

Challenges and Coping Strategies of Technical-Vocational Teachers in Implementing Inclusive Education for Learners with Disabilities

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ABSTRACT

Inclusive education aims to provide equitable learning opportunities to all students, including those with disabilities. In the Philippine context, the integration of learners with disabilities (LWD) into mainstream technical-vocational education (TVE) classes poses significant demands on teachers' preparedness, strategies, and resources. This study explored the challenges encountered by Technical-Vocational Education (TVE) teachers in implementing inclusive education for LWD under the K to 12 Strengthened Technical-Vocational Education Program and investigated how they coped with these challenges, the support provided by school administrators, and potential interventions. A qualitative-narrative research design was employed to collect and analyze the lived experiences of TVE teachers handling LWD in inclusive settings. Data were gathered through semi-structured interviews, focus group discussions, and classroom observations conducted at Mercedes High School, Camarines Norte. Thematic analysis was used to code and interpret the data. The findings revealed that TVE teachers face a range of challenges including inadequate teaching strategies, lack of appropriate learning materials, physical and behavioral issues among LWD, peer resistance, short attention spans, time constraints, assessment difficulties, and limited professional training. To address these, teachers adopted coping strategies such as developing simplified activity sheets, using ICT tools, individualized instruction, peer teaching, and heterogeneous grouping. Supports such as Brigada Pagbasa, reading and math literacy programs, and SPED support funds were identified. Teachers proposed key interventions such as hiring SPED teachers, conducting LWD profiling, and providing ready-made learning materials and targeted training. The study underscores the urgent need for systemic support to capacitate TVE teachers in delivering inclusive education. Enhancing teacher training, improving learning facilities, and developing resource materials tailored for LWD can significantly improve the implementation of inclusive education in technical-vocational contexts.

Keywords: Inclusive Education, Learners with Disabilities, TVE Teachers, Coping Strategies, SPED

INTRODUCTION

Inclusive education for learners with disabilities (LWDs) has emerged as a cornerstone of the Philippine educational agenda, reinforced by key policies such as Department of Education (DepEd) Order No. 42, s. 2017, which institutionalises the Philippine Professional Standards for Teachers, and DepEd Order No. 44, s. 2021, which sets the strategic direction for the Special Education (SPED) Program. Further strengthening this commitment, Republic Act No. 11650, or the Inclusive Education Act, mandates the creation of equitable, responsive, and enabling learning environments across all educational levels—basic, vocational, and higher education—for LWDs in both public and private institutions. These legislative efforts signify the state's obligation to uphold the rights of LWDs to quality education and full participation in society.

Inclusive education in technical-vocational settings seeks to provide equitable access for learners with disabilities (LWDs), yet its full realization remains challenging in many developing contexts. The COVID-19 pandemic intensified instructional and emotional demands on teachers of LWDs (Toquero & Talidong, 2021). Recent studies underscore the need for differentiated, learner-centered instruction and highlight persistent barriers such as inadequate teacher preparation, lack of localized materials, and insufficient infrastructure (Khochen et al., 2023; Lindner et al., 2021; Mieza et al., 2022; Dalmas & Kinyua, 2023). Teacher attitudes and

self-efficacy, shaped by ongoing professional support, are also key to successful inclusion (Tan et al., 2023; Kurniawati et al., 2020).

Despite growing literature, few studies focus on Technical-Vocational Education (TVE) teachers, particularly in the Philippine context. This gap calls for localized insights into the challenges of implementing inclusive practices in the competency-based K to 12 TVE program.

This study examines the challenges encountered in implementing inclusive education within the Technical-Vocational Education (TVE) programme at Mercedes High School, where 58 learners with disabilities (LWDs) are integrated into regular classes. It aims to explore the lived experiences of TVE teachers as they navigate instructional, behavioural, and resource-related difficulties in inclusive classrooms. Specifically, the study seeks to: (1) identify the challenges that TVE teachers face in handling LWDs; (2) describe how they cope with these challenges through teaching strategies and classroom adaptations; (3) determine the forms of support provided by the school administration to assist in inclusive instruction; and (4) propose appropriate intervention programmes to strengthen the implementation of inclusive education in technical-vocational settings. Guided by a qualitative-narrative research design, the study draws from interviews, focus group discussions, and classroom observations to present a grounded analysis of the current inclusive practices and teacher responses within the K to 12 Strengthened Technical-Vocational Education Programme.

METHODOLOGY

This study employed a qualitative-narrative research design to explore the lived experiences of Technical-Vocational Education (TVE) teachers in implementing inclusive education for learners with disabilities (LWDs) at Mercedes High School in Camarines Norte. The narrative approach was chosen to gather personal stories, teaching challenges, coping strategies, and insights from teachers working in inclusive classrooms. This method allowed the researcher to generate a rich, contextualised understanding of how inclusive education is practised within the K to 12 Strengthened Technical-Vocational Education Program (DepEd Order No. 30, s. 2017).

Using purposive sampling, ten TVE teachers handling LWDs in full inclusion settings from Grades 8 to 10—across subjects such as Industrial Arts, Technical Drawing, and Entrepreneurship—were selected. Eligibility was verified through School Form 7, enrolment records from the Learner Information System (LIS), and SPED coordinator documents. Six teachers participated in individual face-to-face interviews, while all ten joined a focus group discussion (FGD) via Zoom. Classroom observations were also conducted to triangulate and validate qualitative findings.

Three data collection methods were employed: semi-structured interviews, FGDs, and classroom observations. Instruments were crafted by the researcher, validated by three experts in inclusive education, and pilot-tested with non-participant TVE teachers to improve clarity. The observation tool focused on inclusive strategies, learner engagement, differentiated tasks, and classroom accessibility. All sessions were audio-recorded with consent and transcribed verbatim. For credibility and trustworthiness, data source triangulation, member checking, and peer debriefing were used as outlined by Lincoln and Guba (1985) and Creswell and Poth (2018).

Thematic analysis followed Braun and Clarke's (2006) six-phase framework, including data familiarisation, coding, theme identification, and interpretation. Themes were organised in line with the study's objectives—challenges encountered, coping strategies employed, and support mechanisms available. Ethical considerations were strictly observed, ensuring voluntary participation, informed consent, confidentiality, and permissions for recordings.

RESULTS AND FINDINGS

Challenges Encountered by TVE Teachers in Implementing Inclusive Education for Learners with Disabilities. TVE teachers face multifaceted challenges in implementing inclusive education for learners with disabilities (LWDs), with the findings reflecting nine major themes aligned with the first research objective and question. These challenges include: (1) Teaching Strategies and Limited Knowledge – many teachers admitted struggling with instructional adjustments due to limited training and knowledge of specific disabilities, as illustrated by P1:

“Kailangan ko talagang mag-adjust sa level nila... ipakita sa actual para mahawakan o makita nila,” and P5: “Wala akong training para humawak ng LWD at wala akong ideya kung ano talaga ang kapansanan.” (2) Learning Materials and Resources – there is a significant lack of contextualised and adaptive materials for LWDs, as noted by P2: “Walang learning material at libro na para talaga sa LWD.” (3) Physical and Behavioral Challenges – teachers expressed difficulty assisting with physical tasks and managing unresponsive behaviours (P6: “Nahihirapan akong samahan ang LWD papuntang CR tuwing may exam,” and P3: “Minsan nakatingin lang sila at hindi sumasagot kahit kausapin mo.”) (4) Peer Perception and Bullying – social exclusion and peer stigma were common, with P4 stating: “Ayaw nilang makipares sa LWD. Natatakot ang mga kaklase,” and P7: “Nagtataka ang peers kapag iba ang task ng LWD, minsan nauuwi sa bullying.” (5) Attention Span and Distractions – teachers found it hard to maintain focus among LWDs (P8: “Hindi ko makuha ang 100% na atensyon nila. Ang daming sagabal.”) (6) Time Constraints and Management – lesson completion and material preparation were constrained by time, as mentioned by P9: “Hindi natatapos ang 2-hour lesson, ubos oras sa pag-unlock ng difficulty,” and P6: “Ubos ang oras ko sa paggawa ng personalized na materials.” (7) Assessment Difficulties – measuring learning was problematic due to unclear benchmarks (P10: “Mahirap i-assess ang level ng pag-iisip nila, mahirap gumawa ng activity sheet para sa kanila.”) (8) Modular Learning Challenges – delivery of modules was hindered by logistical issues, particularly in cases where guardians could not assist (P11: “Minsan hindi nakukuha ng guardian ang module, ako pa ang nagdadala sa bahay nila.”) (9) Learning Environment and Accessibility – structural barriers impacted accessibility (P12: “Ang classroom ay nasa second floor at walang daan—inaalalayan pa sila paakyat.”) These findings collectively demonstrate the need for SPED-specific teacher training, development of inclusive-ready materials, peer education programmes, and infrastructural improvements to support the equitable delivery of technical-vocational education to LWDs. Matrix 1 shows the Challenges Faced by TVE Teachers in Implementing Inclusive Education for Learners with Disability.

Matrix 1 Challenges Faced by TVE Teachers in Implementing Inclusive Education for Learners with Disability

Themes	Responses
Teaching Strategies and Limited Knowledge	<p>“Kailangan kong bumaba sa level nila... ipakita sa kanila sa aktwal o konkretong bagay para maintindihan nila.” [“I have to go down to their level... show them in actual or concrete terms so they can understand.”]</p> <p>“Wala akong training sa paghawak ng may kapansanan at wala rin akong ideya kung ano talaga ang kondisyon nila.” [“I have no training in handling learners with disabilities and no idea about their actual condition.”]</p>
Learning Materials and Resources	<p>“Wala talagang aklat o learning material para sa mga may kapansanan.” [“There are really no books or learning materials for learners with disabilities.”]</p>
Physical and Behavioral Challenges	<p>“Mahirap tulungan ‘yung LWD lalo na pag kailangang pumunta sa CR habang exam.” [“It’s difficult to assist the LWD especially when they need to go to the restroom during exams.”]</p> <p>“Minsan nakatingin lang sila at hindi sumasagot kahit kausapin mo.” [“Sometimes they just stare and don’t respond even when you talk to them.”]</p>
Peer Perception and Bullying	<p>“Ayaw ng mga kaklase nila na makapareha sila, natatakot sila.” [“Their classmates don’t want to pair with them; they’re scared.”]</p> <p>“Kapag binigyan mo ng ibang gawain ang LWD, pinagtitinginan sila at nabu-bully.” [“When you assign different tasks to the LWD, they get stared at and bullied.”]</p>
Attention Span and Distractions	<p>“Hindi ko makuha ang 100% na atensyon nila. Ang daming sagabal.” [“I can’t get their full attention. There are so many distractions.”]</p>

Time Constraints and Management	<p><i>“Hindi natatapos ang 2-hour lesson. Masyado kaming natatagalan sa pag-unlock ng difficulties.”</i> [“We can’t finish the 2-hour lesson. We spend too much time unlocking difficulties.”]</p> <p><i>“Ang dami ko nang ginagawa, tapos kailangan ko pang gumawa ng personalized materials.”</i> [“I already have many tasks, and I still need to make personalized materials.”]</p>
Assessment Difficulties	<p><i>“Mahirap tukuyin ang level ng pag-iisip nila kaya mahirap gumawa ng activity sheet.”</i> [“It’s hard to assess their thinking level, so creating activity sheets is difficult.”]</p>
Modular Learning Challenges	<p><i>“Minsan hindi nakukuha ng guardian ang module kaya ako na ang nagdadala sa bahay nila.”</i> [“Sometimes the guardian doesn’t pick up the module, so I bring it to their house.”]</p>
Learning Environment and Accessibility	<p><i>“Nasa second floor ang classroom nila, walang hagdan o pathway kaya inaakyat namin sila.”</i> [“Their classroom is on the second floor, and there’s no stair access or pathway, so we carry them up.”]</p>

Coping Strategies Employed by TVE Teachers in Inclusive Education Settings. TVE teachers cope with the challenges of implementing inclusive education for learners with disabilities (LWDs) by employing diverse instructional and adaptive strategies rooted in practical experience and compassion. Under instructional adaptations, they create customised materials and adjust teaching delivery to suit learner needs, as illustrated by P1: *“Gumawa ako ng activity sheet para sa LWD na may 5-item multiple choice na may malalaking larawan.”* [“I made an activity sheet for my LWD with a 5-item multiple choice test consisting of large pictures.”], and P2: *“Mas effective kung one-on-one ang lesson instruction para sa kanila.”* [“One-on-one lesson instructions are more effective for them.”] In terms of task simplification and time accommodation, P3 shared: *“Bibigyan ko lang sila ng simpleng task gaya ng pagwalis o paghugas ng maliit na pinggan.”* [“I just give them simple tasks such as sweeping the floor or washing small dishes.”] and *“Bibigyan sila ng mas mahabang oras para matapos ang task.”* [“I give them longer time to finish the task.”] They also utilise peer and group support strategies to foster cooperation and reduce isolation, as P4 noted: *“Ipinapartner ko sila sa fast learners para matulungan sila, tulad ng paggupit ng gulay.”* [“I pair them with fast learners to assist them, like in cutting vegetables.”] and *“Nag-peer teaching ako kasi mas nakikinig sila sa kaklase nila.”* [“I do peer teaching because they listen better to peers.”] For improved engagement, teachers turn to ICT and multimedia tools; P5 stated: *“Gumagamit ako ng TV para ipakita ang mga larawan o animation.”* [“I use TV to provide pictures or animation.”] and *“Isinasalin ko sa Tagalog ang English words o naghahanap ako ng animation sa YouTube.”* [“I translate English words to Tagalog or find animation on YouTube.”] Modelling and patience are central to their approach, as shown by P6: *“Ako ang nagsisilbing modelo, iniaalok ko ang kamay ko para makapactice sila.”* [“I serve as their model and offer my hand so they can practice.”] and P7: *“Kailangan ng pasensya at pagtanggap sa kanilang kondisyon.”* [“I should have patience and accept their condition.”] Finally, P8 highlighted personal initiative and continuous learning: *“Nag-research ako tungkol sa LWD at angkop na learning materials para sa kanila.”* [“I do research about LWD and the appropriate learning materials for them.”] These coping strategies reveal the teachers’ strong commitment to inclusivity, despite limited formal training and institutional support. Matrix 2 shows the coping strategies employed by TVE teachers in inclusive education settings.

Matrix 2 Coping Strategies Employed by TVE Teachers in Inclusive Education Settings

Themes	Responses
Instructional Adaptations	<p><i>“Gumawa ako ng activity sheet para sa LWD na may 5-item multiple choice na may malalaking larawan.”</i> [“I made an activity sheet for my LWD with a 5-item multiple choice test consisting of large pictures.”]</p>

	<i>“Mas effective kung one-on-one ang lesson instruction para sa kanila.”</i> [“One-on-one lesson instructions are more effective for them.”]
Task Simplification and Time Accommodation	<i>“Bibigyan ko lang sila ng simpleng task gaya ng pagwalis o paghugas ng maliit na pinggan.”</i> [“I just give them simple tasks such as sweeping the floor or washing small dishes.”] <i>“Bibigyan sila ng mas mahabang oras para matapos ang task.”</i> [“I give them longer time to finish the task.”]
Peer and Group Support	<i>“Ipinapartner ko sila sa fast learners para matulungan sila, tulad ng paggupit ng gulay.”</i> [“I pair them with fast learners to assist them, like in cutting vegetables.”] <i>“Nag-peer teaching ako kasi mas nakikinig sila sa kaklase nila.”</i> [“I do peer teaching because they listen better to peers.”]
Use of ICT and Multimedia	<i>“Gumagamit ako ng TV para ipakita ang mga larawan o animation.”</i> [“I use TV to provide pictures or animation.”] <i>“Isinasalin ko sa Tagalog ang English words o naghahanap ako ng animation sa YouTube”</i> [“I translate English words to Tagalog or find animation on YouTube.”]
Teacher Modeling and Patience	<i>“Ako ang nagsisilbing modelo, iniaalok ko ang kamay ko para makapractice sila.”</i> [“I serve as their model and offer my hand so they can practice.”] <i>“Kailangan ng pasensya at pagtanggap sa kanilang kondisyon.”</i> [“I should have patience and accept their condition.”]
Resource Development and Research	<i>“Nag-research ako tungkol sa LWD at angkop na learning materials para sa kanila.”</i> [“I do research about LWD and the appropriate learning materials for them.”]

Support Mechanisms Provided by School Administration for Inclusive Education Implementation. TVE teachers identified limited but meaningful support mechanisms provided by the school administration in implementing inclusive education, primarily directed at learners rather than at teachers themselves. These include (1) Reading and Mathematics Literacy Programmes, (2) Brigada Pagbasa, and (3) SPED Support Fund and Learning Resources. Although several teachers expressed the lack of direct administrative support, they acknowledged that interventions targeting learners helped ease teaching tasks. As P1 shared: *“Walang suporta na ibinibigay sa akin. Pero ngayong school year, may suporta silang ibinigay sa mga estudyante tulad ng reading program at math literacy program”* [“There is no support provided to me. But this school year, they provided support to students such as the reading programme and maths literacy programme”]. The Brigada Pagbasa initiative was recognised for improving reading fluency among non-readers, with P2 stating: *“Nakatulong ang Brigada Pagbasa program sa pagpapabuti ng kakayahan sa pagbasa ng mga estudyante”* [“The Brigada Pagbasa programme helped students enhance their reading skills”]. Additionally, SPED-related funding enabled the procurement of assistive tools such as *“apat (4) na tablet”* [“four (4) tablets”] and a *“smart television na ginagamit ng mga estudyante sa remedial classes”* [“smart television used by students during remedial classes”]. While not directly intended as teacher support, these programmes were perceived as instrumental in enhancing the learning environment for learners with disabilities in technical-vocational education settings. Matrix 3 shows the support mechanisms provided by school administration for inclusive education implementation.

Matrix 3 Support Mechanisms Provided by School Administration for Inclusive Education Implementation

Themes	Responses
Reading and Math Literacy Programs	<i>“Walang suporta na ibinibigay sa akin. Pero ngayong school year, may suporta silang ibinigay sa mga estudyante tulad ng reading program at math literacy program”</i> [“There is no support provided to me. But this school year, they provided support to students such as the reading program and math literacy program.”]

Reading Program - Brigada Pagbasa	“Nakatulong ang Brigada Pagbasa program sa pagpapabuti ng kakayahan sa pagbasa ng mga estudyante” [Brigada Pagbasa program helped students enhance their reading skills.]
SPED Support Fund and Learning Resources	“Ang SPED program support fund ang dahilan kung bakit nakabili ang paaralan ng learning materials na kailangan ng mga guro para sa LWD gaya ng apat (4) na tablet” [“The SPED program support fund is an example which allows the school to purchase learning materials needed by teachers in teaching LWD such as the four (4) tablets.”]

Proposed Intervention Programme to Address Challenges in Inclusive Education for TVE Teachers. To resolve the challenges encountered by Technical-Vocational Education (TVE) teachers in implementing inclusive education, the proposed intervention programme centres on six key themes: (1) hiring of Special Education (SPED) teachers and provision of ready-made materials, (2) teacher training and professional development, (3) promotion of positive teacher attitudes and understanding, (4) improved assessment and strength-based instruction, (5) parental involvement and facility support, and (6) LWD profiling and information dissemination. Among these, SPED-focused teacher training emerged as the most urgent need. Many teachers admitted insufficient preparation, with one stating, “*Kailangan ko ng training para maintindihan ang LWD*” [“I need training to understand the LWD”]. Another stressed the necessity of specialised personnel and resources, “*Dapat may espesyal na guro para sa LWD... o kaya kahit tamang learning materials para sa guro*” [“There should be a special teacher for LWD... or at least proper learning materials for the teacher”]. Teachers also requested ready-made instructional materials for various disabilities, citing the time and effort required to customise lessons. Emphasis was likewise placed on cultivating patience, empathy, and acceptance through mindset-oriented workshops. Additionally, the teachers proposed systematic learner profiling and appropriate assessments to help them identify and build upon the strengths of each LWD, as one shared, “*Dapat munang alamin ang level ng LWD, tapos doon mag-focus sa lakas nila*” [“We should first assess the level of the LWD, then focus on their strengths”]. Parental involvement through awareness sessions and improved physical access in classrooms were also recommended, alongside consistent information-sharing among all subject teachers to ensure inclusive strategies are sustained across subjects. Matrix 4 shows the Proposed Intervention Programme to Address Challenges in Inclusive Education for TVE Teachers

Matrix 4 Proposed Intervention Programme to Address Challenges in Inclusive Education for TVE Teachers

Themes	Responses
Hiring of Special Education Teachers and Provision of Ready-Made Materials	“ <i>Dapat may espesyal na guro para sa LWD... o kaya kahit tamang learning materials para sa guro. Mas maganda kung may ready-made materials na naka-base sa assessment o kakayahan ng bata.</i> ” [“There should be a special teacher for LWD... or at least proper learning materials for the teacher. It would be better if there are ready-made materials based on the learner’s assessment or ability.”]
Teacher Training and Development	“ <i>Kailangan ko ng training para maintindihan ang LWD.</i> ” [“I need training to understand the LWD.”]
Positive Teacher Attitude and Understanding	“ <i>Dapat matutong magpasensya ang mga guro sa pag-intindi sa kalagayan ng mga LWD.</i> ” [“Teachers must learn to be patient in understanding the condition of LWDs.”]
Assessment and Strength-Based Instruction	“ <i>Alamin muna ang level ng LWD, tukuyin ang lakas at kahinaan. Mas mainam na pagtuunan ang pagpapalakas ng kanilang lakas.</i> ” [“Assess first the level of the LWD, identify their strengths and weaknesses. It’s better to focus on improving their strengths.”]

Parental Involvement and Facility Support	<i>“Bigyan ng training at facilities. Turuan ang mga magulang na tanggapin ang kalagayan at tumulong sa pagtuturo sa kanilang anak.”</i> [“Provide training and facilities. Educate parents to accept the condition and help teach their child.”]
Information Dissemination and LWD Profiling	<i>“Sabihan lahat ng subject teachers tungkol sa LWD para alam nila kung paano i-handle at matugunan ang pangangailangan ng bata.”</i> [“Inform all subject teachers about the LWD so they know how to handle and support the learner’s needs.”]

DISCUSSION

This study offers a deeper understanding of the realities that Technical-Vocational Education (TVE) teachers face in implementing inclusive education, particularly for learners with disabilities (LWDs). Their narratives reveal not only the persistent barriers they encounter but also their remarkable resilience and commitment to finding ways to adapt. Interpreting the findings in light of current literature helps uncover meaningful implications for educational practice and policy.

One of the clearest messages from the data is the urgent need for training. Many TVE teachers described feeling unprepared to handle the unique needs of LWDs, with limited knowledge of appropriate instructional strategies. This concern echoes Maguire et al. (2020), who reported that the absence of targeted professional development significantly weakens the ability of teachers to deliver inclusive instruction. What emerges from the teachers’ voices is a call not just for support, but for capacity—grounded in continuous, specialized training. Without this, their efforts, though admirable, may fall short of addressing learners’ full potential. Ewing et al. (2021) similarly emphasize that differentiated instruction and effective classroom management tailored to diverse learning needs are essential to inclusive practice.

Despite these challenges, the accounts from the field reflect a commendable degree of ingenuity and care. Teachers made personal efforts to modify their teaching approaches, create visual aids, simplify tasks, and extend patience to support learner participation. These adaptive strategies, though often informal, have proven valuable. As Nilsen et al. (2021) suggest, teacher-led adjustments play a critical role in maintaining learner engagement in inclusive classrooms. In the absence of structured institutional support, such grassroots efforts underscore the importance of empowering teachers to innovate and share best practices. Likewise, the findings of Okilwa and Shelby (2020) affirm that peer support, multimedia integration, and localized instructional adjustments can bridge gaps in resources when teachers are enabled to lead adaptively.

However, while the study found some support mechanisms in place—such as Brigada Pagbasa, reading and math literacy programs, and the provision of SPED-funded tools—these were largely student-focused. Teachers recognized the value of these programs but also highlighted that they do not directly alleviate the burden of instructional preparation. The implication is that inclusive education cannot be learner-centered alone; it must also be teacher-supportive. Asiyai (2020) argues for a more balanced model of inclusive education where both learner and teacher needs are addressed simultaneously. Thus, school systems must ensure that support for inclusive education includes not only learning materials and learner interventions, but also direct investment in teacher development and well-being.

Drawing from the challenges raised, the proposed intervention program articulates what the teachers themselves believe is necessary: hiring of SPED-trained personnel, access to ready-made differentiated materials, structured training, and stronger collaboration among educators. One teacher expressed it clearly—“Kailangan ko ng training para maintindihan ang LWD” [“I need training to understand the LWD”]—a sentiment that reflects not mere obligation, but a desire for confidence and competence. These findings align closely with Florian and Beaton (2020), who advocate embedding inclusive practices in teacher education rather than treating them as supplementary. The teachers’ suggestions for parental engagement, improved facilities, and systematic learner profiling also reflect a recognition of the interconnected nature of inclusive learning environments. Alquraini and Gut (2021) reinforce this notion, asserting that successful inclusion is only possible when teacher

development, learner profiling, school infrastructure, and administrative policies are aligned toward a shared vision of equity.

Taken together, the findings and the reviewed literature affirm that inclusive education in the TVE setting cannot rest on teacher effort alone. It must be embedded in a whole-school approach—systematic, supportive, and sustained. Moving forward, future research could explore the long-term impact of intervention programs and examine collaborative models between schools, communities, and agencies to strengthen inclusive practices across diverse learning contexts.

Limitation of Study

This study is limited by its focus on a specific region and group of TVE teachers, which may affect the generalizability of the findings. The use of qualitative methods, while rich in detail, lacked quantitative validation. Data were self-reported, which may introduce bias, and the perspectives of other stakeholders such as learners, parents, and administrators were not included. Lastly, time constraints prevented longitudinal analysis. Despite these limitations, the study provides valuable insights into inclusive education practices in TVE settings.

CONCLUSIONS

The study concluded that Technical-Vocational Education (TVE) teachers face multiple challenges in implementing inclusive education, such as lack of SPED training, limited instructional materials, and physical and behavioral barriers among learners with disabilities (LWDs). Despite these difficulties, teachers show strong adaptability by using individualized instruction, simplified tasks, peer support, and ICT tools. However, they need more structured support from the institution. Current programs like Brigada Pagbasa and SPED Support Funds help learners but do not directly support teachers. Teachers proposed practical solutions such as deploying SPED teachers, offering regular training, improving learning resources, involving parents, and profiling LWDs. These point to the need for teacher-focused interventions and stronger institutional backing to make inclusive education in TVE truly effective.

RECOMMENDATIONS

Based on the study's conclusions, several key recommendations are proposed to strengthen inclusive education in Technical-Vocational Education (TVE) settings. The Department of Education should increase support by allocating resources for SPED training, developing disability-responsive instructional materials, improving school accessibility, and institutionalizing inclusive peer practices. School administrators are encouraged to formalize teachers' existing coping strategies by integrating them into policies, providing ICT tools, and promoting differentiated instruction and peer mentoring. Educational leaders should expand teacher-centered programs to include coaching, mentoring, and capacity-building alongside existing learner-focused initiatives like Brigada Pagbasa. Schools must also act on teacher-driven recommendations by hiring SPED teachers, conducting regular learner profiling, and offering values-based training to foster empathy and inclusivity among educators.

Equally important is strengthening collaboration with parents of learners with disabilities. Schools should engage parents through regular consultations, shared goal-setting, and inclusive activities to ensure continuity of support between home and school. Strong parent-school partnerships enhance accountability and significantly improve learning outcomes for LWDs.

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