



Attitudes of Elementary Teachers Towards Inclusive Education of Learners with Special Education Needs in a Public School

Michelle B. Jugan¹, Niña Rozanne T. Delos Reyes², Joseph C. Pepito, Jr.³, Reylan G. Capuno⁴, Lilibeth C. Pinili⁵, Ann Frances P. Cabigon⁶, Regina E. Sitoy⁷, Irene O. Mamites⁸

¹⁻⁸Cebu Technological University-Main Campus,

M.J. Cuenco Ave, Cor R. Palma Street, 6000 Cebu, Philippines

*Corresponding Author - Michelle B. Jugan (barnajamichelle205@gmail.com)

<https://orcid.org/0009-0002-8805-4670>

Abstract

This study examined the inclusion teachers' attitudes towards inclusive education in the public schools of Liloan District, Cebu Province Division. A descriptive-correlational design was utilized to collect data from purposively sampled 30 elementary teacher respondents through the M-STATIC structured questionnaire. Most teachers were experienced females aged 34-43 years, married with some graduate studies. They had 1-5 years of teaching experience in inclusion yet only 1-2 inclusive education training sessions. Results found teachers generally supported inclusive philosophies and recognized social benefits but had concerns regarding training, resources, and support. While philosophically positive, worries existed about the support and resources needed in the classrooms. Pearson's r correlations and one-way ANOVA found no significant relationships between demographic profiles and attitudes. Based on these findings, a Teacher Inclusion Support Plan was recommended and customized for each school to enhance the long-term implementation of high-quality inclusion practices through ongoing, evidence-driven capacity building and professional development.

Keywords: Descriptive Correlational, Intervention Plan, Inclusion, Purposive Sampling, Teacher Attitudes, Special Education, Professional Development, Liloan, Cebu, Philippines

1. Introduction

The core philosophy of inclusive education emphasizes the right of all children to learn together in regular classrooms, without discrimination or segregation based on their diverse learning needs and profiles. Notably, the key factor in achieving inclusion was the teacher's attitude, because



positive perspectives promoted the acceptance of different learners (Linder et al., 2023). However, teachers' views were shaped by their training and support systems.

Further, related studies had previously shown that demographics, self-efficacy, cultural context, and implementation challenges significantly affected attitudes (Dorji et al. 2021; Yada et al. 2022; Faragher et al. 2021). Consequently, international studies emphasized the need to address underlying factors through tailored professional development to cultivate a positive mindset (Crispel & Kasperski 2021; Yada & Alnahdi 2021). Similarly, in the Philippines, barriers such as class sizes, inadequate cooperation and pre-service preparation had a negative impact (Ness & Rosales 2021, Simon et al. 2022, Am & Martin 2021). The relevant local studies subsequently repeated these themes. Indeed, Gonzaga et al. (2024) and Cagalitan et al. (2023) had identified training needs and resource constraints that shaped experiences in Cebu. Likewise, Aldabas (2021) emphasized the need for comprehensive and evidence-based strategies in examining the school community.

Clearly, understanding the attitudinal nuances of different educators was vitally important to establishing a unified, equitable, and high-quality system through multi-faceted programs that addressed the obstacles highlighted in previous research. This study aimed to provide data to strengthen positive perspectives on inclusion and propose intervention plans which may be applied locally, or across regions.

2. Methods

2.1. Theoretical Framework

This study drew from several relevant theories and legal frameworks, as shown in Figure 1. Notably, the Theory of Planned Behavior posited that intention, shaped by attitude, subjective norms, and perceived behavioral control, strongly predicted behaviors related to inclusion (Dalila et al., 2020). Accordingly, this suggested teachers' intentions towards inclusion at Liloan District were influenced by their attitudes, beliefs about social expectations, and self-efficacy implementing practices.

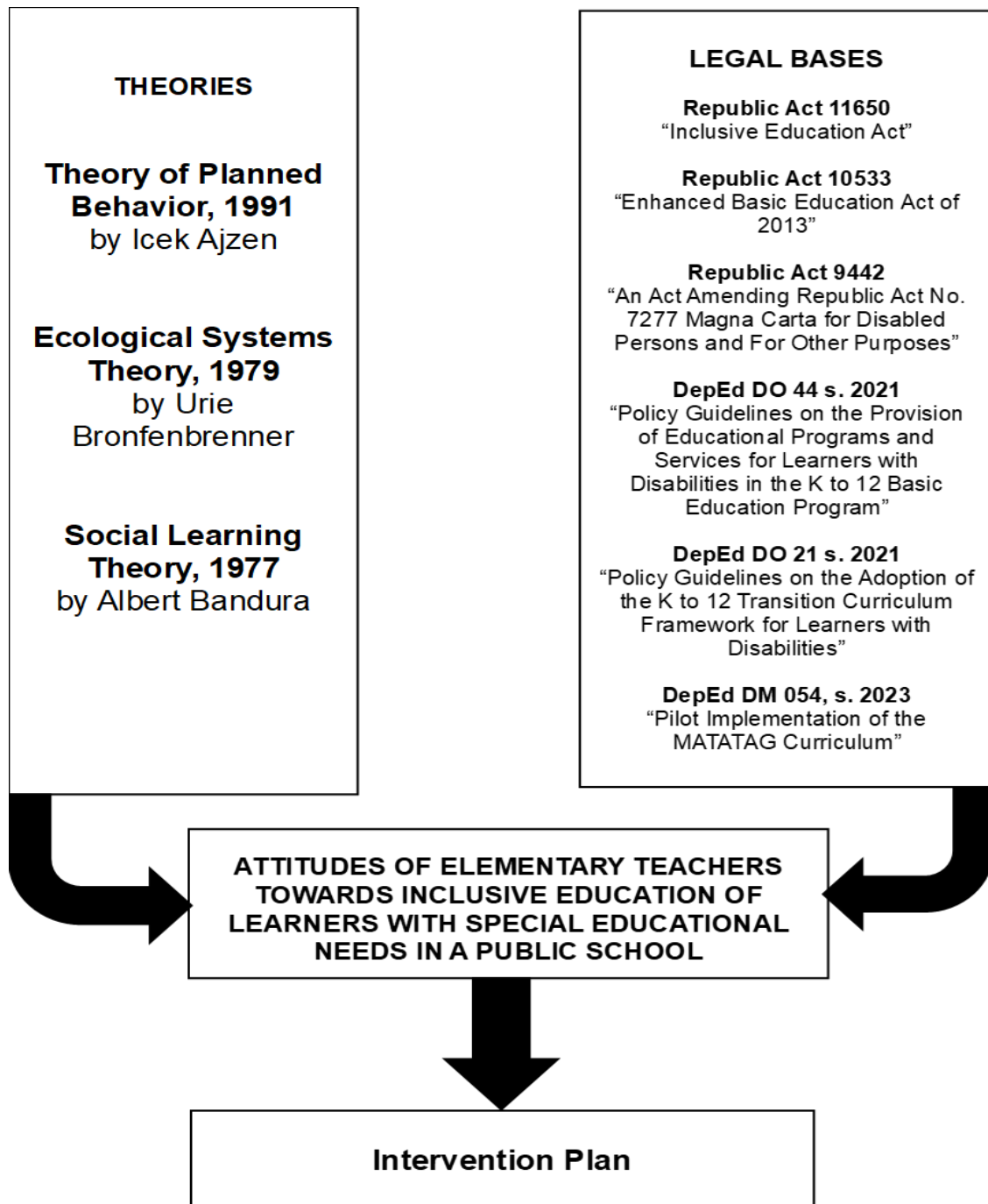


Figure 1. Theoretical Framework



Moreover, Bronfenbrenner's Ecological Systems Theory viewed human development as affected by various environmental systems (El Zaatari & Maalouf, 2022). Anderson and Boyle's (2014) adapted model for inclusive education research considers impacts at micro to macro levels. Consequently, this study examined factors within teachers' immediate environments, as well as relationships between systems—elucidating challenges and opportunities for inclusion.

Similarly, Bandura's Social Learning Theory from 1977 proposed behaviors develop through observational learning and environmental reinforcement (Bandura, 1977). Hence, this study explored how modeling, imitation and social dynamics shape views on inclusion at Liloan District (Bandura, 1977; Farooqui et al., 2023).

Notably, laws like the Inclusive Education Act (RA11650), Enhanced Basic Education Act (RA10533), and DepEd policies aimed to uphold rights to equitable education (Save the Children, 2022; Weiss et al., 2021). Therefore, the study assessed how implementation aligned with goals by investigating teacher attitudes. Lessons from perspectives can reinforce nationwide efforts through targeted solutions.

Collectively, these theories, laws, and policies provide applicable framework for comprehensively understanding multifaceted influences on teacher perspectives, while highlighting linkages between theory, policy and practice reality. Recommendations grounded in empirical insights accordingly facilitate constructive changes about inclusion practices.

2.2. IPO Model

This study followed the Input-Process-Output model, as shown in Figure 2, to examine relationships between teacher characteristics and attitudes toward inclusion at Liloan District. As input, a demographic questionnaire and Modified STATIC survey were administered to 30 purposively sampled teachers to collect data on variables like age, experience, training, and perspectives on inclusion's advantages/disadvantages, philosophy, professional issues, and logistics.

Then, the process began with obtaining approvals and distributing tools. Responses were coded and entered into SPSS for analysis. Descriptive statistics described teacher characteristics, while inferential tests examined correlations between factors and differences in mean attitude scores across subgroups.

Key findings on the most influential variables were identified by synthesizing results with the local context. This influenced the development of an evidence-based Teacher Inclusion Support Plan as output. Establishing pre-post assessments would evaluation impact over time.

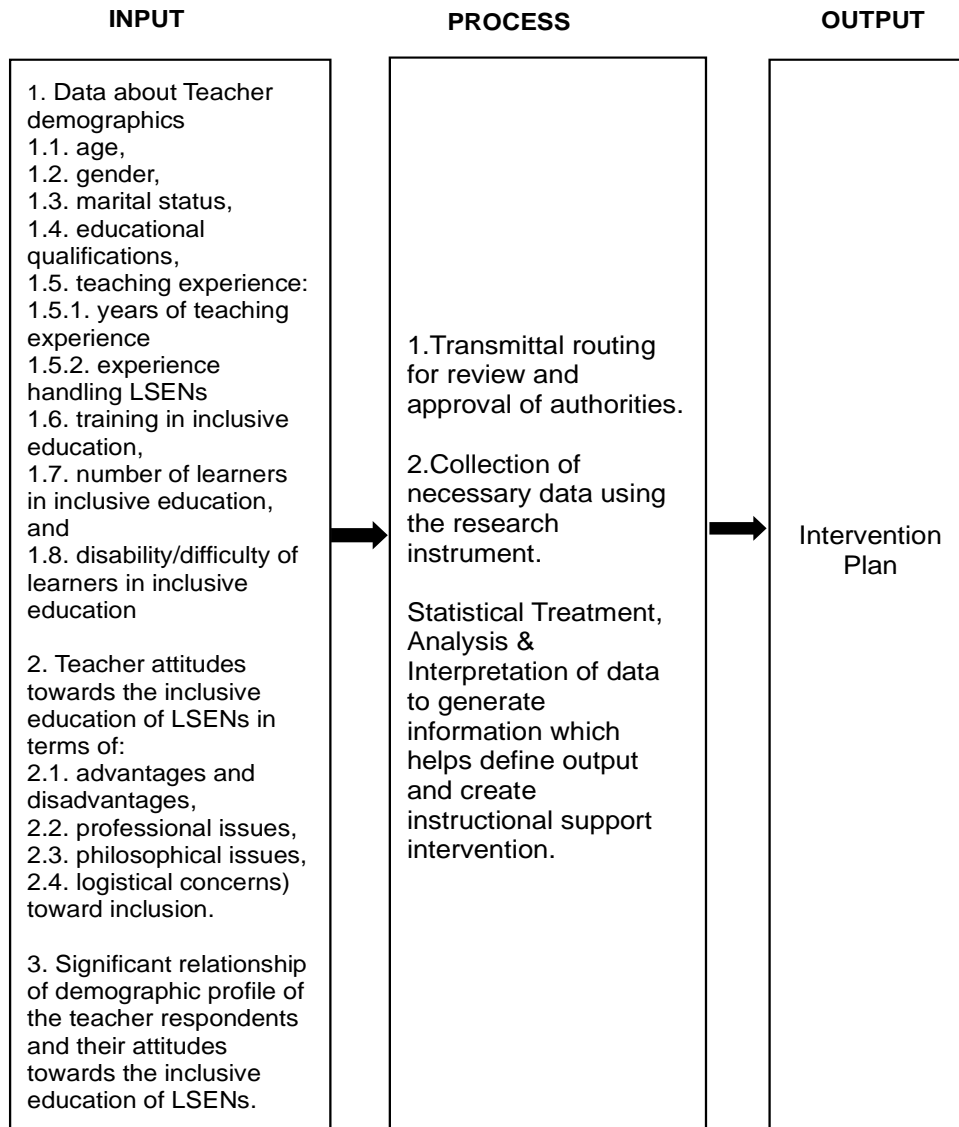


Figure 2. IPO Model

The goal of this study was not only to identify statistically significant relationships, but also translate the findings into a targeted, multi-faceted intervention plans. Continuous monitoring and refinement would ensure the plan adequately addressed identified issues and fostered lasting positive changes in attitudes and practices toward inclusion at the school level.



2.3. Design

This study utilized a descriptive correlational research design to describe elementary teachers' attitudes towards inclusion of learners with special needs at Liloan District. This design allowed for quantitative description of participant characteristics and identification of relationships between variables. Data was collected using a structured survey adapted from Cochran's (1997) Scale of Teachers' Attitudes Toward Inclusion (STATIC). This modified version, called the Modified STATIC, measured attitudes across four factors: perceived advantages/disadvantages, professional issues, philosophical issues, and logistical concerns. Descriptive statistics provided profiles of participants, while inferential statistics such as Pearson correlation and ANOVA identified significant relationships between variables. By exploring links between teacher profiles and determinants of attitudes, this design addressed the research problems through empirical identification and presentation of relationships between factors. The results aim to support stakeholders like Liloan District in enhancing inclusion through an evidence-based intervention plan fostering positive perspectives.

3. Results

The study examined the profiles and attitudes of purposively selected 30 inclusion teachers from four public schools in Liloan District, Division of Cebu Province, Philippines. Descriptive analysis showed the teachers had diverse demographic characteristics, with most aged 34-43 years, married, and graduate-level qualifications. However, the vast majority, 27 among the 30 inclusion teachers, had only 1-5 years of experience teaching learners with special needs and 1-2 training sessions in inclusion. This indicated inclusion practices were a recent adoption and professional development was still introductory.

Regarding attitudes, teachers expressed positive views across most factors measured, recognizing social benefits and philosophically embracing inclusive principles. However, concerns remained around practical impacts and logistical supports needed. While no relationships were found between demographics and attitudes, indicating common philosophical ground, continued efforts are needed to strengthen implementation of inclusion in practice given the teachers' limited experience and introductory training to date.

Specifically, as inclusion practices evolve and expand, targeted professional development, classroom-based experience, smaller class sizes and stronger support systems are required. This requirement includes equipping schools with assistive technologies, hiring more qualified teaching personnel, procuring materials and approving budgets to meet the diverse needs of students as their profiles continue to evolve.



Addressing known logistical barriers through strategic planning on a macro level maintains positive environments (least restrictive environment) and quality inclusive education outcomes. Continuous professional development tailored to each teachers' evolving needs also prevents increased burnout risks as educational reforms like RA11650 expand in scope.

Overall, while consistent foundations for attitudes exist, priorities centered on maximizing inclusion teacher capacities, translating inclusive philosophy into feasible long-term practices, and sustaining this quality inclusion through strengthened multi-level supports addressing perceived impacts to the stakeholders-school, workforce, and the students with disabilities. This ensured all learners will benefit fully from the inclusive education reforms.

4. Discussion and Conclusion

4.1. Discussion

4.1.1. Profile of the Respondents

Presented below were the profile of the 30 teacher respondents which provided insights into their diversity of demographic characteristics, training experiences with inclusion, typical class profiles involving learners with special needs, and the learners' respective disabilities.

4.1.1.1. Age and Gender

Table 1 presented the study sample which consisted of 30 teacher respondents, with the vast majority (93.33%) being female teachers distributed across age ranges categorized in 5-year intervals from 24 to over 54 years old. Over half (53.33%) of teachers were aged 34-43 years old.

Table 1
Age and Gender of the Respondents

| Age (in years) | Female | | Male | | Total | |
|----------------|--------|-------|------|------|-------|--------|
| | f | % | f | % | f | % |
| 54 and above | 4 | 13.33 | 0 | 0.00 | 4 | 13.33 |
| 44-53 | 6 | 20.00 | 0 | 0.00 | 6 | 20.00 |
| 34-43 | 11 | 36.67 | 1 | 3.33 | 12 | 40.00 |
| 24-33 | 7 | 23.33 | 1 | 3.33 | 8 | 26.67 |
| Total | 28 | 93.33 | 2 | 6.67 | 30 | 100.00 |



This heavily skewed gender distribution reflects broader Philippine teaching profession trends dominated by women, as found in a recent study by Olvido et al. (2024). Diversity in age and experience contributes different perspectives to inclusion practices, as demonstrated in research by Moriña and Orozco (2021) and Vlachopoulos and Makri (2021). Experienced teachers share knowledge and support diverse learners, while younger teachers offer fresh ideas.

However, attracting and retaining male teachers requires more effort. Mentorship between newer and veteran teachers could disseminate inclusive strategies. Assessing recruitment and retention policies may address barriers impacting needed gender diversity to strengthen reforms long-term.

4.1.1.2. Marital Status

Table 2 presented the marital status distribution and showed the vast majority (83.33%) of teachers were married, while a small minority were single (13.33%) or widowed (3.33%).

Table 2
Marital Status of the Respondents

| Marital Status | f | % |
|----------------|----|--------|
| Single | 4 | 13.33 |
| Married | 25 | 83.33 |
| Widowed | 1 | 3.33 |
| Total | 30 | 100.00 |

Most teachers were likely at a family/parenting stage of life given their married status, which can influence work commitments and responsibilities as found in Al-Alawi et al.'s (2021) study. Work-family conflict and work-life balance had significant effects on teacher performance.

Further, Married teachers may have different needs than single teachers in implementing inclusion. Work-life balance supports are important for married teachers to effectively carry out inclusion roles (Alarifi & Basahal, 2023).

Moreover, Professional development opportunities scheduled around family obligations could better promote inclusion (Booth et al., 2021). Addressing contextual factors like a balanced lifestyle through family-friendly policies and supports could impact inclusion implementation and teacher well-being holistically.



4.1.1.3. Highest Educational Attainment

Table 3 presented that the majority (76.67%) of teachers had attained some graduate/master's level units, while 20% held bachelor's degrees as their highest qualification. Only one teacher (3.33%) held a full master's degree, suggesting a lack of support for further study.

Table 3
Highest Educational Attainment of the Respondents

| Educational Attainment | f | % |
|------------------------|----|--------|
| Master's Graduate | 1 | 3.33 |
| With Master's Units | 23 | 76.67 |
| Bachelor's Degree | 6 | 20.00 |
| Total | 30 | 100.00 |

While a well-educated teaching staff is beneficial, ongoing professional development is crucial for inclusion according to an OECD report by Brussino (2021). Continuous learning enables teachers to address diverse student needs through updated strategies and tools (Smeplass, 2023; Pendy, 2023).

More encouragement and scholarships could help more teachers complete master's degrees focusing on special needs, adaptations and collaboration. Additional qualifications may boost job satisfaction and retention in the field (Baroudi et al., 2022).

Ensuring opportunities to further develop skills long-term would positively impact inclusion quality. While teachers displayed commendable qualifications, greater support for continuing education could help maximize the inclusive capacity of teachers over time.

4.1.1.4. Experience from the Start

Table 4 showed a good mix of teacher experience levels, with the largest group having 6-10 years (30%). 26.67% had over 16 years, while the remaining were split between 1-5 years (23.33%) and 11-15 years (20%).

A range of experience brings diverse perspectives and skills that benefit student learning, as identified in studies by Kosasih et al. (2022), Ancho and Arieta (2021), and Tran et al. (2021). Experienced teachers provide mentorship and more effective strategies, while newer teachers offer fresh ideas.



Table 4
Experience from the start of the Respondents

| Experience from the start (in years) | f | % |
|--------------------------------------|----|--------|
| 16 and above | 8 | 26.67 |
| 11-15 | 6 | 20.00 |
| 6-10 | 9 | 30.00 |
| 1-5 | 7 | 23.33 |
| Total | 30 | 100.00 |

Mentorship between new and experienced teachers helps transfer inclusive knowledge and strategies (Smith, 2022; Dahlke et al., 2021). Attention to retaining experienced teachers through professional incentives ensures continuous skill development supporting sustainable reform. Maintaining a balanced experience mix aids implementation over time. The diversity represented an asset if policies target knowledge sharing and retention of long-serving, invested teachers. Without such supports, experience levels risk being lost from the system.

4.1.1.5. Experience Handling Learners with Special Education Needs

Table 5 presented the majority (90%) of teachers had only 1-5 years of experience teaching learners with special education needs, suggesting inclusion practices are a recent priority.

Table 5
Respondents' experience handling learners with special education needs

| Experience in years | f | % |
|---------------------|----|--------|
| 11-15 | 1 | 3.33 |
| 6-10 | 2 | 6.67 |
| 1-5 | 27 | 90.00 |
| Total | 30 | 100.00 |

While attitudes were positive, focused professional development on inclusion strategies, adaptations and collaboration is still needed for teachers to fully support diverse learners, as found in Donath et al.'s (2023) research.



Further, mentorship from the small number of experienced teachers could help build classroom skills over time (Smith, 2022; Dahlke et al., 2021). Targeted supports are also needed as teachers gain experience to strengthen implementation.

Moreover, evaluating pre-service teacher preparation would benefit developing longer-term capacity (Schwab et al. 2024; Hills & Sessoms-Penny, 2021). Positive foundations have been laid but sustained effort is required to expand teachers' direct experiences and expertise as the system's focus on inclusion grows.

4.1.1.6. Training in Inclusive Education

Table 6 presented the majority (80%) of teachers had only 1-2 trainings in inclusive education, indicating professional development is still introductory.

Table 6
Respondents' training in inclusive education

| Number of Trainings | f | % |
|---------------------|----|--------|
| 5-6 | 2 | 6.67 |
| 3-4 | 4 | 13.33 |
| 1-2 | 24 | 80.00 |
| Total | 30 | 100.00 |

Ongoing and varied training opportunities are needed to build skills, such as workshops, demonstration teaching, and coaching complementing one-off seminars through school/LGU-expert collaborations (Larios & Zetlin, 2024; Prediger & Buro, 2024).

Further, a dedicated training budget is important as reforms expand (Lopes & Oliveira, 2021). Continuous support is key to changing attitudes and practices over time.

While initial trainings raised awareness, intensive, sustained, practical experiences are still needed to fully realize reforms at the grassroots level (Visal et al., 2022; Spandagou, 2021). Deeper, continuous professional development is necessary to embed practices and foster change by overcoming obstacles to implementation. Increased resourcing and partnerships can further help address training needs.



4.1.1.7. Number of Learners

Table 7 presented over half of teachers (50%) had 0-1 learners with special needs, while 30% had more substantial inclusion experience of over 3 learners.

Table 7
Number of learners in inclusive education

| Number of learners | f | % |
|--------------------|----|--------|
| More than 3 | 9 | 30.00 |
| 2-3 | 6 | 20.00 |
| 0-1 | 15 | 50.00 |
| Total | 30 | 100.00 |

As practices expand, training must develop skills for varied inclusion levels (Saade et al., 2024; Fung et al., 2022). Support may need increasing as class profiles become more complex.

Also, a school-wide approach avoids overburdening some teachers, as does continued monitoring as numbers rise each year. Community engagement addresses capacity concerns through contributions (Morgan, 2022).

Furthermore, systematic planning and continuous professional development are vital to maintain inclusion quality and sustainability as class profiles evolve with policy changes, as emphasized in research by Ramírez-Montoya et al. (2021).

Therefore, by focusing on adaptation and professional development allows institutions to adjust to changing dynamics and landscapes, ensuring equitable, sustainable practices over time (Holst, 2023; Al-Hamad et al., 2023).

4.1.1.8. Disability/Difficulty of Learners

Table 8 presented the disability/difficulty of learners, where learning disabilities were the most common type, followed by intellectual disabilities, then visual impairment and physical disabilities. Few opportunities involved sensory or physical impairments.

Table 8
Disability/difficulty of learners in inclusive education

| Disability/difficulty of learners | f | Rank |
|------------------------------------------------------------------------|----|------|
| Learners with learning disabilities/difficulties | 18 | 1 |
| Learners with intellectual and developmental disabilities/difficulties | 13 | 2 |
| Visually Impaired | 6 | 3 |



| | | |
|----------------------------------------------------|---|---|
| Physical disabilities and other health impairments | 5 | 4 |
| Deaf and Hard of Hearing | 3 | 5 |

Training should represent the full diversity of needs to build teacher competencies. Additional school supports and resources may be required as inclusion expands to all disability areas, as emphasized in research by Sebti and Elder (2024).

As inclusion scope grows, community partnerships could assist with physical access/technology adaptations. Universal Design for Learning principles in planning ensures policies support all students (Weisenfeld et al., 2024).

Gains have been made but a systematic, comprehensive approach considering all impairment types is still developing. Targeted strategies can strengthen long-run implementation equity as inclusion mandates cover the full range of disabilities (Kauffman et al., 2022; Byrne, 2022).

4.1.2. Level of Teachers' Attitude Towards the Inclusive Education of Learners with Special Education Needs.

Presented below were the analysis of teacher attitudes and provided useful insights into their perspectives across the different factors measured by the M-STATIC questionnaire.

4.1.2.1. Advantages and Disadvantages

The overall mean of 3.50 indicated positive attitudes toward perceived advantages and disadvantages of inclusion (Table 9). Teachers recognized social benefits but were unsure of academic impacts. They agreed support can benefit LSEN learning but viewed class sizes as challenging.

Further training is needed to strengthen teacher beliefs in academic advantages of inclusion, according to research by Dignath et al. (2022) and San Martin et al. (2021). Factors like experience, knowledge and attitudes toward LSENs influence inclusion beliefs.

Likewise, smaller class sizes through additional resources/teachers may help address concerns (Alutaybi, 2024). Emphasizing social-emotional benefits can further promote inclusion philosophically (Alnahdi et al., 2022).

While open to inclusion, teachers may need further development and capacity building as well as smaller class sizes to fully implement practices with certainty about all student outcomes. Addressing concerns could strengthen reforms long-term. Additional school supports are needed within classrooms.



Table 9
Level of teachers' attitude towards the inclusive education of learners with special educational needs in terms Advantages and disadvantages

| S/N | Indicators | WM | Verbal Description |
|-------------------------|----------------------------------------------------------------------------------------------|------|--------------------|
| 1 | LSENs should be in special education classes. | 3.93 | Positive |
| 2 | LSENs should be in regular education classes. | 2.83 | Neutral |
| 3 | LSENs learn social skills from regular education children. | 3.73 | Positive |
| 4 | LSENs have higher academic achievements when included. | 3.23 | Neutral |
| 5 | LSENs have higher self-esteem when included. | 3.40 | Neutral |
| 6 | LSENs hinder the academic progress of regular education classes. | 2.73 | Neutral |
| 7 | Achievement is difficult for LSENs when included. | 3.00 | Neutral |
| 8 | Inclusion education promotes acceptance and understanding between all students. | 4.23 | Very Positive |
| 9 | An inclusive environment provides LSENs with appropriate support to maximize their learning. | 3.93 | Positive |
| 10 | Class sizes are too large to meet the needs of LSENs through inclusion. | 3.97 | Positive |
| Aggregate Weighted Mean | | 3.50 | Positive |

Legend: 4.21-5.00-Very Positive; 3.41-4.20-Positive; 2.61-3.40-Neutral; 1.81-2.60-Negative; 1.00-1.80-Very Negative

4.1.2.2. Professional Issues

The overall mean of 4.08 indicated positive attitudes toward inclusion's professional issues (Table 10). Remarkably, teachers agree they require training, supports, resources and professional development to successfully implement inclusive practices amidst concerns over behavior challenges and time constraints.

Further, current support and resources need strengthening to address issues like teacher readiness (Martinez, 2022; Yeap et al., 2021). Co-teaching models and ongoing skills-based training can help build capacities. Collaborations can assist with individualized lessons and behaviors.



Table 10
Level of teachers' attitude towards the inclusive education of learners with special educational needs in terms Professional Issues

| S/N | Indicators | WM | Verbal Description |
|-------------------------|-------------------------------------------------------------------------------------------|------|--------------------|
| 1 | I feel prepared to meet the individual needs of LSENs in my classroom. | 3.33 | Neutral |
| 2 | I am comfortable differentiating instruction for a range of learning abilities. | 3.43 | Positive |
| 3 | Teaching LSENs requires more preparation time than teaching regular education students. | 4.30 | Very Positive |
| 4 | Teachers require training and resources to successfully implement the inclusion of LSENs. | 4.60 | Very Positive |
| 5 | Support from special education teachers is essential for successful inclusion. | 4.53 | Very Positive |
| 6 | Ongoing professional development is needed to sustain high-quality inclusive practices. | 4.50 | Very Positive |
| 7 | Behavioral challenges inhibit my ability to effectively teach LSENs. | 4.03 | Positive |
| 8 | Time constraints make it difficult to implement individualized lessons for LSENs. | 4.10 | Positive |
| 9 | Curricular modifications are difficult to prepare for LSENs. | 3.77 | Positive |
| 10 | Co-teaching with special education teachers benefits all students. | 4.23 | Very Positive |
| Aggregate Weighted Mean | | 4.08 | Positive |

Moreover, positive foundations exist but more targeted professional development, resourcing of inclusive classrooms and collaborative special education support structures are needed to address continued barriers (DeMatthews et al., 2021; Woulfin & Jones, 2021). The latter research emphasizes providing special education teachers with high-quality, specialized learning opportunities tailored to their contexts. Adequately resourced classrooms and collaborative structures facilitating knowledge sharing are also important.

4.1.2.3. Philosophical Issues

The overall mean of 4.03 indicated a positive philosophical attitude toward inclusion (Table 11). Seven indicators received very positive ratings regarding philosophies of equal access, differentiated instruction, high expectations, social justice and inclusive culture benefits.



Table 11
Level of teachers' attitude towards the inclusive education of learners with special educational needs in terms Philosophical Issues

| S/N | Indicators | WM | Verbal Description |
|-----|-----------------------------------------------------------------------------------|------|--------------------|
| 1 | All students should have access to the core curriculum, with appropriate support. | 4.37 | Very Positive |
| 2 | An inclusive culture fosters a sense of belonging for all students. | 4.40 | Very Positive |
| 3 | Accommodating diverse learning needs requires flexible teaching approaches. | 4.40 | Very Positive |
| 4 | Differentiating instruction maximizes learning for each student. | 4.23 | Very Positive |
| 5 | High, clear expectations promote achievement for LSEs. | 4.13 | Positive |
| 6 | An inclusive approach is socially just. | 4.03 | Positive |
| 7 | All teachers are responsible for educating LSEs. | 3.83 | Positive |
| 8 | Students learn important life lessons from inclusion. | 4.07 | Positive |
| 9 | Segregating students with disabilities have negative consequences. | 3.40 | Neutral |
| 10 | Academic standards should not be lowered for LSEs. | 3.47 | Positive |
| | Aggregate Weighted Mean | 4.03 | Positive |

Positive philosophical stances bode well for long-term inclusion implementation, as emphasized in Tiernan's (2022) research on the importance of perspectives guiding practices and fostering supportive environments.

Further, ensuring standards and curriculum were truly accessible/differentiated could reinforce views further (Rollett et al., 2021). Community partnerships promoting diversity may also reinforce values (García et al., 2021).

Furthermore, teachers philosophically embrace principles with very positive ratings (Ginja & Chen, 2023). Continued efforts to strengthen practices aligned with beliefs could maximize outcomes and sustainability long-run.

Hence, ongoing alignment of implementation with philosophical foundations nurtures enabling environments for sustained inclusion progress.



4.1.2.4. Logistical Concerns

The overall mean of 3.23 indicated a neutral stance on logistical concerns, with only two indicators receiving positive ratings (Table 12).

Table 12
Level of teachers' attitude towards the inclusive education of learners with special educational needs in terms Logistical Concerns

| S/N | Indicators | WM | Verbal Description |
|-----|----------------------------------------------------------------------------------|------|--------------------|
| 1 | My school has adequate resources to support the inclusion of LSENs. | 2.77 | Neutral |
| 2 | Class schedules allow sufficient time for individualized instruction for LSENs. | 2.73 | Neutral |
| 3 | Classroom space is arranged to meet the needs of all learners. | 3.47 | Positive |
| 4 | I can access consultation from special education specialists as needed. | 2.93 | Neutral |
| 5 | Supplementary materials are available to enhance lessons for LSENs. | 2.67 | Neutral |
| 6 | LSENs have access to assistive technology and instructional aides when required. | 2.93 | Neutral |
| 7 | Classroom assessments are varied to accommodate all learning modalities. | 3.33 | Neutral |
| 8 | Ongoing communication with parents of LSENs supports their child's progress. | 4.27 | Very Positive |
| 9 | Teachers collaborate to ensure coordinated instruction for LSENs across classes. | 4.00 | Positive |
| 10 | LSEN to teacher ratio enable high-quality service delivery. | 3.23 | Neutral |
| | Aggregate Weighted Mean | 3.23 | Neutral |

Teachers expressed concerns about inadequate resources, scheduling, materials and access to specialists to meet LSEN needs.

Furthermore, priority must be given to equipping schools/classrooms logistically to enhance practices through budget allocations, assistive technology, staff recruitment and parent-teacher connections, as these supports are essential for creating an inclusive environment where all students thrive, according to Brienza (2021). Tailored assistance, access to inclusive learning environments and strengthened parent-teacher connections fosters inclusivity, as highlighted in Brienza's (2021) and du Plessis' (2021) research.

Hence, ongoing systemic support through targeted resourcing is still critical to translate attitudes into sustainable implementation at the ground level where logistical issues represent continuing barriers if unaddressed. Strategic planning is needed.



4.1.2.5. Degree of Burn Out Experienced

Teachers expressed low levels of burnout while also demonstrating philosophical commitment and some professional confidence (Table 13). However, concerns remained regarding practical impacts and supports. Correspondingly, strategies to enhance realistic expectations, classroom skills and logistical resources can help maintain motivation long-term, as supported by Brenner and Dymond's (2023) research examining managing expectations, developing skills, and securing resources for student motivation.

Table 13
Summary on the degree of burn out experienced
by the respondents

| Components | WM | Verbal Description |
|------------------------------|------|--------------------|
| Advantages and disadvantages | 3.50 | Positive |
| Professional Issues | 4.08 | Positive |
| Philosophical Issues | 4.03 | Positive |
| Logistical Concerns | 3.23 | Neutral |
| Grand Mean | 3.71 | Positive |

Furthermore, continuous professional development addressing evolving needs prevents burnout, according to De Clercq (2022). Their work emphasizes adapting to context factors, enhancing retention, and fostering engagement through ongoing development tailored to teachers' changing requirements.

Similarly, managing workload, class sizes and parent partnerships promoted retention in Hill's (2021) dissertation findings, aligning with evidence that addressing these issues through effective policies supports teacher retention in inclusive environments.

Likewise, tackling known barriers through strategic planning maintains positive, motivating environments for teachers, highlighted in Mullen and Hunt's (2022) research demonstrating how planning helps create supportive frameworks enhancing well-being and effectiveness.

Additionally, efforts to translate positive attitudes into feasible implementation through strengthened multi-level supports remain needed to ensure quality inclusion sustainability by preventing increased burnout risks as reforms expand in scope, consistent with Kgapana-Sambo's (2022) assertions examining the need for ongoing mechanisms to maintain quality and mitigate risks.



Hence, continued development of tailored solutions, resources, support structures and planning adjustments will be required to fully realize inclusion aims by empowering teachers' roles and fostering sustained motivation and well-being over the long term as reforms evolve in complexity.

4.1.3. Test of Relationship between Teacher Profile and Attitudes Towards Inclusion

Teacher demographics did not appear to influence attitudes towards inclusion based on statistical tests (Table 14). However, this finding that teachers universally show unwavering support for inclusion philosophy, irrespective of backgrounds, is contradicted by Tarantino and Neville's (2023) research.

Table 14
Test of relationship between the demographic profile and the respondents' attitudes towards the inclusive education of learners with special education needs

| Variables | χ^2 -value | df | p - value | Decision | Remarks |
|----------------------------------------------|-----------------|----|-----------|------------------|-----------------|
| Age and Attitudes | 5.198 | 6 | 0.519 | Do not reject Ho | Not Significant |
| Marital Status and Attitudes | 2.745 | 4 | 0.601 | Do not reject Ho | Not Significant |
| Highest Educational Attainment and Attitudes | 0.093 | 2 | 0.954 | Do not reject Ho | Not Significant |
| Experience from the Start and Attitudes | 2.390 | 6 | 0.881 | Do not reject Ho | Not Significant |
| Number of learners and Attitudes | 2.361 | 4 | 0.670 | Do not reject Ho | Not Significant |
| Disability of learners and Attitudes | 1.425 | 2 | 0.490 | Do not reject Ho | Not Significant |

*significant at $p < 0.05$ (two-tailed)

Additionally, their study emphasized the importance of considering teachers' attitudes, self-efficacy, and perceptions about inclusion within the broader school context. It revealed that while positive attitudes towards inclusion are crucial, teachers still perceived barriers despite favorable attitudes.



Similarly, this indicated that support for inclusion is not uniform and can be affected by challenges within the school environment.

Furthermore, Alam and Mohanty (2023) concur that providing equitable professional development opportunities for all teachers, rather than targeting specific groups, can have a greater impact on strengthening implementation practices. Likewise, the consistent foundations they refer to are the cultural beliefs and equity considerations that should underpin educational practices.

Correspondingly, common ground exists in the teacher attitudes found in this study, which bodes well for inclusion expansion as demographics did not introduce divisiveness. Likewise, efforts should center on enhancing capacities and overcoming challenges faced uniformly across all schools.

Ultimately, addressing implementation barriers becomes a priority to maintain favorable attitudes from inclusion teachers' system-wide, as emphasized by Kivirand et al. (2022). Therefore, the assertion that demographics did not influence attitudes requires reconsideration in light of contradicting empirical evidence.

4.2. Conclusion

Based on the results of the inferential statistical analyses, the null hypothesis is accepted - there is no statistically significant relationship found between teachers' demographic profiles and their attitudes towards inclusive education. Specifically, none of the tests comparing variables such as age, marital status, education level, years of experience, number/disability of learners showed significance at $p < 0.05$. This indicated that teachers' views on inclusion remained generally consistent regardless of background factors.

While the study provided useful insights into the teacher profiles, their training experiences, and their predominantly positive attitudes across most factors measured, concerns still remained around the adequateness of practical supports needed for long-term inclusive education implementation. Continuous professional development equipping all teachers with inclusive strategies was required to strengthen specific implementation practices uniformly.

Notably, these findings were aligned with the evidence showing attitudes can be positively influenced by a combination of interrelated factors within the broader school context. While consistent philosophical foundations existed as a starting point, priority must be given to maximizing teacher capacities and translating those beliefs into optimized, sustainable inclusive practices through strengthened multi-level supports as education reforms continues to expand.



Furthermore, ongoing capacity building played a crucial role in this regard. So, a targeted, evidence-based interventions customized for each unique school setting can help address barriers to implementing the education reform, prevent potential teacher burnout risks, and enhance diverse student outcomes over the coming years as inclusion develops in scope and complexity within the district.

Generally, this study provided valuable guidance to educational stakeholders on priority areas requiring immediate and concentrated efforts. Likewise, continued monitoring and refinement of certain initiatives based from the inclusion teachers' needs ensure the philosophy of inclusive education is fully realized through feasible, multi-level support systems at the grassroots level.

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Authors Contribution

All authors contributed to this study through various roles. The lead author coordinated data collection and preparation of the final manuscript. An advisor provided guidance and reviewed content. Additional experts from different specializations collaborated to verify accuracy, strengthen the methodology, and refine findings through several rounds of feedback. Their collaborative review process improved the overall quality, rigor, and impact of reporting the results.

Conflict of Interest Statement

The authors declare no conflict of interest.

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