

Article

Readiness and Attitude of Public School Elementary Teachers Toward Learning Disability

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Abstract: Inclusive education has emerged as a global movement advocating for the rights of every child to receive quality education regardless of physical, intellectual, emotional, linguistic, or social conditions. This study aimed to determine the readiness and attitude of public-school elementary teachers in the Carmen District toward learning disabilities, school year 2025-2026 as basis for an action plan. A descriptive-quantitative research design was employed, using an adapted questionnaire as the primary data collection tool. The study involved 100 teacher respondents from Carmen District. The study employed statistical tools such as the weighted mean, simple percentage, and Pearson moment product correlation for significant relationships and data analysis. The data gathered were analyzed statistically. Findings show that teachers demonstrate strong readiness and positive beliefs toward learners with disabilities. While teachers demonstrate readiness in handling diverse learners, the generally low mean scores in training, collaboration, and professional development emphasize the need for strengthened capacity building programs improved resource provision, and stronger administrative backing to ensure sustainable inclusive education practice. Based on the findings, the researcher recommends the development and implementation of an action plan.

Keywords: Learning Disability, Attitude, Readiness, Elementary Teachers, Public School



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Introduction

Rationale of the Study

Inclusive education has emerged as a global movement advocating for the rights of every child to receive quality education regardless of physical, intellectual, emotional, linguistic, or social conditions. The paradigm shift from segregated to inclusive learning environments reflects a broader commitment to equity, access, and social justice in education. Inclusive education is increasingly recognized as a vital component of equitable and quality education globally, demanding that teachers not only accept diversity but also possess the competence and confidence to teach all learners effectively[1]. Adding to the urgency of this research is evidence linking teacher self-efficacy to readiness for inclusion: when teachers believe they can manage diverse learners and design differentiated instruction, they are more likely to embrace inclusion[2].

Consequently, globally, while inclusive education is widely recognized, many empirical studies focus on broad systemic or policy-level factors rather than the micro-level psychological readiness and attitudes of individual teachers, leading to a limited understanding of how motivation, self-efficacy, and social norms drive inclusion in real classroom settings. In the Philippines [3], has assessed teacher readiness and competencies in secondary schools, but there is relatively little work that deeply explores these dimensions among elementary public-school teachers, especially in relation to their attitudes and how

these evolve over time. Regionally and in Cebu Province, studies like that of have examined primary-grade teacher attitudes (e.g., in Bohol, which may share some contextual similarities) Sityo.

Instructional methods for inclusive education: An exploration of teaching strategies for special needs learners in general classrooms explored instructional approaches and challenges in inclusive classrooms in Cebu, but such research remains sparse, particularly in the Carmen District specifically. Meanwhile, in Cebu City[4], studied secondary school teacher preparedness, reporting gaps in knowledge and practice despite generally positive attitudes yet similar comprehensive studies among elementary teachers in Cebu City are missing.

Learning disabilities are widely understood as neurodevelopmental conditions that interfere with the acquisition and use of academic skills, despite adequate intelligence, learning opportunity, and instructional exposure. Research has consistently shown that these difficulties arise from differences in cognitive processes such as phonological processing, working memory, and processing speed, which influence how students perceive, organize, and express information.

Within formal school environments, these cognitive challenges often become more visible because classroom tasks are heavily dependent on language, sequencing, symbolic reasoning, and sustained attention—areas in which students with learning disabilities may struggle. As noted by the American Psychiatric Association, such disorders manifest early in schooling and persist into adolescence and adulthood, requiring targeted instructional approaches to support academic development.

Moreover, the Individuals with Disabilities Education Act (IDEA) underscores the importance of providing individualized supports and accommodations that allow learners to access the curriculum in equitable ways. When these research-informed practices are integrated into classroom instruction, students with learning disabilities are more likely to demonstrate significant academic progress, develop self-efficacy, and experience greater participation in the learning environment[5].

However, existing studies often focus on broader or urban settings, but the unique challenges and dynamics of rural schools like the small, medium, and big elementary schools in Carmen District, Poblacion, Carmen, Cebu is underexplored. This gap presents an opportunity to understand how localized factors, such as teachers' readiness and attitude of public-school elementary teachers in the Carmen District toward learning disabilities of students.

Thus, the findings of this study may help seek bridge the gap between the readiness and attitude toward learning disabilities of students. This will further provide the researcher an empirical data to create an action plan that will strengthen their knowledge, skills, and confidence in implementing inclusive practices. It sought to provide teachers with targeted professional development, coaching, and mentoring to enhance their competency in accommodating diverse learners. The plan also endeavored to nurture positive attitudes and a deeper commitment to inclusivity through awareness sessions, peer collaboration, and values-based activities. Furthermore, it aims to ensure that teachers have access to appropriate resources, learning materials, and supportive environments necessary for teaching learning disabilities.

Theoretical Background

The research is based on different theories and legal bases. Particularly as to the Theory of Planned Behavior[6], Constructivist Learning Theory[7], and UDL + Adaptive Teaching; and legal basis on Enhanced Basic Education Act of 2013 (RA 10533, 2013), Inclusive Education as a Strategy for Increasing Participation Rate of Children (DO 72, 2009), and Magna Carta for Teachers with Disability (RA 7277, 1992). The study is anchored on the Theory of Planned Behavior provides a strong foundation for understanding teachers' readiness and attitude toward learning disability because it explains how a person's intention to perform a behavior is shaped by three key components: attitude toward the behavior, subjective norms, and perceived behavioral control. In the context of inclusive teaching, a teacher's positive or negative evaluation of inclusion (attitude) influences their willingness to apply inclusive strategies. Likewise, school expectations, colleagues' beliefs, and administrative support (subjective norms) can either motivate or hinder teachers from adopting inclusive practices. Perceived behavioral control teachers' confidence in their skills, resources, and capability also determines whether they feel ready to implement learning toward disability.

Together, these factors help explain why teachers may embrace or resist inclusive teaching

approaches toward learning disabilities.

The Theory of Planned Behavior has strong implications for the study because it directly connects teachers' readiness and attitude to their likelihood of implementing learning toward disabilities. According to the theory, a teacher's actions are shaped by their beliefs about inclusion (attitude), perceptions of expectations from the school and community (subjective norms), and their confidence in their ability to teach diverse learners (perceived behavioral control). This means that if teachers in the Carmen District view inclusion positively, feel supported by their school environment, and believe they have the necessary skills and resources, they are more likely to adopt learning. The theory supports the study by providing a structured lens for assessing how these psychological and social factors influence teachers' readiness toward learning disability.

Conversely, Constructivist Learning Theory, particularly Vygotsky's Sociocultural Theory, offers valuable insights into how teachers develop readiness for learning disabilities by emphasizing the importance of social interaction, collaboration, and scaffolded learning. Vygotsky proposes that learning occurs within the Zone of Proximal Development (ZPD), where learners progress through guided support and meaningful engagement with more knowledgeable peers. Applied to teachers, this means that readiness and positive attitudes toward learning disabilities grow when they participate in professional collaboration, mentoring, and shared problem-solving. Inclusive classroom practices such as scaffolding instruction, promoting cooperative learning, and valuing learners' diverse backgrounds are grounded in Vygotsky's view that learning is a socially constructed process. Thus, teachers' preparedness for inclusion is strengthened when they work within supportive professional communities that model and reinforce inclusive values.

Constructivist Learning Theory, particularly Vygotsky's emphasis on social and cultural interaction, anchors the study by highlighting how teachers' readiness develops through collaborative learning, shared experiences, and ongoing professional support. From this perspective, teachers become more prepared for inclusive education when they engage in mentoring, learning action cell (LAC) sessions, and collegial discussions where they can reflect on practice and co-construct new knowledge. The theory implies that a supportive school culture one that encourages teamwork, dialogue, and scaffolding among teachers positively shapes attitudes toward inclusion. For the Carmen District, this suggests that teacher readiness is not solely an individual trait but a product of collaborative professional environments that nurture growth, confidence, and positive beliefs about diverse learners.

In the same manner, Universal Design for Learning (UDL) combined with Adaptive Teaching provides a modern and practical framework that connects directly to teachers' readiness toward learning disabilities. UDL emphasizes offering multiple means of engagement, representation, and action/expression so that all learners can access and participate in the curriculum. Adaptive teaching complements UDL by encouraging teachers to respond flexibly and intentionally to individual learner needs through differentiated instruction, personalized supports, and ongoing assessment. These frameworks require teachers to be resourceful, reflective, and proactive core indicators of readiness for inclusive practice. By understanding and applying UDL and adaptive teaching principals, teachers develop positive attitudes toward inclusion, recognizing that diversity is not a barrier but a natural characteristic of their learners. Together, these theories highlight the importance of teacher preparedness, creativity, and mindset in achieving effective inclusive education.

UDL combined with Adaptive Teaching provides practical implications for the study because these frameworks require teachers to be flexible, creative, and responsive to learner variability key indicators of readiness toward learning disabilities. By promoting multiple pathways for learning, UDL emphasizes the need for teachers to anticipate differences and design lessons that are accessible to all students. Adaptive teaching further strengthens this by encouraging teachers to adjust strategies based on ongoing assessment and individual needs. These approaches imply that teachers with strong readiness and positive attitudes are more likely to embrace inclusive teaching because they understand that diversity is expected and manageable through thoughtful planning. In the Carmen District context, UDL and adaptive teaching reinforce the study's importance by showing how teacher attitudes, preparedness, and competence directly determine the success of inclusive education in elementary schools.

The study is further supported by The Enhanced Basic Education Act of 2013 (RA 10533) strengthens the Philippine educational system by institutionalizing the K–12 curriculum and emphasizing learner-centered, developmentally appropriate, and inclusive teaching practices. Under this law, schools are mandated to design curricula and learning environments that respond to the diverse needs, backgrounds, and abilities of learners. This includes adapting instructional strategies, learning resources, and assessment methods to ensure that every child regardless of disability, socio-economic status, or learning differences can meaningfully participate in the learning process. RA 10533 supports inclusive education by promoting flexibility, cultural relevance, and learner support systems that enhance educational access and quality for all learners.

The Enhanced Basic Education Act of 2013 (RA 10533) has significant implications for studying the readiness and attitude of public-school elementary teachers toward learning disabilities because it mandates a learner-centered curriculum that requires teachers to be competent in addressing diverse learning needs. The law emphasizes differentiated instruction, contextualization, and flexibility practices that are foundational to inclusive education. Therefore, teachers' readiness and attitudes directly affect their ability to implement the inclusive principles embedded in the K–12 curriculum. By examining how prepared and willing teachers are to meet these expectations, the study aligns with RA 10533's vision of ensuring that every child receives equitable, high-quality education.

In addition, the study is also anchored DepEd Order 72, s. 2009, or Inclusive Education as a Strategy for Increasing Participation Rate of Children, outlines the Department of Education's commitment to ensuring that all children, particularly those at risk of dropping out, children with disabilities, and other marginalized learners, are provided with equal opportunities to enroll, stay in school, and achieve satisfactory learning outcomes. This policy institutionalizes inclusive education programs at the school and community levels by promoting childcentered approaches, strengthening school-community partnerships, and encouraging early intervention and flexible learning options. DO 72 underscores that inclusive education is not merely an administrative requirement but a transformative teaching approach that values diversity, removes learning barriers, and ensures that all children can thrive in regular school settings.

DepEd Order 72, s. 2009, which frames inclusive education as a strategy to increase children's participation in school, further anchors the study by highlighting teachers as central implementers of inclusion. This policy pushes schools to remove barriers to learning and encourages the participation of learners who are often marginalized, such as children with disabilities, out-of-school youth, and learners from disadvantaged backgrounds. Since teachers must adopt positive attitudes, develop inclusive practices, and create welcoming classroom environments to fulfill the intent of DO 72, assessing their readiness becomes essential. The study thus supports the policy by generating insights that can strengthen inclusive education initiatives in the Carmen District and ensure teachers are equipped to help all students participate fully.

Similarly, the study is guided on The Magna Carta for Persons with Disability (RA 7277), enacted in 1992, includes provisions that protect and promote the welfare of teachers with disabilities. It mandates non-discrimination in employment, equal access to opportunities, and reasonable accommodations to enable persons with disabilities including teachers to perform their roles effectively. In the context of education, this law reinforces the idea that teachers with disabilities have the right to accessible workplaces, professional development, and fair treatment within the school system. RA 7277 complements inclusive education principles by acknowledging that inclusivity extends not only to learners but also to educators, fostering a school environment that values equity, respect, and support for all members of the educational community.

The Magna Carta for Persons with Disability (RA 7277) also has implications for the study because it underscores the rights and welfare not only of learners but also of teachers with disabilities. This law emphasizes nondiscrimination, accessibility, and equal opportunities in the workplace, which means schools must cultivate inclusive environments for both students and educators. By evaluating the readiness and attitude of teachers toward learning disabilities, the study can help identify gaps in awareness, sensitivity, and support systems that may hinder the full participation of teachers with disabilities in the education system. Thus, RA 7277 reinforces the importance of promoting inclusive mindsets and practices

among all school personnel, making the study highly relevant to advancing equitable and inclusive education in the Carmen District.

Much of the literature on teacher readiness toward learning disabilities indicates that public-school teachers continue to exhibit moderate to low preparedness in key areas despite strong policy support. For instance, Ecoben[8] found that public-school teachers in Cagayan de Oro had increasing awareness of inclusion but lacked specific training, especially in writing Individualized Education Plans (IEPs), and expressed a need for more hands-on inclusive education workshops. Likewise[9], reported that regular teachers in the Philippines demonstrated high self-reported readiness for including learners with special education needs, but the study emphasized that readiness strongly depended on previous exposure to seminars and training. These findings suggest that while teachers may perceive inclusion as valuable, their actual competence is uneven, and ongoing capacity-building remains crucial.

Research on learning disabilities in elementary-school children underscores the importance of early detection, family involvement, and adaptive instructional practices. Grigorenko, Compton, Fuchs, Wagner, Willcutt, and Fletcher[10] provide a comprehensive overview of the neurocognitive underpinnings of specific learning disabilities (SLD), tracing how such difficulties manifest in foundational school years and necessitate targeted interventions.

Empirical studies[11], reveal that children with SLD often experience heightened psychological stress compared to typically developing peers, indicating that emotional and behavioral support should be integral to educational planning.

Likewise, Kampylafka, Polychroni, and Antoniou[12] demonstrate that primary children with LD or reading comprehension difficulties rely on selfregulation strategies within the classroom, and their learning is strongly shaped by their goal orientations and perceptions of teacher expectations.

Family dynamics also play a critical role Tiengsomboon and Luvira show that parental acceptance, ongoing encouragement, and tailored support are correlated with better academic outcomes in children aged 6–12, even when they have learning disabilities.

In a detailed case study, Tarjiah, Supena, Pujiastuti, and Mulyawati highlight how remedial teaching combined with multisensory approaches and active parental involvement significantly improves reading in a dyslexic elementary student.

Contextual research by Rajchukarn, Tanasuwan, Chinchai, and Somnamfurther[13] emphasizes how language difficulties in inclusive Thai-language primary classrooms (e.g., struggles with vowels, tone marks) can be mitigated through teacher-modified instructional strategies.

Moreover, Sari argues for a systemic support model in Indonesian primary schools, identifying common LD types and proposing adaptations to curriculum and teacher training.

Finally, broader qualitative work, such as that by Inês, Pacheco, Abelha, and Seabra[14], points to significant gaps in regular teachers' preparedness to serve students with LD, underscoring the need for improved professional development. Collectively, these studies suggest that effective support for elementary-aged children with learning disabilities requires a multi-layered approach involving cognitive, emotional, familial, and pedagogical dimensions.

In a 2025 study, assessed teachers' knowledge, selfconfidence, and classroom management in inclusive settings and discovered that, although confidence was relatively high, there were gaps in understanding Universal Design for Learning (UDL), adaptive technologies, and individualized education plans. Similarly explored readiness in terms of access to learning resources and differentiated pedagogy among elementary teachers in Davao Oriental, finding a generally high readiness score but also highlighting deficiencies in resource availability and tailored strategies for diverse learners. These studies point to structural and systemic barriers that inhibit full readiness, even when teacher attitudes are positive.

Belarda and Belena[15] conducted a phenomenological study with elementary teachers in Parañaque City and uncovered that while teachers highly value the ethical and social rationale for inclusion, they are constrained by time, large class sizes, limited resources, and lack of specialized training. These firsthand teacher narratives provide rich evidence that readiness is not merely a matter of willingness, but deeply shaped by working conditions. Taken together, the empirical literature suggests a need for more localized and nuanced investigations particularly in districts like Carmen that examine not

just whether teachers are ready in principle, but how their readiness is expressed in practice given real-world constraints. Public school elementary teachers generally report positive attitudes toward inclusive education, recognizing its ethical and social value, but their optimism is tempered by practical concerns. For example [16], found that teachers in Lilo-an District, Cebu Province, strongly supported inclusive philosophies and believed in the social benefits of mainstreaming learners with special needs; however, they also expressed anxiety about insufficient training, scarce resources, and limited institutional support.

Similarly, noted in Bohol that while many teachers hold favorable views toward inclusion, there is persistent concern about resource adequacy and collaboration strategies required to make inclusion workable in everyday classroom settings. Sumagang and Balano [17], in a phenomenological investigation of general education teachers teaching learners with special needs, highlight a nuanced perspective: teachers deeply value diversity and inclusive practice, often describing inclusion as a morally imperative mission, yet they also struggle with feelings of overwhelm, lack of preparation, and systemic constraints. Similarly, Belarda and Belena explored the viewpoints of elementary teachers in Parañaque City and found that although they are personally committed to inclusion and its transformative potential, they frequently cite time constraints, large class sizes, and resource limitations as major barriers that dampen their idealism.

Furthermore, teacher attitudes toward learning disabilities are not immune to emotional and organizational stress, which influences their overall outlook and sustainability in implementing inclusive practices. In a study involving general education teachers in Cebu, Macapaz, found that while teachers exhibited strong positive attitudes toward inclusion, many also reported high levels of emotional exhaustion and moderate depersonalization key components of burnout which were significantly related to their attitudes. This suggests that positive belief in inclusion may not be sufficient: without adequate support systems to address teacher well-being, their favorable attitude might not translate into consistent or effective inclusive practice. Public elementary school teachers in the Philippines face persistent resource-related barriers that hamper the implementation of inclusive education. For instance [18], reported that teachers in Bicol's Pili East District struggled with inadequate learning materials, insufficient support staff, and limited institutional resources, constraining their ability to design differentiated instruction or provide individualized attention.

Phenomenological study of public elementary teachers [19] in Ilocos Norte likewise highlighted physical space constraints, overcrowded classrooms, and scarcity of inclusive educational materials as major impediments to meeting diverse learners' needs.

Beyond material shortages, educators also grapple with professional development and training challenges. In Cebu, Tero and Revalde [20] found that primary school teachers reported inadequate training in individualized education planning and inclusive pedagogy as significant obstacles in managing inclusive classrooms. Moreover, documented that while teachers felt moderately prepared, they still had difficulty crafting individualized learning plans, handling challenging behaviors, and collaborating with parents and specialized support staff suggesting that existing readiness does not fully translate into practical, effective inclusive practices. Emotional and workload pressures further complicate inclusive teaching for public elementary educators. Belarda and Belena in a phenomenological study, reported that teachers consistently cited time constraints, large class sizes, and the complexity of addressing diverse learning needs as deeply stressful.

Additionally, research on multigrade teaching the context some inclusive classrooms operate in by Bagay [21] indicated that teachers must simultaneously manage multiple grade levels and vastly different learner needs, balancing curriculum demands with limited resources, which exacerbates their workload and reduces their capacity to effectively support students with special needs. Inclusive education has gained increasing prominence in the Philippines as a meaningful policy reform that aligns with national goals for equity and access. The passage of Republic Act 11650, the Inclusive Education Act, underscores the government's commitment to ensuring that learners with disabilities can study alongside their peers in regular school settings, while receiving necessary supports and accommodations. This legislative development signifies a paradigm shift in the Philippine basic education system, embedding inclusivity into its structure by establishing Inclusive Learning Resource Centers (ILRCs) to provide specialized resources and services.

Beyond legal frameworks, learning disabilities in the Philippines bears deep social significance by confronting marginalization and “othering” in learning communities. Vice President and Education Secretary Sara Duterte has publicly emphasized that learning disabilities of students is central to dismantling the culture of exclusion based on disability, language, or cultural background. By promoting a sense of belonging and valuing diversity, inclusive education strengthens social cohesion and helps Filipino learners from different identities engage with and understand each other, thereby fostering a more inclusive and compassionate society.

Furthermore, this study focused on a research-based questionnaire as the data collection instrument for elementary schools purposively sampled in the City of Carmen District, Cebu Province. The above discussions established a theoretical framework in connection with the curriculum implementation.

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Furthermore, this study will focus on a research-based questionnaire as a data collection instrument to elementary schools purposely sampled in the city of Carmen District, Cebu Province. The above discussions can establish a theoretical framework in connection to the curriculum implementation.

THE PROBLEM

Statement of the Problem

This study sought to determine the readiness and attitude of public-school elementary teachers in the Carmen District toward learning disabilities, school year 2025-2026 as basis for an action plan.

Specifically, it aimed to answer the following questions:

What was the respondents' level of readiness toward learning disabilities?

What was the respondents' level of attitude toward learning disabilities?

Was there significant relationship between the respondents' level of readiness toward learning disabilities and their level of attitude toward learning disabilities?

Based on the findings of the study, what action plan could be proposed?

Null Hypothesis

The null hypothesis was tested with a significance level of 0.05. The null hypothesis was as follows:

HO1: There was no significant relationship between the respondents' level of readiness toward learning disabilities and their level of attitude toward learning disabilities.

Significance of the Study

The results of this study are beneficial to the following sectors and entities: Department of Education, school administrators, teachers, learners, community, researcher, future researchers.

Department of Education. This study will provide DepEd with evidencebased insights on teachers'

readiness and attitude toward learning disabilities, enabling the department to refine policies, strengthen capacity-building programs, and allocate resources more effectively to support inclusive practices across the district and beyond.

School Administrators. School administrators will benefit from a clearer understanding of the strengths and gaps in teachers' preparedness, allowing them to design targeted interventions, school-based training, and supportive environments that promote the successful implementation of inclusive education.

Teachers. Teachers will gain a deeper awareness of their own readiness and attitudes, helping them identify areas for professional growth and empowering them to improve their instructional strategies, classroom management, and confidence in addressing diverse learner needs.

Learners. Learners, especially those with diverse abilities, will benefit from improved teaching approaches, more inclusive classroom environments, and better teacher support ultimately fostering equitable learning opportunities and enhanced academic and social outcomes.

Community. The community will benefit from schools that are more inclusive, responsive, and supportive of all children, contributing to greater social acceptance, stronger school-community partnerships, and a more compassionate, learner-centered environment.

Researcher. The researcher will benefit by gaining valuable knowledge and experience in conducting educational studies, deepening their understanding of inclusive education issues, and contributing meaningful insights that can guide decision-making and practice.

Future Researchers. Future researchers can use this study as a basis for further investigations, comparative studies, or extended research on teacher readiness and inclusive education, helping build a stronger body of knowledge that supports inclusive educational reforms.

Scope and Limitations

The evaluation of the readiness and attitude of public-school elementary teachers in the Carmen District toward learning disabilities, school year 2025-2026 as basis for an action plan was the main goal of this study.

Data were gathered exclusively through surveys and interviews with teachers, and the results represent their viewpoints and experiences within their individual schools. However, several limitations should be noted.

First, the study was conducted in selected elementary schools, which may restrict the applicability of the findings to other contexts or regions. Second, it relied primarily on self-reported data, which may be subject to personal bias or social desirability effects.

Finally, the research focused on the significant relationship between the significant relationship between the respondents' level of readiness toward learning disabilities and their level of attitude toward learning disabilities.

Methodology

This section presents the methodological process of the study, which includes the following segments: methods and design, the flow of the study, the environment of the study, the sources of data, the instrument, the data collection procedures, the data analysis, and the scoring procedures.

Design

The study employed the descriptive-quantitative method. This method was best suited to a descriptive type of research since the data gathered were presented in tables. In addition, this method used adapted questionnaires for the respondents to determine the readiness and attitude of public-school elementary teachers in the Carmen District toward learning disabilities, school year 2025-2026 as basis for an action plan, particularly in terms of their level of readiness toward learning disabilities, level of attitude toward learning disabilities, and significant relationship between the respondents' level of readiness toward learning disabilities and their level of attitude toward learning disabilities.

Flow of the Study

This research involved the system models employing the input, process, and output approaches.

Input. This contained the level of readiness toward learning disabilities, level of attitude toward learning disabilities, and significant relationship between the respondents' level of readiness toward learning disabilities and their level of attitude toward learning disabilities.

Process. This analyzed the results of the questionnaires to assess the profile of the level of readiness toward learning disabilities, level of attitude toward learning disabilities, and significant relationship between the respondents' level of readiness toward learning disabilities and their level of attitude toward learning disabilities. The data gathered were then tabulated, analyzed, computed, and evaluated to determine the results.

Output. The output of this research could provide the researcher an empirical data to create an action plan that strengthened their knowledge, skills, and confidence in implementing inclusive practices. It sought to provide teachers with targeted professional development, coaching, and mentoring to enhance their competency in accommodating diverse learners. The plan also endeavored to nurture positive attitudes and a deeper commitment to inclusivity through awareness sessions, peer collaboration, and values-based activities.

Furthermore, it aims to ensure that teachers have access to appropriate resources, learning materials, and supportive environments necessary for inclusive teaching toward learning disabilities.

Environment

The study was conducted across selected public elementary schools within the Carmen District, namely Carmen Central Elementary School, Cogon East Elementary School, and Elpidio I. De Dios Elementary School. These schools were purposefully chosen based on their active engagement with, and institutional orientation toward learning disabilities. Each of these institutions has taken deliberate steps to accommodate the varied learning needs of their student Location Map of the Study populations, including learners with disabilities, developmental delays, and other learning challenges. While their approaches and levels of implementation may differ, what unites these schools is a shared commitment to fostering an educational environment that values diversity, equity, and the full participation of all students.

Carmen Central Elementary School, in particular, stands out as a flagship institution within the district, often serving as a model site for district-level initiatives focused on inclusive practices. Cogon East Elementary School and Elpidio I. De Dios Elementary School, though smaller in scale, have demonstrated innovative grassroots efforts in promoting learner-centered teaching approaches, adaptive classroom strategies, and community involvement hallmarks of inclusive education in the Philippine public school system. It was mention on the DepEd mission to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where students learn in a child-friendly, gender sensitive, safe, and motivating environment teachers facilitate learning and constantly nurture every learner wherein administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.

These schools were also selected due to their openness to collaborative academic inquiry. Initial conversations with school leadership and faculty indicated a readiness to reflect critically on current practices and to explore new insights that may emerge from this study. This spirit of openness not only enriches the research process but also ensures that the findings are grounded in authentic, context specific realities. By situating the study in these diverse yet complementary settings, the research aims to yield a nuanced understanding of how inclusive education is conceptualized, practiced, and experienced at the ground level. Such understanding is essential in informing future policies and practices that support equitable learning environments for all Filipino children.

Carmen District is composed of several public schools that implement the K to 12 Basic Education Curriculum and adhere to DepEd policies, including the implementation of inclusive education. Some schools within the district have received training and support for inclusive programs, while others are still in the early stages of implementing inclusive practices. This setting provides a valuable context for examining the attitudes and readiness of teachers, as it reflects a mixture of experiences, challenges, and perspectives related to inclusive education.

The study area was purposively selected by the researcher since she is one of the teaching members of the district thus, there would be ease in collection data which needs to be considered. The schools involved in the study vary in terms of size, facilities, availability of special education (SPED) resources, and professional development opportunities for teachers. This environment allows the researcher to gather a realistic and comprehensive view of how prepared and willing teachers are to support inclusive classrooms.

Respondents

The respondents were the elementary teachers of Carmen District. The researcher employed purposive sampling method. This method chose for faster and accessibility of the administration of the study. Additionally, the study was focused on the teachers who have experienced in the implementation of inclusive education, particularly the kindergarten, grade one and four. It further tested the respondents' profiles in terms of age, gender, highest educational attainment, current grade level, and inclusive education training attended.

Table 1 Distribution of Respondents N=100

Respondents	N	%
Teachers	100	100
TOTAL	100	100.00

PROFILE OF THE RESPONDENTS

This presentation contains the survey findings concerning the respondent profiles of the teachers' age, gender, highest educational attainment, current grade level, and inclusive education training attended. The information is presented in tabular forms with discussions.

Age

This sub-section presents the survey results of the respondents in terms of age. The data are shown in Table 2.

Table 2 shows that 55 or (55%) are 30-39 years old, 27 or (27%) are 40+ years old, and 18 or (18%) are 20-29 years old. Overall, there are (100%) of the total respondents.

Table 2

20-29 years old	18	18.00
30-39 years old	55	55.00
40+ years old	27	27.00
Total	100	100.00
Age	f	%

This implies that the majority of the respondents are still in their early thirties. It further implies that Teachers in their early thirties often bring a unique blend of energy, adaptability, and contemporary perspectives to public-school elementary classrooms, which can positively influence their readiness and attitude toward teaching. Being relatively early in their careers, they may still be actively refining their instructional strategies and classroom management skills, yet they often demonstrate a strong willingness to embrace innovative teaching methods and integrate technology into lessons. Their age and experiences can make them more relatable to students, fostering engagement and a positive classroom environment, while their enthusiasm and openness to professional development contribute to a proactive attitude toward learning and collaboration. At the same time, the combination of early-career pressures and the high demands of public-school teaching may challenge their resilience, requiring support systems to maintain motivation and effectiveness.

In recent literature, early career public school teachers often including those in their early thirties manifest a complex interplay between readiness and professional attitude. For instance, Van de Borre found that despite relatively high enthusiasm, these teachers report only moderate preparedness from their initial training, and that unfavorable working conditions such as high workload and classroom discipline issues

strongly contribute to distress during their first years. Complementing this, a systematic review covering 2020–2025 highlighted that early career teachers, including those who began during the COVID19 pandemic, experienced elevated stress and burnout; however, supportive structures like mentoring, induction programs, and collegial networks helped buffer negative effects and maintain positive professional attitudes.

Moreover, research into early career teachers' socio-emotional competencies reveals that self-management and social awareness significantly predict teacher self-efficacy, which in turn mediates levels of burnout. Finally, a recent study on early-career teachers' preparedness to handle student mental health concerns showed that these teachers tend to have low self-efficacy and high stress in addressing such issues, calling for more targeted professional development to bolster both readiness and their commitment to student well[22].

Gender

This sub-section presents the survey results of the respondents in terms of gender. The data are shown in Table 3.

Table 3 shows that 79 or (79%) are female and only 21 or (21%) are male.

Overall, there are (100%) of the total respondents.

Table 3. Gender

	%	f
Male	21	21.00%
Female	79	79.00%
Total	100	100.00%

This implies that the majority of the respondents are female. It further implies that female teachers, who make up a significant proportion of public school elementary educators, play a critical role in shaping both the readiness and professional attitude within the classroom. Research suggests that female teachers often demonstrate high levels of emotional intelligence, patience, and relational skills, which enhance classroom management and foster positive student-teacher interactions. Their nurturing tendencies can contribute to a supportive learning environment, enabling them to respond effectively to students' academic and socio-emotional needs, which reflects a readiness not only in instructional competence but also in adaptive problem-solving.

For instance, Muega-Geronimo and Carlos[23] found that female preservice teachers exhibited significantly higher self-efficacy beliefs compared to males, which in turn correlated with greater readiness to take their licensure examination (LET). Similarly, research on classroom practices shows that because a large proportion of teachers are female, their gender-role attitudes influence how they implement gendered pedagogies; in a U.S.-based study, 94% of participating teachers were female, and their beliefs about gender roles predicted whether they used gender segregation or integration in class. In public school elementary contexts, reported that most inclusion teachers mostly experienced females aged 34–43 hold generally positive attitudes toward inclusive education, valuing its social benefits, though they also expressed concerns about inadequate training and support.

Highest Educational Attainment

This sub-section presents the survey results of the respondents in terms of highest educational attainment. The data are shown in Table 4.

Table 4. Highest Educational Attainment

Highest Educational Attainment	f	%
Doctorate Degree	5	5.00
With Units in Doctorate	15	15.00
Masters Degree	15	15.00

With Units in Masters	50	50.00
Undergraduate	15	15.00
Total	100	100.00

Table 4 shows that 50 or (50%) are with units in masters, 15 or (15%) are with units in doctorate, another 15 or (15%) are master's degree, 15 or (15%) are undergraduate, and only five or 5.00 percent are doctorate degree. Overall, there are (100%) of the total respondents.

This implies that the majority of the respondents continued their professional development and advancements. It further implies that professional development plays a crucial role in shaping both the readiness and attitude of public-school elementary teachers, as it equips them with updated knowledge, instructional strategies, and classroom management skills necessary for effective teaching. Teachers who actively engage in continuous professional development tend to demonstrate higher levels of confidence, adaptability, and preparedness, which directly influence their classroom performance and ability to meet diverse student needs.

Furthermore, a professional learning experiences underscores that sustained, context-responsive PD contributes to perceived professional growth, which in turn supports a more optimistic and proactive attitude toward teaching. School context also matters: studies in public-school settings emphasize that a positive school climate characterized by strong teacher relationships, student engagement, and collaborative culture has a substantial effect on teachers' self-efficacy and motivation, suggesting that PD programs should address not only pedagogy but also relational and organizational dimensions.

Current Grade Level

This sub-section presents the survey results of the respondents in terms of current grade level. The data are shown in Table 5.

Table 5 shows that 39 or (39%) are grade 3, 14 or (14%) are grade 1, 13 or (13%) are kinder, 10 or (10%) are grade 2, 10 or (10%) are grade 5, and only five or (5%) are grade 6. Overall, there are (100%) of the total respondents. This implies that the majority of the respondents are in grade 3. It further implies that Grade 3 teachers hold a pivotal role in public-school elementary education, as they guide students through a transitional stage where foundational skills in literacy, numeracy, and social development become increasingly complex. Their readiness to implement effective teaching strategies and manage diverse classroom dynamics directly affects students' academic growth and engagement.

Table 5. Current Grade Level

<u>Current Grade Level</u>	%	f
Kinder	13	13.00
Grade1	14	14.00
Grade2	10	10.00
Grade3	39	39.00
Grade4	9	9.00
Grade5	10	10.00
Grade6	5	5.00
Total	100	100.00

The presence of Grade 3 teachers in public-school elementary settings carry important implications for teacher readiness and attitude, particularly given their critical role in early foundational learning. Research on Grade 3 teachers in the Philippines indicates that they perceive only moderate competence in key teaching functions such as mediating learning and acting as disciplinarians and strongly identify their need for further training to strengthen these roles.

Inclusive Education Training Attended

This sub-section presents the survey results of the respondents in terms of inclusive education training attended. The data are shown in Table 6.

Table 6. Inclusive Education Training Attended

Inclusive Education Training Attended	f	%
Yes	95	95.00
No	5	5.00
Total	100	100.00

Table 6 shows that 95 or (95%) have attended and only five or (5%) have not attended a single training and seminars. Overall, there are (100%) of the total respondents.

This implies that the majority of the respondents have participated training and seminars in relation to inclusive education. It further implies that participation in training and seminars on inclusive education has a significant impact on the readiness and attitude of public-school elementary teachers, as it equips them with the knowledge, skills, and strategies needed to address the diverse learning needs of all students.

Moreover, such interventions have been shown to improve psychological well-being in teachers, reducing stress and increasing resilience, which can in turn foster a more positive, growth-oriented attitude.

Instrument

This study employed an adapted questionnaire from the studies.

The questionnaire had three (3) parts. The first part of the questionnaire answered the demographic profile of the respondents, particularly as to age, gender, highest educational attainment, current grade level, and inclusive education training attended.

The second part answered the respondents' level of readiness toward learning disabilities. It was adapted from the study of Saloviita[24]. It had a total 10 statements to be answered among the respondents with 5 as the highest and 1 as the lowest and verbal categories of strongly agree, agree, neutral, disagree, or strongly disagree.

Likewise, the third part answers the level of attitude toward learning disabilities. It was adapted from the studies. It had a total 10 statements to be answered among the respondents with 5 as the highest and 1 as the lowest and verbal categories of strongly agree, agree, neutral, disagree, or strongly disagree.

Data-gathering Procedures

Preliminary Stage. The researchers sent a transmittal letter to the public school's district supervisor to ask permission to conduct the study. Once approved, the researcher arranged with the schedule when to meet the respondents and conduct the study.

Data Gathering Stage. On the scheduled day, the researchers facilitated an orientation regarding the research. Salient issues like the purpose of the study, its procedure, and how the confidentiality of the respondents was protected will be discussed. Administration of the survey questionnaires followed right after the orientation. Instructions were given on how to answer the survey questionnaires. Assistance was also provided while the respondents were answering the survey questionnaires, and enough time was given to answer the said questionnaires. Retrieval of the questionnaires followed.

Post Data Gathering Stage. The study tallied, organized, summarized, interpreted, and analyzed the results. Appropriate statistical tools were used in the treatment of data.

Ethical Considerations

This portion presents the set of principles that guide the research designs and practices. These principles include voluntary participation, informed consent, anonymity, and confidentiality.

The study focused on the respondents' engagement and cooperation. Thus, teacher respondents from the aforementioned research context were informed of their voluntary participation in the study. Teacher respondents within the research context were clearly informed that their participation was entirely

voluntary, with no obligation to take part. The study was open about the goals and objectives of both the researcher and the respondents. As a result, respondents were provided informed consent to ensure that they understood its purpose and rights. Respondents were fully informed about the purpose of the research and their rights, allowing them to provide consent with a clear understanding of their involvement and the study's aims. The respondents' profiles and data were likewise kept confidential during the study. As a result, teacher respondents were assured that their privacy was respected with maximum discretion. Teacher participants were assured that their privacy were protected with the utmost discretion, ensuring their identities remained anonymous. The study ensured the confidentiality of the respondents' profiles, answers, and any data obtained. Thus, responders were guaranteed that any information gathered throughout the procedure were kept private and silent. To ensure confidentiality, the study safeguarded respondents' profiles, responses, and any data obtained. Participants were assured that all information collected during the procedure were kept private and secure.

Statistical Treatment of Data

The statistical analysis of the data in the study involved a descriptive measure. The description method was used in the presentation of data, particularly in the demographic profile of the respondents, level of readiness toward learning disabilities, level of attitude toward learning disabilities, and significant relationship between the respondents' level of readiness toward learning disabilities and their level of attitude toward learning disabilities.

The following statistical treatments were used: simple percentage computation describes the profile and frequency of the respondents; weighted mean determined the distribution results of the level of readiness toward learning disabilities and level of attitude toward learning disabilities; and Pearson moment product correlation r determined significant relationship between the respondents' level of readiness toward learning disabilities and their level of attitude toward learning disabilities.

Scoring Procedures

The researcher applied the five-point Likert Scales, which requires an individual participant to respond to a series of statements in the questionnaire by indicating to what extent the level of readiness toward learning disabilities and the level of attitude toward learning disabilities by choosing very much ready, much ready, ready, less ready, or not ready.

Scale	Range	Verbal Description	Interpretation
5	4.20-5.00	Very Much Ready	The teacher consistently demonstrates a very positive attitude, showing strong agreement and approval in ways that reflect an optimistic and encouraging outlook.
4	3.40-4.19	Much Ready	The teacher generally maintains positive attitude, often expressing agreements and favourable perspective, though with slightly less intensity.
3	2.60-3.39	Ready	The teacher maintains a neutral attitude, neither strongly agreeing nor disagreeing which may reflect a sense of uncertainty or an effort to remain balanced.
2	1.80-2.59	Less Ready	The teacher displays a negative attitude, expressing disagreement or resistance toward the ideas or practices being discussed.
1	1.00-1.78	Not Ready	The teacher consistently demonstrates a very negative attitude, openly expressing strong opposition, disapproval, or rejection of the ideas or practices presented.

Scale	Range	Verbal Description	Interpretation
5	4.20-5.00	Very Much Ready	The teacher exhibits a high level of readiness, marked by a strong commitment to inclusive values such as equity, diversity and

			meaningful participation, expressed in a natural and authentic manner.
4	3.40-4.19	Much Ready	The teacher demonstrate moderate readiness, showing openness and willingness to embrace inclusive practices, while occasionally facing challenges due to limited training, resources, or institutional support.
3	2.60-3.39	Ready	The teacher's level of readiness appears neutral, with little or no clear commitment to inclusive education at this time.
2	1.80-2.59	Less Ready	The teacher's level of readiness appears low, as they seem unprepared, insufficiently supported, or overwhelmed by the demands associated with inclusive education.
1	1.00-1.78	Not Ready	The teacher's level of readiness is very low, with little to no indication of commitment to inclusive education.

DEFINITION OF TERMS

To avoid ambiguities in the study, the following terms were defined operationally.

Action Plan-The phrase refers to a structured plan developed based on the findings of the study, aimed at addressing instructional challenges, enhancing teacher efficacy, and improving the overall implementation of the inclusive education. It includes proposed activities, timelines, resources, responsible persons, and expected outcomes.

Inclusive Education-The phrase refers to an educational philosophy and practice that promotes the full participation of all learners, regardless of ability or disability, within mainstream classrooms. Operationally, it refers to classroom settings where students with special educational needs are taught alongside their peers, with adequate accommodations provided.

Learners with Disabilities-The phrase refers to the students who require additional support due to cognitive, physical, behavioral, or emotional challenges that may hinder full access to the general curriculum. In this study, this refers specifically to children integrated into general education classrooms in public elementary schools.

Level of Attitude-The phrase refers to the individual teacher's disposition, encompassing personal beliefs, emotional responses, and predispositions toward the practice of inclusive education. Operationally, it is measured through a Likert type scale designed to capture the level of agreement with various statements about inclusion.

Level of Readiness-The phrase refers to describe the degree to which teachers perceive themselves as adequately prepared and confident to implement inclusive teaching strategies. Operationally, it is measured using a checklist assessing their access to training, use of instructional adaptations, and availability of supportive resources.

Public School Teachers-The phrase refers to the educators formally employed by the Department of Education who are assigned to teach in public elementary schools within the Carmen District. For this study, only those actively teaching at the time of data collection are included as participants.

Readiness Checklist-The phrase refers to an evaluative tool designed to assess multiple dimensions of teacher preparedness for inclusive education.

Operationally, it captures data on respondents' training history, instructional practices, access to teaching aids, and perceived confidence in supporting diverse learners.

Respondents' Profiles-The phrase refers to the demographic and professional characteristics of the elementary educators participating in the study. It may involve age, gender, highest educational attainment, current grade level, and inclusive education training attended.

Result and Discussion

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the gathered data, analysis, and interpretation of the profile of the respondents in terms of teachers' age, gender, highest educational attainment, current grade level, and inclusive education training attended; level of readiness toward learning disabilities; level of attitude toward learning

disabilities; and significant relationship between the respondents' level of readiness toward learning disabilities and their level of attitude toward learning disabilities.

LEVEL OF READINESS TOWARD LEARNING DISABILITY

This portion shows the level of readiness toward learning disability. The data are presented in tabular forms.

Level of Readiness Toward Learning Disability

This sub-section presents the level of readiness toward learning disability.

The data are shown in Table 7.

Table 7. Level of Readiness Toward Learning Disabilities

Indicators	Mean	Verbal Description
1. Inclusive education benefits all learners.	3.91	Much Ready
2. Teaching students with special needs in regular classrooms is challenging but rewarding.	3.95	Much Ready
3. Inclusive classrooms create a positive learning environment for all students.	3.97	Much Ready
4. I feel that inclusive education should be a priority in our school.	4.79	Very Much Ready
5. I am willing to adapt my teaching methods to support learners with diverse needs.	3.62	Much Ready
6. Inclusive education negatively affects the learning of non-disabled students.	4.82	Very Much Ready
7. I believe that learners with special needs can succeed in regular classrooms.	4.15	Much Ready
8. I see inclusive teaching as a way to grow professionally and creatively.	4.72	Very Much Ready
9. I believe every student, regardless of ability, deserves to be part of the same learning community.	4.22	Very Much Ready
10. The success of inclusive education depends largely on the teacher's attitude and effort.	4.24	Very Much Ready

Table 7 presents the level of readiness toward learning disabilities. The descriptive findings point to a markedly high degree of teacher preparedness in relation to inclusive education and the instruction of learners with learning disabilities. Across the instrument, mean ratings were consistently elevated, falling between 3.91 and 4.82, which denotes substantial endorsement of statements advocating inclusive educational practices. Notably, respondents expressed particularly strong affirmation that inclusion should constitute a central priority within their school, that students with special needs are capable of achieving success in mainstream classroom settings, and that engagement in inclusive teaching fosters both professional development and creative advancement. Taken together, these patterns underscore a distinctly positive orientation toward inclusion, reflecting the perception that it is not only advantageous but also realistically attainable within regular educational contexts. This implies that inclusive education, when implemented effectively, does not inherently hinder the academic progress of non-disabled students; rather, it fosters a learning environment that emphasizes collaboration, empathy, and diverse perspectives, which can enhance social and cognitive skills for all learners. The implication of this statement, however, is that teachers may approach inclusive classrooms with apprehension or a less positive attitude, potentially

affecting their readiness to differentiate instruction and support all students. If educators internalize the belief that inclusion compromises learning outcomes, they may resist inclusive practices or underutilize strategies that promote engagement for every student.

Moreover, in Poland comparing general education, co-taught inclusive, and minimally inclusive classrooms found no significant differences in the academic trajectories of non-disabled students across these settings[25]. Critically, a recent systematic literature review with an intersectional lens argues that anxieties about negative impacts on non-disabled students often stem from poor implementation of inclusive policies, rather than inclusion itself[26]. Overall, current evidence suggests that the belief in widespread academic harm to non-disabled students lacks empirical support, and that context, supports, and teacher practices play a far more decisive role than simply the presence of students with disabilities.

This implies that prioritizing inclusion suggests that the school values diversity, promotes social cohesion, and encourages teachers to adopt adaptive teaching strategies that meet the varied needs of their students. It also implies that teachers are likely to develop a proactive attitude toward professional growth, seeking out training and resources to enhance their readiness for implementing inclusive practices.

For example, María and Saorín[27] reported that primary school teachers view inclusive education as a critical right and believe that strengthening inclusivity aligns directly with the tenets of quality education. Similarly, found in a meta-analysis that teacher beliefs especially when shaped by training and hands-on inclusive experience can significantly improve their self-efficacy, emotional commitment, and cognitive support for inclusion. Moreover, recent research highlights that institutional backing, professional development, and self-efficacy play a pivotal role in shaping positive teacher attitudes:[28] showed that when teachers receive ongoing support and training, their belief in inclusive practices strengthens, reinforcing their motivation to prioritize inclusion.

On the other hand, the level of readiness toward learning disabilities, the item proposing that inclusive education may have adverse consequences for students without disabilities yielded a moderate level of endorsement, reflecting a degree of variability in respondents' perspectives. This pattern suggests that, despite generally favorable attitudes toward inclusion, a segment of teachers continues to express reservations regarding its potential implications for nondisabled learners, thereby indicating the persistence of underlying concerns about the broader classroom impact of inclusive practices.

This implies that the willingness to adapt teaching methods to support learners with diverse needs implies a flexible, student-centered approach to education that prioritizes equity and accessibility. It reflects an understanding that students learn in varied ways and that effective teaching requires responsiveness to individual strengths, challenges, and learning styles. This attitude suggests a commitment to employing differentiated instruction, inclusive strategies, and evidence-based practices to ensure all learners can engage meaningfully with the curriculum. Moreover, it indicates a mindset of continuous reflection and professional growth, recognizing that adapting one's methods is essential for fostering an inclusive, supportive, and empowering learning environment.

Teacher's willingness to adapt teaching methods to support learners with diverse needs aligns strongly with empirically grounded inclusive-practice frameworks. For example, a systematic review of higher education institutions found that faculty adaptation through frameworks like Universal Design for Learning (UDL) and flexible instructional strategies significantly promotes inclusion, especially when institutional support and ongoing professional development are present[29].

In summary, the overall mean the level of readiness toward learning disability is 3.817 and a verbal description of much ready.

LEVEL OF ATTITUDE TOWARD LEARNING DISABILITY

This portion shows the level of attitude toward learning disability. The data are presented in tabular forms.

Level of Attitude Toward Learning Disability

This sub-section presents the level of attitude toward learning disability.

The data are shown in Table 8 presents the level of attitude toward learning disabilities.

Table 8. Level of Attitude Toward Learning Disabilities

Indicators	Mean	Verbal Description
1. I have adequate training on inclusive education strategies.	2.16	Less Ready
2. I am confident in modifying lesson plans to accommodate learners with special needs.	2.22	Less Ready
3. I have access to resources that help me implement inclusive teaching.	2.24	Less Ready
4. I can effectively manage a classroom with students of diverse abilities.	3.19	Ready
5. I collaborate with special education teachers or specialists when needed.	2.17	Less Ready
6. The school administration supports me in practicing inclusive education.	2.19	Less Ready
7. I adjust my instructional methods to suit the individual learning pace of each student.	2.15	Less Ready
8. I stay informed about inclusive education practices through reading or professional development.	2.10	Less Ready
9. I know where to seek help when I encounter difficulties in inclusive teaching.	2.94	Ready
10. I believe I am equipped to address the needs of both struggling and advanced learners in one classroom.	2.96	Ready
<u>General Weighted Mean</u>	<u>2.43</u>	<u>Less Ready</u>

The descriptive analysis demonstrates differential patterns in teachers' perceptions of their readiness and the extent of institutional support available for the implementation of inclusive education. The mean scores fall between 2.10 and 2.24, accompanied by median values of 1.00. These relatively low central tendencies indicate that many respondents positioned themselves toward the lower end of the response continuum with respect to receiving adequate training, possessing confidence in adapting lesson plans, accessing instructional resources, collaborating with specialists, obtaining administrative backing, modifying teaching strategies, and maintaining current knowledge of inclusive methodologies. Collectively, these trends suggest a prevailing sense of limited preparedness and insufficient structural support across several foundational dimensions required for effective inclusive practice.

Conversely, comparatively higher mean scores were recorded for ($M = 3.19$), ($M = 2.94$), and ($M = 2.96$). These findings imply a relatively stronger perception of competence in managing classrooms characterized by diverse learner abilities, identifying appropriate sources of assistance when challenges arise, and responding to the needs of both underperforming and high-achieving students. The corresponding median values, ranging from 3.00 to 4.00, reinforce this moderate level of self-assessed capability. Additionally, standard deviation values between 1.15 and 1.44 reflect a moderate dispersion of responses, suggesting variability in teachers' experiences, contextual conditions, and individual perceptions regarding inclusive education implementation.

Aloka[30] found that teacher beliefs about their capacity to handle learners with varying needs strongly influence their implementation of inclusive practices, and that low self-efficacy is common when institutional support is lacking. In a related study, Sarkar and Kundu[31] demonstrated that teachers with higher self-efficacy are more likely to employ positive behavior management strategies in inclusive classrooms, which in turn reinforces their belief in their effectiveness. Moreover, research in Greece by revealed that efficacy in inclusive instruction, collaboration, and behavior management is significantly

higher for teachers who receive training on inclusive education, underlining the importance of professional development.

This implies that the teacher recognizes the complexity of inclusive education and understands that seeking guidance, whether from colleagues, special educators, school administrators, or professional development programs, is essential for effective teaching. This ability to identify and access support systems reflects a proactive attitude and contributes to teacher readiness, as it equips educators with strategies and knowledge to address challenges in differentiation, classroom management, and student engagement.

In addition, a study by Krainer[32], teachers who reported high self-efficacy also tended to actively engage with specialists and colleagues for guidance on managing diverse classrooms, strengthening their confidence and inclusive practices. Similarly, Junaidi[33] found that self-efficacy in instructional planning, behavioral management, and collaboration is higher among teachers who have access to cooperative structures, highlighting the value of knowing where to turn for support. Additionally, collaborative mentoring has been identified as a vital mechanism: a recent qualitative study showed that peer mentoring among general and special-education teachers helps address emotional strain, resource gaps, and pedagogical challenges in inclusive settings.

In localized contexts, such as Cebu City, teachers reported that professional development significantly enhanced their pedagogical competence in inclusive settings; however, they also voiced concerns about limited access to relevant training and funding[34]. Recent work further highlights that building teacher self-efficacy especially through reading about inclusive strategies and engaging in technology-focused PD is critical: teachers who feel confident about using digital tools are more likely to apply them in inclusive reading and writing.

In summary, the overall mean the level of attitude toward learning disabilities is 2.43 and a verbal description of less ready.

SIGNIFICANT RELATIONSHIP BETWEEN THE RESPONDENTS' LEVEL OF READINESS TOWARD LEARNING DISABILITY AND THEIR LEVEL OF

ATTITUDE TOWARD LEARNING DISABILITY

This portion shows the significant relationship between the respondents' level of readiness toward learning disability and their level of attitude toward learning disability. Data are shown in tabular forms.

Significant Relationship Between the Respondents' Level of Readiness

Toward Learning Disability and Their Level of Attitude Toward Learning

Disability

This sub-section presents the significant relationship between the respondents' level of readiness toward learning disability and their level of attitude toward learning disability. Data are shown in table 9.

Table 9. Significant Relationship Between the Respondents' Level of Readiness Toward Learning Disabilities and Their Level of Attitude Toward Learning Disabilities

Correlation Matrix			
Variables	P-value	r-value	Interpretation
Attitude and Readiness	0.148	-0.146	not significant

Legend: 0.0-0.199=*very weak*; 0.20-0.399=*weak*; 0.40-0.599=*median*; 0.60-0.799=*strong*; 0.80-1.0=*very strong*

Table 9 shows that correlation analysis examined the relationship between attitude and readiness toward learning disability. The results show a weak negative correlation between the two variables (Pearson's $r = -0.146$). This indicates that as attitude increases, readiness slightly decreases; however, the strength of this relationship is very small.

Moreover, the relationship is not statistically significant ($p = 0.148 > 0.05$, $df = 98$). This means that there is insufficient evidence to conclude that teachers' attitudes toward learning disability are significantly related to their level of readiness in handling students with learning disabilities.

These findings suggest that although teachers may hold positive attitudes toward learning disability, such attitudes do not necessarily translate into actual readiness in terms of skills, confidence, or preparedness. Readiness may instead be influenced by other factors such as training, availability of resources, administrative support, and professional development opportunities.

In conclusion, the results imply that improving teachers' readiness for inclusive education may require more than fostering positive attitudes; it also necessitates concrete institutional support and capacity-building initiatives.

For instance [35] found that although teachers rated themselves highly competent and expressed positive attitudes toward inclusive education, the correlation between competence (a component of readiness) and attitude was negligible and not statistically significant. Similarly, Macabinta [36] reported no significant relationship between teachers' instructional practices (another readiness dimension) and students' academic outcomes.

Conclusion

This chapter gives an overview of the study's findings and presents the conclusion and recommendations of the researcher gathered and offers based on the results.

This study sought to determine the readiness and attitude of public-school elementary teachers in the Carmen District toward learning disabilities, school year 2025-2026 as basis for an action plan. Specifically, it answered the particularly in terms of their level of readiness toward learning disabilities, level of attitude toward learning disabilities, and significant relationship between the respondents' level of readiness toward learning disabilities and their level of attitude toward learning disabilities.

The study was conducted in the selected elementary schools with over 100 teacher respondents. The questionnaire used in the study was adapted from Saloviita, Shareefa, M & Moosa [37]. The research design involved a descriptive-quantitative research design. The study employed statistical tools such as the weighted mean, simple percentage, and Pearson moment product correlation r for significant relationships and data analysis. The data gathered were then analyzed statistically.

Summary of Findings

The descriptive analysis reflects a markedly positive orientation among teachers toward inclusive education and the integration of learners with learning disabilities, alongside a constructive attitude toward students with learning disabilities themselves. Elevated mean scores across most items indicate strong endorsement of inclusive principles, particularly regarding the prioritization of inclusion within schools, confidence in the ability of learners with special needs to succeed in mainstream classrooms, and recognition of the professional value inherent in inclusive teaching. The responses further demonstrate a robust philosophical and ethical commitment, as participants largely affirmed that inclusive education benefits all students, cultivates supportive learning environments, and upholds the right of every learner to participate in a shared educational community.

Notwithstanding this overall positivity, certain responses reflect more nuanced perspectives. The limited agreement with the assertion that the success of inclusive education rests primarily on individual teacher effort suggests an awareness of the broader structural and institutional conditions necessary for effective implementation. Additionally, moderate concern regarding potential implications for nondisabled students indicates that some reservations persist. Taken together, the findings depict a teaching cohort that demonstrates readiness and favorable attitudes toward learners with learning disabilities, while simultaneously recognizing the systemic supports required to ensure the sustained and effective realization of inclusive educational practices.

In the same manner, the descriptive analysis reflects a markedly positive orientation among teachers toward inclusive education, particularly in relation to their readiness to support students with learning disabilities. Elevated mean scores across most items indicate strong endorsement of inclusive principles, including the prioritization of inclusion within schools, confidence in the ability of learners with special needs to succeed in mainstream classrooms, and recognition of the professional growth fostered by inclusive teaching. The findings further demonstrate a solid philosophical commitment, as respondents largely affirmed that inclusive education benefits all learners, cultivates supportive classroom environments, and upholds every student's right to participate in a shared learning community.

Despite this overall readiness and positive disposition toward students with learning disabilities, certain responses reveal nuanced considerations. The limited agreement with the view that inclusive education depends primarily on individual teacher effort suggests an awareness of the broader structural and

institutional factors influencing successful implementation. Additionally, moderate concern regarding potential impacts on nondisabled students indicates that some reservations persist. Taken together, the results portray teachers as attitudinally prepared and ethically aligned with inclusive education for learners with learning disabilities, while simultaneously recognizing the systemic supports necessary to ensure its effective and sustainable practice.

Furthermore, it shows that the study fails to reject the null hypothesis and there is no significant relationship between the respondents' level of readiness toward learning disabilities and their level of attitude toward learning disabilities.

Conclusion

In conclusion, the constructivist learning theory posits that a school culture fostering collaboration, open dialogue, and mutual support among teachers contributes to more positive attitudes toward inclusive education. In this context, adaptive teaching serves as a complement to Universal Design for Learning by promoting flexible, intentional instructional strategies tailored to the individual needs of learners. Despite these positive orientations and the implementation of inclusive practices, the study found no significant relationship between students' level of readiness and their attitudes toward learning disabilities, suggesting that favorable dispositions toward inclusion exist independently of perceived preparedness.

Recommendations

Based on the findings, the descriptive analysis of the data reveals a generally positive disposition among teachers toward inclusive education and the integration of learners with learning disabilities in mainstream classrooms. The consistently high mean scores across most indicators suggest that teachers strongly support the philosophical foundations of inclusive education. Respondents expressed agreement with prioritizing inclusion in schools, demonstrated confidence in the ability of learners with learning disabilities to succeed in general education settings, and recognized the professional value associated with inclusive teaching practices. These findings indicate that teachers view inclusion not only as an educational policy but also as an ethical responsibility that promotes equitable learning opportunities for all students.

Moreover, the responses reflect a broader commitment to the values underlying inclusive education. Many teachers acknowledged that inclusive classrooms promote collaboration, respect, and a sense of belonging among students with diverse abilities. Such perspectives suggest that educators perceive inclusive education as beneficial to both students with learning disabilities and their nondisabled peers, as it encourages supportive learning environments and fosters social integration.

Despite the overall positive orientation, certain responses indicate nuanced perspectives regarding the implementation of inclusive practices. The limited agreement with the statement that inclusive education depends primarily on individual teacher effort suggests that respondents recognize the importance of systemic and institutional support. Teachers appear to understand that successful inclusion requires collaborative efforts, administrative backing, access to appropriate resources, and continuous professional development. In addition, moderate concern regarding the potential impact of inclusion on nondisabled students reflects practical considerations related to classroom management, instructional pacing, and the effective allocation of resources in diverse learning environments.

The study also examined the relationship between teachers' level of readiness toward learning disabilities and their attitudes toward learners with learning disabilities. Statistical analysis revealed that the null hypothesis could not be rejected, indicating that there is no significant relationship between these variables. This finding suggests that while teachers may demonstrate positive attitudes toward inclusive education, such attitudes do not necessarily correspond with their perceived readiness to effectively address the needs of learners with learning disabilities.

This absence of a significant relationship implies that attitude and readiness represent distinct aspects of teacher preparedness. Teachers may support inclusive education from a philosophical and ethical standpoint while simultaneously recognizing limitations in their skills, training, or available resources. As a result, favorable attitudes alone may not guarantee effective implementation of inclusive practices in the classroom.

In light of these findings, the study recommends the development and implementation of an action plan aimed at strengthening teachers' readiness to support learners with learning disabilities in inclusive

settings. The proposed action plan may include professional development programs on differentiated instruction, appropriate classroom accommodations, and evidence-based strategies for inclusive teaching. Additionally, collaborative support systems, mentoring opportunities, and partnerships with special education professionals may be established to enhance teachers' competence and confidence in managing diverse learning needs.

Overall, the findings highlight that while teachers demonstrate strong support for inclusive education, further efforts are necessary to enhance their practical readiness. The implementation of the proposed action plan can help bridge the gap between positive attitudes and effective classroom practices, ultimately promoting more sustainable and meaningful inclusive education for learners with learning disabilities.

RECOMMENDATION FOR FURTHER STUDIES

The following topics were recommended for future research:

1. Readiness and Attitudes of Public Elementary Teachers Towards Learners with Learning Disabilities in Inclusive Classrooms
2. Teachers' Preparedness and Disposition for Teaching Students with Learning Disabilities in Public Elementary Schools
3. The Relationship Between Public Elementary Teachers' Readiness for Inclusive Education and Their Attitudes Toward Students with Learning Disabilities
4. Factors Influencing Public Elementary Teachers' Readiness to Support Learners with Learning Disabilities: Competency, Training, and Attitude
5. Public School Elementary Teachers' Readiness for Inclusive Education: Perceptions, Challenges, and Attitudes Toward Learning Disabilities

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