

# Teachers' Attitudes, Beliefs, Competency and the Challenges Towards Inclusive Education for Learners with Disabilities in Compliance with Section 11 OF RA 11650

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**Abstract**—This study examined teachers' attitudes, beliefs, competency, and the challenges towards inclusive education for learners with disabilities, in compliance with Section 11 of Republic Act No. 11650. Teachers' positive attitudes were crucial for adopting effective inclusive strategies, while negative attitudes can hinder educational practices. By assessing teachers' perceptions, this study sought to identify factors that impact the implementation of inclusive practices. The study focused on the level of Teachers' Attitudes, in terms of Openness to Adoption, Comfort with Disability Interactions, and Perceived Effect on General Classroom Learning. Additionally, the study assessed the level of Teachers' Beliefs in terms of Perception of Learning Potential, Fixed Growth/mindset, and Role of Teachers in Disability Support. Level of Teachers' Competency were evaluated in terms of Differentiated Instruction, Behavioral Management, and the Use of Assistive Learning. The research also identified the level of Teachers' Challenges in terms of Resource Limitations, Administrative Support, and Classroom Management. Furthermore, the study test the significant relationship between the Teachers' Attitude and the Challenges, significant relationship between the Teachers' Belief and the Challenges, and the significant relationship between the Teachers' Competency and the Challenges towards inclusive education for learners with disabilities. The research design used in this study was the Descriptive Method of Research, employing survey questionnaires that included Likert Scale items. Descriptive research uses a structured and methodical approach to discover facts and provide an accurate interpretation of the results. It is especially useful for examining current conditions, common practices, existing situations, or observed phenomena. The sample consisted of 150 teachers from three public schools in Calamba City. Potential biases in self-reported measures could distort findings regarding teachers' actual competence and preparedness, as responses may aligned more with socially acceptable views rather than genuine experiences. The research instrument used was a survey questionnaire incorporating a Likert Scale The questionnaire consisted of 40 items divided into four sections: Teachers' Attitude, Belief, Competency and Challenges towards inclusive education, Respondents indicated their level of agreement or disagreement with each statement, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Utilizing a quantitative statistical framework, the research employed methods such as computing the Mean, Standard Deviation, and Pearson Product-Moment Correlation Coefficient to analyze the data. Mean scores derived from a Likert scale questionnaire reflect the overall sentiments of teachers towards inclusive education. This measure highlighted central tendencies in their perceptions. The Standard Deviation measures the variability in responses; a low standard deviation suggested a consensus among teachers, while a high

standard deviation indicated diverse opinions that may require further exploration. Furthermore, the Pearson correlation coefficient was used to specifically investigates correlations between teachers' attitude, belief, competency, and the challenges they faced in implementing inclusive education for learners with disabilities. This study revealed a prevalent positive attitude among teachers toward inclusive education and interactions with learners with disabilities. Teachers demonstrated strong beliefs in their learners' potential. However, significant challenges persisted, including resource limitations and lack of administrative support. Despite the high competency levels of teachers in differentiated instruction and adherence to inclusive policies, no significant correlation was found between teachers' attitudes and the challenges they face, suggesting that these issues operate independently of their beliefs. The rejection of the null hypothesis pointed towards the need for educational frameworks that considered teachers' beliefs alongside addressing systemic challenges to foster effective inclusive practices.

**Keywords**—Inclusive Education, Teacher's Attitude, Teacher's Belief, Teacher's Competency, Teacher's Challenges.

## I. INTRODUCTION

The inclusion of learners with disabilities in mainstream educational settings had emerged as an essential need for educational reform around the world. In the Philippines, this movement gained strength with the enactment of Republic Act No. 11650, which protected the rights of people with disabilities and stresses their inclusion in the education system. Section 11 of this legislation specifically highlighted the necessity for teachers to have proper training and assistance in order to effectively meet the various needs of these pupils. This provision highlighted the significant function that teachers' attitudes and beliefs contribute when establishing an inclusive learning environment.

Teachers were pivotal in influencing the educational experiences of all learners, particularly those with disabilities. Their attitudes whether positive, negative, can have a substantial impact on the implementation of inclusive practices within the classroom. Research showed that teachers who hold positive beliefs about the capabilities of learners with disabilities were more likely to employ inclusive teaching strategies, fostering an environment where all learners can thrive. However, negative attitudes can create hurdles to

education and limit learners' possibilities for academic and social integration.

In light of RA 11650, it was vital to examine the prevailing attitudes and beliefs held by teachers regarding learners with disabilities. Understanding these perspectives was not only essential for developing effective training programs but also for advancing inclusive education as mandated by the law. A comprehensive assessment of teachers' views can uncover gaps in knowledge and skills that may hinder their ability to implement inclusive practices effectively. Furthermore, exploring these beliefs will provide insights into how they can be transformed through targeted training initiatives, thereby enhancing the educational experience for learners with disabilities.

### 1.1 Statement of the Problem

#### *Problem/s which were addressed by the research*

This study determines the teachers' attitudes, beliefs, competency, and challenges towards inclusive education for learners with disabilities in compliance with section 11 of RA 11650.

Specifically, the study sought to answer the following questions:

1. What is the level of Teachers' Attitude in terms of:
  - 1.1 Openness to Adoption
  - 1.2 Comfort with Disability Interactions
  - 1.3 Perceived Effect in General Education Learning
2. What is the level of Teachers' Belief in terms of:
  - 2.1 Perception of Learning Potential
  - 2.2 Fixed-growth or Mindset
  - 2.3 Role in Disability Support
3. What is the level of Teachers' Competency in terms of:
  - 3.1 Skills in Differentiated Instruction
  - 3.2 Proficiency in Behavioral Management
  - 3.3 Use of Assistive Learning
4. What is the level of the Challenges towards inclusive education for learners with disabilities with regards to:
  - 4.1 Resource Limitations
  - 4.2 Administrative Support
  - 4.3 Classroom Management
5. Is there a significant relationship between the Teachers' Attitude and the Challenges towards inclusive education for learners with disabilities?
6. Is there a significant relationship between the Teachers' Belief and the Challenges towards inclusive education for learners with disabilities?
7. Is there a significant relationship between the Teachers' Competency and the Challenges towards inclusive education for learners with disabilities?

## II. METHODOLOGY

The research design used in this study was the Descriptive Method of Research, employing survey questionnaires that included Likert Scale items. Descriptive research is a systematic and organized strategy for identifying facts and providing an accurate explanation of results. It is especially useful for examining current conditions, common practices, existing situations, or observed phenomena. The sample

consisted of 150 teachers from three public schools in Calamba City. Potential biases in self-reported measures could distort findings regarding teachers' actual competence and preparedness, as responses may align more with socially acceptable views rather than genuine experiences. The research instrument used was a survey questionnaire incorporating a Likert Scale. The questionnaire consisted of 40 items divided into four sections: Teachers' Attitude, Belief, Competency and Challenges towards inclusive education. Respondents indicated their level of agreement or disagreement with each statement, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Utilizing a quantitative statistical framework, the research employed methods such as computing the Mean, Standard Deviation, and Pearson Product-Moment Correlation Coefficient to analyze the data. Mean scores derived from a Likert scale questionnaire reflect the overall sentiments of teachers towards inclusive education. This measure highlighted central tendencies in their perceptions. The Standard Deviation measures the variability in responses; a low standard deviation suggested a consensus among teachers, while a high standard deviation indicated diverse opinions that may require further exploration. Furthermore, the Pearson correlation coefficient was used to specifically investigate correlations between teachers' attitude, belief, competency, and the challenges they faced in implementing inclusive education for learners with disabilities.

## III. RESULTS AND DISCUSSION

This part consists of Presentation, Analysis and interpretation of Data. In this chapter, all of the specific questions raised in Chapter 1 under the statement of the problem were addressed using tables. It presented the data gathered about the significant relationship between Teachers' Attitude, Beliefs, Competency, and Challenges towards inclusive education for learners with disabilities. In particular, the study sought to address the following:

### *Level of Teachers' Attitude*

In this study, the level of Teachers' Attitude refers to Openness to Adoption, Comfort with Disability Interactions, and Perceived Effect in General Education Learning.

The following tables showed the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Based on table 1, teachers strongly agree that all students, regardless of their abilities, should have equal opportunities to learn and participate in the classroom (M=4.48, SD=0.65), open to adopting new strategies and teaching methods to accommodate students with disabilities (M=4.45, SD=0.62), willing to participate in professional development activities to enhance my knowledge and skills in teaching students with disabilities (M=4.44, SD=0.68), willing to adjust their teaching methods to meet the needs of students with diverse abilities (M=4.45, SD=0.66), and believe that including students with diverse abilities improves classroom engagement and motivation (M=4.38, SD=0.68).

Table 1 showed the level of teachers' attitude in terms of openness to adoption.

TABLE 1. Level of Teachers' Attitude in terms of Openness to Adoption

Statements	Mean	SD	Remarks
I am willing to adjust my teaching methods to meet the needs of students with diverse abilities.	4.44	0.68	Strongly Agree
I believe that including students with diverse abilities improves classroom engagement and motivation.	4.38	0.68	Strongly Agree
I am open to adopting new strategies and teaching methods to accommodate students with disabilities.	4.45	0.62	Strongly Agree
I believe that all students, regardless of their abilities, should have equal opportunities to learn and participate in the classroom.	4.48	0.65	Strongly Agree
I would be willing to participate in professional development activities to enhance my knowledge and skills in teaching students with disabilities.	4.45	0.66	Strongly Agree
<b>Weighted Mean</b>	<b>4.45</b>		
<b>SD</b>	<b>0.66</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Weighted Mean of 4.45 signifies that, on average, teachers have a very positive attitude towards adopting new educational strategies or technologies. Reflecting a strong tendency to embrace change and innovation. Standard Deviation of 0.66 indicates how much variability exists in the teachers' attitudes. It suggested that while most teachers had a very positive outlook, there may be some variation in individual responses. The verbal interpretation of "Very High" further confirmed that the attitude of the teachers was positive, this suggested that teachers were not only open to new methods but may also actively seek opportunities for professional development, and integration of innovative practices into their teaching. The result was supported by Herry (2025) stating that being able to adapt to changing environments and work processes made one a competitive job candidate and a strong overall professional. Having adaptability skills means he was open and willing to learn new things and take on new challenges. Additionally, developing one's adaptability can also mean developing other soft skills like communication and interpersonal skills.

Table 2 showed the level of teachers' attitude in terms of comfort with disability interactions.

TABLE 2. Level of Teachers' Attitude in terms of Comfort with Disability Interactions

Statements	Mean	SD	Remarks
I feel comfortable interacting with students who have disabilities.	4.38	0.68	Strongly Agree
I believe I have the necessary skills to support students with disabilities in my classroom.	4.44	0.62	Strongly Agree
I enjoy working with students who have disabilities.	4.47	0.65	Strongly Agree
I am comfortable addressing the specific needs of students with disabilities.	4.44	0.66	Strongly Agree
I find it challenging to communicate effectively with learners who have disabilities.	4.26	0.70	Strongly Agree
<b>Weighted Mean</b>	<b>4.41</b>		
<b>SD</b>	<b>0.67</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

As shown in table 2, teachers strongly agreed that they enjoyed working with students who had disabilities (M=4.47,

SD=0.65), believe that they had the necessary skills to support students with disabilities in their classroom (M=4.44, SD=0.62), comfortable addressing the specific needs of students with disabilities (M=4.44, SD=0.66), comfortable interacting with students who had disabilities (M=4.38, SD=0.68), and find it challenging to communicate effectively with learners who have disabilities (M=4.26, SD=0.70).

A weighted mean of 4.41 indicated a generally positive attitude in terms of comfort with disability interactions among teachers toward interactions with learners with disabilities, suggesting that most teachers feel quite comfortable engaging with learners with disabilities. This positive perception was critical for fostering inclusive educational environments. The standard deviation of 0.67 indicated that there was a moderate level of variability in the attitudes of the teachers surveyed. The verbal interpretation of "Very High" aligned well with the numerical data. It is suggested that teachers likely possess a strong belief in the importance of inclusive education and were prepared to engage in practices that support learning for all students, including those with disabilities. The analysis suggested that the teaching staff was generally very well-prepared and willing to engage with learners with disabilities in an inclusive educational setting.

The results of this study aligned with Henry (2020), he stated that he didn't make assumptions about people or their disabilities. He didn't assume one knew what someone wanted, what he felt, or what was best for him. Ask him if they have any questions about what to do, how to do it, what language or terminology to use, or what help to provide. Remember that people with disabilities had different preferences. The fact that one individual with a disability liked anything in a certain manner does not imply that another individual with the same disability also liked it in the same way.

Table 3 showed the Level of Teachers' Attitude in terms of Perceived Effect in General Education Learning.

TABLE 3. Level of Teachers' Attitude in terms of Perceived Effect in General Education Learning

Statements	Mean	SD	Remarks
I believe my teaching style creates a positive learning environment for my students.	4.34	0.67	Strongly Agree
I feel confident in my ability to engage students in meaningful discussions.	4.37	0.65	Strongly Agree
I perceive that the instructional strategies I use positively impact student learning outcomes.	4.39	0.63	Strongly Agree
I believe that including learners with disabilities in my classroom enhances the overall learning environment for all students.	4.35	0.73	Strongly Agree
I feel that my students without disabilities benefit socially from interacting with learners with disabilities.	4.38	0.65	Strongly Agree
<b>Weighted Mean</b>	<b>4.38</b>		
<b>SD</b>	<b>0.67</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The table revealed that teachers strongly agree that they perceive the instructional strategies they used positively impact student learning outcomes (M=4.39 , SD=0.63), felt that their students without disabilities benefit socially from interacting with learners with disabilities (M=4.38 , SD=0.65), felt confident in their ability to engage students in meaningful

discussions (M=4.37 , SD=0.65), believed that including learners with disabilities in their classroom enhances the overall learning environment for all students (M=4.35 , SD=0.73), and believed their teaching style creates a positive learning environment for their students (M=4.34 , SD=0.67).

A weighted mean of 4.38 suggested that teachers generally hold a very positive attitude in terms of perceived effect in general education learning towards inclusive education, it suggested that teachers believe inclusive education significantly benefits learners with disabilities in a general education setting. The standard deviation of 0.67 indicated that most teachers shared similar views, and there were not wide-ranging opinions among them. The verbal interpretation of "Very High" indicated a robust consensus among teachers that they perceive inclusive education positively. The analysis of the teachers' attitudes showed a clear and positive stance towards inclusive education for learners with disabilities.

The results of this research were backed by Chand (2022), stated that the ways teachers organized learning in classrooms vary. Some instructors promote surface learning by emphasizing that students process information as quickly as possible, while others advocate for deep learning by stressing the importance of thoroughly understanding information and creating meaning.

*Level of Teachers' Beliefs*

In this study, the level of Teachers' Beliefs referred to Perception of Learning Potential, Fixed-growth or Mindset, and Role in Disability Support.

The following tables showed the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 4 outlined the level of teachers' beliefs in terms of perception of learning potential.

TABLE 4. Level of Teachers' Beliefs in terms of Perception of Learning Potential

Statements	Mean	SD	Remarks
I believe that all students, regardless of their background, deserve equal opportunities to succeed in my classroom.	4.46	0.65	Strongly Agree
I actively seek out resources and materials that reflect diverse perspectives and experiences.	4.37	0.63	Strongly Agree
I am committed to adapting my teaching strategies to meet the diverse needs of all my students.	4.50	0.56	Strongly Agree
Inclusive education is beneficial for both students with disabilities and their typically developing peers.	4.54	0.57	Strongly Agree
I believe that all students with disabilities have the potential to learn and succeed academically.	4.52	0.63	Strongly Agree
<b>Weighted Mean</b>	<b>4.49</b>		
<b>SD</b>	<b>0.61</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The table showed that teachers strongly agree that inclusive education was beneficial for both students with disabilities and their typically developing peers (M=4.54 , SD=0.57), that all students with disabilities had the potential to learn and succeed academically (M=4.52 , SD=0.63),

committed to adapting their teaching strategies to meet the diverse needs of all their students (M=4.50 , SD=0.56), all students, regardless of their background, deserved equal opportunities to succeed in their classroom (M=4.46 , SD=0.65), and actively seek out resources and materials that reflected diverse perspectives and experiences (M=4.37 , SD=0.63).

Mean Score of 4.49 suggested that, on average, teachers possess a strong belief in the learning potential of students with disabilities. It signified that teachers view learners with disabilities as capable of significant academic and social accomplishments within an inclusive setting.

A standard deviation of 0.61 suggested consensus among educators regarding their positive perceptions of the learning potential of students with disabilities, highlighting a strong collective belief in the efficacy of inclusive education.

The categorization of the score as "Very High" underscored the strength of the teachers' beliefs. It indicated a prevalent optimistic attitude and commitment to inclusive education frameworks, which saw value and capability in all learners regardless of their disabilities. The findings suggested a strong foundation in teacher beliefs that can support inclusive education for learners with disabilities. Harnessing this positive attitude through ongoing professional development, resource allocation, and policy support will be crucial in translating these beliefs into effective classroom practices that truly benefit all learners.

This study's results were consistent with Thompson (2024), being lifelong learners also helped teachers adapt to the changing needs of students. While the field of education itself was changing, so were student demographics. Students varied in a number of ways, including race, ethnicity, gender, socioeconomic status, and special needs. Additionally, students today are more interested in academic courses that will equip them for the future than in simply earning a degree. The common one-size-fits-all approach to education was rendered ineffective by all these circumstances.

Table 5 illustrated the level of teachers' beliefs in terms of fixed-growth or mindset.

TABLE 5. Level of Teachers' Beliefs in terms of Fixed-growth or Mindset

Statements	Mean	SD	Remarks
I believe that intelligence and abilities can be developed through effort and learning.	4.51	0.59	Strongly Agree
When faced with a challenging task, I see it as an opportunity to learn and grow.	4.48	0.62	Strongly Agree
I feel that making mistakes is a natural part of the learning process.	4.57	0.59	Strongly Agree
I believe that students with disabilities can succeed when provided with the right support and education.	4.58	0.58	Strongly Agree
I believe that effort and perseverance are key factors in overcoming challenges in learning.	4.57	0.55	Strongly Agree
<b>Weighted Mean</b>	<b>4.54</b>		
<b>SD</b>	<b>0.59</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Based on the table 6, teachers strongly agreed that students with disabilities can succeed when provided with the right support and education (M=4.58 , SD=0.58), feel that making mistakes is a natural part of the learning process (M=4.57 ,

SD=0.59), believe that effort and perseverance are key factors in overcoming challenges in learning (M=4.57 , SD=0.55), believe that intelligence and abilities can be developed through effort and learning (M=4.51 , SD=0.59), and see the challenging task as an opportunity to learn and grow (M=4.48 , SD=0.62).

Mean Score of 4.54 was indicative of a "Very High" level of belief in the principles of inclusive education. A mean around this score suggested that teachers overwhelmingly subscribe to a growth mindset, which implied that they believed in the potential for all students, including those with disabilities, to learn and succeed through effort, effective teaching, and appropriate support. Standard Deviation of 0.59 indicated that there was a high level of agreement among teachers regarding their beliefs towards inclusive education. Most teachers likely shared similar views, reinforcing the notion that there was a strong collective mindset favoring the inclusion of learners with disabilities. The characterization of the beliefs as "Very High" reflected a strong and positive attitude toward inclusive education. The study showed that teachers had a very optimistic outlook on inclusive education. This favorable disposition may serve as a catalyst for advancing practices that support learners with disabilities, but it must be nurtured with the right resources, training, and systemic support to maximize outcomes.

This study's conclusions were reinforced by Lee (2024), teaching went beyond imparting knowledge to students; it's about cultivating a mindset that enabled students to embrace challenges, learn from failures, and ultimately thrive in a constantly changing world. Educators may help students reach these objectives by moving from a fixed mindset to a growth mindset in the classroom, fostering resilience, flexibility, and a love for learning. An individual with a growth mentality sees intelligence, talents, and skills as things that can be learned and enhanced by hard work. Those characteristics were viewed by someone with a set mindset as immutable and inherently stable.

Table 6 enumerated the level of teachers' beliefs in terms of role in disability support.

TABLE 6. Level of Teachers' Beliefs in terms of Role in Disability Support

Statements	Mean	SD	Remarks
I believe that all students, regardless of their disabilities, should be educated in inclusive settings.	4.56	0.60	Strongly Agree
I feel that my role as a teacher is crucial in supporting students with disabilities.	4.54	0.62	Strongly Agree
I think that inclusive education benefits all students, not just those with disabilities.	4.48	0.61	Strongly Agree
I understand the legal requirements and policies related to inclusive education and disability support.	4.36	0.61	Strongly Agree
I know how to adapt my teaching strategies to meet the diverse needs of students with disabilities.	4.43	0.60	Strongly Agree
<b>Weighted Mean</b>	<b>4.48</b>		
<b>SD</b>	<b>0.61</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The table showed that the teachers strongly agreed that all students, regardless of their disabilities, should be educated in inclusive settings (M=4.56 , SD=060), feel that their role as a

teacher was crucial in supporting students with disabilities (M=4.54 , SD=0.62), think that inclusive education benefits all students, not just those with disabilities (M=4.48 , SD=0.61), know how to adapt their teaching strategies to meet the diverse needs of students with disabilities (M=4.43 , SD=0.61), and understand the legal requirements and policies related to inclusive education and disability support (M=4.36 , SD=0.61).

Mean Score (4.48) suggested that teachers hold very positive beliefs about their role in providing disability support, it indicated that teachers were, on average, strongly in favor of their role in fostering an inclusive educational environment.

Standard Deviation (0.61) implied that the beliefs among teachers were fairly consistent and clustered closely around the mean. This consistency suggested that the belief in their role was not just an isolated opinion but a common sentiment among the group.

The verbal interpretation of "Very High" emphasized that the beliefs of teachers were significantly positive regarding their involvement in disability support.

This showed assurance and a positive approach to integrating pupils with impairments into the classroom. Such a positive mindset was crucial for the successful implementation of inclusive education practices.

The findings here were substantiated by Smartclass (2025), teachers were often the first to notice signs of a learning disability in a child. Recognizing early symptoms allowed for timely intervention, which was critical for mitigating the long-term impact of the disability.

#### *Level of Teachers' Competency*

In this study, the level of Teachers' Competency referred to Skills in Differentiated Instruction, Proficiency in Behavioral Management, and Use of Assistive Learning.

The following tables showed the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 7 showed the level of teachers' competency in terms of skills in differentiated instruction.

TABLE 7. Level of Teachers' Competency in terms of Skills in Differentiated Instruction

Statements	Mean	SD	Remarks
I understand the principles of differentiated instruction.	4.42	0.65	Strongly Agree
I believe that differentiated instruction is essential for inclusive education.	4.45	0.65	Strongly Agree
I am familiar with different strategies to differentiate instruction.	4.42	0.65	Strongly Agree
I regularly adapt my lesson plans to meet the diverse needs of my students.	4.46	0.62	Strongly Agree
I use assessments to inform my differentiation strategies.	4.42	0.57	Strongly Agree
<b>Weighted Mean</b>	<b>4.44</b>		
<b>SD</b>	<b>0.63</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Based on the table, teachers strongly agreed that they regularly adapted their lesson plans to meet the diverse needs of their students (M=4.46 , SD=0.62), believe that differentiated instruction was essential for inclusive education

(M=4.45 , SD=0.65), understand the principles of differentiated instruction (M=4.42 , SD=0.65), familiar with different strategies to differentiate instruction (M=4.42 , SD=0.65), and use assessments to inform their differentiation strategies (M=4.42 , SD=0.57).

A mean score of 4.44 indicated that, on average, teachers perceive themselves as highly competent in utilizing differentiated instructional strategies for learners with disabilities. This suggested a strong level of confidence and capability among teachers in adapting their teaching methods to meet the diverse needs of their learners. The standard deviation of 0.63 implied that there was a small range of variation in the teachers' responses. Most teachers' perceptions of their skills were closely clustered around the mean, indicating a consensus or agreement among the majority regarding their competencies. The verbal interpretation of "Very High" reinforced the idea that teachers were well-equipped to deliver inclusive education through differentiated instruction. This was a positive finding, as it signified that teachers were likely to employ effective teaching strategies that consider the unique needs of each learner, particularly those with disabilities.

This study's outcomes were validated by James (2025) stated that differentiated learning strategies can help. Teachers were able to customize their teaching to the specific learning preferences, skills, and interests of each student using these techniques. Differentiated instruction in a differentiated classroom promotes an inclusive learning environment by tailoring teaching techniques, material, and evaluations to meet the varied needs of students. Using a variety of teaching techniques, flexible groupings, and multimedia resources to engage all students were among the essential tactics for successful differentiation. Ongoing assessments and focused assistance were crucial components of differentiated instruction, enabling instructors to adapt their methods to meet the unique needs and learning preferences of each student.

Table 8 showed the level of teachers' competency in terms of proficiency in behavioral management.

The table highlighted that teachers strongly agreed that they felt confident in their ability to implement behavioral management strategies in their classroom (M=4.36 , SD=0.66), believed that their behavioral management skills contribute positively to the learning environment (M=4.36 , SD=0.71), familiar with various behavioral management techniques suitable for inclusive education (M=4.33 , SD=0.68), regularly assess and adapt their behavioral management strategies to meet the needs of all students (M=4.32, SD=0.71), and can effectively managed a diverse classroom with students who had different behavioral needs (M=4.30 , SD=0.70).

A mean score of 4.35 suggested that the teachers felt very competent in their ability to manage behaviors in an inclusive educational setting.

TABLE 8. Level of Teachers' Competency in terms of Proficiency in Behavioral Management

Statements	Mean	SD	Remarks
I feel confident in my ability to implement behavioral management strategies in my	4.36	0.66	Strongly Agree

classroom.			
I am familiar with various behavioral management techniques suitable for inclusive education.	4.33	0.68	Strongly Agree
I can effectively manage a diverse classroom with students who have different behavioral needs.	4.30	0.70	Strongly Agree
I regularly assess and adapt my behavioral management strategies to meet the needs of all students.	4.32	0.70	Strongly Agree
I believe that my behavioral management skills contribute positively to the learning environment.	4.36	0.71	Strongly Agree
<b>Weighted Mean</b>	<b>4.35</b>		
<b>SD</b>	<b>0.69</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

A standard deviation of 0.69 meant that most teachers' perceptions of their competency in behavioral management were clustered closely around the mean score of 4.35, suggesting a consensus on their proficiency levels.

The verbal interpretation of "Very High" indicated that the majority of teachers perceive themselves as highly capable in handling behavioral management, which was essential for providing effective inclusive education for learners with disabilities. The analysis of the data pointed to a very high level of teachers' competency in behavioral management towards inclusive education for learners with disabilities. Continued investment in teacher training and support was recommended to maintain these high standards and address any evolving challenges in the classroom.

The findings here were substantiated by Neurolaunch, (2024), building strong teacher-student relationships was perhaps the most powerful tool in the behavior management toolkit. When students felt connected to their teacher and knew they genuinely cared about their success, they're more likely to engage positively in class. Think of it as sowing the seeds of trust and respect, which will eventually blossom into a more peaceful classroom atmosphere.

Table 9 showed the level of teachers' competency in terms of use of assistive learning.

TABLE 9. Level of Teachers' Competency in terms of Use of Assistive Learning

Statements	Mean	SD	Remarks
I am familiar with various assistive devices available for use in the classroom.	4.36	0.75	Strongly Agree
I regularly incorporate assistive devices into my teaching practices.	4.25	0.74	Strongly Agree
I feel confident in my ability to use assistive devices effectively in the classroom.	4.28	0.76	Strongly Agree
I understand how to evaluate the effectiveness of assistive devices used by my students.	4.31	0.74	Strongly Agree
I can provide support to students in selecting appropriate assistive devices for their needs.	4.36	0.71	Strongly Agree
<b>Weighted Mean</b>	<b>4.32</b>		
<b>SD</b>	<b>0.74</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Based on the table, teachers strongly agreed that they were familiar with various assistive devices available for use in the classroom (M=4.36 , SD=0.75), can provide support to students in selecting appropriate assistive devices for their needs (M=4.36 , SD=0.71), understand how to evaluate the

effectiveness of assistive devices used by their students (M=4.31 , SD=0.74), feel confident in their ability to use assistive devices effectively in the classroom (M=4.28 , SD=0.76), and regularly incorporate assistive devices into their teaching practices (M=4.25 , SD=0.74).

A mean score of 4.32 suggests that, teachers exhibit a strong level of competency when it came to using assistive learning tools. This high mean indicated that most teachers feel confident and skilled in implementing these strategies effectively in their teaching practices. A standard deviation of 0.74, indicated that there was some variability in the teachers' ratings of their competency. This suggested that while most teachers were scoring high, there were still some who may feel less confident or competent in using assistive learning tools.

The "very high" verbal interpretation indicated that, as a group, teachers were well-prepared and equipped to utilize assistive learning methods. This suggested a positive educational environment that placed importance on inclusivity and the effective use of resources to meet diverse learning needs.

The analysis presents a picture of teachers who were generally very competent in their use of assistive learning tools, though some variability existed among individuals. This data underscored the importance of fostering an environment for continuous professional development to ensure all teachers can achieve high competency levels.

This outcome was confirmed by the study of Dewey (2025), using assistive technologies while teaching immediately normalizes their use, taking them from being a specialized application to being accepted. Nothing did this better than teachers modeling its use. One of the simplest methods was to use the text-to-speech (TTS) reader to read aloud portions of the text as one prepared to talk about it.

*Level of Challenges towards Inclusive Education for Learners with Disabilities*

In this study, the level of challenges towards inclusive education for learners with disabilities refers to Resource Limitations, Administrative Support, and Classroom Management.

The following tables showed the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 10 showed the level of challenges towards inclusive education for learners with disabilities in terms of resource limitations

Based on the table, the teachers strongly agreed that the school provided adequate professional development to help teachers effectively include students with diverse needs (M=4.36, SD=0.71), had sufficient classroom resources like teaching materials, and assistive technology to effectively support all students in an inclusive setting (M=4.24, SD=0.77), feel that their classroom is equipped to accommodate students with physical disabilities (M=4.23, SD=0.79), there was a lack of access to support staff like special education teachers or aides in their school to assist with inclusive education (M=4.21 , SD=0.83), and receive adequate funding for resources necessary to support students

with special needs in their classroom (M=4.20 , SD=1.00).A mean score of 4.25 indicates a positive perception of the level of challenges regarding resource limitations. This score suggested that respondents generally agree that resource limitations were a significant challenge in implementing inclusive education. A standard deviation of 0.83 indicates that there was a moderate level of agreement among respondents. The classification of the mean score as "very high" suggested that resource limitations were perceived as a critical barrier in the context of inclusive education for learners with disabilities. This indicated that a significant majority of respondents likely believe that inadequate resources significantly hinder the effective implementation of inclusive practices. Overall, the assessment highlights the pressing challenges posed by resource limitations, underlining the importance of addressing these challenges to create a more equitable educational system.

TABLE 10. Level of Challenges towards Inclusive Education for Learners with Disabilities in terms of Resource Limitations

Statements	Mean	SD	Remarks
I have sufficient classroom resources (e.g., teaching materials, assistive technology) to effectively support all students in an inclusive setting.	4.24	0.77	Strongly Agree
The school provides adequate professional development to help teachers effectively include students with diverse needs.	4.36	0.71	Strongly Agree
I feel that my classroom is equipped to accommodate students with physical disabilities.	4.23	0.79	Strongly Agree
There is a lack of access to support staff (e.g., special education teachers, aides) in my school to assist with inclusive education.	4.21	0.83	Strongly Agree
I receive adequate funding for resources necessary to support students with special needs in my classroom.	4.20	1.00	Strongly Agree
<b>Weighted Mean</b>	<b>4.25</b>		
<b>SD</b>	<b>0.83</b>		
<b>Verbal Interpretation</b>			<b>Very High</b>

The study by Banks et al. (2022), which discovered that youngsters with impairments encounter ongoing and systemic hurdles to attending, advancing, and learning in school, supported the findings of this research. A variety of impairment-related, individual, and environmental variables had an impact on school results, such as bad health, family poverty, the attitudes of caregivers, instructors, peers, and children, and the availability of inclusive education resources in schools.

Table 11 showed the level of challenges towards inclusive education for learners with disabilities in terms of administrative support.

The table indicated that teachers strongly agreed that the Administration supports the implementation of Individualized Education Programs (IEPs) effectively (M=4.56 , SD=0.59), received the necessary professional development and training from administration regarding inclusive education strategies (M=4.40 , SD=0.74), the administrative staff communicates effectively regarding inclusive education policies (M=4.38 , SD=0.66), there was sufficient collaboration between teachers and administration concerning inclusive education practices

(M=4.30 , SD=0.71), and felt that their school administration provided adequate resources for inclusive education (M=4.26 , SD=0.68).

TABLE 11. Level of Challenges towards Inclusive Education for Learners with Disabilities in terms of Administrative Support

Statements	Mean	SD	Remarks
I feel that my school administration provides adequate resources for inclusive education.	4.26	0.68	Strongly Agree
The administrative staff communicates effectively regarding inclusive education policies.	4.38	0.66	Strongly Agree
I receive the necessary professional development and training from administration regarding inclusive education strategies.	4.40	0.72	Strongly Agree
There is sufficient collaboration between teachers and administration concerning inclusive education practices.	4.30	0.71	Strongly Agree
Administration supports the implementation of Individualized Education Programs (IEPs) effectively.	4.56	0.59	Strongly Agree
<b>Weighted Mean</b>	<b>4.39</b>		
<b>SD</b>	<b>0.68</b>		
<b>Verbal Interpretation</b>			<b>Very High</b>

A mean score of 4.39 indicated a generally positive perception regarding the level of administrative support for inclusive education among learners with disabilities. The standard deviation of 0.68 was relatively low in this context. A smaller standard deviation suggested that the responses were fairly consistent among participants; that was, there wasn't much variability in how individuals perceived administrative support. Most respondents likely agreed that administrative support was crucial and effective, reinforcing the overall positive interpretation of the data. The verbal interpretation of "very high" indicated that respondents were not just slightly in favor of administrative support, but rather view it as a significant and positive force in the context of inclusive education. In summary, the data reflected a very positive perception of administrative support for inclusive education for learners with disabilities, characterized by a high mean score and low variability in responses. This suggested that while the perception was strong, ongoing engagement, innovation in support mechanisms, and thorough understanding of diverse learner needs were essential to sustain and enhance inclusive education efforts.

In mainstream schools, the study of Sakiz (2017) explored the role of school administration in the education of students with learning impairments, and it supported the findings presented here. Data revealed that school management bodies assumed little responsibility to plan, coordinate and evaluate the education provided to students with learning disabilities.

Table 12 showed the level of challenges towards inclusive education for learners with disabilities in terms of classroom management.

TABLE 12. Level of Challenges towards Inclusive Education for Learners with Disabilities in terms of Classroom Management

Statements	Mean	SD	Remarks
I find it challenging to manage diverse learning needs within my classroom.	4.34	0.72	Strongly Agree
I often struggle to create an inclusive classroom environment where all students feel	4.26	0.80	Strongly Agree

comfortable participating.

Implementing differentiated instruction to meet the various needs of students is difficult for me.	4.23	0.82	Strongly Agree
I face difficulties in maintaining classroom discipline when working with students who have diverse behavioral needs.	4.64	0.57	Strongly Agree
I feel adequately supported by the school administration in managing inclusive classrooms.	4.32	0.74	Strongly Agree
<b>Weighted Mean</b>		<b>4.37</b>	
<b>SD</b>		<b>0.75</b>	
<b>Verbal Interpretation</b>			<b>Very High</b>

Based on the table, it showed that the teacher strongly agree that they face difficulties in maintaining classroom discipline when working with students who had diverse behavioral needs (M=4.64 , SD= 0.57), found it challenging to manage diverse learning needs within their classroom (M=4.34 , SD=0.72), felt adequately supported by the school administration in managing inclusive classrooms (M=4.32 , SD=0.74), often struggle to create an inclusive classroom environment where all students feel comfortable participating (M=4.26 , SD=0.80), and Implementing differentiated instruction to meet the various needs of students was difficult for them (M=4.23 , SD=0.82).

A mean score of 4.37 suggested that respondents generally agreed with the statements regarding challenges in inclusive education and classroom management, the high mean score suggests that educators or stakeholders perceive significant difficulties in managing inclusive classrooms, particularly when accommodating learners with disabilities. This could relate to issues such as differentiated instruction, behavior management, resource availability, and overall classroom dynamics that supported inclusivity.

A standard deviation of 0.75 indicated that there was relatively low variability in the responses. Most respondents likely felt similarly about the difficulties in managing inclusive classrooms.

A verbal interpretation categorizing the mean score as "very high" suggests that the challenges were not only recognized but were also acknowledged as significant obstacles to effective inclusive education. This could indicate urgent needs for interventions, training, or resources to address these management challenges. This insight can guide educational stakeholders toward developing strategies, resources, and policies that address these challenges effectively.

Vincent's (2019) research on the classroom management techniques used by public and private school instructors in dealing with students with learning disabilities supported the findings of this study. Significant association was discovered with teachers' gender, specialized training in working with students with learning difficulties, and the presence of students with learning difficulties in the classroom. Respondents' practice level was also significantly correlated with schools that provided frequent training sessions for teachers on teaching, managing, and understanding learning impairments.

*Significant Relationship between the Teachers’ Attitude and the Challenges towards Inclusive Education for Learners with Disabilities*

To test the significant relationship between the Teachers’ Attitude and the challenges towards inclusive education for learners with disabilities in terms of Resource Limitations, Administrative Support, and Classroom Management, they

were treated statistically using Real Statistics Data Analysis Tools using the Pearson product moment correlation coefficient.

Table 13 showed the significant relationship between the teachers’ attitude and the challenges towards inclusive education for learners with disabilities.

TABLE 13. Significant Relationship between the Teachers’ Attitude and the Challenges towards Inclusive Education for Learners with Disabilities

Teachers’ Attitude	Challenges towards inclusive education for learners with disabilities			
		Resource Limitations	Administrative Support	Classroom Management
Openness to Adaption	r-value	0.1405*	0.2215	0.2238
	p-value	0.0033	0.4669	0.1931
	N	149	149	149
	Analysis Sig		Not Sig	Not Sig
Comfort with Disability Interactions	r-value	-0.121*	-0.005	0.0229
	p-value	0.0030	0.2636	0.0981
	N	149	149	149
	Analysis Sig		Not Sig	Not Sig
Perceived Effect on General Classroom Learning	r-value	-0.037*	0.0587	0.0609
	p-value	0.0137	0.7287	0.3897
	N	149	149	149
	Analysis Sig		Not Sig	Not Sig

\*Significant

Teachers’ attitude in terms of openness to adaption had significant relationship to challenges in terms of resource limitations (Pearson correlation=0.1405, significance=0.0033) while not significant to administrative support (Pearson correlation=0.2215, significance=0.4669), and to classroom management (Pearson correlation=0.2238, significance=0.1931).

This meant that resource limitations may be a more impactful factor that affected how teachers approach adaptability in their teaching practices. In contrast, factors such as administrative support and classroom management may not directly related to teachers' attitudes toward adapting to changes or challenges, they face in their educational environments.

On the other hand, teachers’ attitude in terms of comfort with disability interactions has significant relationship to challenges in terms of resource limitations (Pearson correlation=-0.121, significance=0.0030) while not significant to administrative support (Pearson correlation=-0.005, significance=0.2636), and to classroom management (Pearson correlation=0.0229, significance=0.0981).

The significant finding meant that potential areas for intervention, particularly focusing on improving teachers' comfort levels through training or support, which may help address resource challenges. In contrast, the lack of significant relationships with administrative support and classroom management indicated that enhancing teachers' comfort in these areas may not directly address these challenges.

Further research may be needed to explore these areas further and identify additional factors that could contribute to effective disability interactions.

There was also significant relationship between teachers’ attitude in terms of perceived effect on general classroom learning and challenges in terms of resource limitations (Pearson correlation=-0.037, significance=0.0137) while not

significant to administrative support (Pearson correlation=0.0587, significance=0.7287), and to classroom management (Pearson correlation=0.0609, significance=0.3897)

This meant that there was a strong, though slight, association between resource limits and teachers' attitudes toward perceived effect on classroom learning.

However, the lack of significant connections with administrative support and classroom management implied that these characteristics had little influence on teachers' opinions in this situation.

It emphasized the complexity of teaching dynamics, which may necessitate additional research to find other relevant factors influencing teachers' views and attitudes toward classroom learning.

From the findings above, one can infer that at 0.05 level of significance, the null hypothesis “There is no significant relationship between the Teachers’ Attitude and the challenges towards inclusive education for learners with disabilities” was accepted, which incites that there was no significant relationship between them. It indicated that the evidence from the data did not provide sufficient support to claim that a significant relationship existed between the attitudes of teachers and the challenges they encounter.

The acceptance of the null hypothesis led to the conclusion that any observed relationship in the data could likely be due to random chance rather than a true underlying relationship.

*Significant Relationship between the Teachers’ Beliefs and the Challenges towards Inclusive Education for Learners with Disabilities*

To test the significant relationship between the Teachers’ Beliefs and the challenges towards inclusive education for learners with disabilities in terms of Resource Limitations, Administrative Support, and Classroom Management, they

were treated statistically using Real Statistics Data Analysis Tools using the Pearson product moment correlation coefficient.

Table 14 showed the significant relationship between the teachers' beliefs and the challenges towards inclusive education for learners with disabilities

TABLE 14. Significant Relationship between the Teachers' Beliefs and the Challenges towards Inclusive Education for Learners with Disabilities

Teachers' Beliefs		Challenges towards inclusive education for learners with disabilities		
		Resource Limitations	Administrative Support	Classroom Management
Perception of Learning Potential	r-value	-0.056*	0.2367*	0.1325*
	p-value	0.0002	0.0286	0.0077
	N	149	149	149
	Analysis	Sig	Sig	Sig
Fixed-growth or Mindset	r-value	-0.133*	0.064*	0.1057*
	p-value	0.0000	0.0011	0.0000
	N	149	149	149
	Analysis	Sig	Sig	Sig
Role in Disability Support	r-value	0.1782*	0.3321*	0.2662*
	p-value	0.0000	0.0265	0.0053
	N	149	149	149
	Analysis	Sig	Sig	Sig

\*Significant

Teachers' belief in terms of perception of learning potential had a significant relationship to challenges in terms of resource limitations (Pearson correlation=-0.056, significance=0.0002), to administrative support (Pearson correlation=0.2367, significance=0.0286), and to classroom management (Pearson correlation=0.1325, significance=0.0077).

These findings underscored the importance of teacher beliefs in shaping their experiences and challenges, particularly highlighting the role of administrative support in fostering a positive perception of student learning potential.

There was also a significant relationship between teachers' belief in terms of fixed growth or mindset, and challenges in terms of resource limitations (Pearson correlation=-0.133, significance=0.0000), administrative support (Pearson correlation=0.064, significance=0.0011), and classroom management (Pearson correlation=0.1057, significance=0.0000).

The results meant that there was a notable connection between teachers' beliefs about fixed growth or mindset and their experiences regarding challenges.

However, the strength of correlations varied. The findings highlighted the potential for interventions aimed at promoting a fixed growth mindset among teachers, especially in relation to resource limitations, while also recognizing that other factors were likely at play regarding administrative support and classroom management.

And finally, teachers' belief in terms of role in disability support had a significant relationship to challenges in terms of resource limitations (Pearson correlation=0.1782, significance=0.0000), to administrative support (Pearson correlation=0.3321, significance=0.0265), and to classroom management (Pearson correlation=0.2662, significance=0.0053).

The analysis meant that there was a complex relationship between teachers' beliefs and the challenges they encounter in supporting students with disabilities, highlighting areas where additional support and resources could be beneficial.

From the findings above, one can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the Teachers' Beliefs and the challenges towards inclusive education for learners with disabilities" was rejected, which incited that there was a significant relationship between them. This rejection indicated that a statistically significant relationship does exist between these variables, suggesting that teachers' beliefs may influenced with the challenges encountered in implementing inclusive education.

*Significant Relationship between the Teachers' Competency and the Challenges towards Inclusive Education for Learners with Disabilities*

To test the significant relationship between the Teachers' Competency and the challenges towards inclusive education for learners with disabilities in terms of Resource Limitations, Administrative Support, and Classroom Management, The Pearson product moment correlation coefficient was used to statistically treat them using Real Statistics Data Analysis Tools.

Table 15 showed significant relationship between the teachers' competency and the challenges towards inclusive education for learners with disabilities.

Teachers' competency in terms of skills in differentiated instruction had a significant relationship to challenges in terms of resource limitations (Pearson correlation=0.1813, significance=0.0008), while not significant to challenges in terms of administrative support (Pearson correlation=0.2663, significance=0.2381), and to classroom management (Pearson correlation=0.1544, significance=0.0945).

The analysis revealed that the challenges teachers face significantly relate to resource limitations when they possessed strong skills in differentiated instruction. In contrast, the data did not provide robust support for a significant relationship between these instructional competencies and the challenges of administrative support and classroom management.

TABLE 15. Significant Relationship between the Teachers' Competency and the Challenges towards Inclusive Education for Learners with Disabilities

Teachers' Competency		Challenges towards inclusive education for learners with disabilities		
		Resource Limitations	Administrative Support	Classroom Management
Skills in Differentiated Instruction	r-value	0.1813*	0.2663	0.1544
	p-value	0.0008	0.2381	0.0945
	N	149	149	149
	Analysis	Sig	Not Sig	Not Sig
Proficiency in Behavioral Management	r-value	0.3606	0.4476	0.2380
	p-value	0.0809	0.2506	0.6218
	N	149	149	149
	Analysis	Not Sig	Not Sig	Not Sig
Use of Assistive Device	r-value	0.5830	0.6293	0.4607
	p-value	0.1385	0.0589	0.2864
	N	149	149	149
	Analysis	Not Sig	Not Sig	Not Sig

\*Significant

On the other hand, the relationship of teachers' competency in terms of proficiency in behavioral management was not significant to challenges in terms of resource limitations (Pearson correlation=0.3606, significance=0.0809), to administrative support (Pearson correlation=0.4476, significance=0.2506), and to classroom management (Pearson correlation=0.2380, significance=0.6218).

The results indicated that teachers' behavioral management competencies did not appear to significantly influence the challenges posed by resource limitations, administrative support, or classroom management practices. The lack of significance across all three challenges implied that improvements in teachers' competencies in behavioral management alone may not necessarily mitigate these challenges.

The relationship was also not significant between teachers' belief in terms of use of assistive device, and the challenges in terms of resource limitations (Pearson correlation=0.5830, significance=0.1385), the administrative support (Pearson correlation=0.6293, significance=0.0589), and the classroom management (Pearson correlation=0.4607, significance=0.2864).

This meant that the lack of significance in all three relationships suggests that while there may be some associations between teachers' beliefs and the various challenges they face, these associations were not strong enough to be considered meaningful or reliable. This could imply that other factors not accounted for in the analysis may be influencing teachers' beliefs about assistive device usage. It was also important to consider that the teacher's beliefs may be heavily shaped by contextual variables that were not addressed here.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the Teachers' Competency and the challenges towards inclusive education for learners with disabilities" was accepted, which incited that there was no significant relationship between them. This acceptance implied that the data does not provide sufficient evidence to support the existence of a significant relationship between these two variables. Therefore, it can be concluded that Teachers' Competency did not significantly impact the challenges faced in implementing inclusive education for learners with disabilities, based on the results of the statistical

testing performed. In summary, the findings suggested that improvements in teachers' competency may not correlate with a decrease in challenges related to inclusive education for learners with disabilities.

#### IV. CONCLUSION AND RECOMMENDATIONS

In conclusion, the study's analysis pertaining to Finding 5 had shown that there was no significant relationship between teachers' attitudes and the challenges encountered in inclusive education for learners with disabilities, as indicated by the acceptance of the null hypothesis at a 0.05 level of significance. This outcome suggested that variations in teachers' attitudes do not appear to have a meaningful impact on the challenges faced in implementing inclusive practices. Consequently, any observed interactions between these variables may be attributed to random fluctuations rather than indicative of a genuine relationship. It was essential to consider that while teachers' attitudes were undoubtedly important in shaping educational practices, this particular study indicates that they may not be a primary factor influencing the challenges associated with inclusive education. Further research could explore other dimensions or variables that may interact with or influence these challenges to provide a more comprehensive understanding of the factors impacting inclusive education for learners with disabilities.

The finding 6 of this study underscored the critical role that teachers' beliefs play in shaping the landscape of inclusive education for learners with disabilities. The rejection of the null hypothesis at a significance level of 0.05 indicated a statistically significant relationship between teachers' beliefs and the challenges they encounter in this context. This suggested that the perceptions and attitudes held by educators can influence both their efficacy and the obstacles they face when implementing inclusive practices. These results highlighted the necessity for targeted professional development and support for teachers, aiming to foster positive beliefs and attitudes towards inclusive education. By addressing the underlying beliefs of educators, stakeholders can potentially mitigate the challenges identified in this study, thereby enhancing the educational experiences and outcomes for learners with disabilities. Future efforts should focus on creating a supportive environment that empowers teachers to embrace inclusive education, ultimately facilitating a more equitable and effective educational system for all students.

Lastly, the finding 7 from this study indicated that, at a 0.05 significance level, there is no substantial evidence to reject the null hypothesis regarding the relationship between Teachers' Competency and the challenges faced in inclusive education for learners with disabilities. The acceptance of the null hypothesis suggested that enhancements in teachers' competency did not significantly alleviate the challenges associated with implementing inclusive education. This highlighted the complexity of inclusive education, revealing that factors beyond teacher competency played a critical role in addressing the barriers encountered in this context. Future research may need to explore additional variables and systemic issues that contributed to these challenges to better inform strategies for effectively supporting learners with disabilities in inclusive settings.

The school Head shall implement an ongoing training programs focused on inclusive education strategies, disability awareness, and differentiated instruction to improve their competencies and positively influence their attitudes and beliefs towards learners with disabilities.

The master teacher assigned shall organize a regular training programs for teachers focused on fostering positive attitudes, beliefs, and competencies related to inclusive education.

The teacher shall participate in training sessions focused on assistive technologies and inclusive teaching methodologies to build teachers' skills and confidence in supporting learners with disabilities.

The school shall allocate fund for workshops, seminars, and training programs focused on inclusive education strategies, classroom management, and use of assistive technologies.

The school shall collaborate with government agencies, NGOs, and the community to supplement resources.

The teacher shall participate in targeted training programs focusing on differentiated instruction strategies, especially tailored for learners with disabilities.

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