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| RESEARCH ARTICLE

Competencies of Secondary Educators In Integrating Inclusive Practices for The Education of Diverse Students

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| ABSTRACT

This study examined the competencies of secondary public-school teachers in implementing inclusive education, with a focus on evaluating teachers' knowledge, skills, attitudes, and practices. It aimed to explore the relationships between these competencies and demographic factors such as age, gender, educational attainment, and length of service, assessing variations in teacher performance influenced by these variables. A descriptive-correlational quantitative research design guided the study, and data were collected through a structured survey questionnaire administered to a sample of 30 teachers. Competencies across attitude, knowledge, skills, and practices related to inclusive education were analyzed using statistical tools like frequency counts, percentages, and Pearson's r to identify significant correlations with demographic factors. The findings revealed that while teachers generally held positive attitudes toward inclusive education, there were notable gaps in their knowledge and skills. Significant correlations were observed between certain competencies and demographic factors, with more experienced and highly educated teachers demonstrating stronger competencies. Based on these results, the study stressed the need for targeted professional development to bridge the competency gaps identified. The study recommended implementing the Action Plan for Improving Competencies in Inclusive Education among Philippine Secondary Public-School Teachers, the output of this study, to provide structured, ongoing support and enhance teacher effectiveness in inclusive education.

| KEYWORDS

Inclusive Education, Teacher Competencies, Readiness, Special Education, Educational Inclusion.

| ARTICLE INFORMATION

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1. Introduction

Inclusive education is a modern approach that focuses on making sure every student has equal access to learning, no matter their background, ability, or personal differences (Graham et al., 2023). It is based on the idea that all children, including those with disabilities or special needs, should learn together in the same classrooms. This method values diversity and encourages respect, understanding, and support for all learners (UNESCO, 2017). The goal of inclusive education is not just to place students in the same room, but to make sure they truly participate and benefit from the learning process. It involves adapting teaching methods, materials, and environments so that everyone can learn in a way that works best for them (Ainscow & Miles, 2008; Villa & Thousand, 2021). Teachers play a key role in this by using strategies that support all learners, such as differentiated instruction and collaborative learning. Inclusive education is also closely linked to social justice. It aims to reduce inequality in education by making sure no student is excluded or treated unfairly. This includes removing barriers like prejudice, discrimination, and lack of resources (Florian & Black-Hawkins, 2011). When schools are inclusive, they help build a more fair and equal society by teaching students to appreciate and accept differences. Research shows that inclusive education benefits all students, not just those with

special needs. It helps improve academic outcomes, social skills, and self-esteem for everyone (Hehir et al., 2016). Therefore, creating inclusive schools is not just a moral responsibility, but also a smart educational strategy.
Moreover, inclusive education also promotes a sense of belonging and community among students (Cerna et al., 2021). When children from different backgrounds and with different abilities learn together, they develop empathy, communication skills, and mutual respect (Alonge, 2024; Sahani et al., 2023). These social skills are essential not only in school but also later in life, as students grow into adults who live and work in diverse societies. Inclusion helps break down stereotypes and reduces bullying, as students learn to understand and value each other's differences (Booth & Ainscow, 2011). Furthermore, inclusive classrooms encourage collaboration and peer support, which can improve learning outcomes for everyone. Working together, students can help each other succeed, creating a more positive and supportive learning environment. In this way, inclusive education benefits not only individual learners but the entire school community.

Embracing the diversity inherent within classrooms, inclusive education endeavors to dismantle barriers to learning, promote social justice, and cultivate a culture of belongingness where every student can thrive academically, socially, and emotionally. As educational systems worldwide strive to adapt to the changing needs of 21st-century learners including the Philippine educational reform, inclusive education emerges as a pivotal framework for fostering educational equity, nurturing student potential, and building inclusive societies grounded in principles of diversity, acceptance, and empowerment. This research focused on assessing the competencies of Philippine high school educators towards inclusive education, particularly within the Department of Education – Cebu City Division. This inquiry stemmed from a notable gap in the existing literature regarding the specific context of teacher competencies for inclusive practices within the Philippine educational landscape, particularly at the secondary level. While inclusive education is recognized as pivotal for ensuring equitable access to quality education, there is a scarcity of empirical research dedicated to understanding the competencies of teachers in this regard. This research aimed to fill this void by providing valuable interpretations into the current state of teacher competencies for inclusive practices, thus contributing to the broader discourse on inclusive education within the country.

The significance of this thesis extended beyond academic inquiry, bearing practical implications for educational policy and practice. Inclusive education is a priority area for educational reform globally, including in the Philippines, where efforts are underway to promote inclusive practices within the public-school system. Assessing teacher competencies towards inclusive education, this thesis had the potential to inform policy development and decision-making processes within the Department of Education – Cebu City Division. The findings of this study could offer evidence-based understandings to policymakers and educational stakeholders, guiding the design and implementation of targeted initiatives to support teachers in fostering inclusive learning environments. Its findings would not only contribute to the academic understanding of inclusive education but also would offer concrete recommendations to inform educational policies, support teacher development, and drive meaningful reforms within the Department of Education ultimately promoting a more equitable and inclusive school system.

2. Literature Review

Inclusive education has become a central theme in educational reform globally, including in the Philippines, where policies such as the Enhanced Basic Education Act of 2013 (Republic Act No. 10533) and the Department of Education's inclusive education framework promote the integration of learners with diverse needs into mainstream schools. However, successful implementation depends heavily on the competencies and readiness of teachers. According to Florian and Rouse (2009), teacher competence in inclusive education involves not only knowledge of pedagogical strategies but also the ability to adapt instruction to meet varied learning needs. Studies in the Philippine context, such as those by Cabalo, De Vera, and Nardo (2020), highlight that many educators express positive attitudes toward inclusion but often lack sufficient training and resources to implement inclusive practices effectively. This gap emphasizes the need to assess teacher competencies and determine how demographic and experiential factors such as age, teaching experience, and number of training sessions attended affect their preparedness for inclusive teaching.

Demographic characteristics of teachers play a significant role in shaping their attitudes, practices, and competencies related to inclusive education. Research by Sharma, Loreman, and Forlin (2012) indicates that younger teachers or those with less experience may have more open attitudes toward inclusion but often lack the depth of skills required for effective implementation. Conversely, more experienced teachers may be less flexible in adopting inclusive practices but have stronger classroom management skills. Similarly, training and professional development have been found to directly influence teacher readiness. According to Loreman, Deppeler, and Harvey (2010), teachers who undergo specific training in inclusive education demonstrate higher competency levels and are more confident in applying inclusive teaching strategies. These findings support the need for a closer look at the relationship between demographic profiles such as educational attainment, field of specialization, and training exposure and the actual readiness of high school educators in implementing inclusive education, especially in the diverse learning environments found across the Philippines.

3. Methodology

This study used a descriptive quantitative research design to assess the readiness of public high school teachers at Zapatera National High School in Cebu City to implement inclusive education. This type of research describes current conditions and examines the relationship between variables without changing them. The researcher focused on the teachers' demographic profiles such as age, gender, educational background, teaching experience, specialization, and training attended and their levels of readiness in terms of knowledge, skills, attitudes, and practices related to inclusive education. A survey questionnaire, adapted from Moosa et al. (2020), was the main tool for data collection. It included two parts: the first gathered demographic information, while the second assessed readiness using four domains: knowledge, skills, attitudes (10 indicators each), and practices (15 indicators). The survey was distributed personally by the researcher to 30 randomly selected teachers after getting permission from the Department of Education – Cebu City Division and the school principal. Data collection was done in three stages: preliminary (getting approval), actual data gathering, and post-gathering (data processing and analysis). The collected responses were then analyzed using various statistical tools: frequency count and percentage to describe the demographic profile, weighted mean to assess readiness levels. All responses were kept confidential and used only for the purpose of this research.

4. Results

Table 1. Age of the Respondents

Age (in years)	*f*	%
25 – 29	5	16.67
30 – 34	6	20.00
35 – 39	10	33.33
40 – 44	5	16.67
45 – 49	3	10.00
50 – 54	1	3.33
Total	*30*	*100.00*

Table 1 shows the age distribution of the 30 teacher-respondents. Most of the teachers fall within the 35 to 39 years old age group, which makes up 33.33% of the total respondents. This suggests that many of the participants are in their mid-career stage, likely with several years of teaching experience. The next largest group is the 30 to 34 years old range, accounting for 20.00%, followed by teachers aged 25 to 29 years and 40 to 44 years, both at 16.67%. A smaller percentage of respondents are in the 45 to 49 years age group (10.00%), and only one teacher falls under the 50 to 54 years range (3.33%).

Table 2. Gender of the Respondents

Gender	*f*	%
Female	20	66.67
Male	10	33.33
Total	*30*	*100.00*

Table 2 presents the gender distribution of the 30 teacher-respondents. The data shows that the majority of the respondents are female, with 20 teachers or 66.67% of the total. On the other hand, 10 teachers or 33.33% are male. This result reflects a common trend in the teaching profession, especially in basic education, where females often make up a larger portion of the workforce. The higher number of female teachers may influence the overall attitudes and approaches toward inclusive education, as some studies suggest that gender can play a role in teaching styles and levels of empathy.

Table 3. Highest Educational Attainment of the Respondents

Highest Educational Attainment	*f*	%
Bachelor's Degree	1	3.33
With Master's Degree Units	20	66.67
Master's Degree	7	23.33
With Doctorate Degree Units	2	6.67
Total	*30*	*100.00*

Table 3 shows the highest educational attainment of the 30 teacher-respondents. The majority, or 20 teachers (66.67%), have earned master's degree units, which means they are currently pursuing graduate studies but have not yet completed the degree. Seven teachers (23.33%) have already completed their master's degree, showing a strong commitment to professional

development. Meanwhile, two teachers (6.67%) have earned units toward a doctorate degree, indicating that a few are advancing to even higher levels of education. Only one teacher (3.33%) holds just a bachelor's degree.

Table 4 Field of Specialization of the Respondents

Field of Specialization	*f*	%
Core Academic Subjects	25	83.33
Career and Technical Education (CTE)	3	10.00
Arts and Physical Education	1	3.33
Professional Degree/Special Education	1	3.33
Total	*30*	*100.00*

Table 4 presents the field of specialization of the 30 teacher-respondents. A large majority, or 25 teachers (83.33%), specialize in Core Academic Subjects such as Math, Science, English, and Social Studies. Only 3 teachers (10.00%) are in Career and Technical Education (CTE), while 1 teacher (3.33%) specializes in Arts and Physical Education, and another 1 teacher (3.33%) in Special Education or a related professional degree. This data shows that most teachers are focused on delivering academic content, which is typical in a high school setting. However, the small number of teachers trained in Special Education may pose a challenge in fully implementing inclusive education. Since inclusive education often requires specialized knowledge and skills to support learners with disabilities or special needs, having only one teacher with this background suggests a need for more training in this area.

Table 5. Length of Service of the Respondents

Length of Service (in years)	*f*	%
1 – 5	9	30.00
6 – 10	9	30.00
11 – 15	8	26.67
16 – above	4	13.33
Total	30	100.00

Table 5 shows the teaching experience of the 30 respondents based on their length of service. The largest groups are those who have been teaching for 1–5 years and 6–10 years, with 9 teachers each, both making up 30.00% of the total. This means that a significant portion of the respondents are either early in their careers or have moderate teaching experience. Following closely are 8 teachers (26.67%) with 11–15 years of service, and 4 teachers (13.33%) with 16 years or more of experience. This distribution suggests a good mix of newer and more experienced teachers in the school. Teachers with fewer years of experience may be more open to new teaching approaches like inclusive education, especially if they recently completed their studies where such topics are more emphasized.

Table 6. Number of Relevant Trainings Attended of the Respondents

Number of Relevant Trainings Attended	*f*	%
1	2	6.67
2	2	6.67
3	11	36.67
4	2	6.67
More than 5	13	43.33
Total	30	100.00

Table 6 shows how many relevant trainings related to inclusive education the 30 teacher-respondents have attended. The largest group, 13 teachers (43.33%), have attended more than 5 trainings, suggesting they have had significant exposure to professional development in inclusive education. Following this, 11 teachers (36.67%) have attended 3 trainings, while only 2 teachers (6.67%) each reported attending 1, 2, or 4 trainings.

Table 7. Level of Competencies Towards Implementation of Inclusive Education of the Respondents in terms of Knowledge Competency

	Indicators	$\bar{x}$	sd	Verbal Description
1	I understand the processes involved for an inclusive education	3.43	0.68	Very Competent
2	I have knowledge of identifying students with special educational needs	2.97	0.61	Competent
3	I have knowledge to create an inclusive learning environment	3.13	0.63	Competent
4	I have knowledge to sustain an inclusive learning environment	2.90	0.55	Competent
5	I have knowledge of assessing students with special educational needs	2.80	0.76	Competent
6	I have knowledge how to teach students with special needs	2.80	0.61	Competent
7	I understand the type of disabilities that students with special needs have (slow learner, autism, dyslexic, ADHD etc.)	2.80	0.76	Competent
8	I possess knowledge of relevant legislation, policies, and guidelines pertaining to inclusive education, allowing me to ensure compliance and advocate for the rights of students with special needs.	2.77	0.57	Competent
9	I am knowledgeable about assistive technologies and accommodations available to support students with disabilities in accessing the curriculum and participating fully in classroom activities.	2.70	0.60	Competent
10	I am familiar with evidence-based instructional strategies and interventions designed to support students with diverse learning needs, enabling me to provide effective instruction that addresses individual student requirements.	2.70	0.65	Competent
	Overall Weighted Mean	*2.90*		Competent
	Overall Standard Deviation		*0.67*	

Table 7 presents the self-assessed knowledge competency of teachers regarding inclusive education. The overall weighted mean is 2.90, which falls under the verbal description "Competent." This means that, on average, teachers believe they have a reasonable level of knowledge needed to support inclusive education, though there is still room for growth. Among the ten indicators, the highest-rated item is "I understand the processes involved for an inclusive education" with a mean of 3.43, described as "Very Competent." This suggests that teachers generally understand the concept and goals of inclusive education. However, other areas received slightly lower ratings. For example, knowledge about assistive technologies and evidence-based strategies had the lowest means at 2.70, indicating that some teachers may feel less confident in these technical or specialized areas. Additionally, items related to teaching and assessing students with special needs, as well as knowledge of disabilities and relevant policies, were also rated in the "Competent" range but with lower averages (around 2.77 to 2.80). This suggests that while teachers have a basic understanding of these areas, they may benefit from further training to deepen their knowledge and confidence.

Table 8. Level of Competencies Towards Implementation of Inclusive Education of the Respondents in terms of Skills Competency

	Indicators	$\bar{x}$	sd	Verbal Description
11	I am able to teach students with special needs.	2.80	0.71	Competent
12	I am able to discuss with parents regarding the emotional need of their children with special needs	2.83	0.70	Competent
13	I am able to provide information on inclusive education for parents of students with special needs	2.83	0.75	Competent
14	I am able to provide educational support for students with special needs	2.77	0.73	Competent
15	I am able to manage students with special needs	2.77	0.68	Competent
16	I am able to foster positive relationships between mainstream students and students with special needs to accommodate inclusive education	2.87	0.57	Competent
17	I have developed effective communication and collaboration skills, allowing me to work collaboratively with other educators, support staff, and specialists to meet the needs of students with disabilities.	2.80	0.61	Competent
18	I am adept at individualizing instruction and adapting curriculum materials to meet the specific needs and abilities of students with diverse learning profiles.	2.63	0.61	Competent
19	I possess strong organizational and time management skills, enabling me to effectively plan and implement differentiated instruction and support strategies to meet the needs of students with special needs.	2.70	0.60	Competent
20	I am proficient in using various teaching modalities and instructional approaches to accommodate diverse learning styles and preferences among students with special needs.	2.63	0.61	Competent
	Overall Weighted Mean	*2.76*		Competent
	Overall Standard Deviation		*0.65*	

Table 8 shows the teachers' self-assessed skills competency in implementing inclusive education. The overall weighted mean is 2.76, which is interpreted as "Competent." This means that teachers believe they have the necessary skills to work with students with special needs, but they still see areas where they can improve. All ten indicators fall within the "Competent" range. The highest-rated skill is "I am able to foster positive relationships between mainstream students and students with special needs" with a mean of 2.87, showing that teachers feel fairly confident in promoting inclusivity and cooperation among students. Close behind are skills related to communication with parents, such as discussing emotional needs and sharing information about inclusive education, both rated at 2.83. These results suggest that teachers are somewhat comfortable working with families and building supportive environments. However, the lower-rated items include individualizing instruction and using various teaching modalities, both with a mean of 2.63. This indicates that teachers feel less skilled in adapting lessons to fit the specific needs of students with disabilities. Similarly, providing educational support and managing students with special needs were rated slightly lower, around 2.77, which may point to challenges in day-to-day classroom management and lesson planning for diverse learners.

Table 9. Level of Competencies Towards Implementation of Inclusive Education of the Respondents in terms of Attitude Competency

	Indicators	$\bar{x}$	sd	Verbal Description
21	I understand the meaning of inclusive education	3.57	0.50	Very Competent
22	I care for the well-being of students with special needs	3.53	0.51	Very Competent
23	I understand the purpose for an inclusive education	3.63	0.49	Very Competent
24	I care for the progressive learning of students with special needs	3.57	0.50	Very Competent
25	I care for the achievements of students with special needs	3.57	0.50	Very Competent
26	I believe students with special needs can achieve their best with support	3.53	0.51	Very Competent
27	Teaching students with special needs requires more teaching aids	3.63	0.49	Very Competent
28	I need to work together with special education teachers if I have students with special needs in my class	3.57	0.57	Very Competent
29	Despite of the disabilities faced by students with special needs, they also have their own abilities	3.73	0.45	Very Competent
30	I need extra effort to teach students with special needs	3.73	0.45	Very Competent
	Overall Weighted Mean	3.61		Very Competent
	Overall Standard Deviation		0.50	

Table 9 shows the teachers' attitude competency towards implementing inclusive education. The overall weighted mean is 3.61, which is interpreted as "Very Competent." This means that the respondents have a very positive attitude toward inclusive education and students with special needs. All ten indicators received high ratings, with means ranging from 3.53 to 3.73, showing consistently strong agreement. The highest-rated statements are "Despite the disabilities faced by students with special needs, they also have their own abilities" and "I need extra effort to teach students with special needs", both with a mean of 3.73. These responses indicate that teachers recognize the potential of every learner and understand that inclusive teaching requires additional effort and support. Other highly rated items include understanding the purpose and meaning of inclusive education, caring for the well-being and achievements of students with special needs, and the belief that collaboration with special education teachers is essential. These responses show that teachers not only value inclusion but are emotionally and professionally committed to supporting diverse learners in their classrooms.

Table 10.. Level of Competencies Towards Implementation of Inclusive Education of the Respondents in terms of Practices

Indicators		$\bar{x}$	sd	Verbal Description
31	I have received adequate training and professional development related to inclusive education practices.	3.13	0.61	Practiced
32	I have a good understanding of various special needsand how to address them in the classroom.	2.83	0.50	Practiced
33	The necessary resources are readily available and accessible to support inclusive practices.	2.20	0.63	Fairly Practiced
34	I regularly collaborate with special education professionals, administrators, and other stakeholders to develop inclusive lesson plans and instructional strategies.	2.53	0.63	Practiced
35	I use differentiated instruction to meet the diverse learning needs of all students, including those with disabilities or other special needs.	2.80	0.55	Practiced
36	I am familiar with (UDL) principles and incorporate them into my lesson planning and classroom instruction.	2.23	0.61	Fairly Practiced
37	I effectively adapt curriculum materials and teaching methods to accommodate diverse learning styles, abilities, and needs.	3.00	0.55	Practiced
38	My classroom environment is inclusive, with physical accessibility, appropriate seating arrangements, and a promotion of diversity and acceptance among students.	2.87	0.51	Practiced
39	I use positive reinforcement, proactive interventions, and de-escalation techniques to manage behavior in my inclusive classroom.	2.60	0.50	Practiced
40	I understand (IEPs) and can implement the accommodations and modifications outlined in students' plans.	3.10	0.45	Practiced
41	I maintain active involvement and communication with parents and the broader community to support inclusive education practices and student success.	2.83	0.50	Practiced
42	I am culturally competent and able to create a classroom environment that respects and values students' diverse backgrounds and experiences.	2.97	0.45	Practiced
43	I use alternative assessment methods and accommodations to evaluate student progress in my inclusive classroom.	3.10	0.49	Practiced
44	I feel confident in my ability to effectively teach and support students with diverse learning needs in inclusive settings.	2.83	0.51	Practiced
45	I regularly engage in reflective practice, continuously evaluating and adapting my instructional strategies.	2.93	0.50	Practiced
Overall Weighted Mean		2.80		Practiced
Overall Standard Deviation			0.53	

Table 10 presents the teachers' self-assessed practices related to inclusive education. The overall weighted mean is 2.80, which falls under the verbal description "Practiced." This indicates that, in general, the teachers are applying inclusive education practices in their classrooms, although some areas are still less developed. Most indicators received ratings within the "Practiced" level, suggesting that teachers are making efforts to apply inclusive strategies such as differentiated instruction, curriculum adaptation, and collaboration with parents and stakeholders. For example, items like "I have received adequate training" (3.13), "I understand and implement IEPs" (3.10), and "I use alternative assessment methods" (3.10) show higher levels of practice, meaning that some key components of inclusion are already being applied by many teachers. However, there are a few weaker areas that need attention. Notably, the statement "The necessary resources are readily available and accessible" received the lowest mean score of 2.20, labeled as "Fairly Practiced." Similarly, understanding and applying Universal Design for Learning (UDL) principles was also rated lower at 2.23. These results suggest that while teachers are generally trying to implement inclusive practices, they may face challenges related to limited resources, training gaps, and lack of support systems.

Table 11. Test of Significant Relationship between the Level of Competencies Towards Implementation of Inclusive Education in Knowledge Competency According to Demographic Profile

Variables	r-value	Strength of Correlation	p - value	Decision	Result
Competencies in Inclusive Education in Knowledge Competency and Age Profile	0.111	Very Weak Positive	0.559	Do not Reject Ho	Not Significant
Competencies in Inclusive Education in Knowledge Competency and Gender Profile	-0.133	Very Weak Negative	0.487	Do not Reject Ho	Not Significant
Competencies in Inclusive Education in Knowledge Competency and Educational Attainment Profile	-0.064	Very Weak Negative	0.737	Do not Reject Ho	Not Significant
Competencies in Inclusive Education in Knowledge Competency and Field of Specialization Profile	0.174	Very Weak Positive	0.358	Do not Reject Ho	Not Significant
Competencies in Inclusive Education in Knowledge Competency and Length of Service Profile	0.363	Weak Positive	0.049*	Reject Ho	Significant
Competencies in Inclusive Education in Knowledge Competency and Relevant Trainings Profile	0.270	Weak Positive	0.149	Do not Reject Ho	Not Significant

**Significant at p < 0.05(two – tailed)*

Table 11 presents the statistical relationship between teachers' knowledge competency in implementing inclusive education and their demographic profile. The results show that most demographic factors such as age, gender, educational attainment, field of specialization, and number of relevant trainings attended have no significant relationship with knowledge competency. All these variables have p-values greater than 0.05, and their r-values show very weak positive or negative correlations. Therefore, the null hypothesis (Ho) is not rejected for these variables, indicating that differences in these areas do not significantly influence teachers' knowledge levels regarding inclusive education. However, one variable length of service shows a significant relationship with knowledge competency. It has an r-value of 0.363, which indicates a weak positive correlation, and a p-value of 0.049, which is slightly below the 0.05 significance level. This means the null hypothesis is rejected for this variable, and there is a statistically significant relationship between how long a teacher has been in service and their knowledge about inclusive education. Simply put, teachers with more years of teaching experience tend to have higher knowledge competency in inclusive education. In summary, while most personal and professional characteristics do not significantly impact teachers' knowledge in inclusive education, length of service does play a meaningful role. This suggests that experience over time contributes to better understanding and awareness of inclusive teaching practices.

Table 12. Test of Significant Relationship between the Level of Competencies Towards Implementation of Inclusive Education in Skills Competency According to Demographic Profile

Variables	r-value	Strength of Correlation	p - value	Decision	Result
Competencies in Inclusive Education in Skills Competency and Age Profile	0.148	Very Weak Positive	0.436	Do not Reject Ho	Not Significant
Competencies in Inclusive Education in Skills Competency and Gender Profile	-0.234	Weak Negative	0.215	Do not Reject Ho	Not Significant
Competencies in Inclusive Education in Skills Competency and Educational Attainment Profile	-0.031	Very Weak Negative	0.875	Do not Reject Ho	Not Significant
Competencies in Inclusive Education in Skills Competency and Field of Specialization Profile	0.238	Weak Positive	0.205	Do Not Reject Ho	Not Significant
Competencies in Inclusive Education in Skills Competency and Length of Service Profile	0.156	Very Weak Positive	0.409	Do not Reject Ho	Not Significant
Competencies in Inclusive Education in Skills Competency and Relevant Trainings Profile	0.243	Weak Positive	0.195	Do not Reject Ho	Not Significant

**significant at p < 0.05(two – tailed)*

Table 12 examines whether there is a significant relationship between teachers' skills competency in implementing inclusive education and their demographic profile. Based on the data, none of the demographic variables including age, gender,

educational attainment, field of specialization, length of service, and number of relevant trainings attended have a significant relationship with skills competency. All p-values are greater than 0.05, which means we do not reject the null hypothesis (Ho) for all variables. The r-values also show only very weak to weak correlations, whether positive or negative. For example, the correlation between skills competency and gender shows a weak negative correlation (r = -0.234), but it is not statistically significant (p = 0.215). Similarly, the number of relevant trainings attended has a weak positive correlation (r = 0.243), yet the p-value (0.195) indicates no significance. In summary, the results suggest that teachers' skills in implementing inclusive education are not significantly influenced by their age, gender, education level, teaching experience, specialization, or even training attendance. While there are slight trends in some areas, none of them are strong or statistically meaningful. This may indicate that skills in inclusive education may be shaped more by other factors such as actual classroom practice, mentorship, school culture, or individual motivation rather than demographic characteristics alone.

Table 13. Test of Significant Relationship between the Level of Competencies Towards Implementation of Inclusive Education in Attitude Competency According to Demographic Profile

Variables	r-value	Strength of Correlation	p - value	Decision	Result
Competencies in Inclusive Education in Attitude Competency and Age Profile	0.206	Weak Positive	0.277	Do not Reject Ho	Not Significant
Competencies in Inclusive Education in Attitude Competency and Gender Profile	-0.314	Weak Negative	0.092	Do not Reject Ho	Not Significant
Competencies in Inclusive Education in Attitude Competency and Educational Attainment Profile	0.146	Very Weak Positive	0.442	Do not Reject Ho	Not Significant
Competencies in Inclusive Education in Attitude Competency and Field of Specialization Profile	0.178	Very Weak Positive	0.347	Do not Reject Ho	Not Significant
Competencies in Inclusive Education in Attitude Competency and Length of Service Profile	0.111	Very Weak Positive	0.560	Do not Reject Ho	Not Significant
Competencies in Inclusive Education in Attitude Competency and Relevant Trainings Profile	0.198	Very Weak Positive	0.294	Do not Reject Ho	Not Significant

**significant at p < 0.05(two – tailed)*

Table 13 explores the relationship between teachers' attitude competency in implementing inclusive education and their demographic profile. The results show that none of the demographic variables age, gender, educational attainment, field of specialization, length of service, and relevant trainings attended have a significant relationship with attitude competency. All p-values are above 0.05, meaning the null hypothesis (Ho) is not rejected for any variable. Although a few variables showed weak correlations, they were still not statistically significant. For example, gender had a weak negative correlation (r = -0.314) with a p-value of 0.092, which is close but still not low enough to be considered significant. Similarly, the relationship between age and attitude competency had a weak positive correlation (r = 0.206) but was not significant (p = 0.277). In summary, the findings suggest that teachers' positive attitudes toward inclusive education are generally consistent across different demographic groups. This means that factors like age, gender, or experience do not greatly influence how positively teachers view inclusive practices. This is encouraging, as it shows that most teachers, regardless of their background, have developed strong, supportive attitudes toward students with special needs a critical foundation for successful inclusive education.

Table 14. Test of Significant Relationship between the Level of Competencies Towards Implementation of Inclusive Education in Practices According to Demographic Profile

Variables	r-value	Strength of Correlation	p - value	Decision	Result
Competencies in Inclusive Education in Attitude Competency and Age Profile	0.064	Very Weak Positive	0.735	Do not Reject Ho	Not Significant
Competencies in Inclusive Education in Attitude Competency and Gender Profile	-0.140	Very Weak Negative	0.461	Do not Reject Ho	Not Significant
Competencies in Inclusive Education in Attitude Competency and Educational Attainment Profile	-0.111	Very Weak Negative	0.563	Do not Reject Ho	Not Significant
Competencies in Inclusive Education in Attitude Competency and Field of Specialization Profile	-0.043	Very Weak Negative	0.821	Do not Reject Ho	Not Significant
Competencies in Inclusive Education in Attitude Competency and Length of Service Profile	0.379	Weak Positive	0.039*	Reject Ho	Significant
Competencies in Inclusive Education in Attitude Competency and Relevant Trainings Profile	0.406	Weak Positive	0.026*	Reject Ho	Significant

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

Table 14. presents the relationship between teachers' practices competency in implementing inclusive education and their demographic profile. The results show that out of the six demographic variables tested, two lengths of service and relevant trainings attended have significant relationships with practices competency. Specifically, length of service has a weak positive correlation ($r = 0.379$) with a p-value of 0.039, while relevant trainings attended has a slightly stronger weak positive correlation ($r = 0.406$) with a p-value of 0.026. Both p-values are below 0.05, so the null hypothesis (Ho) is rejected for these two variables. This means that teachers who have more teaching experience and have attended more relevant trainings are significantly more likely to apply inclusive education practices in their classrooms. On the other hand, the remaining variables age, gender, educational attainment, and field of specialization do not show any significant relationships, as their p-values are all above 0.05 and their r-values indicate very weak correlations. This suggests that these factors do not have a meaningful impact on how often or how well teachers apply inclusive practices. In summary, the findings highlight the importance of experience and training in improving the practical implementation of inclusive education. Teachers who have been in the profession longer and who have participated in more inclusive education trainings are more likely to practice inclusive strategies effectively in the classroom.

5. Discussion

Finding showed that it is evident that while teachers at Zapatera National High School demonstrate positive attitudes and a basic level of competence in implementing inclusive education, there are noticeable gaps in their practical skills and knowledge, particularly in areas like assistive technology, Universal Design for Learning (UDL), and individualized instruction. The overall ratings for knowledge, skills, and practices all fall under the "Competent" or "Practiced" range, indicating a moderate level of readiness. In contrast, the attitude was rated "Very Competent," which aligns with previous research suggesting that teachers often support the idea of inclusive education, even if they feel underprepared to implement it effectively (Sharma, Loreman, & Forlin, 2012). This positive attitude provides a strong foundation, but without sufficient training and access to resources, translating beliefs into classroom practice remains a challenge.

Moreover, the demographic analysis revealed that length of service and number of relevant trainings attended had significant relationships with both knowledge and practice competencies, suggesting that experience and continuous professional development play critical roles in inclusive education readiness. This supports findings from Florian and Rouse (2009), who emphasized that inclusive education requires not only commitment but also sustained skill-building through ongoing training and collaborative practice. Interestingly, other demographic factors such as age, gender, and educational attainment did not

show significant effects, aligning with studies that argue competency is more closely tied to contextual exposure and experience, rather than static personal attributes (Loreman, Deppeler, & Harvey, 2010). These findings highlight the need for structured and targeted training programs to support teachers in areas where practical implementation remains weak, despite their strong commitment to inclusive values.

6. Conclusion

It can be concluded that high school teachers at Zapatera National High School demonstrate a generally positive attitude and moderate level of competency in implementing inclusive education. While their attitudes were rated as "Very Competent," indicating a strong willingness to support students with special needs, their competencies in knowledge, skills, and practices were only rated as "Competent" or "Practiced," highlighting areas that require further development. The results also revealed that length of service and number of relevant trainings attended have a significant influence on teachers' knowledge and practical application of inclusive strategies, suggesting that experience and continuous professional development play a key role in improving readiness. Other demographic factors such as age, gender, and educational attainment showed no significant impact, implying that targeted support and training rather than personal background are more effective in enhancing inclusive education competencies. Therefore, while the foundation for inclusive education exists through positive teacher attitudes, there is a clear need for more structured training, access to resources, and hands-on support to fully equip teachers for effective inclusive classroom practice.

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