

Landscaping the Students' Learning Experience and Competencies in TLE Through Inclusive Education

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Abstract—The study analyzed the teachers' perception in teaching TLE in an inclusive education. It determined the extent of inclusive education. It also studied the level of the teacher designed learning experience in TLE and the level of the learners' learning competencies in TLE. It tested the significant relationship between the extent of inclusive education and the teacher designed learning competencies in TLE and the significant relationship between the extent of inclusive education and the learners' learning competencies in TLE. This study employed a descriptive quantitative research design to examine the relationship between TLE teachers' perceptions of inclusive education and their teaching practices in inclusive classrooms, allowing for objective analysis through statistical methods. The respondents consisted of seventy – four purposively selected TLE teachers from the four districts of Laguna who handle inclusive classes. Data were gathered using a researcher-developed 5-point Likert scale questionnaire, which underwent expert validation, revision, and pilot testing to ensure reliability and validity. Statistical tools such as weighted mean and standard deviation were utilized to determine the extent of inclusive education, as well as the levels of learners' experiences and competencies in TLE, with corresponding interpretations based on the Likert scale. From the perspective of the TLE teachers handling inclusive classes, inclusive education is up to a very great extent. The level of the teacher design learning experiences in TLE and the level of the learners' learning competencies were all found to be very high. There is a significant relationship between the extent of inclusive education and the teacher designed learning experience and the learner's learning competencies in TLE. There is a significant relationship between the extent of inclusive education and the teacher designed learning experience and the learners' learning competencies in in TLE which led to the rejection of the null hypothesis. This means that as inclusive practices increase, teacher-designed activities become more meaningful and supportive, which in turn enhances learners' technical skills, practical application, and problem-solving abilities. Through the study, it can be concluded that as Inclusive practices increase, teacher-designed activities become more meaningful and supportive, which in turn enhances learners' technical skills, practical application, and problem-solving abilities. Schools may sustain and strengthen inclusive education practices by providing continuous teacher training on differentiated instruction and diversity-responsive strategies. The school principal may guide and support teachers in designing learning experiences that promote learners' sense of belonging, emotional well-being, lesson relevance, and reflection of growth. TLE teachers may implement learner-centered and inclusive teaching practices that develop learners' technical skills, practical application, and problem-solving abilities. They may also provide authentic and performance-based tasks to further enhance learners' competencies.

Keywords— Inclusive Education, Teacher Designed Learning Experience, Learning Competencies in TLE.

I. INTRODUCTION

The landscape of education has undergone significant transformations in recent years, with a growing emphasis on inclusive education. Inclusive education is an approach that values diversity and promotes the participation of all students, regardless of their abilities, disabilities, language, culture, or socio-economic background. This approach recognizes that every student has the right to quality education and that schools have a responsibility to provide a supportive and inclusive learning environment. As such, inclusive education has become a cornerstone of modern education systems, with many countries incorporating it into their education policies and practices. (Yang et al., 2025)

Inclusive education is not merely a policy mandate but a transformative framework that reshapes students' learning experiences and competency development. By fostering environments where diversity is normalized and respected, inclusive classrooms provide students with opportunities to interact with peers from varied backgrounds, thereby enhancing empathy, collaboration, and social awareness. Research indicates that such environments positively influence not only academic outcomes but also the development of social and emotional competencies essential for lifelong learning (Ainscow, Booth, & Dyson, 2019; Florian & Black-Hawkins, 2018).

Moreover, inclusive education enables students with disabilities and other learning needs to actively participate in mainstream learning contexts, supporting the development of both academic skills and social integration alongside their peers. However, as observed by the researcher and supported by existing literature, the effective implementation of inclusive education presents significant challenges. Teachers are often required to modify instructional strategies, assessment methods, and classroom management practices to address diverse learning needs—demands that can be particularly difficult in contexts with limited resources, large class sizes, or insufficient professional support (Sharma, Loreman, & Forlin, 2020).

In the context of Technology and Livelihood Education, learners' competencies are central to shaping meaningful and relevant learning experiences. TLE competencies encompass the development of practical skills, technical knowledge, work ethics, safety practices, and entrepreneurial mindset that reflect real-world application and industry standards (Guiquing, 2024). These competencies require hands-on engagement, problem-solving, collaboration, and

performance-based assessment to ensure that learning is authentic and skills-oriented. Furthermore, the successful development of these competencies within inclusive classrooms depends on teachers' competence and positive attitudes toward inclusive education, which significantly influence how instruction is differentiated and how diverse learners are supported (Cabigas & Silor, 2025). Thus, integrating inclusive strategies in TLE ensures that all students, regardless of ability or background, can meaningfully acquire and demonstrate essential competencies for lifelong learning and future employment.

In light of these considerations, this study aims to analyze the landscape of inclusive education and its impact on learning experiences and competencies. The study will explore the current state of inclusive education, including its strengths, challenges, and opportunities, and examine the effects of inclusive education on academic achievement, social skills, and emotional well-being. By doing so, this study hopes to contribute to the growing body of research on inclusive education and provide insights that can inform education policy and practice.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The study aimed to analyze the teachers' perception in teaching TLE in an inclusive education.

Particularly, this study sought answer to the following question:

1. What is the extent of inclusive education in terms of:
 - 1.1 Empowering learners;
 - 1.2 Providing Equal opportunities;
 - 1.3 Unlocking potential; and
 - 1.4 Embracing diversities?
2. What is the level of the teacher designed learning experience in TLE in terms of:
 - 2.1 Sense of belonging;
 - 2.2 Emotional well-being;
 - 2.3 Relevance; and
 - 2.4 Reflection of growth?
3. What is the level of the learners' learning competencies in TLE is terms of:
 - 3.1 Technical skill mandatory;
 - 3.2 Practical application; and
 - 3.3 Problem solving?
4. Is there a significant relationship between the extent of inclusive education and the teacher designed learning experience in TLE?
5. Is there a significant relationship between the extent of inclusive education and the learner's learning competencies in TLE?

II. METHODOLOGY

The study employed a descriptive quantitative research design to examine the relationship between TLE teachers' perceptions of inclusive education and their teaching practices in inclusive classrooms, allowing for objective analysis through statistical methods. The respondents consisted of seventy – four purposively selected TLE teachers from the

four districts of Laguna who handle inclusive classes. Data were gathered using a researcher-developed 5-point Likert scale questionnaire, which underwent expert validation, revision, and pilot testing to ensure reliability and validity. Statistical tools such as weighted mean and standard deviation were utilized to determine the extent of inclusive education, as well as the levels of learners' experiences and competencies in TLE, with corresponding interpretations based on the Likert scale.

III. RESULTS AND DISCUSSION

This part discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions analyze the teachers' perception in teaching TLE in an inclusive education and its' relevance to teacher designed learning experience and learners' competencies.

Extent of Inclusive Education

In this study, the extent of inclusive education was described in terms of empowering learners, providing equal opportunities, unlocking potential and embracing diversities and was determined by mean and standard deviation.

The following tables discussed how teachers ensure that every students have equal access to quality education by equipping them with knowledge and skills to take control of their learning.

The extent of Inclusive Education in terms of empowering learners is shown in Table 1. It shows that the respondents strongly agree that teacher promotes a classroom environment where all learners feel respected and valued (M = 4.70; SD = 0.46). The mean and standard deviation (M = 4.35; SD = 0.72) also suggest that the teacher uses differentiated instruction in TLE classes to help every student feel empowered in their learning journey.

A weighted mean of 4.54 means that the extent of inclusive education in terms of empowering learners has a very high extent. This finding means inclusive education effectively empowers learners to participate, develop confidence, and access learning opportunities regardless of their differences.

Table 1. Extent of Inclusive Education in terms of Empowering Learners

Statements	Mean	SD	Remarks
The teacher...			
feels confident that the teaching methods empower all TLE learners, including those with special educational needs.	4.50	0.50	Strongly Agree
provides opportunities for TLE students with diverse abilities to take leadership roles in the classroom.	4.65	0.48	Strongly Agree
uses differentiated instruction in TLE classes to help every student feel empowered in their learning journey.	4.35	0.73	Strongly Agree
provides feedback that encourages self-reflection and improvement among all learners.	4.50	0.62	Strongly Agree
promotes a classroom environment where all learners feel respected and valued.	4.70	0.46	Strongly Agree
Weighted Mean	4.54		
SD	0.58		
Verbal Interpretation			To a Very Great Extent

The extent of Inclusive Education in terms of providing equal opportunities is shown in Table 2. It shows that the teacher respondents strongly agree that they make necessary adjustments to tasks or tools so every student can engage fully in class (M = 4.39; SD = 0.87). A mean and standard deviation (M = 3.74; SD = 1.23) also suggests that the teacher treats all learners fairly, regardless of gender, disability, or socio-economic background.

Table 2. Extent of Inclusive Education in terms of Providing Equal Opportunities

Statements	Mean	SD	Remarks
The teacher...			
ensures all students in TLE class have fair and equal access to learning resources and practical activities.	4.23	0.75	Strongly Agree
treats all learners fairly, regardless of gender, disability, or socio-economic background.	3.74	1.23	Agree
makes sure that assessments are fair and accommodates diverse learner needs.	3.88	1.21	Agree
provides equal chances for students to participate in hands-on TLE activities.	4.32	1.00	Strongly Agree
makes necessary adjustments to tasks or tools so every student can engage fully in class.	4.39	0.87	Strongly Agree
Weighted Mean	4.11		
SD	1.06		
Verbal Interpretation	To a Very Great Extent		

A weighted mean of 4.11 means that the extent of inclusive education in terms of providing equal opportunities is up to a high extent. This means that inclusive education gives learners fair access to learning resources, participation, and educational support regardless of their differences.

The extent of inclusive education in terms of unlocking potential is shown in Table 3. It shows that respondents strongly agree that teacher Applies teaching strategies in TLE that are effective at identifying and developing the hidden potential of all students (M = 4.66; SD = 0.64). It also shows that the teachers strongly agree that they provide opportunities for students to apply real-life skills that build their confidence (M = 4.35; SD = 0.80).

Table 3. Extent of Inclusive Education in terms of Unlocking Potential

Statements	Mean	SD	Remarks
The teacher...			
applies teaching strategies in TLE that are effective at identifying and developing the hidden potential of all students.	4.66	0.64	Strongly Agree
uses assessment methods that effectively evaluate the skills of students with special needs in TLE class.	4.55	0.81	Strongly Agree
believes that every TLE student has unique potential that can be unlocked with the right support and resources.	4.35	0.80	Strongly Agree
recognizes and nurtures the unique strengths of each learner in my class.	4.35	0.80	Strongly Agree
provides opportunities for students to apply real-life skills that build their confidence.	4.35	0.80	Strongly Agree
Weighted Mean	4.45		
SD	0.78		
Verbal Interpretation	To a Very Great Extent		

A weighted mean of 4.45 suggest that the extent of inclusive education in terms of unlocking potential is up to a very high extent. This means that learners are highly

supported through inclusive practices that help them develop their abilities, maximize their strengths, and reach their full potential regardless of their diverse needs and backgrounds.

Table 4. Extent of Inclusive Education in terms of Embracing Diversities

Statements	Mean	SD	Remarks
The teacher...			
actively promotes a classroom environment that celebrates the diverse backgrounds and abilities of all TLE students.	3.85	0.87	Agree
adjusts teaching methods in TLE to meet the needs of students from various cultural and learning backgrounds.	4.26	0.81	Strongly Agree
believes that diversity in the TLE classroom enriches the learning experience for all students.	4.30	0.82	Strongly Agree
promotes respect and appreciation for different beliefs, customs, and traditions in the classroom.	3.93	0.99	Agree
encourages students to work collaboratively with peers from different backgrounds.	4.01	0.86	Agree
Weighted Mean	4.07		
SD	0.89		
Verbal Interpretation	To a Great Extent		

The extent of Inclusive Education in terms of embracing diversities is shown in Table 4. It shows that the respondents strongly agree that teacher believes that diversity in the TLE classroom enriches the learning experience for all students (M = 4.30; SD = 0.81). A mean and a standard deviation 3.93 also suggest that the respondents also agree that teachers promote respect and appreciation for different beliefs, customs, and traditions in the classroom.

A mean of 4.07 implies that the extent of inclusive education in terms of embracing diversities up to a high extent. This means that learners' differences in abilities, backgrounds, and needs are generally recognized, respected, and accommodated through inclusive teaching practices and supportive learning environments.

Level of the Teacher Designed Learning Experience in TLE

In this study, the level of the teacher designed learning experience in TLE in terms of sense of belonging, relevance, and reflection of growth were determined by mean and standard deviation.

The following tables discussed how teachers designed their instructions in order to create a learning experience specifically designed to the learners.

The level of the teacher designed learning experience in TLE in terms of sense of belonging is shown in Table 5.

It shows that the respondents strongly agree that the teacher actively ensures that no student feels left out during group work or class activities. It also shows that the respondents strongly agree that teacher ensures all students in TLE class feel that they are valued and accepted in the group.

The level of the teacher designed learning experience in TLE in terms of sense of belonging is shown in Table 5. It shows that the respondents strongly agree that the teacher actively ensures that no student feels left out during group work or class activities as supported by a mean of 4.46 and a standard deviation of 0.68. It also shows that the respondents strongly agree that teacher ensures all students in TLE class

feel that they are valued and accepted in the group (M = 4.22; SD = 0.81).

Table 5. Level of the Teacher Designed Learning Experience in TLE in Terms of Sense of Belonging

Statements	Mean	SD	Remarks
The teacher...			
creates a sense of belonging among all TLE students, including those with different learning needs.	4.32	0.84	Strongly Agree
ensures all students in TLE class feel that they are valued and accepted in the group.	4.22	0.81	Strongly Agree
encourages teamwork and collaboration among all students in TLE class to foster a sense of community.	4.32	0.84	Strongly Agree
actively ensures that no student feels left out during group work or class activities.	4.46	0.68	Strongly Agree
makes students feel safe expressing their ideas and opinions in class discussions.	4.35	0.67	Strongly Agree
Weighted Mean	4.33		
SD	0.78		
Verbal Interpretation	Very High		

A weighted mean of 4.34 means that the level of the teacher designed learning experience in TLE in terms of sense of belonging is very high. This implies that teachers effectively create inclusive and supportive learning environments where students feel accepted, valued, and connected within the classroom.

The level of the teacher designed learning experience in TLE in terms of emotional well-being is shown in Table 6. It shows that the respondents strongly agree that the teacher collaborates with other teachers or counselors to address students' emotional needs (M = 4.41; SD = 0.68). A weighted mean and a standard deviation of (M = 4.27; SD = 0.76) also shows that the respondents strongly agree that the teacher provides a safe and supportive learning environment where TLE students feel comfortable expressing their emotions.

Table 6. Level of Teacher Designed Learning Experience in TLE in terms of Emotional Well-Being

Statements	Mean	SD	Remarks
The teacher...			
actively monitors the emotional well-being of all TLE students, especially those who may struggle in a diverse classroom.	4.32	0.77	Strongly Agree
provides a safe and supportive learning environment where TLE students feel comfortable expressing their emotions.	4.27	0.76	Strongly Agree
believes that a positive emotional state is critical for a student's learning success in TLE.	4.27	0.76	Strongly Agree
collaborates with other teachers or counselors to address students' emotional needs.	4.41	0.68	Strongly Agree
believes that emotional well-being impacts students' academic performance.	4.35	0.67	Strongly Agree
Weighted Mean	4.32		
SD	0.73		
Verbal Interpretation	Very High		

A mean of 4.32 denotes that the level of the teacher designed learning experience in TLE in terms of emotional well-being is very high. This implies that teachers effectively create supportive learning environments that help students feel safe, motivated, and emotionally supported during the learning process.

The level of the teacher designed learning experience in TLE in terms of relevance is shown in Table 7. It shows that the respondents strongly agree that the teacher uses a variety of teaching materials that are relatable and meaningful for a diverse group of TLE students. The respondents also strongly agree that the teacher ensures students in TLE class understand how the skills they learn will be useful in the real world.

Table 7. Level of the Teacher Designed Learning Experience in TLE in Terms of Relevance

Statements	Mean	SD	Remarks
The teacher...			
makes TLE lessons relevant to the lives and career goals of all my students.	4.31	0.65	Strongly Agree
ensures students in TLE class understand how the skills they learn will be useful in the real world.	4.21	0.81	Strongly Agree
uses a variety of teaching materials that are relatable and meaningful for a diverse group of TLE students.	4.45	0.68	Strongly Agree
ensures students with special needs benefit academically from being included in regular TLE classes.	4.31	0.66	Strongly Agree
provides opportunities for students of diverse needs to participate meaningfully.	4.31	0.66	Strongly Agree
Weighted Mean	4.32		
SD	0.70		
Verbal Interpretation	Very High		

A weighted mean of 4.32 signifies that the level of the teacher designed learning experience in TLE in terms of relevance is very high. This means that learning activities and lessons provided by teachers are closely connected to students' real-life experiences, interests, and practical skills development.

Table 8. Level of the Teacher Designed Learning Experience in TLE in Terms of Reflection of Growth

Statements	Mean	SD	Remarks
The teacher...			
uses assessment methods that effectively measure the individual growth and progress of each TLE student.	4.50	0.62	Strongly Agree
provides regular and constructive feedback that helps TLE students with different abilities understand their growth.	4.50	0.62	Strongly Agree
helps students reflect on their own learning journey and recognize their personal achievements in TLE.	4.46	0.68	Strongly Agree
regularly reflects on students' progress to adjust the teaching strategies.	4.60	0.68	Strongly Agree
believes that students in inclusive education settings are growing holistically (academically, socially, emotionally).	4.46	0.68	Strongly Agree
Weighted Mean	4.50		
SD	0.66		
Verbal Interpretation	Very High		

Table 8 shows the level of the teacher designed learning experience in TLE in terms of reflection of growth. A mean and a standard deviation (M = 4.59; SD = 0.68) shows that the respondents strongly agree the teacher regularly reflects on students' progress to adjust the teaching strategies. It also shows that the teacher strongly agree that they help students

reflect on their own learning journey and recognize their personal achievements in TLE (M = 4.46; SD = 0.68).

A mean (M = 4.50) shows that the level of the teacher designed learning experience in TLE in terms of reflection of growth is very high. This indicates that teachers effectively provide opportunities for students to assess their learning progress, recognize their improvements, and reflect on their personal and academic development.

Level of the Learners Learning Competencies in TLE

In this study, the level of the learners' learning competencies in TLE in terms of technical skills mandatory, practical application, and problem solving, were determined by mean and standard deviation.

The following tables discussed how teachers ensure that the learners are 21st century skills capable. The level of the learners learning competencies in TLE in terms of technical skill mandatory is shown in Table 9.

It shows that the respondents strongly agree that teacher ensures that all students, regardless of ability, can acquire the essential technical skills in TLE. The respondents agree that the teacher observes growth in the confidence of inclusive students when performing technical tasks.

The level of the learners learning competencies in TLE in terms of technical skill mandatory is shown in Table 9. It shows that the respondents strongly agree that teacher ensures that all students, regardless of ability, can acquire the essential technical skills in TLE as reflected in (M = 4.28; SD = 0.73). The respondents agree that the teacher observes growth in the confidence of inclusive students when performing technical tasks (M = 4.04; SD = 1.12).

A weighted mean of 4.15 implies that the level of the learners learning competencies in TLE in terms of technical skill mandatory is high. This means that learners are generally able to demonstrate the required technical skills and apply practical knowledge effectively in performing tasks related to Technology and Livelihood Education.

Table 9. Level of the Learners Learning Competencies in TLE is terms of Technical Skill Mandatory

Statements	Mean	SD	Remarks
The teacher...			
ensures that all students, regardless of ability, can acquire the essential technical skills in TLE.	4.28	0.73	Strongly Agree
adapts practical TLE activities to accommodate students with different physical and cognitive abilities.	4.08	1.04	Agree
feels confident to teach and assess technical skills in a diverse TLE classroom.	4.12	1.11	Agree
observes growth in the confidence of inclusive students when performing technical tasks.	4.04	1.12	Agree
assists students with special needs improve their technical skills over time with proper support.	4.22	1.06	Agree
Weighted Mean	4.15		
SD	1.02		
Verbal Interpretation	High		

The level of the learners learning competencies in TLE is terms of practical application is shown in Table 10. It shows that the respondents strongly agree that the teacher helps

students with special needs apply their TLE knowledge in practical projects (M = 4.31; SD = 0.84). A mean and a standard deviation (M = 4.07; SD = 0.86) shows that respondents agree that they connect TLE theory to practical application, regardless of the students learning style.

Table 10. Level of the Learners Learning Competencies in TLE is terms of Practical Application

Statements	Mean	SD	Remarks
The teacher...			
provides opportunities for all students to apply TLE concepts in real-world scenarios.	4.24	0.77	Strongly Agree
helps students with special needs apply their TLE knowledge in practical projects.	4.31	0.84	Strongly Agree
connects TLE theory to practical application, regardless of the students learning style.	4.07	0.86	Agree
observes that inclusive students complete practical tasks with confidence and independence.	4.24	0.77	Strongly Agree
provides modifications or supports to help inclusive students apply TLE skills practically.	4.24	0.77	Strongly Agree
Weighted Mean	4.22		
SD	0.81		
Verbal Interpretation	Very High		

A weighted mean of 4.22 denotes that the level of the learners learning competencies in TLE is terms of practical application is very high. This means that learners are highly capable of applying the knowledge and skills they learned in class to real-life tasks and practical situations.

The level of the learners learning competencies in TLE is terms of problem solving is shown in Table 11. It shows that the respondents strongly agree that the teacher uses teaching strategies that promote critical thinking and independent problem-solving among diverse learners in TLE (M = 4.45; SD = 0.68). It also shows that the teachers agree that they provide appropriate support to help students with learning challenges overcome problems in TLE projects (M = 4.11; SD = 1.02).

Table 11. Level of the Learners Learning Competencies in TLE is terms of Problem Solving

Statements	Mean	SD	Remarks
The teacher...			
encourages all the TLE students to develop their problem-solving skills through hands-on activities.	4.15	0.85	Agree
uses teaching strategies that promote critical thinking and independent problem-solving among diverse learners in TLE.	4.45	0.68	Strongly Agree
provides appropriate support to help students with learning challenges overcome problems in TLE projects.	4.11	1.02	Agree
observes when students troubleshoot equipment or tool-related issues independently.	4.13	0.94	Agree
observes students with special needs demonstrate the ability to identify problems during TLE tasks.	4.24	0.77	Strongly Agree
Weighted Mean	4.22		
SD	0.87		
Verbal Interpretation	Very High		

A weighted mean of 4.22 implies that the level of the learners learning competencies in TLE is terms of problem

solving is very high. This means that learners are highly capable of analyzing situations, identifying possible solutions, and applying appropriate strategies to effectively resolve practical and technical problems.

Significant Relationship Between the Extent of Inclusive Education and the Teacher Designed Learning Experience in TLE

Applying Pearson Correlation Coefficient using Minitab 14, the significant relationship between the extent of inclusive education and the teacher designed learning experience in TLE is shown in Table 12. The results include Pearson correlation coefficients (r-values), p-values, and sample size (N=74) for each relationship.

The extent of inclusive education and the teacher designed learning experience in TLE was revealed to have significant relationship as shown in the above table. All obtained p-values are lower than 0.05 level of significance which confirms its significance. This implies that teachers play an important role in creating learning activities that accommodate the diverse needs, abilities, and backgrounds of students. When teachers design inclusive learning experiences, they help ensure that all learners are given equal opportunities to participate, develop practical skills, and achieve meaningful learning outcomes.

Table 12. Significant Relationship Between the Extent of Inclusive Education and the Teacher Designed Learning Experience in TLE

Inclusive Education		Teacher Designed Learning Experience in TLE			
		Technical mandatory	skill application	Practical application	Problem solving
Empowering learners	Pearson Correlation	0.542*	0.614*	0.626*	
	Sig. (2-tailed)	.000	.000	.000	
	N	74	74	74	
Providing opportunities	Equal Pearson Correlation	0.236*	0.231*	0.243*	
	Sig. (2-tailed)	.046	.048	.037	
	N	74	74	74	
Unlocking potential	Pearson Correlation	0.634*	0.647*	0.659*	
	Sig. (2-tailed)	.000	.000	.000	
	N	74	74	74	
Embracing diversities	Pearson Correlation	0.640*	0.709*	0.703*	
	Sig. (2-tailed)	.000	.000	.000	
	N	74	74	74	

Note * p < .05

Significant Relationship Between the Extent of Inclusive Education and the Learner’s Learning Competencies in TLE

In this study, the significant relationship between the extent of inclusive education and the learner’s learning competencies in TLE were analyzed applying Pearson Correlation Coefficient using Minitab 13.

The correlation between the extent of inclusive education and the learner’s learning competencies in TLE is presented in Table 13. The results include Pearson correlation coefficients (r-values), p-values, and sample size (N=74) for each relationship.

Table 13. Significant Relationship Between the Extent of Inclusive Education and the Learner’s Learning Competencies in TLE

Inclusive Education		Learner’s Learning Competencies in TLE			
		Technical mandatory	skill application	Practical application	Problem solving
Empowering learners	Pearson Correlation	0.542*	0.614*	0.626*	
	Sig. (2-tailed)	.000	.000	.000	
	N	74	74	74	
Providing opportunities	Equal Pearson Correlation	0.236*	0.231*	0.243*	
	Sig. (2-tailed)	.046	.048	.037	
	N	74	74	74	
Unlocking potential	Pearson Correlation	0.634*	0.647*	0.659*	
	Sig. (2-tailed)	.000	.000	.000	
	N	74	74	74	
Embracing diversities	Pearson Correlation	0.640*	0.709*	0.703*	
	Sig. (2-tailed)	.000	.000	.000	
	N	74	74	74	

Note * p < .05

The extent of inclusive education and the teacher designed learning experience in TLE was revealed to have significant relationship as shown in the above table. All obtained p-values are lower than 0.05 level of significance which confirms its significance. This signifies that the extent to which inclusive education is implemented is closely associated with how teachers design learning experiences in TLE. As inclusive practices increase, teachers are more likely to create learning activities that promote a sense of belonging, support learners’ emotional well-being, ensure relevance of tasks, and allow students to reflect on their growth, thereby enhancing the overall quality of the learning experience.

IV. CONCLUSION AND RECOMMENDATIONS

There is a significant relationship between the extent of inclusive education and the teacher designed learning experience in TLE which led to the rejection of the null hypothesis. This means that inclusive education fosters sense of belonging, emotional well-being, relevance, and reflection of growth as part of the learning experience in TLE designed by their teachers.

There is a significant relationship between the extent of inclusive education and the learner’s learning competencies in TLE leading to the rejection of the null hypothesis. This signifies that learner’s learning competencies such as technical skills, practical application, and problem solving, are all fostered in an inclusive classroom.

Based on the findings presented from the previous chapter, the following recommendations are proposed:

School principals may strengthen inclusive education by sustaining continuous teacher training on differentiated instruction and diversity-responsive strategies, while providing regular monitoring, adequate resources, and professional development opportunities. These efforts can guide teachers in designing inclusive learning experiences that promote learners’ sense of belonging, emotional well-being, lesson relevance, and opportunities for reflection and growth,

ensuring equitable access and meaningful participation for all learners.

TLE teachers may strengthen inclusive education by implementing learner-centered and differentiated teaching practices that promote belonging, emotional well-being, relevance, and reflective growth. Through collaboration with fellow teachers, the use of authentic and performance-based tasks, real-world applications, and consistent feedback, they can enhance learners' technical skills, practical knowledge, and problem-solving abilities while ensuring equitable opportunities for all students to develop and demonstrate their competencies.

Future researchers may expand this study by including a larger and more diverse sample and exploring additional factors such as school resources, leadership support, and learners' perspectives. They may also use mixed-methods or qualitative approaches for deeper insights and conduct longitudinal studies to examine the long-term impact of

inclusive education on learners' competencies and development.

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