inclusive education, and self-efficacy in handling learners with special needs. The instrument demonstrated acceptable reliability, with Cronbach's alpha values ranging from .87 to .94. Frequency, percentage, weighted mean, standard deviation, Pearson correlation, and one-way analysis of variance were used to analyze the data. Findings revealed that teachers had high overall readiness in implementing IEPs, with the highest rating in attitudes toward inclusive education and the lowest rating in instructional skills. Teaching experience showed a significant weak positive relationship with overall readiness. Significant differences in readiness were also observed when teachers were grouped according to years of teaching experience. The most encountered challenges included limited training, lack of instructional resources, large class size, limited collaboration, and time constraints. The study concludes that teaching experience contributes to teacher readiness, but effective IEP implementation also requires specialized training, collaboration, instructional resources, and institutional support.

Keywords: Teaching experience, Teacher readiness, Individualized Education Programs, Inclusive education, IEP implementation, Philippine public schools

Introduction

Inclusive education has become a major priority in contemporary education systems because schools are expected to provide equitable, accessible, and meaningful learning opportunities for all learners, including learners with disabilities and special educational needs. Rather than viewing learner diversity as a barrier, inclusive education emphasizes the responsibility of schools to identify and remove barriers to participation, provide appropriate support, and create learning environments where learners can participate, progress, and succeed with their peers. UNESCO explains that inclusive education works to

remove barriers across curriculum, pedagogy, and teaching, while UNICEF emphasizes that inclusive education gives all children a fair chance to learn and develop essential skills (UNESCO, n.d.; UNICEF, n.d.). Recent studies also show that inclusive classrooms require flexible instruction, differentiated teaching, Universal Design for Learning, and sustained teacher preparation to address diverse learner profiles (Almeqdad et al., 2023; Gheysens et al., 2023; Langelaan et al., 2024).

In the Philippines, inclusive education is strengthened by national legal and policy frameworks. Republic Act No. 11650, also known as the Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act, mandates the promotion and protection of the right of learners with disabilities to inclusive, equitable, and quality education. Likewise, DepEd Order No. 44, s. 2021 provides policy guidelines for the delivery of educational programs and services for learners with disabilities in the K to 12 Basic Education Program. These policies establish inclusive education as a shared responsibility of schools, administrators, teachers, parents, specialists, and support personnel (Department of Education [DepEd], 2021; Republic Act No. 11650, 2022).

One important mechanism for supporting learners with disabilities is the Individualized Education Program, or IEP. An IEP serves as a structured educational plan that identifies a learner's present level of performance, learning goals, accommodations, instructional strategies, assessment procedures, and support services. Through the IEP, teachers and other stakeholders are guided in providing instruction that responds to the learner's individual needs. However, the effectiveness of an IEP depends not only on the written plan but also on the readiness of teachers to implement it in actual classroom settings. Studies on IEP implementation show that teachers may recognize the importance of individualized plans but still experience difficulties in planning, implementation, assessment, evaluation, documentation, and progress monitoring (Kozikoğlu & Albayrak, 2022; Rashid & Wong, 2023).

General education teachers play a critical role in IEP implementation because they are directly involved in daily instruction, classroom management, learner progress monitoring, and the application of accommodations. In inclusive classrooms, they are expected to differentiate instruction, adjust assessment practices, collaborate with parents and specialists, and support learners with special needs within general education settings. Recent local studies similarly indicate that Filipino teachers continue to encounter concerns related to limited training, preparedness gaps, lack of resources, collaboration issues, and challenges in applying inclusive practices in actual classrooms (Mabanag et al., 2024; Moon, 2023).

Teacher readiness in IEP implementation may be understood through four key dimensions: knowledge, skills, attitudes, and self-efficacy. Knowledge refers to teachers' understanding of inclusive education policies, IEP procedures, learner characteristics, accommodations, and progress-monitoring requirements. Skills refer to their ability to develop, implement, differentiate, assess, and monitor individualized instructional strategies. Attitudes involve their beliefs, openness, and acceptance of inclusive education. Self-efficacy refers to their confidence in managing learners with special needs and responding to diverse classroom situations. This multidimensional view is supported by studies showing that teacher readiness and inclusive practice are influenced by preparation, training, attitudes, instructional competence, and teachers' confidence in their ability to teach inclusively (Moon, 2023; Woodcock et al., 2022).

Teaching experience may influence teacher readiness in implementing IEPs. Teachers with longer classroom experience may have developed stronger classroom management skills, greater sensitivity to learner diversity, and more practical strategies for addressing varied learning needs. Through repeated exposure to different classroom situations, experienced teachers may become more confident in modifying instruction, communicating with parents, collaborating with colleagues, and responding to learners with

special needs. However, experience alone does not automatically guarantee readiness, especially when teachers have limited formal training in IEP development, special education procedures, disability-specific accommodations, or inclusive education practices. This suggests that years of teaching experience should be examined together with teachers' knowledge, skills, attitudes, and self-efficacy.

Despite the increasing emphasis on inclusive education in Philippine public schools, there remains a need for local empirical evidence on the relationship between teaching experience and teacher readiness in implementing IEPs. Existing literature has examined inclusive education readiness, teacher preparedness, differentiated instruction, self-efficacy, and IEP implementation challenges. However, fewer studies have directly investigated whether years of teaching experience are significantly related to teacher readiness across the dimensions of knowledge, skills, attitudes, and self-efficacy, particularly among general education teachers in Philippine public schools. Thus, this study was conducted to determine the relationship between teaching experience and teacher readiness in implementing Individualized Education Programs in Philippine public schools.

Theoretical Framework

This study is anchored on three complementary theoretical perspectives: Inclusive Education Theory, Social Cognitive Theory, and Experiential Learning Theory. These theories provide the foundation for examining how teaching experience relates to teacher readiness in implementing Individualized Education Programs among general education teachers in Philippine public schools.

Inclusive Education Theory serves as the primary foundation of the study. This theory emphasizes that all learners, including learners with disabilities and special educational needs, have the right to meaningful participation, access, progress, and support within general education settings. Inclusive education does not merely involve placing learners with disabilities in regular classrooms; rather, it requires schools to remove barriers, provide accommodations, adapt instruction, and establish support systems that respond to learner diversity. UNESCO explains that inclusive education involves identifying and removing barriers across curriculum, pedagogy, and teaching so that every learner can participate and learn meaningfully. This is directly related to the present study because IEP implementation is one concrete mechanism through which inclusive education is translated into classroom practice.

In the context of this study, Inclusive Education Theory supports the idea that general education teachers have an important responsibility in implementing learner-centered support. Since IEPs are designed to address the specific needs, goals, accommodations, and instructional requirements of learners with disabilities, teachers must be ready to carry out inclusive practices in actual classroom settings. This theory therefore justifies the inclusion of teacher readiness dimensions such as knowledge of IEP policies and procedures, skills in developing and implementing IEP-related instructional strategies, attitudes toward inclusive education, and self-efficacy in handling learners with special needs. Recent literature also supports that inclusive classrooms require differentiated instruction and flexible teaching practices to address individual learning needs.

The second theory that supports the study is Social Cognitive Theory, particularly the concept of self-efficacy. Bandura's Social Cognitive Theory explains that human behavior is shaped by the interaction of personal factors, behavioral actions, and environmental conditions. One of its central concepts is self-efficacy, which refers to an individual's belief in their capacity to perform a task successfully. In teaching, self-efficacy influences how teachers approach instructional challenges, manage classroom situations, adapt strategies, and persist despite difficulties. This theory is relevant to the present study because one of

the dimensions of teacher readiness is self-efficacy in handling learners with special needs. Studies on inclusive education show that teachers' self-efficacy influences how they engage with inclusive practices and respond to learners with diverse needs.

In IEP implementation, teachers with stronger self-efficacy are more likely to believe that they can provide accommodations, adjust instructional tasks, collaborate with parents and specialists, manage diverse learner behaviors, and monitor learner progress. On the other hand, teachers with lower self-efficacy may feel uncertain or overwhelmed when required to implement individualized strategies. Social Cognitive Theory therefore explains why readiness cannot be measured only through knowledge or training. It must also include teachers' confidence in their ability to apply inclusive education practices in real classroom situations.

The third theory that guides the study is Experiential Learning Theory. Kolb's Experiential Learning Theory explains that learning occurs through the transformation of experience into knowledge. According to this theory, individuals learn through a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. This means that professional competence develops not only through formal instruction but also through repeated exposure, reflection, adjustment, and practice. This theory is directly connected to the independent variable of the study, which is teaching experience.

In relation to the present study, Experiential Learning Theory suggests that teachers with longer teaching experience may have developed greater classroom management skills, stronger practical judgment, and better understanding of learner diversity. Through repeated classroom encounters, teachers may learn how to adjust instruction, communicate with parents, collaborate with colleagues, and respond to learners with different needs. However, the theory also implies that experience becomes meaningful only when teachers reflect on it and transform it into improved practice. Therefore, years of teaching experience may contribute to teacher readiness, but experience alone may not be sufficient without relevant training, mentoring, institutional support, and opportunities for reflective practice.

Taken together, these three theories explain the relationship between teaching experience and teacher readiness in implementing IEPs. Inclusive Education Theory explains why schools and teachers must provide individualized support for learners with disabilities. Social Cognitive Theory explains the role of teachers' self-efficacy in applying inclusive practices. Experiential Learning Theory explains how teaching experience may help teachers develop readiness through classroom exposure, reflection, and practice. Thus, the study assumes that teaching experience may be related to teacher readiness, but the level of readiness may still vary depending on teachers' knowledge, skills, attitudes, self-efficacy, training, resources, and support systems.

Conceptual Framework

The conceptual framework of this study explains the relationship between teaching experience and teacher readiness in implementing Individualized Education Programs (IEPs) among general education teachers in Philippine public schools. It is based on the assumption that teachers' years of classroom experience may influence their preparedness to support learners with disabilities and special educational needs through individualized educational planning, instructional adjustment, collaboration, and progress monitoring.

In this study, the independent variable is teaching experience, categorized according to years of teaching service: 1–5 years, 6–10 years, 11–15 years, and 16 years and above. Teaching experience is considered an important professional background variable because teachers who have spent more years in classroom

instruction may have gained greater exposure to learner diversity, classroom management concerns, instructional adjustment, parent communication, and school-based support practices. Through repeated classroom encounters, teachers may develop practical knowledge and confidence in responding to learners with different needs. However, the study also recognizes that teaching experience alone may not automatically guarantee readiness, especially when teachers have limited training or exposure to formal IEP development and implementation.

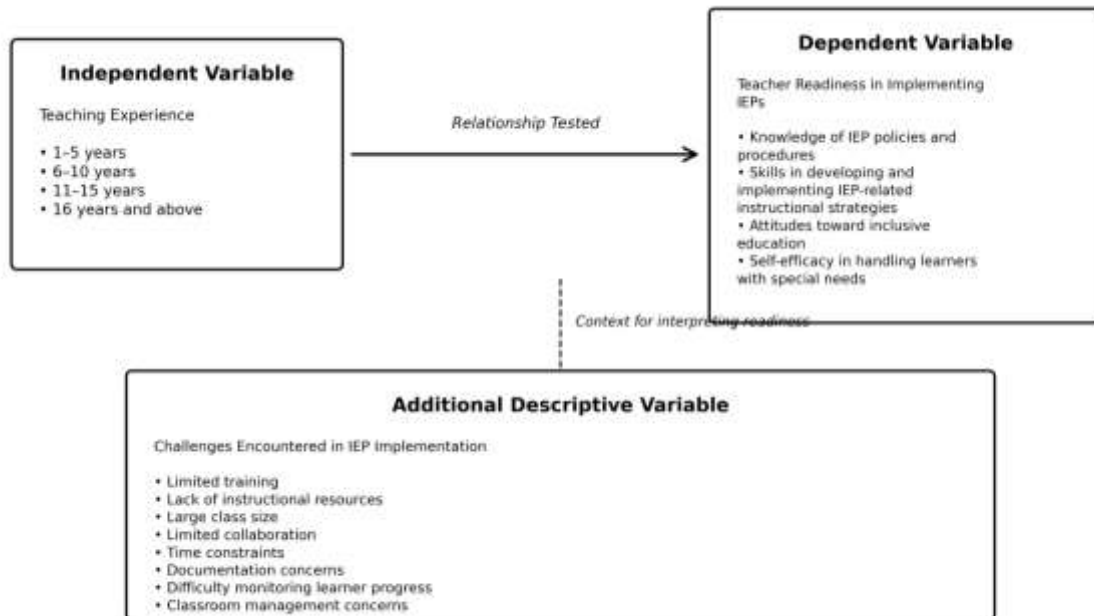
The dependent variable is teacher readiness in implementing Individualized Education Programs. This readiness is measured through four dimensions: knowledge of IEP policies and procedures, skills in developing and implementing IEP-related instructional strategies, attitudes toward inclusive education, and self-efficacy in handling learners with special needs. Knowledge refers to teachers' understanding of inclusive education policies, IEP components, accommodations, documentation, and progress-monitoring procedures. Skills refer to their ability to apply differentiated instruction, adjust assessment tasks, prepare appropriate instructional materials, and monitor individualized learning targets. Attitudes refer to teachers' beliefs, acceptance, openness, and willingness to support learners with special needs in general education classrooms. Self-efficacy refers to teachers' confidence in managing diverse learners, applying accommodations, collaborating with stakeholders, and responding to classroom challenges related to IEP implementation.

The framework assumes that teaching experience may be significantly related to teacher readiness. Teachers with longer years of service may demonstrate higher readiness because of their accumulated classroom exposure and professional practice. However, the strength of this relationship may vary across the readiness dimensions. For instance, teaching experience may contribute more strongly to instructional skills and self-efficacy, while attitudes toward inclusive education may be shaped not only by experience but also by training, school culture, personal beliefs, and institutional support. This explains why the study examines both the relationship between teaching experience and readiness and the differences in readiness when teachers are grouped according to years of teaching experience.

The study also includes challenges encountered in IEP implementation as an additional descriptive variable. These challenges include limited training, lack of instructional resources, large class size, limited collaboration, time constraints, difficulty in documentation, difficulty in monitoring learner progress, and classroom management concerns. Although these challenges are not treated as the main independent variable, they provide important context for interpreting teacher readiness. A teacher may report high readiness but still experience barriers that affect actual IEP implementation. Therefore, the inclusion of challenges helps explain the conditions that may support or hinder teachers in carrying out individualized educational plans.

Overall, the conceptual framework presents teaching experience as a possible contributing factor to teacher readiness in implementing IEPs, while challenges encountered in implementation serve as contextual information that may clarify the practical realities faced by general education teachers. This framework guided the formulation of the research questions, the development of the questionnaire, the selection of statistical treatments, and the interpretation of the findings of the study.

Figure 1
Conceptual Paradigm of the Study



Statement of the Problem

This study determined the relationship between teaching experience and teacher readiness in implementing Individualized Education Programs in Philippine public schools.

1. What is the demographic profile of the general education teachers in terms of age, sex, highest educational attainment, years of teaching experience, and relevant training attended on special education, inclusive education, or IEP implementation?
2. What is the level of teacher readiness in implementing Individualized Education Programs in terms of knowledge of IEP policies and procedures, skills in developing and implementing IEP-related instructional strategies, attitudes toward inclusive education, and self-efficacy in handling learners with special needs?
3. Is there a significant relationship between teaching experience and teacher readiness in implementing Individualized Education Programs in Philippine public schools?
4. Is there a significant difference in teacher readiness in implementing Individualized Education Programs when general education teachers were grouped according to years of teaching experience?
5. What challenges did general education teachers encounter in implementing Individualized Education Programs, as assessed through structured questionnaire items?

Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

H01: There was no significant relationship between teaching experience and teacher readiness in implementing Individualized Education Programs in Philippine public schools.

H02: There was no significant difference in teacher readiness in implementing Individualized Education Programs when general education teachers were grouped according to years of teaching experience.

Significance of the Study

The study shall be significant to the following:

School Administrators. The findings provided administrators with evidence for designing school-based capacity-building, mentoring, and monitoring systems for inclusive education and IEP implementation.

General Education Teachers. The study helped teachers recognize the readiness dimensions needed for effective IEP implementation, particularly knowledge, instructional skills, positive attitudes, and self-efficacy.

Learners with Special Needs. The study indirectly benefited learners by identifying teacher readiness areas that needed improvement to ensure more appropriate accommodations, differentiated instruction, and progress monitoring.

Parents and Guardians. The findings emphasized the need for stronger collaboration between teachers and families in implementing learner-specific educational plans.

Policy Makers and DepEd Officials. The study provided empirical information useful for strengthening inclusive education policies, training programs, and resource allocation in public schools.

Future Researchers. The study served as a reference for further research on inclusive education, teacher readiness, and IEP implementation in Philippine basic education.

Scope and Delimitation of the Study

This study focused on teaching experience and teacher readiness in implementing Individualized Education Programs in Philippine public schools. It was conducted among general education teachers from selected public elementary and secondary schools in Sta. Rosa, Binan, Calamba, San Pedro, and Cabuyao, Laguna. The study was delimited to the assessment of teacher readiness in terms of knowledge of IEP policies and procedures, skills in developing and implementing IEP-related instructional strategies, attitudes toward inclusive education, and self-efficacy in handling learners with special needs. It also identified the challenges encountered in IEP implementation through structured questionnaire items. The study did not evaluate actual learner outcomes, the quality of completed IEP documents, or classroom observations of IEP implementation.

Definition of Terms

For clarity and consistency, the following terms were conceptually and operationally defined as used in the study.

Accommodations. Conceptually, accommodations refer to adjustments in teaching, learning activities, assessment procedures, or classroom conditions that allow learners with disabilities or special educational needs to participate meaningfully without changing the essential learning goals. Operationally, this referred to the teachers' readiness to provide appropriate instructional, assessment, and classroom adjustments based on the needs of learners covered by an Individualized Education Program.

Attitudes Toward Inclusive Education. Conceptually, attitudes toward inclusive education refer to teachers' beliefs, acceptance, openness, and willingness to support learners with special needs in general education classrooms. Operationally, this referred to one dimension of teacher readiness measured through questionnaire items that assessed the respondents' level of agreement with statements related to inclusion, acceptance of learner diversity, and commitment to supporting learners with disabilities.

Challenges in IEP Implementation. Conceptually, challenges in IEP implementation refer to the barriers or difficulties encountered by teachers in carrying out individualized educational plans for learners with special needs. Operationally, this referred to the level of challenges experienced by the respondents in terms of training gaps, lack of resources, large class size, limited collaboration, time constraints, documentation concerns, administrative support, and difficulty monitoring learner progress.

General Education Teachers. Conceptually, general education teachers refer to teachers who handle regular classes and are responsible for delivering instruction based on the general curriculum. Operationally, this referred to the public elementary and secondary school teachers who served as respondents of the study and who had actual or potential involvement in supporting learners with special needs in inclusive classroom settings.

Highest Educational Attainment. Conceptually, highest educational attainment refers to the highest academic qualification completed by a teacher, such as bachelor's degree, master's units, master's degree, doctoral units, or doctoral degree. Operationally, this referred to one profile variable of the respondents gathered through the demographic section of the questionnaire.

Inclusive Education. Conceptually, inclusive education refers to an educational approach that ensures all learners, including those with disabilities and special educational needs, have equitable access to quality learning opportunities within general education settings. Operationally, this referred to the school and classroom context in which general education teachers were expected to support learners with special needs through accommodations, differentiated instruction, collaboration, and IEP-related practices.

Individualized Education Program. Conceptually, an Individualized Education Program, or IEP, refers to a structured educational plan that identifies a learner's present level of performance, learning goals, accommodations, instructional strategies, assessment procedures, and needed support services. Operationally, this referred to the individualized plan that general education teachers were expected to understand, support, and implement as part of inclusive education practices in Philippine public schools.

IEP Policies and Procedures. Conceptually, IEP policies and procedures refer to the rules, guidelines, processes, and required practices that guide the development, implementation, monitoring, and evaluation of Individualized Education Programs. Operationally, this referred to the knowledge dimension of teacher readiness measured through questionnaire items on teachers' understanding of inclusive education policies, IEP components, accommodations, documentation, and progress-monitoring procedures.

IEP-Related Instructional Strategies. Conceptually, IEP-related instructional strategies refer to teaching methods, classroom adjustments, differentiated activities, and assessment practices used to address the individualized learning needs of learners with disabilities or special educational needs. Operationally, this referred to the skills dimension of teacher readiness measured through items on differentiating instruction, modifying classroom activities, providing accommodations, using flexible assessments, and monitoring learner progress.

Knowledge of IEP Policies and Procedures. Conceptually, knowledge of IEP policies and procedures refers to teachers' understanding of the legal, policy, and instructional requirements related to inclusive education and IEP implementation. Operationally, this referred to the respondents' weighted mean scores on questionnaire items assessing their awareness and understanding of IEP components, inclusive education guidelines, learner accommodations, and monitoring processes.

Learners with Special Needs. Conceptually, learners with special needs refer to learners who require additional educational support, accommodations, or specialized services because of disabilities, developmental delays, learning difficulties, behavioral concerns, or other conditions affecting learning. Operationally, this referred to the learners whom general education teachers may support in inclusive classrooms through differentiated instruction, accommodations, and IEP implementation.

Self-Efficacy in Handling Learners with Special Needs. Conceptually, self-efficacy refers to teachers' confidence in their ability to manage, teach, and support learners with disabilities or special educational needs. Operationally, this referred to one dimension of teacher readiness measured through questionnaire

items assessing the respondents' confidence in applying accommodations, managing diverse classroom behaviors, collaborating with stakeholders, and monitoring learner progress.

Teacher Readiness. Conceptually, teacher readiness refers to the extent to which teachers possess the necessary knowledge, skills, attitudes, and confidence to perform a specific instructional responsibility. Operationally, this referred to the overall readiness of general education teachers in implementing Individualized Education Programs, measured in terms of knowledge of IEP policies and procedures, skills in developing and implementing IEP-related instructional strategies, attitudes toward inclusive education, and self-efficacy in handling learners with special needs.

Teaching Experience. Conceptually, teaching experience refers to the length of time a teacher has been engaged in classroom teaching and exposed to instructional responsibilities, classroom management, learner diversity, and professional teaching tasks. Operationally, this referred to the respondents' number of years in teaching, grouped according to the categories used in the study to determine whether teacher readiness differed based on length of teaching service.

Years of Teaching Experience. Conceptually, years of teaching experience refer to the accumulated number of years a teacher has served in the teaching profession. Operationally, this referred to one demographic and independent variable in the study, measured through the respondents' self-reported years of service and used to test its relationship with teacher readiness in implementing Individualized Education Programs.

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the reviewed literature and studies related to teaching experience and teacher readiness in implementing Individualized Education Programs (IEPs) in Philippine public schools. The review was organized around five themes: inclusive education and policy support, Individualized Education Programs as a support mechanism, teacher readiness in IEP implementation, teaching experience and teacher readiness, and challenges and support mechanisms in IEP implementation. Each theme integrated foreign and local literature and studies published within the last five years, with emphasis on sources that were verifiable through official government, institutional, journal, or publisher websites. The review also established the theoretical, policy, and empirical basis for examining the relationship between teaching experience and teacher readiness among general education teachers.

Inclusive Education and Policy Support for Learners with Special Needs

Foreign Literature and Studies

UNESCO (2022) emphasized that inclusive education requires learning environments that welcome learners with disabilities through accessible pedagogy, learner support, and coordinated school systems. This literature is relevant to the present study because IEP implementation is directly connected to the broader goal of removing barriers to participation, access, and learning. When general education teachers understand inclusion as a schoolwide responsibility, their readiness to implement IEPs becomes part of a larger obligation to make classroom instruction equitable, responsive, and supportive of learner diversity. UNESCO (2023) further explained that inclusion in education remains necessary because learners with disabilities continue to face risks of segregation, exclusion, and lack of appropriate support even when inclusive policies are already present. This supports the present study because teacher readiness is not limited to personal willingness or positive attitude; it also requires policy awareness, practical competence, collaboration, and the ability to provide accommodations in the general education classroom. Thus, IEP readiness should be examined as both a teacher-level and system-level concern.

Ginja and Chen (2023) examined inclusive education in relation to teacher training and teachers' attitudes toward the inclusion of children with disabilities. Their study reported that teacher preparation influenced how teachers understood inclusive education and responded to learners with disabilities. This finding is important to the present study because general education teachers, regardless of teaching experience, may still need formal preparation in inclusive education and IEP procedures to translate policy expectations into actual classroom practice.

Alhammadi (2024) assessed the effectiveness of a teacher education program in preparing pre-service teachers for inclusive education. The ERIC-indexed record shows that the study examined readiness after inclusive education coursework and practicum experiences and found positive effects on beliefs but remaining dissatisfaction with inclusion knowledge and real classroom-inclusive training. This supports the present study because readiness for IEP implementation depends not only on exposure but also on applied training, practical experience, and opportunities to work with learners with special educational needs.

Gülsün et al. (2023) found that teachers' attitudes toward inclusive education, self-efficacy, and collective efficacy were related to teacher behavior in inclusive settings. Their study, published in *Teaching and Teacher Education*, showed that self-efficacy and collective efficacy significantly predicted teacher behavior. This finding supports the present study because readiness in IEP implementation is not only cognitive or procedural. Teachers must also believe that they can manage classroom behavior, support participation, collaborate with colleagues, and implement learner-specific supports such as IEPs.

Local Literature and Studies

Republic Act No. 11650, also known as the Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act, established the national policy for strengthening inclusive education services and support systems for learners with disabilities in the Philippines. The law mandates the establishment of Inclusive Learning Resource Centers and recognizes the need to make quality education accessible to learners with disabilities. This law is foundational to the present study because it confirms that inclusive education is a legal obligation of schools and that teachers are expected to participate in systems that support learners with disabilities (Republic Act No. 11650, 2022).

DepEd Order No. 44, s. 2021 provided the policy guidelines for the provision of educational programs and services for learners with disabilities in the K to 12 Basic Education Program. The policy recognizes the Individualized Education Program as part of educational programming for learners with disabilities and states that every learner with disability shall have an IEP that articulates learning goals based on the K to 12 curriculum. This is directly related to the present study because teacher readiness includes knowledge of IEP policies, accommodations, progress monitoring, and school-level responsibilities in implementing individualized educational support (Department of Education [DepEd], 2021).

DepEd Memorandum No. 43, s. 2025 disseminated the Implementing Rules and Regulations of Republic Act No. 11650. This issuance is relevant because it strengthens the operationalization of inclusive education and the Inclusive Learning Resource Center system under the law. It also reinforces the need for schools to provide coordinated support services for learners with disabilities. In relation to the present study, this policy development shows that IEP implementation in Philippine schools is becoming more systematic and team-based, requiring general education teachers to collaborate in assessment, planning, implementation, and progress monitoring (DepEd, 2025).

EDCOM 2 and IDinsight (2025) reported that the implementation of the Inclusive Education Act continues to face resource and capacity constraints. Their policy brief noted that RA 11650 institutionalized IEPs for

learners with disabilities and called for increased teacher training, resources, funding, screening tools, IEP frameworks, and support systems. The brief also reported that many learners with disabilities remain in general education classes with limited specialized support. This source is highly relevant to the present study because it provides current Philippine evidence that teacher readiness is affected by training, resources, specialist support, and the functional implementation of IEPs in schools (EDCOM 2 & IDinsight, 2025).

Moon (2023) examined teachers' readiness and teaching performance in relation to the implementation of inclusive education programs. The study found that teacher readiness is connected to classroom instruction, curriculum content, assessment, monitoring of student progress, and the extent of inclusive education implementation. This local evidence is significant because it supports the present study's focus on teacher readiness as a multidimensional construct involving knowledge, skills, attitudes, and self-efficacy. It also reinforces the idea that teacher readiness is important in translating inclusive education policies into actual classroom practice (Moon, 2023).

Synthesis

Foreign and local sources consistently showed that inclusive education requires more than learner placement in regular classrooms. It requires policy knowledge, teacher preparation, collaboration, accessible instruction, and support systems. For the present study, this theme established the policy and conceptual basis for examining general education teachers' readiness in IEP implementation. It also showed that teaching experience may contribute to readiness, but policy awareness and inclusive education training remain essential.

Individualized Education Programs as a Support Mechanism in Inclusive Education

Foreign Literature and Studies

Kozikoğlu and Albayrak (2022) examined teachers' attitudes and challenges concerning Individualized Education Programs through a mixed-method study indexed in ERIC. Their findings showed that although teachers recognized the importance of IEPs, they encountered difficulties in planning, implementation, and assessment. This study is relevant to the present research because it shows that IEP implementation requires more than positive attitude. Teachers must also possess procedural knowledge, instructional competence, assessment skills, and the ability to translate individualized plans into actual classroom practice.

Rashid and Wong (2023) conducted a systematic literature review on the challenges of implementing IEPs for children with special educational needs and learning disabilities. Their review identified recurring issues such as limited teacher training, insufficient resources, weak collaboration, and difficulty monitoring learner progress. This study directly supports the present research because teacher readiness in IEP implementation must include knowledge of planning procedures, skills in instructional adjustment, collaboration with stakeholders, documentation, and progress monitoring.

The U.S. Department of Education (2025) emphasized that inclusive educational practices require collaboration between general education teachers, special education teachers, school leaders, families, and related service providers. This guidance is relevant to the present study because it positions general education teachers as active participants in implementing individualized supports, not merely classroom observers. Their readiness affects how accommodations, supplementary aids, behavioral supports, and instructional modifications are carried out in daily classroom instruction.

The IRIS Center (2024) explained that individualized services and supports in an IEP may include special education services, related services, supplementary aids, program modifications, and other supports that

help learners meet their annual goals. This source clarifies the instructional meaning of IEP implementation: teachers must be able to adjust instruction, materials, pacing, assessment, and classroom support according to the learner's needs. For the present study, this supports the skills dimension of teacher readiness, particularly the ability to implement learner-specific instructional strategies and accommodations.

The IDEA regulation on IEP Team composition states that the IEP Team must include at least one regular education teacher of the child if the child is, or may be, participating in the regular education environment. Although this regulation is not a recent empirical source, it remains an official legal reference that explains why general education teachers are essential members of the IEP process. This supports the present study's focus on general education teachers because their involvement in IEP implementation is grounded in established policy and practice.

Local Literature and Studies

DepEd Order No. 44, s. 2021 recognized the Individualized Education Program as part of educational programming for learners with disabilities in the K to 12 Basic Education Program. The policy provides guidelines for the provision of educational programs and services for learners with disabilities and includes IEP development, accommodations, curriculum adaptation, assessment, and support services. This policy is directly related to the present study because it establishes IEP implementation as part of the Philippine public school system. General education teachers therefore need readiness to understand IEP contents, apply accommodations, collaborate with relevant personnel, and monitor learner progress (Department of Education [DepEd], 2021).

DepEd Memorandum No. 43, s. 2025 disseminated the Implementing Rules and Regulations of Republic Act No. 11650 and further clarified the operationalization of inclusive education services for learners with disabilities. The memorandum and its attached IRR emphasize the role of multidisciplinary teams in preparing, monitoring, and evaluating IEPs based on assessment and diagnosis. This is important because IEP implementation in public schools is team-based and requires coordination among general education teachers, special needs teachers, school heads, specialists, and families. Thus, the present study treats teacher readiness as a multidimensional capacity that includes policy knowledge, instructional skill, collaboration, and monitoring competence (DepEd, 2025).

Karaan et al. (2025) assessed the awareness and preparedness of public elementary school teachers in Tagbilaran City Division regarding IEPs for special education learners within inclusive settings. Their study used a descriptive-correlational quantitative design and examined teachers' awareness of special education laws, IEP team roles, multidisciplinary teams, assessment, disability familiarity, collaboration, and monitoring. The findings are relevant to the present study because they directly support the need to examine public school teachers' readiness in IEP implementation, particularly in terms of knowledge, preparedness, collaboration, and progress monitoring.

Estorninos (2025) investigated special education teachers' attitudes and challenges in preparing Individualized Education Programs in the City of Dasmariñas. The study used a descriptive-correlational design and reported that special education teachers showed strong commitment to IEP preparation but still recognized challenges in the process. This finding strengthens the need to examine general education teachers because even teachers assigned to special education roles encounter challenges in preparing IEPs. General education teachers may require even stronger support because they are increasingly expected to assist learners with special needs in inclusive classrooms despite having less specialized preparation.

Concepcion et al. (2025) examined the knowledge and practices of special education teachers in developing IEPs in selected schools in Cagayan Valley, Region II. Using a descriptive-correlational design, the study gathered data from special education teachers, including receiving teachers, through a validated survey questionnaire and content analysis of actual IEPs. The findings showed that teachers demonstrated high knowledge and practice in IEP development, although reviewing and revising IEPs, collaboration with specialists, and systematic review processes remained areas for improvement. This study supports the present research because it shows that IEP knowledge and practice can be empirically assessed and that teacher readiness should include knowledge, collaboration, implementation, and monitoring dimensions.

Synthesis

The reviewed sources showed that IEPs are practical tools for translating inclusive education into individualized classroom support. However, their effectiveness depends on teacher knowledge, instructional skill, collaboration, documentation, and monitoring. For the present study, this theme supports the measurement of teacher readiness in IEP implementation and confirms that general education teachers are essential members of the IEP process.

Teacher Readiness in Implementing Individualized Education Programs

Foreign Literature and Studies

Woodcock et al. (2022) examined the relationship between teacher self-efficacy and inclusive education practices among primary teachers in New South Wales, Australia. Their findings showed that teachers with high and low self-efficacy may have similar conceptual understanding of inclusion, but their actual inclusive teaching practices differ. This study supports the present research because self-efficacy is one of the major dimensions of teacher readiness. In the context of IEP implementation, teachers who believe that they can handle diverse classroom needs are more likely to apply accommodations, modify instruction, collaborate with stakeholders, and persist when learner-specific challenges arise.

Gülsün et al. (2023) explored the role of teachers' attitudes toward inclusive education, self-efficacy, and collective efficacy in relation to teacher behavior in inclusive settings. Their study, published in *Teaching and Teacher Education*, found that self-efficacy and collective efficacy were important predictors of teacher behavior. This is relevant to the present study because IEP implementation requires teachers not only to know inclusive education procedures but also to manage behavior, adapt instruction, work with colleagues, and participate in collaborative support systems. Thus, teacher readiness includes both individual confidence and the ability to function within a supportive school environment.

Almeqdad et al. (2023) conducted a systematic review and meta-analysis on the effectiveness of Universal Design for Learning in educational settings. Their study indicated that UDL principles support learner diversity by encouraging flexible ways of engagement, representation, and expression. This is relevant to the present study because the skills dimension of teacher readiness includes the ability to design flexible instruction, adjust learning activities, provide varied assessment options, and respond to learners' individual needs. In IEP implementation, UDL supports teachers in making instruction more accessible and responsive to learners with disabilities and special educational needs.

Gheyssens et al. (2023) explained that differentiated instruction supports inclusive classrooms by addressing learner readiness, interests, and learning profiles through planned modifications in content, process, and product. This literature supports the present study because IEP implementation requires teachers to differentiate instruction based on individualized learning goals, accommodations, and learner

needs. Therefore, teacher readiness is not limited to awareness of inclusive education policy; it also involves the practical ability to adjust instruction and assessment according to the learner's IEP.

Langelan et al. (2024) described differentiated instruction as a comprehensive teaching approach intended to maximize the learning outcomes of all students in the classroom. Their review emphasized the need for teacher preparation and professional development to help teachers successfully implement differentiated instruction. This supports the present study because readiness in IEP implementation depends not only on years of teaching experience but also on teachers' ability to use evidence-informed instructional adaptations. For general education teachers, this means that professional development must focus on practical strategies such as modifying lessons, preparing appropriate materials, adjusting assessments, and monitoring individualized learning targets.

Local Literature and Studies

Moon (2023) examined teachers' readiness and teaching performance in relation to the implementation of inclusive education programs. The study investigated how teachers' preparedness to teach learners with diverse needs influenced their classroom performance and inclusive education implementation. This is directly connected to the present study because it affirms that readiness has measurable instructional consequences. In IEP implementation, teachers' knowledge, skills, attitudes, and self-efficacy influence how effectively they provide accommodations, adjust instruction, monitor progress, and support learners with special needs in inclusive classrooms.

Mabanag et al. (2024) explored teacher readiness and challenges in inclusive classrooms. Their study emphasized that teachers encounter challenges related to preparedness, training, resources, and classroom implementation. This supports the present study because teacher readiness should be examined together with the barriers that teachers experience in applying inclusive practices and IEP-related support. In this sense, readiness is not only an individual teacher attribute but also a condition shaped by available training, resources, and school support.

Manalo (2024) examined teachers' readiness, implementation, and management support of inclusive classrooms among teachers in the Schools Division of Iloilo City. The study reported high levels of readiness, particularly in teaching strategies and addressing diverse learner needs, but also identified challenges in curriculum modification and addressing students' physical needs. The study further emphasized that management support was a critical factor in inclusive education implementation. This is relevant to the present study because IEP readiness is strengthened when administrators provide guidance, resources, professional development, monitoring, and collaborative support systems.

Evangelico (2025) assessed teachers' knowledge, readiness, and challenges in implementing inclusive education in Catholic schools. The study used a quantitative-descriptive, comparative, and correlational design and found that teachers generally had high knowledge and readiness but still encountered high levels of challenges, particularly due to limited resources, training, and support. Although the study was conducted in Catholic schools, its findings remain relevant because it shows that knowledge, readiness, and challenges are connected variables in inclusive education implementation. This supports the present study's use of structured indicators to assess teacher readiness and IEP-related challenges.

Atillo et al. (2025) investigated the readiness of Philippine secondary public-school teachers toward the implementation of inclusive education, focusing on competencies in knowledge, skills, attitudes, and practices. Their study used a descriptive-correlational design and found that length of service and relevant training positively influenced teachers' attitudes and practical application of inclusive practices. This

source is highly relevant because it reflects the Philippine public school context and supports the present study's use of teaching experience as a variable in examining teacher readiness.

Synthesis

Foreign and local studies showed that teacher readiness is multidimensional. It includes knowledge of policy and procedures, skills in differentiated and accessible instruction, positive attitudes toward inclusion, and self-efficacy in handling learners with special needs. For the present study, this theme supports the operationalization of readiness in four dimensions: knowledge, skills, attitudes, and self-efficacy.

Teaching Experience and Teacher Readiness in IEP Implementation

Foreign Literature and Studies

Woodcock et al. (2022) examined teacher self-efficacy in relation to inclusive education practices among primary teachers. Their findings showed that teachers may share similar understandings of inclusion, but their actual inclusive classroom practices may differ depending on their level of self-efficacy. This is relevant to the present study because teaching experience may help teachers develop confidence, practical judgment, and classroom management strategies through repeated exposure to diverse learners. However, the study also suggests that readiness should not be assumed from length of service alone, since teachers' confidence must be translated into actual inclusive practice.

Alhammadi (2024) investigated the effectiveness of teacher education preparation for inclusive education and found that coursework and practicum experiences helped develop pre-service teachers' beliefs, knowledge, and readiness to teach learners with special educational needs and disabilities. However, the study also indicated the need for more applied preparation in real inclusive classroom settings. This supports the present study because teaching experience may contribute to readiness when it involves direct exposure to learner diversity, instructional adjustment, and inclusive strategies. Therefore, teaching experience must be examined in relation to specific readiness for IEP implementation rather than treated as a general indicator of preparedness.

Gülsün et al. (2023) explored the role of teachers' attitudes toward inclusive education, self-efficacy, and collective efficacy in relation to teacher behavior in inclusive settings. Their findings showed that self-efficacy and collective efficacy were important predictors of teacher behavior. This is relevant because IEP implementation requires teachers to manage behavior, adapt instruction, collaborate with others, and provide learner-specific support. In the present study, years of teaching experience may influence readiness indirectly by strengthening teachers' confidence, collaborative competence, and attitudes toward inclusion.

Mudhar et al. (2024) identified patterns of teachers' self-efficacy and attitudes toward inclusive education and connected these patterns with emotional support, collective efficacy, and collegial collaboration. Their findings showed that teachers with different self-efficacy and attitude profiles differed in the level of support and collaboration they experienced. This supports the present study because experienced teachers may vary in readiness depending on whether their professional experiences have strengthened positive attitudes, inclusive self-efficacy, emotional support, and collaboration. Thus, readiness for IEP implementation should be understood as a combination of experience, confidence, attitude, and school-based support.

Fahrbach et al. (2026) examined the temporal relationship among teachers' attitudes toward inclusive education, inclusion-related self-efficacy, and experiences with inclusion. Their longitudinal study showed that experiences with inclusion were associated with the development of attitudes and self-efficacy over

time. This is relevant to the present study because it supports the assumption that readiness may develop through repeated inclusive experiences. However, it also reinforces the idea that the relationship between experience and readiness is not automatic, since readiness may still depend on the quality of experience, professional development, reflection, and institutional support.

Local Literature and Studies

Marcia (2025) examined the preparedness of receiving teachers for inclusive classrooms in Valencia City Division. The study involved general education teachers and analyzed perceived preparedness in relation to demographic and professional factors. Its findings showed that years of experience teaching learners with special needs, access to professional development, collaboration with school professionals, and family participation in special education programs were associated with teachers' preparedness. This is relevant to the present study because it suggests that professional profile variables, including teaching experience and inclusive education exposure, may help explain differences in teacher readiness for IEP implementation.

Manalo (2024) investigated teachers' readiness, implementation, and management support for inclusive classrooms in the Schools Division of Iloilo City. The study examined demographic characteristics, including length of service, in relation to teachers' readiness and implementation of inclusive education. It also emphasized that management support is an important factor in strengthening inclusive classroom practices. This supports the present study because teaching experience may help teachers develop classroom management and instructional adjustment skills, but readiness still depends on administrative support, professional development, resources, and school-level assistance.

De Los Reyes et al. (2025) studied Philippine secondary school educators' preparedness for inclusive teaching and found significant relationships between teachers' preparedness and demographic factors such as age, years of service, and previous training. The study also reported that teachers generally showed positive attitudes toward inclusion, but gaps remained in knowledge, skills, and practices. This is relevant to the present study because it supports the examination of teaching experience as a grouping and relationship variable while also showing that years of service should be interpreted alongside training and professional development.

Balgos and Albores (2025) explored the lived experiences of general education teachers handling learners with special educational needs. Their study reported that general education teachers were often compelled to handle learners with special needs because of the limited number of qualified special education teachers and the increasing number of learners requiring support. The findings also showed that teachers experienced challenges in instructional skills, learner behavior, parental cooperation, and emotional demands. This is important to the present study because actual exposure to learners with special needs may shape readiness more directly than general teaching service alone.

Atillo et al. (2025) investigated the readiness of Philippine secondary public-school teachers toward the implementation of inclusive education. Their study focused on competencies related to knowledge, skills, attitudes, and practices and examined the influence of demographic variables such as length of service and relevant training. The findings showed that length of service and relevant training positively influenced teachers' attitudes and practical application of inclusive practices. This supports the present study because it shows that readiness among public school teachers may be examined in relation to their teaching background, exposure, and inclusive education responsibilities.

Synthesis

The literature suggests that teaching experience may contribute to readiness by giving teachers exposure to learner diversity, classroom management demands, and instructional problem-solving. However, the sources also show that experience alone does not ensure readiness. Teachers need meaningful exposure to learners with disabilities, training in IEP procedures, access to resources, collaboration, and school-level support. This theme supports the present study's focus on determining whether teaching experience is significantly related to readiness in IEP implementation.

Challenges and Support Mechanisms in IEP Implementation

Foreign Literature and Studies

Kozikoğlu and Albayrak (2022) examined teachers' attitudes and challenges concerning Individualized Education Programs through a mixed-method study. Their findings showed that teachers recognized the importance of IEPs but encountered difficulties in planning, implementation, assessment, and evaluation due to insufficient information, crowded classrooms, inadequate conditions, and limited collaboration. These findings are directly relevant to the present study because the study includes structured challenge indicators related to training, resources, collaboration, documentation, monitoring, and classroom management in IEP implementation.

Mohd Rashid and Wong (2023) conducted a systematic literature review on the challenges of implementing IEPs for children with special educational needs and learning disabilities. Their review identified recurring concerns related to teacher training, stakeholder collaboration, resource availability, and progress monitoring. This supports the inclusion of challenge indicators such as training gaps, resource limitations, collaboration issues, documentation concerns, and monitoring difficulties in the present study. The U.S. Department of Education (2025) emphasized that inclusive educational practices require general education teachers to serve as active and informed members of the IEP Team. The guidance also highlighted the importance of collaboration among general education teachers, special education teachers, school leaders, families, and related service providers. This is relevant to the present study because IEP implementation challenges may be reduced when teachers clearly understand their roles, receive appropriate support, and participate in collaborative decision-making regarding accommodations, supports, services, and instructional modifications.

Woodcock et al. (2023) examined teachers' self-efficacy and inclusive practice and found that teachers' perceived strengths and difficulties influence how they engage with inclusive teaching. Their study is relevant because teacher readiness may weaken when teachers face persistent classroom demands, insufficient support, and uncertainty in responding to learner diversity. This supports the present study's view that effective IEP implementation requires both teacher competence and accessible support systems.

Local Literature and Studies

Mabanag et al. (2024) examined teacher readiness and challenges in inclusive classrooms among public and private school teachers. Their study emphasized that teachers encountered concerns related to preparedness, training, resources, classroom management, and the practical realities of implementing inclusive education. The study is relevant to the present research because these challenge areas may be measured through structured questionnaire items and interpreted in relation to teacher readiness in implementing IEP-related practices. It also supports the need for targeted professional development, stronger institutional support, and improved resource allocation for inclusive classrooms.

Evangelico (2025) assessed teachers' knowledge, readiness, and challenges in implementing inclusive education in Catholic schools. The study used a quantitative-descriptive, comparative, and correlational

design and found that teachers generally had high knowledge and readiness, but still encountered high levels of challenges related to limited resources, training, and support. This is relevant to the present study because it shows that readiness and challenges should be examined together. In IEP implementation, teachers may report preparedness, but their actual practice may still be affected by training gaps, resource limitations, and insufficient support systems.

Balagos and Albores (2025) explored the lived experiences of general education teachers handling learners with special educational needs. Their study reported that general education teachers were often compelled to handle learners with special needs because of the limited number of qualified special education teachers and the increasing number of learners requiring support. The study also identified challenges related to instructional skills, learner behavior, parental cooperation, emotional demands, and teacher responsibilities. This local evidence supports the present study because it shows that general education teachers often carry inclusive education responsibilities despite limited specialized preparation.

Sumagang and Balano (2025) explored the lived experiences of general education teachers in teaching learners with special needs in inclusive settings. Their study emphasized that teachers' inclusive teaching experiences are shaped by professional development, collaboration, institutional support, resource availability, and reflective practice. This supports the present study because IEP implementation requires teachers to manage instructional, emotional, and collaboration-related demands while responding to diverse learner needs.

EDCOM 2 and IDinsight (2025) identified systemic barriers in the support of learners with disabilities in the Philippines, including gaps in screening, assessment, teacher training, support services, and IEP implementation. Their policy brief reported that many learners with disabilities remain in general education classes without specialized support and that many teachers lack the training and tools needed to support learners with disabilities. This is directly relevant to the present study because its challenge indicators reflect both teacher-level and school-level constraints in implementing IEPs in Philippine public schools.

Synthesis

The reviewed literature showed that IEP implementation is affected by both teacher-level and system-level challenges. These include limited training, lack of resources, large class size, weak collaboration, lack of specialist support, time constraints, documentation concerns, and difficulty monitoring learner progress. For the present study, these findings justify the inclusion of structured challenge indicators and support the need to interpret teacher readiness in relation to actual implementation barriers.

Overall Synthesis and Research Gap

The reviewed literature and studies consistently showed that inclusive education is grounded in both international principles and Philippine policy mandates. Foreign sources emphasized whole-system inclusion, teacher preparation, differentiated instruction, Universal Design for Learning, collaboration, and self-efficacy. Local sources established that inclusive education in the Philippines is supported by Republic Act No. 11650, DepEd Order No. 44, s. 2021, DepEd Memorandum No. 43, s. 2025, and recent empirical studies on teacher readiness, preparedness, and inclusive classroom challenges.

Across the five themes, the literature showed that IEPs are essential mechanisms for ensuring individualized support for learners with disabilities and special educational needs. However, IEP implementation depends largely on teachers who understand IEP policies and procedures, can apply differentiated and accessible instructional strategies, hold positive attitudes toward inclusion, and possess

self-efficacy in handling learners with special needs. These dimensions confirm that teacher readiness must be measured as a multidimensional construct rather than a single general perception.

The literature also suggested that teaching experience may contribute to readiness by strengthening classroom management, practical judgment, exposure to learner diversity, and confidence in instructional adaptation. Nevertheless, the reviewed studies also showed that years of service alone may not guarantee readiness. Teachers may have extensive classroom experience but limited exposure to IEP planning, special education procedures, disability-specific accommodations, or collaborative progress monitoring. Therefore, the quality and relevance of experience must be considered alongside the number of years of teaching.

Despite the growing literature on inclusive education, teacher readiness, and IEP implementation, a research gap remains in the Philippine public school context. Limited local studies directly examine whether teaching experience is significantly related to the readiness of general education teachers in implementing Individualized Education Programs. Existing local studies often focus on inclusive education readiness in general, special education teachers, receiving teachers, or challenges in inclusive classrooms. Thus, the present study addresses this gap by examining teaching experience and teacher readiness in IEP implementation among general education teachers in Philippine public schools.

METHODOLOGY

Research Design

This study used a quantitative descriptive-correlational research design. The descriptive component described the demographic profile of the respondents, the level of teacher readiness in implementing IEPs, and the challenges encountered by teachers. The correlational component examined the relationship between teaching experience and teacher readiness. The design was appropriate because the study gathered numerical data, described existing conditions, and tested relationships and differences among variables without manipulating any treatment or condition.

Research Setting

The study was conducted in selected public elementary and secondary schools in the Division of Laguna, particularly in Sta. Rosa, Binan, Calamba, San Pedro, and Cabuyao. These areas were selected because they represented public school contexts where inclusive education policies were expected to be implemented and where general education teachers may have encountered learners with diverse needs in regular classrooms.

Participants, Population, and Sampling

The participants were 120 general education teachers from selected public elementary and secondary schools in Laguna. They were selected because they were directly involved in classroom instruction and may have supported learners with special needs in inclusive settings. Simple random sampling was used in selecting respondents from the list of eligible teachers provided by the participating schools. Teachers assigned exclusively to administrative functions were excluded from the study.

Research Instrument

The study used a researcher-made questionnaire composed of three parts. Part I gathered demographic and professional profile data, including age, sex, highest educational attainment, years of teaching experience, and relevant training attended. Part II measured teacher readiness in terms of knowledge, skills, attitudes, and self-efficacy using a five-point Likert scale. Part III identified challenges encountered in IEP implementation using structured Likert-scale items.

Validity and Reliability of the Instrument

The questionnaire underwent content validation by experts in special education, inclusive education, school administration, and educational research. The validators evaluated the clarity, relevance, appropriateness, organisation, wording, and alignment of the items with the research objectives. Items that needed improvement were revised based on the comments of the validators. The instrument was then pilot-tested among teachers who were not included in the final study. Reliability was tested using Cronbach's alpha. The results showed acceptable internal consistency, with alpha values of .91 for knowledge, .92 for skills, .88 for attitudes, .90 for self-efficacy, .87 for challenges, and .94 for the overall readiness scale.

Data Gathering Procedure

The researchers secured permission from the concerned school authorities before conducting the study. After approval was obtained, eligible respondents were identified and invited to participate. The purpose of the study, confidentiality of responses, voluntary participation, and right to withdraw were explained to the respondents. The questionnaire was administered after informed consent was secured. Accomplished questionnaires were collected, checked for completeness, encoded, and prepared for statistical analysis.

Statistical Treatment of Data

Frequency and percentage were used to describe the demographic profile of the respondents. Weighted mean and standard deviation were used to determine the level of teacher readiness and the extent of challenges encountered. Pearson product-moment correlation was used to determine the relationship between years of teaching experience and teacher readiness. One-way analysis of variance was used to test differences in readiness when teachers were grouped according to years of teaching experience. All inferential tests were interpreted at the 0.05 level of significance.

Ethical Considerations

The study observed ethical procedures in data gathering and reporting. Participation was voluntary, and informed consent was obtained from all respondents. The respondents were assured that their identities and responses would remain confidential and would be used only for academic purposes. No names of individual respondents or schools were disclosed in the reporting of results.

Scale of Interpretation

Table 1
Scale for Interpreting Teacher Readiness

Mean Range	Verbal Interpretation
4.21-5.00	Very High Readiness
3.41-4.20	High Readiness
2.61-3.40	Moderate Readiness
1.81-2.60	Low Readiness
1.00-1.80	Very Low Readiness

Table 2
Scale for Interpreting Challenges Encountered

Mean Range	Verbal Interpretation
4.21-5.00	Very Highly Encountered
3.41-4.20	Highly Encountered
2.61-3.40	Moderately Encountered

1.81-2.60	Slightly Encountered
1.00-1.80	Not Encountered

RESULTS AND DISCUSSION

This chapter presents, analyzes, interprets, and discusses the findings of the study on teaching experience and teacher readiness in implementing Individualized Education Programs (IEPs) in Philippine public schools. The presentation follows the statement of the problem and includes the demographic profile of the respondents, the level of teacher readiness across four dimensions, the relationship between teaching experience and teacher readiness, the difference in readiness when teachers are grouped according to years of teaching experience, and the challenges encountered in IEP implementation. The discussion was revised to compare and contrast the findings with relevant literature and studies, avoid overstating weak correlation coefficients, and include a Tukey HSD post hoc analysis after the significant ANOVA result.

Problem 1. What is the demographic profile of the general education teachers?

Table 1
Demographic Profile of the Respondents

Profile Variable	Category	Frequency	Percentage
Age	21-30 years old	22	22.00
	31-40 years old	38	38.00
	41-50 years old	27	27.00
	51 years old and above	13	13.00
Sex	Female	72	72.00
	Male	28	28.00
Highest Educational Attainment	Bachelor's Degree	43	43.00
	With Master's Units	37	37.00
	Master's Degree	18	18.00
	Doctoral Units/Degree	2	2.00
Years of Teaching Experience	1-5 years	24	24.00
	6-10 years	31	31.00
	11-15 years	27	27.00
	16 years and above	18	18.00

Profile Variable	Category	Frequency	Percentage
Relevant Training Attended	No relevant training	18	18.00
	1-2 trainings	49	49.00
	3-4 trainings	23	23.00
	5 or more trainings	10	10.00

Table 1 shows that most respondents were within the 31-40 age group, were female, had either a bachelor's degree or master's units, and belonged largely to the 6-10 years teaching-experience group. The data also show that almost half of the respondents had attended only one to two relevant training sessions on special education, inclusive education, or IEP implementation. This profile suggests that the respondents had classroom exposure, but their specialized preparation for IEP implementation remained uneven. This supports Republic Act No. 11650 and DepEd Order No. 44, s. 2021, which emphasizes that inclusive education requires teachers who can participate in individualized support systems for learners with disabilities. It also agrees with EDCOM 2 and IDinsight (2025), which reported that teacher training remains a major concern in the early implementation of inclusive education services in the Philippines. However, the finding contrasts with the assumption that years of teaching service alone can ensure preparedness, since the training profile shows that many respondents still had limited formal exposure to inclusive education and IEP procedures.

Problem 2. What is the level of teacher readiness in implementing Individualized Education Programs?

Table 2

Summary Level of Teacher Readiness in Implementing Individualized Education Programs

Indicators	WM	SD	DE	R
Knowledge of IEP policies and procedures	3.42	0.52	High Readiness	3
Skills in developing and implementing IEP-related instructional strategies	3.31	0.55	Moderate Readiness	4
Attitudes toward inclusive education	3.78	0.47	High Readiness	1

Indicators	WM	SD	DE	R
Self-efficacy in handling learners with special needs	3.56	0.50	High Readiness	2
Average Weighted Mean	3.52		High Readiness	

Table 2 presents the overall level of teacher readiness in implementing IEPs. The average weighted mean of 3.52, described as High Readiness, indicates that the respondents generally perceived themselves as prepared to support IEP implementation. Among the four dimensions, attitudes toward inclusive education obtained the highest mean, followed by self-efficacy, knowledge, and skills. This result supports Moon (2023), who found that teacher readiness is related to inclusive education implementation and teaching performance. It also agrees with Gülsün et al. (2023), who emphasized the role of attitudes and self-efficacy in inclusive classroom behavior. However, the lower rating for skills contrasts with the expectations in Gheysens et al. (2023), Almeqdad et al. (2023), and Langelaan et al. (2024), which emphasized that inclusive practice requires strong competence in differentiated instruction, flexible learning design, and evidence-informed instructional adaptations. Thus, the findings indicate that positive disposition and confidence were present, but practical skill development remains the most urgent area for professional development.

Teacher Readiness in Terms of Knowledge of IEP Policies and Procedures

Table 3

Teacher Readiness in Terms of Knowledge of IEP Policies and Procedures

Indicators	WM	DE	R
1. I understood the purpose of inclusive education policies for learners with disabilities.	3.58	High Readiness	1
2. I was familiar with the basic components of an Individualized Education Program.	3.45	High Readiness	2
3. I understood the procedures for providing accommodations based on learners' needs.	3.39	Moderate Readiness	3

Indicators	WM	DE	R
4. I knew how IEP goals were connected to classroom instruction and assessment.	3.31	Moderate Readiness	4
5. I understood how learner progress should be monitored and documented.	3.36	Moderate Readiness	5
Average Weighted Mean	3.42	High Readiness	

Table 3 shows that teacher readiness in terms of knowledge obtained an average weighted mean of 3.42, interpreted as High Readiness. The highest-rated item was understanding the purpose of inclusive education policies, while the lower-rated items involved connecting IEP goals to classroom instruction, assessment, and progress monitoring. This finding supports DepEd Order No. 44, s. 2021 and DepEd Memorandum No. 43, s. 2025, which recognizes the IEP as a mechanism for educational programming, accommodations, support services, and monitoring of learners with disabilities. It is also consistent with Karaan et al. (2025), who emphasized that IEP awareness and preparedness are necessary among public school teachers. However, the moderate ratings for goal alignment and progress monitoring contrast with Kozikoğlu and Albayrak (2022) and Rashid and Wong (2023), who showed that effective IEP implementation requires sufficient procedural knowledge in planning, assessment, documentation, collaboration, and monitoring. Hence, the respondents knew the general purpose of inclusion but still needed deeper technical knowledge in actual IEP implementation.

Teacher Readiness in Terms of Skills in Developing and Implementing IEP-Related Instructional Strategies

Table 4

Teacher Readiness in Terms of Skills in Developing and Implementing IEP-Related Instructional Strategies

Indicators	WM	DE	R
1. I modified lesson activities based on the individual needs of learners with special needs.	3.35	Moderate Readiness	2

Indicators	WM	DE	R
2. I used differentiated instruction to support learners with different abilities.	3.47	High Readiness	1
3. I adjusted assessment tasks according to the accommodations indicated in the learner's plan.	3.28	Moderate Readiness	3
4. I prepared instructional materials suited to learners' IEP goals.	3.21	Moderate Readiness	5
5. I monitored learner progress based on individualized learning targets.	3.24	Moderate Readiness	4
Average Weighted Mean	3.31	Moderate Readiness	

Table 4 reveals that the respondents had Moderate Readiness in terms of skills, with an average weighted mean of 3.31. The highest-rated item was the use of differentiated instruction, while the lowest-rated item was preparing instructional materials suited to learners' IEP goals. This result agrees with Gheysens et al. (2023) and Langelaan et al. (2024), who explained that differentiated instruction is a major inclusive teaching approach that helps teachers respond to learner readiness, interests, and learning profiles. It also supports Almeqdad et al. (2023), who noted that Universal Design for Learning promotes flexible ways of engagement, representation, and expression. However, the moderate readiness level contrasts with the practical demands of IEP implementation described by Rashid and Wong (2023), where teachers need stronger skills in instructional adjustment, resource preparation, collaboration, and progress monitoring. Thus, while teachers may know general differentiated strategies, they still need more applied training in preparing learner-specific materials, adjusting assessments, and monitoring individualized learning targets.

Teacher Readiness in Terms of Attitudes Toward Inclusive Education

Table 5

Teacher Readiness in Terms of Attitudes Toward Inclusive Education

Indicators	WM	DE	R
1. I believed that learners with special needs should be given meaningful participation in general education classrooms.	3.91	High Readiness	1
2. I was willing to adjust my teaching practices to support learners with special needs.	3.84	High Readiness	2
3. I valued collaboration with parents, specialists, and school personnel in supporting learners.	3.76	High Readiness	3
4. I viewed IEP implementation as part of my professional responsibility.	3.73	High Readiness	4
5. I remained open to learning more strategies for inclusive education.	3.66	High Readiness	5
Average Weighted Mean	3.78	High Readiness	

Table 5 indicates that teacher readiness in terms of attitudes obtained an average weighted mean of 3.78, interpreted as High Readiness. The highest result was the belief that learners with special needs should meaningfully participate in general education classrooms. This supports UNESCO's view of inclusive education as a process of removing barriers to participation and also agrees with Republic Act No. 11650, which positions inclusive education as a right of learners with disabilities. The finding is likewise consistent with Gülsün et al. (2023), who found that teachers' attitudes toward inclusion are linked with inclusive classroom behavior. However, the result must be contrasted with Kozikoğlu and Albayrak

(2022), who found that positive teacher attitudes do not automatically remove difficulties in IEP planning, assessment, and implementation. Therefore, teachers' favorable attitudes are an important starting point, but these must be matched with instructional competence, resources, collaboration, and administrative support.

Teacher Readiness in Terms of Self-Efficacy in Handling Learners with Special Needs

Table 6

Teacher Readiness in Terms of Self-Efficacy in Handling Learners with Special Needs

Indicators	WM	DE	R
1. I felt confident in managing learners with special needs in an inclusive classroom.	3.52	High Readiness	3
2. I believed I could apply accommodations during instruction.	3.61	High Readiness	1
3. I felt capable of collaborating with parents and other professionals in supporting learners.	3.58	High Readiness	2
4. I could respond to classroom challenges involving learners with special needs.	3.49	High Readiness	4
5. I could monitor and communicate learner progress based on IEP goals.	3.60	High Readiness	5
Average Weighted Mean	3.56	High Readiness	

Table 6 shows that teacher readiness in terms of self-efficacy had an average weighted mean of 3.56, described as High Readiness. The respondents felt most confident in applying accommodations during instruction and collaborating with parents and professionals, while the relatively lower item involved responding to classroom challenges involving learners with special needs. This finding is consistent with Woodcock et al. (2022) and Gülsün et al. (2023), who emphasized that self-efficacy influences how teachers engage with inclusive practices and manage classroom behavior. It also supports the role of

confidence in implementing learner-specific supports such as IEPs. However, the finding contrasts with Rashid and Wong (2023) and Mabanag et al. (2024), who reported that teachers may still experience difficulty when they lack training, resources, collaboration, and specialist support. Thus, self-efficacy can encourage participation in IEP implementation, but sustained readiness requires practical support systems and continuing professional development.

Problem 3. Is there a significant relationship between teaching experience and teacher readiness in implementing Individualized Education Programs?

Table 7
Relationship Between Teaching Experience and Teacher Readiness in Implementing IEPs

Variables Correlated	r-value	p-value	Decision	Interpretation
Teaching Experience and Knowledge	0.214	0.032	Significant	Weak Positive Relationship
Teaching Experience and Skills	0.286	0.004	Significant	Weak Positive Relationship
Teaching Experience and Attitudes	0.171	0.089	Not Significant	Very Weak Positive Relationship
Teaching Experience and Self-Efficacy	0.259	0.009	Significant	Weak Positive Relationship
Teaching Experience and Overall Readiness	0.274	0.006	Significant	Weak Positive Relationship

Table 7 shows that teaching experience had a statistically significant but weak positive relationship with overall teacher readiness in implementing IEPs, $r = 0.274$, $p = 0.006$. Significant weak positive relationships were also found between teaching experience and knowledge, skills, and self-efficacy. However, the relationship between teaching experience and attitudes toward inclusive education was not statistically significant. This finding supports Atillo et al. (2025) and Marcia (2025), who showed that teaching background, length of service, and inclusive education exposure may relate to teachers' preparedness and inclusive practices. It also agrees with Alhammadi (2024), who emphasized that practical exposure can contribute to readiness when paired with preparation. However, the weak correlation values contrast with any strong claim that years of service alone determines readiness. The non-significant result for attitudes further suggests that inclusive attitudes may be shaped by factors beyond experience, such as personal beliefs, school culture, training, and administrative support. Therefore, teaching experience

should be treated only as one contributing factor, while training, resources, collaboration, and exposure to learners with disabilities remain important in strengthening teacher readiness.

Problem 4. Is there a significant difference in teacher readiness when teachers are grouped according to years of teaching experience?

Table 8

Difference in Teacher Readiness When Grouped According to Years of Teaching Experience

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	Decision
Between Groups	3.214	3	1.071	4.286	0.007	Significant
Within Groups	23.992	96	0.250			
Total	27.206	99				

Table 8 shows that there was a significant difference in teacher readiness when respondents were grouped according to years of teaching experience, $F(3, 96) = 4.286$, $p = 0.007$. This indicates that readiness levels were not the same across teaching-experience groups. The finding supports studies suggesting that experience and professional exposure may contribute to inclusive education preparedness (Atillo et al., 2025; Marcia, 2025). It also aligns with Experiential Learning Theory, which assumes that professional competence may develop through repeated classroom experience and reflection. However, the significant ANOVA result should be interpreted carefully because it does not automatically mean that every experience group differed from one another. It also does not prove that experience alone caused readiness differences. For this reason, a Tukey HSD post hoc analysis was conducted to identify the specific group comparisons that contributed to the significant result.

Table 9

Tukey HSD Post Hoc Analysis of Teacher Readiness by Years of Teaching Experience

Group Comparison	Mean Difference	p-value	Decision	Interpretation
1-5 years vs. 6-10 years	-0.14	0.486	Not Significant	No significant difference
1-5 years vs. 11-15 years	-0.23	0.081	Not Significant	No significant difference
1-5 years vs. 16 years and above	-0.39	0.006	Significant	16 years and above had higher readiness
6-10 years vs. 11-15 years	-0.09	0.741	Not Significant	No significant difference

Group Comparison	Mean Difference	p-value	Decision	Interpretation
6-10 years vs. 16 years and above	-0.25	0.094	Not Significant	No significant difference
11-15 years vs. 16 years and above	-0.16	0.393	Not Significant	No significant difference

Table 9 presents the Tukey HSD post hoc analysis. The results show that the only statistically significant pairwise difference was between teachers with 1-5 years of experience and those with 16 years and above of teaching experience, $p = 0.006$. Teachers with 16 years and above had higher readiness than teachers with 1-5 years of experience, while the other group comparisons were not statistically significant. This supports Woodcock et al. (2022), Gülsün et al. (2023), and Fahrbach et al. (2026), who emphasized that experiences with inclusion may help develop confidence, attitudes, and inclusive practices over time. However, the result also contrasts with the idea that readiness increases steadily at every level of teaching experience, since not all pairwise comparisons were significant. This implies that experience may matter most when comparing beginning teachers with highly experienced teachers, but intermediate differences may still depend on training, exposure to learners with disabilities, collaboration, and school support.

Table 10
Mean Teacher Readiness by Years of Teaching Experience

Years of Teaching Experience	n	Mean	DE	R
1-5 years	24	3.35	Moderate Readiness	4
6-10 years	31	3.49	High Readiness	3
11-15 years	27	3.58	High Readiness	2
16 years and above	18	3.74	High Readiness	1
Average Weighted Mean	100	3.52	High Readiness	

Table 10 shows that readiness generally increased as years of teaching experience increased. Teachers with 16 years and above obtained the highest mean readiness, while those with 1-5 years of experience obtained the lowest mean and were the only group interpreted as having Moderate Readiness. This pattern agrees with Experiential Learning Theory and with Alhammadi (2024), which suggest that practical exposure can contribute to readiness when teachers encounter diverse classroom situations and apply inclusive strategies. It also supports Atillo et al. (2025), who found that length of service and relevant training influenced inclusive education practices. However, this pattern must be contrasted with Gheysens et al.

(2023), Almeqdad et al. (2023), and Langelaan et al. (2024), which emphasize that effective inclusive practice requires deliberate preparation in differentiated instruction, flexible teaching design, and professional development. Therefore, the result should not be interpreted as proof that experienced teachers no longer need support or that novice teachers cannot implement IEPs. Instead, it points to the need for mentoring systems, practical IEP training, and school-based collaboration across all experience groups.

Problem 5. What challenges do general education teachers encounter in implementing Individualized Education Programs?

Table 11
Challenges Encountered by General Education Teachers in Implementing IEPs

Indicators	WM	DE	R
1. Limited training on IEP development and implementation.	3.82	Highly Encountered	1
2. Lack of instructional materials, assistive devices, or learning resources.	3.71	Highly Encountered	2
3. Large class size made individualized support difficult.	3.68	Highly Encountered	3
4. Limited collaboration with parents, SPED teachers, specialists, or administrators.	3.54	Highly Encountered	4
5. Time constraints affected preparation, implementation, and monitoring of IEPs.	3.49	Highly Encountered	5
6. Difficulty completing IEP-related forms, records, and progress reports.	3.36	Moderately Encountered	6

Indicators	WM	DE	R
7. Difficulty regularly monitoring learner progress based on IEP goals.	3.32	Moderately Encountered	7
8. Classroom management concerns affected the delivery of individualized support.	3.27	Moderately Encountered	8
Average Weighted Mean	3.52	Highly Encountered	

Table 11 shows that challenges in IEP implementation were Highly Encountered, with an average weighted mean of 3.52. The most serious challenge was limited training on IEP development and implementation, followed by lack of instructional resources, large class size, limited collaboration, and time constraints. This result is consistent with Kozikoğlu and Albayrak (2022), who identified insufficient information, crowded classrooms, inadequate conditions, and limited collaboration as barriers to IEP implementation. It also supports Rashid and Wong (2023), who identified training, collaboration, resources, and progress monitoring as recurring IEP implementation challenges. Locally, the finding agrees with Mabanag et al. (2024), Balgos and Albores (2025), Sumagang and Balano (2025), and EDCOM 2 and IDinsight (2025), which emphasized that Filipino teachers face constraints related to training, resources, specialist support, collaboration, and system readiness. However, this result contrasts with the high ratings in attitudes and self-efficacy, showing that teachers may be willing and confident but still hindered by systemic and logistical barriers. Therefore, improving IEP implementation should not focus only on teacher motivation; it should also address professional development, resource provision, workload management, collaborative mechanisms, and specialist support.

Summary of Findings

1. The respondents were mostly female teachers, with the largest age group belonging to 31-40 years old. Many respondents held a bachelor's degree or had master's units. The largest teaching-experience group was 6-10 years, and most had attended one to two trainings related to special education, inclusive education, or IEP implementation.
2. The respondents had high overall readiness in implementing IEPs. Among the readiness dimensions, attitudes toward inclusive education obtained the highest mean, followed by self-efficacy, knowledge of IEP policies and procedures, and skills in developing and implementing IEP-related instructional strategies.
3. Teaching experience had a statistically significant but weak positive relationship with overall teacher readiness. Significant weak positive relationships were found between teaching experience and knowledge, skills, and self-efficacy, while attitudes toward inclusive education showed a very weak positive relationship that was not statistically significant.

4. There was a significant difference in teacher readiness when respondents were grouped according to years of teaching experience. The Tukey HSD post hoc analysis showed that the significant difference was found between teachers with 1-5 years of experience and those with 16 years and above, with the most experienced group reporting higher readiness.
5. The challenges encountered in IEP implementation were highly encountered. The most serious challenges were limited training, lack of instructional resources, large class size, limited collaboration, and time constraints.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study, the conclusions drawn from the findings, and the recommendations formulated based on the results. It synthesizes the major findings on the relationship between teaching experience and teacher readiness in implementing Individualized Education Programs in Philippine public schools. It also provides practical recommendations for school administrators, general education teachers, special education coordinators, policymakers, and future researchers to strengthen inclusive education practices and improve IEP implementation.

Summary of Findings

1. The respondents were mostly female teachers, with the largest age group belonging to 31 to 40 years old. Many respondents held either a bachelor's degree or had earned master's units. In terms of years of teaching experience, the largest group belonged to the 6–10 years category. Most respondents had attended only one to two training sessions related to special education, inclusive education, or IEP implementation.
2. The respondents had high overall readiness in implementing Individualized Education Programs. Among the readiness dimensions, attitudes toward inclusive education obtained the highest mean, followed by self-efficacy in handling learners with special needs, knowledge of IEP policies and procedures, and skills in developing and implementing IEP-related instructional strategies. This indicates that while teachers generally had favorable attitudes and confidence toward inclusion, their practical skills in IEP-related instructional strategies remained the weakest area.
3. Teaching experience had a statistically significant but weak positive relationship with overall teacher readiness in implementing IEPs. Significant weak positive relationships were also found between teaching experience and knowledge, skills, and self-efficacy. However, the relationship between teaching experience and attitudes toward inclusive education was not statistically significant. This shows that teachers with longer years of experience tended to have slightly higher readiness, but teaching experience alone did not strongly determine teacher readiness.
4. There was a significant difference in teacher readiness when respondents were grouped according to years of teaching experience. The mean readiness scores generally increased as years of teaching experience increased. Based on the Tukey HSD post hoc analysis, the most notable difference was observed between the least experienced teachers and the most experienced teachers. However, not all group comparisons were statistically significant, indicating that readiness did not increase uniformly across all experience groups.
5. The challenges encountered in IEP implementation were highly encountered. The most serious challenges were limited training on IEP development and implementation, lack of instructional materials and learning resources, large class size, limited collaboration with parents and specialists,

and time constraints. These findings show that teachers' readiness may be affected not only by personal competence but also by school-level and system-level support conditions.

Conclusions

1. General education teachers in the selected Philippine public schools demonstrated high overall readiness in implementing Individualized Education Programs, particularly in terms of positive attitudes toward inclusive education and self-efficacy in handling learners with special needs.
2. Teacher readiness was strongest in attitudes but comparatively weaker in instructional skills. This suggests that teachers may be willing and confident to support learners with special needs, but they still need more practical training in IEP development, differentiated instruction, flexible assessment, preparation of individualized materials, documentation, and progress monitoring.
3. Teaching experience contributed to teacher readiness, but only to a limited extent. The weak positive correlations indicate that years of service may help teachers develop procedural knowledge, instructional confidence, and practical classroom judgment; however, teaching experience alone is not a strong predictor of readiness in implementing IEPs.
4. The significant difference in readiness across teaching-experience groups suggests that teachers do not have uniform levels of preparedness. Less experienced teachers may need more structured mentoring, coaching, and guided exposure to IEP implementation, while experienced teachers may still need continuous professional development to update their inclusive education practices.
5. The highly encountered challenges indicate that IEP implementation is influenced by both teacher-level and institutional factors. Limited training, inadequate instructional resources, large class size, limited collaboration, and time constraints may restrict teachers' ability to implement IEPs effectively, even when they report positive attitudes and confidence toward inclusion.

Recommendations

1. Schools should conduct regular and practical training programs on IEP development, implementation, accommodations, differentiated instruction, flexible assessment, documentation, and progress monitoring for general education teachers.
2. School administrators should establish functional IEP teams composed of general education teachers, SPED teachers, guidance personnel, school heads, parents, and relevant specialists to support collaborative planning, implementation, and monitoring of learners' individualized educational programs.
3. Less experienced teachers should be paired with experienced mentors who can guide them in managing inclusive classrooms, preparing learner-specific instructional strategies, applying accommodations, and monitoring learner progress based on IEP goals.
4. DepEd and school leaders should provide sufficient instructional resources, assistive materials, adapted learning tools, and accessible classroom support to strengthen individualized instruction for learners with special needs.
5. Teachers should be given reasonable time for IEP preparation, documentation, consultation, and progress monitoring to reduce workload-related barriers and improve the quality of implementation.
6. Professional development programs should not focus only on policy orientation but should include hands-on workshops, case-based activities, sample IEP preparation, progress-monitoring exercises, and classroom-based demonstrations of inclusive teaching strategies.

7. Future researchers may conduct similar studies using larger samples, other school divisions, mixed-method designs, classroom observations, interviews, or document analysis of actual IEPs to deepen the understanding of teacher readiness and inclusive education practice.

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