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| RESEARCH ARTICLE

# The Level of Awareness in Inclusive Education Among Government Universities in China

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| ABSTRACT

It is important to note that although the Chinese government has implemented regulations to promote inclusive education, there is a large amount of variation in how these policies are actually implemented (Qu, 2024). In connection, there is a significant number of university faculty members and administrative staff members with limited awareness and training in how to serve students who have a variety of demands (Li and Ruppar, 2021). Therefore, the study aims to determine the level of awareness in inclusive education among government universities in China. The challenges of government school teachers in teaching inclusive education will also be analyzed for inputs in enhancement proposal. The study will adopt Social Cognitive Theory because of its broad applicability within psychological disciplines and other fields such as education, business, and health. This theory may acquire a deeper understanding of the behavioral, cognitive, and environmental elements that influence educators' ability to adapt and successfully apply inclusive practices in classroom environments. The quantitative research approach will be applied with purposive sampling technique to which participants will be picked based on specified qualities that match with the aims of the study.

## Introduction

Recent research has shown that those working in government institutions in China are becoming more conscious of the importance of inclusive education. This tendency is in line with movements taking place all across the world to promote equity and diversity in education. Even though there has been improvement, there is still a significant disparity between the awareness and implementation of inclusive education methods across different universities. This disparity is partly caused by the fact that different universities have varying levels of institutional commitment, resources, and cultural attitudes toward inclusivity (Forlin, 2019). It is important to note that although the Chinese government has implemented regulations to promote inclusive education, there is a large amount of variation in how these policies are actually implemented (Qu, 2024).

One of the most significant obstacles that must be overcome in order to raise awareness about inclusive education in Chinese universities is the dearth of standardized training and resources for educator professionals. According to Li and Ruppar (2021), a significant number of university faculty members and administrative staff members have a limited awareness of and training in how to serve students who have a variety of demands. Furthermore, the level of understanding and acceptance of inclusive education can also be influenced by cultural ideas and society's attitudes towards people with disabilities. According to Yu, Stronach, and Harrison's research from 2020, there is a tendency for an education system that has traditionally been focused

on examinations to be reluctant to adopt inclusive approaches that are deemed to diverge from standard techniques.

Since the Chinese government has acknowledged the significance of inclusive education, it has enacted a number of laws that are designed to facilitate its incorporation into educational institutions associated with higher learning. These policies are only effective if they are consistently implemented at the university level. According to research conducted by Guo and Huang (2021), while some educational institutions have achieved substantial progress in promoting inclusion, others are falling behind due to a lack of clear norms and support from educational authorities within the educational system. This disparity highlights the importance of more rigorous frameworks and enforcement mechanisms in order to ensure that inclusive education principles are executed in the same manner across all institutions.

Increasing awareness of inclusive education and put it into practice is made possible through the utilization of technology and digital platforms. For students with disabilities, digital technologies can make it easier for them to access educational resources, and they can also give instructors training on how to implement inclusive practices. In the midst of the COVID-19 pandemic, numerous Chinese institutions made use of online platforms in order to carry on with their educational operations. As a result, there was an unintended increase in awareness regarding the needs of students who required inclusive help (Guo & Huang, 2021). On the other hand, the efficacy of these digital solutions is contingent upon the availability of resources as well as the level of digital literacy possessed by education professionals and students alike.

It is important to note that the level of knowledge and acceptance of inclusive education is highly impacted by cultural and social issues. It is common practice in China to understand the concept of inclusive education within the context of Confucian values, which place an emphasis on community and harmony (Qu, 2024). These principles can serve as a foundation for improving inclusive educational methods that benefit all students. On the other hand, there is a requirement to challenge the preexisting prejudices and misunderstandings regarding impairments, which have the potential to impede the implementation of inclusive policies. According to Shaeffer (2019), one way to assist in overcoming these cultural hurdles is to raise knowledge about the benefits of inclusive education for all children.

In spite of the fact that there has been some progress made in terms of increasing awareness of inclusive education among government colleges in China, research indicates that there is still more work to be done. The success of existing policies should be evaluated in subsequent research, and the identification of best practices that can be applied in a variety of educational settings should be the primary emphasis of these studies. Furthermore, there is a requirement for longitudinal studies to be conducted in order to monitor the impact that inclusive education programs have on students' outcomes and to provide policymakers with evidence-supported recommendations (Li & Ruppar, 2021).

The level of understanding of inclusive education among government colleges in China is growing, and major strides have been made in this regard over the past few years. There are, nevertheless, obstacles that continue to impede growth, such as insufficient training, cultural attitudes, and inconsistent policy execution. To address these issues, it is necessary for government entities, educational institutions, and the community to collaborate in order to cultivate a learning environment that is more welcoming and accommodating of individual differences.

## Review of Related Studies
### *Inclusive Education*

According to the Salamanca Statement (UNESCO, 1994), as cited in Solviita (2020), inclusive education is where all students, including those with severe disabilities, can attend conventional classrooms with sufficient support. The principle reversed the conventional wisdom. Unlike when the subject was addressed in terms of "integration," children's readiness was no longer seen as the key barrier to their admittance into mainstream education.

Inclusive education is defined as an education system that ensures that all students, regardless of their abilities, culture, and economic level, have the same opportunities and options to participate in school activity actively, minimizing the risk of exclusion and fulfilling the educational objectives (Morina, 2017; Miller et al., 2022). Inclusion is a process of addressing the needs of all students by increasing participation in learning, providing changes in strategies and content, and making them appropriate for students (Triviño-Amigo et al., 2022).

Inclusive education is instruction planned to accommodate every student's requirements, regardless of their skills, limitations, or other traits. Contrastingly, inclusive education aims to give every student equal access to learning opportunities and guarantee their full participation in the educational process (Machů, 2015), as cited in Aalatawi (2023).

Inclusive education is defined as learning that respects each child's rights and skills, considers their needs, and works toward social justice and equality. In promoting social justice and equality, inclusive education attempts to integrate impaired children into the educational process and modify secondary institutions to accommodate them. Based on a social perspective, inclusive education looks at the program and approach rather than the child as the source of the issue. A system of education like this needs to be adjusted. This involves creating training plans that consider the needs of each child and appropriately adjusting the methodology's aspects related to psychological issues. According to inclusive education, kids with disabilities can attend whatever school they choose (Akbarovna, 2022). Paseka and Shwab (2020) mentioned that an inclusive education system

and inclusive teaching and learning techniques must be constructed to achieve inclusion; yet, the definition of "inclusive" has evolved over the past ten years. The UN Convention placed more emphasis on the needs of disabled kids and how to assist them so that they can attend regular schools. Subsequent policy documents, such as the Sustainable Development Goals, address all students (Schwab, 2019). A paradigm change occurred in this setting, focusing on the organizations and raising questions about how they create barriers to inclusion and how schools may guarantee equity in education for all students.

Meanwhile, a body of research has been produced that lists the obstacles to adopting inclusive education due to the program's inability to establish a firm foothold in  educational systems worldwide. In addition to data from General Comment 4 (UN 2016) and the General Education Monitoring Report of 2020 (UNESCO, 2020), this research incorporates the work of experts like Braun (2020), and Sharma (2020). Some of the obstacles mentioned in these sources are enduring bias and discrimination; unfavorable views regarding inclusion; an absence of data and research to track advancements; insufficient laws and regulations, government support, and funding; subpar teacher preparation; and inaccessible curricula and schools. The successful implementation of inclusive education is contingent upon addressing these impediments, as per this problem- framing approach.

Numerous studies looked at teachers' preparedness for inclusion in various foreign cultures. In their investigation, Myronova et al. (2021) discovered that Ukrainian higher education instructors lacked knowledge of fundamental inclusive ideas such as diversity and tailored learning. There have also been reports of preconceived prejudices towards students with special needs. These disparities in knowledge and mindset obstruct the effective, student-centered education necessary for inclusion.

Likewise, research also assessed African environments. Adams et al. (2023) discovered that multimodal teaching and flexible pre-teaching were two responsive adaptations Ghanaian teachers utilize. Unfortunately, given student needs, the amount of individualization that could be achieved was limited by budget limitations. To maximize educator effort, more structural support could be needed. Hence, teachers find that students with this kind of dysfunction pose significant challenges in terms of both their social integration and their work ethic. Schools have struggled to provide this group  of  pupils with the necessary help (Schuck and Rauer, 2018).

It is evident that students' positive and motivated attitudes toward their future professional activities in the inclusive education system are insufficient. Their experience and educational activities are multi-motivated, drawing from the goals of several groups, and each one has some bearing on the student, depending on where he is in his career development. In the context of social cohesion in education, one of the responsibilities of psychologists' professional training is developing particular professional knowledge and skills within the special mandatory and elective training courses targeted at mastering the fundamentals to work with children with psychophysical disorders (Sheremet et al., 2020).

Based on the findings of Alnahdi (2020), teachers felt somewhat confident about their capacity to operate in inclusive environments. The educators did, however, voice reservations about a few skills needed in inclusive environments. Teachers who were asked to deal with physically hostile students and raise awareness of rules and policies about the inclusion of students with disabilities were seen as having less confidence in their abilities. However, the educators expressed confidence in many of the skills needed to teach in inclusive classrooms. For instance, they had faith in their abilities to persuade kids to obey regulations, ease parents' concerns about their presence at school, and give pupils alternative answers.

With inclusive education becoming more digitally modernized, the ability of teachers to independently choose, evaluate, and provide the necessary knowledge to students becomes increasingly important. The foundation of a special educator's information and communication competency for working with inclusive groups consists of elements including perception, effective communication skills, and the capacity to use information. Therefore, when selecting pertinent material, educators should foster personal traits like critical thinking, independence, and progressiveness in their future special education bachelors. In an inclusive culture, the effectiveness of a teacher's personality is contingent upon the expanding role of communication (Okhrimenko et al., 2021).

Moreover, the findings of Kozibroda et al. (2020) revealed that using inclusion has led to the creation of numerous inclusive models. The integration of inclusion can be achieved through two primary and effective techniques, which are differentiated and integrated. In an integrated approach, innovations in inclusive education are introduced into the following components of the educational system: a school that establishes the internal requirements for inclusion, a community, and a concept (strategy) that defines the model, external preconditions, and stages of inclusion. Together with the integrated method, a differentiated strategy is utilized to determine the internal requirements for inclusion, such as instructors' competency and their values, beliefs, and attitudes.

Similarly, The literature establishes the significance of school philosophy in inclusive education. Five models of private school ideology were discovered based on the inclusive educational process, specifically a market-oriented and holistic inclusive models. The mindset of parents of students without special education needs also affects the effectiveness of inclusive education. Parents of students with special educational needs are more open to inclusive education; they recognize the social effect of inclusive education and, at the same time, experience negative effects from students without special educational needs, according to recent investigations (Schmidt et al., 2020).

Magnússon (2020) also stated that to achieve the best learning outcomes, modern inclusion models incorporate

innovations that guarantee student segregation (social, ethnic, and migration-related). There is a growing correlation between the student's school preferences and the rise in inequality. The ability to select a school and rely on socioeconomic and migratory status are characteristics of including EU nations (Cooc & Kiru, 2018). Personification, differentiation, and partnership have emerged as crucial components of inclusive education in EU member states as innovative approaches are being implemented (Paseka & Schwab, 2020).

There are clear implications for policies that attempt to bring students into the mainstream if teachers hold a negative view towards inclusion and believe that they should not be there or that they are somebody else's responsibility. Contrastingly, teachers with a more positive attitude toward inclusion are more likely to modify their teaching approaches to help students with additional support needs (Lüke & Grosche, 2018).

Through a qualitative deductive content analysis of scholarly literature, policies, reports, and legislation from South Africa during the colonial and apartheid eras, the researchers investigate three path dependencies that have kept the nation stuck in past patterns of segregated education and categorization. These coexist with the new inclusive practices that actors at the local and systemic levels are implementing, which are made feasible by contributions to the policy ecology. The educational landscape in South Africa is complicated and contradictory, making it difficult to anticipate a straight line toward increased inclusivity. They argue for a sophisticated understanding of the imbrications of historical investments and drivers of inequality, with policy choices and the incentive for transformation among system actors, rather than defining hurdles to inclusive education (Likewise, Mpu and Adu (2021) stated that the foundation of qualitative data analysis was an interpretive mindset. The results showed that the main factors contributing to educators' feelings of inability to teach in inclusive classrooms were overcrowding, inadequate training, and a lack of knowledge and abilities on their part. The project will address the difficulties encountered in putting inclusive education into practice. Consequently, the study suggests that inclusive education should serve all students, regardless of their handicap.

### *Profile of Respondents*

The role of teachers is understated in many studies that have investigated inclusion and student experiences. It is important to understand the vital roles of teachers in fostering inclusive classrooms. While inclusion in schools begins with the teachers, the education system must support teachers through access to appropriate resources and the provision of supportive leadership and effective policy (Boyle et al., 2020).

Teachers have not received the idea of inclusion well. This makes sense considering that the teaching profession was primarily responsible for constructing distinct special education structures. Many studies have been conducted on the causes of teachers' negative attitudes, and the findings indicate that these reasons are only tangentially related to person-related factors, including teachers' age, gender, experience, training, or attitudes toward people with disabilities. Instead, the two variables most strongly linked to teachers' views have been the nature of the student's handicap and the teacher's professional function (Saloviita, 2019).Walton & Engelbrecht, 2022).

According to Majoko's study (2019), participants believed collaboration, differentiation of instruction, classroom and behavior management, screening and assessment, and classroom management were essential teacher competencies for inclusive education. By preparing them to adapt to the diversity of children, pre-service and in-service teacher training in these critical abilities could support the successful and efficient implementation of inclusive education. This study may be a starting point for further investigations into the essential skills teachers need to provide inclusive education.

Saloviita (2020) mentioned that teachers' ages have had either no association with their attitudes towards inclusion or, three times more often, younger teachers have felt slightly more positively towards inclusion than older teachers.

Parents' views about the inclusion of kids with physical and learning disabilities were influenced by their educational and socioeconomic backgrounds. The more positive parents' attitudes were regarding including students with physical disabilities, the higher their income and educational attainment. A paradox effect was observed in attitudes toward students with learning difficulties. Compared to parents with greater educational attainment, parents with lower educational attainment seem more supportive of including students with learning difficulties. It's also important to note that inclusive teaching methods forecast parents' views on including children with learning difficulties in the classroom (Paseka & Schwab, 2020).

Moreover, a degree and expertise in special education greatly benefit instructors in inclusive classrooms (SPED). The study found that instructors' experiences in the inclusive context were both good and unpleasant (Boitumelo et al., 2020). These interactions have a significant influence on their attitudes and beliefs about inclusivity. It was asserted that assisting general and special education instructors who work in inclusive settings with children with disabilities can lead to positive social change and improve inclusion's overall effectiveness. Furthermore, inclusive education instructors may find it easier to handle pressure if they have a positive self-image and attitude and constantly push themselves (Nketsia et al., 2016). But, a model or strategy can only deal with some of the challenges associated with inclusion. More study should be done on creating and putting into practice effective inclusive practices and teacher assistance to promote inclusivity (Boitumelo et al., 2020). Studies have been conducted on the lived experiences of inclusive education teachers in the Philippines. The majority are worried about the assistance of the

instructors, issues, fixes, advantages and disadvantages, and potential futures. Research is still required, nevertheless, on the meta-synthesis of educators' actual experiences with inclusive education in the Philippines. Consequently, this study aims to meta-synthesize previous research on educators' actual experiences with inclusive education across the nation.

### *Level of Awareness in Inclusive Education*

There is a wide range of awareness of inclusive education among educators, which is influenced by a variety of factors, including training, exposure, and institutional support. It has been demonstrated through research that although there are educators who are well-versed in inclusive education approaches, a significant number of them still lack the requisite awareness and comprehension. According to Struyf et al. (2022), this inequality is frequently the result of insufficient possibilities for professional development and options for training. For instance, in Indonesia, attempts to strengthen the inclusive education curriculum have brought to light the necessity of employing flexible teaching methods and support systems in order to cater to the various educational requirements of the students (Korotkov & Yarrow, 2022).

Educators face a number of obstacles that prevent them from developing an awareness of inclusive education initiatives. One of the most common factors is people's cultural attitudes and beliefs regarding disabilities. According to Astuti (2020), traditional perspectives on education in many regions of the world place a higher value on standardized accomplishment than they do on individualized learning. This might be in direct opposition to the values of inclusivity. Moreover, the problem is made even more difficult by logistical obstacles, such as a deficiency of resources, poor training programs, and restricted access to educational materials that are inclusive (Zhurukov, 2022).

Policies and strategic plans developed by the government have a significant influence on the process of increasing awareness of inclusive education. It has been the goal of implementing national frameworks, such as Indonesia's Master Plan for the Development of National Inclusive Education (2019-2024), to improve teacher training and promote inclusive practices throughout all educational institutions (Rofiah, 2023). As a result of Rwanda's inclusive education policy, the number of teachers who have received training to manage the varied requirements of their classrooms has increased, which reflects the country's growing commitment to inclusiveness (Karangwa, 2022).

There are opportunities and challenges for inclusive education that are presented by the use of digital tools in various educational settings. Technology, on the one hand, has the potential to make it easier to access inclusive resources and to establish environments in which educators can receive training in inclusive practices. Nevertheless, the efficiency of these tools may be hindered by differences in digital literacy and access to technology (Susilawati et al., 2023). According to research conducted by Sydoriv and Sydoriv (2024), despite the fact that online training programs and digital educational resources are becoming more widespread, the digital divide frequently creates barriers that limit the impact of these programs and resources.

More and more people are beginning to acknowledge the significance of inclusive education, despite the difficulties that it presents. The authors of the study by Dewi et al. (2024) found that teachers who are aware of inclusive practices report feeling more confidence in their ability to manage diverse classrooms and handle the needs of individual pupils. According to Outeda (2024), inclusive education is increasingly being linked to social justice and equity, which highlights the importance of inclusive education beyond the achievements of students in the classroom. There is a tremendous opportunity to build comprehensive training programs that provide educators with the information and skills necessary to effectively support inclusive education. This opportunity presents itself as awareness continues to expand.

A greater amount of research is required to understand the unique requirements that instructors have in relation to inclusive education training, despite the fact that progress has been made. (Singh, 2022) If longitudinal studies were conducted, they would provide significant insights into the influence of awareness programs on teaching methods and student results. Furthermore, there is a requirement to investigate the impact that cultural attitudes have on how instructors see inclusivity, as well as to devise interventions aimed at addressing these attitudes (Udych et al., 2024).

One of the most important factors that determines whether or not inclusive practices are successfully implemented is the level of awareness that teachers have regarding inclusive education. Despite the fact that there are considerable obstacles, such as cultural hurdles and resource limits, there is potential for progress that is presented by continuous governmental efforts and technical advancements. To cultivate inclusive educational environments that benefit all students, it will be necessary to raise awareness and comprehension through the implementation of specific training and support policies.

### Significance of the Study

The study is deemed to be significant to the following individuals or groups of individuals:

***Teachers.*** The result of the study may benefit the teachers through learning more about the attitudes and readiness to teach inclusive education, which can help create learning environments that are more effective, encouraging, and inclusive for all students. It can also offer insights into areas where teachers may need further training or support to teach in inclusive classrooms effectively.

***School Administrators.*** The result of the study can enhance the policies and guidelines that promote inclusive practices within the school or district, fostering a culture of diversity, equity, and inclusion. Administrators can use the study findings to engage stakeholders, including teachers, parents, and community members, in discussions and initiatives to enhance inclusive education practices.

***Students.*** The study's results can help the students receive appropriate support and accommodations, leading to an improved learning experience for all students. Effective inclusive education practices can allow students with disabilities or special needs to access the curriculum and participate more fully in classroom activities, leading to increased academic achievement and success.

***Future Researchers.*** The result of the study may help future researchers look further into other variables not included in the given research to understand the inclusive education needs of teachers and students.

***Researchers.*** For researchers, this study contributes to the existing body of knowledge on inclusive education, particularly in the context of higher education in China. It provides empirical data that can serve as a foundation for future studies exploring inclusive education practices, teacher training, and the barriers to effective implementation. The findings may inspire further research into the relationship between teacher attitudes and student outcomes, as well as the effectiveness of various inclusive education policies and programs. Moreover, the results could be used to develop new frameworks for inclusive education that are specifically tailored to the needs of teachers and students in Chinese universities.

***For the government,*** this study provides critical information on the effectiveness of existing policies and initiatives aimed at promoting inclusive education in higher education institutions. By assessing teachers' awareness and readiness to implement inclusive education, the findings can inform policy decisions and improve the enforcement of laws related to inclusive education. The government can use the study's results to identify areas where additional resources, training, or support are needed to ensure the successful integration of students with disabilities into higher education. Furthermore, the study may offer insights into the broader social and cultural challenges that impact inclusive education in China, enabling the government to craft more targeted and effective interventions.

## Theoretical Framework

The theoretical framework of this study is grounded in key educational theories that inform the understanding of inclusive education, teacher awareness, and the factors that shape the attitudes and practices of educators. The primary theories that form the foundation of this study include the Social Model of Disability, Vygotsky's Social Constructivist Theory, and Theory of Planned Behavior. These theories provide insight into the conceptualization of inclusive education and guide the analysis of teachers' awareness and their role in implementing inclusive practices.

## Social Model of Disability

The Social Model of Disability, proposed by scholars like Michael Oliver and others in the 1970s, posits that disability is not an inherent trait of the individual but a result of the interaction between individuals and their environments. According to this model, society's structures, attitudes, and systems often create barriers for people with disabilities, rather than the disabilities themselves being the issue. This model contrasts with the traditional Medical Model of Disability, which views disability primarily as a health condition that needs treatment or intervention.

In the context of inclusive education, the Social Model emphasizes that the barriers to inclusion are social, cultural, and environmental, rather than individual. This perspective highlights the importance of societal attitudes toward students with disabilities and the need for educational institutions to adopt practices that accommodate and support diverse learners. The Social Model aligns with the objectives of the study, as it focuses on how educational systems, including teachers' awareness and training, can create inclusive environments that address the needs of students with disabilities.

## Vygotsky's Social Constructivist Theory

Lev Vygotsky's Social Constructivist Theory suggests that learning is a social process that occurs through interactions between individuals and their environment. Vygotsky emphasized the importance of social interaction in cognitive development and argued that knowledge is constructed through dialogue and shared experiences. His concept of the Zone of Proximal Development (ZPD), where learners can achieve higher levels of understanding with the support of a more knowledgeable person (such as a teacher or peer), is particularly relevant to inclusive education.

For inclusive education, Vygotsky's theory stresses the significance of collaborative learning environments where all students, including those with disabilities, can interact and learn from one another. The theory suggests that teachers need to be aware of the individual needs of students and offer appropriate scaffolding to help them succeed. This highlights the role of teacher awareness and their ability to recognize and support diverse learning needs within the classroom, which is central to the study's investigation of teachers' attitudes and awareness levels.

## Theory of Planned Behavior

The Theory of Planned Behavior (TPB), developed by Icek Ajzen, posits that individual behavior is driven by three factors: attitudes toward the behavior, subjective norms, and perceived behavioral control. According to TPB, an individual's intention to perform a behavior is the most significant predictor of whether the behavior will be carried out. The theory suggests that if individuals have a positive attitude toward a behavior, believe that key others (e.g., colleagues, administrators, society) support the behavior, and feel they have the ability or resources to engage in that behavior, they are more likely to act in accordance with that behavior.

In the context of inclusive education, TPB offers a valuable framework for understanding teachers' intentions to adopt inclusive teaching practices. Teachers' awareness of inclusive education is influenced by their attitudes toward students with disabilities, their perceptions of societal and institutional support for inclusive education, and their confidence in their ability to implement inclusive practices effectively. This theory will guide the study by exploring how these factors contribute to teachers' level of awareness and their subsequent actions in the classroom. The study will assess whether teachers' attitudes and perceptions about inclusion lead to a more positive awareness and willingness to implement inclusive education practices.

**Integration of Theories in the Study**

The integration of these three theories forms the theoretical framework for understanding the factors that influence teachers' awareness of inclusive education. The Social Model of Disability offers a perspective on how societal attitudes and institutional barriers shape teachers' perceptions of students with disabilities. Vygotsky's Social Constructivist Theory highlights the importance of teacher-student interactions in fostering inclusive learning environments, emphasizing the need for teachers to adapt their approaches to meet diverse student needs. The Theory of Planned Behavior helps explain how teachers' intentions to engage in inclusive teaching practices are shaped by their attitudes, societal norms, and perceived control over the inclusion process.

By combining these theories, the study aims to explore the complex relationships between teachers' awareness, their attitudes, the institutional environment, and the broader social and cultural context. This theoretical framework will guide the analysis of how teachers in Chinese government universities perceive and respond to the need for inclusive education, and how these perceptions translate into their practices in the classroom.

In conclusion, the theoretical framework of this study draws upon the Social Model of Disability, Vygotsky's Social Constructivist Theory, and the Theory of Planned Behavior to explore the factors that influence the level of awareness of inclusive education among teachers. These theories collectively emphasize the social, cognitive, and behavioral factors that shape teachers' attitudes and practices, providing a comprehensive lens through which to understand the dynamics of inclusive education in higher education institutions in China.

**Conceptual Framework**

The Input-Process-Output (IPO) model provides a structured approach to understanding the flow of data in a research study. It categorizes the key components that drive the research process: inputs, processes, and outputs. This model allows for a clear conceptualization of how variables are related and how different factors contribute to the research outcomes. For this study, which aims to determine the level of awareness in inclusive education among government university teachers in China, the IPO framework provides a logical structure for exploring the relationships between teachers' characteristics, the teaching environment, and their awareness of inclusive education practices.

In the input stage, various factors contribute to shaping the awareness of teachers about inclusive education. These include:

1.      Demographic Profile of Respondents: The characteristics of the teachers, such as their age, gender, civil status, years of teaching experience, and educational attainment, are essential inputs that may influence their level of awareness. Teachers with different demographic backgrounds may have varying levels of exposure to inclusive education and different attitudes toward its implementation.

2.      Institutional and Cultural Context: The policies, resources, training opportunities, and institutional commitment to inclusive education within the government universities in China are key factors. Different universities may vary in terms of how inclusive education is supported or implemented, which will affect teachers' awareness and readiness to engage in inclusive practices.

3.      Previous Experience and Training in Inclusive Education: Teachers' prior exposure to and training in inclusive education are significant inputs. Teachers who have received formal training, participated in workshops, or have direct experience working with students with disabilities may have higher levels of awareness and preparedness to implement inclusive practices.

4.      Socio-cultural Influences: The broader socio-cultural environment, including public attitudes toward disability and inclusive education, plays a role in shaping teachers' awareness. Cultural barriers or misconceptions about disabilities and inclusion may affect how teachers perceive and act on inclusive education policies.

The process stage refers to the mechanisms through which the inputs (teachers' demographic profiles, institutional context, training, and cultural factors) are transformed into teachers' awareness of inclusive education. This transformation occurs through various processes, including:

1. Training and Professional Development: Teachers' engagement in training sessions, workshops, and seminars about inclusive education plays a crucial role in enhancing their knowledge and awareness. The effectiveness of such training will determine the level of teachers' preparedness to implement inclusive practices in their classrooms.

2. Teacher Collaboration and Peer Interaction: Teachers' participation in collaborative activities with colleagues and special education experts can influence their awareness of inclusive education. Collaborative efforts, such as co-teaching or group discussions about inclusive strategies, can provide opportunities to share best practices and refine understanding.

3. Institutional Support and Resources: The availability of resources (e.g., teaching aids, assistive technology) and institutional support (e.g., administrative backing for inclusive practices, access to special education teachers) directly impacts teachers' ability to engage in inclusive education. Effective institutional policies and support systems are critical to empowering teachers to implement inclusive practices.

4. Reflection and Self-Assessment: Teachers may engage in self-reflection and assessment of their own practices regarding inclusive education. This ongoing process allows teachers to evaluate their strengths and weaknesses in teaching diverse students, leading to increased awareness and more inclusive teaching strategies.

5. Social and Cultural Awareness: As teachers become more aware of societal attitudes toward disability and inclusion, their perceptions and beliefs about inclusive education may evolve. Overcoming cultural barriers and misconceptions is key in transforming awareness into action.

The output stage represents the results or outcomes of the processes applied to the inputs. The key outputs of this study are:

1. Level of Awareness of Inclusive Education: The primary outcome of this study is the measurement of teachers' level of awareness regarding inclusive education. This includes understanding their knowledge of inclusive education concepts, laws, and practices, as well as their attitudes toward students with disabilities.

2. Improved Teacher Attitudes Toward Inclusive Education: As teachers' awareness of inclusive education increases, it is expected that their attitudes toward the inclusion of students with disabilities will improve. Positive attitudes are crucial for the successful implementation of inclusive education practices.

3. Identification of Challenges: The study will identify the challenges teachers face in implementing inclusive education, such as lack of resources, inadequate training, or institutional resistance. This will help in recognizing gaps in the current system and addressing them through policy recommendations.

4. Recommendations for Policy and Practice: Based on the study's findings, the output may also include recommendations for enhancing teacher awareness, improving training programs, and addressing institutional barriers to inclusive education. These recommendations could help shape future practices and policies within Chinese government universities.
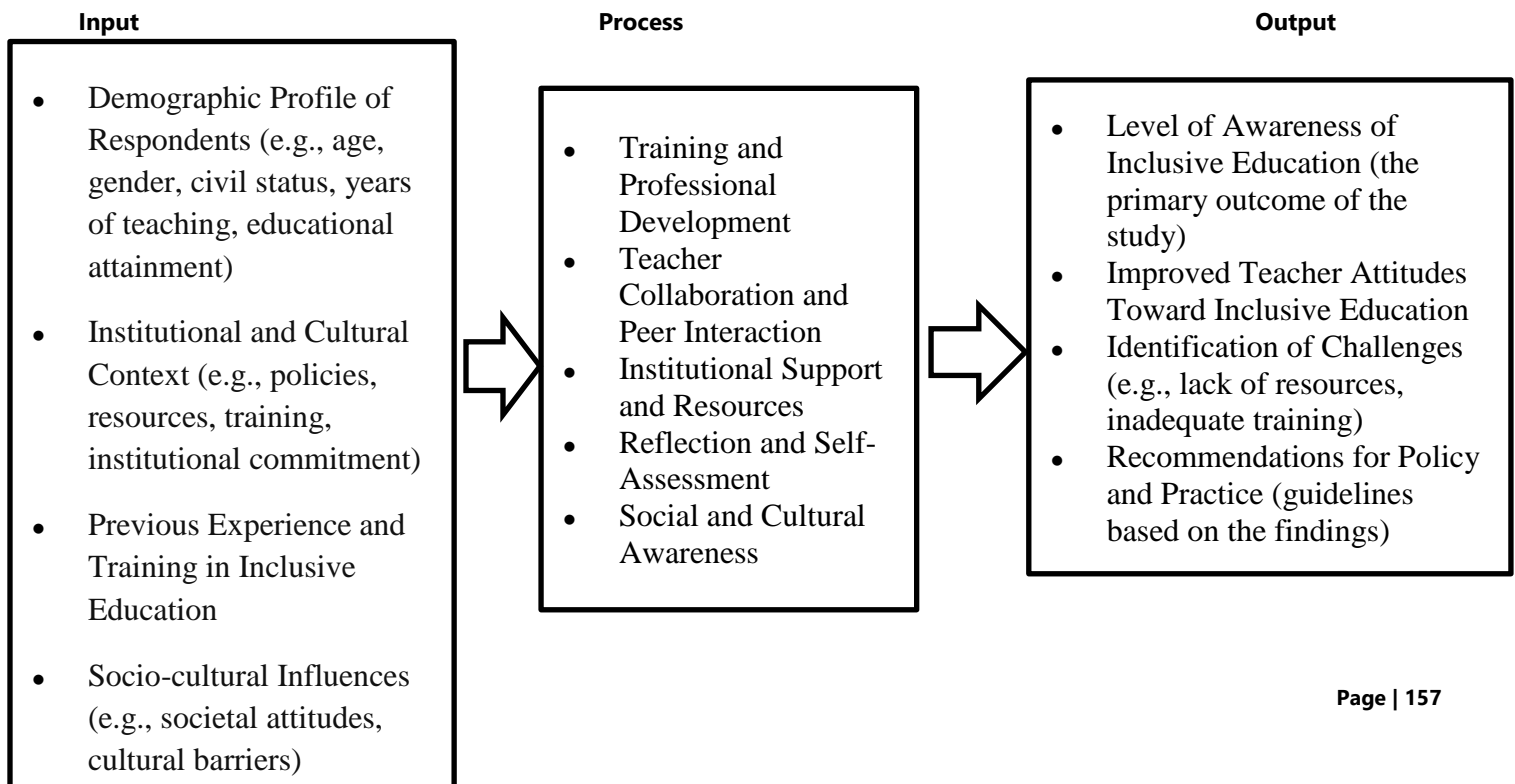
**Input**

- Demographic Profile of Respondents (e.g., age, gender, civil status, years of teaching, educational attainment)

- Institutional and Cultural Context (e.g., policies, resources, training, institutional commitment)

- Previous Experience and Training in Inclusive Education

- Socio-cultural Influences (e.g., societal attitudes, cultural barriers)

**Process**

- Training and Professional Development
- Teacher Collaboration and Peer Interaction
- Institutional Support and Resources
- Reflection and Self-Assessment
- Social and Cultural Awareness

**Output**

- Level of Awareness of Inclusive Education (the primary outcome of the study)
- Improved Teacher Attitudes Toward Inclusive Education
- Identification of Challenges (e.g., lack of resources, inadequate training)
- Recommendations for Policy and Practice (guidelines based on the findings)

**Figure 1 . Conceptual Framework of the Study**

**Statement of the Problem**

The study aims to determine the level of awareness of inclusive education among government universities in China. Specifically, it seeks to address the following questions:

1. What is the demographic profile of respondents in terms of:

1.1 Age;

1.2 gender;

1.3 civil status;

1.4 number of years in teaching; and

1.5 educational attainment?

2. How can the level of awareness of teachers in inclusive education be described?

3. Does the demographic profile of government university teachers significantly influence their level of awareness in teaching inclusive education?

4. What are the challenges faced by government university teachers in teaching inclusive education?

5. What inputs for enhancement may be proposed based on the results of the study?

**Hypotheses of the Study**

The study's null hypothesis will be tested at a 0.05 level of significance.

Null Hypotheses ($H_0$): There is no significant relationship between the demographic profile of government university teachers (age, gender, civil status, number of years in teaching, and educational attainment) and their level of awareness in teaching inclusive education.

Alternative Hypotheses ($H_1$): There is a significant relationship between the demographic profile of government university teachers (age, gender, civil status, number of years in teaching, and educational attainment) and their level of awareness in teaching inclusive education.

**Methods and Techniques Used**

The quantitative research approach, which involves the collection of numerical data, will be utilized in the study. The goal of this method is to gain an understanding of patterns, correlations, or trends within a certain population. For the purpose of this investigation, the utilization of a quantitative methodology will make it possible to conduct a comprehensive measurement and analysis of the level of awareness regarding inclusive education among the teachers in Chinese government universities. This method is an appropriate choice because it allows for the quantification of awareness levels and the subsequent drawing of conclusions that can be applied to a wider population. Because it enables the measurement of awareness levels in a systematic and objective manner, the quantitative method is the one that should be considered. It also makes it possible to collect data from a larger sample, which increases the findings' capacity to be generalized to a variety of situations. Statistical analysis is a method that allows for thorough testing of hypotheses and drawing conclusions regarding the level of awareness across a variety of colleges and demographic groups.

Purposive sampling, which is a non-probability sampling method in which participants are picked based on specified qualities that match with the aims of the study, will also be utilized. Because it focuses on understanding the awareness levels among a specific group—faculty and administrative personnel involved in educational planning and implementation inside government universities—this method is suited for this study because it focuses on knowing where the awareness levels are concentrated. Purposeful sampling ensures that the participants selected have appropriate experience and knowledge concerning inclusive education in order to gain meaningful insights. This is especially important for acquiring meaningful insights. Because it focuses on professors and administrative personnel, the study is directed toward those individuals who are most likely to have an impact on and put inclusive education practices into action. Another benefit of this strategy is that it guarantees the participation of individuals who are able to provide rich and precise data that is relevant to the study's goals.

**Respondents of the Study**

The respondents of the study are the teachers of selected government universities in China during the school year 2024-2025 which are broken down as follows:

Table 1

Distribution of Respondents

| No. | School | Frequency | Percentage |
|-----|--------|-----------|------------|
| 1 | School A | 58 | 26.49 |
| 2 | School B | 9 | 04.10 |
| 3 | School C | 36 | 16.44 |
| 4 | School D | 9 | 04.10 |
| 5 | School E | 38 | 17.35 |
| 6 | School F | 35 | 15.99 |
| 7 | School G | 34 | 15.53 |
|   | **Total** | **219** | **100%** |

**Instruments of the Study**

The study will be utilizing validated instruments to measure the government school teachers' level of awareness in teaching inclusive education. The government school teachers' level of awareness in teaching inclusive education will be adopted from the study of Gonzaga et al. (2024) entitled Readiness and Challenges of General Education Teachers on the Implementation of Inclusive Education.

**Data Gathering Procedure**

The survey method will be applied by the researcher for data gathering whereas, the respondents will answer the survey questionnaire through online forms. The survey questionnaire will be disseminated to the teachers of government universities in China for two (2) weeks.

The information gathered from related literature and other relevant materials will be used to support the research claim and characterized parameters of the study. The respondents that accepted the invitation in answering the survey questionnaires will not undergo interviews if the data results showed consistency for analysis.

The primary data will be collected through the following procedures:
1. The survey questionnaire will be forwarded to the panel of experts for research instrument validation.
2. The research instrument will be submitted to the Graduate School Office and the University Research Ethics Committee (REC) for the approval of survey questionnaire dissemination.
3. A letter of request will be sent to the school administrator of the selected government universities in China for the permission in data gathering and explain that there is no conflict of interest to either party involved in conducting the research.
4. After the approval of the school administrator, the researcher will disseminate the questionnaires that will be answered by the respondents through online forms. The researcher will explain the confidentiality of the information that will be gathered from the respondents in compliance with the Data Privacy Act of 2012.
5. The researcher will check if all the items will be answered for the conduct of the study after the instruction of ten to fifteen minutes' response from the respondents to avoid any stress on their part.
6. The researcher will make an assurance that the copy of the output shall also be provided to the study site.

**Data Processing and Statistical Treatment**

The study will be utilizing descriptive statistics like frequency, percentage, and mean. On the other hand, regression analysis will be used to determine the significant effects of the teachers' attitudes on their awareness to teach inclusive education. It will also utilize a 4-point Likert Scale to determine teachers' awareness levels.

The level of awareness will be quantified using the following scale:

Table 2
Rating Scale with Verbal Interpretation

| RATING | Verbal Interpretation |
|--------|----------------------|
| 3.25-4.00 | Very Ready |

| 2.50-3.24 | Ready |
|-----------|-------|
| 1.75-2.49 | Slightly Ready |
| 1.00-1.74 | Not Ready |

**Presentation, Analysis, and Interpretation of Data**

This part presents, analyze and interprets the data gathered through survey questionnaires. The data are analyzed and presented in statistical tables based on the statement of the problem in Chapter 1 which are: (1) What is the demographic profile of respondents in terms of age, gender, civil status, number of years in teaching, and educational attainment? (2) How can the level of awareness of teachers in inclusive education be described? (3) Does the demographic profile of government university teachers significantly influence their level of awareness in teaching inclusive education? (4) What are the challenges faced by government university teachers in teaching inclusive education? (5) What inputs for enhancement may be proposed based on the results of the study?

1. **What is the demographic profile of respondents in terms of age, gender, civil status, number of years in teaching, and educational attainment?**

The table below shows the profile of the government university teachers as respondents in terms of age.

**Table 3**
**The Profile of the Respondents in Terms of Age**

| Age | Frequency | Percentage |
|-----|-----------|------------|
| 21-30 years old | 20 | 9.13 |
| 31-40 years old | 120 | 54.79 |
| 41-50 years old | 50 | 22.83 |
| 51 and above | 29 | 13.25 |
| **Total** | **219** | **100.0** |

The findings in table 3 offers understanding of the age distribution of government university instructors who took part in the survey as respondents. The data shows a wide range of ages among the participants; most fall into the middle-age groups.

Comprising 54.79% of all the responses, the biggest group fell between 31 and 40 years old. This implies that more than half of the instructors who responded fall within the early to mid-career range, perhaps balancing experience with possibility for ongoing professional development.

With 22.83% of the respondents, 41-50 years old was the second most often occurring age group. This group most probably consists of more seasoned teachers with significant teaching experience.

Meanwhile, 13.25% of the respondents, teachers 51 years of age and beyond constituted the most experienced group in the study. Their presence points to a great storehouse of long-term teaching insights.

Further, 9.13% of the respondents, the younger age group—21–30 years old—had This group probably consists of early-careers teachers who provide new ideas for the field of work.

The age distribution shows a workforce dominated by mid-career professionals with a good balance of younger and more experienced teachers overall. This varied age spectrum can help to provide a rich environment for institutional mentoring and information exchange.

The table below shows the profile of the government university teachers as respondents in terms of gender.

**Table 4**
**The Profile of the Respondents in Terms of Age**

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male | 91 | 41.55 |
| Female | 119 | 54.34 |
| Preferred not to say | 9 | 4.11 |
| **Total** | **219** | **100.0** |

The findings in table 4 shows the gender distribution of the study respondents. With a small majority of female participants, the statistics expose a varied representation across gender groups.

Comprising 54.34% of the whole sample, female respondents make the biggest group. This suggests a significant presence of women in the study since over half of the respondents say they identify as female.

Meanwhile, 41.55% of the participants, male respondents constitute the second biggest category. Although this still

shows a significant male presence in the study population, this marks somewhat less than the female proportion.

Four percent of the respondents chose not to reveal their gender. The inclusion of this category respects personal privacy choices and gender variety.

With a minor slant toward female participants, the gender distribution generally indicates a rather equal representation. This variety in gender representation might offer a spectrum of viewpoints and experiences pertinent to the goals of the research. Including a *"prefer not to say"* choice also shows respect of participant privacy and the sensitivity of the study toward gender identity concerns.

The table below shows the profile of the government university teachers as respondents in terms of civil status.

**Table 5**
**The Profile of the Respondents in Terms of Civil Status**

| Civil Status | Frequency | Percentage |
|---|---|---|
| Single | 70 | 31.96 |
| Married | 149 | 68.04 |
| **Total** | **219** | **100.0** |

The findings in table 5 reveals the civil status distribution of respondents. According to the statistics, the majority of the married respondents are obviously clear-minded.

Comprising 68.04% of the whole sample, married respondents represent the biggest group. This suggests a predominance of respondents with family obligations as more than two-thirds of the polled people are married.

On the other hand, 31.96% of the respondents are single that constitute the smaller category. About one-third of the sample population consists in this regard.

The way the respondents' civil status is distributed reveals a notable inclination for married people. This demographic composition could potentially influence the perspectives and experiences reported in the study, as married individuals may have different priorities, responsibilities, and viewpoints compared to their single counterparts.

Given that the civil status distribution indicates a sample population mostly constituted of married people with a significant minority of single respondents, it offers overall significant background for understanding the results of the study.

The table below shows the profile of the government university teachers as respondents in terms of number of years in teaching.

**Table 6**
**The Profile of the Respondents in Terms of Number of Years Teaching**

| Number of Years in Teaching | Frequency | Percentage |
|---|---|---|
| 1-5 years | 41 | 18.72 |
| 6-10 years | 97 | 44.29 |
| 11-15 years | 53 | 24.20 |
| 16 years and above | 28 | 12.79 |
| **Total** | **219** | **100.0** |

The findings shown in Table 6 shed light on the teaching experience of government university teachers who took part in the study. The information shows that the respondents have a varied spectrum of teaching experience; most of them fall in the middle of their careers.

At 44.29% of the total, the most often responding group has been teaching for six to ten years. This implies that over half of the instructors who responded are in their mid-career, most likely with a strong teaching background but still with possibility for professional development.

With 24.20% of the respondents, teachers with 11– 15 years of experience make up the second most often represented category. This group consists of more seasoned teachers with significant teaching experience.

Meanwhile, 18.72% of the respondents are younger teachers with one to five years of experience. This group probably consists of early-careers teachers who provide new ideas for the field of work.

Comprising 12.79% of the responses, the most experienced cohort—those with 16 years or more of teaching experience—is Their presence points to a useful storehouse of long-term learning knowledge inside the sample.

All things considered, the distribution of teaching experience points to a workforce mostly composed of mid-career professionals with a reasonable balance of younger and more seasoned teachers. This wide spectrum of expertise might help to create a rich environment for institutional mentoring and knowledge exchange.

The table below shows the profile of the government university teachers as respondents in terms of number of educational attainment.

**Table 7**
**The Profile of the Respondents in Terms of Educational Attainment**

| Age | Frequency | Percentage |
|---|---|---|
| College Graduate | 21 | 9.59 |
| Masteral Level | 28 | 12.79 |
| Masters Degree Holder | 73 | 33.33 |
| Doctoral Level | 80 | 36.53 |
| Doctoral Degree Holder | 17 | 7.76 |
| **Total** | **219** | **100.0** |

The findings in table 7 reveals the respondents level of educational attainment. The data shows a highly educated sample population with most having advanced degrees.

Comprising 36.53% of all the respondents, the Doctoral Level category is the biggest. This suggests a notable focus on advanced academic qualifications since over one-third of the polled people are studying for doctorates.

With 33.33% of the responses, Masters Degree Holders form the second largest category. This significant number of people with finished master's degrees emphasizes even more the great degree of educational accomplishment among the participants.

Comprising 12.79% of the sample, those at the Masteral Level are those presently working toward master's degrees. This group together with the Masters Degree Holders reveals that about half of the respondents have participated in postgraduate education.

With 9.59% of the respondents, college graduates show that a modest but noteworthy fraction of the sample has finished their undergraduate degree.

At 7.76% of the respondents, the smallest category is Doctoral Degree Holders. Although this is the smallest group, a considerable amount of people with the greatest degree of academic performance fall within it.

With the great majority (90.41%) having pursued or finished postgraduate degrees, the distribution of educational attainment shows a highly educated sample group overall. The great degree of educational qualification among the respondents points to a sample with rich intellectual background, which might affect their opinions and answers in the research.

2. **How can the level of awareness of teachers in inclusive education be described?**

The table 8 shows level of awareness among government university teachers in inclusive education.

Table 8
Assessment to the Level of Awareness of Teachers in Inclusive Education

| Indicators | Weighted Mean | Verbal Interpretation |
|---|---|---|
| 1. Most days, I am prepared to teach learners with disabilities in my general education class. | 1.48 | Strongly Disagree |
| 2. I am given adequate training and resources to understand the IEP and its components. | 1.38 | Strongly Disagree |
| 3. I am given adequate time to collaborate with Special Education Teachers. | 3.52 | Agree |
| 4. I feel that I get adequate support to teach students with disabilities from Special Education Teachers, Para Educators (Assistants), and my School Administrative Staff. | 3.62 | Agree |
| 5. I am aware of the laws that protect learners with disabilities. | 3.64 | Agree |
| 3. I understand the roles and responsibilities of special and general education teachers in inclusive classrooms. | 1.49 | Strongly Disagree |

| | | |
|---|---|---|
| 4. I have adequate training on how to handle learners with disabilities in my class. | 1.50 | Strongly Disagree |
| 8. I have the skills to implement the IEP for learners with disabilities in my class. | 3.52 | Agree |
| 9. I regularly adapt my teaching strategies to meet the needs of students with disabilities. | 3.56 | Agree |
| 10. I feel confident in assessing the learning progress of students with disabilities. | 3.60 | Agree |
| 11. My university provides sufficient professional development programs on inclusive education. | 3.56 | Agree |
| 12. I am familiar with digital tools that can support inclusive education. | 3.54 | Agree |
| 13. I actively seek resources to improve my understanding of inclusive education. | 3.57 | Agree |
| 14. I believe inclusive education benefits all learners in the classroom. | 3.60 | Agree |
| 15. I collaborate effectively with colleagues to implement inclusive education practices. | 3.70 | Agree |
| 16. I understand how to address cultural and social barriers to inclusion in the classroom. | 1.46 | Strongly Disagree |
| 17. My teaching environment is equipped with the necessary resources to support learners with disabilities. | 1.46 | Strongly Disagree |
| 18. I am confident in my ability to communicate effectively with parents of students with disabilities. | 1.50 | Strongly Disagree |
| 19. I regularly participate in workshops or training sessions related to inclusive education. | 3.54 | Agree |
| 20. I feel that inclusive education is a priority in my university's policies and programs. | 1.44 | Strongly Disagree |
| **Overall Mean** | **2.73** | **Neutral** |

The findings in table 8 shed light on the degree of inclusive education awareness among government university professors. With a verbal interpretation of "*Neutral*"*,* the general mean score of 2.73 points to teachers' mixed opinions and modest degree of awareness of inclusive education approaches.

Indicating that teachers feel they cooperate well with others on inclusive education, "*I collaborate effectively with colleagues to implement inclusive education practices*" (3.70, Agree) ranks highest. This fits studies by Pozas et al. (2021), which underline the need of cooperation in promoting inclusive practices.

Second, demonstrating high awareness of legal frameworks, "*I am aware of the laws that protect learners with disabilities*" (3.64, Agree). This is absolutely important as, as Ghavifekr and Athirah (2019) point out, implementing inclusive education depends on a knowledge of legal considerations.

Third, expressing satisfaction with support systems, "*I feel that I get adequate support to teach students with disabilities from Special Education Teachers, Para Educators (Assistants), and my School Administrative Staff*" (3.62, Agree). Chen and Li's (2023) analysis of cooperative practices in inclusive environments emphasizes how urgently this support is needed.

Positive responses came from items on confidence in evaluating learning progress, conviction in the advantages of inclusive education, and consistent strategy adaption (3.60, Agree). This is consistent with research by Kim et al. (2024) on the

need of adaptive teaching practices in inclusive education.

Positive replies also came from several topics on professional growth, resource searches, and attendance in training courses (3.54–3.57, Agree). This corresponds with Fernandez et al. (2023), who underline the requirement of continuous professional growth in inclusive education.

On the, suggesting a severe gap in teacher preparation, the lowest-rated item is "*I am given adequate training and resources to understand the IEP and its components*" (1.38, Strongly Disagree). This is consistent with results on the value of resources in implementing inclusive education published by Warnes et al. (2022).

Teachers strongly disagree that policies and activities of their university give inclusive education top priority (1.44). This fits worries expressed by Yan and Deng (2019) about institutional support for inclusive education.

About removing social and cultural obstacles to inclusion, there is ignorance (1.46, Strongly Disagree). Görel et al. (2023) underline as a key component of good inclusive education this disparity.

Teachers in general education classrooms (1.48, Strongly Disagree) feel unprepared to teach students with disabilities. This speaks to issues raised by Carrington et al. (2019) on teacher readiness for inclusive classrooms.

In inclusive classrooms, roles and responsibilities are understood somewhat differently (1.49, Strongly Disagree). This is consistent with results on the need of role clarity in inclusive environments published by Miesera et al. (2019).

These findings expose important gaps in training, resources, and institutional support for inclusive education even as they show places where educators feel competent and supported. The striking difference between some highly rated and extremely low-ranked products points to discrepancies in the use of inclusive education strategies and policies.

**3. Does the demographic profile of government university teachers significantly influence their level of awareness in teaching inclusive education?**

The table 9 shows the influence of the respondents' profile to their level of awareness in teaching inclusive education in terms of age.

Table 9

Significant Differences in the Respondents Assessment to their Level of Awareness in Inclusive Education in Terms of Age

| | Age | Mean | Std. Deviation | F-ratio | P-Value | Decision at $\alpha=0.05$ |
|---|---|---|---|---|---|---|
| Level of Awareness of Teachers in Inclusive Education | 21-30 years old | 2.77 | .13484 | 2.076 | .090 | Accept Ho |
| | 31-40 years old | 2.4522 | .27281 | | | |
| | 41-50 years old | 2.3421 | .29375 | | | |
| | 51 and above | 2.4185 | .24185 | | | |
| | Total | 2.3804 | .26092 | | | |

The data shown in table 9 reveals the variations in the degree of awareness of inclusive education among educators of different ages. With an aggregate mean score of 2.3804, all age groups show a quite moderate degree of awareness.

With a mean score of 2.77, the younger age group—21 to 30 years old—showcases the best degree of understanding of inclusive education. This is consistent with results of recent studies implying that younger instructors usually have more favorable opinions toward inclusive education (Miesera et al., 2019).

Ranked second with a mean score of 2.4522 is the 31–40 year old group. This category consists of mid-career teachers who could have encountered inclusive education methods sometimes.

Third with a mean score of 2.4185 is the oldest age group—51 and above. The awareness level of this group is rather higher than that of the 41–50 year old group; this could be explained by their considerable teaching experience and possible exposure to several instructional strategies over time.

With a mean score of 2.3421, the 41–50 year old group displays the lowest level of awareness among the age ranges.

Notwithstanding these apparent variations, the F-ratio of 2.076 and p-value of 0.090 show that at the 0.05 significance level the level of awareness among the age groups is not statistically significantly different. The null hypothesis (Ho) is so accepted.

These results line up with studies on teacher knowledge of inclusive education published lately. For example, Carrington et al. (2019) discovered that although age affects teachers' opinions on inclusive education, other elements such training and experience with varied students are more important. Chen and Li (2023) underlined similarly that continuous professional development—rather than age alone—is very important in determining how instructors apply inclusive methods.

The findings imply that although younger teachers might have a somewhat stronger knowledge of inclusive education, maybe because of more recent training or exposure to modern educational ideas, the variations among age groups are not sufficiently significant statistically. As Fernandez et al. (2023) on teacher preparation for inclusive classrooms emphasize, this

emphasizes the need of ongoing professional development and training in inclusive education approaches for teachers of all ages.

The table 10 shows the influence of the respondents' profile to their level of awareness in teaching inclusive education in terms of gender.

Table 10
Significant Differences in the Respondents Assessment to their Level of Awareness in Inclusive Education in Terms of Gender

| Level of Awareness of Teachers in Inclusive Education | Gender | Mean | Std. Deviation | F-ratio | P-Value | Decision at α=0.05 |
|---|---|---|---|---|---|---|
| | Male | 2.82 | .18413 | 5.260 | .024 | Reject Ho |
| | Female | 2.4088 | .25233 | | | |
| | Total | 2.3804 | .26092 | | | |

The findings in table 10 shows the variations in inclusive education's awareness among male and female educators. The study finds a statistically significant variation in awareness of inclusive education strategies between sexes.

With a mean awareness score of 2.82, male teachers showed more awareness than their female counterparts, 2.4088. With a 2.3804 total mean awareness score for both sexes, inclusive education concepts and practices were only moderately conscious.

With a p-value of 0.024 and an F-ratio of 5.260 the statistical analysis produced less than the 0.05 significance level. This results in the null hypothesis being disproved, therefore verifying the notable variation in the degree of consciousness across male and female teachers.

This result consistent with studies on gender variations in awareness of inclusive education, in terms of technological integration and classroom management practices, a 2023 Chen and Li study revealed that male teachers tended to display more degrees of awareness and positive attitudes toward inclusive education.

Kim et al. (2024) observed, however, that although gender variations in awareness exist, they could be impacted by other elements including training possibilities and school culture instead of fundamental gender-based features.

Fernandez et al. (2023) underlined that continuous professional development—regardless of gender—is absolutely essential for raising knowledge of inclusive education methods among all educators.

The notable disparity in awareness among male and female instructors emphasizes the importance of focused professional development initiatives addressing the particular needs and viewpoints of every gender group. Customized training programs can assist close knowledge gaps and encourage more consistent application of inclusive education methods across all teachers, as Patel et al. (2021) advised.

Although this study shows a gender-based disparity, other elements such years of experience, educational background, and exposure to inclusive education techniques could also be very essential in determining teachers' awareness degrees. Future studies could look at these interacting elements to offer a more complete knowledge of the variables affecting inclusive education awareness among teachers.

The table 11 shows the influence of the respondents' profile to their level of awareness in teaching inclusive education in terms of civil status.

Table 11
Significant Differences in the Respondents Assessment to their Level of Awareness in Inclusive Education in Terms of Civil Status

| Level of Awareness of Teachers in Inclusive Education | Civil Status | Mean | Std. Deviation | F-ratio | P-Value | Decision at α=0.05 |
|---|---|---|---|---|---|---|
| | Single | 2.4236 | .27282 | 0.81 | .081 | Accept Ho |
| | Married | 2.4333 | .20817 | | | |
| | Total | 2.4286 | .24103 | | | |

The data shown in table 11 provide light on the variations in the degree of knowledge of inclusive education among married and single instructors. Regarding their awareness of inclusive education strategies, the study finds no statistically significant variation between these two groups.

Married instructors had a rather higher mean awareness score (2.4333) than their single colleagues (2.4236). With both groups having an overall mean awareness score of 2.4286, inclusive education concepts and practices were clearly only moderately aware of.

With a p-value of 0.081 and an F-ratio of 0.81 the statistical analysis produced results higher above the significance level of 0.05. This results in the null hypothesis being accepted, therefore verifying that single and married teachers have not significantly different degrees of awareness.

These results coincide with current studies on inclusive education awareness, according to Miesera et al. (2019), which indicate that other elements could be more important in forming awareness and understanding than personal traits like marital status, so influencing teachers' attitudes and concerns about inclusive education.

Chen and Li (2023) underlined that professional development and training possibilities have a more important influence on teachers' understanding of inclusive education methods than personal demographic factors including marital status. Regardless of instructors' personal traits, Fernandez et al. (2023) underlined the need of school-wide projects and cooperative practices in raising awareness of inclusive education.

The lack of notable variation between single and married instructors implies that understanding of inclusive education strategies may not be shaped by marital status. This emphasizes the need of concentrating on other elements, such professional development, school culture, and institutional support, to increase inclusive education awareness among all teachers, regardless of their marital status.

The table 12 shows the influence of the respondents' profile to their level of awareness in teaching inclusive education in terms of civil status.

Table 12
Significant Differences in the Respondents Assessment to their Level of Awareness in Inclusive Education in Terms of Number of Years in Teaching

| Level of Awareness of Teachers in Inclusive Education | No. Of Years in Teaching | Mean | Std. Deviation | F-ratio | P-Value | Decision at α=0.05 |
|---|---|---|---|---|---|---|
| | 1-5 years | 2.4308 | .24962 | | | |
| | 6-10 years | 2.3522 | .25203 | | | |
| | 11-15 years | 2.4447 | .28160 | 4.695 | .002 | Reject Ho |
| | 16 years and above | 2.5000 | .15191 | | | |
| | Total | 2.4286 | .24103 | | | |

The findings shown in table 12 illustrates the variations in the degree of awareness among educators with different years of expertise about inclusive education. The study exposes statistically significant variations among several experience groups.

Teachers with sixteen years of experience or more showed the highest mean awareness score—2.5000—follow closely by those with 11 to 15 years of experience—2.4447. While those with 6–10 years of experience had the lowest mean awareness score (2.3522), teachers with 1–5 years of experience exhibited the third highest mean score—2.4308.

With a p-value of 0.002 and an F-ratio of 4.695 the statistical study produced results less than the significance level of 0.05. This results in the null hypothesis being disproved, therefore verifying the notable variations in the degree of awareness among educators having various years of experience.

In this regard, supporting the higher mean scores for instructors with 11+ years of experience in this study, a 2019 Carrington et al. study revealed that more experienced teachers typically exhibit better degrees of knowledge and confidence in using inclusive education strategies.

In addition, some earlier studies dispute the somewhat high mean score for teachers with 1–5 years of experience. Recent developments in teacher preparation programs, which Fernandez et al. (2023) highlighted as stressing the growing attention on inclusive education in pre-service teacher training, could help to explain this.

The interesting lower mean score for teachers with 6–10 years of experience could point to a possible disparity in continuous professional growth. This is consistent with results of Chen and Li (2023), who underlined the need of ongoing education over a teacher's career to preserve and raise inclusive education awareness and practices.

The considerable variations among experience groups draw attention to the complicated link between inclusive education awareness and teaching experience. Regardless of years of experience, elements including the quality of professional development, school culture, and personal attitudes toward inclusion can all affect a teacher's degree of awareness, as Patel et al. (2021) advised.

These findings highlight the need of focused professional development initiatives addressing the particular requirements of teachers at various phases of their careers. A distinct method to teacher preparation in inclusive education could

help to ensure that all teachers, regardless of their years of experience, have high degrees of awareness and competency in inclusive practices, as Kim et al. (2024) recommended.

The table 13 shows the influence of the respondents' profile to their level of awareness in teaching inclusive education in terms of educational attainment.

Table 13
Significant Differences in the Respondents Assessment to their Level of Awareness in Inclusive Education in Terms of Educational Attainment

| | Educational Attainment | Mean | Std. Deviation | F-ratio | P-Value | Decision at α=0.05 |
|---|---|---|---|---|---|---|
| Level of Awareness of Teachers in Inclusive Education | College Graduate | 2.4308 | .24962 | | | |
| | Masteral Level | 2.3522 | .25203 | | | |
| | Masters Degree Holder | 2.4447 | .28160 | 4.695 | .002 | Reject Ho |
| | Doctoral Level | 2.5000 | .15191 | | | |
| | Doctoral Degree Holder | 2.4286 | .24103 | | | |

The data shown in table 13 revealed notable variations in the degree of awareness of inclusive education among instructors with different degrees of qualification. The study illustrates statistically significant variances among several educational levels.

With a mean awareness score of 2.5000, Doctoral Level teachers topped Masters Degree Holders (2.4447). While those at the Masteral Level had the lowest mean awareness score (2.3522), college graduates had the third highest mean score—2.4308. Having a mean score of 2.4286, Doctoral Degree Holders came in right middle.

With a p-value of 0.002 and an F-ratio of 4.695 the statistical study produced results less than the significance level of 0.05. This results in the rejection of the null hypothesis, therefore verifying the notable variations in the degree of awareness among educators with various degrees of educational performance.

In line with the findings, higher mean ratings for instructors at the Doctoral and Masters levels in this study are supported by a 2019 Miesera et al. study that revealed teachers with more educational credentials often have more positive attitudes toward inclusive education.

Some earlier research disputes the somewhat high mean score for College Graduates. Recent developments in teacher preparation programs, which Fernandez et al. (2023) highlighted as stressing the growing attention on inclusive education in pre-service teacher training, help to explain this.

It's intriguing that the Masteral Level teachers had a lower mean score and could point to a possible disparity in continuous professional growth. This is consistent with results of Chen and Li (2023), who underlined the need of ongoing education over a teacher's career to preserve and raise inclusive education awareness and practices.

The notable variations in educational levels draw attention to the complicated link between formal education and knowledge of inclusive education. Regardless of their educational background, elements such the quality of professional development, school environment, and personal attitudes toward inclusion can all affect a teacher's degree of awareness, Patel et al. (2021) said.

These findings highlight the necessity of focused professional development initiatives that meet the particular requirements of educators at various educational levels. A distinct method to teacher preparation in inclusive education could assist guarantee that all instructors, regardless of their educational background, retain high degrees of awareness and competency in inclusive practices, as Kim et al. (2024) suggested.

**1. What are the challenges faced by government university teachers in teaching inclusive education?**

The table 13 shows the identified challenges encountered by government university teachers in teaching inclusive education.

Table 13
Assessment on the Challenges Encountered by Government University Teachers in Teaching Inclusive Education

| Indicators | Weighted Mean | Verbal Interpretation |
|---|---|---|

| | | |
|---|---|---|
| 1. Insufficient tools and instruction to grasp and use customized education programs (IEPs). | 3.54 | Agree |
| 2. Limited time to work with other support staff members and special education teachers. | 3.56 | Agree |
| 3. Insufficient knowledge of the roles and obligations of general and specialized education teachers in inclusive classrooms. | 1.50 | Strongly Disagree |
| 4. Limited knowledge and tools to change curricula and teaching approaches for various student backgrounds. | 1.18 | Strongly Disagree |
| 5. Difficulties evaluating and tracking student development in inclusive environments with disabilities. | 3.52 | Agree |
| 6. Difficulties in controlling behavioral problems and establishing a conducive classroom for every student. | 3.60 | Agree |
| 7. Ignorance of laws and rules safeguarding students with impairments. | 3.54 | Agree |
| 8. Lack of tools to properly apply inclusive practices and inadequate support from the school administration. | 1.49 | Strongly Disagree |
| 9. Difficulties in removing social and cultural barriers from the classroom allowing inclusivity. | 3.60 | Agree |
| 10. Difficulties in properly interacting with and explaining to parents of children with impairments. | 1.46 | Strongly Disagree |
| **Overall Mean** | 2.70 | Neutral |

The findings in table 13 shows the challenges by government university teachers in implementing inclusive education. With a verbal interpretation of "Neutral," the total mean score of 2.70 points to teachers facing a variety of difficulties—some areas clearly create obstacles while others are less problematic.

With a mean of 3.60 and interpreted as "*Agree*", the indicator "*Difficulties in controlling behavioral problems and establishing a conducive classroom for every student*" ranks highest among the obstacles. "*Difficulties in removing social and cultural barriers from the classroom allowing inclusity*" . These results coincide with recent studies by Chen and Li (2023), which underline the difficulty of running several classrooms and removing sociocultural obstacles in environments of inclusive education.

Third, "*limited time to work with other support staff members and special education teachers*" (3.56, Agree) shows a notable difficulty in cooperation. Emphasizing the need of multidisciplinary collaboration in inclusive education, this is consistent with results of Fernandez et al. (2023).

Both "*Insufficient tools and instruction to grasp and use customized education programs (IEPs)*" and "*Ignorance of laws and rules safeguarding students with disabilities*" had a mean of 3.54 (Agree), therefore stressing areas of teacher preparation and legal framework knowledge lacking. This is consistent with studies by Patel et al. (2021) on the requirement of thorough teacher preparation for inclusive education methods. The indicator "*Difficulties evaluating and tracking student development in inclusive environments with disabilities*" (3.52, Agree) underlines the difficulties in assessment within inclusive settings, an issue also emphasized by Kim et al. (2024) in their research on adaptive assessment methodologies.

On the other hand, there are several areas where teachers say they find less challenging which are, with a mean of 1.18, "Strongly Disagree", the indicator "*Limited knowledge and tools to change curricula and teaching approaches for various student backgrounds*" got the lowest mean, indicating that teachers felt somewhat confident in changing their teaching approaches. The 1.46, *"Strongly Disagree"* the indicator "*Difficulties in properly interacting with and explaining to parents of children with impairments*" shows that instructors feel competent in this area of communication. The indicator "*Lack of tools to properly apply inclusive practices and inadequate support from the school administration*" (1.49, Strongly Disagree) implies that instructors believe their institutions provide sufficient tools for application of inclusive practices.

The 1.50, *"Strongly Disagree"*, the indicator "*Insufficient knowledge of the roles and obligations of general and specialized education teachers in inclusive classrooms*" shows that teachers feel they understand their roles well.

These findings draw attention to a convoluted terrain of difficulties applying inclusive education. Teachers struggle greatly in controlling classroom conduct, removing sociocultural obstacles, and finding time for teamwork even while they report confidence in some areas, such curriculum adaption and communication with parents. This is consistent with the results of Miesera et al. (2019), who underlined the several dimensions of difficulties in the execution of inclusive education.

The differences in the answers point to the need of focused professional development and support in particular areas, especially in handling different classrooms and removing social inequalities. As Carrington et al. (2019) underline, effective inclusive education implementation depends on a thorough approach to teacher preparation and continuous support.

## 2. What inputs for enhancement may be proposed based on the results of the study?

The findings of the study may propose several enhancements to inclusive education, including improved teacher training, resource allocation, curriculum development, collaboration, awareness, policy implementation, social and cultural barrier removal, inclusive assessment practices, parent and community involvement, and continuous monitoring and evaluation. These recommendations follow present studies on best practices and try to solve important issues in inclusive education. A culture of inclusion can be developed by means of thorough training programs, improved resources, curriculum adaptation, enhanced cooperation, raising awareness, and application of unambiguous policies.

### Summary of Findings

The results of the data highlighted the following observations.

### 1. The Profile of the Respondents in Terms of Age, Gender, Civil Status, Number of Years in Teaching, and Educational Attainment

The age of the respondents in shows that mid-career professionals predominate in the workforce. Comprising the largest group falls between the ages of 31 and 40, suggesting a balance between experience and future professional development possibility. On the other hand, the lowest in the sample is the youngest group ages 21 to 30 years which probably consists of early-careers teachers adding fresh ideas to their positions.

The gender distribution shows a minor majority of female participation while male respondents follow.

The majority respondents in terms of civil status, are married respondents reflecting a demographic with family obligations that might affect their attitudes and priorities. Meanwhile single respondents constitute a noteworthy minority in the sample.

In addition, with regards to teaching experience, mostly made of mid-career professionals. Six to ten year experienced teachers make up the largest category, followed by those with 11 to 15 years. Further, with sixteen years or more makes up the least number. This range of experience creates chances for information sharing and mentoring inside companies.

In terms of educational attainment, the respondents shows a highly educated population; most of them have either sought or finished postgraduate degrees. The Doctoral Level is the biggest group while representing Doctoral Degree Holders are the least in number.

### 2. The Level of Awareness of Teachers in Inclusive Education

The results reveals diverse level of awareness and application of inclusive education policies among government university instructors. In spite of the overall mean score being neutral, it suggests conflicting opinions and a modest degree of knowledge of inclusive education strategies.

Strong teamwork among colleagues in adopting inclusive practices, high awareness of legislation protecting learners with disabilities, and satisfaction with support systems from special education instructors and staff constitute positive features of the results.

Teachers also showed optimism in the advantages of inclusive education, confidence in evaluating student development, and consistent change of their instructional approaches. They also had good attitudes regarding professional growth, resource-seeking, and attendance in inclusive education training courses.

Further, the results also draw attention to several really alarming regions. Particularly in regard to understanding and applying Individualized Education Programs (IEPs), teacher preparation is sorely lacking. Indicating a lack of institutional support, teachers vehemently disagree that inclusive education is a top goal of their university's policies and activities. Furthermore lacking is knowledge of how to remove social and cultural obstacles to inclusion.

Moreover, educators demonstrate a clear discrepancy in knowledge duties and responsibilities in inclusive classrooms and feel unprepared to educate students with disabilities in general education classes. These problems fit current research showing difficulties with teacher roles clarity and readiness in inclusive environments.

Therefore, there are clear differences between highly rated and extremely low-ranked products point to disparities in the application of inclusive education policies and practices. This emphasizes the requirement of thorough professional growth,

more institutional support, and focused interventions to solve particular areas of weakness in the application of inclusive education.

### 3. The Significant Influence on Level of Awareness in Teaching Inclusive Education Among Government University Teachers When Grouped According to Profile

The findings reveal significant variations in awareness of inclusive education among educators based on age, gender, civil status, years of experience, and educational attainment.

Age-wise, younger teachers (21-30 years) showed the highest awareness, while the 41-50 age group had the lowest. These variations, meanwhile, were not statistically significant.

Gender analysis found a statistically significant difference; male teachers showed more awareness than female ones.

Civil status showed no significant difference between married and single teachers while years of experience revealed significant differences, with teachers having 16+ years of experience showing the highest awareness, followed by those with 11-15 years.    Educational attainment also showed significant differences, with Doctoral Level teachers demonstrating the highest awareness, followed by Masters Degree Holders.    These findings highlight the complex interplay of factors influencing inclusive education awareness among teachers, emphasizing the need for targeted professional development and training programs.

### 4. The Challenges Encountered by Government University Teachers in Teaching Inclusive Education

The results reveals a complicated challenges encountered by government university teachers in implementing inclusive education. Teachers have a mix of challenges; some areas show major impediments while others are less problematic. Their overall mean score is 2.70 (Neutral).

The teachers agreed there there is a challenge in controlling behavioral issues and creating appropriate classrooms for every student as well as reducing social and cultural obstacles to inclusivity.  There is a ;imited time for cooperation with support staff and special education teachers, and inadequate tools and knowledge for implementing Individualized Education Programs (IEPs) with lack of knowledge of laws protecting students with disabilities

Teachers strongly disagreed in challenges in areas such curriculum adaptation and teaching strategies, parent communication with children with disabilities, and awareness of their duties in inclusive classrooms.

Hence, these differences in reactions underline the importance of focused professional development and support, especially in handling different classrooms and removing intercultural obstacles.

### 5. Inputs for Enhancement Proposal in Inclusive Education Implementation

The findings of the study may propose several enhancements to inclusive education, including improved teacher training, resource allocation, curriculum development, collaboration, awareness, policy implementation, social and cultural barrier removal, inclusive assessment practices, parent and community involvement, and continuous monitoring and evaluation.

### Conclusions

The following conclusion are hereby drawn from the summary of findings.

1. According to the findings, mid-career professionals predominate in the workforce; the largest group falls between the ages of 31 and 40. Married respondents predominate and there is a small majority of female participation. The 6–15 year range marks the concentration of teaching experience, offering a mix of knowledge and mentoring opportunity. Most of the highly educated sample—especially at the doctorate level—have either pursued or finished postgraduate degrees. This demographic profile points to a workforce with advanced degrees, family obligations, and great experience, hence perhaps affecting their opinions on institutional procedures and professional growth in higher education environments.

2. The findings reveal a complicated level of awareness and use of inclusive education approaches among government university professors. Though great cooperation and high understanding of laws safeguarding students with disabilities are among the good developments, major obstacles still exist. Among these are poor institutional support, limited knowledge of roles and responsibilities in inclusive classrooms, and insufficient teacher preparation for using Individualized Education Programs. The clear difference between highly rated and low-ranked products draws attention to disparities in inclusive education policy and practice application. This emphasizes the requirement of thorough professional development, more institutional support, and focused interventions meant to solve particular shortcomings in the application of inclusive education.

3. The study reveals evident differences in inclusive education awareness among teachers depending on age, gender, experience, and degree of education. Although age-related variations were not statistically significant thus, accepting the null hypothesis of the study, gender study revealed men teachers had greater knowledge rejecting the null hypothesis. Years of experience and educational background greatly affected awareness levels; more experienced and better educated teachers show more understanding resulting to rejection of the null hypothesis. These results emphasize the requirement of customized professional development initiatives and the several character of inclusive education awareness. Such initiatives should target the several

requirements of teachers from various demographic backgrounds in order to improve general understanding and application of inclusive education policies.

**4.** The findings reveal the challenges by the government university teachers in teaching inclusive education. While teachers report confidence in areas like curriculum adaptation and parent communication, they struggle significantly with behavioral management, addressing sociocultural barriers, and collaborating with support staff. The results show how urgently focused professional development is needed, especially for overcoming cultural barriers and managing varied classes. These disparities underscore the importance of a comprehensive approach to inclusive education implementation, combining improved resources, enhanced collaboration, and ongoing training to address specific areas of difficulty and build on existing strengths.

**5.** There is a need to enhance the inclusive education in the government university such as additional teacher training, resource allocation, curriculum development, collaboration, awareness, policy implementation, social and cultural barrier removal, inclusive assessment practices, parent and community involvement, and continuous monitoring and evaluation.

## Recommendations

The results of the study supported with relevant literature on inclusive education may provide inputs for enhancement which are:

1. ***Advance Professional Development and Teacher Preparation.*** The government university administrators should establish thorough training courses with an eye on inclusive education approaches, covering issues including tailored instruction, classroom management, and knowledge of many impairments.

2. ***Improve Infrastructure and Resources.*** The government university administrators should provide enough funds to support inclusive classrooms with regard to assistive technologies, modified learning tools, and easily available facilities.

3. ***Incorporating Universal Design for Learning ( UDL).*** The government university administrators should help the teachers to create a more adaptable and inclusive curriculum that fits different learning requirements and styles, therefore lowering obstacles for students with disabilities.

4. ***Strengthen Support Networks and Cooperation.*** The government university administrators should encourage cooperation among general and special education teachers as well as give enough support staff—para-educators.

5. ***Boost Knowledge and Comprehension.*** The government university administrators should establish initiatives to teach inclusive education ideas and advantages to all the involved parties: instructors, managers, parents, and students. This solves the ignorance underlined in several studies.

6. ***Enhance Policy Execution.*** The government university administrators should create explicit rules and support systems to implement inclusive education policy, hence closing the discrepancy.

7. ***Overcome Social and Cultural Obstacles.*** The government university administrators should put plans into action to fight prejudice and stigma, therefore fostering an inclusive culture both in the larger society and in classrooms.

8. ***Improve Strategies for Evaluation.*** The government university administrators should create inclusive evaluation systems that fairly track development for every student and fit various learning requirements.

9. ***Increase Parent and Community Involvement.*** The government university administrators should develop initiatives to integrate parents and community people in the inclusive education process, therefore acknowledging their critical role as underlined in recent studies.

10. ***Apply Continuous Observation and Assessment.*** The government university administrators should provide mechanisms to routinely evaluate inclusive education strategies and implement data-driven enhancements.

These suggested improvements fit present knowledge on best practices in inclusive education implementation and help to solve the main issues found in the study.

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