



TEACHERS' PRACTICES IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION: BASIS FOR ENHANCEMENT PROGRAM

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ABSTRACT

This study aimed to determine the practices of teachers in the implementation of inclusive education as a basis for an enhancement program in the Schools District of Guimbal during the School Year 2025–2026. The study utilized an interview guide as the primary data-gathering instrument. A qualitative approach was employed in this research, specifically through in-depth interviews under a qualitative research design. The findings revealed that the teachers' practices in inclusive education included differentiated instruction, collaborative learning, and social support. Their involvement in the implementation of inclusive education was shown through providing individualized support, creating a positive classroom environment, and attending seminars and training. The results further showed that the challenges encountered by teachers in inclusive education included a lack of resources, inadequate teacher training, and attitudinal barriers. To address these challenges, teachers employed coping strategies such as making learning materials accessible, seeking support from others, and conducting awareness programs.

Keywords: *Teachers' Practices, Implementation, Inclusive Education, Enhancement Program*

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INTRODUCTION

Background of the Study

Active involvement and practices of teachers in inclusive education fosters positive learner behavior by creating a supportive environment. This practices may lead to better attendance, fewer behavioral problems, and greater motivation on academic performance among learners. Learners feel more confident and motivated when they know their teachers are invested in their schooling.

Epstein (2020) asserts that inclusive education is the most effective way to ensure that all children have an equal opportunity to attend school, learn, and develop the skills they need to succeed. Inclusive systems recognize and value the unique contributions that students from diverse backgrounds bring to the classroom, allowing them to learn and grow together for the benefit of everyone. This highlights the importance of parents taking an active role in their children's education and maintaining a strong, positive relationship with schools.

At the school level, teachers need proper training, school facilities must be improved, and students should be provided with accessible learning materials. At the community level, stigma and discrimination must be addressed, and people need to be made aware of the benefits of inclusive education. The involvement of teachers and parents in shaping learners' behavior greatly influences the success of education and child development. It is widely recognized that teachers' practices and parental involvement are closely associated with the academic achievement of both children and adolescents. Moreover, this support helps

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individuals become more confident and capable of dealing with situations they encounter in their personal lives (Long, 2020).

On the other hand, often teachers, believe that some do not support the school and do not give the need of children with disabilities. They also believe it is a waste of time instead; it's the work of the school and the community (Flynn, 2022).

At the core of this phenomenon is a simple reality: children flourish when they feel supported, appreciated, and encouraged. When teachers show sincere concern and commitment toward learners with disabilities, they convey a strong message that education matters. This support may be expressed in many ways, such as assisting with homework, maintaining regular communication with teachers, participating in school activities, and promoting a learning-oriented environment at home (Ascher, 2020).

Furthermore, Murphy (2020) emphasized that teachers' practices and involvement can greatly influence a learner's self-esteem and confidence. When learners sense that their parents and teachers are genuinely invested in their success, they are more likely to display positive behavior, participate actively in the learning process, and develop a lasting love for learning that will benefit them throughout their educational journey and beyond.

However, gaps in inclusive education implementation center on teacher readiness, lack of training, funding, accessible materials, and weak community involvement, preventing equitable access and support for diverse learning.

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It is along this line that the researcher explored the teachers' practices in the implementation of exclusive education as basis for enhancement program in the different schools in the Schools District of Guimbal during the School Year 2025-2026.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, respondents of the study, data-gathering procedures, research instruments, and data analysis to be employed in the study.

Research Method

This study employed a qualitative research design using in-depth interviews. According to Boyce and Neale (2020), an in-depth interview is a qualitative research technique that involves interviewing a small number of participants in order to explore their perspectives on a particular idea, process, or situation.

Boyce and Neale (2020) further explained that qualitative research is effective in obtaining detailed information about the values, opinions, behaviors, experiences, and social contexts of specific groups of people. An in-depth interview, in particular, seeks to gather detailed information that goes beyond initial or surface-level responses. In this study, the researcher conducted face-to-face interviews while strictly observing the required health protocols. The purpose was to obtain the participants' views and experiences through their detailed responses to the questions.

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Research Design

The study adopted a phenomenological approach within the qualitative research method. Phenomenology focuses on exploring the shared meanings of individuals who have experienced the same phenomenon in order to understand their lived experiences. As explained by Creswell, as cited by Merriam (2020), phenomenology is the study of experience, particularly as it is lived and shaped through consciousness.

In this study, the researcher identified the phenomenon as the challenges encountered by the participants during remedial reading classes. Their lived experiences of these challenges represent the core of the investigation. By examining the participants' common experiences, the researcher may gain a deeper understanding of the phenomenon, which may provide valuable insights for psychosocial interventions (Smith, 2023).

Participants of the study

The participants of the study were the ten (10) selected public elementary school teachers catering learners with disabilities in the Schools District of Guimbal, Iloilo. These ten (10) teachers were purposively selected for the study during the School Year 2025–2026.

Considering these inclusion criteria, the participants were deemed appropriate subjects for this particular study. Purposive sampling was employed to select the participants. Also referred to as judgmental, selective, or subjective sampling, this technique involves the researcher using his or her own judgment in choosing members of the population who are most suitable for participation in the study (Creswell, as cited by Golzar, 2025).

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Sampling Design

A purposive sampling design was used in this study.

A purposive sample is a non-probability sampling technique where researchers intentionally select the participants based on specific characteristics. It is also known as judgemental, selective, or subjective sampling (Nikolopoulou, 2023).

Purposive sampling also known as judgmental, selective, or subjective sampling is a form of non-probability sampling in which researchers rely on their judgment when choosing members in their surveys. A purposive sampling is an intentional selection of informants based on their ability to elucidate a specific theme, concept, or phenomenon (Fraenkel & Wallen, as cited by Betito (2024).

Research Instrument

The research instrument employed in this study was a researcher-developed interview guide. This instrument was validated by a panel of experts, and all comments and suggestions related to its validation were taken into consideration.

Zoom, messenger, and other accessible platforms (if face-to-face is not available) was used to conduct the in-depth interviews.

Voice and video recorders were utilized to document the entire proceedings of the in-depth interview.

Validity of the Research Instrument

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The research instruments used in the study were researcher-made interview guides validated by expert jurors using the Eight-Point Scale Criteria for Content Validation of Good and Scates, as cited by Oducado (2020).

The instrument employed in the study was subjected to content validation by a panel of experts in the field of research. Content validity refers to the degree to which a measure adequately represents all aspects of a particular construct. Since the instrument was developed by the researcher, jury validation was utilized to establish its validity (Nickerson, 2023).

Data Gathering Procedures

After the participants for the study had been selected, the researcher ensured their voluntary participation through the signing of a consent form.

The researcher initially identified and selected teachers who were qualified to participate in the interview. Afterward, each selected teacher was given a letter together with a profile sheet and a consent form indicating approval for the researcher to conduct video recording during the interview.

Once the written consent of the participants had been obtained, the interviews began. Each interview was scheduled at a time convenient for the participant and was conducted either face-to-face or through Facebook Messenger. The interview process employed three formats—open-ended, semi-structured, and structured interviews—all based on the prepared interview questions.

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At the outset, an in-depth interview was conducted to gather the respondents' views regarding the study. This was important in obtaining the ideas and perspectives of each participant. The entire interview was recorded to fully capture the exact words of the interviewees. After the series of interviews, the researcher organized and consolidated all the collected information using a thematic approach.

Upon completion of the interviews, video recordings were reviewed, and both the original and translated transcripts were grouped into meaning units and analyzed thematically.

Data Analyses

The data gathered were analyzed using a thematic approach. A qualitative analysis technique was employed to identify the themes related to teachers' involvement in the implementation of inclusive education as a basis for an enhancement program in the Schools District of Guimbal.

Thematic analysis involves identifying patterns or themes within qualitative data. According to Maguire and Delahunt (2020), its purpose is to determine significant or interesting themes in the data and use them to address the research questions or provide insights into a particular issue. This process includes summarizing, analyzing, interpreting, and making sense of the information collected.

Further, Braun & Clark (2023), discussed that thematic analysis involves six steps to find patterns in qualitative data: 1. familiarization (reading data thoroughly); 2. generating initial codes (labeling interesting features); 3. searching for themes (grouping codes into potential themes); 4. reviewing themes (checking themes against data); 5. defining & naming

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themes (clarifying theme meaning); and 6. writing up the analysis, creating a coherent narrative.

RESULTS AND DISCUSSIONS

This study aimed to find out the teachers practices in the implementation of inclusive education as basis for enhancement program in the Schools District of Guimbal during the School Year 2025-2026 using the interview guide.

A qualitative approach was used as the research method for this study focusing on in-depth understanding of experiences, opinions, and behaviors using non-numerical data to explore the “why” and “how” behind phenomena.

The participants of the study were the selected ten (10) participants since the aim is to achieve ‘depth’ rather than ‘breadth’ from among the elementary schools catering learners with disabilities in the Schools District of Guimbal, Iloilo These ten (10) teachers were purposely undertaken in the study.

Semi-structured interviews were used in this research study. The study employed a purposive sampling strategy and encouraged voluntary participation. The instrument utilized was a researcher-prepared interview guide, which was validated by a panel of experts in the fields of reading and research using the 8-point criteria to assess content validity.

The data were analyzed and interpreted through thematic analysis.

In this study, in-depth interviews within a qualitative research design were also employed. During the interview, the researcher sat with the participants and asked a series

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of questions related to specific issues. Digital voice or video recorder was likewise used to collect the data needed for the study. The purpose was to capture the main ideas or concepts shared by the participants.

The findings of the study revealed that teachers' practices in inclusive education included differentiated instruction, collaborative learning, and social support. Their involvement in its implementation was reflected in providing individualized support, fostering a positive classroom environment, and participating in seminars and training.

The results also showed that the challenges teachers encountered in inclusive education included a lack of resources, insufficient teacher training, and attitudinal barriers.

To address these challenges, teachers employed coping strategies such as making learning materials accessible, seeking support from others, and conducting awareness programs.

Based on the results of the study, the following insights were drawn:

Inclusive education teachers provide meaningful learning experiences for a diverse group of learners by sharing practices that help build a strong sense of support among both parents and fellow teachers. They see themselves as agents of change in the lives of learners with disabilities by considering the learners' condition, abilities, current concerns, and interests. These factors help identify areas where learners can grow and improve. Despite the challenges they face, teachers strive to embrace diversity and uphold the rights of all learners, not only to learn together within the school community but also to be recognized as valued members of the inclusive education setting.

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Teachers must be responsive to the intellectual, emotional, physical, and social needs of every learner in the school. Establishing a positive environment that promotes both learning and encouragement can significantly reduce undesirable student behaviors. When students feel that their needs are addressed and that their teachers are supportive and positive, they are less likely to exhibit negative behaviors.

CONCLUSION

The following recommendations are proposed based on the findings of the study.

Teachers should be well-prepared, adaptable, patient, and passionate. Most importantly, they must have a sincere commitment to teaching learners with disabilities.

In inclusive education, teachers should encourage learners to actively participate in individualized education programs and other relevant activities that can enhance their skills and knowledge in addressing challenges they may face in the community.

Learners should be given opportunities to develop their knowledge, skills, attitudes, and values. They should also be motivated to think critically and creatively to contribute to the improvement of inclusive education programs in the school.

Teachers and other stakeholders should work closely with local government units (LGUs) in implementing shared programs to ensure long-term sustainability.

Further studies related to this research should also be conducted in the future.

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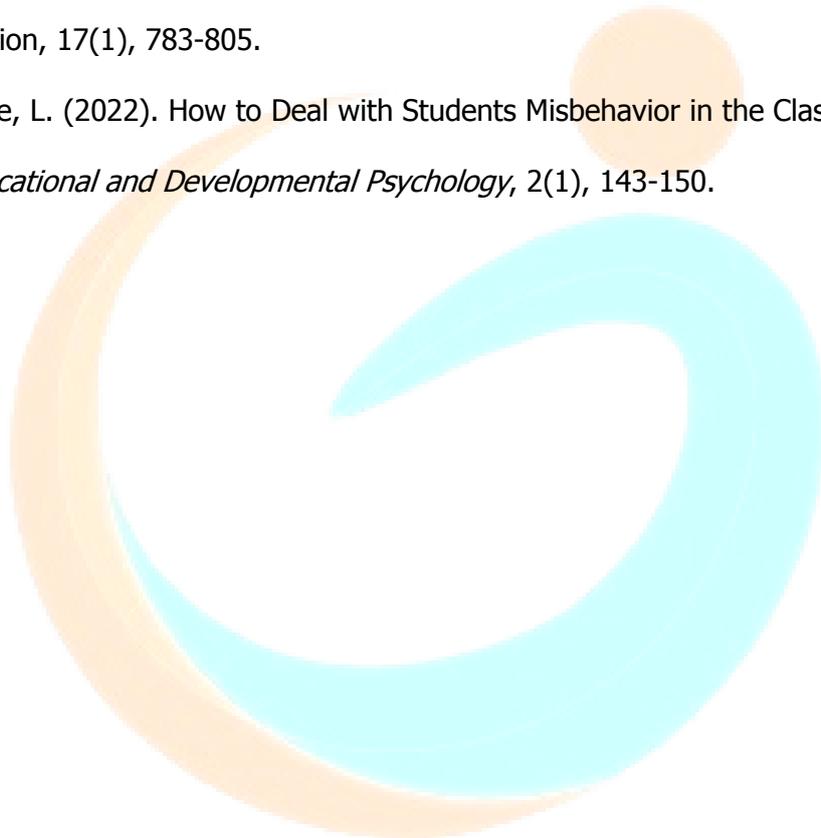


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