

Selected Kindergarten Teachers' Perspectives and Challenges in Inclusive Education: Basis for Effective Inclusive Educational Management Program

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ABSTRACT: This study captured a realistic view of both the successes and struggles of selected kindergarten teachers in implementing inclusive education in early childhood setting. A qualitative phenomenological research approach was used to gather rich, detailed data, incorporating interviews and thematic analysis to identify recurring patterns, concerns, and strategies teachers employed to overcome obstacles. The study highlighted several challenges faced by kindergarten teachers in implementing inclusive education. These included limited access to resources and staffing, such as assistive technology, adaptive materials, and classroom aides. Many teachers felt underprepared due to insufficient professional training in special education, which contributed to stress and difficulties in managing diverse classroom needs. Weak community involvement and the lack of structured programs for social skills development also made it challenging to foster positive peer interactions among learners. Despite these barriers, teachers showed strong dedication to inclusive practices, creatively adapting their approaches and stressing the importance of tailored support, assistive tools, and structured social skill development. Beyond identifying these challenges, the study also assessed teachers' preparedness for inclusive education, the support systems available to them, and the effectiveness of current policies and programs designed to assist them in this endeavor. Collaboration among teachers, continuous training, and stronger partnerships with families and community organizations were identified as key strategies for improving inclusive practices and ensuring better outcomes for all learners. The findings of this study contributed to the ongoing discourse on inclusive education by offering practical recommendations. Ultimately, this research served as a foundation for strengthened inclusive educational management programs, improved institutional support, additional resources, and better policy implementation, ensuring that both teachers and learners benefited from a more inclusive, supportive, and effective learning environment.

KEYWORDS: inclusive education, kindergarten teachers, teaching challenges, special needs learners, educational support program

I. INTRODUCTION

The global trend in special education has been inclusive education. According to Hornby and Kauffman (2021), UNICEF 2021 estimated that there were 240 million disabled learners in the globe. Like neurotypical learners, these learners with disabilities had goals and required high-quality education to reach their full potential.

The journey toward inclusive education aimed to provide equal learning opportunities for all learners, regardless of their abilities or learning challenges. This change in education was being adopted by most countries worldwide.

According to Jardinez and Natividad (2024), a comprehensive statement addressing the educational needs of individuals with special needs was produced in 1994 by the International Assembly on Teaching Learners with Disability, an organization affiliated with the United Nations Educational, Scientific, and Cultural Organization (UNESCO).

They further stated that as mentioned in Salamanca Statement, to eradicate discrimination, foster inclusive environments, and ensure equitable educational opportunities for everyone, especially those with specific academic needs—inclusive mainstream schools were crucial. The world community had been actively supporting the integration of people with special needs into society in the years after the Salamanca declaration.

The Salamanca Declaration and Framework for Action on Special Needs Education (1994) was a global agreement on long-term principles for inclusive education for learners with disabilities. Globally, that marked an enormous change in inclusive education. The Declaration restated the rights of all individuals, regardless of their differences, to participate in the regular educational system and the right of learners with disabilities to receive all the specialized assistance they required in order to meet their learning objectives and outcomes.

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As stated by Dalonos (2013, as cited in Allam and Martin, 2021), to give learners with special needs the greatest education possible, the 1959 United Nations General Assembly's Declaration of the Rights of the Child highlights the necessity of special treatment and education catered to their physical, mental, or visual limitations.

Among the United Nations' Sustainable Development Goals (SDGs) outlined in the 2030 Agenda, SDG 4 emphasized the critical importance of ensuring inclusive, equitable, and quality education for all. This goal underscored education as a fundamental right and a cornerstone for achieving sustainable development. By addressing disparities and challenges to education, SDG 4 aimed to provide lifelong learning opportunities that empowered individuals, promoted social equity, and contributed to economic growth. Achieving this goal required global collaboration to improve access, foster inclusivity, enhance learning outcomes, and equip learners with skills for personal and societal advancement.

Among the countries that embraced this innovative curriculum was the Philippines.

According to Llanos, Baluyot, and Besin (2024), Republic Act 7277, also referred to as the "Magna Carta for Disabled Persons," and Republic Act 10533, also known as the "Enhanced Basic Education Act of 2013," established the legislative framework for inclusive education in the Philippines based on Philippine Senate Bill 3002. However, the absence of detailed and clear guidelines made it difficult to really adopt inclusive practices within the educational system according to Department of Education Order No. 72, 2009. Additionally, despite the existence of these legal provisions, the implementation of inclusive practices within elementary special education settings faced considerable challenges.

As reported by Bautista (2021), President Duterte signed Republic Act 11560 on March 11, 2022, which stated that no learner should be turned away because of a disability. This law required all public and private schools to ensure that every learner with a handicap had equal access to a top-notch education.

For kindergarten teachers, this objective introduced both rewarding experiences and considerable struggles. However, the idea that inclusion in education only applied to learners with special needs was no longer true. It had to do with including every learner. Teaching young learners in an inclusive environment required balancing diverse needs, modifying instructional approaches, and managing the daily complexities of a classroom where some learners needed additional support.

As kindergarten teachers in an inclusive classroom, the researchers had firsthand experience navigating the complexities of inclusive education. This professional background provided a unique perspective on the challenges teachers face, including the need to balance the academic and social needs of all learners while fostering an inclusive and supportive environment. The researcher's direct involvement in inclusive education served as a driving motivation for this study, highlighting the importance of understanding and addressing these challenges to improve educational practices.

Thus, the motivation for this research stemmed from a deep concern for the educational equity and inclusivity of kindergarten learners, particularly in the foundational years of schooling. As advocates for inclusive practices, kindergarten teachers in Parañaque City witnessed both the transformative power of inclusion and the significant struggles teachers faced in adapting to the diverse needs of their kindergarten learners. Kindergarten teachers played a pivotal role in shaping the attitudes, skills, and development of these learners, including those with disabilities, yet their challenges in implementing inclusive education were often overlooked.

The research offered valuable insights into the challenges kindergarten teachers faced in implementing inclusive education, such as limited training, inadequate resources, and adapting to diverse learner needs. It provided practical strategies and best practices for addressing these challenges, highlighting areas where teachers felt underprepared. The study also emphasized the importance of systemic support, such as administrative backing, access to resources, and peer collaboration, to strengthen inclusive education practices.

By addressing the identified gaps, this study was expected to contribute to the growing discourse on inclusive education and provide actionable insights that could inform training programs, policy decisions, and support systems. Moreover, this study on kindergarten teachers' perspectives and challenges in inclusive education served as a basis for designing an intervening program that not only improved teachers' skills and confidence but also enhanced the overall educational experience for all learners, promoting a culture of acceptance, equity, and inclusion in kindergarten classrooms.

II. RESEARCH QUESTIONS

1. What are the perspectives of kindergarten teachers and primary challenges they face in teaching kindergarten learners with special needs?
2. What are the themes that can be derived from the teachers' responses that reflect the broader issues or patterns related to teaching learners with special needs in inclusive education?
3. What are the insights gained from the teachers' responses?

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III. RESEARCH METHOD

The study employed a phenomenological thematic analysis method, which focused on exploring and understanding teachers' experiences and perceived challenges related to the inclusive education phenomenon. The data gathering process for this research was designed to systematically collect and analyze qualitative information from kindergarten teachers in Parañaque City regarding their experiences in inclusive education. The researchers formally requested permission to conduct interviews with eight kindergarten teachers from both public and private schools in Parañaque City. Data was generated primarily through semi-structured interviews. The self-structured interview guide provided a structured framework for exploring kindergarten teachers' perspectives, challenges, and strategies in implementing inclusive education. The study used purposive sampling, that intentionally selected kindergarten teacher participants based on specific criteria that aligned with the study's objectives. The criteria for selecting co-participants in the study were carefully designed to ensure the inclusion of individuals whose experiences were directly relevant to the research topic. Thus, the study included 8 kindergarten teachers and used thematic analysis to explore kindergarten teachers' perspectives on inclusive education, focusing on their roles, the challenges they faced, and the strategies they employed to overcome challenges.

IV. RESULTS AND DISCUSSION

The study identified several important themes pertaining to the application of inclusive education and the methods teachers employ to accommodate the various requirements of their learners.

Key Themes and Subthemes of the kindergarten teachers' perspectives and challenges in inclusive education that serves as basis for effective educational management

Theme	Subtheme	Evidence
Challenges in Teaching Learners with Special Needs in an Inclusive Classroom	Limited Training and Professional Development	"Teachers often lack the specific training and professional development to effectively teach learners with diverse needs." (Participant 4)
		"The most important change needed to improve the experience of kindergarten teachers in inclusive education is increased access to training and professional development specifically focused on inclusive teaching strategies and special education needs." (Participant 5)
		"While these efforts are helpful, more hands-on training and continuous professional development would further strengthen their impact." (Participant 8)
	Behavioral and Classroom Management Difficulties	"I feel I am not so prepared in this area. How to handle learners with special needs, how to manage the classroom." (Participant 1)
		"They may feel unprepared to differentiate instruction, manage diverse classrooms, and address individual learning challenges." (Participant 4)
		"I would like more instruction on behavior management techniques for learners with emotional or behavioral issues and autism." (Participant 6)
Challenges in Teaching Learners with Special Needs in an Inclusive Classroom	Resource and Staffing Limitations	"The restricted availability of appropriate resources, including assistive technology, adaptive materials, and visual aids, might make it challenging to locate and use them." (Participant 6)
		"It can also occasionally be difficult to get the right resources, like specialist support and assistive technology." (Participant 8)
		"Ensuring that I have the right resources, such as adaptive learning materials and assistive tools, can sometimes be difficult." (Participant 7)
	Balancing Attention Between Learners	"Slow regular kids are not given the necessary attention they also need." (Participant 1)

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		“Since having an inclusive classroom is tedious and entails a lot of attention a small class ratio will be ideal.” (Participant 3)
		“Diverse learning needs might make it difficult to differentiate instruction since some learners need more specialized attention, while others need enrichment activities to keep interested.” (Participant 6)
	Parental Awareness and Collaboration	“Effective coordination between parents, special education teachers, and support workers can occasionally be difficult even though collaboration is crucial.” (Participant 6)
“Effective communication and collaboration with parents, special education teachers, and support staff are essential, but coordinating efforts can be time-consuming.” (Participant 7)		
“Negative attitudes and stigmas, some teachers, parents, and even learners may hold negative attitudes or misconceptions about disabilities, leading to exclusion and discrimination.” (Participant 4)		
Strategies for Handling Challenges	Peer Collaboration and Knowledge Sharing	“Collaboration is key, so don’t hesitate to seek support from colleagues, special education professionals, and parents. Sharing ideas and strategies can make a significant difference.” (Participant 7)
		“I would also like to improve more in enhancing my skills especially in creating activities that will provide opportunities for learners to interact with peers from diverse backgrounds, with this it can help develop social skills and build friendship.” (Participant 4)
		“I also implement flexible grouping, allowing learners to work with peers who can support their learning while promoting collaboration.” (Participant 5)
	Use of Differentiated Instruction	“To handle these challenges, I use a combination of differentiated instruction, behavior management strategies, and collaboration with support staff and families.” (Participant 7)
		“To handle these challenges, I use a combination of differentiated instruction, structured routines, and positive reinforcement to create an inclusive learning environment.” (Participant 8)
		“To handle these challenges, I use a combination of differentiated instruction, structured routines, and positive reinforcement to support all learners.” (Participant 5)
	Behavioral Interventions and Reinforcement Strategies	“For behavior management, I establish clear routines and expectations while using positive reinforcement to encourage appropriate behavior.” (Participant 7)
		“I utilize positive reinforcement to promote good conduct and establish clear expectations for behavior management.” (Participant 6)
		“To handle these challenges, I use a combination of differentiated instruction, structured routines, and positive reinforcement to support all learners.” (Participant 5)
	Self-Directed Learning and Online Research	“It’s more of consulting “google” or self-research to help us become effective teachers.” (Participant 1)

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		"Most importantly, celebrate small victories, whether it's a child making a new friend, learning a new skill, or showing confidence in the classroom." (Participant 6)
		"I recognize the importance of continuous learning to better address the unique needs of my learners." (Participant 8)
	Building Support Networks	"The school administration, therapists, general education and parents work together to be able to achieve the program goals for all learners especially those under inclusive education." (Participant 4)
		"I have access to several support systems that help me in inclusive education, including administrative support, peer collaboration, and community resources." (Participant 5)
		"I have access to several support systems that help me with inclusive education, such as peer collaboration, administrative guidance, and community resources." (Participant 6)
Teacher Preparedness and Training Needs	General Confidence vs. Need for Improvement	"This change would positively impact both teachers and learners by increasing teachers' confidence and ability to implement tailored teaching strategies, behavioral interventions, and classroom accommodations." (Participant 8)
		"The most important change needed to be improved is on how to screen children's readiness in pushing them in with the typical learners." (Participant 4)
		"The most important change needed to improve the experience of kindergarten teachers in inclusive education is increased access to training and professional development specifically focused on inclusive teaching strategies and special education needs." (Participant 5)
	Behavior Management Training	"Though it will help if I have a training in Behavioral Modification & Therapy or if I am a graduate of any Special Education Course, this way I will be able to know how to handle or help them better." (Participant 3)
		"Many teachers, including myself, do our best to support diverse learners, but additional hands-on training in areas such as behavior management, assistive technology, and individualized instruction would make a significant difference." (Participant 5)
		"I would like more instruction on behavior management techniques for learners with emotional or behavioral issues and autism." (Participant 6)
	Assistive Technology and Alternative Communication	"Professional development on assistive technology and alternative communication techniques to improve learning for learners with speech and language impairments is another area of interest for me." (Participant 6)
		"Training in assistive technology and alternative communication methods would also help me better support nonverbal learners or those with language delays." (Participant 7)
		"I am interested in professional development on assistive technology and alternative communication methods to enhance learning for learners with speech or language difficulties." (Participant 8)

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	Individualized Education Plans (IEPs) and Curriculum Adaptation	"I would like additional training in developing and implementing individualized education plans (IEPs) to better meet the unique needs of each learner." (Participant 5)
		"I would like additional training in creating and implementing individualized education plans (IEPs) to better tailor instruction and interventions for learners with special needs." (Participant 7)
		"Making the curriculum more flexible and accessible for all learners is essential." (Participant 4)
	Sensory Integration and De-escalation Techniques	"My ability to assist learners who have trouble with self-regulation would improve if I knew more about de-escalation tactics and sensory integration techniques." (Participant 6)
		"Learning more about sensory integration techniques and de-escalation strategies would help me better support learners who struggle with self-regulation." (Participant 8)
		"I am interested in learning more about strategies for supporting learners with autism, ADHD, and sensory processing disorders, particularly in managing behaviors and enhancing engagement." (Participant 7)
Available Support Systems and Their Effectiveness Available Support Systems and Their Effectiveness	Administrative Support and Policies	"The school I work for are very much open to inclusive education." (Participant 2)
		"The school administration, therapists, general education and parents work together to be able to achieve the program goals for all learners especially those under inclusive education." (Participant 4)
		"The school administration provides guidance through policies on inclusion and occasionally offers professional development opportunities on differentiated instruction and classroom management." (Participant 5)
	Peer Support and Collaboration	"Peer support is one of the most effective resources—I collaborate with fellow teachers to share strategies, exchange ideas, and seek advice on handling specific challenges." (Participant 5)
		"The most important resource is peer support; I often work with other teachers to exchange tactics, talk about problems, and come up with solutions." (Participant 6)
		"Peer collaboration is one of the most effective support systems. I work closely with other teachers to share strategies, discuss challenges, and exchange best practices for accommodating diverse learners." (Participant 7)
	Special Education Team Contributions	"The special education team offers valuable insights and recommendations for accommodating learners with special needs." (Participant 5)
		"Along with offering advice on behavioral techniques and modifications, the special education team assists in meeting each learner's unique needs." (Participant 6)
		"The special education team is also a valuable resource, offering guidance on individualized accommodations and behavioral interventions." (Participant 7)

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Available Support Systems and Their Effectiveness	Community and Parental Involvement	"Community involvement, such as partnerships with local organizations and parental support, also plays a role." (Participant 5)
		"Local groups and parental involvement are examples of community resources that can create a more inclusive learning environment." (Participant 6)
		"Community involvement, including parental support and partnerships with local organizations, contributes to fostering an inclusive learning environment." (Participant 7)
	Gaps in Support Systems	"None that I know of. The school has not been sending us lately to seminars that would update what we learned years ago. It's more of consulting "google" or self-research to help us become effective teachers." (Participant 1)
		"Lack of support, inclusive education requires resources like assistive technologies, specialized learning materials, and additional staff (e.g., teacher's aides, therapists)." (Participant 4)
		"Many teachers are willing to create inclusive classrooms but may lack the specific skills needed to effectively support learners with diverse needs." (Participant 8)
Recommendations for Improving Inclusive Education	More Structured Collaboration Between General and Special Education Teachers	"This may include accommodations, modifications, or assistive technologies. It also involves collaboration among teachers, learners, parents, and other stakeholders to create a supportive learning environment." (Participant 4)
		"The most important change needed to improve the experience of kindergarten teachers in inclusive education is more structured collaboration between general education and special education teachers." (Participant 7)
		"I believe the support system could be more effective with additional resources, such as classroom aides, specialized training, and more structured collaboration between general education and special education staff." (Participant 8)
	Increased Access to Training and Professional Development	"Providing teachers with high-quality professional development on inclusive practices is crucial." (Participant 4)
		"The most important change needed to improve the experience of kindergarten teachers in inclusive education is increased access to training and professional development specifically focused on inclusive teaching strategies and special education needs." (Participant 5)
		"Professional development on assistive technology and alternative communication techniques to improve learning for learners with speech and language impairments is another area of interest for me." (Participant 6)
	Hiring Additional Support Staff	"While these resources are helpful, I believe they could be more effective with increased access to training, additional classroom aides, and more specialized support staff to assist with individualized instruction." (Participant 5)
		"The addition of extra support personnel, such as teaching assistants or special education aides, in the classroom is the most significant modification required to enhance the

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		experience of kindergarten teachers in inclusive education.” (Participant 6)
		“Managing classroom behaviors can also be challenging, as learners with special needs may require additional support in emotional regulation and social interactions.” (Participant 7)
	Improved Screening and Transition Processes for Learners	“The most important change needed to be improved is on how to screen children's readiness in pushing them in with the typical learners. A slow transition is important especially to the kindergarten level for some learners who do not understand the needs of learners under special education” (Participant 4)
		“Mindset and acceptance that I can only do so much for disabled children. Exposure and updating us teachers to different trends, learning styles or strategies in making inclusive education more effective.” (Participant 1)
		“The most important change needed to improve the experience of kindergarten teachers in inclusive education is more structured collaboration between general education and special education teachers. Regular planning sessions, co-teaching opportunities, and shared resources would help ensure that all learners receive the support they need.” (Participant 7)
	Strengthening Inclusive Education Policies and Awareness Programs	“Since having an inclusive classroom is tedious and entails a lot of attention a small class ratio will be ideal. It would be great if there were a designated shadow Teacher for the learner with special needs so there will be a higher rate of learning efficacy. Also having Special Education Teachers around is best because they are especially trained to handle special learners.” (Participant 3)
		“Promoting awareness and understanding of disabilities can help to reduce stigma and discrimination.” (Participant 4)
		“The most important change needed to improve the experience of kindergarten teachers in inclusive education is increased access to training and professional development specifically focused on inclusive teaching strategies and special education needs.” (Participant 5)

Training and Professional Development Needs

The insights from Participants 1 and 3 highlight a strong need for targeted professional development and accessible resources to support inclusive education. Participant 1 expresses a sense of inadequacy in managing learners with special needs, particularly in classroom management and addressing diverse learning needs, indicating a desire for practical guides or programs that can be integrated into the existing curriculum. Similarly, Participant 3 underscores the importance of specialized training in areas such as Behavioral Modification and Therapy or having a background in Special Education to better understand and support learners with disabilities. Both participants recognize that deeper knowledge and specific strategies are essential for creating a more inclusive classroom. Their feedback aligns with Materechera (2020), who asserts that insufficient professional training significantly hinders teachers' ability to effectively address the unique needs of learners with disabilities. Without adequate preparation, teachers may struggle with instructional adjustments, behavioral management, and learner engagement. Therefore, providing comprehensive and specialized training is critical to equipping teachers with the tools and confidence needed to promote inclusive practices and foster meaningful learning experiences for all students.

Collaboration and Support Systems

The perspectives of Participants 4 and 6 emphasize the critical role of collaboration in successfully implementing inclusive education. Both participants highlight that while ongoing communication and teamwork among teachers,

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parents, specialists, and administrators are essential, maintaining these collaborative efforts can be challenging due to logistical and communication barriers. Participant 4 stresses the need for a multi-faceted approach and acknowledges the difficulty of building strong, open relationships, while Participant 6 points out that effective coordination with parents, special education teachers, and support workers is often difficult, despite its importance. Their feedback reflects the complexity of inclusive education and the pressing need for structured, consistent collaboration among all stakeholders. Supporting this view, Chadha (2003, as cited in Nath, 2021) advocated for a holistic approach involving educators, families, and the broader community to create a cohesive support network. This unified effort is essential in addressing existing gaps and ensuring that all learners, particularly those with special needs, receive the inclusive support they require to succeed.

Classroom Management and Instructional Strategies

The insights shared by Participants 6 and 7 emphasize the importance of continuous, practical, and targeted professional development in strengthening inclusive education. While both participants acknowledged the school administration's efforts—such as the provision of inclusive education policies and occasional training sessions on differentiated instruction and classroom management—they also expressed a clear need for more frequent, specialized, and hands-on learning opportunities. This ongoing training would better equip teachers to consistently implement inclusive practices and effectively address the diverse needs of their learners. Their feedback underscores the significance of moving beyond one-time sessions toward a structured, sustained approach to teacher development. It also aligns with the findings of Gülsün, Malinen, Yada, and Savolainen (2023), who emphasized that teachers with positive attitudes toward inclusion were more likely to adopt inclusive strategies and foster a respectful and supportive classroom environment. These attitudes not only influence teaching practices but also impact the broader school culture, affecting learners, parents, and colleagues alike. Promoting such mindsets through well-designed professional development, access to adequate resources, and continuous support is essential in creating a truly inclusive, equitable, and collaborative school environment.

Resource and Staffing Limitations

The reflections of Participants 6 and 8 highlight a crucial aspect of inclusive education: the availability and accessibility of essential resources. Participant 6 points to the challenges posed by the limited availability of assistive technologies, adaptive materials, and visual aids, which hampers their integration into the classroom and restricts teachers' capacity to effectively support learners with special needs. This concern is echoed by Participant 8, who emphasizes that the effectiveness of inclusive education could be greatly improved with better access to classroom aides, specialized training, and structured collaboration between general and special education staff. These observations underscore the pressing need for resource enhancement—not just in terms of physical materials but also through human and institutional support. These concerns are further validated by Jardinez and Natividad (2024), who report that many schools continue to face critical shortages in infrastructure and instructional tools necessary for inclusive education. They cite issues such as non-inclusive school facilities, inadequate access to adaptive technologies, and weak implementation of inclusive policies, all of which contribute to exclusionary practices. The feedback from the participants, together with scholarly insights, clearly illustrates that without sufficient resources and strong collaborative frameworks, inclusive education cannot reach its full potential. Addressing these gaps through comprehensive planning, infrastructure development, and policy enforcement is essential to creating equitable, inclusive, and supportive learning environments for all students.

Parental and Community Involvement

The insights from Participants 5 and 7 emphasize the pivotal role of community involvement—particularly parental support and partnerships with local organizations—in fostering an inclusive education environment. Both participants acknowledge the positive impact of these support systems but highlight that their effectiveness is limited without adequate training, access to specialized staff (such as instructional aids and therapists), and better collaboration between general and special education teachers. Their reflections underscore the importance of enhancing human resources and streamlining coordination to deliver individualized support for learners with special needs. Supporting this, Nath (2021) affirms that inclusive education thrives when communities are actively involved. Parents help promote peer acceptance, while collaboration with organizations like health centers and rehabilitation institutions ensures learners receive comprehensive support. Additionally, financial assistance, inclusive infrastructure, and proper teaching materials are critical components. Altogether, these findings and supporting literature stress the need for a multi-tiered, community-integrated approach to inclusive education that goes beyond school walls and taps into broader networks for sustained impact.

CONCLUSIONS

The study concluded that kindergarten teachers face significant challenges in implementing inclusive education for learners with special needs, including limited resources, inadequate professional development, and minimal community involvement. Despite these barriers, teachers demonstrate a strong commitment to inclusive practices by adapting teaching strategies and collaborating with peers to create supportive learning environments. The findings emphasize the urgent need for sufficient resource allocation—such as assistive technology and adaptive materials—alongside continuous professional development and mentoring. Strengthening partnerships with parents and community organizations, and introducing structured social skill programs, are also essential for the sustainable and effective implementation of inclusive education.

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