



**INCLUSIVE EDUCATION: PERCEPTION OF THE TEACHERS TO SUPPORT
DIVERSE LEARNERS IN SELECTED PUBLIC SCHOOLS IN THE
DIVISION OF BATANGAS CITY**

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ABSTRACT

This study examined teachers' perceptions of inclusive education and their capacity to support diverse learners, focusing on challenges, readiness, and interventions to enhance classroom effectiveness. Inclusive education plays a vital role in ensuring equitable learning opportunities for all students, particularly those with diverse needs, abilities, and backgrounds. A quantitative descriptive design was employed with 60 randomly selected public school elementary teachers from the Division of Batangas City. Data were collected on demographics, professional background, readiness, and strategies for inclusion.

Most teachers are females, aged 31–40, with 11–20 years of service, holding master's degrees, and have attended training related to inclusive education. Despite encountering various challenges such as limited resources, large class sizes, and insufficient institutional support, teachers expressed confidence and readiness to implement inclusive practices in their classrooms. Age was found to significantly influence competence in teaching diverse learners, suggesting that experience contributes to effective instructional delivery.

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Findings revealed that experienced and well-trained teachers are generally capable of implementing inclusive practices; however, systemic challenges remain a concern. The intervention plan developed in this study proved helpful, as it emphasized capacity-building, collaboration among stakeholders, provision of adequate resources, use of adaptive teaching strategies, and promotion of teacher well-being. Furthermore, the study highlights the importance of continuous professional development, policy support, and strengthened school-based initiatives to sustain inclusive education practices and improve learning outcomes for all students.



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