



\*\*\*\*\*  
**THE IMPLEMENTATION OF INCLUSIVE EDUCATION AMONG  
KINDERGARTEN SCHOOLS IN LEGAZPI DISTRICT 6:  
AN ANALYSIS**

**ZENAIDA S. ALEJO, EdD**  
zenyalejo9@gmail.com

**ROWENA M. CUEVILLAS RN, PHD NED**  
rowenacuevillas1970@gmail.com

**ABSTRACT**

Inclusive education aims to provide equitable learning opportunities for all students, fostering diversity and accessibility in mainstream classrooms. This study assessed the implementation status of inclusive education among kindergarten schools in Legazpi District 6, identifying factors impacting its effectiveness and challenges encountered by educators. Using a qualitative approach, data were collected from 12 kindergarten teachers through structured interviews, focusing on their experiences and perspectives. Findings reveal progress in fostering social skills, self-esteem, and positive interactions among students. However, teachers consistently reported insufficient training, inadequate resources, and structural limitations, such as inflexible curricula and large class sizes, as significant barriers. Additionally, community and parental engagement issues hindered broader support for inclusive practices. The study concludes that, while inclusive education is conceptually implemented, there is a need for institutional support in teacher training, infrastructure, and collaborative efforts with parents and the community. Addressing these gaps could bridge the divide between policy and practice, enabling a more inclusive and supportive educational environment for all students.

**Keywords:** *Inclusive Education, Kindergarten Schools, Implementation, Challenges, Impact*

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan  
**Managing Editor:** Raymart O. Basco

**Associate Editor:** Andro M. Bautista  
**Web Editor:** Nikko C. Panotes

**Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## INTRODUCTION

Inclusive education is an educational approach that focuses on providing equitable opportunities for all students, including those with disabilities and diverse learning needs. Originating in the early 20th century, it was influenced by educational theorists like Maria Montessori and John Dewey, who emphasized individualized learning and experiential education. Inclusive education aims to integrate students with special needs into mainstream classrooms, fostering a supportive environment that values diversity and equity (Hernández-Torrano, Somerton, & Helmer, 2020). The international community widely recognizes inclusive education, with global campaigns promoting its principles, encouraging countries to develop policies that ensure all students have access to quality education regardless of their backgrounds or abilities (Ainscow & Slee, 2019).

Research demonstrates that inclusive education benefits all students by enhancing social skills, fostering empathy, and improving academic outcomes (Burner, Nodeland, & Aamaas, 2018). For successful implementation, however, adequate support systems, teacher training, and community engagement are essential. Despite its advantages, inclusive education faces challenges, including resource limitations and the need for ongoing professional development (Hosshan et al., 2019). A collaborative approach involving teachers, parents, policymakers, and communities is crucial to creating an inclusive educational environment that respects the diverse needs of all learners (Sturm, 2019).

Inclusive education not only benefits students academically but also prepares them for life in a diverse society by fostering positive social interactions and mutual respect among peers. This approach encourages students to work collaboratively, building empathy and understanding that extends beyond the classroom (Gray, Wilcox, & Nordstokke, 2019). Additionally, inclusive education promotes social justice by ensuring that students with disabilities are not segregated or excluded, aligning with principles of equity and the right to education as stated in the Universal Declaration of Human Rights. Successful inclusive education, however, requires continued commitment from educational institutions and

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
policymakers to provide resources, training, and an adaptable curriculum that supports diverse learning needs (Shaeffer, 2019). With sustained efforts and collaborative involvement from educators, parents, and communities, inclusive education has the potential to create a welcoming environment that enables every student to thrive both academically and socially.

## FRAMEWORK

The study used Behaviorism and Constructivism as two frameworks to better explain and facilitate inclusive practices in kindergarten classrooms and how they could support the individual learning needs of the students. As Watson and Skinner defined Behaviorism, behavior was changed through reinforcement or consequence of environment—a method well-suited to the inclusive setting, where clear and consistent expectations could set the stage to support those with varying needs (Clark, 2018). Through reinforcement, teachers were able to promote positive behaviors in the classroom, helping students feel at ease and confident within a learning community. A behaviorist approach was crucial in establishing routines and structures that assisted students in understanding and meeting behavioral expectations, which, in turn, fostered a safe, supportive, and conducive learning environment.

The combination of these two theories had a strong basis in relation to this study and was important in designing strategies that supported broad inclusion in a kindergarten setting by considering both behavioral and cognitive aspects. Using behaviorist strategies, teachers in inclusive classrooms could provide consistency in daily activities and positive reinforcement for desired behaviors—both critical for children in early social skill development and acclimating to structured group settings. On the other hand, the constructivist perspective opened possibilities for designing rich, engaging learning experiences that respected each student as a whole person with a unique perspective and learning style. By applying both theories, the classroom became not only a place where students cultivated their skills but also a space where they felt valued as individuals. This contributed to a well-rounded, theoretically sound approach to inclusive education: teachers, by combining structure with active, inquiry-

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
based learning, contributed to the growth of both social and academic skills for everyone. This integrated framework supported children’s shared learning experiences in an inclusive environment, promoting social and educational development benefits.

Both Piaget and Bruner were foundational in Constructivism, with its core principle being that learning is an active, dynamic process by which students build knowledge through interactions with the world around them (Ormrod, 2019). Constructivist principles encouraged teachers to use hands-on and collaborative learning activities that engaged diverse learning styles and backgrounds, creating an inclusive environment within the classroom (Parker, 2010). When teachers facilitated group work, problem-solving activities, and real-world applications, they encouraged students to explore content and think critically, building upon prior knowledge for deeper content understanding and engagement. Constructivist methods allowed students not only to engage in active, individual cognitive development but also to learn from one another’s experiences and perspectives within a community of learning.

The combination of behaviorist reinforcement and constructivist engagement provided a balanced approach that addressed both the social and cognitive dimensions of inclusive education. Behaviorism served as the scaffolding and guidelines, keeping all students safe and focused, while Constructivism promoted exploration, imagination, and collaboration. This blended strategy allowed teachers to create an inclusive classroom that embraced every type of learner, supporting and challenging each individual, and fostering an environment of respect, belonging, and learning.

## OBJECTIVES OF THE STUDY

The study aimed to assess the implementation status of inclusive education among kindergarten schools in Legazpi District 6. Specifically, it sought to determine the current state of inclusive education practices, identify factors that impact implementation, and examine the challenges faced by educators in applying inclusive principles within their classrooms.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Additionally, the study aimed to provide recommendations to address identified challenges, including the development of a brochure to support kindergarten teachers in navigating and overcoming obstacles related to inclusive education.

## METHODOLOGY

The study employed a qualitative research design to assess the implementation of inclusive education among kindergarten schools in Legazpi District 6. Primary data were gathered through survey interviews with 12 kindergarten teachers across four selected schools, focusing on their experiences and challenges in applying inclusive education principles. A checklist and survey interview were the main instruments used to capture comprehensive insights into the status, influencing factors, and obstacles in implementing inclusive practices. Data collection involved obtaining permission from school principals, followed by structured interviews with teachers to ensure a detailed understanding of their perspectives.

Purposive sampling was used to select participants, focusing on teachers with relevant experience in inclusive education within the district. The study site comprised four schools in Legazpi District 6, with each teacher participating in interviews organized to ensure convenience and accessibility. Document analysis was conducted alongside survey data to deepen understanding of the inclusive education framework's implementation. This approach enabled a thorough exploration of inclusive practices and identified areas for potential improvement in supporting equitable learning environments for kindergarten students.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## RESULT AND DISCUSSION

### 1. Status of Inclusive Education among Kindergarten schools in Legazpi City District 6.

The status of inclusive education in Legazpi City District 6 kindergarten schools reveals both progress and areas requiring significant development. Teachers expressed that inclusive education aims to provide fair learning opportunities for all students, fostering a culture of acceptance, fairness, and equity. Positive outcomes observed by teachers include increased self-esteem, social skills, and student engagement, which suggest that inclusive practices help students feel valued and connected to their peers. However, a consistent theme emerged around the need for further training and professional development, as teachers often feel unprepared to address the specific needs of students with disabilities. Additionally, many teachers highlighted the lack of specialized infrastructure necessary for successful inclusion, impacting their ability to cater to diverse student needs. Although inclusive education is implemented in principle, gaps in teacher readiness and resource availability hinder its.

These findings imply that achieving the full benefits of inclusive education in Legazpi District 6 will require enhanced institutional support, specifically in teacher training and infrastructure development. Addressing these practical needs is crucial for enabling teachers to better support all students and fulfill the promise of inclusive education. While foundational principles of inclusivity are in place, closing the gap between policy and practice is essential for creating a more equitable and supportive educational environment. This involves equipping teachers with the skills and resources they need to effectively engage diverse learners.

The observations align with Hernandez-Torrano et al. (2020), who underscore that inclusive education promotes democratic values and social justice by ensuring all students, regardless of ability, have equal access to quality education. Teachers' reports of improved social skills and reduced bullying reflect inclusive education's role in fostering empathy and mutual respect, supporting students' social development in line with these principles. However, as Ainscow and Slee (2019) argue, the quality of inclusive education is significantly

\*\*\*\*\*

#### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
influenced by teacher preparation and classroom resources. Teachers lacking specialized training face challenges in meeting the needs of students with disabilities, affecting the overall success of inclusive efforts. Similarly, Munongi (2022) emphasizes that sustained commitment from educational institutions and communities, including adequate resources, training, and infrastructure, is crucial for effective implementation. Addressing these barriers in Legazpi District 6 could bridge current gaps, enhancing the inclusive educational environment for all students.

## 2. Factors Affecting the Implementation of Inclusive Education Among the Kindergarten Schools

Inclusive education in kindergarten schools involves various elements that support its effective implementation. Understanding these factors provides insight into the key components necessary for fostering an inclusive learning environment. This analysis highlights the main influences on inclusive practices in Legazpi District 6. The participants, particularly the teachers, were interviewed and coded as Teacher 1 to Teacher 6 to provide a structured analysis of their perspectives and experiences.

### Challenges and Barriers to Inclusive Education Implementation

Implementing inclusive education brings unique challenges and barriers that impact its success in schools. Recognizing these obstacles is essential for developing strategies that support teachers, students, and the overall learning environment. This discussion outlines the primary challenges faced in achieving effective inclusive education.

#### a. *Insufficient Teacher Preparation*

Teacher preparation is crucial to the success of inclusive education, as it equips educators with the necessary skills to support diverse learners. However, many teachers feel underprepared to handle the complexities of inclusive classrooms, particularly in addressing the needs of students with disabilities. Without adequate training and resources, teachers may

\*\*\*\*\*

#### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
struggle to implement effective inclusive practices, potentially limiting the educational experience for students who require additional support.

*According to Teacher 1 "Provide trainings for teachers in handling inclusive education"*

*Also Teacher 3 stated that Lack of special educators to support inclusive practices: "Lack of special educators"*

*Supported also by teacher 7 "The knowledge and skills of teachers who have met in providing services to children with special needs"*

*Teacher 2 said " not enough support for training in the mainstream education sector".*

Teachers noted a significant lack of training and experience in managing inclusive classrooms. Statements such as, "Provide trainings for teachers in handling inclusive education" (Teacher 1) and "The knowledge and skills of teachers who have met in providing services to children with special needs" (Teacher 7) indicate the need for specialized skills to support students with diverse needs. This lack of preparation limits the effectiveness of inclusive practices and places additional stress on teachers who feel under-equipped to handle the unique needs of students with disabilities.

Without adequate training, teachers may struggle to provide effective support, potentially leading to exclusion rather than inclusion. Investing in targeted training programs can help build teachers' competencies, creating a more supportive environment for all students and reducing the risk of burnout among educators.

Major challenges persist in the implementation of this form of education, especially regarding the preparation of teachers, which will directly impinge on the quality of assistance given to students with diverse needs. Teachers are the core in making a classroom inclusive; without proper training, their effectiveness in managing diversified needs is very limited. The

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

incomplete professional development of teachers, due to a lack of appropriate teacher preparation—as shared by several participants—is one that inhibits them from engaging in inclusive practices. Teachers require special knowledge and skills that cater to accommodations needed for a student with disabilities, modification of specific activities in classrooms, and application of inclusive teaching strategies.

Moreover, there are indications from studies that unpreparedness can result in stress and burnout in teachers because of overwhelming challenges in dealing with the complex needs of students' referrals (Hernandez-Torrano et al., 2020).

This barrier involves not only the teachers themselves but also the students, because poorly trained educators might not be able to provide substantial support, thus inadvertently excluding their students with disabilities. Similarly, a shortage of special educators who can support mainstream teachers limits availability for collaborative support but points to a need for a systemic approach in professional development regarding inclusive practices. Research by Florian and Rouse (2018) ascertains that such specialized training is critical and that teachers who receive continuous professional development in inclusive education exhibit higher levels of efficacy and flexibility to meet student needs. Sharma and Nuttal (2019) further develop the idea of teacher training in inclusive education, saying that it should be more than strategies to be used within the classroom. As they said, it needs to engender empathy, cultural sensitivity, and adaptive skills for different learning environments.

That would make for a very informed training program if such gaps were continuously and specifically addressed—cum-equipped educators who would then be supportive and inclusive of all. Teacher preparation is, therefore, the very foundation on which inclusive education can thrive. This training should be holistic and prepare teachers with both practical competencies and a theoretical understanding of inclusion so equitable practices are realized in an inclusive manner. Greater preparation among teachers can lead to improved educational outcomes and a more supportive environment in which all students, regardless of ability, can thrive.

\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Ainscow and Slee (2019) highlight the critical role of teacher preparation in fostering inclusive education, emphasizing that effective training enables educators to adopt appropriate methods for diverse learners. Hernandez-Torrano et al. (2020) also suggest that skilled teachers are essential for implementing democratic and equitable educational practices.

**b. *Inadequate Infrastructure and Resources***

Inclusive education requires appropriate infrastructure and resources to accommodate the diverse needs of all students. Unfortunately, many schools lack accessible facilities, specialized materials, and adaptive tools essential for supporting students with disabilities. Without these resources, the physical and educational barriers can hinder effective inclusion, limiting students' ability to fully participate and thrive in the classroom.

*Teacher 8 and 9 said that "Need for accessible infrastructure to support students with disabilities: "Infrastructure that does not fit or suitable with disability and with special needs".*

*Also Teacher 1 and 3 supported that there is "Shortage of materials and equipment and classroom environment unsuitable for students with disabilities: "Inaccessible school environment".*

*Teacher 3 and 10 said that "Shortage of materials and equipment and Lack of instructional resources"*

The lack of supportive infrastructure means that students with disabilities may face physical and educational barriers that inhibit their participation. Enhancing school facilities and providing essential resources would foster a more inclusive environment, allowing all students equal access to learning opportunities.

In particular, this refers to pupils with disabilities whose needs are rather special and demand extensive infrastructure and resources. In this regard, teachers indicated a number of limitations, characterizing school environments as "inaccessible" and underlining that there is a "shortage of materials and equipment" that would restrict them from meeting various

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

**Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
student needs. Without the availability of adaptive tools, accessible facilities, or proper learning resources, the students will not only face physical barriers but also educational barriers, which can hold back full participation and learning.

For example, the absence of adapted infrastructure, such as ramps, adapted bathrooms, and sensory-friendly rooms, prevents students with disabilities from moving comfortably, and thus fully participating in class. Instructional resources-ality, assistive technology, visual aids, manipulatives-play another significant role in supporting diverse learning styles yet oftentimes aren't set up. Without these resources, instructors may be very limited in adapting the lessons well for students needing accommodations, reducing engagement and achievement.

Research confirms that adequate infrastructure and resources are essential for inclusive practices. As Munongi notes, an inclusive education environment has to be created in ways that first anticipate diverse needs and then provide appropriate physical facilities and educational resources. Hernandez-Torrano et al. further enumerate that "inclusive environments help raise the success of inclusive education since students with diversified abilities can attain equitable opportunities regarding education." Therefore, this research serves to reinforce investment in the field of infrastructure and resources in order to ensure an inclusive environment. By being able to improve these areas, schools can provide students with a learning environment that is accessible, supportive, and equitable.

According to Munongi (2022), inclusive education requires adequate infrastructure and resources to support diverse learning needs. This aligns with findings by Hernandez-Torrano et al. (2020), who argue that inclusive practices benefit greatly from environments tailored to accommodate students with disabilities.

### **c. Community and Parental Engagement Issues**

Active community and parental involvement is a guarantee of effective inclusive education that will further cement such an inclusive approach both inside and outside the classroom. However, the majority of parents and people in the community do not know or

\*\*\*\*\*

#### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

understand what inclusive education is, and such misunderstanding hampers the efforts towards more active engagement in support. If the school, family, and community are not united in their efforts, students with diverse needs will lose the opportunity for greater access to the supportive network that would make their inclusive learning process complete.

*According to Teacher 2 and 7 said "Limited support and collaboration from parents and supports from the department".*

*Stated by Teacher 4 and 6 that "Lack of community understanding and awareness of inclusive education*

*Supported by Teachers 9 and 12 said that Parents not fully aware of inclusive education and its importance: "Some of the parents are not aware and understand what inclusive education means"*

*Teacher 11 and 12 "Some of the parents are not aware and understand this inclusive education means"*

Effective inclusive education relies on a collaborative approach involving not only teachers and students but also parents and the broader community. Teachers in the study pointed to a lack of community understanding and parental awareness of inclusive education as a key barrier. Statements such as "Parents are not fully aware of inclusive education and its importance" (Teachers 9 and 12) and "Limited support and collaboration from parents" (Teachers 2 and 7) reveal that many parents may not fully understand or value the principles of inclusion. This gap in awareness can lead to limited support for inclusive practices at home and within the community, making it more challenging for teachers to build an inclusive environment in the classroom.

Without active parental and community engagement, inclusive education lacks the necessary support network that reinforces inclusive values outside the classroom. Increasing community awareness and educating parents on inclusive practices can foster a more supportive atmosphere for students with diverse needs.

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Parental and community engagement are crucial as they help reinforce inclusive values outside the school setting, creating a supportive atmosphere for students with diverse needs. When parents and communities are informed and involved, they can advocate for and actively contribute to the success of inclusive practices, fostering positive attitudes and promoting social acceptance. Schools that work collaboratively with parents and community members not only strengthen the support network for inclusive education but also increase the likelihood of positive outcomes for all students.

Supporting literature shows the importance of partnerships between schools, parents, and communities in strengthening inclusive education. Ainscow and Slee (2019) argue that collaboration enhances inclusive practices by fostering shared responsibility for student success, while Munongi (2022) highlights that educating communities about inclusion can transform attitudes and increase support. Investing in parent education and community outreach can promote a unified approach to inclusion, benefiting students both inside and outside the classroom.

**d. Curriculum and Structural Limitations**

A flexible curriculum and supportive classroom environment that enable inclusion. Unfortunately, inflexible curricula and overcrowded classrooms often hinder teachers from using individualized instruction for all students, notably those with disabilities. It is important to meet these limitations to make sure that every student will receive the individualized assistance needed to effectively participate and succeed in the classroom.

According to Teacher 5 "there is Limited support and collaboration from parents"

Also Teacher 10 and 11 said that "Lack of community understanding and awareness of inclusive education: "Lack of knowledge within community".

*Teacher 8 and 12 stated that Parents not fully aware of inclusive education and its importance and understand what inclusive education means"*

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

**Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

*Teachers 5 said that "Large class size which are found potential problems of the study and lack of proper assessment for students with special needs: "Does not have Proper Assessment for learners with special needs"*

Curriculum rigidity and structural constraints, such as large class sizes, pose significant challenges to the effective implementation of inclusive education. Teachers reported that an inflexible curriculum and overcrowded classrooms hinder their ability to provide individualized attention and support, particularly for students with special needs. Teacher 5 noted the challenges associated with "large class sizes" and the "lack of proper assessment" for students with disabilities, while others highlighted gaps in community understanding and support. When curricula do not adapt to the diverse needs of students, teachers struggle to engage all learners meaningfully, which may limit the benefits of inclusive education for students who require specialized approaches.

An inflexible curriculum and overcrowded classrooms prevent teachers from providing tailored support to students with disabilities. Addressing these structural barriers by adapting curricula and managing class sizes would improve the inclusiveness and effectiveness of education, allowing teachers to focus on individual student needs.

Overcrowded classrooms make it difficult for teachers to implement inclusive practices effectively, as they reduce the time and resources available for each student. This lack of flexibility can stifle individualized learning and prevent teachers from addressing the specific educational requirements of students with disabilities, leading to a one-size-fits-all approach that does not align with inclusive principles.

Ainscow and Slee (2019) emphasize that inclusive education benefits greatly from adaptable curricula and responsive learning environments, as rigid structures can stifle individualized learning. These flexible frameworks enable teachers to effectively address individual needs, fostering a more supportive atmosphere for all students. Munongi (2022) reinforces this view, highlighting that structural considerations, such as appropriate class sizes and curriculum flexibility, are essential for supporting diverse learners in inclusive settings. By

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
addressing these structural limitations, schools can create a more inclusive and equitable educational experience, allowing teachers to focus on each student’s unique learning journey.

### **3. Proposed Brochure to Equip Kindergarten Educators with Practical Strategies, Resources, And Support to Effectively Implement Inclusive Education in Their Classrooms.**

The brochure, *"Empowering Inclusive Education: A Practical Guide for Kindergarten Teachers,"* is an essential, well-organized resource crafted to support kindergarten teachers as they navigate the challenges of inclusive education. With a comprehensive overview, it introduces the principles of inclusive education, emphasizing its positive impact on social and emotional development and its ability to foster a respectful and supportive classroom culture. Drawing on real feedback from teachers, the guide identifies core challenges such as limited training, resource constraints, large class sizes, and parental engagement issues, helping educators recognize that these obstacles are common and manageable with the right strategies.

Each identified challenge is addressed with practical solutions designed for immediate implementation. The guide provides actionable tips on classroom setup, differentiated instruction, and effective communication with parents and the community, supporting teachers in creating an adaptable and welcoming environment. To further enhance usability, each strategy is accompanied by "Quick Tips" that offer simple, direct ideas—such as setting up sensory areas or using cost-effective resources—that make inclusivity accessible even within everyday classroom constraints.

Recognizing that teachers benefit from ongoing support, the brochure also includes a section on resources, with contact details for local specialists, online platforms, and recommended readings to deepen teachers’ knowledge and skills. A motivational quote on the back cover reminds educators of the long-term impact of their efforts and the value of inclusion for every child. The guide emphasizes collaboration by encouraging partnerships

\*\*\*\*\*

#### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

with parents and the community, offering ideas for parent-teacher meetings, community sessions, and accessible resources to extend inclusive values beyond the classroom.

This Brochure *"Empowering Inclusive Education: A Practical Guide for Kindergarten Teachers"* is more than a guide; it is a trusted companion that nurtures educators' confidence in building an inclusive classroom where every child feels valued, supported, and capable of achieving their full potential. The brochure's accessible language, structured layout, and practical tools ensure it remains a lasting and valuable resource for kindergarten teachers committed to making inclusive education a reality.

## Title: "Empowering Inclusive Education: A Guide for Kindergarten Teachers"

### Front Cover

Title: "Empowering Inclusive Education: A Practical Guide for Kindergarten Teachers"

Subheading: "Supporting Every Child's Journey to Success"

Visuals: Images of diverse children engaged in classroom activities, teachers facilitating inclusive learning.

Logo: School or district logo and contact information for support.

### Inside Content

#### Section 1: Introduction to Inclusive Education

##### What is Inclusive Education?

- Definition and core principles.
- Importance of inclusive education in early childhood settings.
- **Benefits of Inclusive Education**
  - Social and emotional growth for all students.

\*\*\*\*\*

#### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

- Building a strong foundation of empathy, understanding, and respect.

## Section 2: Common Challenges in Inclusive Education

### Challenges Identified by Kindergarten Teachers

- Lack of training and preparation.
- Limited resources and infrastructure.
- Large class sizes and varied needs.
- Community and parental engagement issues.

## Section 3: Strategies and Solutions for Common Challenges

### 1. Enhancing Teacher Skills and Confidence

- **Strategy:** Attend Inclusive Education Workshops
  - Information on accessible, local, and online training options.
- **Quick Tips:**
  - Embrace continuous learning with professional development resources.
  - Engage with support groups for teachers.

### 2. Creating an Inclusive Classroom Environment

- **Strategy:** Adapt Classroom Setup
  - Suggestions for arranging the classroom to support students with diverse needs.
  - List of adaptable resources: sensory corners, flexible seating, visual aids.
- **Quick Tips:**
  - Simple modifications to promote accessibility.
  - Ideas for creating quiet spaces for students needing calm.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

### 3. Collaborating with Parents and the Community

**Strategy:** Establish Regular Communication Channels

- Ways to keep parents informed and involved in their child’s learning journey.
- Benefits of regular parent-teacher meetings and community support groups.

**Quick Tips:**

- Provide simple, accessible resources to parents.
- Organize workshops and information sessions to build awareness.

### 4. Effective Classroom Management for Diverse Needs

**Strategy:** Use Differentiated Instruction Techniques

- Brief guide to adjusting lesson plans to fit various learning styles and abilities.

**Quick Tips:**

- Incorporate interactive, sensory, and play-based learning activities.
- Keep a toolkit of go-to resources for on-the-spot adaptations.

### 5. Accessing Resources and Infrastructure

**Strategy:** Resource Utilization and Advocacy

- How to find and make the best use of available materials.
- Encouragement for advocating for needed resources at the school or district level.

**Quick Tips:**

- Suggestions for low-cost, adaptable classroom materials.
- Simple DIY ideas for accessible resources.

## Section 4: Support and Additional Resources

### Local Support Contact Information

\*\*\*\*\*

#### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

- Contact details for inclusive education coordinators, specialists, or mentors within the district.

### Online Resources

- Websites, apps, and platforms offering resources for inclusive education.

### Recommended Reading

- Books and articles on inclusive teaching strategies and early childhood education.

### Back Cover

**Inspiration Quote:** "Inclusion is not simply about physical proximity. It is about intentionally planning for the success of all students." – Unknown

### Contact Information:

- Support hotline, email, and office address for additional assistance.

### CONCLUSION

Inclusive education in kindergarten schools of Legazpi District 6 posted or showed some progress, yet there are more essential areas that need attention. The present status indicates a commitment to inclusivity, as shown in observed social skills, increased self-esteem, and positive student interaction. However, successful implementation is affected by many factors, including but not limited to lack of appropriate teacher training, unsatisfactory resources, and structural constraints relative to class size and rigidity of the curricula. Teachers also indicated that there will be a need to increase community and parental involvement in the incubation of inclusive values even beyond the confines of classrooms. The findings have brought to the fore the role of institutional support for professional development, infrastructure, and stakeholder collaboration. In addressing these gaps, policy and practice

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
will no longer experience a disjointed implementation of a supportive, effective inclusive environment. These proposed strategies will be useful to the teachers in the form of a resourceful brochure that would guide them practically in this nurturing space where every student-whosoever-may achieve full potential in an inclusive educational environment.



\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## REFERENCES

Ainscow, M., & Slee, R. (2019). Understanding inclusive education: Theoretical and cultural differences in schools. *Journal of Education Policy*.

Burner, T., Nodeland, T., & Aamaas, Å. (2018). Inclusive practices in classrooms: Contributions and perspectives. *International Journal of Inclusive Education*.

Clark, D. (2018). *Behaviorism and learning theory: Understanding the role of behavior in education*. University of Cambridge.

Florian, L., & Rouse, M. (2018). The inclusive practice project in Scotland: Teacher education for inclusive education. *Journal of Research in Special Educational Needs*, 18(1), 57-66.

Gray, J., Wilcox, G., & Nordstokke, D. (2019). Inclusive education beyond ability diversity: Addressing gender and other dimensions of diversity. *Journal of Educational Theory and Practice*, 23(2), 75-88.

Hernández-Torrano, D., Somerton, M., & Helmer, J. (2020). A democratic approach to inclusive education: International perspectives and practices. *Journal of Education Policy and Social Justice*.

Hosshan, M., Chai, C., Lee, T., & Ramesh, K. (2019). Inclusion challenges in Southeast Asian educational systems. *Journal of Special Education*.

Kretchmar, R. S. (2019). *Constructivist approaches in educational philosophy and learning*. Cambridge University Press.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

Mäkajíák, M. (2020). Constructivism in educational practices: A focus on student engagement and collaborative learning. *Educational Review*.

Munongi, L. (2022). Inclusive education and social justice: Addressing barriers to inclusion in schools. *Journal of Education Policy and Social Justice*.

Ormrod, J. E. (2019). *Educational psychology: Developing learners*. Pearson.

Sharma, U., & Nuttal, A. (2019). The impact of training on teachers' attitudes towards inclusion. *International Journal of Inclusive Education*, 23(7), 751-766.

Shaeffer, S. (2019). Inclusive education as a driver for equity and social justice. *Educational Philosophy and Theory*.

Sturm, H. (2019). Inclusive education beyond ability diversity: Addressing gender and cultural differences in schools. *Journal of Educational Research and Practice*.

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*