

Mainstreaming on Academic and Social Outcomes of Students with Special Needs

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ABSTRACT: This quantitative correlational study examined the perceived impact of mainstreaming on the academic achievement and social integration of students with special needs, as viewed by 83 teachers and 60 parents within the Division of Rizal, District of Jalajala. Utilizing surveys and statistical analyses, including one-way ANOVA and Pearson correlation, the study explored relationships and differences in perceptions based on respondents' demographic profiles. Findings revealed that teachers generally perceived limited academic benefits from mainstreaming, particularly in areas such as subject comprehension, schoolwork completion, and test performance. In contrast, parents observed significant social gains, especially in classroom participation and peer relationships, although participation in extracurricular activities and group work remained limited. ANOVA results showed no significant differences in perceptions based on teacher or parent profiles, except for minor variations influenced by age and teaching experience. Notably, a significant positive correlation was found between academic achievement and social integration, underscoring the interconnectedness of these outcomes. Based on these findings, an action plan was proposed to enhance mainstreaming practices by focusing on instructional support, inclusive engagement, professional development, and continuous monitoring.

KEYWORDS: academic achievement, inclusive education, mainstreaming, social integration, special needs students

I. INTRODUCTION

The global education system had increasingly embraced the concept of mainstreaming, where students with special needs were placed in general education classrooms. This approach marked a shift from traditional special education models, which often separated these students into special classes or schools. The move toward mainstreaming was based on the belief that inclusive education created a fairer and more supportive learning environment for all students (Octavia et al., 2022). However, the effects of mainstreaming on academic performance and social development for students with special needs remained debated among teachers, parents, and policymakers (Husaini & Islamy, 2022).

Internationally, various countries adopted inclusive education policies aimed at mainstreaming students with special needs. For instance, the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD) and the Sustainable Development Goals (SDGs) advocated for inclusive, quality education for all, emphasizing the significance of mainstreaming. Advocates argued that mainstreaming offered students with special needs access to the same educational opportunities as their peers, promoting higher academic achievement through exposure to a more rigorous curriculum and heightened expectations. Additionally, proponents contended that mainstreaming facilitated social integration by fostering interactions between students with and without disabilities, thereby promoting mutual understanding and acceptance (Brown, Mondon & Winter, 2021).

In Europe, countries like Italy made significant strides in inclusive education. Italy's approach involved integrating students with special educational needs into mainstream schools, supported by specialized teachers who collaborated with general education teachers to adapt the curriculum and teaching methods to meet diverse needs (Ianes, Demo, & Dell'Anna, 2020). This model led to high rates of inclusion, with nearly all students with disabilities participating in general education settings.

In the Philippines, the Department of Education (DepEd) took significant steps toward inclusive education, guided by national laws and policies. Mandates such as the Enhanced Basic Education Act of 2013 (Republic Act No. 10533) required the implementation of inclusive education practices, encouraging the integration of students with special needs into regular classrooms. Furthermore, DepEd Order No. 72, s. 2009, also known as the "Inclusive Education Policy Framework," provided guidelines for the execution of inclusive education programs. These policies emphasized the importance of providing appropriate support and resources to ensure that students with special needs received quality education alongside their peers (Wamsler & Osberg, 2022).

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Inclusive education through mainstreaming had been widely promoted in the Philippines to support students with special needs in general education classrooms. Despite national policies and programs advocating for inclusion, several local challenges persisted that hindered the full academic and social development of these students. Issues such as limited teacher preparedness, insufficient resources, large class sizes, social isolation, low parental involvement, inconsistent assessment practices, and prevailing cultural attitudes continued to affect the effectiveness of mainstreaming in local schools. Understanding these challenges was essential for developing targeted interventions that enhanced both academic achievement and social integration for students with special needs.

One of the primary challenges in the Philippines was the limited preparedness and training of teachers for inclusive education. Many public and private schools reported that general education teachers felt unprepared to address the diverse learning needs of students with special needs within mainstream classrooms. This lack of adequate training often resulted in gaps in academic support, affecting students' understanding of subjects and their ability to complete tasks independently (Alcosero et al, 2023).

Another critical issue was the insufficient resources and support materials in classrooms. Schools frequently lacked teaching aids, individualized learning materials, or assistive technologies that were essential for the successful implementation of mainstreaming. Without accommodations such as visual aids, simplified instructions, or extended time for assessments, students with special needs might struggle to reach their academic potential (Cabañero, 2023).

Regardless of the goal of promoting inclusion, social isolation and peer challenges remained prevalent for some students. Students with special needs might have trouble forming friendships or participating in group activities due to a lack of awareness or empathy among classmates. Instances of bullying, exclusion, or low participation in extracurricular activities continued to be reported in certain schools (Carmona, & Montanero, 2025).

Despite promising practices, significant challenges persisted in achieving full inclusion for students with special needs. While some elementary schools demonstrated inclusive leadership, curriculum adaptation, and culturally responsive pedagogy, these efforts were often undermined by systemic barriers. Limited resources constrained the availability of specialized support and adaptive materials. Inadequate parental involvement, stemming from logistical, socio-economic, or informational gaps, weakened home-school collaboration. Moreover, many teachers reported insufficient training and ongoing support, leaving them ill-equipped to address diverse learning needs effectively. These challenges highlighted the urgent need for sustained investment, capacity building, and multi-stakeholder engagement to move beyond surface-level inclusion toward meaningful participation and belonging (Beltran et al., 2025)

To address these gaps, a quantitative approach was needed. A cross-sectional study that examined both academic achievement and social integration of students with special needs could provide clearer evidence of the real impact of mainstreaming.

This research, therefore, aimed to assess the influence of mainstreaming on the academic performance and social integration of students with special needs in the Division of Rizal, District of Jalajala. By analyzing data, considering stakeholder perspectives, and identifying gaps, the study hoped to add to current discussions on inclusive education and support evidence-based practices to improve mainstreaming.

II. RESEARCH QUESTIONS

1. What is the demographic profile of the respondents in terms of teacher age, sex, teaching position/plantilla, and year of experience as a teacher in inclusive education class, as well as parent age, sex, marital status, and ordinal position of the child?
2. What is the impact of mainstreaming on the academic achievement of students with special needs as perceived by teachers in terms of understanding the subject, finishing school work, and test result?
3. What is the impact of mainstreaming on the social integration of students with special needs as perceived by parents in terms of joining class activities, getting along with classmates, joining school programs, and working with groups?
4. Is there a significant difference in the impact of mainstreaming on the academic achievement of students with special needs as perceived by teachers when grouped according to their profile?
5. Is there a significant difference in the impact of mainstreaming on the social integration of students with special needs as perceived parents when grouped according to their profile?
6. Is there a significant relationship between the impact of mainstreaming on academic achievement and impact of mainstreaming on the social integration of students with special needs as perceived by teachers and parents?

III. RESEARCH METHOD

The researcher employed a descriptive correlational research design to evaluate the impact of mainstreaming on the academic achievement and social integration of students with special needs during the academic year 2024-2025, focusing on the perspectives of teachers and parents. A stratified random sampling technique was employed to ensure representation from different grade levels and subject areas within District of Jalajala. 83 out of the 105 teachers were randomly selected.

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Additionally, 60 out of the 70 parents of students with special needs enrolled in Jalajala District were invited to participate in the study. The research instrument utilized in this study was a researcher-made questionnaire carefully designed to assess how teachers and parents perceive the impact of mainstreaming on the academic achievement and social integration of students with special needs.

IV. RESULTS AND DISCUSSION

Table 1. Demographic profile of the teacher-respondents

Variable	Category	Frequency	Percentage
Age	20-25 years	23	27.7
	26-30 years	17	20.5
	31-35 years	4	4.8
	36-40 years	17	20.5
	41-45 years	10	12.0
	46-50 years	11	13.3
	51-55 years	1	1.2
	56-60 years	23	27.7
Sex	Male	6	7.2
	Female	77	92.8
Teaching position		34	41.0
	Teacher I		
	Teacher II	25	30.1
	Teacher III	8	9.6
	Master Teacher I	2	2.4
	Master Teacher II	0	0
	Master Teacher III	0	0
	Special Education Teacher I	8	9.6
Special Education Teacher II	6	7.2	
Years of experience	0-5 years	27	32.5
	6-10 years	16	19.3
	11-15 years	29	34.9
	16 years – above	11	13.3

Teacher-respondents are predominantly female (92.8%) and mostly fall within the 20–25 and 56–60 age groups, with fewer in the mid-career stage. The majority hold entry-level positions, particularly Teacher I (41%), while higher plantilla ranks such as Master Teacher II and III have no representation. Teaching experience is varied, with the largest group in the 11–15 years bracket, highlighting opportunities for professional growth, mentoring, and leadership development.

Table 2. Demographic profile of the parent-respondents

Variable	Category	Frequency	Percentage
Age	20-25 years	0	0
	26-30 years	17	28.3
	31-35 years	28	46.7
	36-40 years	13	21.7
	41-45 years	2	3.3
	46-50 years	0	0
	51-55 years	0	0
	56-60 years	0	0
Sex	Male	0	0

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	Female	60	100.0
Marital status	Single	13	21.7
	Married	47	78.3
	Divorced	0	0
	Separated	0	0
	Widowed	0	0
	Ordinal position of the child	First child	16
	Middle child	29	48.3
	Youngest child	14	23.3
	Only child	1	1.7

Parent-respondents are mainly within the 31–35 age range (46.7%), all of whom are female, with most being married (78.3%). The majority reported having more than one child, with middle children making up the largest share (48.3%), while only children had the lowest representation (1.7%). These findings highlight that school-related involvement is primarily driven by young to middle-aged married mothers, emphasizing the need for inclusive engagement strategies that also encourage the participation of fathers and other caregivers.

Table 3. Impact of mainstreaming on the academic achievement of students with special needs as perceived by teachers in terms of understanding the subject

Indicators	Mean	Std. Deviation	Interpretation	
1. I observe my child to be improving in their understanding of academic subjects compared to when they were in specialized settings.	2.2169	.41462	Disagree Moderate Low	–
2. I observe my child to be more confident in comprehending and applying concepts taught in mainstream classrooms, showing an enhanced understanding of subjects.	2.1928	.42650	Disagree Moderate Low	–
3. I observe my child to be making noticeable academic progress, particularly in grasping complex topics and successfully completing assignments.	2.1084	.44206	Disagree Moderate Low	–
4. I observe my child to be developing a deeper understanding of subject material through their participation in general education classes, which has led to better performance on assessments.	2.1446	.44537	Disagree Moderate Low	–
5. I observe my child to be benefiting from inclusive education, as the support and resources available in mainstream classrooms positively impact their subject understanding.	2.1687	.48938	Disagree Moderate Low	–
OVERALL MEAN	2.1663	.31979	Disagree Moderate Low	–

Teacher-respondents generally disagreed with the positive impact of mainstreaming on the academic achievement of students with special needs, as all indicators scored below 2.50. The highest-rated item (mean = 2.2169) suggested only slight improvement in subject understanding, while the lowest-rated item (mean = 2.1084) reflected limited progress in grasping complex topics and completing tasks. With an overall mean of 2.1663 and a low standard deviation (.31979), findings indicate consistent views that mainstreaming offers minimal academic support, highlighting the need for tailored instruction, targeted interventions, and enhanced teacher training.

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Table 4. Impact of mainstreaming on the academic achievement of students with special needs as perceived by teachers in terms of finishing schoolwork

Indicators	Mean	Std. Deviation	Interpretation	
1. I observe my child to have better organization and time management skills, enabling them to consistently and promptly finish their schoolwork in mainstream classes.	2.1325	.34113	Disagree Moderate Low	–
2. I observe my child to understand the importance of accountability and responsibility in completing schoolwork, which has contributed to their improved academic performance.	2.0964	.33548	Disagree Moderate Low	–
3. I observe my child to feel supported and guided by their teachers in mainstream classrooms, making it easier for them to finish schoolwork on time.	2.1205	.39502	Disagree Moderate Low	–
4. I observe my child to experience less stress and anxiety related to schoolwork, as they benefit from the inclusive and encouraging environment in mainstream classes.	2.1566	.45484	Disagree Moderate Low	–
5. I observe my child to gain self-confidence and independence through inclusive education, enabling them to finish their schoolwork effectively and efficiently.	2.1325	.40638	Disagree Moderate Low	–
OVERALL MEAN	2.1277	.26426	Disagree Moderate Low	–

Teacher-respondents reported generally low perceptions of mainstreaming's impact on students with special needs in completing schoolwork, with all indicators rated "Disagree – Moderate." The highest-rated item (mean = 2.1566) points to reduced stress and anxiety in inclusive settings, while the lowest-rated item (mean = 2.0964) reflects concerns over limited development of accountability and responsibility. With an overall mean of 2.1277 and a low standard deviation (.26426), results show consistent views that highlight the need for stronger support systems and individualized strategies to enhance task completion.

Table 5. Impact of mainstreaming on the academic achievement of students with special needs as perceived by teachers in terms of test result

Indicators	Mean	Std. Deviation	Interpretation	
1. I observe my child to demonstrate improved performance on tests, with their scores and overall academic outcomes being more consistent compared to their previous experiences in specialized settings.	2.0241	.34837	Disagree – Moderate Low	
2. I observe my child to feel more confident and capable during exams, resulting in better test scores and grades.	2.0482	.37946	Disagree – Moderate Low	
3. I observe my child to have a deeper understanding of the test material, reflecting improved comprehension and retention of what they learned in their mainstream classes.	2.0361	.28990	Disagree – Moderate Low	
4. I observe my child benefiting from the additional support and resources provided in mainstream classrooms, which have contributed to their success in tests and exams.	2.0000	.31235	Disagree – Moderate Low Disagree – Moderate Low	–
5. I observe my child to benefit from the additional support and resources provided in mainstream	2.0361	.36445		

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classrooms, which have contributed to their success in tests and exams.

OVERALL MEAN	2.0217	.24794	Disagree – Moderate Low
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Teacher-respondents perceive the impact of mainstreaming on the test performance of students with special needs as limited, with all indicators rated “Disagree – Moderate.” The highest-rated item (mean = 2.0482) reflects slight improvements in students’ exam confidence, while the lowest-rated item (mean = 2.0000) highlights concerns over inadequate support and resources during assessments. With an overall mean of 2.0217 and a low standard deviation (.24794), results show consistent views that mainstreaming has not significantly improved test outcomes, underscoring the need for stronger accommodations and targeted interventions.

Table 6. Impact of mainstreaming on the social integration of students with special needs as perceived by parents in terms of joining class activities

Indicators	Mean	Std. Deviation	Interpretation
1. I observe my child to actively engage in classroom activities, showing enthusiasm and eagerness to participate in discussions and tasks with their classmates.	2.5500	.50169	Agree – Moderate High
2. I observe my child exhibit improved confidence and self-assurance, resulting in increased participation in various academic exercises and group activities in their class.	2.5667	.49972	Agree – Moderate High
3. I observe my child to express a sense of fulfillment and accomplishment when joining class activities, enjoying and valuing the learning process.	2.5833	.49717	Agree – Moderate High
4. I observe my child to be encouraged by the inclusive environment in their class to take initiative and actively participate in tasks and projects.	2.5500	.50169	Agree – Moderate High
5. I observe my child benefiting from collaborative learning opportunities in their class, which empower them to play an active role in shaping their educational experience.	2.5500	.50169	Agree – Moderate High
OVERALL MEAN	2.5600	.47700	Agree – Moderate High

Parent-respondents perceive mainstreaming as positively influencing the classroom participation of students with special needs, with all indicators rated “Agree – Moderate.” The highest-rated item (mean = 2.5833) emphasizes fulfillment and accomplishment in class activities, underscoring emotional and motivational gains, while the lowest-rated items (mean = 2.5500) point to less consistent enthusiasm, initiative, and collaboration. With an overall mean of 2.5600 and a low standard deviation (.47700), results reflect consistent agreement that mainstreaming enhances meaningful classroom engagement and supports social development.

Table 7. Impact of mainstreaming on the social integration of students with special needs as perceived by parents in terms of getting along with classmates

Indicators	Mean	Std. Deviation	Interpretation
1. I observe my child to exhibit improved social skills, enabling them to interact positively and build meaningful connections with their classmates.	2.5000	.50422	Agree – Moderate High
2. I observe my child to experience increased acceptance and inclusivity within their peer group, which helps them form genuine friendships and	2.5167	.50394	Agree – Moderate High

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supportive relationships.

3. I observe my child to benefit from positive peer interactions that create a sense of belonging and acceptance, fostering a supportive and inclusive classroom environment.	2.5500	.50169	Agree – Moderate High
4. I observe my child to actively seek opportunities to engage and collaborate with their classmates during group activities and projects.	2.5667	.49972	Agree – Moderate High
5. I observe my child to thrive in the nurturing atmosphere of the classroom, which promotes empathy, respect, and understanding among students, encouraging inclusivity and mutual support.	2.5833	.49717	Agree – Moderate High
OVERALL MEAN	2.5433	.45858	Agree – Moderate High

Parents perceive mainstreaming as supportive of the social integration of students with special needs, particularly in helping them get along with classmates. The highest-rated indicator (mean = 2.5833) highlights the nurturing classroom atmosphere that promotes empathy, respect, and mutual support, while the lowest-rated (mean = 2.5000) points to slower progress in individual social skills. With an overall mean of 2.5433 and a low standard deviation (.45858), results show consistent positive perceptions, emphasizing the role of inclusive classrooms in fostering both social-emotional and academic growth.

Table 8. Impact of mainstreaming on the social integration of students with special needs as perceived by parents in terms of joining school programs

Indicators	Mean	Std. Deviation	Interpretation
1. I observe my child to enthusiastically participate in school programs, showcasing their diverse interests and talents beyond the classroom.	2.4333	.49972	Disagree – Moderate Low
2. I observe my child to exhibit increased motivation and self-confidence, empowering them to explore and actively join various school programs with enthusiasm.	2.4333	.49972	Disagree – Moderate Low
3. I observe my child to benefit from my support and encouragement, which play a significant role in their active involvement in school programs, fostering a sense of belonging and participation in the school community.	2.4833	.50394	Disagree – Moderate Low
4. I observe my child to develop valuable skills, such as teamwork, leadership, and time management, through their active participation in school programs.	2.5167	.50394	Agree – Moderate High
5. I observe my child to thrive in the inclusive nature of school programs, which promotes socialization and interaction with peers, providing opportunities for personal growth and skill development.	2.5167	.50394	Agree – Moderate High
OVERALL MEAN	2.4767	.48306	Disagree – Moderate Low

Parents perceive mainstreaming as having limited influence on the participation of students with special needs in school programs, with an overall mean of 2.4767 (“Disagree – Moderate”). While items 4 and 5 (mean = 2.5167) indicate moderate benefits in life skills and social growth, items 1 and 2 (mean = 2.4333) reveal concerns about low enthusiasm, motivation, and confidence in joining programs. The consistent responses, reflected by a low standard deviation (.48306), emphasize the need for more inclusive extracurricular opportunities and targeted support to enhance social integration.

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Table 9. Impact of mainstreaming on the social integration of students with special needs as perceived by parents in terms of working with groups

Indicators	Mean	Std. Deviation	Interpretation
1. I observe my child to actively contribute to group projects, demonstrating effective communication, collaboration, and problem-solving skills.	2.4333	.53256	Disagree – Moderate Low
2. I observe my child to share their unique perspectives and insights in group projects, which enhances the overall learning experience for all group members.	2.4333	.53256	Disagree – Moderate Low
3. I observe my child to benefit from supportive peer relationships and inclusive group dynamics, creating a conducive environment for active participation in group	2.3833	.49030	Disagree – Moderate Low
4. I observe my child to embrace leadership and decision-making opportunities, taking on active roles in group projects, fostering a sense of ownership and responsibility.	2.3667	.48596	Disagree – Moderate Low
5. I observe my child embraces leadership and decision-making opportunities, taking on active roles in group projects, fostering a sense of ownership and responsibility.	2.3833	.49030	Disagree – Moderate Low
OVERALL MEAN	2.4167	.49443	Disagree – Moderate Low

Parents perceive limited positive impact of mainstreaming on the ability of students with special needs to work collaboratively in groups, with an overall mean of 2.4167 (“Disagree – Moderate”). The highest-rated indicators, contribution to group tasks and offering unique perspectives, both scored 2.4333 but remain only moderately observed. The lowest score (2.3667) reflects minimal participation in leadership roles, underscoring the need for strategies like structured group roles, peer mentoring, and social skills training to strengthen collaboration and integration.

Table 10. Significant difference in the impact of mainstreaming on the academic achievement of students with special needs as perceived by teachers when grouped according to age

Impact of mainstreaming	Age Group	Mean Extent	Computed f – value	p-value	Decision	Interpretation
Understanding the subject	20-25 years	2.023	1.877	.096	Accept Ho	Not Significant
	26-30 years	2.33				
	31-35 years	2.05				
	36-40 years	2.21				
	41-45 years	2.12				
	46-50 years	2.20				
Finishing schoolwork	51-55 years	2.40	2.477	.031	Reject Ho	Significant
	56-60 years	0				
	20-25 years	2.03				
	26-30 years	2.28				

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	31-35 years	2.10				
	36-40 years	2.09				
	41-45 years	2.04				
	46-50 years	2.25				
	51-55 years	2.00				
	56-60 years	0				
Test result	20-25 years	1.94	.767	.598	Accept Ho	Not Significant
	26-30 years	2.09				
	31-35 years	2.10				
	36-40 years	2.01				
	41-45 years	2.04				
	46-50 years	2.05				
	51-55 years	2.00				
	56-60 years	0				

No significant differences were found in perceptions of subject understanding ($p = .096$) and test results ($p = .598$), indicating consistency across age groups. However, a significant difference emerged in perceptions of finishing schoolwork ($p = .031$), with younger teachers (26–30) reporting more favorable views compared to older teachers (51–55), suggesting age-related variations in how mainstreaming is perceived to influence task completion.

Table 11. Significant difference in the impact of mainstreaming on the academic achievement of students with special needs as perceived by teachers when grouped according to sex

Impact of mainstreaming	Mean Extent Male	Mean Extent Female	Computed t-value	A	p-value	Decision	Interpretation
Understanding the subject	2.23	2.16	.531	.05	.597	Accept Ho	Not Significant
Finishing schoolwork	2.10	2.13	-.265	.05	.792	Accept Ho	Not Significant
Test result	2.07	2.02	.459	.05	.647	Accept Ho	Not Significant

Across all domains, understanding the subject ($p = .597$), finishing schoolwork ($p = .792$), and test performance ($p = .647$), no significant differences were found, as all p-values exceeded the .05 level. These findings suggest that teacher perceptions of mainstreaming’s effect on academic achievement are consistent regardless of sex, with only minimal variations in mean scores.

Table 12. Significant difference in the impact of mainstreaming on the academic achievement of students with special needs as perceived by teachers when grouped according to teaching position

Impact of mainstreaming	Teaching position	Mean Extent	Computed f – value	p-value	Decision	Interpretation
Understanding the subject	Teacher I	2.13	1.307	.270	Accept Ho	Not Significant
	Teacher II	2.13				
	Teacher III	2.15				
	Master	2.00				

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	Teacher I					
	Master	2.38				
	Teacher II					
	Master	2.33				
	Teacher III					
	Special	2.13				
	Education					
	Teacher I					
	Specia	2.13				
	I					
	Educat					
	ion					
	Teach					
	er II					
	Specia	0				
	I					
	Educat					
	ion					
	Teach					
	er III					
Finishing	Teacher I	2.12	.373	.866	Accept Ho	Not Significant
schoolwork	Teacher II	2.09				
	Teacher III	2.18				
	Master	2.10				
	Teacher I					
	Master	2.20				
	Teacher II					
	Master	2.20				
	Teacher III					
	Special	2.12				
	Education					
	Teacher I					
	Special	2.09				
	Education					
	Teacher II					
	Special	0				
	Education					
	Teacher III					
Test result	Teacher I	2.00	.309	.906	Accept Ho	Not Significant
	Teacher II	2.02				
	Teacher III	2.03				
	Master	2.00				
	Teacher I					
	Master	2.05				
	Teacher II					
	Master	2.13				
	Teacher III					
	Special	2.00				
	Education					
	Teacher I					
	Special	2.02				
	Education					
	Teacher II					
	Special	0				
	Education					
	Teacher III					

Across all domains, understanding the subject ($p = .270$), finishing schoolwork ($p = .866$), and test results ($p = .906$), no statistically significant differences were found, despite slight variations in mean scores favoring Master Teachers. These findings suggest that perceptions of mainstreaming are consistent across teaching positions, indicating that professional rank does not significantly shape views on its effectiveness.

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Table 13. Significant difference in the impact of mainstreaming on the academic achievement of students with special needs as perceived by teachers when grouped according to teaching experience

Impact of mainstreaming	Teaching experience	Mean Extent	Computed f – value	p-value	Decision	Interpretation
Understanding the subject	0-5 years	2.04	3.001	.035	Reject Ho	Significant
	6-10 years	2.33				
	11-15 years	2.17				
	16 years – above	2.24				
Finishing schoolwork	0-5 years	2.04	4.254	.008	Reject Ho	Significant
	6-10 years	2.30				
	11-15 years	2.09				
	16 years – above	2.20				
Test result	0-5 years	1.95	1.837	.147	Accept Ho	Not Significant
	6-10 years	2.13				
	11-15 years	2.02				
	16 years – above	2.05				

Significant differences were found in understanding the subject ($p = .035$) and finishing schoolwork ($p = .008$), with teachers having 6–10 years of experience reporting the highest means (2.33 and 2.30), while those with 0–5 years reported the lowest (2.04). No significant difference was observed in test performance ($p = .147$), suggesting that teaching experience influences perceptions of subject comprehension and task completion but not assessment outcomes.

Table 14. Significant difference in the impact of mainstreaming on the social integration of students with special needs as perceived parents when grouped according to age

Impact of mainstreaming	Age Group	Mean Extent	Computed f – value	p-value	Decision	Interpretation					
Joining class activities	20-25 years	0	.618	.606	Accept Ho	Not Significant					
	26-30 years	2.68									
	31-35 years	2.50									
	36-40 years	2.51									
	41-45 years	2.70									
	46-50 years	0									
	51-55 years	0									
	56-60 years	0									
	Getting along with classmates	20-25 years					0	.626	.601	Accept Ho	Not Significant
		26-30 years					2.66				
31-35 years		2.51									
36-40 years		2.49									
41-45 years		2.30									

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		years					
		46-50	0				
		years					
		51-55	0				
		years					
		56-60	0				
		years					
Joining school programs	school	20-25	0	.748	.528	Accept Ho	Not Significant
		years					
		26-30	2.62				
		years					
		31-35	2.41				
		years					
		36-40	2.43				
		years					
		41-45	2.50				
		years					
		46-50	0				
		years					
		51-55	0				
		years					
		56-60	0				
		years					
Working with groups	with	20-25	0	1.417	.247	Accept Ho	Not Significant
		years					
		26-30	2.59				
		years					
		31-35	2.39				
		years					
		36-40	2.31				
		years					
		41-45	2.00				
		years					
		46-50	0				
		years					
		51-55	0				
		years					
		56-60	0				
		years					

Across all four indicators, class participation, peer interaction, school program involvement, and group work, no statistically significant differences were found, with all p-values exceeding .05. While parents aged 26–30 generally reported the highest means, suggesting slightly more favorable views, and those aged 41–45 tended to report the lowest, these variations were not significant, indicating that parental age does not substantially influence perceptions of social integration in mainstream settings.

Table 15. Significant difference in the impact of mainstreaming on the social integration of students with special needs as perceived parents when grouped according to marital status

Impact of mainstreaming	Marital status	Mean Extent	Computed f – value	p-value	Decision	Interpretation
Joining class activities	Single	2.43	1.223	.273	Accept Ho	Not Significant
	Married	2.60				
	Divorced	0				
	Separated	0				
	Widowed	0				

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Getting along with classmates	Single	2.51	.099	.755	Accept Ho	Not Significant	
		Married					2.55
		Divorced					0
		Separated					0
		Widowed					0
Joining school programs	Single	2.35	1.074	.304	Accept Ho	Not Significant	
		Married					2.51
		Divorced					0
		Separated					0
		Widowed					0
Working groups	Single	2.28	1.333	.253	Accept Ho	Not Significant	
		Married					2.46
		Divorced					0
		Separated					0
		Widowed					0

Parents' perceptions of the social integration of students with special needs in mainstream settings did not significantly differ by marital status across all indicators, as all *p*-values were greater than 0.05. Married parents consistently gave slightly higher ratings than single parents in areas such as class activities, peer interaction, school programs, and group work, but these differences were minimal and statistically insignificant. Overall, the results suggest that marital status does not meaningfully influence how parents view the impact of mainstreaming on their children's social integration.

Table 16. Significant difference in the impact of mainstreaming on the social integration of students with special needs as perceived parents when grouped according to ordinal position of the child

Impact of mainstreaming	Ordinal position of the child	Mean Extent	Computed <i>f</i> – value	<i>p</i> -value	Decision	Interpretation
Joining class activities	First child	2.46	.355	.785	Accept Ho	Not Significant
	Middle child	2.59				
	Youngest child	2.61				
	Only child	2.40				
Getting along with classmates	First child	2.49	.649	.587	Accept Ho	Not Significant
	Middle child	2.59				
	Youngest child	2.54				
	Only child	2.00				
Joining school programs	First child	2.46	.773	.514	Accept Ho	Not Significant
	Middle child	2.43				
	Youngest child	2.61				
	Only child	2.00				
Working groups	First child	2.25	1.243	.303	Accept Ho	Not Significant
	Middle child	2.46				
	Youngest child	2.54				
	Only child	2.00				

Parents' perceptions of the social integration of students with special needs do not significantly differ based on ordinal position. While the youngest children consistently received the highest ratings and only children the lowest across all four domains, the differences were not statistically significant. This indicates that birth order does not meaningfully influence parental views of their child's social integration in mainstream settings.

Table 17. Significant relationship the impact of mainstreaming on academic achievement of students with special needs as perceived by teachers

Indicators	Pearson <i>r</i>	Degree of Relationship	<i>p</i> -value	Decision	Interpretation

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Understanding the subject	1	Perfect positive		Reject Ho	Significant
Finishing schoolwork	.698	Moderate positive	.000	Reject Ho	Significant
Test result	.495	Moderate positive	.000	Reject Ho	Significant

All correlations among academic achievement indicators are statistically significant, highlighting meaningful interconnections. A strong relationship exists between understanding the subject and finishing schoolwork ($r = .698$), while a moderate link is found with test results ($r = .495$). These findings suggest that improved subject comprehension in mainstream settings enhances both task completion and assessment performance among students with special needs.

Table 18. Significant relationship the impact of mainstreaming on the social integration of students with special needs as perceived by parents

Indicators	Pearson r	Degree of Relationship	p-value	Decision	Interpretation
Joining class activities	1	Perfect positive		Reject Ho	Significant
Getting along with classmates	.842	High positive	.000	Reject Ho	Significant
Joining school programs	.746	High positive	.000	Reject Ho	Significant
Working with groups	.730	High positive	.000	Reject Ho	Significant

All correlations among social integration indicators are strong and statistically significant, underscoring their close interconnections. A very high correlation was found between joining class activities and getting along with classmates ($r = .842$), while high correlations also emerged with joining school programs ($r = .746$) and working with groups ($r = .730$). These results suggest that active participation in one area of social integration reinforces others, affirming the positive and cohesive impact of mainstreaming on students' social development.

CONCLUSIONS

The study concluded that most teachers were female in entry-level positions and most parents were married mothers in their 30s, underscoring the need for stronger teacher development and broader caregiver involvement in inclusive education. Teachers generally perceived mainstreaming as offering limited academic benefits, with ongoing challenges in comprehension, task completion, and test performance, while parents highlighted positive effects on classroom participation and peer relationships but noted weaker engagement in extracurricular activities and group work. Teachers' perceptions were largely consistent across gender and position, with only minor variations by age and experience, reflecting shared concerns about mainstreaming's limited academic outcomes. Parents, regardless of age, marital status, or child's birth order, consistently viewed mainstreaming as beneficial for social integration. Finally, both teachers and parents agreed that academic achievement and social integration are positively linked, reinforcing the importance of inclusive strategies that support students' holistic development.

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