

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

Vivian R. Fennis

The Faculty of the Graduate School of Education, University of Perpetual Help System DALTA, Las Piñas City, Philippines

ABSTRACT: This study explored the perceived challenges faced by children with special needs in accessing inclusive education, alongside the level of support provided by school administrators, as viewed by teacher-respondents in District 1 of SDO Parañaque City. The research aimed to determine whether a significant relationship exists between these two variables and whether perceptions vary based on teachers' demographic profiles. Using a descriptive-correlational research design, data were gathered from teachers through a structured questionnaire, and statistical tools such as Pearson correlation, independent samples t-tests, and one-way ANOVA were employed for analysis. Findings revealed that children with special needs continue to face moderate to high levels of difficulty due to interconnected barriers, economic, institutional, legal, physical, and social. While school administrators provided moderate support, it was found to be insufficient in fully addressing the complex needs within inclusive classrooms. The Pearson correlation analysis indicated no significant relationship between administrative support and perceived difficulty, suggesting that other factors, such as resource availability and teacher training, may have a greater influence. Furthermore, no significant differences in perception were found across demographic variables such as sex, age, educational attainment, or length of experience, highlighting that the challenges in inclusive education are systemic rather than personal. Based on these findings, a comprehensive action plan was proposed focusing on strengthening administrative leadership, enhancing collaboration, improving resource provision, raising awareness of inclusive policies, and supporting teachers' workload. The study concludes that inclusive education requires a more integrated, system-wide approach that engages all stakeholders and addresses barriers at multiple levels to ensure equitable access for all children.

KEYWORDS: administrative support, inclusive education, perceived difficulty, special needs, systemic barriers

THE PROBLEM AND ITS BACKGROUND

Introduction

Globally, approximately 240 million children, representing 1 in 10 children, are living with disabilities and face significant challenges in accessing education. Compared to their peers without disabilities, these children are 42% less likely to develop foundational reading and numeracy skills, which places them at a disadvantage in their educational trajectories. Various systemic barriers, such as inaccessible school environments, inadequate learning materials, and socioeconomic disparities, further limit their educational opportunities (Ingram, 2021).

In the Philippines, an estimated 5.1 million children live with disabilities, yet programs and services dedicated to their needs remained inadequate. The lack of sufficient resources, infrastructure, and specialized support limited their access to quality education and rehabilitation services. (Childhood Education International, 2024).

Many national and international legislation and frameworks, such as the Sustainable Development Goals 4, acknowledged the significance of providing all children with fair access to high-quality, inclusive education. In addition to other laws and policies in 113 nations, 37 national constitutions expressly affirmed the right of children with disabilities to get an education. (World Policy Center. Disability Data Download (2019, as cited in Aruldas et al., 2023).

Thus, the inclusion of children with special education needs (LSEN) has become a key educational objective worldwide, aiming to create learning environments that cater to diverse child needs. The foundation of inclusive education was rooted in international frameworks, particularly the Salamanca International Document and the Universal Declaration of Human Rights (UDHR, 1948), which affirmed every child's right to education without discrimination. These global agreements emphasize that all children, regardless of their background or abilities, must have equal access to schooling. One of the fundamental principles of inclusive education was ensuring that children with special needs and those without disabilities learned together in the same environment. This approach promoted diversity and fostered an educational system that accommodated individual differences while

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

addressing children's unique needs, abilities, and potential. By embracing inclusivity, schools created an adaptive learning environment that provided appropriate support, ensuring that every child thrived academically and socially (Siahaan, 2022).

As of 2021, more than 140 governments formally endorsed the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), supporting the global movement towards inclusive education (IE). This commitment to inclusion became a central objective for international organizations such as the United Nations Children's Fund (UNICEF) and the United Nations Educational, Scientific and Cultural Organization (UNESCO), which advocated for the adoption of inclusive education policies and practices. UNESCO continued to lead efforts to institutionalize inclusive practices across countries, pushing for the implementation of systems that ensured equitable access to education for all children, regardless of their abilities (Tundaan, 2023).

However, many children faced challenges such as limited access to specialized support, inadequate teacher training, and inaccessible learning environments, which hindered their school attendance and academic progress. As a result, they often completed fewer years of education and struggled to achieve the same academic milestones as their peers without SEN, highlighting the need for stronger policies and resources to bridge these gaps (Rangvid, 2022).

The inclusion of children with special education needs (SEN) in regular classrooms raised questions about whether teachers could effectively balance diverse learning needs without compromising the academic progress of children without SEN. Some argued that adapting instruction to accommodate SEN children might slow the overall pace of learning, potentially affecting the performance of their peers. However, inclusive education could also foster positive social interactions, empathy, and collaboration among children, highlighting the need for proper support systems, such as trained teachers and adaptive teaching strategies, to ensure that all children benefited from the approach (Rangvid 2019, as cited in García and Renteria, 2024).

In the Philippine context, inclusive education emphasized that all children, regardless of their differences or difficulties, should learn together whenever possible. According to Sta Ana (n.d), the Philippine Department of Education recognized this principle by institutionalizing Special Education (SPED) as early as the 1960s. The Special Education Division was responsible for formulating policies, developing instructional materials, evaluating SPED programs, conducting research, setting program standards, and providing in-service training to support staff. Additionally, it sought to establish linkages with relevant agencies to promote the education and welfare of children with special needs.

Policies were moving in the direction of integrating children with special educational needs into the classroom. The Enhanced Basic Education Act of 2013, also known as Republic Act 10533, put into practice initiatives aimed at addressing a diverse child body, including individuals with impairments. The foundational idea of the K–12 basic education programs was the use of inclusive education. Schools were required by the code to provide inclusive, high-quality, pertinent, and easily available instruction to more than 22 million Filipino children (Albert, 2016 as cited in Raguindin, 2021).

Despite these efforts, the implementation of inclusive education in the Philippines remained a challenge due to various factors, particularly economic constraints. Many programs and services intended for children with disabilities were still limited and not readily accessible. As a result, a significant number of children with special needs continued to be deprived of their right to education, equal opportunities, and full participation in society. Addressing these gaps required increased funding, stronger implementation policy, and expanded access to inclusive education programs across the country.

In local context, despite ongoing efforts to promote inclusive education, children with special needs, District 1 of the Schools Division Office (SDO) Parañaque City continued to face significant barriers in accessing quality education. District 1 was home to a diverse population with varying socio-economic backgrounds, which influenced the accessibility and quality of education for children with special needs. Despite existing national policies promoting inclusive education, there were notable gaps in implementation at the local level, including shortages of trained special education teachers, limited facilities, and insufficient community awareness.

By focusing on District 1, the study aimed to generate localized data that could guide targeted interventions, inform policy adjustments, and strengthen inclusive practices specific to the needs of the children, schools, and communities in this area. This localized approach ensured that strategies were practical, relevant, and responsive to the actual conditions experienced by children with disabilities in District 1.

This study also sought the help of teachers in identifying the key barriers preventing children with special needs from accessing education and exploring possible action plans to bridge these gaps. By understanding these challenges, the research aimed to provide insights that could guide policymakers, teachers, and stakeholders in creating more inclusive and accessible learning environments.

Theoretical Framework

This study was grounded in several key theories that explained the barriers to accessing education for children with special needs and the role of teachers in inclusive education. These theories provided a foundation for understanding economic, institutional, physical, environmental, social, and cultural factors affecting inclusive education. Capability Approach (Sen, 1999; Nussbaum, 2000)

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

Education as a global good served as a reminder that all knowledge and learning stem from our shared humanity, as both Sen and Nussbaum's capability approach clearly demonstrated.

The Capability Approach focused on providing individuals with opportunities to reach their full potential. The Capability Approach, introduced by Amartya Sen, addressed the question of what should be equalized in the pursuit of social justice. Sen emphasized that societies promoted equality but often overlook what specific aspects needed to be equalized. Martha Nussbaum expanded this framework by focusing on what individuals could do and be, emphasizing real opportunities. This approach had been proposed as a practical framework for applying social justice principles, particularly in psychology, and to operationalize the Universal Declaration of Human Rights (Powell, 2020).

Amartya Sen (1999, as cited in Gracia-Calandín and Tamarit-López, 2021) emphasized that quality education played a crucial role in driving social change and promoting social justice by providing individuals with the capabilities to improve their lives and contribute to society. Boni and Walker (2016, as cited in Gracia-Calandín and Tamarit-López, 2021) extended this argument, highlighting the role of higher education in reducing inequalities and preventing the exclusion of marginalized groups. They argued that universities should prioritize human development values and be guided by policies that promoted equity, participation, and democratic decision-making. The capability approach, with its focus on equal opportunities, citizenship, and global justice, strengthened the connection between education and the public good, ensuring that education served to achieve broader human development goals.

This approach prioritized real-life outcomes over economic indicators like income or GDP because financial resources alone did not guarantee equality or inclusion. For example, a person with a disability might have financial means but still faces barriers such as inaccessible infrastructure or lack of appropriate educational support. The capability approach assessed whether individuals could effectively utilize their resources and rights to achieve essential life functions, such as mobility, education, and health. Unlike traditional theories of justice, which focused on resource distribution, this framework emphasized actual well-being and the extent to which individuals could convert available opportunities into meaningful life achievements (Nussbaum 2006, as cited in MacKenzie et al., 2023).

This theory was relevant to inclusive education as it highlighted the need for adequate resources, policies, and support systems to empower children with special needs to learn and succeed in school, rather than merely placing them in general education settings without proper accommodations.

Bronfenbrenner's Ecological Systems Theory (1979)

Bronfenbrenner's Ecological Systems Theory emphasized that a child's development was influenced by multiple interconnected systems, including family, school, community, and broader societal structures.

Bronfenbrenner (1979, as cited in Zaatari and Maalouf, 2022) highlighted that while a supportive and structured environment was crucial for development, it was not enough on its own to ensure emotional well-being. He argued that meaningful, warm, and caring relationships played a vital role in helping individuals, especially children, navigate challenges and counteract the negative effects of an unfavorable environment. Without these strong interpersonal bonds, even a well-structured setting might fail to promote positive emotional growth, underscoring the importance of nurturing connections in fostering resilience and overall development.

Bronfenbrenner's theory evolved through three phases. In the first phase (1973–1979), the Ecological Systems Theory identified four interconnected systems: microsystem, mesosystem, exosystem, and macrosystem, that shape human development. The second phase (1980–1993) introduced the Bioecological Systems Theory, emphasizing the active role of individuals and biological influences on development. The third phase (1993–2006) further refined the theory by highlighting the importance of proximal processes and introducing the PPCT model (Process-Person-Context-Time) to explain developmental interactions (Zaatari & Maalouf, 2022).

Bronfenbrenner's theory continued to be a relevant tool for studying human development in today's world because it considered how individuals grew within multiple interacting systems. Its broad perspective allowed researchers to analyze development across different life stages and in various social, cultural, and environmental contexts. By emphasizing the dynamic interactions between personal traits, environmental influences, and time-related changes, the theory provided a comprehensive way to understand the complexities of development. To ensure its continued applicability, researchers and practitioners must recognize its evolution, particularly the shift from ecological systems theory to bioecological theory, and apply its principles appropriately in modern settings (Guy-Evans, 2024)

This theory was relevant to the study as it highlighted how economic limitations (macrosystem), school policies (exosystem), teacher attitudes (microsystem), and societal perceptions (chronosystem) collectively impact the educational access of children with special needs.

Social Model of Disability (Oliver, 1983)

The Social Model of Disability asserted that barriers in society, rather than individual impairments, were the main factors restricting the full participation of individuals with disabilities.

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

Mike Oliver developed the social model of disability in the 1980s, drawing from his personal experience with disability and the challenges faced by individuals reliant on public assistance. His model, influenced by Marxist theory, argued that industrialized, capitalist societies failed to prioritize the needs of people with disabilities, reinforcing disabling barriers through negative perceptions and exclusionary labor market practices. Oliver critiqued the stigma that portrayed people with disabilities as dependent, less capable, and economically unproductive, which further marginalized them in a system that valued productivity over inclusivity (Macmbinji, 2023).

Brunton and Gibson (2009, as cited in Ungaya, 2023) highlighted that the social model of disability shifted the focus from individual impairments to societal barriers that hindered full participation. This perspective underscored the necessity of providing appropriate support systems, such as accessible infrastructure, inclusive teaching strategies, and assistive technologies, to ensure individuals with disabilities could actively engage in education and other aspects of life. Since education was a fundamental human right, society bears the responsibility of removing obstacles that prevented equitable access to quality learning opportunities. By addressing these barriers, whether physical, institutional, or attitudinal, the social model advocated for a more inclusive and just environment where individuals with disabilities could thrive.

This perspective was crucial in analyzing how institutional, physical, and environmental barriers limited access to education for children with special needs, reinforcing the need for systemic changes to create an inclusive learning environment.

Conceptual Framework

The conceptual framework for this study was grounded in the principles of inclusive education and accessibility, highlighting the relationship between teachers' demographics, their perceived barriers to education and the action plan needed to bridge these gaps for children with special needs in Baclaran, Parañaque City.

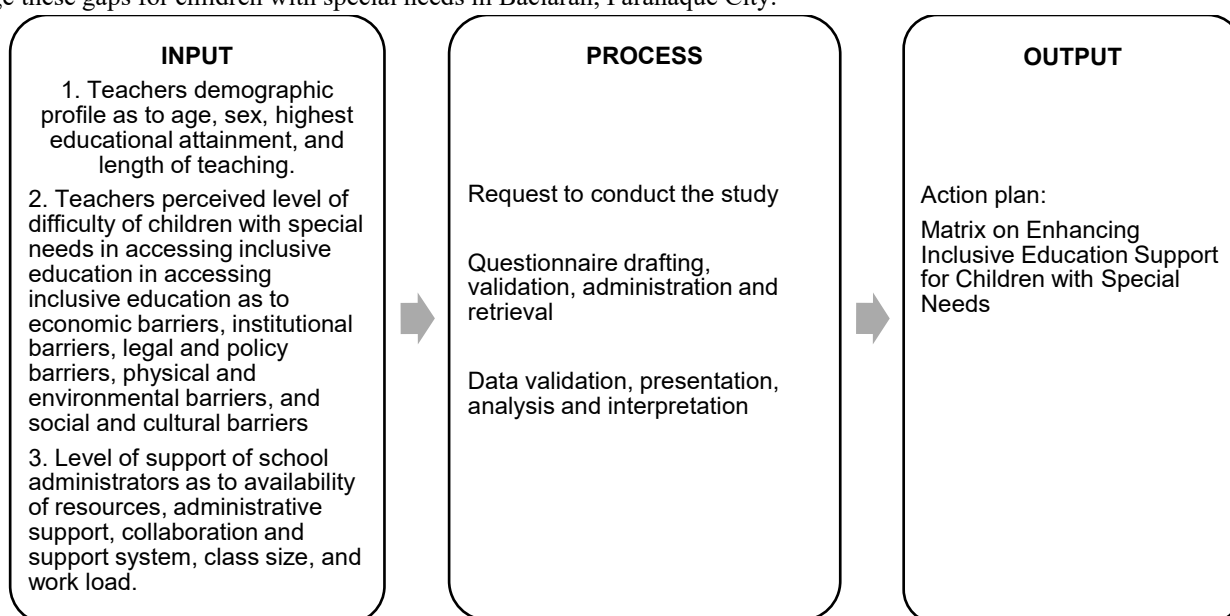


Figure 1. Research Paradigm

The research paradigm in the provided image employed the Input-Process-Output (IPO) model, which served as a structured framework for guiding the research study. This model helped systematically address the research questions and objectives by breaking down the study into distinct components.

The inputs of this study included teachers' demographic profiles as to age, sex, highest educational attainment, and length of teaching; their perceived level of difficulty faced by children with special needs in accessing inclusive education, categorized into economic, institutional, legal and policy, physical and environmental, and social and cultural barriers; and level of support of school administrators as to availability of resources, administrative support, collaboration and support system, class size, and work load.

The processes of this study included requesting permission to conduct the research, drafting, validating, administering, and retrieving questionnaires, followed by data validation, presentation, analysis, and interpretation.

The output of this study was an action plan based on the findings of the study aimed at addressing the barriers to inclusive education for children with special needs, strengthening administrative support structures, improving resource allocation, formalizing collaboration and support systems, addressing class size and workload issues, and providing professional development focused on inclusion.

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

Statement of the Problem

This study aims to explore the barriers that hindered children with special needs from accessing inclusive education in District 1 of the Schools Division Office (SDO) Parañaque City, as perceived by teachers, and to identify action plan that could bridge these gaps to promote a more inclusive and equitable learning environment.

Specifically, it answered the following:

1. What is the demographic profile of the teacher-respondents as to:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 highest educational attainment; and
 - 1.4 length of teaching special needs?
2. What is the teacher-respondents' perceived level of difficulty of children with special needs in accessing inclusive education as to:
 - 2.1 economic barriers;
 - 2.2 institutional barriers;
 - 2.3 legal and policy barriers;
 - 2.4 physical and environmental barriers; and
 - 2.5 social and cultural barriers?
3. What is the level of support of school administrators as to:
 - 3.1 availability of resources;
 - 3.2 administrative support
 - 3.3 collaboration and support system
 - 3.4 class size; and
 - 3.5 workload?
4. Is there a significant difference in the teacher-respondents' perceived level of difficulty in children with special needs in accessing inclusive education when grouped according to their demographic profile?
5. Is there a significant relationship between the teacher-respondents' perceived level of difficulty of children with special needs and the level of support of school administrators in accessing inclusive education?
6. Based on the results, what can be proposed?

Hypothesis

Ho - There was no significant difference on the teacher-respondents' perceived level of difficulty of children with special needs in accessing inclusive education when grouped according to their demographic profile.

Ho - There was no significant relationship between the teacher-respondents' perceived level of difficulty of children with special needs and the level of support of school administrators in accessing inclusive education.

Scope and Delimitation of the Study

This study focused on identifying the barriers to accessing education for children with special needs in District 1 of the Schools Division Office (SDO) Parañaque City, as perceived by teachers. Specifically, it examined economic, institutional, and social challenges that hinder the effective implementation of inclusive education in public schools within the area.

The study was limited to teachers employed in schools within District 1 of the Schools Division Office (SDO) Parañaque City for school year 2025-2026 that accommodate or attempt to integrate children with special needs into mainstream classrooms. It did not include the perspectives of children, parents, or school administrators, which may provide additional insights into the issue. Furthermore, the study focused on quantitative data collection, using structured survey questionnaires to gather responses, thereby excluding qualitative methods such as interviews or focus group discussions.

Geographically, the study was confined to District 1 of the Schools Division Office (SDO) Parañaque City and did not extend to other cities or regions in the Philippines. The findings were intended to provide localized insights and may not be fully generalizable to other areas with different educational conditions or socio-economic factors. Despite these limitations, the study contributed to the improvement of inclusive education policies and practices by providing data-driven recommendations for teachers and policymakers.

Significance of this Study

This study was significant as it provides valuable insights into the barriers that hindered children with special needs from accessing education in District 1 of the Schools Division Office (SDO) Parañaque City. By focusing on teachers' perspectives, the research shed light on the challenges faced in implementing inclusive education, which could serve as a basis for improving educational policies and practices.

Teachers. The study underscored that teachers, regardless of their sex, age, educational attainment, or experience, consistently perceived systemic barriers, such as economic constraints, limited institutional support, and social stigma, as major

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

challenges in implementing inclusive education. These findings highlighted the urgent need for targeted professional development, adequate resources, and stronger support systems to empower teachers in creating more inclusive and effective learning environments.

School Administrators. The results of the study revealed that while school administrators provided moderate support for inclusive education, this support did not significantly impact teachers' perceptions of the challenges faced by children with special needs. This highlighted the need for school leaders to adopt more strategic, responsive, and resource-driven approaches to better align their efforts with the actual needs of both teachers and learners in inclusive settings.

Children with Special Needs. The study found that children with special needs continued to face moderate to high levels of difficulty in accessing inclusive education due to persistent systemic barriers such as limited resources, inadequate infrastructure, and social stigma. These findings underscored the urgent need to implement targeted multi-level interventions to create a more supportive and equitable learning environment that genuinely met the needs of these learners.

Parents. The study revealed that parents' lack of awareness and involvement remained a significant social and cultural barrier to inclusive education for children with special needs. This highlighted the importance of empowering parents through advocacy, education, and collaboration to strengthen their role in supporting inclusive practices and ensuring better outcomes for their children.

Government Officials. The study underscored that despite existing policies, weak implementation and lack of awareness about inclusive education laws remained major barriers, pointing to a gap in governance and enforcement. This emphasized the crucial role of government officials in strengthening policy execution, allocating adequate resources, and ensuring that inclusive education initiatives were effectively carried out at the grassroots level.

Policymakers. The study revealed that children with special needs continued to face systemic barriers, such as inadequate resources, poor infrastructure, and limited legal awareness, despite moderate administrative support. These findings highlighted the need for policymakers to craft more responsive, well-funded, and enforceable inclusive education policies that directly addressed these persistent challenges and ensured equitable learning opportunities for all.

Future Researchers. The study's findings, which highlighted persistent systemic challenges in implementing inclusive education, such as economic constraints, limited administrative support, and weak policy enforcement, provided a solid foundation for future researchers to explore targeted interventions and innovative practices. These results also underscored the need for further studies that examined the effectiveness of multi-level support systems and their impact on the inclusion of children with special needs.

Definition of Terms

The following terms were defined operationally:

Administrative Support. This refers to the assistance, resources, and actions provided by school leaders and educational authorities (such as principals, supervisors, and district officers) which include the provision of adequate staffing, training opportunities, funding allocation, policy implementation, access to special education resources, and the creation of a supportive school culture to facilitate inclusive education.

Barriers to Education. These are factors that hinder children with special needs from accessing quality education, including lack of resources, inadequate teacher training, inaccessible infrastructure, and socio-economic challenges.

Children with Special Needs (CSN). These refer to children who require additional educational support due to physical, intellectual, emotional, or sensory disabilities, as recognized by special education policies.

Economic Barriers. These refer to financial limitations that hinder access to quality education for children with special needs. These include inadequate government funding for inclusive education programs, high costs of specialized learning materials and assistive technologies, financial constraints faced by families, and limited access to scholarships or financial aid.

Educational Accessibility. This is the extent to which schools, classrooms, teaching materials, and support services are available and suitable for children with special needs to participate fully in learning activities.

Financial Constraints. These are lack of sufficient funding for schools, teachers, and families to support the education of children with special needs, including the cost of assistive devices, specialized training, and transportation.

Government Support. This refers to policies, funding, training programs, and other initiatives provided by the government to improve accessibility and quality of education for children with special needs.

Inclusive Education. This refers to the practice of integrating children with special needs into mainstream classrooms, ensuring they receive appropriate support, accommodation, and equal learning opportunities.

Institutional Barriers. These pertain to structural and systemic obstacles within educational institutions that prevent the effective implementation of inclusive education. These include a lack of inclusive policies, inadequate teacher training, limited availability of special education programs, bureaucratic inefficiencies, and a shortage of trained special education teachers.

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

Physical and Environmental Barriers. These refer to infrastructural and logistical challenges that restrict the full participation of children with disabilities in educational settings. These include inaccessible school buildings, lack of assistive learning tools, overcrowded classrooms, limited transportation options, and inadequate sanitation and healthcare facilities.

School Administrators. These are educational leaders, such as principals and department heads, responsible for overseeing school policies, curriculum implementation, and resource allocation to support inclusive education.

Social and Cultural Barriers. These encompass societal attitudes, beliefs, and norms that contribute to the exclusion of children with special needs from education. These include stigma and discrimination, lack of parental awareness and support, negative perceptions of inclusive education among teachers and peers, deep-seated cultural beliefs about disability, and language or communication difficulties.

Special Education Trainings. These are professional development programs designed to equip teachers with the necessary skills, knowledge, and strategies to effectively teach and support children with special needs in an inclusive setting.

Stigma and Discrimination. These are negative societal attitudes and misconceptions about children with disabilities that contribute to exclusion, bullying, and unequal treatment in schools.

Teachers' Perspectives. These are views, experiences, and opinions of teachers regarding the challenges, effectiveness, and implementation of inclusive education in their schools.

REVIEW OF RELATED LITERATURE AND STUDIES

This review of related literature aimed to provide a comprehensive understanding of the perspectives of teachers on the barriers that children with special needs encountered and the strategies that could be employed to address these issues. This foundation supported the study's objective of identifying practical solutions to improve access to education for children with special needs in District 1 of the Schools Division Office (SDO) Parañaque City.

Barriers to Accessing Inclusive Education

The National Disability Prevalence Survey (NDPS) conducted by the Philippine Statistics Authority (PSA) identified approximately 10,000 individuals across the country as having disabilities, highlighting the widespread presence of various levels of disability (Technical Education and Skills Development Authority TESDA, 2020). This data underscored the need for targeted policies and programs to address the diverse needs of individuals with disabilities, particularly in areas such as education, employment, and social inclusion. The findings also emphasized the importance of strengthening support systems, ensuring accessibility, and promoting inclusive initiatives to improve the quality of life and opportunities available to people with disabilities nationwide.

The foundation for inclusive education is reinforced by the World Conference on Special Needs Education in Salamanca, Spain, in 1994, which emphasized that children with and without disabilities should learn together whenever possible. Schools were expected to identify and accommodate the varied needs of children while implementing support services to facilitate their learning (Adjanku, 2020). The pursuit of equitable educational opportunities for children with special needs was an ongoing journey filled with both obstacles and advancements. Children with disabilities were among the most marginalized and vulnerable groups worldwide, often facing barriers to education and essential services.

The right of children with disabilities to receive an education free from discrimination is also codified in Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), which had been adopted by 185 nations (United Nations, New York Convention on the Rights of People with Disabilities 2006, as cited in Aruldas et al., 2023).

Although global initiatives promoted inclusive education, children with special education needs (SEN) continued to experience significant disparities in educational outcomes. According to the 2020 UNESCO GEM report on inclusion in education, majority of nations, both globally and in Europe specifically, continue to face obstacles to inclusion in education. These include the persistence of special education systems in many nations, a lack of data on children who are not enrolled in school, inadequate funding and resource allocation, and disorganized government responses that lead to inconsistent laws and policies (Watkins et al., 2024).

A barrier to inclusive education refers to any obstacle or condition that hinders children, regardless of their abilities or backgrounds, from fully engaging and succeeding in an inclusive learning environment. These barriers might include insufficient teacher training and support, negative perceptions of children with disabilities or differences, inadequate resources and infrastructure, overcrowded classrooms, and cultural or language challenges. Such obstacles could limit children's access to education and active participation in learning, ultimately contributing to academic disparities and social exclusion (Adesokan & Bojuwoye, 2023).

Aremu and Adepoju (2020) conducted a study in Oyo State, Nigeria, to explore the difficulties teachers encountered in implementing inclusive education, revealing several critical challenges. The findings highlighted that many teachers lacked adequate training and professional development, leaving them unprepared to address the diverse needs of children with disabilities. Additionally, limited resources and inadequate school facilities further hindered effective inclusion, while negative societal attitudes

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

and large class sizes create additional obstacles, making it difficult for teachers to provide individualized support and foster an inclusive learning environment.

Giangreco et al. (2012, as cited in Adesokan & Bojuwoye, 2023) conducted a study in the United States to investigate the factors influencing teachers' decisions to refer children for special education services, highlighting significant challenges in inclusive education. The study revealed that many teachers felt ill-equipped to accommodate children with disabilities due to inadequate training and support, making it difficult for them to implement inclusive practices effectively. Without the necessary knowledge and skills, teachers struggled to adapt instruction, manage diverse classroom needs, and provide appropriate support, ultimately leading to increased referrals for special education rather than fostering an inclusive learning environment.

A 2020 survey conducted by the Sub-committee on Children with Disabilities of the Council for the Welfare of Children, titled *Situation of Children with Disabilities in the Context of COVID-19*, revealed alarming statistics. It found that 48% of respondents were unable to access essential education services and learning materials, while 33.4% lacked access to habilitation and rehabilitation services. These figures highlighted the urgent need for strengthened policies, increased funding, and enhanced educational support to ensure that children with disabilities received the opportunities they deserved.

Economic barriers

Despite progress in promoting inclusive education, a significant number of children and young people, approximately 258 million, are still out of school, according to the *Global Education Monitoring Report* (2020). This highlighted persistent challenges in ensuring access to education for all. Additionally, the OECD emphasized that children from the poorest communities consistently underperformed compared to their wealthier counterparts, a trend observed in both high- and low-income countries. These disparities were further compounded by intersecting factors such as race, gender, and socioeconomic status, which deepened educational inequalities and limited opportunities for marginalized children.

Disadvantaged children, who benefited the most from quality early childhood education, often had the least access to it. High dropout rates, especially at the secondary level, and barriers to higher education were common among marginalized groups, particularly in developing countries. Limited access to higher education for youth from poor backgrounds widened inequality and slowed national progress. Education systems sometimes reinforced, rather than reduced, these inequalities. Even in wealthier countries, the OECD reported that nearly one in five children lacked basic skills, and children from low-income backgrounds were twice as likely to struggle academically, showing that personal and social circumstances continued to hinder educational success (Ainscow, 2024).

Despite the Philippines' commitment to international policies on inclusive education, Mori (2015, as cited in Nuñez, 2021) argued that many Filipinos still faced significant barriers to accessing education. Financial difficulties prevented many families from enrolling their children in school, limiting their opportunities for learning and development. Additionally, inadequate educational facilities, particularly in rural and underserved areas, further hindered access to quality education, making it challenging to achieve true inclusivity in the country's education system.

Even though there were existing laws and policies, children with disabilities were less likely to attend school, advance to higher education levels, and achieve academic success compared to their non-disabled peers, especially in low-income countries. Studies showed that in 15 low- and middle-income countries, children with disabilities were 31% less likely to attend school. Those with intellectual and communication impairments faced even greater exclusion. Even when enrolled, their learning was often hindered by inadequate teacher training, inaccessible facilities, and a lack of specialized resources. Additionally, they frequently experienced social challenges such as isolation, discrimination, and even violence from teachers and peers (Aruldas et al., 2023).

The Department of Education's Order No. 72 in 2009 emphasizes that inclusive education is founded on the principle of embracing all children, regardless of their background, physical attributes, or abilities. Despite this, only 2% of the estimated 2.2 million children with disabilities in the Philippines have access to special education services, depriving many of their fundamental right to education. Most of these children live in rural and remote areas, highlighting the need for greater awareness among parents about the educational opportunities available to their children (Masongsong et al., 2023).

Institutional barriers

Inclusive education sought to ensure that children with special needs were fully integrated into mainstream classrooms, allowing them to engage actively with their peers and community. However, in many Philippine public schools, the implementation of inclusive education remained a challenge. General education teachers, who often had limited training in special education, struggled to meet the diverse learning needs of children with disabilities. Additionally, the lack of specialized instructional materials and essential support services further hindered the effectiveness of inclusive education, making it difficult to provide equitable learning opportunities for all children (Formoso, 2019 as cited in Kilag et al., 2024).

The absence of specialized instructional materials and accessible facilities posed a major challenge to the successful implementation of special education. Many schools lacked essential resources such as assistive technologies, braille materials, speech-to-text software, and adaptive learning tools that catered to the unique needs of children with disabilities. Additionally, inadequate infrastructure, such as the absence of ramps, elevators, or accessible restrooms, further restricted these children's

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

mobility and participation in school activities. Without these necessary supports, children with disabilities faced significant barriers to academic success and personal development, limiting their ability to reach their full potential (Roxas et al., 2019 as cited in Kilag et al., 2024).

Ferriday and Cantelli (2020) emphasized that insufficient resources posed a major challenge to the successful implementation of inclusive education. Without essential materials such as textbooks, assistive technology, and adaptive learning tools, teachers might struggle to provide effective tailored instruction to children with special needs. The absence of these resources could limit child engagement, hinder academic progress, and create disparities in learning experiences, ultimately preventing an inclusive and equitable educational environment.

Chu et al. (2020) highlighted that implementing inclusive education effectively required not only resources but also access to specialized consultants who could provide guidance on appropriate teaching strategies. These experts supported teachers by offering professional development, instructional techniques, and tailored interventions to accommodate diverse learning needs. Their assistance helped teachers feel more confident and prepared, ultimately fostering a more inclusive and supportive learning environment for children with disabilities.

Legal and policy barriers

The shift towards inclusive education reflected a growing recognition of the diverse needs of exceptional children, emphasizing early intervention and individualized support. However, despite these advancements, challenges remained in the practical implementation of inclusive policies. Limited resources often hindered schools from providing adequate staffing, updated materials, and proper training for teachers. Additionally, while specialized training in special education was increasingly acknowledged as essential, access to professional development opportunities varies. Another significant challenge was the gap between policy and practice, where well-intentioned initiatives might not fully translate into effective classroom strategies due to resistance to change or a lack of supportive infrastructure. Addressing these issues required continuous improvement, investment in teacher training, and fostering a culture of inclusivity among all stakeholders, including parents, peers, and policymakers (Tan, 2024).

While international and national policies on inclusive education are designed to promote equal learning opportunities, their implementation often faces significant challenges. The gap between policy and practice remained wide, as systemic barriers, resource limitations, and societal attitudes continued to hinder progress. As a result, children with disabilities remained one of the most marginalized and excluded groups in education, struggling to access the support and opportunities necessary for their academic and personal development (Savarimuthu et al., 2021).

Byrd and Alexander (2020) highlighted that the pressure to comply with state and federal mandates often shifted the focus away from professional development, limiting teachers' ability to implement best practices in inclusive education. When teachers lacked ongoing training and support, children with disabilities might not receive the high-quality instruction they needed to succeed. To address this issue, school administrators played a crucial role in ensuring that inclusion teachers received the necessary professional development to enhance their instructional strategies and support child progress effectively.

According to Ford (2013, as cited in Jardinez & Natividad, 2024), inadequate legislation, policies, or enforcement mechanisms surrounding inclusive education could significantly hinder progress and prevent the effective implementation of inclusive practices. A key challenge was the limited understanding of the regulations and issues related to inclusive education, which could result in insufficient support for children with disabilities. Without clear policies and effective enforcement, schools might struggle to provide the necessary resources and personalized assistance, limiting the ability to address the diverse needs of children and preventing them from fully participating in educational opportunities.

Teachers who were well-equipped with knowledge and skills played a crucial role in the success of inclusive education, as their confidence in delivering instruction directly impacted child learning outcomes. Kirkpatrick et al. (2020) emphasized that while inclusion offered significant benefits, many teachers still struggled with the necessary expertise to effectively support children with diverse needs. Without adequate training, teachers might face challenges in implementing inclusive strategies, which could hinder the delivery of high-quality instruction and limit the educational opportunities available to children with disabilities.

Government-funded schools in the Philippines, where most Filipino children were enrolled, faced numerous challenges that impacted the quality of education. Alegado (2018, as cited in Nuñez, 2021) highlighted that these schools often struggled with overcrowded classrooms, making it difficult for teachers to provide individualized attention to children. Additionally, a shortage of well-trained teachers, lack of essential resources, and differing priorities among policymakers contributed to mediocre educational outcomes, further hindering efforts to improve the country's education system.

The Philippines had demonstrated its commitment to inclusive education through various legal and policy initiatives aligned with both national and international mandates. Despite this strong framework, the actual implementation of these policies remained a challenge due to factors such as a lack of adequately trained special education (SPED) teachers, limited SPED centers, insufficient instructional materials, and financial constraints. To bridge these gaps, a collaborative approach was essential, involving

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

government agencies, schools, parents, and the wider community in advocating for better resources, teacher training, and inclusive learning environments to ensure that all children received quality education (Kilag et al., 2024).

Complying with laws and policies on inclusive education required significant modifications in curriculum, teaching methodologies, learning environments, and available resources to meet the diverse needs of children with disabilities. Special education teachers must adapt their instructional approaches, integrate assistive technologies, and create supportive learning spaces to ensure accessibility and engagement for all children. These demands made the role of special educationists increasingly complex, requiring continuous professional development, creativity, and collaboration to effectively address the challenges of inclusive education (Allam & Martin, 2021).

Physical and environmental barriers

Republic Act (RA) 11650, enacted on March 11, 2022, plays a crucial role in supporting inclusive education (IE) by mandating all schools to institutionalize practices that cater to the needs of children with disabilities. This law ensures that children with exceptional educational needs have the right to access quality education and promotes lifelong learning opportunities for them. It emphasizes the importance of including children with disabilities in all educational settings, encouraging stakeholders and communities to adopt policies that promote inclusion. In the Philippines, the law requires educational institutions at all levels to accommodate the diverse needs of children with disabilities, ensuring that school facilities and services are accessible to support their academic progress (Tundaan, 2023).

Children with disabilities faced significant obstacles that impeded their ability to access high-quality education, resulting in an ongoing educational disparity (Singh et al., 2020). These challenges included physical barriers, such as inaccessible facilities, as well as a lack of appropriate resources, such as specialized teaching materials and assistive technologies. Additionally, the absence of personalized support tailored to the unique needs of these children further exacerbated the issue, creating an environment of inequity that called for urgent reform and targeted intervention to ensure that all children, regardless of their abilities, received the education they deserved.

Many modern educational settings still lacked the necessary facilities and resources to support children with impairments. Several schools were not properly equipped to accommodate children with disabilities, with physical barriers such as poorly designed classrooms, inaccessible sports programs, and a lack of essential adaptive equipment like braille materials, sign language translators, or screen readers. These obstacles hindered the full participation of children with disabilities, highlighting the urgent need for educational institutions to implement a comprehensive strategy that removed these physical barriers, ensuring that all children had equal opportunities to succeed in an inclusive and supportive environment (Jardinez & Natividad, 2024).

The environmental and logistical barriers presented major obstacles to achieving truly inclusive education in the Philippines. Many schools lacked the necessary infrastructure, such as ramps, elevators, and accessible restrooms, which hindered children with disabilities from fully participating in school activities. Additionally, the shortage of instructional materials, assistive technologies, and classroom support further limited the ability of teachers to provide an inclusive and effective learning experience, making it essential to address these gaps for meaningful educational access (Uy et al., 2024).

Children with physical impairments often require modifications in teaching strategies, learning materials, assessment methods, and even the physical environment to ensure their full participation in education. These adaptations may include the use of assistive technology, accessible classroom layouts, and alternative assessment techniques tailored to their abilities. In cases where cognitive function is also affected, curriculum modifications may be necessary to accommodate their learning needs, ensuring an inclusive and supportive educational experience (Basit, Qureshi & Arif, 2021).

Social and cultural barriers

In inclusive educational settings, while the goal was to promote integration, some children with special needs might still experience peer rejection. This social exclusion could have significant negative effects on their behavior and self-esteem. Rejection by peers might lead to feelings of isolation and lower self-worth, which could ultimately impact their social development and hinder their ability to thrive in the educational environment. It was crucial to address these social challenges to ensure that all children, regardless of their abilities, felt valued and included (Chen et al., 2022).

Education was often regarded as a powerful tool for leveling societal disparities, fostering both intellectual and personal development (Singh et al., 2020). However, for many years, marginalized groups, such as individuals with disabilities, those from diverse ethnic backgrounds, and those from lower socioeconomic statuses, had faced systemic exclusion from quality education. In response to this challenge, inclusive education had emerged as a transformative approach, advocating for equal access to learning opportunities and emphasizing that all children, regardless of their differences, deserved equitable and high-quality education.

Society's evolving perspectives played a crucial role in shaping the educational landscape for children with special needs. Increased awareness and understanding had fostered a more compassionate and supportive environment, with communities uniting to advocate for inclusive education. This collective effort not only enhanced learning opportunities but also instilled a sense of belonging and self-worth in these children. While cultural stigmas and entrenched beliefs remained obstacles in some regions, there was a growing shift toward embracing diversity and inclusive practices. Research highlighted the need for policy refinement to

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

address ongoing challenges, particularly in special education. Recognizing both progress and persistent barriers was essential to ensuring that every child, regardless of ability, had an equal opportunity to thrive in an empowering and truly inclusive educational system (Tan, 2024).

Research by Coelho (2019, as cited in Jardinez & Natividad, 2024) highlighted that the concept of inclusion might not always be the best fit for individuals diagnosed with autism spectrum disorder (ASD). The unique social and sensory challenges associated with ASD could make it difficult for these individuals to thrive in inclusive environments. Difficulties with social interactions and communication might impede their ability to participate effectively in both academic and social activities, potentially affecting their social development and overall well-being. In such cases, a more tailored approach that addressed their specific needs might be necessary to foster their success and inclusion in educational settings.

Rejection, particularly in an inclusive classroom setting, could significantly damage a child's self-esteem, leading to a decline in self-confidence. This negative impact could hinder their social development, making it challenging to form meaningful connections with peers. Additionally, children with disabilities might become targets of bullying, further exacerbating their feelings of isolation and loneliness. The emotional toll from these experiences could lead to heightened stress and anxiety, which might not only affect their social interactions but also impaired their overall well-being and academic performance (Jardinez & Natividad, 2024).

Children with barriers to learning often needed social support in inclusive classrooms to foster their academic and emotional development. Social support was defined as the process through which individuals felt valued, cared for, and connected to a group, which could significantly influence their self-esteem, sense of belonging, and overall well-being. This support helped shape their values, belief systems, and thought processes, promoting a positive learning environment where children felt accepted and empowered to engage actively in the classroom (Pavri & Monda-Amaya, 2021).

Successful inclusive education depends not only on schools but also on the active participation of parents and the broader community. However, many parents of children with disabilities may not have access to information, training, or resources that can help them effectively support their child's learning at home and in school. Additionally, prevailing societal attitudes, often rooted in misconceptions and stigma, can lead to exclusion and discrimination, making it even more challenging for children with disabilities to thrive in mainstream classrooms. To address these issues, advocacy efforts and awareness programs are essential in promoting a culture of inclusivity, equipping parents with necessary skills, and fostering greater acceptance within communities (Blackman & Mahon, 2016, as cited in Kilag et al., 2024).

Parental involvement played a crucial role in the success of inclusive education, but certain challenges could arise when parents lack motivation or understanding of their child's learning needs. Some parents might be uncooperative, especially when intervention programs required reinforcement at home, making it difficult to achieve consistency in learning. Others might have unrealistic expectations or be critical of teaching methods due to a lack of awareness about effective special education strategies, highlighting the need for better parent education and collaboration with teachers (Allam & Martin, 2021).

Administrative Support in the Accessibility of Inclusive Education

Inclusive education depends heavily on the strength and effectiveness of administrative support within schools. Key administrative factors such as the availability of resources, strong leadership, collaboration among staff, manageable class sizes, and reasonable teacher workloads play a crucial role in ensuring that children with special needs are successfully integrated into mainstream classrooms. Without addressing these factors, schools may struggle to create environments that are truly inclusive, supportive, and responsive to diverse child needs.

Availability of Resources

The issue of resources for inclusive education spanned multiple levels, including policy making, regional governance, school administration, classroom settings, children, parents, and teachers. These resources were interconnected across various academic disciplines and were essential for creating an inclusive educational environment. At each level, resources must be strategically allocated and aligned to ensure that all children, regardless of their abilities, had access to the support and opportunities necessary for their academic success. The theoretical framework connecting these resources emphasized the need for coordinated efforts to address both systemic and individual challenges in implementing inclusive education (Goldan et al., 2022).

To successfully implement inclusive education, it was essential to have adequate teaching staff, educational personnel, and sufficient instructional materials. However, a common challenge was the shortage of human resources and learning facilities, which often created significant barriers to the effective adoption of inclusive practices. Teachers frequently expressed concerns about the lack of sufficient support and resources, which could hinder the implementation of inclusive education (Saro et al., 2022). These limitations made it difficult to meet the diverse needs of children and create an environment that fosters inclusion.

Studies showed that the effective implementation of educational policies was closely linked to the availability and provision of adequate resources needed to put these policies into action (Mbon et al., 2023). When resources such as funding, infrastructure, teacher training, and teaching materials were sufficient, educational policies were more likely to be successfully executed. This

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

highlighted the importance of ensuring that the necessary support systems were in place for policies to have the desired impact on child outcomes, particularly in inclusive education settings where diverse needs must be met.

Saloviita (2020) emphasized that the lack of resources such as administrative support, sufficient teaching and learning materials, and the absence of classroom assistants had often been used as a justification for not admitting children with special needs into mainstream classrooms. This shortage created significant barriers to inclusive education, limiting opportunities for these children to participate fully and benefit from quality education alongside their peers.

Agumba et al. (2009, as cited in Ng'etich & Aiyobei, 2022) emphasized that educational administration was vital in coordinating and managing the available human and material resources within a school or educational institution. Their role was to ensure that these resources were used efficiently and strategically to support teaching, learning, and the broader goals of education. Effective administrative practices helped create an environment where teachers could deliver quality instruction, children could learn effectively, and the institution as a whole could meet its educational objectives. Poor management of these resources, on the other hand, could lead to inefficiencies, negatively impacting child outcomes and overall school performance.

Ngigi (2007, as cited in Ng'etich & Aiyobei, 2022) pointed out that ineffective administrative procedures could significantly disrupt the teaching and learning process. When critical resources such as school equipment, materials, or supplies were delayed due to poor management, teachers were hindered in delivering effective instruction. This lack of necessary tools and support compromised the quality of education, ultimately leading to poor child performance. Efficient administrative operations were therefore crucial to ensuring that teachers had timely access to the resources they needed to create a productive and supportive learning environment.

Administrative Support

Support from school administrators plays a crucial role in creating an environment that promotes the inclusion and accommodation of children with special needs.

Administrative support, initially defined as the institutional assistance provided for the design and delivery of quality education programs and courses, had evolved to encompass the broader capability of institutions to support the participation of all stakeholders in quality research, teaching, and learning experiences. It now involved a wide range of functions, including the development and implementation of policies, financial management, supply chain logistics, human resource development and management, research administration, child affairs, and the integration of digital technologies. These components worked together to deliver support services in an efficient, effective, and sustainable manner, ultimately serving the needs of children, faculty, and staff (Teixeira, 2023).

Administrative support served as a cornerstone of the educational ecosystem, especially in special education, where the needs of children and teachers were often more complex. Strong support from school leaders ensured that teachers had access to necessary resources, professional development, and a positive working environment. It also fostered collaboration, encouraged inclusive practices, and helped address the unique challenges faced by special education teachers. Without adequate administrative backing, efforts to create and sustain effective inclusive education programs were significantly hindered (Bettini et al., 2020).

Research by Albrecht et al. (2009, as cited in Glasson, 2023) showed that special education teachers reported greater job satisfaction and were more likely to remain in their teaching positions when they felt adequately supported by school administrators. Administrative support, including recognition of their efforts, provision of resources, and fostering of a collaborative environment, played a crucial role in reducing teacher turnover and promoting a stable, committed workforce for inclusive education.

Research indicated that a lack of administrative support presented a major barrier for both teachers and parents in assisting children with special needs within mainstream schools. Without strong leadership, teachers often faced challenges such as limited resources, unclear policies, and insufficient collaboration opportunities, which hindered their ability to effectively implement inclusive practices. Likewise, parents might struggle to advocate for their children's needs when school administrators were unresponsive or uninvolved. This lack of support could ultimately impact the overall success of inclusive education initiatives (DE Matthews et al., 2020).

Insufficient administrative support significantly affected teachers' willingness to take risks and implement innovative strategies needed to support children with special needs. When teachers did not feel backed by their administrators, they might hesitate to try new approaches, advocate for necessary accommodation, or address challenges creatively, fearing lack of reinforcement or possible repercussions. Strong administrative encouragement was thus crucial in fostering a supportive environment where teachers felt empowered to meet diverse child needs (Titrek et al., 2017, as cited in Mahmood et al., 2024).

According to Meyer and Barefield (2010, as cited in Teixeira, 2023), faculty apprehension often stemmed from a significant lack of administrative support in critical areas such as resource allocation, training, policy implementation, and leadership communication. When administrators fail to address the specific needs of teachers, particularly in areas crucial to the success of inclusive education, teachers might feel isolated, overwhelmed, and unsupported, ultimately affecting their performance and commitment to inclusive practices.

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

Given that special teachers recognized administrative support as crucial to both job satisfaction and retention, it became evident that administrators without sufficient training or experience in special education might struggle to offer the necessary support. Their limited understanding of the unique demands faced by special education teachers could lead to inadequate assistance, creating further challenges in maintaining an effective, motivated, and stable special education workforce (Glasson, 2023).

Supportive administrators who encouraged teacher autonomy, facilitated ongoing professional development, and offered mentorship opportunities played a crucial role in strengthening the school's professional community. Their support fostered a collaborative environment where teachers felt empowered, valued, and equipped to enhance their instructional practices, ultimately leading to improved educational outcomes for all children (Tosun & Bostancı, 2024).

Brown and Wynn (2009, as cited in Eğinli, 2021) emphasized that administrators who consistently created supportive environments for teachers led to higher levels of job satisfaction and greater participation in professional development activities. This suggested that strong administrative support not only improved teacher morale but also encouraged continuous professional growth, contributing to a more effective and resilient educational community.

A study conducted by Al-Mahdy and Alazmi (2023) revealed that strong support from school administrators positively impacted teachers by improving child academic performance and enhancing the overall effectiveness of the school. This finding underscored the critical role of administrative leadership in fostering a successful and inclusive educational environment.

Collaboration and Support System

Collaboration was a method that allowed two or more professionals to combine their expertise to develop a shared mastery of skills. In the context of education, especially special education, collaboration among teachers, administrators, and support staff was essential to creating cohesive, effective strategies that address diverse child needs. Through joint planning, decision-making, and problem-solving, collaboration fostered professional growth and led to improved educational outcomes (Mofield, 2020).

Darling-Hammond (2010, as cited in Lujan, 2020) emphasized that one of the most effective ways to promote equity among children was by ensuring that teachers were thoroughly prepared and consistently supported. Well-prepared teachers were better equipped to address the diverse learning needs of all children, including those with special needs, while strong institutional support empowered them to implement inclusive practices and foster equitable learning environments.

When teachers found their work meaningful, they felt a deeper sense of purpose and commitment to their roles, which boosted their motivation and engagement in the classroom. Having autonomy in choosing teaching methods allowed them to tailor instruction to the needs of their children, fostering creativity and innovation. Additionally, receiving constructive feedback supported their professional growth, helping them refine their practices and address challenges more effectively. Together, these factors significantly enhanced both teacher job satisfaction and instructional effectiveness, ultimately benefiting child outcomes (Bettini et al., 2020).

Goddard, Miller, Larson, and Goddard (2010, as cited in Benson, 2021) emphasized that collaboration was most effective when teachers came together to share knowledge, exchange resources, and plan instruction aimed at improving child outcomes. However, their focus was particularly on the importance of administrative support in facilitating this process. They highlighted that the combined efforts of teachers and school leaders were essential for achieving successful collaboration. When administrators provided the necessary resources, guidance, and organizational support, collaboration became more streamlined, leading to better instructional strategies and enhanced child outcomes. Thus, effective collaboration required a partnership between teachers and school leaders, each playing a crucial role in creating a productive and supportive learning environment.

Cobb (2015, as cited in Benson, 2021) conducted a study examining the role of principals in fostering an inclusive school community, with a particular focus on school culture. The study revealed that teachers expressed a need for clear guidance and expectations from the principal. While teachers appreciated having time for meetings and collaboration, they reported a lack of direction regarding the structure of these sessions. Teachers emphasized that, without a clear framework, they struggled to make the most of the time allocated for collaboration, highlighting the need for more intentional planning and support from school leadership to ensure these sessions were productive and aligned with the school's goals for inclusivity.

Hargreaves et al. (2021) emphasized that collaboration among stakeholders including teachers, school administrators, parents, and support staff was vital for promoting the successful inclusion and academic achievement of children with disabilities. When these groups worked together, they could share expertise, align support strategies, and create more cohesive and responsive educational environments. This collective effort helped address diverse learning needs more effectively and strengthens the overall support system surrounding children with disabilities, leading to better educational outcomes.

Cloninger (2017, as cited in Garcia-Melgar et al., 2022) explained that collaborative consultation in education was rooted in the idea that different stakeholders, such as teachers, specialists, administrators, and families, brought unique and complementary expertise. Through active collaboration, they developed a shared vision, a common framework, and unified strategies focused on achieving child-centered goals. This approach ensured that planning and interventions were more holistic, coordinated, and responsive to the individual needs of children, particularly those with disabilities.

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

Silva et al. (2017, as cited in Jones, 2021) explored how teachers' likelihood to engage in collaborative practices was influenced by the support they received from their administrators. The study found that when administrators allocated time for classroom teachers and resource specialists to collaborate, it significantly enhanced their ability to support the inclusion of all children, including those with special needs. This collaboration fostered a more cohesive approach to inclusive education, ensuring that both general education and special education teachers could effectively meet the diverse needs of their children.

Class Size

Class size was a critical factor, especially for children with special educational needs. According to Bondebjerg et al. (2023), children with special educational needs represented a diverse group, encompassing various diagnoses, functional abilities, and levels of required support. Despite their differences, they all shared the need for specific educational accommodations tailored to their unique learning profiles. These accommodations often included additional instructional support, which was typically provided in smaller class settings or individualized learning environments. Smaller class sizes enabled teachers to offer focused attention and personalized strategies that helped these children thrive, as they might struggle to keep up with the pace or complexity of general education classrooms.

Smaller class sizes created an environment where teachers could divide children into smaller groups, fostering more collaborative work and personalized instruction. These smaller groups allowed children to engage more effectively with their peers, promoting social interaction and the development of friendships. The intimate setting encouraged children to communicate, cooperate, and build social skills, which were crucial for their overall development and inclusion in the learning community. This structure provided a more supportive and comfortable environment, where children were more likely to feel valued and connected to others (Wester, 2022).

Class size in special education was closely linked to other structural factors, such as the child-teacher ratio and the type of special education services provided. A smaller class size often led to a more favorable child-teacher ratio, allowing for more individualized attention and tailored instructional strategies. The type of special education provision, whether it was resource rooms, co-teaching models, or self-contained classrooms, also influenced how effectively children's needs were met within a smaller class setting. These factors collectively determined the quality of support provided to children with special needs, influencing their educational outcomes and overall inclusion (Bondebjerg et al., 2023).

Some researchers, like Blatchford and Russell (2020), argued that the focus on class size at the secondary level might be overemphasized, suggesting that increasing class sizes could potentially save resources. These saved resources, they contend, could then be redirected towards more impactful areas, such as professional development for teachers. The rationale behind this argument was that professional development might have a more significant influence on teaching quality and child outcomes than merely reducing class sizes. By equipping teachers with enhanced skills and strategies, schools might be able to manage larger classes more effectively, ensuring that children still receive high-quality instruction despite the increase in class numbers.

Teaching Workload

The persistent challenges related to teachers' and school leaders' work experiences continued to be a significant policy issue. While these challenges were well recognized, systemic responses had often been limited to surface-level solutions aimed at easing workload pressures. For instance, strategies like reducing the number of teaching hours or offering pre-prepared sets of lesson plans had been implemented (Carroll & Heffernan, 2022). However, these approaches typically addressed only the symptoms rather than the root causes of workload stress, leaving deeper organizational and structural issues largely unaddressed.

Workload was generally understood in academic literature as the quantity of tasks or responsibilities completed within a specific timeframe. It was often assessed through self-reported measures, where individuals, typically teachers or school leaders, responded to surveys or questionnaires to describe the volume and intensity of their work. This method captured subjective perceptions of workload, reflecting both the actual demands placed on them and their personal experiences of managing those demands (Creagh et al., 2023).

Stacey et al. (2020) reported that when faced with excessive workload, teachers were likely to "triage" their tasks, prioritizing urgent or mandatory responsibilities to manage their time and energy effectively. This triaging often involved focusing on essential duties such as data collection, like maintaining records of child behavior and welfare, and fulfilling accountability requirements, including reporting to parents and attending meetings, sometimes at the expense of other instructional or planning activities.

Studies emphasized that alongside the widespread international evidence of increasing workload and work intensification for teachers and school leaders, there was a growing concern that teachers were losing the capacity to focus on the core priorities of education itself (Gavin et al., 2021).

Morgan (2016, as cited in Benson, 2021) found that teachers highlighted the importance of clarity in role responsibilities, particularly at the start of the school year. Teachers suggested that establishing clear expectations for roles early on would help create a more organized and effective working environment. They recommended that workload be evenly distributed among team members, with shared responsibilities for gathering materials and resources, as well as for planning instruction. By setting these

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

clear expectations from the outset, teachers believed that collaboration would be more efficient, and the overall teaching process would be more cohesive, benefiting both teachers and children.

Strategies for Enhancing Access to Inclusive Education

A concerning statistic indicated that children with disabilities were 49% more likely to have never attended school, with those from economically disadvantaged backgrounds facing the greatest risk of exclusion. The intersection of disability and poverty exacerbated these challenges, as children from the poorest households experienced disproportionately limited access to schooling. The lack of inclusive education policies and infrastructure contributed to these disparities, reinforcing the urgent need for targeted interventions. Addressing these issues required comprehensive strategies that promoted accessibility, teacher training, and the development of inclusive learning materials to ensure that all children, regardless of ability, received equitable educational opportunities (Ingram, 2021).

Children with disabilities, whether physical, cognitive, or emotional, had long faced challenges in accessing quality education. However, this was changing as more societies and schools embraced inclusive education. Recognized as a fundamental right under the UN Convention on the Rights of Persons with Disabilities (UNCRPD), inclusive education ensured that special children received the support they need. Many countries now had policies to provide accessible and tailored learning experiences, including the use of assistive technologies that helped bridge learning gaps and promote equal opportunities in the classroom (Tan, 2024).

Innovative strategies, particularly the integration of technology and differentiated instruction, had significantly enhanced education for children with special needs. Assistive technologies such as speech-to-text programs, digital communication boards, and adaptive educational software empowered children by addressing their unique challenges and fostering active participation. Differentiated instruction further supported individualized learning by tailoring curriculum delivery to accommodate various learning styles, leading to notable improvements in academic performance. Research highlighted the effectiveness of these approaches, with assistive technology increasing child independence by 30% and differentiated instruction boosting engagement and inclusivity. However, successful implementation required continuous professional development for teachers, collaboration among stakeholders, and regular assessment to ensure these strategies remained effective in meeting the evolving needs of children with disabilities (Tan, 2024).

Teachers require training in effective instructional strategies to implement changes in their teaching methods, helping them address perceived barriers that might affect child achievement. Van Steen and Wilson (2020) emphasized that as schools moved toward greater inclusivity, teachers must adapt their instructional approaches to meet the diverse needs of all children. This required implementing differentiated instruction, utilizing assistive technologies, and fostering a supportive classroom environment that promoted equity. By modifying teaching strategies and being responsive to individual child needs, teachers could ensure that all children, including those with disabilities, received meaningful learning experiences.

Inclusion teachers with prior special education knowledge could more easily address the requirements of every child in the inclusion classroom with the right training. Ferriday and Cantali (2020) found that when teachers lacked enough training on inclusion practices, they were failing children with disabilities who needed extra support. Teachers cited the necessity for detailed, focused, specialized support to overcome the barrier of knowledge and skills improvement and deliver high-quality training. The barrier could be removed and perhaps more opportunities for successful implementation could be created with professional training in particular evidence-based teaching practices.

Achieving inclusion and equity in education required a strong implementation strategy. This meant identifying and addressing barriers that caused some children to be marginalized, such as unsuitable curricula, ineffective assessments, and lack of teacher training and support. Removing these obstacles was key to creating an education system that benefited all children. While some countries had made significant progress, others still relied on segregated education for certain groups. However, there were encouraging examples of nations moving toward more inclusive and equitable education systems (Ainscow, 2024).

Special education was a structured approach that provided individualized instructional programs to accommodate the diverse needs of children with disabilities (Alnahdi et al., 2024). This included adapting teaching strategies, modifying curricula, and utilizing assistive technologies to ensure equitable access to learning. Beyond traditional classrooms, special education services could also be delivered in home-based or hospital settings, ensuring that children received continuous educational support regardless of their circumstances (Francisco et al., 2020).

Effective inclusive education relied on strong collaboration among teachers, special education staff, and other professionals to provide comprehensive support for children with disabilities. However, many schools struggled with inadequate coordination, leading to inconsistent teaching strategies and gaps in child support services. Strengthening teamwork through professional development, shared planning, and open communication could enhance the success of inclusive education by ensuring all teachers worked together toward a common goal (Jurkowski et al., 2023).

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

Synthesis

A review of previous studies revealed a consistent recognition of the crucial role of administrative support in promoting effective teaching practices, teacher satisfaction, and inclusive education. However, while past research had generally examined administrative support in relation to teacher retention, collaboration, and resource allocation, the present study specifically explored the relationship between teachers' perceptions of school-related barriers and the level of administrative support in facilitating the accessibility of inclusive education. The following synthesis highlighted both the similarities and differences between existing literature and the current research focus.

Previous studies emphasized the critical role of administrative support in fostering an inclusive educational environment. For instance, Bettini et al. (2020) and Albrecht et al. (2009, as cited in Glasson, 2023) found that teachers' job satisfaction and willingness to remain in the profession increased when they felt adequately supported by administration. Similarly, Cobb (2015, as cited in Benson, 2021) and Morgan (2016, as cited in Benson, 2021) stressed the importance of clear role expectations and structured collaboration, suggesting that effective administrative leadership enhanced professional collaboration and instructional planning among teachers. These studies aligned with the present research, which sought to examine how administrative support influenced the accessibility of inclusive education.

Moreover, researchers like Hargreaves et al. (2021) and Cloninger (2017, as cited in Garcia-Melgar et al., 2022) emphasized the significance of collaboration among stakeholders in achieving child-centered goals, reinforcing the idea that administrative backing strengthened the collaborative culture within schools, a theme also explored in the current study.

However, while past research of Silva et al. (2017, as cited in Jones, 2021) and Brown & Wynn (2009, as cited in Eginli, 2021) focused primarily on the impact of administrative support on general teacher effectiveness and professional development, the present study extended these findings by specifically correlating administrative support with school-related barriers (economic, institutional, legal/policy, physical/environmental, and social/cultural barriers) in the context of accessing inclusive education. Additionally, studies such as those by Blatchford and Russell (2020) and Saro et al. (2022) discussed resource availability and class size issues as isolated factors, whereas the current research integrated these elements into a broader analysis of perceived barriers linked to administrative practices.

Furthermore, while earlier studies predominantly adopted either qualitative approaches or focused on descriptive analysis, the present study employed a quantitative correlational design using Pearson correlation analysis, offering a statistical perspective on the relationship between perceived barriers and administrative support.

In terms of resource provision, Mbon et al. (2020) and Saloviita (2020) agreed that sufficient human and material resources, including classroom assistants and assistive technologies, were indispensable strategies for inclusion. These findings aligned with the present study, which also recognized that without sufficient administrative and material support, inclusive education efforts were severely compromised.

However, while earlier studies like those of Blatchford and Russell (2020) and Gavin et al. (2021) placed greater focus on systemic or policy-level interventions (such as managing teacher workload or reallocating resources at broader organizational levels), the present study uniquely centered on the perceptions of teachers at the school level regarding direct, day-to-day administrative support. Unlike broader systemic studies, it investigated how immediate school-based factors (support in resource availability, collaboration facilitation, workload management) influenced access to inclusive education from the teachers' perspective.

Thus, while there was agreement across past and present research on key strategies for enhancing inclusive education, the present study differed by offering a focused, empirical, and school-based perspective on how administrative support directly related to perceived barriers, aiming to generate data that could inform immediate administrative improvements at the school level.

In summary, while previous literature consistently acknowledged the positive impact of administrative support on educational outcomes, the present study uniquely addressed the relationship between perceived school-related barriers and administrative support specifically in the accessibility of inclusive education, providing a more focused and empirical contribution to the field.

RESEARCH METHODOLOGY

Presented in this section were the research design, population and sampling technique, respondents of the study, research instrument, validation of the instrument, data gathering procedure, statistical treatment of data and ethical considerations.

Research Design

This study employed a quantitative correlational research design to examine the relationship between teachers' perceptions of school-related barriers (economic, institutional, legal/policy, physical/environmental, and social/cultural barriers) and the level of administrative support provided in facilitating the accessibility of inclusive education.

Creswell (2014, as cited in Robellos et al., 2024) defined quantitative research as the methodical gathering and examination of numerical data that allowed for the identification of patterns, relationships between variables, and generalization of results to

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

larger populations. He further stated that correlational research involved collecting data to determine whether and to what degree a relationship existed between two or more quantifiable variables. In this study, correlational analysis was appropriate as it aimed to explore the strength and direction of the association between perceived barriers and administrative support without manipulating any variables.

Additionally, the purpose of this correlational design was simply to discover the relationship between variables without attempting to establish cause-and-effect relationships (Fraenkel, Hyun, & Wallen, 2012, as cited in Kaya, 2020). In this study, the focus was on examining the association between teachers' perceptions of school-related barriers and the level of administrative support in the accessibility of inclusive education, rather than manipulating variables or determining causality.

This design ensured that findings could inform policies and practices aimed at enhancing administrative initiatives for inclusive education.

Population and Sampling Technique

The population of the study consisted of teachers who were teaching children with special needs in District 1 of SDO Parañaque City, who had experience teaching children with special needs in inclusive education settings. These teachers were selected based on their direct engagement with children with disabilities, ensuring that their perspectives were relevant to the study's objectives.

The study used purposive sampling technique, a non-probability sampling method where participants were selected based on specific criteria. This approach ensured that only teachers with relevant experience in inclusive education were included in the study. The selection criteria included:

1. Experience in Teaching Children with Special Needs – Respondents must have children with disabilities integrated into their classrooms and adapt instructional strategies to meet diverse learning needs, and with specialized training in teaching children with disabilities and directly supporting inclusion efforts.

2. Educational Background – Teachers with varying levels of educational attainment were considered to gather diverse perspectives.

3. Willingness to Participate – Only teachers who voluntarily agreed to participate were included.

This purposive sampling technique was appropriate because it allowed for a more in-depth exploration of the challenges and perspectives of teachers involved in inclusive education, leading to more meaningful and context-specific findings.

Respondents of the Study

Based on the population and sampling technique, the respondents of this study consisted of eighty (80) teachers, fifty (50) were general education teachers and thirty (30) were special education (SPED) teachers, from five (5) public elementary schools in District 1 of SDO Parañaque City who had experienced teaching children with special needs in inclusive education settings for school year 2025-2026.

Research Instrument

This study utilized a researcher-made survey questionnaire as the primary instrument for data collection. The questionnaire was structured to gather both demographic information, perceptions of teachers regarding the challenges faced by children with special needs and the level of administrative support in the accessibility of inclusive education.

The questionnaire consisted of three main sections: the demographic profile of respondents, the perceived level of difficulty of children with special needs and the level of administrative support provided in facilitating the accessibility of inclusive education.

The demographic profile of respondents' section was collected as essential background information on the participating teachers. This included their age, sex, highest educational attainment, and years of experience in teaching special needs children. These variables provided insight into the diversity of respondents and helped determine whether demographic factors influenced their perceptions of inclusive education.

The second section assessed the perceived level of difficulty of children with special needs in accessing inclusive education. This part utilized a Likert scale (1 – Strongly Disagree, 2 – Disagree, 3 – Agree, 4 – Strongly Agree) to measure teachers' perceptions regarding four major categories of barriers: economic, institutional, physical and environmental, and social and cultural barriers.

The third section assessed teachers' perceptions of the level of administrative support provided in facilitating the accessibility of inclusive education. It focused on how school leaders and administrators contributed to the implementation of inclusive practices by providing necessary resources, guidance, collaboration opportunities, professional development, manageable workloads, and supportive policies. Respondents were asked to rate their agreement with various statements using a 4-point Likert scale, reflecting their experiences and observations regarding the administrative support they received in addressing the needs of children with special needs in an inclusive setting in terms of availability of resources, administrative support, collaboration and support system, class size and workload.

By structuring the questionnaire in this manner, the study aimed to provide a comprehensive understanding of the barriers to inclusive education and generate data that could inform policy recommendations and educational interventions.

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

Validation and Reliability of the Instrument

To ensure the validity and reliability of the research instrument, a systematic approach was undertaken, including expert validation and a pilot test to assess consistency and accuracy in measuring the intended variables.

Validation of the Instrument: The questionnaire underwent content and face validation by a panel of experts in the field of special education, educational research, and inclusive education policy. These experts evaluated the instrument based on its clarity, relevance, comprehensiveness, and alignment with the study's objectives. Necessary modifications were made based on their recommendations to improve the precision and appropriateness of the questions. A content validity index (CVI) was computed to assess the extent to which the questionnaire items adequately covered the different dimensions of barriers to inclusive education.

Reliability of the Instrument: To assess the internal consistency of the instrument, a pilot test was conducted with a small group of teachers (who were not part of the final study sample) teaching children with special needs. The responses from the pilot test were analyzed using Cronbach's alpha coefficient, which measured the reliability of the Likert-scale items.

By implementing rigorous validation and reliability procedures, the study ensured that the instrument was both accurate and dependable in capturing meaningful data on the challenges faced by children with special needs in accessing inclusive education.

Data Gathering Procedure

The data gathering process followed a systematic approach to ensure accuracy, reliability, and ethical considerations in collecting responses from the study's participants. The following steps were undertaken:

1. Seeking Permission to Conduct the Study

Before data collection, formal permission was obtained from the necessary authorities, including the school administration, local education offices, and relevant stakeholders. A request letter detailing the study's purpose, significance, and data collection process was sent to these institutions.

2. Validation and Pilot Testing of the Research Instrument

To ensure the questionnaire's validity and reliability, it was reviewed by experts in special education and educational research. After incorporating their recommendations, a pilot test was conducted among a small group of teachers (excluding from the final study) to assess the clarity and reliability of the instrument. Adjustments were made based on the pilot test results.

3. Selection of Respondents and Distribution of Questionnaires

The study employed purposive sampling to select teachers with experience in teaching children with special needs. Respondents were provided with informed consent forms explaining the study's objectives, confidentiality measures, and voluntary participation.

Once consent was obtained, the questionnaires were distributed either physically or electronically, depending on the availability and preference of the respondents. The instrument included sections on demographic profile, perceived barriers to inclusive education, and the level of administrative support in the accessibility of inclusive education.

4. Retrieval and Follow-Up

Respondents were given a specific timeframe to complete the questionnaire. Reminders and follow-ups were conducted to ensure a high response rate. For electronically distributed surveys, automated reminders were sent, while personal follow-ups were done for in-person surveys.

5. Data Validation and Cleaning

Once the questionnaires were retrieved, the responses were reviewed for completeness and consistency. Any missing or inconsistent data were addressed through clarification with the respondents.

6. Data Analysis and Interpretation

After validation, the data was coded and analyzed using descriptive and inferential statistical methods to address the research questions. The analysis focused on identifying key barriers to inclusive education based on the perceptions of teacher respondents and the level of administrative support in the accessibility of inclusive education.

By following this structured data gathering procedure, the study ensured a systematic, ethical, and reliable approach to obtaining meaningful insights into the teachers' perceptions of school-related barriers and administrative support in the accessibility of inclusive education.

Statistical Treatment of Data

To analyze the data collected from the respondents, appropriate statistical tools were employed to ensure accurate interpretation of the results. The following statistical methods were used:

1. Descriptive Statistics

Frequency and Percentage Distribution were used to analyze the demographic profile of respondents, including age, sex, highest educational attainment, and years of experience in teaching special needs education (SNED). This method provided an overview of the characteristics of the study participants.

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

Mean and Standard Deviation were used to determine the perceived level of difficulty of children with special needs in accessing inclusive education across different barriers (economic, institutional, legal/policy, physical/environmental, and social/cultural). The mean indicated the general tendency of responses, while the standard deviation measured the variability.

2. Inferential Statistics

T-test for Independent Samples was used to determine if there were significant differences in the perceived barriers to inclusive education based on categorical variables such as sex.

One-Way Analysis of Variance (ANOVA) was used to examine differences in teachers' perceptions of barriers to inclusive education based on age, highest educational attainment and years of experience. This test helped identify whether variations in respondents' backgrounds influenced their assessment of barriers.

Pearson's correlation was used to quantify how changes in administrative support relate to the perceived severity of various school-related barriers. For instance, a negative correlation would indicate that higher administrative support was associated with lower perceived barriers, suggesting that strong leadership mitigated challenges in inclusive education. The analysis was conducted at a 0.05 level of significance to determine whether the correlation was statistically meaningful.

3. Likert Scale Interpretation

Responses from the Likert scale items (1 – Strongly Disagree to 5 – Strongly Agree) were interpreted using the following range of means:

The use of these statistical treatments ensured a comprehensive and objective analysis of the data, allowing the study to generate meaningful insights into the barriers affecting inclusive education for children with special needs.

Mean Range Interpretation:

1.00 – 1.75 - Strongly Disagree

1.76 – 2.50 - Disagree

2.51 – 3.25 - Agree

3.26 – 4.00 - Strongly Agree

Computations were conducted using appropriate statistical software to ensure accuracy and efficiency in data analysis. This software facilitated the calculation of descriptive and inferential statistics, such as mean scores, standard deviations, and hypothesis testing results. The hypotheses were tested at a 0.05 level of significance, meaning that findings were considered statistically significant if the probability of obtaining the observed results by chance was less than 5%.

The findings of the study were the basis for the action plan that was crafted.

Ethical Considerations

Ethical guidelines were strictly followed to ensure the integrity and ethical soundness of the study. Informed consent was obtained from all participants, ensuring they fully understood the purpose of the research, their voluntary participation, and their right to withdraw at any time without consequences.

Confidentiality and anonymity were maintained by assigning codes instead of using personal identifiers, and all collected data was securely stored and accessed only by the researcher. The study also ensured that respondents were not subjected to any harm, discomfort, or undue stress, and their responses were treated with respect and neutrality. Additionally, the research complied with institutional and legal ethical standards, including obtaining necessary approvals from relevant ethical review boards or authorities.

PRESENTATION, INTERPRETATION, AND ANALYSIS OF DATA

This chapter presented, interpreted, and analyzed the data gathered in relation to the research objectives. The focus of the study was to examine the perceived level of difficulty encountered by children with special needs in accessing inclusive education and to explore the level of support provided by school administrators in addressing these challenges.

Problem 1. What is the demographic profile of the teacher-respondents as to age, sex, highest educational attainment, and length of teaching special needs?

Table 1. Frequency and percentage distribution of the demographic profile of the teacher-respondents

Variable	Category	Frequency	Percentage
Age	25-35 years	24	30.0%
	36-45 years	34	42.5%
	46-55 years	17	21.3%
	55-years above	5	6.3%
Sex	Male	16	20.0%

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

Highest attainment	Female	64	80.0%
	Bachelor's Degree	49	61.3%
	Master's Degree	25	31.3%
	Doctorate Degree	6	7.5%
Length of teaching SPED	1-5 years	18	22.5%
	6-10 years	24	30.0%
	11-15 years	20	25.0%
	16 years – above	18	22.5%

Table 1 presents the frequency and percentage distribution of the demographic profile of the teacher-respondents. In terms of age, the highest percentage of respondents (42.5%) fall within the 36–45 years age group, suggesting that most participants are in their mid-career stage and may already possess substantial teaching experience. The lowest percentage (6.3%) belongs to those 55 years and above, indicating that older, more senior teachers were the least represented group in the study.

Regarding sex, majority of respondents are female (80.0%), while only 20.0% are male. This reflects the commonly observed trend in education, especially in special education, where the teaching workforce is predominantly female. The high female representation may also imply a nurturing and caregiving-oriented perspective in handling children with special needs.

When it comes to educational attainment, most respondents hold a Bachelor's Degree (61.3%), while a smaller portion (31.3%) have completed a Master's Degree, and only 7.5% have attained a Doctorate Degree. This shows that while many teachers meet the basic qualification for teaching, a relatively small number have pursued advanced graduate studies, which may influence their exposure to specialized inclusive education training.

As for length of teaching experience in SPED, the largest group of respondents has 6–10 years of experience (30%), showing a strong presence of moderately experienced teachers. Meanwhile, both the 1–5 years and 16+ years categories are equally represented at 22.5%, suggesting challenges in retaining both new and veteran SPED teachers. This could be due to limited professional growth opportunities or demanding job conditions.

These findings align with Van Steen and Wilson (2020), who emphasized that as schools move toward greater inclusivity, teachers must continuously adapt their instructional approaches to meet the needs of all children, especially those with disabilities. Teachers require training in differentiated instruction, assistive technology use, and the creation of supportive, equitable classroom environments. The presence of many early-career SPED teachers and the limited number with advanced degrees underscore the importance of sustained and targeted professional development. Without adequate preparation and ongoing support, teachers may struggle to implement effective inclusive strategies—further reinforcing the need to strengthen training programs and administrative support systems to overcome the perceived barriers identified in this study.

Problem 2. What is the perceived level of difficulty of children with special needs in accessing inclusive education as to economic barriers, institutional and administrative support barriers, legal and policy barriers, physical and environmental barriers, and social and cultural barriers?

Table 2. Mean and standard deviation of the perceived level of difficulty of children with special needs in accessing inclusive education as to economic barriers

Indicators	Mean	Std. Deviation	Interpretation
1. Lack of funding for special education programs	2.79	.837	Agree – Moderate High
2. inadequate financial resources for assistive technology	2.94	.785	Agree – Moderate High
3. Limited budget for special education materials	2.81	.818	Agree – Moderate High
4. high cost of special education resources (adaptive devices)	2.86	.742	Agree – Moderate High
5. Insufficient salaries for special education teachers	2.68	.911	Agree – Moderate High

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

6. Lack of financial support for teacher training in special education	2.73	.856	Agree – Moderate High
7. Limited availability of scholarships for children with disabilities	2.78	.795	Agree – Moderate High
OVERALL MEAN	2.75	.703	Agree – Moderate High

Note: 3.25 - 4.00 - Strongly Agree/High, 2.50 - 3.24 - Agree/Moderate High, 1.75 - 2.49 - Disagree/Moderate Low, 1.00 - 1.74 - Strongly Disagree/Low

Based on the results presented in Table 2, the respondents perceived all economic indicators as moderate to high barriers affecting the access of children with special needs to inclusive education. The overall mean score of 2.75 with a standard deviation of .703 indicates a general agreement among respondents that economic factors moderately hinder inclusive education. These economic challenges reflect limitations in funding, resources, and financial support necessary for implementing inclusive practices effectively.

Among all the indicators, “Inadequate financial resources for assistive technology” recorded the highest mean score of 2.94 and a standard deviation of .785, making it the most significant economic barrier perceived by the respondents. This suggests that schools face considerable difficulty in acquiring and maintaining assistive technologies, such as communication devices or learning aids, that are essential for accommodating the diverse needs of children with disabilities. The high rating highlights the urgency for educational institutions and policymakers to invest more in these technologies, as they play a vital role in ensuring equal learning opportunities and meaningful participation for children with special needs.

In contrast, the indicator “Insufficient salaries for special education teachers” received the lowest mean score of 2.68 with the highest standard deviation of .911. Although still interpreted as a moderate difficulty, it is viewed as relatively less critical compared to other economic concerns. The wider variability in responses may reflect differing experiences across institutions—some respondents may be more affected by salary issues than others, depending on their location, school funding, or personal perspective. Nonetheless, this suggests that while salary concerns exist, they are not as consistently viewed as a primary obstacle to inclusive education as the lack of assistive technology.

In summary, while all economic indicators are seen as barriers to some degree, assistive technology funding emerged as the most pressing issue, demanding immediate attention and resources. On the other hand, teacher salary concerns, though still relevant, appear to be of comparatively lesser importance in the broader context of economic challenges facing inclusive education.

These results align with Mori’s (2015, as cited in Nuñez, 2021) observation that financial difficulties remain a major obstacle to inclusive education in the Philippines. Despite the country’s commitment to international policies promoting inclusivity, many Filipino families, particularly those in rural and underserved areas, struggle to enroll their children due to economic constraints. The lack of funding not only affects student enrollment but also impacts on the quality of support services, infrastructure, and learning resources available to children with disabilities. As such, economic barriers continue to limit both access and meaningful participation of children with special needs in mainstream education, underscoring the urgent need for increased government investment and resource allocation for inclusive education.

Table 3. Mean and standard deviation of the perceived level of difficulty of children with special needs in accessing inclusive education as to institutional and administrative support barriers

Indicators	Mean	Std. Deviation	Interpretation
1. Inadequate Teacher Training in Special Education	2.73	.795	Agree – Moderate High
2. Lack of Special Education Programs in Schools	2.65	.797	Agree – Moderate High
3. Absence of Coordinated Support Services (counselors, therapists)	2.85	.828	Agree – Moderate High
4. Insufficient Collaboration Between General and Special Education Teachers	2.60	.789	Agree – Moderate High
5. Limited Professional Development Opportunities for Teachers in Inclusive Practices	2.66	.810	Agree – Moderate High

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

6. Inconsistent Implementation of Inclusive Education Policies	2.65	.781	Agree – Moderate High
7. Inadequate School Leadership Support for Inclusive Education Initiatives	2.61	.834	Agree – Moderate High
OVERALL MEAN	2.73	.729	Agree – Moderate High

Note: 3.25 - 4.00 - Strongly Agree/High, 2.50 - 3.24 - Agree/Moderate High, 1.75 - 2.49 - Disagree/Moderate Low, 1.00 - 1.74 - Strongly Disagree/Low

The data presented in Table 3 reflects the perceived level of difficulty encountered by children with special needs in accessing inclusive education due to institutional and administrative support barriers. The overall mean score of 2.73 with a standard deviation of .729 indicates that respondents moderately agree that such barriers present significant challenges to inclusion. All items fall within the “Agree – Moderate High” interpretation, suggesting that while none of the issues are rated as extreme, there is a consistent recognition that institutional and administrative shortcomings hinder inclusive efforts.

The indicator with the highest mean score is “Absence of Coordinated Support Services (counselors, therapists)”, which scored 2.85 with a standard deviation of .828. This highlights a strong perception among respondents that the lack of interdisciplinary support systems significantly impacts the effectiveness of inclusive education. Children with special needs often require more than just academic adjustments, they benefit greatly from support services like counseling, therapy, and individualized care. The high score suggests that many schools may lack the infrastructure or personnel to provide these crucial services, which are essential for holistic support.

On the other hand, the lowest mean score was recorded by the indicator “Insufficient Collaboration Between General and Special Education Teachers”, with a mean of 2.60 and a standard deviation of .789. Although still viewed as a moderate difficulty, this suggests that respondents see this issue as slightly less problematic compared to the absence of support services or inadequate training. The lower rating might reflect that collaboration efforts, while still needing improvement, are somewhat more established or manageable in the current educational setting than other systemic gaps.

In summary, the findings suggest that among the institutional and administrative barriers, the lack of coordinated support services is perceived as the most critical, pointing to a gap in comprehensive, team-based approaches to inclusive education. Meanwhile, collaboration between general and special education teachers, though still a concern, is viewed as relatively more achievable or currently in progress in some schools. These insights highlight the need for schools and education leaders to invest in building multi-disciplinary teams and expanding access to professional support services to strengthen inclusive practices.

These findings are supported by Roxas et al. (2019, as cited in Kilag et al., 2024), who emphasized that the lack of specialized instructional materials, assistive technologies, and accessible school infrastructure continues to pose significant challenges to inclusive education in the Philippines. The absence of resources like braille materials, adaptive learning tools, and speech-to-text software limits teachers' ability to deliver differentiated instruction tailored to individual learning needs. Furthermore, administrative gaps, such as the failure to provide trained personnel and the lack of clear institutional policies, compound these challenges, preventing schools from creating an inclusive learning environment. Without adequate institutional and administrative backing, children with special needs are left at a disadvantage, unable to fully participate and thrive within the educational system.

Table 4. Mean and standard deviation of the perceived level of difficulty of children with special needs in accessing inclusive education as to legal and policy barriers

Indicators	Mean	Std. Deviation	Interpretation
1. Lack of Proper Policy Implementation for Inclusive Education	2.64	.783	Agree – Moderate High
2. Absence of Comprehensive Government Regulations Supporting Inclusive Education	2.65	.797	Agree – Moderate High
3. Inadequate Funding Allocated to Special Education Programs by the Government	2.73	.795	Agree – Moderate High
4. Limited Legal Support and Advocacy for Children with Disabilities	2.78	.842	Agree – Moderate High

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

5. Lack of Awareness of Inclusive Education Laws Among Teachers and Parents	2.83	.708	Agree – Moderate High
6. Bureaucratic Delays in Policy Execution	2.68	.671	Agree – Moderate High
7. Inadequate Enforcement of Accessibility Standards in Schools	2.58	.689	Agree – Moderate High
OVERALL MEAN	2.73	.693	Agree – Moderate High

Note: 3.25 - 4.00 - Strongly Agree/High, 2.50 - 3.24 - Agree/Moderate High, 1.75 - 2.49 - Disagree/Moderate Low, 1.00 - 1.74 - Strongly Disagree/Low

Table 4 presents the perceived level of difficulty experienced by children with special needs in accessing inclusive education in relation to legal and policy barriers. The overall mean score of 2.73 and standard deviation of .693 suggest that respondents generally agree that legal and policy-related issues are moderate to highly significant obstacles to inclusion. Each indicator is interpreted as “Agree – Moderate High,” indicating a consistent recognition of the challenges within the legal and policy framework that affect inclusive education implementation.

The highest-rated indicator is “Lack of Awareness of Inclusive Education Laws Among Teachers and Parents,” which scored a mean of 2.83 with a standard deviation of .708. This suggests that respondents perceive a widespread lack of understanding or familiarity with inclusive education laws as the most critical legal barrier. When teachers and parents are unaware of their rights and responsibilities under the law, implementation suffers, and children with disabilities may not receive the accommodation and protections they are entitled to. The relatively lower variability (SD = .708) also implies that this concern is broadly shared among respondents, reinforcing the need for increased awareness campaigns and training programs targeting both school staff and families.

Conversely, the lowest-rated indicator is “Inadequate Enforcement of Accessibility Standards in Schools,” which received a mean of 2.58 and a standard deviation of .689. While still interpreted as a moderate difficulty, this suggests that among the listed legal and policy barriers, enforcement of accessibility standards is seen as somewhat less problematic. The lower standard deviation indicates a relatively consistent view among respondents, possibly suggesting that while enforcement is still an issue, it may already be addressed to some extent in certain contexts.

In conclusion, the results highlight that legal and policy-related barriers are recognized as significant contributors to the challenges faced by children with special needs in inclusive settings. The lack of awareness of existing laws emerges as the most pressing issue, pointing to the need for enhanced dissemination of information and legal literacy among stakeholders. On the other hand, while enforcement of accessibility standards is still a concern, it is perceived as comparatively less critical, possibly reflecting partial progress in this area. These findings underscore the importance of bridging the gap between policy and practice through effective communication, training, and implementation strategies.

These results echo the insights of Savarimuthu et al. (2021), who observed that while both international and national policies advocate for equal educational opportunities, a significant gap persists between policy and practice. Despite well-intentioned frameworks, systemic barriers, insufficient resources, and negative societal attitudes continue to impede progress. Consequently, children with disabilities remain among the most marginalized and excluded groups in education, often deprived of the necessary support structures to fully engage and succeed in school. The findings of this study highlight the urgent need for stronger policy implementation, increased funding, and greater legal advocacy to bridge the divide and ensure that inclusive education is not only promised in legislation but realized in practice.

Table 5. Mean and standard deviation of the perceived level of difficulty of children with special needs in accessing inclusive education as to physical and environmental barriers

Indicators	Mean	Std. Deviation	Interpretation
1. Inaccessible School Infrastructure (e.g., lack of ramps, elevators)	2.76	.733	Agree – Moderate High
2. Absence of Specialized Learning Spaces for Children with Disabilities	2.59	.774	Agree – Moderate High
3. Inadequate Provision of Assistive Devices (hearing aids, mobility aids)	2.80	.786	Agree – Moderate High

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

4. Overcrowded Classrooms That Do Not Accommodate Diverse Children	2.78	.795	Agree – Moderate High
5. Lack of Signage for Navigating the School Premises for Children with Disabilities	2.54	.841	Agree – Moderate High
6. Unavailability of Accessible Restrooms and Facilities for Children with Disabilities	2.70	.786	Agree – Moderate High
7. Poor Classroom Lighting and Poorly Maintained Equipment for Special Needs Education	2.56	.809	Agree – Moderate High
OVERALL MEAN	2.75	.666	Agree – Moderate High

Note: 3.25 - 4.00 - Strongly Agree/High, 2.50 - 3.24 - Agree/Moderate High, 1.75 - 2.49 - Disagree/Moderate Low, 1.00 - 1.74 - Strongly Disagree/Low

Table 5 presents the respondents' perceptions of the level of difficulty faced by children with special needs in accessing inclusive education due to physical and environmental barriers. The overall mean score of 2.75 with a standard deviation of .666 indicates that respondents moderately agree that these physical and environmental challenges pose significant obstacles to inclusive education. Based on the provided interpretation scale, this overall rating falls under "Agree – Moderate High," which shows a consensus that such barriers are present and impactful, though not rated as extremely severe.

Among the indicators, the highest-rated item is "Inadequate Provision of Assistive Devices (hearing aids, mobility aids)," with a mean score of 2.80 and a standard deviation of .786. This suggests that the lack of sufficient assistive devices is viewed as the most pressing physical and environmental challenge. Such devices are essential tools that support children with disabilities in functioning effectively in educational settings. Their absence hinders access to learning, limits independence, and restricts participation, which underscores the need for better funding and resource allocation for these technologies.

On the other hand, the indicator with the lowest mean score is "Lack of Signage for Navigating the School Premises for Children with Disabilities," which scored 2.54 with a standard deviation of .841. While still interpreted as "Agree – Moderate High," this is the least concerning physical or environmental factor among the listed items. This might suggest that although signage is recognized as important, it is not perceived as an immediate or critical barrier when compared to structural accessibility or the availability of assistive devices. The higher standard deviation also reflects a more varied perception among respondents, possibly indicating that some schools may already have implemented adequate signage while others have not.

In summary, the findings reveal that physical and environmental barriers are moderately affecting the access of children with special needs to inclusive education. The lack of assistive devices is considered the most significant concern, indicating an area that needs urgent attention to improve functional access for children with disabilities. Meanwhile, lack of signage, though still seen as a challenge, appears to be a relatively lesser concern in comparison. These insights highlight the need for both infrastructure improvements and resource provision to create a truly inclusive and supportive learning environment.

These findings support the observations of Uy et al. (2024), who reported that environmental and logistical barriers continue to hinder inclusive education efforts in the Philippines. Many schools still lack basic infrastructure such as ramps, elevators, and accessible restrooms, making it difficult for children with physical disabilities to fully participate in school life. In addition, the shortage of assistive technologies and instructional materials further restricts teachers from delivering differentiated and inclusive instruction. Without addressing these foundational physical and material gaps, children with special needs remain at a disadvantage, unable to access meaningful and equitable learning opportunities. The results reinforce the need for substantial improvements in school infrastructure and classroom resources to ensure a truly inclusive educational environment.

Table 6. Mean and standard deviation of the perceived level of difficulty of children with special needs in accessing inclusive education as to social and cultural barriers

Indicators	Mean	Std. Deviation	Interpretation
1. Stigma and Discrimination Against Children with Disabilities	2.61	.819	Agree – Moderate High
2. Lack of Parental Support and Involvement in the Education of Children with Disabilities	2.79	.724	Agree – Moderate High
3. Negative Attitudes of Peers Toward Children with Disabilities	2.63	.753	Agree – Moderate High

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

4. Cultural Beliefs That Undervalue the Capabilities of Children with Disabilities	2.66	.762	Agree – Moderate High
5. Limited Awareness and Understanding of Disabilities Within the School Community	2.60	.789	Agree – Moderate High
6. Bullying and Social Exclusion of Children with Disabilities	2.62	.739	Agree – Moderate High
7. Misconceptions About the Efficacy of Inclusive Education Practices in the Community	2.65	.843	Agree – Moderate High
OVERALL MEAN	2.68	.689	Agree – Moderate High

Note: 3.25 - 4.00 - Strongly Agree/High, 2.50 - 3.24 - Agree/Moderate High, 1.75 - 2.49 - Disagree/Moderate Low, 1.00 - 1.74 - Strongly Disagree/Low

Table 6 presents the perceived level of difficulty faced by children with special needs in accessing inclusive education due to social and cultural barriers. With an overall mean of 2.68 and a standard deviation of .689, the results fall under the category of “Agree – Moderate High.” This indicates that respondents perceive social and cultural challenges as moderate obstacles to inclusive education, affecting the inclusion and participation of children with special needs across various school and community contexts.

The highest-rated barrier is “Lack of Parental Support and Involvement in the Education of Children with Disabilities,” with a mean of 2.79 and a standard deviation of .724. This reflects a strong perception that limited parental involvement poses a significant challenge to the success of inclusive education. When parents are disengaged or unaware of their child’s educational needs and rights, it creates gaps in support and consistency between the home and school environments. This finding underscores the need for greater efforts to engage parents through orientation programs, family education sessions, and regular communication between schools and families.

On the other hand, the lowest-rated barrier is “Limited Awareness and Understanding of Disabilities Within the School Community,” which received a mean of 2.60 and a standard deviation of .789. While still interpreted as a moderate-high concern, it is the least significant among the identified social and cultural barriers. This could indicate some progress in promoting awareness about disabilities within schools, possibly due to inclusion advocacy and teacher training. However, the relatively high standard deviation suggests variability in responses, indicating that some school communities may still lack adequate understanding, while others have made notable strides in disability awareness.

In summary, the data suggests that social and cultural barriers moderately hinder the inclusive education of children with special needs. The lack of parental involvement is perceived as the most pressing issue, highlighting the need for stronger home-school collaboration and parent empowerment. Meanwhile, limited awareness within the school community, though still a challenge, is viewed as relatively less severe. These insights emphasize the importance of community education, anti-stigma initiatives, and building inclusive values among all stakeholders to foster a supportive learning environment for all children.

These findings are supported by Tan (2024), who emphasized that society’s evolving perspectives play a pivotal role in shaping inclusive education. While cultural stigmas and long-held beliefs persist in some communities, there is a growing societal shift toward empathy, inclusion, and the celebration of diversity. Increased awareness has led to greater advocacy and collective efforts to build more inclusive schools, helping children with disabilities feel a sense of belonging and self-worth. However, as the results of this study indicate, barriers rooted in cultural misconceptions, peer discrimination, and lack of family engagement still pose challenges. Addressing these requires not only continuous policy refinement but also community-level efforts to promote understanding, acceptance, and collaboration in supporting every child’s right to equitable education.

Problem 3. What is the level of support of school administrators as to availability of resources, administrative support, collaboration and support system, class size, and workload?

Table 7. Mean and standard deviation of the level of support of school administrators as to availability of resources

Indicators	Mean	Std. Deviation	Interpretation
1. Sufficient learning materials for children with special needs.	2.65	.813	Agree – Moderate High
2. Access to assistive technology for inclusive education.	2.66	.826	Agree – Moderate High

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

3. Adequate classroom supplies to support differentiated instruction.	2.61	.755	Agree – Moderate High
4. Specialized equipment (e.g., mobility aids, communication tools) when needed.	2.61	.803	Agree – Moderate High
5. Budget allocation for inclusive education programs.	2.70	.753	Agree – Moderate High
6. Updated teaching aids and resources for special education.	2.66	.779	Agree – Moderate High
7. Accessible facilities such as ramps, elevators, and adapted toilets.	2.71	.766	Agree – Moderate High
OVERALL MEAN	2.66	.728	Agree – Moderate High

Note: 3.25 - 4.00 - Strongly Agree/High, 2.50 - 3.24 - Agree/Moderate High, 1.75 - 2.49 - Disagree/Moderate Low, 1.00 - 1.74 - Strongly Disagree/Low

Table 7 presents the respondents' perceptions of the level of support provided by school administrators in terms of the availability of resources for inclusive education. The overall mean score of 2.66 with a standard deviation of .728 falls under the category "Agree – Moderate High," indicating that while administrators are perceived to provide a moderate level of support, there are still noticeable gaps in resource availability that can impact the effective implementation of inclusive education.

The highest-rated indicator is "Accessible facilities such as ramps, elevators, and adapted toilets," with a mean score of 2.71 and a standard deviation of .766. This suggests that physical accessibility is one of the better-supported areas, possibly reflecting some investment in infrastructure to accommodate children with physical disabilities. The moderate mean score still indicates room for improvement, but compared to other indicators, this area shows relative strength in administrative support.

Following closely is "Budget allocation for inclusive education programs" with a mean of 2.70. This indicates that respondents recognize some level of administrative commitment through budgeting, but the moderate rating implies that the funding may still be insufficient to fully meet the needs of inclusive classrooms.

In contrast, the lowest-rated indicators are "Adequate classroom supplies to support differentiated instruction" and "Specialized equipment (e.g., mobility aids, communication tools) when needed," both with mean scores of 2.61. These results highlight specific areas where support is perceived to be less adequate. The lower mean suggests that although there is some support, the lack of sufficient specialized tools and adaptable materials may hinder teachers' ability to effectively meet the diverse needs of children with disabilities. The slightly higher standard deviations (.755 and .803 respectively) also indicate variability in experiences, possibly reflecting differences across schools or districts.

In conclusion, the data suggests that while school administrators moderately support resource availability for inclusive education, key gaps remain. Physical accessibility and budget allocation receive the highest ratings, indicating foundational support is present in some areas. However, classroom supplies and specialized equipment emerge as the least supported aspects, highlighting areas that require more focused attention. To strengthen inclusive practices, administrators should prioritize enhancing access to differentiated materials, assistive tools, and specialized resources essential for meeting the needs of all children.

These findings are supported by Mbon et al. (2023), who emphasized that the effective implementation of educational policies, especially those promoting inclusive education, is highly dependent on the availability of adequate resources. When schools are equipped with proper funding, infrastructure, training, and teaching materials, policies are more likely to translate into meaningful classroom practices. In inclusive education, where children have diverse and often complex needs, ensuring that these supports are consistently in place is essential. The moderate ratings observed in this study highlight that while administrators are making strides, more investment and resource allocation are needed to fully realize the goals of inclusive education and improve child outcomes.

Table 8. Mean and standard deviation of the level of support of school administrators as to administrative support

Indicators	Mean	Std. Deviation	Interpretation
1. Prioritizes inclusive education in school programs and activities.	2.75	.819	Agree – Moderate High
2. Provides clear guidelines on accommodating children with special needs.	2.80	.802	Agree – Moderate High

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

3. Offers encouragement and moral support to teachers handling inclusive classes.	2.78	.795	Agree – Moderate High
4. Ensures open communication between administration and teaching staff.	2.86	.742	Agree – Moderate High
5. Responds promptly to teachers' needs related to inclusive education.	2.88	.753	Agree – Moderate High
6. Conducts regular evaluations to improve inclusive practices.	2.81	.748	Agree – Moderate High
7. Recognizes and appreciates teachers' efforts in promoting inclusion.	2.90	.722	Agree – Moderate High
OVERALL MEAN	2.83	.671	Agree – Moderate High

Note: 3.25 - 4.00 - Strongly Agree/High, 2.50 - 3.24 - Agree/Moderate High, 1.75 - 2.49 - Disagree/Moderate Low, 1.00 - 1.74 - Strongly Disagree/Low

Table 8 illustrates the perceived level of administrative support provided by school administrators in promoting inclusive education. The overall mean score of 2.83 with a standard deviation of .671 falls within the interpretation “Agree – Moderate High.” This suggests that, from the respondents’ perspective, school administrators provide a moderately strong level of support, especially in terms of leadership practices, teacher encouragement, and communication related to inclusive education.

Among all the indicators, the highest-rated is “Recognizes and appreciates teachers’ efforts in promoting inclusion,” with a mean of 2.90 and a standard deviation of .722. This indicates that school administrators are generally perceived as acknowledging and valuing the contributions of teachers who work with children with special needs. Such recognition can serve as a significant motivational factor and is crucial for sustaining teacher commitment and morale in inclusive settings.

Closely following is “Responds promptly to teachers’ needs related to inclusive education,” with a mean of 2.88. This implies that timely administrative action is viewed as a strength, showing that teachers feel supported when they encounter challenges in handling inclusive classrooms.

On the other hand, the lowest-rated indicator is “Prioritizes inclusive education in school programs and activities,” which received a mean of 2.75 and a standard deviation of .819. While still interpreted as “Agree – Moderate High,” it reflects a slightly weaker area compared to others. The higher standard deviation suggests some variability in responses, meaning that in some schools’ inclusive education may be a clear priority, while in others it might not be as strongly emphasized. This points to a need for more visible and consistent integration of inclusive education in school-wide planning, events, and program implementation.

In summary, the findings indicate that school administrators are generally perceived as providing moderate to high levels of administrative support for inclusive education. The strongest areas are related to recognition of teacher efforts, timely response to teacher needs, and open communication, which all contribute to a supportive and inclusive school climate. However, the slightly lower rating for prioritizing inclusion in programs and activities suggests that while day-to-day support is present, more strategic and long-term commitment is needed to fully embed inclusive education in the school's vision and operational plans. Strengthening this area will help ensure that inclusive practices are not only supported but also sustained and institutionalized.

These results align with the research of Albrecht et al. (2009, as cited in Glasson, 2023), which found that teachers, particularly those in special education, experience greater job satisfaction and are more likely to stay in their roles when they feel supported by administrators. Key aspects of this support include recognition of their contributions, provision of necessary resources, and fostering a collaborative, communicative school culture. Such support not only reduces teacher burnout and turnover but also creates a more stable and committed workforce, which is essential for the success of inclusive education. The findings of this study reinforce the critical role school administrators play in shaping a positive, inclusive teaching environment where teachers feel valued, empowered, and equipped to meet the diverse needs of all children.

Table 9. Mean and standard deviation of the level of support of school administrators as to collaboration and support system

Indicators	Mean	Std. Deviation	Interpretation
1. Regular collaboration between general and special education teachers.	2.90	.628	Agree – Moderate High
2. Team teaching or co-teaching models in inclusive classrooms.	2.88	.700	Agree – Moderate High

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

3. Meetings to discuss child progress and challenges.	2.89	.729	Agree – Moderate High
4. Partnerships with therapists, counselors, and special education experts.	2.73	.763	Agree – Moderate High
5. Workshops or training sessions focused on team building for inclusive education.	2.64	.815	Agree – Moderate High
6. Peer mentoring and support among teachers.	2.80	.770	Agree – Moderate High
7. Engagement with parents and community stakeholders to support inclusion.	2.80	.736	Agree – Moderate High
OVERALL MEAN	2.83	.612	Agree – Moderate High

Note: 3.25 - 4.00 - Strongly Agree/High, 2.50 - 3.24 - Agree/Moderate High, 1.75 - 2.49 - Disagree/Moderate Low, 1.00 - 1.74 - Strongly Disagree/Low

Table 9 presents the respondents' perceptions of how well school administrators support collaboration and support systems to strengthen inclusive education. The overall mean score of 2.83 with a standard deviation of .612 falls under the category of "Agree – Moderate High," indicating that school administrators are generally perceived to provide a moderate level of support in facilitating collaboration among teachers and other stakeholders involved in inclusion.

The highest-rated indicator is "Regular collaboration between general and special education teachers," which received a mean of 2.90 and a standard deviation of .628. This reflects strong recognition of administrative efforts in encouraging cooperation and communication between general and special teachers. Such collaboration is crucial for inclusive classrooms, as it helps ensure that instruction is adapted and tailored to meet the diverse needs of all children. The relatively low standard deviation suggests a consistent perception across respondents that this practice is actively supported.

Following closely are "Meetings to discuss child progress and challenges" (mean = 2.89) and "Team teaching or co-teaching models in inclusive classrooms" (mean = 2.88). These scores imply that collaborative instructional strategies and regular communication about child needs are supported by administrators. These practices foster shared responsibility among teachers and promote timely interventions for children with special needs.

In contrast, the lowest-rated indicator is "Workshops or training sessions focused on team building for inclusive education," with a mean of 2.64 and a standard deviation of .815. Although still within the "Agree – Moderate High" interpretation, this lower score suggests that capacity-building efforts focused specifically on team collaboration are not as strongly emphasized. The higher standard deviation also indicates variability in responses, suggesting that some schools may provide more opportunities for team-building workshops than others. This points to a potential area for improvement—strengthening the professional development component of collaboration.

In conclusion, the results suggest that school administrators are moderately supportive of fostering collaboration and building support systems for inclusive education. The strongest areas include regular teacher collaboration, team teaching, and child progress discussions, all of which are essential for the successful implementation of inclusive practices. However, the lower rating for team-building workshops highlights a gap in professional development support. To enhance collaboration further, administrators may need to invest in structured training opportunities that strengthen team dynamics and inclusive teaching practices across the whole school community.

These findings are reinforced by the work of Darling-Hammond (2010, as cited in Lujan, 2020), who emphasized that ensuring equity in education begins with well-prepared and consistently supported teachers. Teachers who are equipped through collaboration, professional learning communities, and institutional backing are more capable of addressing the complex and varied needs of children, particularly those with disabilities. Strong support systems not only foster inclusive classroom practices but also build teacher confidence and competence. The results of this study highlight that while administrators are actively promoting collaboration among teachers, there remains a need for more targeted training and capacity-building initiatives to further strengthen teamwork and shared responsibility in inclusive education.

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

Table 10. Mean and standard deviation of the level of support of school administrators as to class size

Indicators	Mean	Std. Deviation	Interpretation
1. Class sizes are small enough to effectively manage diverse children.	2.80	.701	Agree – Moderate High
2. Reduced class size is prioritized for inclusive education settings.	2.74	.759	Agree – Moderate High
3. The number of children per class allows for individualized attention.	2.71	.733	Agree – Moderate High
4. Children with special needs are evenly distributed across classes.	2.78	.746	Agree – Moderate High
5. Additional teacher aides are provided when needed.	2.63	.862	Agree – Moderate High
6. Class size considerations are factored into inclusive education planning.	2.79	.758	Agree – Moderate High
7. Overcrowded classrooms are minimized to enhance learning for all.	2.81	.765	Agree – Moderate High
OVERALL MEAN	2.78	.693	Agree – Moderate High

Note: 3.25 - 4.00 - Strongly Agree/High, 2.50 - 3.24 - Agree/Moderate High, 1.75 - 2.49 - Disagree/Moderate Low, 1.00 - 1.74 - Strongly Disagree/Low

Table 10 presents the respondents' perceptions of how well school administrators support inclusive education through class size management. The overall mean of 2.78 and standard deviation of .693 fall within the interpretation of "Agree – Moderate High," indicating that school administrators are generally perceived to provide moderate support in managing class size to benefit inclusive education. All indicators fall within the same interpretative range, showing consistency in responses across the different aspects of class size management.

The highest-rated indicator is "Overcrowded classrooms are minimized to enhance learning for all," with a mean of 2.81 and a standard deviation of .765. This suggests that respondents perceive administrators as actively addressing overcrowding, which is critical in creating effective inclusive classrooms. Smaller class sizes enable teachers to provide more individualized support, accommodate diverse needs, and maintain a manageable learning environment.

Closely following is "Class sizes are small enough to effectively manage diverse children" (mean = 2.80), and "Class size considerations are factored into inclusive education planning" (mean = 2.79). These scores reflect an acknowledgment that class size is being considered in administrative planning and implementation of inclusive practices. Respondents generally feel that administrators understand the importance of smaller, more manageable class sizes in fostering inclusive education.

On the other hand, the lowest-rated indicator is "Additional teacher aides are provided when needed," with a mean of 2.63 and the highest standard deviation of .862 among all indicators. Although still within the "Agree – Moderate High" range, this result suggests that support in terms of providing teacher aides is perceived as less consistent or less adequate. The high variability in responses may indicate that access to teacher aids varies significantly across schools, with some teachers receiving sufficient assistance while others may not.

In conclusion, the data indicates that school administrators moderately support inclusive education through class size considerations. The most notable strengths lie in minimizing overcrowding and ensuring that class sizes are small enough to address diverse child needs. However, the provision of additional teacher aides appears to be a weaker area, pointing to a gap in personnel support that could hinder effective classroom management and individualized instruction. Strengthening the availability of classroom support staff, particularly in larger or more diverse classrooms, would enhance the inclusive learning environment and ensure that teachers are better equipped to meet the needs of all children.

These findings are aligned with the perspective of Bondebjerg et al. (2023), who noted that class size in special education is intricately tied to structural supports such as the child–teacher ratio and the type of special education services delivered. Smaller class sizes, especially in inclusive settings, tend to result in more individualized attention and adaptive teaching, which are crucial for addressing the wide range of abilities and challenges presented by children with special needs. Whether in co-teaching models, self-contained classrooms, or resource rooms, the effectiveness of inclusion often depends on keeping class sizes manageable and

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

ensuring that children receive personalized instruction. The results of this study emphasize the importance of continued efforts in planning and allocating teaching personnel to optimize class size and enhance inclusivity in educational settings.

Table 11. Mean and standard deviation of the level of support of school administrators as to workload

Indicators	Mean	Std. Deviation	Interpretation
1. Teaching load is manageable even with inclusive class responsibilities.	2.68	.776	Agree – Moderate High
2. Additional duties related to inclusive education are distributed.	2.73	.729	Agree – Moderate High
3. Adequate preparation time is given for lesson adaptation.	2.85	.695	Agree – Moderate High
4. Caseloads for children with special needs are reasonable.	2.83	.725	Agree – Moderate High
5. Paperwork (e.g., IEPs, reports) related to inclusive education is manageable.	2.70	.719	Agree – Moderate High
6. Administrative tasks do not interfere with instructional time.	2.66	.728	Agree – Moderate High
7. Support staff help ease the workload associated with inclusive education.	2.75	.703	Agree – Moderate High
OVERALL MEAN	2.75	.606	Agree – Moderate High

Note: 3.25 - 4.00 - Strongly Agree/High, 2.50 - 3.24 - Agree/Moderate High, 1.75 - 2.49 - Disagree/Moderate Low, 1.00 - 1.74 - Strongly Disagree/Low

Table 11 presents the respondents' perceptions regarding how school administrators support teachers in managing their workload while implementing inclusive education. The overall mean score of 2.75 with a standard deviation of .606 indicates that respondents moderately agree that administrators provide adequate support in managing workload challenges. This falls within the interpretation "Agree – Moderate High," suggesting that while efforts are evident, some areas still require improvement to fully support inclusive teaching demands.

The highest-rated indicator is "Adequate preparation time is given for lesson adaptation," with a mean of 2.85 and a standard deviation of .695. This shows that among all workload-related concerns, respondents feel that administrators provide reasonable time for teachers to modify or adapt lessons to suit diverse child needs. This is a positive sign, as lesson adaptation is critical in inclusive classrooms to ensure content accessibility for children with varying abilities.

Close behind is "Caseloads for children with special needs are reasonable" (mean = 2.83), which also received a high rating. This reflects that the number of children with special needs per teacher is generally viewed as manageable, an important factor in preventing teacher burnout and ensuring quality instruction.

On the other hand, the lowest-rated indicator is "Administrative tasks do not interfere with instructional time," with a mean of 2.66 and a standard deviation of .728. Although still within the "Moderate High" range, this score suggests that administrative demands (e.g., paperwork, compliance requirements) are perceived to somewhat interfere with actual teaching time. This highlights an area where support could be improved, such as streamlining administrative processes or providing clerical assistance to reduce the burden on teachers.

Another lower-rated item is "Teaching load is manageable even with inclusive class responsibilities," which scored 2.68. This points to the challenge teachers face in balancing general responsibilities with the added demands of inclusive teaching—emphasizing the need for realistic workload distribution and support systems to prevent overload.

Overall, the data shows that teachers moderately agree that school administrators support them in managing the workload associated with inclusive education. The strongest area of support is the allocation of time for lesson preparation and adaptation, which is essential for effective inclusive teaching. However, concerns remain around administrative interference and general teaching load, indicating that teachers still face pressures that may impact instructional quality. To strengthen inclusive education, administrators should explore ways to minimize non-instructional workload and ensure equitable task distribution, possibly through additional support staff or policy adjustments that prioritize teaching time.

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

This is consistent with findings from Stacey et al. (2020), who reported that teachers facing excessive workloads often resort to “triaging” their responsibilities, prioritizing tasks that are most urgent or required for accountability. These typically include data collection, behavior monitoring, and formal reporting to parents and school authorities, which can consume time and reduce the opportunity for instructional planning, classroom innovation, or individualized support. This pattern underscores the need for school administrators to better support teachers by streamlining non-instructional tasks and helping through support staff, ensuring that teachers can focus more effectively on delivering quality instruction in inclusive environments.

Problem 4. Is there a significant difference in the perceived level of difficulty of children with special needs in accessing inclusive education when grouped according to their demographic profile?

Table 12. T-test on the significant difference in the perceived level of difficulty of children with special needs in accessing inclusive education when grouped according to sex

Level of difficulty in accessing inclusive education	Mean Extent		Computed t-value	α	p-value	Decision	Interpretation
	Male	Female					
Economic barriers	2.63	2.78	-.794	0.05	.430	Accept Ho	Not Significant
Institutional and administrative support barriers	2.69	2.73	-.229	0.05	.820	Accept Ho	Not Significant
Legal and policy barriers	2.63	2.75	-.643	0.05	.522	Accept Ho	Not Significant
Physical and environmental barriers	2.75	2.75	.000	0.05	1.000	Accept Ho	Not Significant
Social and cultural barriers	2.63	2.69	-.322	0.05	.748	Accept Ho	Not Significant

Table 12 shows the results of an independent samples t-test analyzing whether there are statistically significant differences in the perceived level of difficulty experienced by children with special needs in accessing inclusive education, as rated by male and female teachers across five categories of barriers. Across all categories, the results revealed no significant differences between the perceptions of male and female respondents, as all p-values were greater than the significance level ($\alpha = 0.05$).

Among the five categories, the largest mean difference is observed in the domain of economic barriers, where female teachers reported a slightly higher mean (2.78) compared to male teachers (2.63). Despite this difference, the computed t-value of -0.794 and the p-value of .430 indicate that the difference is not statistically significant. This suggests that while female respondents may perceive economic-related obstacles (such as lack of funding and resources) to be slightly more challenging, this perception is not strong enough to be considered significantly different from that of their male counterparts.

On the other hand, the smallest difference is seen in physical and environmental barriers, where both male and female teachers reported an identical mean score of 2.75, and the t-test returned a computed t-value of 0.000 and a p-value of 1.000. This indicates perfect agreement between the two groups, reflecting a shared perception that physical and environmental barriers, such as inaccessible infrastructure, lack of assistive devices, and overcrowded classrooms, pose moderate challenges to inclusive education. The consistency in responses underlines that this domain is commonly experienced and acknowledged regardless of sex.

In conclusion, the t-test results confirm that sex does not significantly affect how teachers perceive the challenges faced by children with special needs in accessing inclusive education. The highest perceived difficulty among female teachers was in economic barriers, while both sexes aligned most closely in their views on physical and environmental challenges. These findings suggest that interventions aimed at addressing inclusive education barriers may be developed without the need for gender-specific adjustments, as teachers, regardless of sex, share similar insights and experiences concerning the difficulties faced by children with special needs.

These findings are supported by Aremu and Adepoju (2020), whose research in Oyo State, Nigeria, revealed that the difficulties in implementing inclusive education were not necessarily rooted in demographic characteristics such as gender, but rather in systemic issues such as insufficient teacher training, limited resources, and lack of inclusive infrastructure. Additionally, negative societal attitudes and large class sizes further complicate the implementation of inclusive practices. These shared external

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

challenges likely contribute to the uniformity in perception between male and female teachers, reinforcing the idea that improving inclusion requires addressing institutional and environmental barriers rather than relying on individual teacher attributes.

Table 13. One-way ANOVA test on the significant difference in the perceived level of difficulty of children with special needs in accessing inclusive education when grouped according to age

Level of difficulty accessing inclusive education	Age Group	Mean Extent	Computed f – value	p-value	Decision	Interpretation
Economic barriers	25-35 years	2.75	.423	.737	Accept Ho	Not Significant
	36-45 years	2.82				
	46-55 years	2.59				
	55-years above	2.80				
Institutional and administrative support barriers	25-35 years	2.79	1.014	.391	Accept Ho	Not Significant
	36-45 years	2.82				
	46-55 years	2.47				
	55-years above	2.60				
Legal and policy barriers	25-35 years	2.75	.585	.627	Accept Ho	Not Significant
	36-45 years	2.79				
	46-55 years	2.53				
	55-years above	2.80				
Physical and environmental barriers	25-35 years	2.63	1.335	.269	Accept Ho	Not Significant
	36-45 years	2.82				
	46-55 years	2.65				
	55-years above	3.20				
Social and cultural barriers	25-35 years	2.79	2.128	.104	Accept Ho	Not Significant
	36-45 years	2.65				
	46-55 years	2.41				
	55-years above	3.20				

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

Table 13 presents the results of a one-way ANOVA test that evaluates whether there are statistically significant differences in the perceived level of difficulty faced by children with special needs in accessing inclusive education across different age groups of teacher-respondents. The respondents were categorized into four age brackets: 25–35 years, 36–45 years, 46–55 years, and 55 years above.

Across all five domains, economic barriers, institutional and administrative support barriers, legal and policy barriers, physical and environmental barriers, and social and cultural barriers, the computed p-values are all greater than 0.05, leading to the acceptance of the null hypothesis (H_0) in all cases. This means that there are no statistically significant differences in the perceptions of teachers across age groups regarding the difficulty experienced by children with special needs.

The highest mean score was recorded under the “Social and Cultural Barriers” domain for respondents aged 55 years and above, with a mean of 3.20. Although this difference was not statistically significant ($p = .104$), it suggests that older teachers may perceive social and cultural challenges, such as stigma, discrimination, and lack of community awareness, as more difficult or prevalent than younger age groups. This heightened sensitivity could be due to their longer teaching experience, allowing them to observe deeper societal patterns and long-standing systemic issues affecting inclusive education.

Conversely, the lowest mean score was observed in the “Social and Cultural Barriers” domain for teachers aged 46–55 years, with a mean of 2.41. This suggests that this group perceives fewer challenges in terms of social and cultural barriers compared to both younger and older colleagues. This variation in perception, although not statistically significant, may reflect differences in experience, exposure, or involvement in inclusive education initiatives.

Another noteworthy variation is in the “Institutional and Administrative Support Barriers,” where teachers aged 46–55 years reported the lowest mean (2.47), while those aged 36–45 years reported the highest (2.82). Again, while these results are not significant ($p = .391$), they hint at possible generational differences in how school support systems are perceived, perhaps influenced by the degree of administrative engagement experienced during their teaching careers.

The results from the one-way ANOVA indicate that age does not significantly influence teachers' perceptions of the barriers faced by children with special needs in accessing inclusive education. However, variations in mean scores, particularly in the domain of social and cultural barriers, suggest that older teachers (55 and above) tend to perceive higher levels of difficulty, possibly due to deeper community insights or cumulative experiences. Although these differences are not statistically significant, they provide useful insight for school leaders and policymakers to consider the diverse perspectives of teachers across different age groups when planning inclusive education programs and training.

This consistency in perception may be attributed to the systemic nature of the challenges faced in inclusive education, as emphasized by Aremu and Adepoju (2020). Their study found that the primary obstacles to successful inclusion were not dependent on the age or experience level of the teachers, but rather on broader issues such as lack of professional development, insufficient resources, inadequate school infrastructure, and large class sizes. These challenges affect all teachers regardless of age, which may explain the uniform perceptions observed in this study. The results highlight the need for systemic interventions that address the root causes of inclusion difficulties, ensuring that all teachers, regardless of age, are equipped and supported to meet the needs of children with disabilities.

Table 14. One-way ANOVA test on the significant difference in the perceived level of difficulty of children with special needs in accessing inclusive education when grouped according to highest educational attainment

Level of difficulty in accessing inclusive education	Educational attainment	Mean Extent	Computed f – value	p-value	Decision	Interpretation
Economic barriers	Bachelor's Degree	2.84	1.341	.268	Accept H_0	Not Significant
	Master's Degree	2.56				
	Doctorate Degree	2.83				
	Doctorate Degree	2.83				
Institutional and administrative support barriers	Bachelor's Degree	2.80	.938	.396	Accept H_0	Not Significant
	Master's Degree	2.56				
	Doctorate Degree	2.83				
	Doctorate Degree	2.83				

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

Legal and policy barriers	Bachelor's Degree	2.67	1.367	.261	Accept Ho	Not Significant
	Master's Degree	2.72				
	Doctorate Degree	3.17				
Physical and environmental barriers	Bachelor's Degree	2.73	.128	.880	Accept Ho	Not Significant
	Master's Degree	2.80				
	Doctorate Degree	2.67				
Social and cultural barriers	Bachelor's Degree	2.73	.952	.391	Accept Ho	Not Significant
	Master's Degree	2.64				
	Doctorate Degree	2.33				

Table 14 presents the results of a one-way ANOVA test used to determine whether there are significant differences in the perceived level of difficulty experienced by children with special needs in accessing inclusive education when grouped according to the highest educational attainment of the teacher-respondents, namely: Bachelor's Degree, Master's Degree, and Doctorate Degree.

In all five domains, economic barriers, institutional and administrative support barriers, legal and policy barriers, physical and environmental barriers, and social and cultural barriers, the p-values exceed 0.05, leading to the acceptance of the null hypothesis (Ho). This indicates that there are no statistically significant differences in the perceptions of teachers regarding these barriers based on their highest educational qualification.

The highest mean score is observed in the "Legal and Policy Barriers" domain for respondents with a Doctorate Degree, who recorded a mean of 3.17. This is notably higher than the ratings from those with Bachelor's (2.67) and Master's degrees (2.72). Although this difference is not statistically significant ($p = .261$), it suggests that teachers with doctoral qualifications are more likely to perceive legal and policy-related barriers as more problematic. This could be attributed to their deeper understanding of educational policies and their critical awareness of how implementation gaps affect inclusive education.

In contrast, the lowest mean score is seen in the "Social and Cultural Barriers" domain among teachers with a Doctorate Degree, who reported a mean of only 2.33. Compared to those with Bachelor's (2.73) and Master's degrees (2.64), this suggests that more highly educated teachers may perceive social and cultural barriers as less of a challenge. It is possible that their advanced education provides them with strategies or exposure that reduce the perceived impact of these barriers, or they may work in contexts where such issues are already being addressed more effectively.

Additionally, in the "Economic Barriers" domain, Bachelor's degree holders perceived greater difficulty (mean = 2.84) compared to Master's degree holders (2.56) and those with Doctorates (2.83). Though not statistically significant ($p = .268$), this suggests that those at the bachelor's level may be more directly affected by or aware of funding limitations and financial constraints in their daily teaching practice.

The one-way ANOVA results indicate that educational attainment does not significantly influence teachers' perceptions of the challenges faced by children with special needs in accessing inclusive education. However, subtle variations in mean scores suggest that those with higher educational qualifications (especially doctorate holders) may be more sensitive to policy-related barriers but perceive social and cultural obstacles as less problematic. These differences, though not statistically significant, could inform differentiated professional development highlighting the value of advanced training in helping teachers critically assess and respond to the complex issues surrounding inclusive education.

These findings are in line with the study conducted by Aremu and Adepoju (2020), which revealed that the key challenges in implementing inclusive education are rooted more in systemic and institutional limitations than in the level of teachers' academic qualifications. The lack of continuous training and professional development, coupled with inadequate resources, poor infrastructure, and unsupportive societal attitudes, were identified as major barriers to inclusion. Regardless of their educational attainment, teachers may still face similar constraints in practice, which could explain the minimal variation in their perceptions.

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

This suggests that enhancing inclusive education requires a focus not only on academic credentials, but also on practical support, ongoing training, and systemic improvements that enable teachers to effectively meet diverse child needs.

Table 15. One-way ANOVA test on the significant difference in the perceived level of difficulty of children with special needs in accessing inclusive education when grouped according to length of teaching special needs

Level of difficulty accessing inclusive education	Length of teaching special needs	Mean Extent	Computed f – value	p-value	Decision	Interpretation
Economic barriers	1-5 years	2.94	1.086	.360	Accept Ho	Not Significant
	6-10 years	2.63				
	11-15 years	2.85				
	16 years – above	2.61				
Institutional and administrative support barriers	1-5 years	3.00	1.586	.200	Accept Ho	Not Significant
	6-10 years	2.58				
	11-15 years	2.80				
	16 years – above	2.56				
Legal and policy barriers	1-5 years	2.78	.272	.846	Accept Ho	Not Significant
	6-10 years	2.63				
	11-15 years	2.80				
	16 years – above	2.72				
Physical and environmental barriers	1-5 years	2.83	.956	.418	Accept Ho	Not Significant
	6-10 years	2.75				
	11-15 years	2.55				
	16 years – above	2.89				
Social and cultural barriers	1-5 years	2.89	1.828	.149	Accept Ho	Not Significant
	6-10 years	2.67				
	11-15 years	2.40				
	16 years – above	2.78				

Table 15 displays the results of a one-way ANOVA test used to determine whether there are significant differences in the perceived level of difficulty encountered by children with special needs in accessing inclusive education, when teachers are grouped according to their length of experience in teaching children with special needs. The groups are divided into: 1–5 years, 6–10 years, 11–15 years, and 16 years and above.

Across all five categories of barriers, economic, institutional and administrative, legal and policy, physical and environmental, and social and cultural, the p-values are all greater than 0.05, which means the null hypothesis (Ho) is accepted in all cases. This result indicates that there are no statistically significant differences in perceptions across different levels of experience in teaching children with special needs.

The highest mean score is found in the "Institutional and Administrative Support Barriers" domain, where teachers with 1–5 years of experience rated this barrier with a mean of 3.00. This suggests that newer or less experienced teachers may feel more

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

challenged by a lack of institutional support, possibly because they are still learning to navigate systems, adapt to policies, or seek assistance from administrators. In contrast, more experienced teachers (e.g., those with 16+ years) rated this barrier much lower (mean = 2.56), likely because they have developed coping strategies or built stronger support networks over time.

In contrast, the lowest mean score appears in the "Social and Cultural Barriers" domain among teachers with 11–15 years of experience, who rated this category with a mean of only 2.40. This may indicate that mid-career teachers perceive social and cultural issues, like stigma, bullying, and lack of awareness, as less severe than those newer to the field or nearing retirement. It could also reflect more direct involvement in community-building or successful integration practices in their schools.

Another notable difference appears in the "Economic Barriers" domain, where teachers with 1–5 years of experience reported the highest mean (2.94), while those with 16+ years reported the lowest (2.61). This gap suggests that less experienced teachers might be more sensitive to financial constraints, such as the availability of materials, resources, and funding, perhaps because they are still adjusting to the realities of special education environments.

The one-way ANOVA results reveal that the length of experience teaching children with special needs does not significantly affect teachers' perceptions of the barriers to inclusive education. However, mean score variations indicate that less experienced teachers (1–5 years) tend to perceive higher levels of difficulty, particularly in areas like institutional support and economic barriers, which may reflect their early-stage challenges in adapting to the inclusive teaching environment. Meanwhile, more experienced teachers may feel better equipped to manage these barriers. These findings, while not statistically significant, underscore the importance of providing targeted mentoring, training, and administrative support for less experienced special education teachers to build their confidence and capability in inclusive settings.

These findings align with the study of Aremu and Adepoju (2020), which emphasized that the challenges to inclusive education are often systemic rather than experience based. Their study highlighted that teachers across all experience levels struggle with insufficient training opportunities, lack of adequate instructional materials, overcrowded classrooms, and negative societal perceptions toward disability. The persistence of these barriers across various contexts likely results in a shared perception of difficulty among teachers, regardless of how long they have been teaching in special education settings. This suggests that while experience may enrich a teacher's insight and coping strategies, it does not eliminate the broader institutional and infrastructural challenges that continue to hinder full inclusion. Thus, targeted interventions must address these systemic issues to support all teachers in delivering effective, inclusive education.

Problem 5. Is there a significant relationship between the perceived level of difficulty of children with special needs and the level of support of school administrators in accessing inclusive education?

Table 16. Pearson correlations on the significant relationship between the perceived level of difficulty of children with special needs and the level of support of school administrators in accessing inclusive education

Variable	Pearson r	Degree of Relationship	p-value	Decision	Interpretation
Level of support of school administrators in accessing inclusive education	-.058	Very Low Negative	.611	Accept Ho	Not Significant
Note:	r values	Interpretation			
	±1.00	Perfect positive/negative correlation			
	±.90 to ±.99	Very high positive/negative correlation			
	±.70 to ±.89	High positive/negative correlation			
	±.50 to ±.69	Moderate positive/negative correlation			
	±.30 to ±.49	Low positive/negative correlation			
	±.01 to ±.29	Very Low positive/negative correlation			
	0	No correlation			

Table 16 presents the results of a Pearson correlation analysis examining the relationship between the perceived level of difficulty faced by children with special needs in accessing inclusive education and the level of support provided by school administrators. The computed Pearson r value of $-.058$ indicates a very low negative correlation. This suggests that there is a slight

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

tendency for the perceived difficulty to decrease as the level of administrative support increases; however, the relationship is extremely weak and lacks practical significance.

The p-value of .611, which is greater than the standard significance level of 0.05, indicates that this observed correlation is not statistically significant. As a result, the null hypothesis (H_0) is accepted, meaning there is no significant relationship between the two variables. In essence, based on the data, the level of support provided by school administrators does not have a meaningful impact on how teachers perceive the difficulty encountered by children with special needs in accessing inclusive education.

This finding implies that although administrative support may be present, it may not be sufficiently targeted or effective in addressing the specific challenges perceived by teachers. Alternatively, it may indicate that other factors, such as classroom resources, teacher training, or external community support, have a more substantial influence on perceived difficulty than administrative actions alone.

In conclusion, the analysis reveals that school administrator support does not significantly influence the perceived level of difficulty experienced by children with special needs in inclusive education settings. The very low and non-significant correlation suggests that addressing the barriers to inclusive education may require a more comprehensive and multi-faceted approach, involving not only administrative support but also direct interventions in teaching strategies, professional development, and school-community partnerships.

This aligns with the findings of Mbon et al. (2023), who emphasized that the successful implementation of inclusive education policies is highly dependent on the availability of adequate resources such as infrastructure, teacher training, and instructional materials. Their study suggested that when support systems are fully in place, policies are more likely to translate into positive educational outcomes, particularly for children with diverse needs. Therefore, while the current findings reveal no significant correlation, they underscore the importance of strengthening resource provision and administrative support to enable more effective inclusion. Addressing these systemic support gaps may help reduce the perceived difficulties that continue to affect children with special needs.

Problem 6. Based on the results, what can be proposed?

Title: Enhancing Inclusive Education Support for Children with Special Needs

Rationale: Inclusive education is rooted in the belief that all children, regardless of their abilities or disabilities, have the right to learn together in a supportive and equitable environment. However, based on the findings of this study, children with special needs continue to face multiple challenges in accessing inclusive education. These challenges are evident in areas such as insufficient resources, limited institutional support, lack of proper infrastructure, inadequate legal awareness, and persistent social and cultural barriers.

The findings are intended to guide stakeholders, including teachers, school administrators, parents, government officials, and the Department of Education (DepEd), in developing more responsive strategies, programs, and policies. Specifically, DepEd can use the insights from this study to strengthen support systems, inform policy implementation, and prioritize resource allocation for inclusive education. By addressing these systemic challenges, the study supports the broader goal of creating an inclusive, equitable, and sustainable educational environment for all learners.

The proposed action plan seeks to address these gaps by providing a comprehensive and practical framework that strengthens administrative involvement, enhances collaboration among teachers, improves access to resources and assistive technologies, and promotes greater awareness and acceptance within the school community. It also emphasizes the importance of planning, monitoring, and evaluating inclusive practices to ensure they are aligned with the needs of children with special needs.

By implementing this action plan, schools can foster a more inclusive culture where every child is valued, supported, and given the opportunity to succeed. It serves as a proactive step toward making inclusive education more meaningful, sustainable, and responsive to the realities of teachers, children, and stakeholders.

Table 17: Action Plan Matrix on Enhancing Inclusive Education Support for Children with Special Needs

Objectives	Activities	Time Frame	Persons Involved	Resources Needed	Budget	Expected Output
1. Strengthen administrative support for inclusive education	Conduct capacity-building workshops for school heads and administrators on inclusive education policies and practices	1st Quarter	School administrators, SPED coordinators, education supervisors	Training materials, venue, speaker	₱10,000	Improved administrative understanding and support for inclusive education

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

2. Improve collaboration among teachers	Facilitate monthly meetings between general and SPED teachers for lesson planning and sharing best practices	Monthly	SPED teachers, general education teachers, admin	Meeting space, templates, documentation forms	₱5,000/year	Strengthened coordination and instructional consistency in inclusive classrooms
3. Address economic barriers through resource mobilization	Partner with LGUs, NGOs, and private donors to fund assistive devices and SPED materials	2nd–3rd Quarter	School heads, PTA, local officials, NGO representative	Proposal letters, sponsorship kits	In-kind or monetary	Improved availability of assistive technologies and learning tools
4. Promote awareness of inclusive education policies	Conduct seminars and distribute simplified brochures on RA 10533, RA 7277, and other laws	2nd Quarter	Teachers, parents, admin, legal/resource speakers	Printed brochures, venue, projector	₱7,000	Increased legal awareness among stakeholders
5. Enhance school physical accessibility	Conduct facility audit and initiate small-scale improvements (e.g., ramps, handrails, signage)	3rd–4th Quarter	School maintenance team, admin, barangay officials	Accessibility audit checklist, tools, materials	₱30,000	Safer and more accessible physical environment for children with disabilities
6. Reduce social and cultural stigma	Implement school-wide values formation and anti-bullying campaigns with inclusion themes	Year-round	Teachers, guidance counselor, peer leaders	Posters, flyers, campaign materials	₱8,000	Improved peer acceptance and reduced stigma toward children with special needs
7. Support teachers in managing workload	Assign aides to inclusive classrooms and provide SPED teachers with extra preparation time	Start of school year	School heads, SPED coordinator, HR officer	Hiring forms, class schedules	₱20,000/month (for aides)	Reduced teacher burnout and enhanced teaching quality
8. Monitor and evaluate inclusive practices	Form an internal monitoring team to review progress quarterly using feedback tools	Quarterly	Admin, M&E committee, teacher reps, parents	Surveys, rubrics, evaluation forms	₱3,000/year	Data-driven adjustments and continuous improvement of inclusive education practices

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presented the summary of the findings of the study, the conclusions, and recommendations.

Summary of Findings

The following were the major findings of the study:

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

1. The teacher-respondents in the study were mostly in their mid-career stage, with a majority falling within the middle age range. The teaching force was predominantly female, reflecting a common trend in the field of education, particularly in special education, where caregiving and nurturing roles were prominent. Most respondents held a Bachelor's Degree, while fewer had pursued graduate or doctoral studies. In terms of teaching experience in special education, a large portion of teachers were relatively new to the field.
2. Children with special needs faced moderate to high levels of difficulty in accessing inclusive education due to several interrelated barriers. All five categories, economic, institutional and administrative, legal and policy, physical and environmental, and social and cultural, were consistently rated as moderate challenges. Economic barriers were particularly evident in the lack of funding for essential resources such as assistive technologies and learning materials. Respondents emphasized that insufficient financial support continued to hinder the implementation of inclusive practices, making the acquisition of specialized tools difficult for many schools. Institutional and administrative support barriers also emerged as significant, with the lack of coordinated support services like counselors and therapists viewed as the most pressing concern. Legal and policy barriers were highlighted by the widespread lack of awareness about inclusive education laws among teachers and parents. While some policy frameworks existed, their implementation and enforcement remained inconsistent, preventing schools from fully realizing the goals of inclusivity. In terms of physical and environmental barriers, the greatest difficulty was attributed to the inadequate provision of assistive devices, followed closely by issues like inaccessible school infrastructure and overcrowded classrooms. Finally, social and cultural barriers were found to moderately affect inclusion, with lack of parental support standing out as the most significant issue.
3. Teachers generally perceived that school administrators provided a moderate level of support for inclusive education across various key areas. While administrators demonstrated efforts to support inclusion, these efforts were not yet sufficient to fully meet the complex needs of children with disabilities. In terms of resource availability, administrators were seen to moderately support inclusive education by providing some essential infrastructure and funding. Physical accessibility features like ramps and adapted facilities, as well as budget allocations, were more evident. However, there were still notable gaps in the provision of classroom supplies, assistive technology, and specialized equipment, which were essential in addressing the individual learning needs of children with disabilities. Administrative support was also moderately evident, especially through clear communication, responsiveness to teachers' concerns, and acknowledgment of their efforts. Teachers felt encouraged by the recognition they received, and communication between staff and administrators was generally strong. Collaboration and support systems among teachers were positively viewed, with regular teacher collaboration, co-teaching, and discussions on child progress being supported by administrators. Regarding class size, administrators were recognized for efforts to manage classroom populations and limit overcrowding, which helped facilitate individualized attention. Teachers also felt moderately supported in managing their workload, particularly in terms of having adequate preparation time and reasonable caseloads.
4. Four demographic factors were analyzed: sex, age, highest educational attainment, and length of experience teaching children with special needs. Across all tests, independent samples t-tests and one-way ANOVA, the results consistently showed no statistically significant differences. Sex did not significantly affect perceptions of difficulty in any of the five domains: economic, institutional and administrative, legal and policy, physical and environmental, or social and cultural barriers. While minor differences in mean scores were observed, like female teachers reported slightly higher difficulty in economic barriers, none of these differences reached statistical significance. The most aligned perceptions were found in the domain of physical and environmental barriers, where male and female teachers gave identical mean ratings. Similarly, age did not lead to significant differences in perceived difficulty across the domains. Teachers aged 55 and above tended to report higher levels of difficulty, particularly in the social and cultural barriers domain. However, these variations in mean scores did not yield statistically significant results. The educational attainment of teachers also showed no statistically significant effect on their perceptions of inclusive education challenges. Those with Doctorate degrees reported higher difficulty in legal and policy barriers. Teachers with Bachelor's degrees reported greater difficulty in economic barriers. Nevertheless, these differences were not statistically significant. Lastly, length of experience teaching special needs children was not a significant factor in differentiating teachers' perceptions. However, newer teachers (1–5 years of experience) tended to report greater challenges, particularly in institutional support and economic barriers. In contrast, more experienced teachers (16+ years) rated these barriers lower.
5. There was no significant relationship between the perceived level of difficulty experienced by children with special needs in accessing inclusive education and the level of support provided by school administrators. While administrative support might be present in schools, it did not appear to meaningfully influence how teachers perceived the challenges faced by these children.

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

6. Based on the study's findings, an action plan was proposed to address the persistent challenges that hindered effective inclusive education for children with special needs. The proposed plan aimed to strengthen administrative capacity, foster collaboration among teachers, improve resource availability, raise legal and social awareness, enhance physical accessibility, and reduce stigma. It also included support for teacher workload and established a monitoring system to ensure continuous improvement. Overall, the plan promoted a more responsive, inclusive, and sustainable educational environment.

CONCLUSIONS

Based on the significant findings, the following conclusions were reached:

1. Most teacher-respondents were mid-career professionals with adequate classroom experience and predominantly female, reflecting typical trends in the education sector. While the majority met basic qualification requirements with a bachelor's degree, there was limited pursuit of advanced studies. Additionally, many teachers were relatively new to special education, highlighting a need for targeted training and development.
2. Children with special needs continued to face moderate to high challenges in accessing inclusive education due to a range of interconnected barriers. Economic constraints limited institutional support, weak policy implementation, inadequate physical infrastructure, and lingering social stigma all contributed to these difficulties. While some progress had been made, particularly in teacher collaboration and awareness, substantial gaps remained that hindered the full realization of inclusive education. Targeted interventions addressing these systemic issues were essential to creating a more equitable and supportive learning environment for all children.
3. While school administrators provided a moderate level of support for inclusive education, it remained insufficient to fully meet the needs of children with disabilities. Teachers acknowledged efforts in areas such as infrastructure, communication, and collaboration, but also highlighted gaps in essential resources, strategic planning, personnel support, and workload management. Strengthening these areas was crucial to ensure that inclusive education became more effective, sustainable, and responsive to both teacher and child needs.
4. Teachers' perceptions of the difficulties faced by children with special needs in accessing inclusive education did not significantly vary based on their demographic profiles, sex, age, educational attainment, or length of experience. Across all groups, teachers consistently identified similar barriers, indicating that the challenges encountered in inclusive education were systemic rather than influenced by personal or professional background. This shared perspective suggested that interventions to improve inclusive education could be designed to address universal concerns rather than tailored to specific teacher demographics. Strengthening systemic support, resources, and training remained essential to overcoming the persistent obstacles to effective inclusion.
5. School administrators' support alone did not significantly influence teachers' perceptions of the difficulties faced by children with special needs in inclusive education. Although administrative efforts were present, they might not sufficiently address the key challenges encountered in classrooms. This suggested a need for a more holistic and collaborative approach, one that integrated adequate resources, continuous teacher training, and active community involvement. For inclusive education to be truly effective, systemic improvements must go beyond administrative initiatives and focus on building strong, multi-level support structures that directly respond to the needs of both children and teachers.
6. A comprehensive action plan was proposed to bridge the gap between policy and practice. This plan emphasized strengthening administrative leadership, enhancing teacher collaboration, ensuring the provision of resources and assistive technologies, and increasing awareness of legal rights and inclusive values. It also called for improvements in school infrastructure, reduction of social stigma, and support for managing teacher workload. By including a monitoring and evaluation mechanism, the plan ensured ongoing responsiveness and accountability.

RECOMMENDATIONS

Based on the conclusions of the study, the following are hereby recommended:

1. School administrators may implement a targeted professional development program focused on inclusive education, specifically designed for mid-career teachers and those new to special education. This program should include modular training on inclusive teaching strategies, legal frameworks, and the use of assistive technologies, and offer incentives or support for pursuing advanced studies such as graduate degrees or specialized SPED certifications.
2. School administrators may establish a dedicated Inclusive Education Task Force within the school composed of administrators, SPED and general teachers, parents, and community partners. This team will be responsible for identifying specific school-based barriers, mobilizing resources, coordinating support services, overseeing infrastructure improvements, and implementing advocacy campaigns to reduce stigma. Through regular assessments

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

and strategic planning, the task force can drive targeted, sustainable interventions that address economic, institutional, policy, environmental, and cultural challenges faced by children with special needs.

3. School administrators may implement a School Inclusion Support Program that allocates specific budget and personnel resources to address gaps identified by teachers, such as hiring teacher aides, providing assistive materials, and streamlining administrative tasks. This program should also include regular strategic planning sessions involving both teachers and administrators to align goals, assess needs, and collaboratively design inclusive education initiatives that are responsive and sustainable.
4. School administrators may develop and implement a unified, system-wide professional development program focused on inclusive education strategies, accessible to all teachers regardless of demographic background. This program should address common barriers identified across teacher groups, such as lack of resources, insufficient training, and inadequate support systems, to ensure a consistent and equitable approach to improving inclusive education practices school wide.
5. School administrators may establish a multi-stakeholder inclusive education task force composed of school administrators, teachers, parents, and community partners to collaboratively identify barriers, mobilize resources, and implement targeted interventions. This task force should regularly assess classroom needs, provide responsive support, and ensure that inclusive practices are informed by those directly involved in the teaching and learning process.
6. School administrators may implement and institutionalize the proposed comprehensive action plan through the creation of a dedicated Inclusive Education Implementation Committee within the school. This committee should oversee the rollout of initiatives, ensure timely provision of resources, coordinate training and awareness programs, and conduct regular monitoring and evaluation to track progress and make data-driven adjustments for continuous improvement.

ACKNOWLEDGEMENT

I would like to express my deepest gratitude to my thesis adviser and mentor Dr. Nelita F. Belena, for her invaluable guidance and support throughout my research journey. Her expertise, patience, and encouragement were instrumental in shaping my thesis into its final form. I am forever grateful for her contribution to my academic growth and development. I am honored to have had the opportunity to work with her and am grateful for the lesson she taught me, both in and out of the classroom.

REFERENCES

- 1) Adesokan, A., & Bojuwoye, O. (2023). Teachers' perceived barriers to inclusive education. *ASEAN Journal of Community and Special Needs Education*, 2–2, 91–96. <https://ejournal.bumipublikasinusantara.id/index.php/ajcsne>
- 2) Adjanku, N. J. K. (2020). Barriers to Access and Enrollment for Children with Disabilities in Pilot Inclusive Schools in Bole District in Ghana. *Social Education Research*, 143–150. <https://doi.org/10.37256/ser.122020430>
- 3) Ainscow, M. (2024). Every child matter and matters equally: Making education inclusive. Paper commissioned by UNESCO for the celebration of the 30th Anniversary of the Salamanca Statement.
- 4) Allam & Martin. (2021). Issues and Challenges in Special Education: A Qualitative Anylisis from Teacher's Perspective. *Southeast Asia Early Childhood Journal*, 10 (1), (37-49).
- 5) Al-Mahdy, Y.F.H. & Alazmi, A.A. (2023) Principal support and teacher turnover intention in Kuwait: implications for policymakers. *Leadership and Policy in Schools*, 22(1), 44-59. <https://doi.org/10.1080/15700763.2021.1879168>
- 6) Alnahdi, G. H., et al. (2024). Special education and its evolving roles. *Educational Research Journal*, 12(3), 101-115. <https://doi.org/10.1016/j.edurev.2024.03.001>
- 7) Aremu, A. O., and Adepoju, O. R. (2020). Challenges facing teachers in the implementation of inclusive education in Oyo State, Nigeria. *European Journal of Education Studies*, 7(10), 224-236.
- 8) Aruldas K, Banks LM, Nagarajan G, Roshan R, Johnson J, Musendo D, et al. (2023) "If he has education, there will not be any problem": Factors affecting access to education for children with disabilities in Tamil Nadu, India. *PLoS ONE* 18(8): e0290016. <https://doi.org/10.1371/journal.pone.0290016>
- 9) Basit, A., Qureshi, M.S. & Arif. M.I. (2021). Need assessment of an interventional package for development of fine motor skills of children with cerebral palsy. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 18 (9), 1483-1499.
- 10) Benson, C. (2021). Administrative Support for Effective Collaboration Between Special and General Education Teachers [Master's thesis, Bethel University]. Spark Repository. <https://spark.bethel.edu/etd/835>
- 11) Bettini, E., Gilmour, A.F., Williams, T.O. and Billingsley, B. (2020), "Predicting special and general educators' intent to continue teaching using conservation of resources theory", *Exceptional Children*, Vol. 86 No. 3, pp. 310-329, doi: 10.1177/0014402919870464.

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

- 12) Bettini, E., Cumming, M.M., O'Brien, K.M., Brunsting, N.C., Ragunathan, M., Sutton, R. and Chopra, A. (2020), "Predicting special educators' intent to continue teaching children with emotional or behavioral disorders in self-contained settings", *Exceptional Children*, Vol. 86 No. 2, pp. 209-228, doi: 10.1177/0014402919873556.
- 13) Blatchford, P. (2020). Rethinking class size: The complex story of impact on teaching and learning. <https://www.bera.ac.uk/blog/rethinking-class-size-the-complex-story-of-impact-on-teaching-and-learning>
- 14) Blatchford, P., & Russell, A. (2020). Rethinking class size: The complex story of impact on teaching and learning. London: UCL Press. Retrieved from <https://www.uclpress.co.uk/collections/education/products/166006>
- 15) Bondebjerg, A., Dalgaard, N. T., Filges, T., & Viinholt, B. C. A. (2023). The effects of small class sizes on students' academic achievement, socioemotional development and well-being in special education: A systematic review. *Campbell Systematic Reviews*, 19(3). <https://doi.org/10.1002/cl2.1345>
- 16) Byrd, D. R., & Alexander, M. (2020). Investigating special education teachers' knowledge and skills: Preparing general teacher preparation for professional development. *Journal of Pedagogical Research*, 4(2), 72–82. <https://doi.org/10.3390/JPR.2020059790>
- 17) Carroll, L. & Heffernan, M. (2022). Schools need shared lesson plans for teachers to stop learning 'lottery'. *The Sydney Morning Herald*. <https://www.smh.com.au/national/nsw/schools-need-shared-lesson-plans-for-teachers-to-stop-learning-lottery-20221013-p5bpga.html>
- 18) Chen, S., Huang, Q., Liu, Z., & Wang, H. (2022). Inclusion of young children with special needs in early childhood education in the United States: Advantages and disadvantages. *International Conference on Social Development and Media Communication*.
- 19) Chu, M., Craig, H., Yeworiew, L., & Xu, Y. (2020) Teachers' unpreparedness to accommodate student needs. *Canadian Journal of School Psychology*, 35(3), 210-224. <https://doi.org/10.1177/0829573520916610>
- 20) Creagh, S., Thompson, G., Mockler, N., Stacey, M., & Hogan, A. (2023). Workload, work intensification and time poverty for teachers and school leaders: a systematic research synthesis. *Educational Review*, 1–20. <https://doi.org/10.1080/00131911.2023.2196607>
- 21) De Matthews, D., Billingsley, B., McLeskey, J. and Sharma, U. (2020), "Principal leadership for students with disabilities in effective inclusive schools", *Journal of Educational Administration*, Vol. 58 No. 5, pp. 539-554, doi: 10.1108/JEA-10-2019-0177.
- 22) Eğinli, İ. (2021). In search of good teachers: Mediators of teacher commitment to the profession. *Journal of Language and Linguistic Studies*, 17(Special Issue 2), 911-936. <https://doi.org/10.17263/jlls.904088>
- 23) Ferriday, G., & Cantali, D. (2020). Teachers talk about inclusion... but can they implement it in their classroom? Exploring teachers' views on inclusion in a Scottish secondary school. *Support for Learning*, 35(2), 144-162. <https://doi.org/10.1111/1467-9604.12295>
- 24) Francisco, M. P. B., Hartman, M., & Wang, Y. (2020). Inclusion and special education: Challenges and opportunities. *Educational Sciences*, 10(9), 238. <https://doi.org/10.3390/educsci10090238>
- 25) García, V. B. S., & Renteria, J. M. (2024). Students with special educational needs in regular classrooms and their peer effects on learning achievement. *Humanities and Social Sciences Communications*, 11(1). <https://doi.org/10.1057/s41599-024-03002-8>
- 26) Garcia-Melgar, A., Hyett, N., Bagley, K., McKinsty, C., Spong, J., & Iacono, T. (2022). Collaborative team approaches to supporting inclusion of children with disability in mainstream schools: A co-design study. *Research in Developmental Disabilities*, 126, 104233. <https://doi.org/10.1016/j.ridd.2022.104233>
- 27) Glasson, M. M., "Understanding Administrative Support from the Perspective of Special Educators" (2023). Theses and Dissertations. 1672. <https://ir.library.illinoisstate.edu/etd/1672>
- 28) Global Education Monitoring Report 2020: Inclusion and education: All means all | Save the Children's Resource Centre. Save the Children's Resource Centre. <https://resourcecentre.savethechildren.net/document/global-education-monitoring-report-2020-inclusion-and-education-all-means-all/>
- 29) Goldan, J., Loreman, T., & Lambrecht, J. (2022). Resources for inclusive education – impacts of funding and provision. *International Journal of Inclusive Education*, 1–3. <https://doi.org/10.1080/13603116.2020.1821452>
- 30) Gracia-Calandín, J., & Tamarit-López, I. (2021). Education is a common good from the capability approach. *Journal of Philosophy of Education*, 55(4–5), 817–828. <https://doi.org/10.1111/1467-9752.12575>
- 31) Guy-Evans, O. (2024). Bronfenbrenner's Ecological Systems Theory. *Simply Psychology*. <https://www.researchgate.net/publication/383500583>
- 32) Hargreaves, S., Holton, S., Baxter, R., & Burgoyne, K. (2021). Educational experiences of pupils with Down syndrome in the UK. *Research in Developmental Disabilities*, 119, 104115. <https://doi.org/10.1016/j.ridd.2021.104115>

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

- 33) Home-Based programs to reach children with disabilities and their families in the Philippines - Childhood Education International. (2024, June 20). Childhood Education International. <https://ceinternational1892.org/home-based-programs/>
- 34) Ingram, T. (2021, December 3). The world's nearly 240 million children living with disabilities are being denied basic rights. UNICEF New York. Retrieved from <https://www.unicef.org/philippines/press-releases/worlds-nearly-240-million-children-living-disabilities-are-being-denied-basic-rights>
- 35) Jardinez, M. J., & Natividad, L. R. (2024). The Advantages and Challenges of Inclusive Education: Striving for Equity in the Classroom. *Shan lax International Journal of Education*, 12(2), 57–65.
- 36) Jones, M. (2021). Technology as a tool for support. <https://doi.org/10.33015/dominican.edu/2021.edu.01>
- 37) Jurkowski, S., et al. (2023). Collaboration in inclusive education: Barriers and facilitators. *Journal of Special Education*, 57(1), 33-45. <https://doi.org/10.1177/0022466923110005>
- 38) Kaya, S. (2020). The factors predicting students' participation in online English courses. *Eurasian Journal of Educational Research*, 21(91). <https://doi.org/10.14689/ejer.2021.91.14>
- 39) Kilag, O. K. T., Uy, F. T., Gier, R. A., Cabaluna, M. F. R., Canonigo, K., Seblon, K. M., & Doroy, E. G. (2024). Inclusive Education: A systematic review of special education in the Philippines. Zenodo. <https://doi.org/10.5281/zenodo.12605694>
- 40) Kirkpatrick, L., Searle, M., Smyth, R. E., & Specht, J. (2020). A coaching partnership: Resource teachers and classroom teachers teaching collaboratively in regular classrooms. *British Journal of Special Education*, 47(1), 24-47. <https://doi-org.ezproxy.bethel.edu/10.1111.1467-8578.12296>
- 41) Lujan, S. E. (2020). The importance of administrative support for special education teachers. Scholarly Commons. https://scholarlycommons.pacific.edu/uop_etds/3669/
- 42) Mackenzie, A., Owaineh, M., Bower, C., & Ozkaya, C. (2023). Barriers to inclusive education under occupation: an evaluative approach using Nussbaum's capabilities approach. *International Journal of Educational Research Open*, 5, Article 100299. <https://doi.org/10.1016/j.ijedro.2023.100299>
- 43) Macmbinji, V. & Universidad Azteca. (2023). The Social Model of Disability Implications for Inclusion. *International Journal of Innovative Science and Research Technology*, 161–162. <https://www.researchgate.net/publication/385388684>
- 44) Mahmood, A., Huang, X., & Rehman, N. (2024). The role of teachers and administrators in supporting the adaptation of students with special needs in mainstream high schools. *Deleted Journal*. <https://doi.org/10.1108/qea-06-2024-0054>
- 45) Masongsong, J. M., Lopres, J. R., Aguirre, M. M., Lopres, G. M., Enriquez, D. M., Bautista, F. B., Niadas, G. Y., & Virtusio, J. D. T. (2023). Level of Teachers' Training in Inclusive Education and Their Sense of Efficacy. *International Journal of Science and Management Studies (IJSMS)*, 70–87. <https://doi.org/10.51386/25815946/ijms-v6i5p108>
- 46) Mbon, U. F., Ntamu, B. A., Enamhe, D. C., Nwogwugwu, C. E., Okpa, O. E., Amalu, M., Ekpenyong, J. A., Ukpung, N. N., Ekanem, E. E., Ukpabio, G. G., & Owan, V. J. (2023). Embracing diversity in the educational landscape: resource supply and inclusive education in secondary schools. *Journal of Educational and Social Research*, 13(5), 155. <https://doi.org/10.36941/jesr-2023-0128>
- 47) Mofield, E. L. (2020). Benefits and barriers to collaboration and co-teaching: Examining perspectives of gifted education teachers and general education teachers. *Gifted Child Today*, 43(1), 20–33. <https://doi.org/10.1177/1076217519880588>
- 48) Ng'etich, T. H., & Aiyobei, T. B. (2022). COLLEGE ADMINISTRATIVE SUPPORT IN INTEGRATION OF ADAPTIVE TECHNOLOGY FOR VISUALLY IMPAIRED STUDENT TEACHERS IN PRIMARY TEACHER TRAINING COLLEGES: THE KENYAN EXPERIENCE. *European Journal of Education Studies*, 9(8). <https://doi.org/10.46827/ejes.v9i8.4457>
- 49) Nuñez, M. R., Western Mindanao State University, Rosales, S., & Western Mindanao State University. (2021). Inclusive Education: Perceptions and attitudes among Filipino high school teachers. In Western Mindanao State University (pp. 151–153) [Journal-article]. <https://www.researchgate.net/publication/355436274>
- 50) Pavri, S., & Monda-Amaya, L. (2021). Social support in inclusive schools: Student and teacher perspectives. *Exceptional Children*, 67(3), 391.
- 51) Powell, R. (2020). Exploring the application of a 'Capabilities Approach' in educational psychology practice to promote inclusion in education (By Vivian Hill, UCL Institute of Education, University of London, & Kent County Council).
- 52) Raguindin, P. Z. J., Far Eastern University, Custodio, Z. U., Philippine Normal University, Bulusan, F., & Batanes State College. (2021). Engaging, Affirming, Nurturing Inclusive Environment: A Grounded Theory study in the Philippine context. In *IAFOR Journal of Education: Inclusive Education* (Vol. 9, Issue 1). <https://files.eric.ed.gov/fulltext/EJ1291741.pdf>
- 53) Rangvid, B. (2022). Special educational needs placement in lower secondary education: the impact of segregated vs. mainstream placement on post-16 outcomes. *Educ Econ* 30(4):399–425
- 54) Robellos, Lyzivit & Pinili, Lilibeth & Mangubat, Randy & Opingo, Kaitlin Marie & Suson, Roberto & Linx, Dale. (2024). Challenges Encountered by Teachers in Special Education and Inclusive Settings. 4. 260-271. 10.22056/wjher.4.4.

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

- 55) Saloviita, T. (2020). Attitudes of teachers towards inclusive education in Finland. *Scandinavian Journal of Educational Research*, 64(2), 270-282
- 56) Saro, J.M., Socuano, J.A., Socuano, F.D., Alcoverez, R.B., Hunahunan, R.D., & Tutor, D.B. (2022). The Impact of Distance Learning Modality on the Academic Performances of Grade 10 Students: A Case Study of San Vicente National High School in the Division of Agusan Del Sur. *International Journal for Research Trends and Innovation*. Volume 7 Issue 7.
- 57) Savarimuthu, M. K., Innamuri, R., Tsheringla, S., Shonima, A. V., Mammen, P. M., Alwinneshe, M., Russell, S., & Kuppuraj, J. (2021). A retrospective audit (paper A) and the effects of educational intervention (paper B) on attitudes towards inclusive education in schoolteachers. *Shanlax International Journal of Education*, 9(2), 141-149.
- 58) Siahaan, M. K. (2022). Education for children with special needs. In *THE EXPLORA [Journal-article]*.
- 59) Singh, S., Kumar, S., & Singh, R. K. (2020). A study of attitude of teachers towards inclusive education. *Shanlax International Journal of Education*, 9(1), 189-197.
- 60) Sta. Ana, M. M. R. C. (n.d.). EDUCATION OF CHILDREN WITH MULTIPLE DISABILITIES IN THE PHILIPPINES.
- 61) Stacey, M., Wilson, R., & McGrath-Champ, S. (2020). Triage in teaching: The nature and impact of workload in schools. *Asia Pacific Journal of Education*. Advance online publication. <https://doi.org/10.1080/02188791.2020.1777938>
- 62) Tan, Y. (2024c). Research on Problems and countermeasures of education rights of special children's groups. *SHS Web of Conferences*, 199, 01019. <https://doi.org/10.1051/shsconf/202419901019>
- 63) Technical Education and Skills Development Authority. (2020). Enabling the disabled: Social equity for all. Technical Education and Skills Development Authority.
- 64) Teixeira, A. M. (2023). Administrative Support system. In *Handbook of Open, Distance and Digital Education* (pp. 861–880). https://doi.org/10.1007/978-981-19-2080-6_48
- 65) Tosun, A., & Bostancı, A. B. (2024). The role of administrative support in the relationship between teachers' perceptions of organizational support and teacher leadership levels. *Journal of Pedagogical Research*. <https://doi.org/10.33902/jpr.202428306>
- 66) Tundaan, M. D. (2023, December 14). EXAMINING THE EXTENT OF IMPLEMENTATION OF INCLUSIVE EDUCATION AND TEACHERS' ESSENTIAL PRACTICES IN HANDLING LEARNERS WITH SPECIAL EDUCATIONAL NEEDS. <https://ijrp.org/paper-detail/5724>
- 67) Ungaya, C. K., M. Ed. (2023). INFLUENCE OF SCHOOL RELATED FACTORS ON IMPLEMENTATION OF INCLUSIVE EDUCATION IN KAMUKUNJI SUB-COUNTY, NAIROBI CITY COUNTY, KENYA (By University of Nairobi; L. Njagi & Jeremiah. M. Kalai PhD, Eds.).
- 68) Uy, F., Vestal, P., Villaver Jr, M., Andrin, G., Alipin, F. F. P., & Kilag, O. K. (2024). Navigating Diversity: Culturally Responsive Leadership in Diverse Educational Settings. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRIS)*, 1(3), 164-170.
- 69) van Steen, T, & Wilson, C. (2020). Individual and cultural factors in teachers' attitudes towards inclusion: A meta-analysis. *Teaching and Teacher Education* 95. <https://doi.org/10.1016/j.tate.2020.103127>
- 70) Watkins, A., Donnelly, V., Hughes, G. & Leche Val, A. (2024) European Agency for Special Needs and Inclusive Education, Taking the inclusion agenda forward in European countries. Paper commissioned by UNESCO for the celebration of the 30th Anniversary of the Salamanca Statement.
- 71) Wester, D. (2022). Initiatives pushing for smaller class sizes are the only path to inclusive learning. <https://www.accessibility.com/blog/initiatives-pushing-for-smaller-class-sizes-are-the-only-path-to-inclusive-learning>
- 72) Zaatari, W. E., & Maalouf, I. (2022). How the Bronfenbrenner Bio-ecological System Theory Explains the Development of Students' Sense of Belonging to School? *SAGE Open*, 12(4). <https://doi.org/10.1177/21582440221134089>

Appendix A RESEARCH INSTRUMENT

Dear Respondent,
Greetings!

I am currently conducting a research study entitled "Bridging the Gap: Teachers' Perceptions of School-related Barriers and the Administrative Support in the Accessibility of Inclusive Education" as part of the requirements for Master of Arts in Education major in Special Education.

In line with this, I am respectfully requesting your participation in answering the attached survey questionnaire. Your honest responses will provide valuable insights and contribute significantly to the success of this research. Rest assured that all information gathered will be treated with strict confidentiality and will be used solely for academic purposes.

Your cooperation and support in this endeavor are highly appreciated.

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

Thank you very much for your time and valuable contribution.

Part 1: Demographic Profile of Respondents

1. Sex:

- _____ - Male
 _____ - Female

2. Age:

- _____ - 25-35 years
 _____ - 36-45 years
 _____ - 46-55 years
 _____ - 55-years above

3. Highest Educational Attainment:

- _____ - Bachelor's Degree
 _____ - Master's Degree
 _____ - Doctorate Degree

4. Length of Service:

- _____ - 1-5 years
 _____ - 6-10 years
 _____ - 11-15 years
 _____ - 16 years - above

Part 2: Perceived Level of Difficulty of Children with Special Needs in Accessing Inclusive Education

For each statement below, please indicate your level of agreement by selecting the appropriate option on a 4-point Likert scale:

- 1 – Strongly Disagree
 2 – Disagree
 3 – Agree
 4 – Strongly Agree

STATEMENT	4	3	2	1
2.1. Economic Barriers				
1. Lack of funding for special education programs				
2. Inadequate financial resources for assistive technology				
3. Limited budget for special education materials				
4. High cost of special education resources (adaptive devices)				
5. Insufficient salaries for special education teachers				
6. Lack of financial support for teacher training in special education				
7. Limited availability of scholarships for children with disabilities				
2.2. Institutional Barriers				
1. Inadequate teacher training in special education	4	3	2	1
2. Lack of special education programs in schools				
3. Absence of coordinated support services (counselors, therapists)				
4. Insufficient collaboration between general and special education teachers				
5. Limited professional development opportunities for teachers in inclusive practices				
6. Inconsistent implementation of inclusive education policies				

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

7. Inadequate school leadership support for inclusive education initiatives				
2.3 Legal and Policy Barriers	4	3	2	1
1. Lack of proper policy implementation for inclusive education				
2. Absence of comprehensive government regulations supporting inclusive education				
3. Inadequate funding allocated to special education programs by the government				
4. Limited legal support and advocacy for children with disabilities				
5. Lack of awareness of inclusive education laws among teachers and parents				
6. bureaucratic delays in policy execution				
7. inadequate enforcement of accessibility standards in schools				
2.4 Physical and environmental barriers	4	3	2	1
1. Inaccessible school infrastructure (e.g., lack of ramps, elevators)				
2. Absence of specialized learning spaces for children with disabilities				
3. Inadequate provision of assistive devices (hearing aids, mobility aids)				
4. Overcrowded classrooms that do not accommodate diverse children				
5. Lack of Signage for Navigating the School Premises for children with Disabilities				
6. Unavailability of accessible restrooms and facilities for children with disabilities				
7. Poor classroom lighting and poorly maintained equipment for special needs education				
2.5 Social and Cultural Barriers	4	3	2	1
1. Stigma and discrimination against children with disabilities				
2. Lack of parental support and involvement in the education of children with disabilities				
3. Negative attitudes of peers toward children with disabilities				
4. Cultural beliefs that undervalue the capabilities of children with disabilities				
5. Limited awareness and understanding of disabilities within the school community				
6. Bullying and social exclusion of children with disabilities				
7. Misconceptions about the efficacy of inclusive education practices in the community				

Part 3: Level of support of school administrators.

For each statement below, please indicate your level of agreement by selecting the appropriate option on a 4-point Likert scale:

- 1 – Strongly Disagree
- 2 – Disagree
- 3 – Agree
- 4 – Strongly Agree

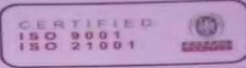
Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

STATEMENT	4	3	2	1
3.1 Availability of Resources - The school provides:				
1. Sufficient learning materials for children with special needs.				
2. Access to assistive technology for inclusive education.				
3. Adequate classroom supplies to support differentiated instruction.				
4. Specialized equipment (e.g., mobility aids, communication tools) when needed.				
5. Budget allocation for inclusive education programs.				
6. Updated teaching aids and resources for special education.				
7. Accessible facilities such as ramps, elevators, and adapted toilets.				
3.2 Administrative Support - The school administration:	4	3	2	1
1. Prioritizes inclusive education in school programs and activities.				
2. Provides clear guidelines on accommodating children with special needs.				
3. Offers encouragement and moral support to teachers handling inclusive classes.				
4. Ensures open communication between administration and teaching staff.				
5. Responds promptly to teachers' needs related to inclusive education.				
6. Conducts regular evaluations to improve inclusive practices.				
7. Recognizes and appreciates teachers' efforts in promoting inclusion.				
3.3 Collaboration and Support System - The school encourages:	4	3	2	1
1. Regular collaboration between general and special education teachers.				
2. Team teaching or co-teaching models in inclusive classrooms.				
3. Meetings to discuss children's progress and challenges.				
4. Partnerships with therapists, counselors, and special education experts.				
5. Workshops or training sessions focused on team building for inclusive education.				
6. Peer mentoring and support among teachers.				
7. Engagement with parents and community stakeholders to support inclusion.				
3.4 Class Size - In my experience:	4	3	2	1
1. Class sizes are small enough to effectively manage diverse children.				
2. Reduced class size is prioritized for inclusive education settings.				

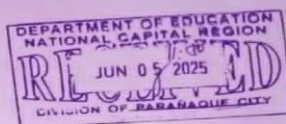
Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

3. The number of children per class allows for individualized attention.				
4. Children with special needs are evenly distributed across classes.				
5. Additional teacher aids are provided when needed.				
6. Class size considerations are factored into inclusive education planning.				
7. Overcrowded classrooms are minimized to enhance learning for all.				
3.5 Workload - Regarding my workload:	4	3	2	1
1. Teaching load is manageable even with inclusive class responsibilities.				
2. Additional duties related to inclusive education are distributed.				
3. Adequate preparation time is given for lesson adaptation.				
4. Caseloads for children with special needs are reasonable.				
5. Paperwork (IEPs, reports) related to inclusive education is manageable.				
6. Administrative tasks do not interfere with instructional time.				
7. Support staff help ease the workload associated with inclusive education.				

Appendix B Request Letter

 **UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA**  

NERISSA L. LOSARIA, CESO V
Schools Division Superintendent
Department of Education, Parañaque City


JUN 05 2025
DIVISION OF PARAÑAQUE CITY

Dear DR. Losaria,

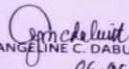
I am writing to respectfully request permission to conduct a survey for my thesis entitled "Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education". The study aims to explore the barriers that hinder children with special needs from accessing inclusive education in District 1 of the Schools Division Office (SDO) Parañaque City, as perceived by teachers, and to identify action plan that can bridge these gaps to promote a more inclusive and equitable learning environment.

The survey will be administered to randomly selected 80 teachers, 50 are general education teachers and 30 are special need education (SNED) teachers, from five (5) public elementary schools currently employed in schools within District 1 in Division of Parañaque City that accommodate or attempt to integrate children with special needs into mainstream classrooms. Name of schools are Bacclaran Elementary School Central, Tambo Elementary School Main, Parañaque Elementary School Central, Don Galo Elementary School, Sto. Niño Elementary School, La Huerta Elem. School.

I assure you that the survey will be conducted in accordance with the principles of confidentiality and anonymity. The data collected will be used solely for the purpose of this research study and will be presented in aggregate form.

Very Truly Yours,

VIVIAN R. FENNIS
19-5882-994/0956-6322893
MAED-Special Education Researcher
University of Perpetual Help
System Dalta Las Piñas


EVANGELINE C. DABUIT
06-08-X
3:17 pm
260

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education


Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OF PARAÑAQUE CITY

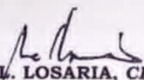
Office of the Schools Division Superintendent

1st Indorsement
June 9, 2025

Respectfully returned to **Vivian R. Fennis**, researcher, University of Perpetual Help System-Dalta, Las Piñas City interposing no objection to administer survey questionnaire to teachers of selected public elementary schools in this Division, relative to her research **Bridging the Gap: Teachers' Perception of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education**, provided that:

- the researcher shall communicate and coordinate directly to the schoolheads;
- no government supplies or equipment shall be utilized; and,
- provide this Office soft copy of the abstract and findings of the research following the file name: `SURNAME-FIRST NAME_RESEARCH TITLE_SCHOOL` at this link <https://tinyurl.com/ytuh5dfr> for future reference

Moreover, ethical considerations related to the conduct of this research shall be strictly observed by all persons involved in this activity as stipulated in RA No. 10173, Data Privacy Act of 2012.


NERISSA L. LOSARIA, CESO V
Schools Division Superintendent

Attachment: Survey Questionnaire

Copy Furnished:

➤ Bacalaran Elementary School Central	➤ Don Galo Elementary School
➤ Tambo Elementary School Main	➤ Sto. Nino Elementary School
➤ Parañaque Elementary School Central	

TPM/ecadabst
SGDD_2025-06-0360
June 9, 2025

Handwritten:
TESMAIAN - 17 copies
SNES - 20 copies re: Grace Cordero (6-8-25)
PESC - 20 copies - 6/11/25
BESC - 20 copies - 6/11/25
OGES - 3 copies - 6/12/25

Address: V. Medina St. San Dionisio Parañaque City
Telephone Number: 02 88202704/02 88299192/02 86378233
Website: www.depedparanaquecity.com
Email Address: deped.paranaque@deped.gov.ph



**UNIVERSITY OF
PERPETUAL HELP
SYSTEM DALTA**



CERTIFICATE OF VALIDATION

This is to certify that the research instrument of **VIVIAN R. FENNIS** to be used in her thesis, **BRIDGING THE GAP: TEACHERS' PERCEPTIONS OF SCHOOL-RELATED BARRIERS AND THE ADMINISTRATIVE SUPPORT IN THE ACCESSIBILITY OF INCLUSIVE EDUCATION**, underwent validation and examination by the undersigned. I can attest that the questionnaire is ready to use and substantially appropriate.

A handwritten signature in black ink, appearing to read "Mineilwin R. Serdania".

MINEILWIN R. SERDANIA
Public Schools District Supervisor
Schools Division of Paranaque City

Date: June 19, 2025

Alabang-Zapote Road, Pamplona 3, Las Piñas City, 1740 Philippines • Tel. No.: (02)
871-0639 www.perpetualdalta.edu.ph
Las Piñas Campus



**UNIVERSITY OF
PERPETUAL HELP
SYSTEM DALTA**



CERTIFICATE OF VALIDATION

This is to certify that the research instrument of **VIVIAN R. FENNIS** to be used in her thesis, **BRIDGING THE GAP: TEACHERS' PERCEPTIONS OF SCHOOL-RELATED BARRIERS AND THE ADMINISTRATIVE SUPPORT IN THE ACCESSIBILITY OF INCLUSIVE EDUCATION**, underwent validation and examination by the undersigned. I can attest that the questionnaire is ready to use and substantially appropriate.


SHALIMAR G. GARCIA
Master Teacher II
Sun Valley National High School

Date: June 19, 2025

Alabang-Zapote Road, Pamplona 3, Las Piñas City, 1740 Philippines • Tel. No.: (02)
871-0639 www.perpetualdalta.edu.ph
Las Piñas Campus



**UNIVERSITY OF
PERPETUAL HELP
SYSTEM DALTA**



CERTIFICATE OF VALIDATION

This is to certify that the research instrument of **VIVIAN R. FENNIS** to be used in her thesis, **BRIDGING THE GAP: TEACHERS' PERCEPTIONS OF SCHOOL-RELATED BARRIERS AND THE ADMINISTRATIVE SUPPORT IN THE ACCESSIBILITY OF INCLUSIVE EDUCATION**, underwent validation and examination by the undersigned. I can attest that the questionnaire is ready to use and substantially appropriate.

RODRIGO C. MORALES, Ph.D.
Professor
UPHSD, Graduate School

Date: June 19, 2025

Alabang-Zapote Road, Pamplona 3, Las Piñas City, 1740 Philippines • Tel. No.: (02)
871-0639 www.perpetualdalta.edu.ph
Las Piñas Campus

Appendix D

Certificate of Statistical Analysis

STATISTICAL COMPUTATION

BRIDGING THE GAP: TEACHERS' PERCEPTIONS OF SCHOOL-RELATED BARRIERS AND THE ADMINISTRATIVE SUPPORT IN THE ACCESSIBILITY OF INCLUSIVE EDUCATION

Statistics

		Age	Educ	Teaching Experience
N	Valid	80	80	80

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

Missing	0	0	0
Mean	2.0375	1.4625	2.4750
Std. Deviation	.87791	.63533	1.07885

Age

	N	%
1.00	24	30.0%
2.00	34	42.5%
3.00	17	21.3%
4.00	5	6.3%

Sex

	N	%
1.00	16	20.0%
2.00	64	80.0%

Educ

	N	%
1.00	49	61.3%
2.00	25	31.3%
3.00	6	7.5%

Teaching Experience

	N	%
1.00	c	22.5%
2.00	24	30.0%
3.00	20	25.0%
4.00	18	22.5%

Descriptive Statistics

	N	Mean	Std. Deviation
BarriersEco1	80	2.7875	.83732
BarriersEco2	80	2.9375	.78505
BarriersEco3	79	2.8101	.81769
BarriersEco4	80	2.8625	.74194
BarriersEco5	80	2.6750	.91090
BarriersEco6	80	2.7250	.85647
BarriersEco7	79	2.7848	.79535
BarriersEcoAverage	80	2.7500	.70262
Valid N (listwise)	78		

Descriptive Statistics

	N	Mean	Std. Deviation
BarriersInsti1	80	2.7250	.79516
BarriersInsti2	80	2.6500	.79715
BarriersInsti3	80	2.8500	.82830
BarriersInsti4	80	2.6000	.78917
BarriersInsti5	80	2.6625	.81043
BarriersInsti6	80	2.6500	.78111
BarriersInsti7	80	2.6125	.83429
BarriersInstiAverage	80	2.7250	.72871
Valid N (listwise)	80		

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

Descriptive Statistics

	N	Mean	Std. Deviation
BarriersLegal1	80	2.6375	.78343
BarriersLegal2	80	2.6500	.79715
BarriersLegal3	80	2.7250	.79516
BarriersLegal4	80	2.7750	.84156
BarriersLegal5	80	2.8250	.70755
BarriersLegal6	80	2.6750	.67082
BarriersLegal7	80	2.5750	.68943
BarriersLegalAverage	80	2.7250	.69309
Valid N (listwise)	80		

Descriptive Statistics

	N	Mean	Std. Deviation
BarriersPhysical1	80	2.7625	.73336
BarriersPhysical2	80	2.5875	.77449
BarriersPhysical3	80	2.8000	.78595
BarriersPhysical4	80	2.7750	.79516
BarriersPhysical5	80	2.5375	.84109
BarriersPhysical6	80	2.7000	.78595
BarriersPhysical7	80	2.5625	.80887
BarriersPhysicalAverage	80	2.7500	.66561
Valid N (listwise)	80		

Descriptive Statistics

	N	Mean	Std. Deviation
BarriersSocial1	80	2.6125	.81898
BarriersSocial2	80	2.7875	.72380
BarriersSocial3	80	2.6250	.75263
BarriersSocial4	80	2.6625	.76214
BarriersSocial5	80	2.6000	.78917
BarriersSocial6	79	2.6203	.73909
BarriersSocial7	80	2.6500	.84344
BarriersSocialAverage	80	2.6750	.68943
Valid N (listwise)	79		

Descriptive Statistics

	N	Mean	Std. Deviation
SupportResources1	80	2.6500	.81287
SupportResources2	80	2.6625	.82591
SupportResources3	80	2.6125	.75463
SupportResources4	80	2.6125	.80338
SupportResources5	80	2.7000	.75305
SupportResources6	80	2.6625	.77857
SupportResources7	80	2.7125	.76628
SupportResourcesAverage	80	2.6625	.72816
Valid N (listwise)	80		

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

Descriptive Statistics

	N	Mean	Std. Deviation
SupportAdmin1	80	2.7500	.81908
SupportAdmin2	80	2.8000	.80190
SupportAdmin3	80	2.7750	.79516
SupportAdmin4	80	2.8625	.74194
SupportAdmin5	80	2.8750	.75263
SupportAdmin6	80	2.8125	.74789
SupportAdmin7	80	2.9000	.72216
SupportAdminAverage	80	2.8250	.67082
Valid N (listwise)	80		

Descriptive Statistics

	N	Mean	Std. Deviation
SupportCollab1	80	2.9000	.62844
SupportCollab2	80	2.8750	.70036
SupportCollab3	80	2.8875	.72903
SupportCollab4	80	2.7250	.76266
SupportCollab5	80	2.6375	.81511
SupportCollab6	80	2.8000	.76968
SupportCollab7	80	2.8000	.73605
SupportCollabAverage	80	2.8250	.61160
Valid N (listwise)	80		

Descriptive Statistics

	N	Mean	Std. Deviation
SupportClassSize1	80	2.8000	.70081
SupportClassSize2	80	2.7375	.75881
SupportClassSize3	80	2.7125	.73250
SupportClassSize4	80	2.7750	.74587
SupportClassSize5	80	2.6250	.86236
SupportClassSize6	80	2.7875	.75797
SupportClassSize7	80	2.8125	.76463
SupportClassSizeAverage	80	2.7750	.69309
Valid N (listwise)	80		

Descriptive Statistics

	N	Mean	Std. Deviation
SupportWorkLoad1	80	2.6750	.77582
SupportWorkLoad2	80	2.7250	.72871
SupportWorkLoad3	80	2.8500	.69537
SupportWorkLoad4	80	2.8250	.72522
SupportWorkLoad5	80	2.7000	.71865
SupportWorkLoad6	80	2.6625	.72816
SupportWorkLoad7	80	2.7500	.70262
SupportWorkLoadAverage	80	2.7500	.60588
Valid N (listwise)	80		

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

Descriptive Statistics

	N	Mean	Std. Deviation
SupportClassSize1	80	2.8000	.70081
SupportClassSize2	80	2.7375	.75881
SupportClassSize3	80	2.7125	.73250
SupportClassSize4	80	2.7750	.74587
SupportClassSize5	80	2.6250	.86236
SupportClassSize6	80	2.7875	.75797
SupportClassSize7	80	2.8125	.76463
SupportClassSizeAvearge	80	2.7750	.69309
Valid N (listwise)	80		

Descriptive Statistics

	N	Mean	Std. Deviation
SupportWorkLoad1	80	2.6750	.77582
SupportWorkLoad2	80	2.7250	.72871
SupportWorkLoad3	80	2.8500	.69537
SupportWorkLoad4	80	2.8250	.72522
SupportWorkLoad5	80	2.7000	.71865
SupportWorkLoad6	80	2.6625	.72816
SupportWorkLoad7	80	2.7500	.70262
SupportWorkLoadAverage	80	2.7500	.60588
Valid N (listwise)	80		

Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error Mean
BarriersEcoAverage	1.00	16	2.6250	.80623	.20156
	2.00	64	2.7813	.67774	.08472
BarriersInstiAverage	1.00	16	2.6875	.79320	.19830
	2.00	64	2.7344	.71807	.08976
BarriersLegalAverage	1.00	16	2.6250	.71880	.17970
	2.00	64	2.7500	.69007	.08626
BarriersPhysicalAverage	1.00	16	2.7500	.68313	.17078
	2.00	64	2.7500	.66667	.08333
BarriersSocialAverage	1.00	16	2.6250	.71880	.17970
	2.00	64	2.6875	.68718	.08590

Independent Samples Test

		Levene's Test for Equality of Variances	t-test for Equality of Means						95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
BarriersEcoAverage	Equal variances assumed	1.304	.257	-.794	78	.430	-.15625	.19685	-.54815	.23565	
	Equal variances not assumed			-.715	20.615	.483	-.15625	.21864	-.61145	.29895	
BarriersInstiAverage	Equal variances assumed	.106	.745	-.229	78	.820	-.04687	.20491	-.45482	.36107	

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

	Equal variances not assumed			-.215	21.561	.832	-.04687	.21767	-.49883	.40508
BarriersLegalAverage	Equal variances assumed	.279	.599	-.643	78	.522	-.12500	.19445	-.51212	.26212
	Equal variances not assumed			-.627	22.425	.537	-.12500	.19933	-.53793	.28793
BarriersPhysicalAverage	Equal variances assumed	.000	1.000	.000	78	1.000	.00000	.18723	-.37275	.37275
	Equal variances not assumed			.000	22.687	1.000	.00000	.19003	-.39341	.39341
BarriersSocialAverage	Equal variances assumed	.023	.879	-.322	78	.748	-.06250	.19380	-.44833	.32333
	Equal variances not assumed			-.314	22.360	.757	-.06250	.19917	-.47518	.35018

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
BarriersEcoAverage	1.00	2.7500	.67566	.13792	2.4647	3.0353	2.00	4.00
	2.00	2.8235	.71650	.12288	2.5735	3.0735	1.00	4.00
	3.00	2.5882	.71229	.17276	2.2220	2.9545	1.00	4.00
	4.00	2.8000	.83666	.37417	1.7611	3.8389	2.00	4.00
	Total	2.7500	.70262	.07855	2.5936	2.9064	1.00	4.00
BarriersInstiAverage	1.00	2.7917	.58823	.12007	2.5433	3.0401	2.00	4.00
	2.00	2.8235	.79661	.13662	2.5456	3.1015	1.00	4.00
	3.00	2.4706	.71743	.17400	2.1017	2.8395	1.00	4.00
	4.00	2.6000	.89443	.40000	1.4894	3.7106	2.00	4.00
	Total	2.7250	.72871	.08147	2.5628	2.8872	1.00	4.00
BarriersLegalAverage	1.00	2.7500	.60792	.12409	2.4933	3.0067	2.00	4.00
	2.00	2.7941	.76986	.13203	2.5255	3.0627	1.00	4.00
	3.00	2.5294	.62426	.15141	2.2084	2.8504	2.00	4.00
	4.00	2.8000	.83666	.37417	1.7611	3.8389	2.00	4.00
	Total	2.7250	.69309	.07749	2.5708	2.8792	1.00	4.00
BarriersPhysicalAverage	1.00	2.6250	.57578	.11753	2.3819	2.8681	2.00	4.00

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

	2.00	34	2.823	.75761	.1299	2.5592	3.0879	2.00	4.00
			5		3				
	3.00	17	2.647	.60634	.1470	2.3353	2.9588	2.00	4.00
			1		6				
	4.00	5	3.200	.44721	.2000	2.6447	3.7553	3.00	4.00
			0		0				
	Total	80	2.750	.66561	.0744	2.6019	2.8981	2.00	4.00
	1		0		2				
BarriersSocial	1.00	24	2.791	.72106	.1471	2.4872	3.0961	1.00	4.00
Average			7		9				
	2.00	34	2.647	.64584	.1107	2.4217	2.8724	1.00	4.00
			1		6				
	3.00	17	2.411	.71229	.1727	2.0455	2.7780	1.00	4.00
			8		6				
	4.00	5	3.200	.44721	.2000	2.6447	3.7553	3.00	4.00
			0		0				
	Total	80	2.675	.68943	.0770	2.5216	2.8284	1.00	4.00
	1		0		8				

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
BarriersEcoAverage	Between Groups	.641	3	.214	.423	.737
	Within Groups	38.359	76	.505		
	Total	39.000	79			
BarriersInstiAverage	Between Groups	1.615	3	.538	1.014	.391
	Within Groups	40.335	76	.531		
	Total	41.950	79			
BarriersLegalAverage	Between Groups	.856	3	.285	.585	.627
	Within Groups	37.094	76	.488		
	Total	37.950	79			
BarriersPhysicalAverage	Between Groups	1.751	3	.584	1.335	.269
	Within Groups	33.249	76	.437		
	Total	35.000	79			
BarriersSocialAverage	Between Groups	2.909	3	.970	2.128	.104
	Within Groups	34.641	76	.456		
	Total	37.550	79			

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
BarriersEcoAverage	1.00	49	2.8367	.65660	.09380	2.6481	3.0253	2.00	4.00
	2.00	25	2.5600	.82057	.16411	2.2213	2.8987	1.00	4.00
	3.00	6	2.8333	.40825	.16667	2.4049	3.2618	2.00	3.00
	Total	80	2.7500	.70262	.07855	2.5936	2.9064	1.00	4.00
BarriersInstiAverage	1.00	49	2.7959	.67637	.09662	2.6016	2.9902	2.00	4.00
	2.00	25	2.5600	.82057	.16411	2.2213	2.8987	1.00	4.00
	3.00	6	2.8333	.75277	.30732	2.0433	3.6233	2.00	4.00
	Total	80	2.7250	.72871	.08147	2.5628	2.8872	1.00	4.00

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

BarriersLegalAverage	1.00	49	2.6735	.65789	.09398	2.4845	2.8624	2.00	4.00
	2.00	25	2.7200	.79162	.15832	2.3932	3.0468	1.00	4.00
	3.00	6	3.1667	.40825	.16667	2.7382	3.5951	3.00	4.00
	Total	80	2.7250	.69309	.07749	2.5708	2.8792	1.00	4.00
BarriersPhysicalAverage	1.00	49	2.7347	.60469	.08638	2.5610	2.9084	2.00	4.00
	2.00	25	2.8000	.76376	.15275	2.4847	3.1153	2.00	4.00
	3.00	6	2.6667	.81650	.33333	1.8098	3.5235	2.00	4.00
	Total	80	2.7500	.66561	.07442	2.6019	2.8981	2.00	4.00
BarriersSocialAverage	1.00	49	2.7347	.60469	.08638	2.5610	2.9084	2.00	4.00
	2.00	25	2.6400	.81035	.16207	2.3055	2.9745	1.00	4.00
	3.00	6	2.3333	.81650	.33333	1.4765	3.1902	1.00	3.00
	Total	80	2.6750	.68943	.07708	2.5216	2.8284	1.00	4.00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
BarriersEcoAverage	Between Groups	1.313	2	.656	1.341	.268
	Within Groups	37.687	77	.489		
	Total	39.000	79			
BarriersInstiAverage	Between Groups	.997	2	.499	.938	.396
	Within Groups	40.953	77	.532		
	Total	41.950	79			
BarriersLegalAverage	Between Groups	1.301	2	.651	1.367	.261
	Within Groups	36.649	77	.476		
	Total	37.950	79			
BarriersPhysicalAverage	Between Groups	.116	2	.058	.128	.880
	Within Groups	34.884	77	.453		
	Total	35.000	79			
BarriersSocialAverage	Between Groups	.906	2	.453	.952	.391
	Within Groups	36.644	77	.476		
	Total	37.550	79			

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
BarriersEcoAverage	1.00	18	2.9444	.72536	.17097	2.5837	3.3052	2.00	4.00
	2.00	24	2.6250	.76967	.15711	2.3000	2.9500	1.00	4.00
	3.00	20	2.8500	.67082	.15000	2.5360	3.1640	1.00	4.00
	4.00	18	2.6111	.60768	.14323	2.3089	2.9133	2.00	4.00
	Total	80	2.7500	.70262	.07855	2.5936	2.9064	1.00	4.00
BarriersInstiAverage	1.00	18	3.0000	.68599	.16169	2.6589	3.3411	2.00	4.00
	2.00	24	2.5833	.71728	.14641	2.2805	2.8862	1.00	4.00
	3.00	20	2.8000	.76777	.17168	2.4407	3.1593	1.00	4.00
	4.00	18	2.5556	.70479	.16612	2.2051	2.9060	2.00	4.00
	Total	80	2.7250	.72871	.08147	2.5628	2.8872	1.00	4.00
BarriersLegalAverage	1.00	18	2.7778	.64676	.15244	2.4562	3.0994	2.00	4.00
	2.00	24	2.6250	.71094	.14512	2.3248	2.9252	2.00	4.00
	3.00	20	2.8000	.76777	.17168	2.4407	3.1593	1.00	4.00
	4.00	18	2.7222	.66911	.15771	2.3895	3.0550	2.00	4.00

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

	Total	80	2.7250	.69309	.07749	2.5708	2.8792	1.00	4.00
BarriersPhysicalAverage	1.00	18	2.8333	.70711	.16667	2.4817	3.1850	2.00	4.00
	2.00	24	2.7500	.73721	.15048	2.4387	3.0613	2.00	4.00
	3.00	20	2.5500	.60481	.13524	2.2669	2.8331	2.00	4.00
	4.00	18	2.8889	.58298	.13741	2.5990	3.1788	2.00	4.00
	Total	80	2.7500	.66561	.07442	2.6019	2.8981	2.00	4.00
BarriersSocialAverage	1.00	18	2.8889	.58298	.13741	2.5990	3.1788	2.00	4.00
	2.00	24	2.6667	.70196	.14329	2.3703	2.9631	1.00	4.00
	3.00	20	2.4000	.75394	.16859	2.0471	2.7529	1.00	4.00
	4.00	18	2.7778	.64676	.15244	2.4562	3.0994	2.00	4.00
	Total	80	2.6750	.68943	.07708	2.5216	2.8284	1.00	4.00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
BarriersEcoAverage	Between Groups	1.603	3	.534	1.086	.360
	Within Groups	37.397	76	.492		
	Total	39.000	79			
BarriersInstiAverage	Between Groups	2.472	3	.824	1.586	.200
	Within Groups	39.478	76	.519		
	Total	41.950	79			
BarriersLegalAverage	Between Groups	.403	3	.134	.272	.846
	Within Groups	37.547	76	.494		
	Total	37.950	79			
BarriersPhysicalAverage	Between Groups	1.272	3	.424	.956	.418
	Within Groups	33.728	76	.444		
	Total	35.000	79			
BarriersSocialAverage	Between Groups	2.528	3	.843	1.828	.149
	Within Groups	35.022	76	.461		
	Total	37.550	79			

Correlations

		Perceived_Diffic ulty_Total	Admin_Support_ Total
Perceived_Difficulty_Total	Pearson Correlation	1	-.058
	Sig. (2-tailed)		.611
	N	80	80
Admin_Support_Total	Pearson Correlation	-.058	1
	Sig. (2-tailed)	.611	
	N	80	80

 UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA	 ISO 9001:2015 BUREAU VERITAS Certification Cert. No. 330596-UK UKAS 0008
STATISTICIAN CERTIFICATION	
This is to certify that the thesis titled “BRIDGING THE GAP: TEACHERS’ PERCEPTIONS OF SCHOOL-RELATED BARRIERS AND THE ADMINISTRATIVE SUPPORT IN THE ACCESSIBILITY OF INCLUSIVE EDUCATION” prepared and submitted VIVIAN R. FENNIS in partial fulfillment of the requirements for the degree Master of Arts in Education major in Special Education has been statistically treated and analyzed by the undersigned.	
 Dimna C. Varona, RChE, LPT, Statistician	



**UNIVERSITY OF
PERPETUAL HELP
SYSTEM DALTA**

ADTA-08/23/2025- #2



CERTIFICATE OF ORIGINALITY

This is to certify that the research paper with the following specifics has been checked for originality using the TURNITIN platform.

Title: **BRIDGING THE GAP: TEACHERS' PERCEPTIONS OF SCHOOL-RELATED BARRIERS AND THE ADMINISTRATIVE SUPPORT IN THE ACCESSIBILITY OF INCLUSIVE EDUCATION**

Name of Student: **VIVIAN R. FENNIS**

Program: Master of Arts in Education Major in Special Education

Date of Submission to TURNITIN: August 11, 2025

Percentage: 10%

This is to further certify that all pertinent sources from which ideas and other extracts have been taken were duly acknowledged and cited. As it is, the project is free from any plagiarism and may be eligible for possible publication in any reputable peer reviewed or refereed journal.

Processed by

Anabelle Tabuac
Intellectual Property Officer

Belinda T. Conde, PhD
Research Director

August 13, 2025
Date Issued

LAS PIÑAS CAMPUS

Alabang-Zapote Road, Pamplona Tres, Las Piñas City 1740 Philippines • Tel. No.: (+632) 8871-06-39
www.perpetualdalta.edu.ph



**UNIVERSITY OF
PERPETUAL HELP
SYSTEM DALTA**

ADTA-08/13/2025- #2



LANGUAGE EDITING CERTIFICATION

This is to certify that the research paper whose title appears below has been subjected to Language Editing:

Title: **BRIDGING THE GAP: TEACHERS' PERCEPTIONS OF SCHOOL-RELATED BARRIERS AND THE ADMINISTRATIVE SUPPORT IN THE ACCESSIBILITY OF INCLUSIVE EDUCATION**

Name of Student: **VIVIAN R. FENNIS**

Program: Master of Arts in Education Major in Special Education


Cristina D. Abaya
Research Assistant

August 13, 2025
Date Issued

LAS PIÑAS CAMPUS

Alabang-Zapote Road, Pampuna Tres, Las Piñas City 1740 Philippines • Tel. No.: (+632) 8871-06-39
www.perpetualdalta.edu.ph



**UNIVERSITY OF
PERPETUAL HELP
SYSTEM DALTA**

ADTA-08/13/2025- #2



CERTIFICATE OF DATA PROCESSING

Title: **BRIDGING THE GAP: TEACHERS' PERCEPTIONS OF SCHOOL-RELATED
BARRIERS AND THE ADMINISTRATIVE SUPPORT IN THE
ACCESSIBILITY OF INCLUSIVE EDUCATION**

Name of Student: **VIVIAN R. FENNIS**

Program: Master of Arts in Education Major in Special Education

This is to further certify the integrity of data which has been processed.


Belinda T. Conde, PhD
Research Director

August 13, 2025
Date Issued

LAS PIÑAS CAMPUS

Alabang-Zapote Road, Pampuna Tres, Las Piñas City 1740 Philippines • Tel. No.: (+632) 8871-08-39
www.perpetualdalta.edu.ph

Appendix I

Curriculum Vitae

PERSONAL INFORMATION

Name: Vivian R. Fennis

Email: vivian.fennis@deped.gov.ph

EDUCATIONAL BACKGROUND

Master of Arts in Education (MAED)

Major in Special Education

Graduation Date: October 9, 2025

Bachelor of Science in Industrial Education

Major in Technology and Home Economics

Graduated: 2002

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

WORK EXPERIENCE

Department of Education (DepEd) – Baclaran Elementary School Central

2011 – Present

- Served 4 years as **Elementary Teacher**
- Currently working as **Special Needs Education Teacher** for learners with diverse educational needs
- Designed individualized education programs (IEPs) and implemented inclusive teaching strategies
- In-charged as school Inclusive Education Program coordinator from 2020 to present.

Escuela de Baulaza, Makati City

2007 – 2010

- **Preschool Teacher / Special Education Teacher**
- Conducted lessons for early learners and special education students
- Underwent specialized training for handling special classes and individualized teaching plans

Jesus Cares Christian Academy, Las Piñas City

2004 – 2006

- **Secondary Teacher** handling MAPEH and TLE subjects for Grades 4 to 10
- Developed lesson plans and assessment tools to enhance learning outcomes

SKILLS & COMPETENCIES

- Special Education Program Development
- Inclusive Classroom Management
- Curriculum Planning & Lesson Delivery
- Assessment & Evaluation of Student Progress
- Technology Integration in Teaching
- Strong Communication & Interpersonal Skills

TRAINING & SEMINARS

- Various DepEd professional development programs (2011–present)
Interdisciplinary Research Summit 2025 with theme: Bridging Knowledge and Action: Graduate Research in the Face of Technological Disruptions, Policy Shifts, and Public Health Challenges (March 14, 2025)
Bridging Boundaries: Multidisciplinary Strategies for Special Education (March 9, 2025)

Teachers Training for the Unified Champion Schools Program (November 27, 2024)

Engage and Inspire: A Workshop for Reading Success through National Learning Camp (November 16, 2024)

GSP ENCHANTED BONDS A Magical Mother and Daughter VENTURRE CAMP 2024

Division All-Age Level Badge Fun Fair 2023

Simple Baking Training (AREA BASED)

TWG Conduct of Storytelling through Sign Language
Interpretation/Braille Reading-Special Needs Education Expo

INTERNATIONAL WEBINAR PROFESSIONAL DEVELOPMENT TRAINING
"Supporting Students with Autism Spectrum Disorder through Remote Learning: Overcoming Challenges"

BASIC TRAINING COURSE for Langkay Leader (BSP)

Bridging the Gap: Teachers' Perceptions of School-Related Barriers and the Administrative Support in the Accessibility of Inclusive Education

LCP CHAMPION – Module Production

SPED WEBINAR "The Least Restrictive Environment:

Operationalizing the Inclusion of Learners with Special Educational Needs"

DIVISION SEMINAR-WRITESHOP RE: DAPAT LAHAT, LAHAT DAPAT

Information Tool Kit for Receiving Teachers

- Training for Special Class Handling – Escuela de Baulaza, Makati City (2007–2010)



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0)

(<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.