

Instructional Needs and Difficulties of Learners with Disabilities in a Selected Elementary School in Laoag City



Mark Vincent R. Espiritu

Master of Arts in Education Major in Special Education at the University of Perpetual Help System
DALTA, Las Piñas City, Philippines

ABSTRACT: The educational inclusion of learners with disabilities remained a critical challenge, particularly in elementary schools where foundational learning occurs. This study assessed the instructional needs and difficulties of learners with disabilities in a selected elementary school in Laoag City, aiming for the development of a suitable development program. The respondents were purposefully selected teachers from a specific elementary school in Laoag City. These selected elementary teacher-respondents had direct experience in teaching learners with disabilities. The study utilized a researcher-made questionnaire to gather demographic data, describe the current state of instructional needs and difficulties faced by learners with disabilities, and understand the differences in perceptions and assessments of teacher-respondents based on their profiles. Utilizing a quantitative descriptive comparative research approach, data were gathered from purposefully selected teachers with direct experience in teaching learners with disabilities. It also used frequency and percentage distribution, mean, one-way ANOVA, and t-test for independent samples to determine the averages and measure the differences. The findings revealed several critical challenges. Accessibility remained a significant concern, with many physical and instructional materials inadequately adapted to the needs of learners with disabilities. Inclusive practices, though increasingly recognized, were inconsistently applied, often due to a lack of appropriate resources and training. Teachers expressed a need for more professional development opportunities specifically tailored to the education of learners with disabilities, highlighting gaps in their preparation and confidence in addressing diverse learner needs. Attitudinal barriers, both within the school environment and the broader community, further exacerbated the difficulties faced by these learners, affecting their social integration and academic progress. The insights gained from this study aimed to inform educational practices and policies that promoted a more inclusive and supportive learning environment for all students, particularly those with disabilities.

KEYWORDS: inclusive education, learners with disabilities, instructional needs and difficulties, development program, elementary teachers

I. INTRODUCTION

Inclusive education had been widely advocated to provide equitable learning opportunities for all students, regardless of their disabilities. However, the implementation of inclusive education practices often fell short in many mainstream classrooms, as evidenced by the persistent challenges faced by learners with disabilities (Mpu & Adu, 2020). Despite legislative frameworks such as the Education for All Handicapped Children Act of 1975 and its subsequent iterations, including the Individuals with Disabilities Education Act (IDEA) and the Individuals with Disabilities Education Improvement Act, learners with disabilities continued to encounter significant barriers to effective education (Hossain, 2021).

The instructional needs of learners with disabilities were varied and complex. Some students might require individualized education plans, specialized instruction, or additional support services to help them succeed academically. Additionally, teachers might face difficulties in effectively meeting the diverse needs of students with disabilities while also managing a large classroom and adhering to curriculum standards. It was crucial for educators and administrators to work collaboratively to address these challenges and ensure that all students received the support they needed to reach their full potential.

In most cases, this involved creating a team of professionals, including special education teachers, speech therapists, occupational therapists, and school psychologists, who could provide expertise and guidance on how to best support students with disabilities. By working together and utilizing data-driven strategies, schools could create inclusive environments where all students could thrive and succeed. It was important for educators to continuously assess and adjust their instructional practices to meet the individual needs of each student, ensuring that every child could learn and grow.

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Being able to identify the instructional needs and difficulties of learners with disabilities allowed teachers to tailor their teaching strategies and interventions to best meet the needs of all students, promoting a truly inclusive learning environment. By prioritizing professional development and ongoing assessment, schools could ensure that students with disabilities were given the necessary support to reach their full potential academically and socially. Ultimately, this commitment to inclusivity benefited not only students with disabilities but the entire school community.

Research indicated that learners with disabilities faced multifaceted challenges that impeded their academic success and overall educational experience. These challenges included inadequate accessibility of learning environments, insufficient teacher preparation, and lack of necessary resources (Babalwa & Marongwe, 2023). For instance, the rapid digitalization of education had introduced new barriers for students with print disabilities, highlighting the need for accessible and assistive technologies in online learning environments (Cain & Fanshawe, 2021). Similarly, learners with hearing impairments often struggled with communication barriers that contributed to behavioral issues and academic underperformance (Shoko, 2024).

The use of technology in education had shown promise in addressing some of these barriers. Participatory design approaches, for example, had been effective in creating more accessible e-learning environments for visually impaired students (Huff, 2023). Additionally, Universal Design for Learning (UDL) offered a flexible framework that could be adapted to meet the diverse needs of all learners, including those with disabilities. The application of UDL principles had been found to enhance the inclusivity and accessibility of educational practices, promoting better engagement and learning outcomes for students with disabilities (Rao et al., 2014, as cited in Lomellini et al., 2025).

Despite these advancements, there remained significant gaps in the implementation of inclusive education. Many educators lacked the specialized training required to effectively support learners with disabilities, leading to suboptimal instructional practices. Moreover, the attitudinal barriers and prejudices within educational institutions further hindered the full participation of these learners (Mokobane, 2024). Addressing these issues required a comprehensive approach that included enhancing teacher competencies, improving resource allocation, and fostering a more inclusive educational culture.

This study aimed to assess the instructional needs and difficulties of learners with disabilities in a selected elementary school. By examining factors such as the use of technology, parental engagement, accessibility in teaching methods, and legislative support, this research sought to identify effective strategies to support these learners. The results would guide the formulation of a tailored development plan meant to enhance the learning opportunities and results for students with disabilities. Through this study, the researcher hoped to contribute to the broader efforts of making inclusive education a reality for all students.

II. RESEARCH QUESTIONS

1. What is the profile of the respondents in terms of sex, age and highest educational attainment?
2. What is the assessment of the teacher-respondents on the instructional needs of learners with disabilities in a selected elementary school in terms of use of technology, enhancement of parental engagement, accessibility and inclusivity in teaching methods, and support of legislative frameworks?
3. Is there a significant difference in the assessment of the teacher-respondents on the instructional needs of learners with disabilities in a selected elementary school when grouped according to profile?
4. What is the assessment of the teacher-respondents on the difficulties of learners with disabilities in a selected elementary school in terms of accessibility issues, inadequate inclusive practices, lack of resources, insufficient teacher preparation, and attitudinal barriers?
5. Is there a significant difference in the assessment of the teacher-respondent difficulties of learners with disabilities in a selected elementary school when grouped according to profile?

III. RESEARCH METHOD

The study employed quantitative descriptive comparative research design. The respondents of the study were purposefully selected teachers from a specific elementary school in Laoag City. These selected elementary teacher-respondents were made up of 9 male teachers and 26 female teachers with direct experience in teaching learners with disabilities.

The research instrument was a researcher-made questionnaire designed to assess the instructional needs and difficulties of learners with disabilities based on teacher-respondents' perspectives. The rating scale (1.00–4.00) categorizes responses from Strongly Disagree (Low) to Strongly Agree (High) with corresponding numerical ranges and interpretations.

IV. RESULTS AND DISCUSSION

This section presented the findings of the study, analyzing the demographic profile of the teacher-respondents, their assessment of instructional needs for learners with disabilities, and the challenges these learners face in an inclusive educational setting. The results were interpreted through descriptive and inferential statistical analyses, highlighting key trends and insights.

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Table 1.1 Frequency and Percentage Distribution of the Demographic Profile of the Teacher-Respondents in Terms of Sex

Sex	F	%
Male	9	25.7
Female	26	74.3
Total	35	100.0

Results showed that majority of teacher-respondents were female (74.3%), highlighting a gender imbalance that may impact classroom dynamics, student role models, and the need for greater diversity in the teaching profession.

Table 1.2 Frequency and Percentage Distribution of the Demographic Profile of the Teacher-Respondents in Terms of Age

Age (in years)	F	%
25 – 35	16	45.7
36 – 45	14	40.0
46 – 55	3	8.6
56 and above	2	5.7
Total	35	100.0

Results showed that most teacher-respondents were aged 25–45, indicating a young and adaptable workforce, while the lower number of older teachers highlighted the need for mentorship and professional development.

Table 1.3 Frequency and Percentage Distribution of the Demographic Profile of the Teacher-Respondents in Terms of Highest Educational Attainment

Highest Educational Attainment	F	%
Bachelor	28	80
Masters	7	20
Doctorate	0	0
Total	35	100

Results showed that most teacher-respondents held a bachelor's degree (80%), with only 20% having a master's degree and none possessing a doctorate, highlighting the need for further academic advancement.

Table 2.1 Descriptive Statistical Analysis of the Assessment of the Teacher-Respondents on the Instructional Needs of Learners with Disabilities in Terms of the Use of Technology

Indicators	Mean	Std. Deviation	Verbal and Adjectival Interpretation
1. The school effectively integrates assistive technologies to support learners with disabilities.	3.9429	.23550	Strongly Agree – High
2. Teachers receive adequate training on how to use technology to assist learners with disabilities.	3.6571	.48159	Strongly Agree – High
3. Classrooms are equipped with up-to-date technological tools for learners with disabilities.	3.7429	.44344	Strongly Agree – High
4. There is technical support available for troubleshooting assistive technology issues.	3.9143	.28403	Strongly Agree – High
5. The use of technology has significantly improved the learning outcomes of students with disabilities.	3.8857	.32280	Strongly Agree – High
OVERALL MEAN	3.8511	.13841	Strongly Agree – High

Results showed that teacher-respondents strongly agreed that technology effectively supports learners with disabilities, though training for teachers on assistive technology required further improvement.

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Table 2.2 Descriptive Statistical Analysis of the Assessment of the Teacher-Respondents on the Instructional Needs of Learners with Disabilities in Terms of the Enhancement of Parental Engagement

Indicators	Mean	Std. Deviation	Verbal and Description and Adjectival Interpretation
1. The school maintains effective communication with parents of learners with disabilities.	3.8857	.32280	Strongly Agree – High
2. Parents are actively involved in the development and review of Individualized Education Programs (IEPs) for their children.	3.6857	.47101	Strongly Agree – High
3. Regular workshops are conducted to educate parents on supporting their children with disabilities at home.	3.7143	.45835	Strongly Agree – High
4. The school provides resources and guidance to parents to help them engage in their children's education.	3.9429	.23550	Strongly Agree – High
5. Parents are encouraged to participate in school activities and meetings related to their children's education.	3.9429	.23550	Strongly Agree – High
6. There is a strong partnership between the school and parents in addressing the needs of learners with disabilities.	4.0000	.00000	Strongly Agree – High
OVERALL MEAN	3.8609	.16413	Strongly Agree – High

Results showed that teacher-respondents strongly agreed that parental engagement was well-supported through school partnerships, communication, and resources, though involvement in IEP development could be further strengthened.

Table 2.3 Descriptive Statistical Analysis of the Assessment of the Teacher-Respondents on the Instructional Needs of Learners with Disabilities in Terms of the Accessibility and Inclusivity in Teaching Methods

Indicators	Mean	Std. Deviation	Verbal and Description and Adjectival Interpretation
1. Teachers use differentiated instruction to cater to the diverse needs of learners with disabilities.	3.8857	.32280	Strongly Agree – High
2. Inclusive practices are effectively implemented in the classroom to support learners with disabilities.	3.6857	.47101	Strongly Agree – High
3. The curriculum is adapted to ensure accessibility for students with different disabilities.	3.7429	.44344	Strongly Agree – High
4. Teaching materials are available in multiple formats to accommodate diverse learning needs.	3.9714	.16903	Strongly Agree – High
5. Teachers regularly receive training on inclusive teaching strategies.	3.9429	.23550	Strongly Agree – High
6. Classroom environments are designed to be physically accessible for all students.	4.0000	.00000	Strongly Agree – High
OVERALL MEAN	3.8706	.15692	Strongly Agree – High

Results showed that teacher-respondents strongly agreed that classrooms were physically accessible and inclusive teaching strategies were implemented, though curriculum adaptation and differentiated instruction could be further improved.

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Table 2.4 Descriptive Statistical Analysis of the Assessment of the Teacher-Respondents on the Instructional Needs of Learners with Disabilities in Terms of the Support of Legislative Frameworks

Indicators	Mean	Std. Deviation	Verbal and Interpretation	Description Adjectival
1. Teachers are well-informed about the legislative requirements for educating learners with disabilities.	3.8571	.35504	Strongly Agree – High	
2. The school complies with all legal standards related to the education of students with disabilities.	3.6286	.49024	Strongly Agree – High	
3. Policies are in place to ensure the rights of learners with disabilities are protected.	3.7143	.45835	Strongly Agree – High	
4. There is ongoing professional development focused on legislative updates and compliance.	3.9714	.16903	Strongly Agree – High	
5. The school administration actively supports the implementation of legislative frameworks.	3.8857	.32280	Strongly Agree – High	
6. Regular audits are conducted to ensure adherence to educational laws concerning students with disabilities.	4.0000	.00000	Strongly Agree – High	
OVERALL MEAN	3.8414	.16638	Strongly Agree – High	

Results showed that teacher-respondents strongly agreed that legislative frameworks supporting learners with disabilities were well-implemented, though compliance with legal standards and policy enforcement could be further strengthened.

Table 3.1 T-test on the Significant Difference in the Assessment of the Teacher-Respondents on the Instructional Needs of Learners with Disabilities when Grouped According to Sex

Instructional Needs	Mean Male	Mean Female	Computed t-value	A	p-value	Decision	Interpretation
Use of technology	3.91	3.83	1.756	.05	0.092	Accept Ho	Not Significant
Enhancement of parental engagement	3.89	3.85	.689	.05	0.498	Accept Ho	Not Significant
Accessibility and inclusivity in teaching methods	3.85	3.88	-.399	.05	0.697	Accept Ho	Not Significant
Support of legislative frameworks	3.91	3.82	1.855	.05	0.074	Accept Ho	Not Significant

Results showed no significant difference in the assessment of instructional needs based on sex, indicating that male and female teachers shared similar perspectives on technology use, parental engagement, accessibility, and legislative support for learners with disabilities.

Table 3.2 One-Way ANOVA Test on the Significant Difference in the Assessment of the Teacher-Respondents on the Instructional Needs of Learners with Disabilities when Grouped According to Age

Instructional Needs	Age Group	Mean	Computed f – value	p-value	Decision	Interpretation
Use of technology	25-35 years	3.88	.915	.445	Accept Ho	Not Significant
	36-45 years	3.81				
	46-55 years	3.83				
	56-above	3.92				
Enhancement of	25-35 years	3.86				

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parental engagement	36-45 years	3.82	1.079	.372	Accept Ho	Not Significant
	46-55 years	4.00				
	56-above	3.92				
Accessibility and inclusivity in teaching methods	25-35 years	3.83	1.033	.391	Accept Ho	Not Significant
	36-45 years	3.90				
	46-55 years	3.83				
Support of legislative frameworks	56-above	4.00	1.133	.351	Accept Ho	Not Significant
	25-35 years	3.87				
	36-45 years	3.78				
	46-55 years	3.94				
	56-above	3.84				

Results showed no significant difference in the assessment of instructional needs based on age, indicating that teachers across all age groups share similar perspectives on technology use, parental engagement, accessibility, and legislative support for learners with disabilities.

Table 3.3 One-Way ANOVA Test on the Significant Difference in the Assessment of the Teacher-Respondents on the Instructional Needs of Learners with Disabilities when Grouped According to Highest Educational Attainment

Instructional Needs	Highest Educational Attainment	Mean	Computed f – value	p-value	Decision	Interpretation
Use of technology	Bachelor's Degree	3.85	.016	.900	Accept Ho	Not Significant
	Master's Degree	3.86				
	Doctorate Degree	0				
Enhancement of parental engagement	Bachelor's Degree	3.84	2.806	.103	Accept Ho	Not Significant
	Master's Degree	3.95				
	Doctorate Degree	0				
Accessibility and inclusivity in teaching methods	Bachelor's Degree	3.87	.062	.804	Accept Ho	Not Significant
	Master's Degree	3.86				
	Doctorate Degree	0				
Support of legislative frameworks	Bachelor's Degree	3.84	.063	.804	Accept Ho	Not Significant
	Master's Degree	3.86				
	Doctorate Degree	0				

Results showed no significant difference in the assessment of instructional needs based on educational attainment, indicating that teachers with bachelor's and master's degrees shared similar perspectives on technology use, parental engagement, accessibility, and legislative support for learners with disabilities.

Table 4.1 Descriptive Statistical Analysis of the Assessment of the Teacher-Respondents on the Difficulties of Learners with Disabilities in Terms of Accessibility Issues

Indicators	Mean	Std. Deviation	Verbal Description and Adjectival Interpretation
1. Learners with disabilities face challenges in accessing school facilities.	3.8857	.32280	Strongly Agree – High
2. There are insufficient accessible learning materials for students with disabilities.	3.7429	.44344	Strongly Agree – High
3. Physical barriers within the school hinder the mobility of students with disabilities.	3.7429	.44344	Strongly Agree – High
4. Digital platforms used for learning are not fully accessible to students with disabilities.	3.9429	.23550	Strongly Agree – High

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5. Classroom environments are not adequately modified to accommodate students with disabilities.	3.9143	.28403	Strongly Agree – High
6. Students with disabilities struggle to access extracurricular activities due to accessibility issues.	4.0000	.00000	Strongly Agree – High
OVERALL MEAN	3.8703	.15180	Strongly Agree – High

Results showed that teacher-respondents strongly agreed that learners with disabilities faced significant accessibility challenges, including limited access to extracurricular activities, digital platforms, school facilities, and adequate learning materials.

Table 4.2 Descriptive Statistical Analysis of the Assessment of the Teacher-Respondents on the Difficulties of Learners with Disabilities in Terms of Inadequate Inclusive Practices

Indicators	Mean	Std. Deviation	Verbal Description and Adjectival Interpretation
1. Inclusive teaching practices are not consistently implemented across all classrooms.	3.8857	.32280	Strongly Agree – High
2. Students with disabilities are often excluded from group activities.	3.7429	.44344	Strongly Agree – High
3. Teachers lack adequate training on inclusive education strategies.	3.7143	.45835	Strongly Agree – High
4. There is a lack of peer support systems for learners with disabilities.	3.9714	.16903	Strongly Agree – High
5. The school does not have sufficient inclusive policies to support students with disabilities.	3.9429	.23550	Strongly Agree – High
6. There are limited opportunities for professional development in inclusive education.	4.0000	.00000	Strongly Agree – High
OVERALL MEAN	3.8754	.16835	Strongly Agree – High

Results showed that teacher-respondents strongly agreed that inadequate inclusive practices persisted, including limited professional development, lack of peer support, insufficient inclusive policies, and inconsistent implementation of inclusive teaching strategies.

Table 4.3 Descriptive Statistical Analysis of the Assessment of the Teacher-Respondents on the Difficulties of Learners with Disabilities in Terms of Lack of Resources

Indicators	Mean	Std. Deviation	Verbal Description and Adjectival Interpretation
1. The school does not have enough specialized teaching materials for students with disabilities.	3.8286	.38239	Strongly Agree – High
2. There is a shortage of trained special education staff in the school.	3.7714	.42604	Strongly Agree – High
3. Financial constraints limit the school's ability to provide necessary resources for students with disabilities.	3.7143	.45835	Strongly Agree – High
4. The library does not have adequate resources for students with disabilities.	4.0000	.00000	Strongly Agree – High
5. Assistive devices and technologies are not readily available for students with disabilities.	3.9714	.16903	Strongly Agree – High
6. The school lacks funding to support inclusive programs and initiatives.	3.9714	.16903	Strongly Agree – High
OVERALL MEAN	3.8754	.16835	Strongly Agree – High

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Results showed that teacher-respondents strongly agreed that a lack of resources, including inadequate library materials, insufficient funding, limited assistive technologies, and a shortage of trained special education staff, posed significant challenges for learners with disabilities.

Table 4.4 Descriptive Statistical Analysis of the Assessment of the Teacher-Respondents on the Difficulties of Learners with Disabilities in Terms of Insufficient Teacher Preparation

Indicators	Mean	Std. Deviation	Verbal and Adjectival Interpretation
1. Teachers feel unprepared to address the needs of learners with disabilities.	3.8286	.38239	Strongly Agree – High
2. There is a lack of pre-service training on special education for teachers.	3.6286	.49024	Strongly Agree – High
3. Ongoing professional development for special education is not provided.	3.7429	.44344	Strongly Agree – High
4. Teachers do not receive sufficient support from the administration in addressing the needs of students with disabilities.	3.9143	.28403	Strongly Agree – High
5. There is a lack of collaboration between general education and special education teachers.	3.9429	.23550	Strongly Agree – High
6. Teachers are not adequately trained to use assistive technologies effectively.	4.0000	.00000	Strongly Agree – High
OVERALL MEAN	3.8417	.16118	Strongly Agree – High

Results showed that teacher-respondents strongly agreed that insufficient teacher preparation, including inadequate training in assistive technologies, lack of collaboration, limited administrative support, and insufficient professional development, posed challenges in supporting learners with disabilities.

Table 4.5 Descriptive Statistical Analysis of the Assessment of the Teacher-Respondents on the Difficulties of Learners with Disabilities in Terms of Attitudinal Barriers

Indicators	Mean	Std. Deviation	Verbal and Adjectival Interpretation
1. There are negative attitudes towards students with disabilities among some staff members.	3.9714	.16903	Strongly Agree – High
2. Stereotypes about disabilities affect the inclusion of students in regular classroom activities.	3.9429	.23550	Strongly Agree – High
3. Students with disabilities experience bullying or social exclusion from peers.	3.9429	.23550	Strongly Agree – High
4. Teachers may have low expectations for the academic performance of students with disabilities.	3.8286	.38239	Strongly Agree – High
5. There is a lack of awareness and understanding of disabilities in the school community.	3.8286	.38239	Strongly Agree – High
6. Efforts to promote positive attitudes towards students with disabilities are insufficient.	3.7429	.44344	Strongly Agree – High
OVERALL MEAN	3.8749	.13635	Strongly Agree – High

Results showed that teacher-respondents strongly agreed that attitudinal barriers, including negative perceptions, stereotypes, bullying, low expectations, and lack of awareness, hindered the full inclusion of students with disabilities.

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Table 5.1 T-test on the Significant Difference in the Assessment of the Teacher-Respondent Difficulties of Learners with Disabilities when Grouped According to Sex

Difficulties of Learners	Mean Extent Male	Mean Extent Female	Computed t-value	α	p-value	Decision	Interpretation
Accessibility Issues	3.8511	3.8769	-.483	.05	.635	Accept Ho	Not Significant
Inadequate Inclusive Practices	3.8133	3.8969	1.166	.05	.267	Accept Ho	Not Significant
Lack of Resources	3.9256	3.8581	1.258	.05	.222	Accept Ho	Not Significant
Insufficient Teacher Preparation	3.7400	3.8769	2.180	.05	.049	Rejected Ho	Significant
Attitudinal Barriers	3.8500	3.8835	-.580	.05	.573	Accept Ho	Not Significant

Results showed no significant difference in the assessment of difficulties faced by learners with disabilities based on sex, except for insufficient teacher preparation, where female teachers expressed significantly greater concern than male teachers.

Table 5.2 One-Way ANOVA Test on the Significant Difference in the Assessment of the Teacher-Respondent Difficulties of Learners with Disabilities when Grouped According to Age

Difficulties of Learners	Age Group	Mean Extent	Computed f – value	p-value	Decision	Interpretation
Accessibility Issues	25-35 years	3.91	.063	.804	Accept Ho	Not Significant
	36-45 years	3.80				
	46-55 years	4.00				
	56-above years	3.92				
Inadequate Inclusive Practices	25-35 years	3.84	.601	.619	Accept Ho	Not Significant
	36-45 years	3.89				
	46-55 years	3.89				
	56-above years	4.00				
Lack of Resources	25-35 years	3.87	1.255	.307	Accept Ho	Not Significant
	36-45 years	3.89				
	46-55 years	3.72				
	56-above years	4.00				
Insufficient Teacher Preparation	25-35 years	3.84	.088	.966	Accept Ho	Not Significant
	36-45 years	3.83				
	46-55 years	3.89				
	56-above years	3.83				
Attitudinal Barriers	25-35 years	3.86	.794	.507	Accept Ho	Not Significant
	36-45 years	3.90				

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46-55 years	3.78
56-above	3.92

Results showed no significant difference in the assessment of difficulties faced by learners with disabilities based on age, indicating that teachers across all age groups shared similar perceptions of these challenges.

Table 5.3 One-Way ANOVA Test on the Significant Difference in the Assessment of the Teacher-Respondent Difficulties of Learners with Disabilities when Grouped According to Highest Educational Attainment

Difficulties of Learners	Educational Attainment	Mean	Computed f - value	p-value	Decision	Interpretation
Accessibility Issues	Bachelor's Degree	3.87	.035	.853	Accept Ho	Not Significant
	Master's Degree	3.88				
	Doctorate Degree	0				
Inadequate Inclusive Practices	Bachelor's Degree	3.87	.011	.918	Accept Ho	Not Significant
	Master's Degree	3.88				
	Doctorate Degree	0				
Lack of Resources	Bachelor's Degree	3.87	.011	.918	Accept Ho	Not Significant
	Master's Degree	3.88				
	Doctorate Degree	0				
Insufficient Teacher Preparation	Bachelor's Degree	3.85	.332	.568	Accept Ho	Not Significant
	Master's Degree	3.81				
	Doctorate Degree	0				
Attitudinal Barriers	Bachelor's Degree	3.87	.012	.913	Accept Ho	Not Significant
	Master's Degree	3.88				
	Doctorate Degree	0				

CONCLUSIONS

The study concluded that the teaching workforce exhibited a gender imbalance, with a predominantly young demographic and a lack of higher academic qualifications, potentially affecting mentorship and research-driven teaching practices. Teachers acknowledged the benefits of digital learning platforms but highlighted the need for improved technology training and resource availability. While strong school-parent partnerships existed, inconsistencies in workshops and inclusive practices indicated areas for development. Legal compliance and legislative support were generally recognized, though administrative backing and school adherence varied. Teachers' perspectives on instructional needs did not significantly differ based on gender, age, or educational attainment, suggesting shared experiences and priorities in inclusive education. However, accessibility barriers, inadequate professional development, lack of resources, and attitudinal challenges persisted, limiting the full participation of students with disabilities. Financial constraints and insufficient teacher training further exacerbated these issues, necessitating targeted investments in professional development, assistive technologies, and inclusive education strategies. Despite shared perceptions across demographic groups, female teachers expressed greater concern over insufficient teacher preparation, underscoring the need for comprehensive and continuous professional development to enhance inclusive education practices.

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