
| RESEARCH ARTICLE

Teachers' Readiness and Acceptance on The Inclusion of Learners with Special Educational Needs in Southern Leyte

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| ABSTRACT

This study focused on determining the receiving teachers' readiness and acceptance on the inclusion of learners with special needs at Malitbog Central School. This participated by purposively sampled ten receiving teachers who best met the purpose of the study. It utilized a descriptive-correlational design to appropriately present, describe, analyze and infer the responses of the respondent through survey questionnaires. Data gathered were analyzed through frequency, percentage, weighted mean and Pearson correlation coefficient. The findings revealed "moderately prepared" on teachers' readiness towards inclusion as to education, professional development, and instructional strategies, while in the aspect of classroom environment, most receiving teachers obtained "not sure" which means neutral towards inclusion of LSEs. It suggests that instructional materials and learning resources are needed to be improved as teachers rely on these materials to aid learning in the implementation of inclusive education. On the respondents' level of acceptance, the results showed "moderately acceptable." There are two underlying indicators of readiness that strongly correlates the teachers' acceptance towards inclusion of LSEs that basically affirmed by respondents, namely: Classroom Environment and Seminars/Training for professional development which denotes that well-structured environment and continues professional learning development plays a pivotal role in empowerment of teachers' acceptance towards inclusion of the LSEs. Hence, it is recommended to adopt the action plan entitled "Workshop on Teaching Strategies and Approaches for Receiving Teachers Handling Mainstreamed Learners" which focuses on Understanding LSEs, Awareness about Inclusive Education, Upskilling knowledge and skills on adaptation in handling LSEs.

| KEYWORDS

Inclusive education, receiving teachers, readiness, acceptance, general education class

| ARTICLE INFORMATION

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1. Introduction

Inclusive education has become a global imperative in promoting equity, social justice, and the right to education for all learners, including those with special educational needs (SEN). The transition from segregated to inclusive education systems demands a significant shift in teacher roles, competencies, and beliefs (Kyamko et al., 2024). Teachers are central actors in the implementation of inclusive education, and their readiness and acceptance of this role are key to successful inclusion. Several studies affirm that when teachers are trained and supported effectively, they exhibit higher readiness to adopt inclusive practices (Mandabon, 2023).

Teacher readiness refers to the preparedness of educators to meet the diverse academic, emotional, and social needs of students with SEN within inclusive classrooms. It involves cognitive understanding, practical skills, emotional stability, and pedagogical flexibility. The cognitive dimension includes knowledge of disabilities and inclusive strategies, while the practical component focuses on differentiation and adaptation. Karynbaeva et al. (2022) emphasize that cognitive readiness is a crucial determinant of successful inclusion (Karynbaeva, 2022; Robellos et al., 2024). Other studies reveal that professional development, access to resources, and peer support enhance readiness (Yusof et al., 2021),

Beyond readiness, teacher acceptance the willingness to embrace inclusive education philosophically and practically is equally vital. Acceptance is shaped by personal beliefs, prior experience with students with SEN, and perceived efficacy. Studies show that when teachers believe inclusion is effective and have had positive experiences, their acceptance levels rise (Shamo, 2020; Suson et al., 2020; Ivanivna & Fedkovych, 2021). On the contrary, negative attitudes and emotional unpreparedness can hinder classroom inclusivity despite adequate training.

Numerous barriers hinder teachers' readiness and acceptance, including lack of training, insufficient teaching materials, overcrowded classrooms, and inadequate administrative support. These systemic issues can cause stress and burnout among educators, leading to resistance or reluctance to embrace inclusive practices. For instance, Melnik (2020) highlighted that the psychological readiness of teachers is often neglected, resulting in emotional fatigue (Melnik, 2020). Other studies confirm that even if cognitive and practical readiness is present, lack of mentorship and institutional backing hampers inclusion success (Kairbekova et al., 2021).

Addressing these gaps involves implementing comprehensive pre-service and in-service training programs focused on inclusion, behavior management, and universal design for learning. Governments and education departments must also allocate resources and enact policies that support inclusive infrastructure. Numerous models have been proposed to cultivate inclusive readiness in teachers, including mentorship programs and collaborative peer coaching (Lavrykova et al., 2020), (Karynbaeva et al., 2021; Hamid & Andriyani, 2023; Nisa et al., 2024; Zobenko, 2022). These interventions contribute not only to enhanced readiness but also to increased emotional resilience and positive attitudes among teachers.

In summary, the successful inclusion of learners with SEN centers on teachers' readiness and acceptance. While steps have been made in training and advocacy, inconsistencies in policy execution and teacher support systems persist. Evidence suggests that multi-dimensional interventions combining cognitive, emotional, institutional, and practical frameworks are essential to achieving sustainable inclusion. For future progress, governments, educational institutions, and communities must invest in holistic teacher development programs that foster both skills and empathy. Only through this integrated approach can inclusive education evolve from policy to impactful practice.

2. Literature Review

Inclusive education has become a global movement aimed at ensuring equitable learning opportunities for all students, regardless of ability or disability. Central to the success of inclusive education is the readiness of teachers to adopt inclusive practices. Readiness is broadly understood as encompassing cognitive, emotional, and practical preparedness to teach learners with special educational needs (SEN). Karynbaeva et al. (2021) emphasize that cognitive readiness specifically the knowledge and skills to implement inclusive teaching is essential for effective classroom inclusion (Karynbaeva et al., 2021). Similarly, Lavrykova et al. (2020) discuss a model that integrates cognitive, emotional, and ethical dimensions of readiness to help future teachers meet the diverse needs of learners (Lavrykova et al., 2020). Studies by Zobenko (2022) and Adams et al. (2021) further show that teacher training and years of professional experience positively influence levels of readiness for inclusive teaching (Zobenko, 2022), (Adams et al., 2021).

Alongside readiness, teacher acceptance plays a pivotal role in the successful implementation of inclusive education. Acceptance involves a positive attitude towards inclusive values and the willingness to engage learners with diverse needs. Kalashnikova (2021) highlights the importance of psychological readiness, which includes emotional stability, openness to diversity, and inclusive thinking, as foundational for acceptance (Kalashnikova, 2021). Kudarinova and Autaeva (2021) argue that teachers with a well-developed sense of professional identity are more likely to embrace inclusive practices (Kudarinova & Autaeva, 2021). Meanwhile, Hamid and Andriyani (2023) report that in practical settings, teacher acceptance is closely tied to prior experiences with SEN students and institutional support (Hamid & Andriyani, 2023). When both readiness and acceptance are present, teachers are more effective in promoting inclusive environments that support the learning and development of all students.

3. Methodology

This study employed a quantitative research approach using a descriptive-correlational survey design to assess teachers' readiness and acceptance of the inclusion of learners with special educational needs (SEN) at Malitbog Central School, Malitbog,

Southern Leyte. The primary data collection tool was a survey questionnaire adapted from Kern's (2006) "Survey of Teacher Attitude Regarding Inclusive Education within an Urban School District." This instrument was designed to gather factual and attitudinal data related to the respondents' self-reported beliefs, opinions, and practices concerning inclusive education. The study was conducted in an environment known for implementing inclusive education practices for over two years, ensuring relevance and context. The respondents consisted of ten (10) receiving teachers from both Key Stage 1 and Key Stage 2 levels who have been involved in inclusive teaching settings. The school was chosen due to accessibility and its established inclusive framework, making it a suitable representation for generalizing results. Data collection was achieved solely through the survey method, which allowed efficient acquisition of information on the variables of interest. This approach provided both the factual basis and the subjective insights needed to assess readiness and acceptance levels. The gathered data were statistically analyzed to determine correlations between teacher readiness and acceptance levels and their involvement in inclusive practices. The use of the descriptive-correlation design was deemed appropriate for understanding existing relationships between variables rather than manipulating them, making it a valid method for addressing the study's objectives and research questions.

4. Results and Discussion

Table 1. Teachers' Readiness towards on the inclusion of LSEs as to Education

Indicators	Mean	Standard Deviation	Description
My educational background has prepared me to effectively teach LSEs with cognitive delays and deficits in daily living skills.	3.90	0.32	Moderately Prepared
My educational background has prepared me to effectively teach LSEs with behavioral difficulties.	3.90	0.32	Moderately Prepared
My educational background has prepared me to effectively teach LSEs who are aged 5 and above but their corresponding mental age is 1 year below their grade level.	4.00	0.00	Moderately Prepared
My educational background has prepared me to effectively teach LSEs who are aged 5 and above but their corresponding mental age is 2 or more years below their grade level	4.00	0.00	Moderately Prepared
My educational background has prepared me to effectively teach LSEs with communication disorder but with modified behavior and improved communication skills in inclusive classroom setting.	3.90	0.32	Moderately Prepared
My educational background has prepared me to teach learners with emotional and social problems with modified behavior.	4.00	0.00	Moderately Prepared
My educational background has prepared me to effectively teach LSEs with hearing impairment in inclusive classroom setting.	4.00	0.00	Moderately Prepared
My educational background has prepared me to deeply understand the learner's specific needs in a regular classroom setting.	4.00	0.00	Moderately Prepared
My educational background has prepared me to teach all types of learners with special educational needs.	3.90	0.32	Moderately Prepared
My educational background has prepared me to embrace learners with special needs in a regular classroom setting.	4.80	0.42	Very Prepared
Overall	4.04	0.17	Moderately Prepared

Table 1 shows the teachers' readiness towards inclusion of LSEs as to the Education/Pedagogical Knowledge has mean of 4.04, and is interpreted as Moderately Prepared based on the given response scale rating. Based on data, indicator 10 got the highest score with a mean of 4.8. Teachers chose very prepared that their educational background has prepared them to embraced LSEs in their regular classroom setting. Based on the result of the respondents' highest educational attainment, 9 out 10 were

in the master's level, this implies that teachers with higher educational attainment has deeper understanding and has a very positive perception towards handling inclusive education bin Nordin et al., (2019) On the other note, indicator 1, 2, 5, and 9 got the lowest mean which is 3.9 which means even with the teachers' educational background, they are moderately prepared to cater all types of LSENs. Learners with special needs in the general education classroom, regardless of their strengths and weakness, needs proper teaching from teachers in general education field of specialization Smaniotto et al., (2022). Overall, with the aid of their educational background, teachers are moderately prepared to effectively teach LSENs in a regular classroom setting. (Kauffman, 2021; Kuffman et al., 2022; Kauffman & Hornby, 2020) added in her study that teachers should be allowed to learn more about how to create successful inclusive classroom to create and maintain a success inclusion classroom.

Table 2. Teachers' Readiness on the inclusion of LSENs as to Seminars/Trainings/Professional Development

Indicators	Mean	Standard Deviation	Description
The trainings I attended prepared me in teaching appropriately LSENs with an IEP for learning problems.	3.70	0.67	Moderately Prepared
The school administrators prepared conference/seminars that I can attend to enhance my teaching abilities for LSENs.	3.40	0.52	Not Sure
The school administrators are prepared to take concerns regarding teaching LSENs.	3.50	0.85	Moderately Prepared
The school district provided and prepared out of district training opportunities for me to appropriately teach LSENs.	3.50	0.85	Moderately Prepared
The school district prepared and provided in- service trainings which allows me to teach LSENs.	3.40	0.52	Not Sure
The school district allows me to prepare, by giving enough time in order to attend conferences/workshops on teaching LSENs.	3.50	0.53	Moderately Prepared
My grade level colleagues are willing to assist me when needed during seminars if I have LSENs in my classroom.	4.20	0.42	Moderately Prepared
My grade level colleagues are ready to listen and give me pieces of advice when I teach LSENs.	4.40	0.52	Very Prepared
The school district prepared monetary aid for me to be able to attend seminars and trainings on teaching LSENs.	3.50	0.71	Moderately Prepared
The seminars and trainings I attended provided me with a better understanding and prepared me in dealing with the learner's behavioral patterns.	4.20	0.63	Moderately Prepared
Overall	3.73	0.62	Moderately Prepared

Table 2 shows the teachers' readiness towards inclusion of LSENs as to the seminars/trainings attended for Professional Development. According to Dela Fuente, (2021) professional development is crucial for teachers to continuously enhance their skills and knowledge in inclusive education. Research repeatedly emphasized how important it is for teachers to have the opportunity for professional development to help students succeed and as well as feel supported in the general education class. As can be gleaned in the table, the teachers are very prepared in indicator 8 which has the highest mean of 4.4 with verbal description "My grade level colleagues are ready to listen and give pieces of advice when I teach LSENs". Circumstances in handling LSENs may arise unexpectedly and vary every day, and our grade level colleague is the right person to help us since they can relate and able to see the situation, which support the study of Ibrahim and Talib (2019), fostering excellent collaboration among educators is essential for successfully implementing inclusive education programs.

Indicator 5 got the lowest weighted mean of 3.4 with verbal description of "The school district provided and prepared out the district training opportunities for me to appropriately teach LSENs", Reality showed that in handling LSENs there were challenges encountered in the teaching and learning process, despite the fact that they were able to handle the situation, the district personnel may tend to questioned the process and the result since they are unfamiliar and not totally aware of how inclusion of LSENs work. Research by Brown & White (2017) expressed consistently the need of fostering open communication among immediate supervisors as it boosts the confidence of the teachers to do even better in handling LSENs in their class, the full support in provision of regular training and professional development opportunities for teachers also enhanced their understanding of diverse learning needs and able to provide effective and suitable instructional strategies for LSENs. In general, the mean of teachers' readiness towards inclusion of LSENs as to professional development is 3.73 which is interpreted as teachers are moderately prepared towards inclusion of LSENs. Suggesting the need for continuous training/workshop initiatives to equipped teachers updated best practices that can be utilized as methods in the teaching LSENs. This may impact their ability to provide inclusive instruction and meet the needs of students with disabilities or other special needs (Salmela-Aro et al., 2019).

Table 3. Teachers' Readiness towards on the inclusion of LSENs as to Classroom Environment

Indicators	Mean	Standard Deviation	Description
Sufficient materials were prepared and provided in order to be able to make appropriate accommodations for LSENs.	3.40	0.84	Not Sure
My grade level colleagues are willing and ready to help me with issues which may arise when I have LSENs in my classroom.	4.20	0.42	Moderately Prepared
The school administrators are always ready to provide me with sufficient support when I have LSENs in my classroom.	3.30	0.82	Not Sure
A specialized assessment for learners with special needs is prepared.	3.20	1.14	Not Sure
Classroom set-ups and aids are prepared appropriately for LSENs.	2.90	0.99	Not Sure
Appropriate teaching and learning materials/resources including ICT for LSENs are prepared and provided.	2.80	0.92	Not Sure
Monetary support is provided and prepared by the school in order to conduct various activities for SPED.	3.40	0.70	Not Sure
Monetary support is provided and prepared by the stakeholders in order to conduct various activities for SPED.	3.40	1.07	Not Sure
Provides classroom atmosphere that has a culture of respect and acceptance for learners with special needs.	3.80	0.42	Moderately Prepared
The community together with the school is prepared to include the LSENs in various activities.	3.60	0.52	Moderately Prepared
Overall	3.40	0.78	Not Sure

Table 3 shows the mean of each statement with its corresponding verbal description, the highest indicator among the ten is indicator no. 9 which is 3.8 mean with verbal description of "Provides classroom atmosphere that has a culture of respect and acceptance for LSENs". Researched by (Bai & Eichelberger, 2019) highlights the importance of collaborative and fostering inclusive environment where diverse needs of all students including LSENs are effectively addressed. Effective collaboration involves various stakeholders, general education teachers, special education advocates, support staff, immediate supervisors, and regular students work together in creating supportive learning environment, academic and social success of mainstreamed learners. The reason why this got the highest it's because receiving teachers handling LSENs are able to understand that acceptance is the first step in handling these learners, and because of that they are able to educate and encourage their entire

class to observe positivity with the presence of LSEs. According to Salovitis & Griskenas, (2019) creating a supportive learning environment to LSEs come along with the challenge of complex demands such as the benefits of adapting specific, customized, and creative atmosphere for mainstreamed learners. Among all indicators in the classroom environment there are several indicators that got low mean with "Not Sure" description, but the indicator that got the lowest mean is no. 6 which has a verbal description of "Appropriate teaching and learning materials/resources including ICT for LSEs are prepared and provided". The reason for this is that, there is no such thing as readymade customized learning materials and resources solely design inclusive for LSEs, even SNED teachers are more on adaptation and modification of regular/general learning resources to accommodate LSEs. (Artiles and Trent 2023) stated that there is a need for teachers to adapt specific, customized, and creative strategies in supporting mainstreamed learner so that higher level of academic success is to be achieved.

Upon considering the needs of diverse learners, the creation of a supportive learning environment intertwines with the crucial elements that needs to be considered such as immediate supervisor support and development and instructional practices. Research consistently underscores the significance of this supportive environment in facilitating students' success Ainscow, 2016; Mitra, (2023).

Table 4. Teachers' Readiness on the Inclusion of LSEs as to Instructional Strategies

Indicators	Mean	Standard Deviation	Description
Provides individualized/differentiated instruction to accommodate LSEs in the classroom.	3.70	0.48	Moderately Prepared
Prepares an array of activities for learners who needs continues stimuli in class.	3.60	0.84	Moderately Prepared
Prepared to adapt to changes in behavior of a LSEs.	3.80	0.79	Moderately Prepared
Can apply behavior modification to learners in need.	3.80	0.79	Moderately Prepared
Fully equipped with knowledge of each disability and their differences.	3.30	0.82	Not Sure
Prepared to accommodate the varied needs of LSEs	3.80	0.79	Moderately Prepared
Modifies lesson to cater the need of LSEs.	4.00	0.67	Moderately Prepared
Provides adaptive and assistive technologies such as, enlarged print, magnifying glass, talking calculator, braille, pencil grip, etc. to LSEs.	3.50	0.85	Moderately Prepared
Prepared to collaborate with other teachers in teaching LSEs.	3.90	0.32	Moderately Prepared
Readily applies appropriate learning strategies and techniques that engages learner's holistic development.	3.90	0.57	Moderately Prepared
Overall	3.73	0.69	Moderately Prepared

Table 4 shows the teachers' readiness and response to the instructional strategies provided in catering LSEs. As can be seen from the table, the teacher is moderately prepared. According to Mitra, (2023) A collaborative approach primarily contributed to the academic success, social-emotional well-being, and holistic development of LSEs within the general education classroom. In indicator 7 which has the highest mean of 4 with a verbal description of "Modifies lesson to cater the needs of LSEs", it is indeed the only on hand instructional strategy we can provide to be able to accommodate learners and accomplished a certain competency. Shetty et al., (2021) explained that the instructional models must be carefully created to offer better learning opportunities, instructional practices, effective instructional practices are essential part of creating a supportive learning environment. Effective practices go beyond traditional methods that caters diverse needs and learning style. Indicator 5 got the lowest mean of 3.3 with a verbal description of "Fully equipped with knowledge in each disability and their differences". Different exceptionalities require varied types of instructional strategies, so teachers must understand student specific needs to be able to accommodate appropriately in the teaching and learning process. The overall mean of the teachers' readiness towards on the inclusion of LSEs as to provision of instructional strategy is 3.73 which is interpreted as moderately prepared. Teachers are widely recognized as society's primary educators, who plays a vital role in educating all students, including LSEs. Despite many

teachers feel ill-equipped to support these students, Darling-Hammond, 2017; Hayden, 2016 highlights education's evolving nature, emphasizing the need for teachers to continuously adapt their approaches to meet student needs.

Table 5. Teachers' Acceptance Towards the Inclusion of LSENs

Indicators	Mean	Standard Deviation	Description
Work as a team with colleagues in teaching and dealing with learners with special educational needs.	4.10	0.32	Moderately Acceptable
Fully supported by school administrators when faced with challenges presented by LSENs with behavioral difficulties in my classroom.	3.70	0.67	Moderately Acceptable
Working collaboratively with special education teachers with LSENs in my classroom.	4.10	0.32	Moderately Acceptable
LSENs who are aged 5 and above but their corresponding mental age is 2 or more years below their grade level should be in special education classes.	4.30	0.48	Highly Acceptable
LSENs who are diagnosed with autism but with modified behavior and improved literacy and numeracy skills should be in special education classrooms.	3.70	1.06	Moderately Acceptable
All efforts should be made to educate LSENs in the regular education classroom.	4.10	0.74	Moderately Acceptable
LSENs who are diagnosed with intellectual disability but with modified behavior and improved literacy and numeracy skills should be in special education classes.	4.00	0.67	Moderately Acceptable
LSENs who are verbally aggressive towards others can be mainstreamed in regular education classrooms.	3.70	0.95	Moderately Acceptable
Collaborative teaching of children with special needs can be effective particularly when LSENs are placed in a regular classroom.	4.00	0.47	Moderately Acceptable
Special education teachers should teach LSENs who hold an IEP (Individualized Education Plan).	4.10	0.57	Moderately Acceptable
Regular education teachers should not be responsible for teaching LSENs	3.30	0.82	Acceptable
A ratio of one LSEN be mainstreamed in a regular class.	3.90	0.57	Moderately Acceptable
LSENs who are physically aggressive towards others can be mainstreamed in regular education classrooms.	3.70	1.06	Moderately Acceptable
All LSENs who have an IEP (Individualized Education Plan) for any reason need to receive their education in a special education classroom.	4.20	0.42	Moderately Acceptable
LSENs who display speech and language difficulties but with modified behavior and improved communication skills should be in	4.20	0.63	Moderately Acceptable

special education classes.			
General education teachers are primarily responsible for teaching students who has manifestations but are not identified as having special needs.	3.60	0.84	Moderately Acceptable
Both regular education teachers and special education teachers should cater LSEs.	4.00	0.94	Moderately Acceptable
Fully supported by my administrators when faced with challenges presented by LSEs with learning difficulties in my classroom.	3.60	0.52	Moderately Acceptable
My grade level colleagues will place all of their LSEs in my classroom once I start accepting mainstreamed LSEs.	3.60	0.70	Moderately Acceptable
LSEs who are identified as depressed but do not display overt disruptive behavior should be in regular education classes.	3.30	0.95	Acceptable
Overall	3.86	0.69	Moderately Acceptable

Table 5 shows that the overall mean of 3.86, and its interpreted as moderately acceptable based on the given response scale rating. Based on the data, indicator no. 4 got the highest scores with the mean of 4.3 which is highly acceptable, where receiving teachers’ feel that “LSEs who are aged 5 and above but their corresponding mental age is below their grade level should be in special education classes”. On the other note, indicator 11 and 20 both got the lowest mean of 3.3 which is acceptable, that designated “Regular education teachers should not be responsible for teaching LSEs”. According to Dignath et al., (2022) & Bennett, (2020) some key findings indicate inclusion favorably, they also recognize factors that can be challenging. They are faced with a conflict between the demands of particular learners and goals of the class as a whole. Therefore, the acceptance towards the inclusion of LSEs in Malitbog Central School is only Moderately Acceptable which coincide to Wilson et al., (2020) that teachers are willing to accept an inclusion setting for LSEs also give confidence to the learners. As a result, receiving teachers’ acceptance towards inclusion of LSEs should be given priority, their issues and concern should be heard and make interventions so that the implementation of inclusive education can be systematically carried out to achieve favorable results. Krishchler et al., (2019); Moberg et al., (2020) emphasized that teachers’ attitudes towards LSEs makes a difference in how successfully inclusive education is implemented in regular classrooms. Thus, teachers’ acceptance towards inclusion of LSEs plays a huge part in the inclusion of the curriculum, which will result to a positive outcome. In addition, A study by Garcia & Rodriguez, (2023) found that schools with supportive environment such as regular meetings and shared planning sessions for LSEs displayed significant improvements in the students’ achievement and social emotional well-being.

Table 6. Relationship between Teachers’ Readiness and Acceptance on the Inclusion of LSEs

Independent Variables	Correlation Coefficient	p-value	Interpretation
EDUCATION/Pedagogical Knowledge	-0.252	0.483	Weak Correlation
SEMINARS/TRAININGS/ Professional Development	0.747*	0.013	Strong Correlation
CLASSROOM ENVIRONMENT	0.879*	<0.001	Strong Correlation
INSTRUCTIONAL STRATEGIES	0.671*	0.034	Moderate Correlation

Dependent Variable: Teachers’ Acceptance on the Inclusion of LSEs

As shown in table 6. the relationship between teachers’ readiness and their acceptance toward on the inclusion of learners with special educational needs (LSEs) highlights varying degrees of correlation across different aspects of preparedness. The classroom environment exhibited the strongest correlation ($r=0.879$, $p<0.001$) which denotes that inclusive and well-structured environments play a pivotal role in enhancing teachers' acceptance. According to research conducted by (Hoover et al, 2019) active involvement of families in their child’s education, especially those with SENs, correlates with enhanced academic growth, achievement, and improved social skills among students. Schools can further facilitate and strengthen this engagement by fostering open communication channels, offering resources, and collaborating with concerned individuals on the teaching learning process as suggested by Turnbull et al., (2020). Similarly, seminars, trainings, and professional development demonstrated a strong positive correlation ($r=0.747$, $p=0.013$) which entails the importance of continuous professional learning in fostering a positive attitude toward LSEN inclusion. According to Thousand et al., (2017), promoting a positive school culture,

incorporating task analysis, fosters an environment where all students feel valued and supported. Moreover, Artiles and Trent, (2023) state that while acknowledging the challenges of inclusive education the benefit of adapting specific, customized, and creative strategies in supporting mainstreamed learner through trainings and workshop as emphasized for professional development to be ongoing to equip with updated best practices and techniques in handling LSENS. Instructional strategies, with a moderate positive correlation ($r=0.671$, $p=0.034$), further emphasize the significance of adaptable teaching approaches in shaping teacher attitudes. On the other hand, the weak negative correlation and statistical insignificance of pedagogical knowledge ($r=-0.252$, $p=0.483$) which implies that a teacher's theoretical understanding or formal education in pedagogy does not have a meaningful association on their acceptance of the inclusion of learners with special educational needs (LSENS). Based on the results the null hypothesis is rejected since it is observed that there is a significant relationship between the respondents' readiness and their acceptance.

5. Conclusion

Based on the findings, teachers are moderately prepared and moderately accepting of the inclusion of learners with special educational needs (LSENS). The strongest positive correlations were found between acceptance and both classroom environment and professional development, highlighting the importance of support systems and training. Instructional strategies also had a moderate correlation, suggesting that adaptive teaching methods support inclusion. However, educational background showed a weak and insignificant relationship with acceptance. This indicates that practical support, training, and collaboration matter more than theoretical knowledge alone. Enhancing these areas can improve teacher readiness and foster more effective inclusion of LSENS in regular classrooms, ensuring a more supportive and inclusive learning environment for all students.

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