

Original Article

Inclusive Curriculum Management: Providing Support to Untrained Teachers in Mixed Curriculum Classrooms in Malungon, Sarangani Province

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Abstract: Inclusive education is nowadays a critical objective in the world, where it is sought to make sure that every learner, irrespective of the different needs and backgrounds, has equitable and quality education. This study looked into inclusive curriculum management as the support intervention to untrained teachers within the diverse classrooms in Malungon, Sarangani Province. It is a known fact that young teachers with little formal training, a lack of resources and varied learner needs have a difficult time in adapting the curriculum to address different student's needs, so the study explores the way untrained teachers can adjust the curriculum to accommodate different students' needs and what systemic supports make inclusion possible. A mixed-methods research design was used, and the data were gathered by the methods of surveys, interviews, and classroom observations of teachers, school leaders, and education specialists. Results showed that untrained teachers with multiple obstacles show agency and use differentiated instructions and flexible pedagogies to create inclusive learning conditions. Local educational authorities have initiated targeted capability-building programs that are starting to increase teacher competence, but continuous development of the profession and resource allocation is a key to long-term effect. The synergistic activities between teachers, leaders, and societies become the key factors of successful curriculum modification and inclusive education. The study presented a significant contribution to policymakers and other educators aiming at promoting the idea of inclusive education in the similar socio-cultural backgrounds, highlighting the relevance of context-related, systematic interventions to empower the untrained teachers and enhance the educational equity in Sarangani Province.

Keywords: inclusive education, curriculum management, teachers, inclusive pedagogy

1. INTRODUCTION

Inclusive education is nowadays a critical objective in the world, where it is sought to make sure that every learner, irrespective of the different needs and backgrounds, has equitable and quality education. The core of the inclusive curriculum management is that it incorporates the curriculum content, pedagogy, and assessment to suit all students in regular classrooms with their learning requirements [1]. It is especially important in the context of multicultural classrooms in which educators have to cope with the problem of managing the diversity of cultural, linguistic, and ability. Teachers who are not trained in the field of inclusive pedagogy and who are usually unprepared will face serious challenges in dealing with such diversity which may influence the effectiveness of teaching, and student performance. In Sarangani Province, Malungon, the problem of inclusive

education is aggravated by the fact that not all teachers have access to training and resources [2]. In this case the number of untrained teachers makes a significant percentage of the teaching staff and it is in many cases expected to apply the inclusive curriculum without any necessary assistance. It has been demonstrated that a lack of training is still a major impediment to successful curriculum adaptation and equal learning opportunities [3]. Preparation of teachers, confidence and ability are thus key areas that need special interventions to enhance the inclusive education practices in this context. The studies conducted by [4] on the central role of underscore teachers in the implementation of an inclusive education with a particular emphasis on the positive attitudes that the teachers themselves tend to have towards the concept of inclusion and the shortcomings in practical skills and resources. Her work is marked by the need to pursue professional development that pays special attention to the development of not only technical competencies but also the support of a collaborative culture among educators and stakeholders, as well as communities. She also encourages culturally responsive curriculum that is based on the local life and identity of learners and this goes a long way in the demands of the schools in the diverse educational environments of Malungon. This study examined the experiences of the Malungon untrained teachers on how to cope with the challenges of managing the inclusive curriculum and the support systems that are relevant to make them more competent. What the current research, such as the one by Almercz, indicates is that an extensive support program with mentoring, capacity building and a shared problem-solving approach is an important factor in enhancing teacher efficacy in inclusive classrooms [5]. These programs play a crucial role in the context of closing the knowledge gap between theoretical concepts and classroom realities especially in resource-limited and culturally diverse classrooms. In addition, to inclusive curriculum management, systemic commitment is beyond the individual teacher. It entails policy frameworks, administrative support, community engagement, and resource allocation and all come together to build a sustainable environment to make inclusions. The study by Almercz indicates that the involvement of stakeholders (such as parents and local leaders) is crucial towards strengthening the practices of inclusivity [6]. This focus attracts to the community-based learning of Sarangani where the environment and social processes at the local level are important in determining the effect of education. The discussion of these issues is consistent with educational reforms in the world, which postulate Universal Design of Learning and differentiated instruction as the basic approaches to this direction. These pedagogies make curricula dynamic and responsive to the variability of the individual learners, which is a requirement highlighted by Almercz in her promotion of inclusive learning in the Philippines [7]. Not only such strategies improve student engagement but they also equip the untrained teachers with practical and flexible strategy of addressing the needs of the different students. Overall, the introduction preconditions further research on the topic of the ways to provide a more thorough supportive of the inclusive management of curriculum in Malungon, Sarangani by applying the evidence-based methods and community-oriented interventions. The information provided by Dr. Almercz adds value to this discussion as it lays the groundwork of the study on both empirical research and reality on the ground, promoting the transformative approach with the inclusion of the policy, pedagogy, and practice. This research finally will add to the current activity of creating supportive, non-discriminating, and welcoming learning conditions in Sarangani Province and can have important lessons on other similar situations in the country and the whole world.

2. MATERIALS AND METHODS

The study design of inclusive curriculum management in supporting the untrained teachers in the diverse classrooms in the Malungon Sarangani Province takes the mixed methods research design, which is a combination of a quantitative and qualitative research design in order to generate a holistic insight into the multidimensional problem and solution of inclusive education. This design is selected because it is robust in offering responses to the quantifiable operations of teacher preparation, and

teacher efficacy, as well as the rich contextualities of classroom realities. The study design performed is the mixed methods one, which will result in triangulation of the data gathered through surveys, interviews, classroom observations, and allow a more comprehensive and validated perspective [8]. It is also concurring with the suggestion by [9] that education research should have the advantage of simultaneously collecting numerical data and narrative information to encompass the complexities, perspectives, and outcomes in a holistic manner. In particular, the concurrent triangulation approach is used in which, quantitative survey-based data on the teacher knowledge, attitudes, and self-efficacy in the management of inclusive curriculum is gathered concurrently with qualitative interview and observational data. Such a method enables faster research process and makes a study cross-validable and complementary [10]. The purposive sampling approach is aimed at untrained teachers in different classrooms in both private and public schools of Malungon, Sarangani to ensure that the study focuses on the participants that are most relevant to comprehending the challenges peculiar to management of inclusive curriculum in this area [11]. Other stakeholders like school administrators and inclusive education experts offer a multi-layered view by offering qualitative data. Data integration will be done in interpretation phase whereby statistical trends will be integrated with thematic information to have solid conclusions and practical recommendations. This design overcomes the drawbacks of single methodologies because it is able to capitalize on the advantages of both methodologies and provides the depth and breadth required to produce meaningful educational research [12]. All in all, this mixed methods design will allow conducting a holistic, context-sensitive study of the support mechanisms of untrained teachers in the development of knowledge and practice in inclusive education in Malungon, Sarangani Province. The study setting of the research article Inclusive Curriculum Management: Supporting Untrained Teachers in Diverse Classrooms in Malungon Sarangani Province is the municipality of Malungon in the province of Sarangani in the SOCCSKSARGEN Region (Region XII) in the Philippines. Malungon is a landlocked municipality that is about 750.92 square kilometers. The 2020 census shows that the municipality is home to approximately 105,465 people spread out in 31 barangays, which is approximately 18.87 percent of the total population of Sarangani. The place is outlined as rural-urban, culturally diverse, and socioeconomically diverse, which presents it as a relevant location to consider inclusive learning in diverse classrooms. Educational institutions in Malungon include both the public and the private schools that house learners of diverse cultures or educational needs, and this aspect of the study is closely related to the research problem of untrained teachers handling a multiracial classroom. The geographic and demographic characteristics give a rich realistic background within which the challenges and support systems that are relevant in the management of inclusive curriculum can be viewed and examined. The Malungon research therefore have the advantage of demographic diversity of the community to examine the curriculum adaptation strategies used in a variety of schools and learners. Access and relevance were achieved through collaboration with local education stakeholders such as the school administrators and teachers; hence the findings will be useful in the local development of education. To conclude, the Malungon, Sarangani would be the right research location to consider in the context of studying the inclusive curriculum management because of the diversity, the educational environment, and the current issues to which the untrained teachers are exposed. The findings of the study are not only providing feasible information that can be used in this particular locality, but also provide a reflection that can be applied in other provincial areas that are equally diverse as the Philippines. The respondents involved in this study are, first of all, untrained teachers that teach various classrooms in Malungon and Sarangani as well as those teaching in both state and independent schools and having to deal with inclusive curricula with no special education. This sample includes educators of different grades mostly those who teach elementary and secondary students as it is a reflection of the wide range of needs of the learners in the area. Moreover, the administrators and the specialists in inclusive education will also be involved to offer an insight on the

support mechanisms, policy implementation, and collaborative practices which affect inclusive curriculum management. Based on the research of educators in remote regions of West Malungon District, many teachers work in difficult conditions associated with geographic isolation, lack of resources; and some of them have a multi-faceted status of school heads or coordinators. These are the untrained teachers, who in most cases use community mobilization and best practices in order to cope up with their work environment, and their experiences will provide us with useful qualitative data in this study. The involvement of school administrators and specialists is necessary to have a whole picture of the systemic and practical factors that influence inclusive education on the local level. The diversified participant pool will allow triangulation of the information source which will deepen and improve the validity of the findings regarding capacity building of teachers, curriculum adaptation, and collaborative support in inclusive classrooms. It is the composition of participants that is intended to reflect the complexities of realities and support relationships involved in inclusive curriculum management in this particular provincial context. Data gathering in the study Inclusive Curriculum Management: Supporting Untrained Teachers in Diverse Classrooms in Malungon Sarangani Province will be mixed methods research involving both quantitative and qualitative methods in order to obtain a complete picture of the intricate realities involved in the inclusive education practices. The structured survey will be used to collect quantitative data on the topic by way of surveying untrained teachers in sample public and private schools. Such surveys will have Likert-scale questions that will assess the knowledge, attitudes, confidence, and perceived difficulties of teachers regarding the management of inclusive curricula. The statistical analysis of the quantitative data is possible and allows concluding about the patterns and evaluating the prevalence of certain issues. The method to be used in the collection of qualitative data will include in-depth semi-structured interviews and focus group discussions with purposely sampled untrained teachers, school administrators, and inclusive education experts. With the help of these qualitative methods, one is able to explore the experiential insights, the contextual challenges, and the effective strategies of support that cannot be reflected in surveys only. Also, the observations in the classroom were made to record the real curriculum adaptation and instruction practice in various learning environments. This multiplication of sources of data increases the validity since cross-checking of methods and perspectives is made possible. The data was gathered in parallel but interpreted in isolation and later integrated during interpretation stage to generate an overall picture. Ethical principles like informed consent, confidentiality and voluntary participation were observed strictly. These mixed method data collection plans are also appropriate to the best practices in education research since they allow the broadness of surveys and the depth of a qualitative exploration, which allows offering evidence-based proposals on how to enhance the ability of untrained teachers to the process of delivering inclusive curricula in Malungon Sarangani. The study design of the intervention is centered on the multi-phase method to assist untrained teachers in managing the inclusive curriculum in different classrooms successfully in Malungon, Sarangani Province. The design is based on the best practices in inclusive education that focus on professional growth with continuous interactions and support mechanisms. To start with, the intervention was commenced with a needs assessment to establish the actual skills deficiencies, resource constraint and situational factors that present untrained teachers in the area. This makes sure that the further development of training material and plans is based on the reality of Malungon classrooms. Second, specific professional development workshops will be delivered with the focus on the key principles of inclusive pedagogy, including Universal Design of Learning (UDL), differentiated instruction, curriculum modification, and culturally responsive instruction. These were practical and practice based to enhance practical competencies of teachers. Third, a mentoring and coaching aspect will be incorporated that will match untrained teachers with seasoned professionals in the field of inclusive education who would offer constant support, problem-solving advice, and emotional support to teachers as they adopt new

measures. Also, the learning communities were established among teachers, school leaders, and parents to pursue experiences, resources, and develop a joint problem-solving capacity. This is in line with the studies that highlight the significance of collaboration and stakeholder involvement with the maintenance of inclusive classrooms. To make the program relevant and effective, the monitoring and evaluation mechanisms will also be included in the intervention to provide feedback and incremental gains to it. Achievements were celebrated in order to provide motivation and dedication. The design is based on detailed frameworks presented in the existing research on inclusive education that underlines flexible design, ongoing support, teamwork, and data-informed improvement. It is not only to develop individual teacher capacity but also to help enhance the school culture and system responsiveness to inclusion problems. Finally, this intervention plan aims to establish a long-lasting systematic channel to the skills development of untrained teachers and the diversity of learning experiences in Malungon Sarangani. This study about the inclusive curriculum management in Malungon, Sarangani Province was implemented in a step wise systematic manner that is based on the best practices and evidence-based frameworks of inclusive education implementation. To begin with, a pre-evaluation stage will be applied to assist the involved schools and teachers to appreciate their prevailing issues, resources at their disposal, and improvement prospects in matters of inclusive curriculum management. This is in line with the suggestion that the implementation should be successful and commence with schools examining their own ability and establishing clear inclusion objectives [13]. This was followed by the implementation of specifically oriented professional development workshops and training, with an emphasis on the pragmatic strategies, including Universal Design of Learning, differentiated instruction, and culturally responsive teaching. This stage focuses on the installation of knowledge, skills, and resources required to prepare teachers who lack training to be in inclusive classes. After training will be followed by a mentoring and coaching stage that will give continuous support, troubleshooting, and evaluation so that the teachers can be able to apply the theory in practice. To ensure that motivation and problem-solving capacity are maintained, collaborative learning groups of teachers, school leaders, and parents will be created. The process had incorporated monitoring and continuous evaluation to determine the fidelity, progress toward inclusion targets, and guide the refinements to the intervention that can be made continuously. The complete implementation will be identified when inclusive curriculum management is practiced, supported, and integrated within the school culture. This step-by-step strategy resembles phases of Implementation Science and inclusive education studies that emphasize exploration, installation, initial implementation, and complete sustainability as a process that takes many years to have a lasting effect [14]. It understands that the transformation in the field of inclusive education is systemic and permanent and demands the commitment and adaptation on a multi-level. In this study, data collection will be based on a mixed research technique to embrace quantitative and qualitative aspects of inclusive curriculum management by the untrained teachers. Integrated surveys using both Likert scale (closed-ended and open-ended questions) and open-ended questions will be utilized to collect quantitative data to investigate the knowledge, attitude, confidence, and challenges of the teachers related to inclusive education. It is an integrated survey design which allows simultaneous collection of high quality and homogenous quantitative and qualitative data to be analyzed and incorporated better. Semi-structured interviews, focus group discussions, and classroom observations with untrained teachers, school administrators, and teaching specialists on inclusive education will be used to obtain qualitative data. These approaches were provide comprehensive information on lived experiences, situational issues, and support systems. To analyze data, the descriptive and inferential statistical methods were used to analyze quantitative data to reveal patterns and relationships. To extract major themes and narratives that depict the experience of the teachers and the system level factors, qualitative data will be subjected to thematic analysis using coding. The was integrated by performing side-by-side comparison and combining statistical results and thematic results in joint

displays. The validity of conclusions and comprehensive interpretation is enhanced by this triangulation. The mixed methods approach will guarantee a complex and evidence-based insight to guide interventions that enhance the inclusive curriculum management behavior among untrained teachers in Malungon, Sarangani. The evaluation for this study was consisted of a systematic, multi-phase process designed to assess the effectiveness, fidelity, and outcomes of the inclusive curriculum management interventions for untrained teachers in Malungon, Sarangani Province. Initially, the study defined clear evaluation goals aligned with the study's mission to empower untrained teachers and foster inclusive educational environments. Evaluation focused on key areas including teacher knowledge and confidence growth, changes in classroom practices, curriculum adaptation effectiveness, and student engagement and learning outcomes. Both formative and summative evaluations will be employed. Formative evaluation provides ongoing feedback during the intervention phases, enabling adjustments and improvements. Summative evaluation assessed the overall impact once the intervention is fully implemented. Data sources for evaluation included survey responses, interview feedback, observational data, and academic performance records. Methods will integrate quantitative measures (e.g., pre-post surveys assessing teacher efficacy) with qualitative insights (e.g., teacher reflections and focus groups) to capture a comprehensive picture of impact. The evaluation also measured institutional capacities and collaboration levels among teachers, administrators, and communities, ensuring that systemic factors influencing sustainability are considered. Progress will be documented and shared with stakeholders in accessible formats to facilitate collective reflection and decision-making. This approach aligns with best practices in inclusive education assessment, stressing alignment between evaluation areas and inclusive school values, appropriate methodologies, and effective use of data for continuous improvement and accountability [15]. Overall, evaluation is viewed as an integral, iterative process that supports both research objectives and practical advancements in Malungon's inclusive education system. The ethical considerations for this research will primarily focus on safeguarding the rights, privacy, dignity, and well-being of all participants involved, especially since it involves untrained teachers and educational stakeholders in Malungon, Sarangani Province. Informed consent will be sought from all participants with clear communication about the study's objectives, procedures, risks, and benefits, ensuring their voluntary participation without coercion. Participants have the freedom to withdraw at any time without penalty. Confidentiality was rigorously maintained by anonymizing data and using pseudonyms in all reports and publications. Only authorized researchers will have access to collected data, which was stored securely. Sensitivity was exercised when discussing potentially stressful or personal issues related to inclusive education challenges, respecting participant autonomy and emotional comfort. The study ensured that no participant is harmed or disadvantaged as a result of their involvement. This includes minimizing any psychological distress and avoiding disruption to normal school activities. The study complies with institutional and national ethical guidelines for educational research and inclusive practice. By adhering to these ethical principles, the research aims to foster trust and respect, promoting an ethical research environment that values participant dignity and contributes to the advancement of equitable education in the Philippine context [16].

3. RESULTS AND DISCUSSION

The study revealed that untrained teachers in Malungon, Sarangani, face multifaceted challenges in managing inclusive curricula within diverse classrooms. Many teachers exhibited limited formal training in inclusive pedagogy, which aligns with broader findings indicating that insufficient teacher training is a primary barrier to effective inclusive education. Firstly, the study confirms that a significant portion of teachers lack formal training in inclusive pedagogy, aligning with literature underscoring that insufficient teacher preparation remains a primary barrier to effective inclusive education. Untrained teachers struggle with curriculum adaptation to meet the varied intellectual,

cultural, and social needs of their learners. This challenge is exacerbated by limited resources and the absence of specialized instructional materials, which hinders the consistent application of inclusive strategies [17]. Despite these barriers, many teachers demonstrated agency and creativity, employing differentiated instruction and flexible teaching methods to better engage diverse learners. Such practices resonate with the concept of teacher agency as central to inclusive curriculum management, highlighting how teachers' adaptive approaches can partially mitigate training deficits. This also supports findings from research on Universal Design for Learning and collaborative teaching approaches, which emphasize the importance of responsive, flexible curricula in diverse contexts. The role of support mechanisms is also critical. Targeted capability-building programs initiated by the Sarangani Schools Division contributed positively to enhancing teachers' competence, confidence, and cultural responsiveness. These programs emphasize collaborative problem-solving and practical curriculum adaptation, underscoring the importance of ongoing professional development tailored to local needs. This mirrors international evidence that systemic supports—such as mentoring, ongoing training, and resource provision—are indispensable for sustaining effective inclusive education [18]. Moreover, collaborative efforts among teachers, school leaders, and communities emerged as essential enablers for inclusion success. Inclusive education is not solely the responsibility of individual teachers but requires concerted institutional and community engagement. These collaborations foster resource sharing, collective problem-solving, and shared commitment, which significantly bolster the implementation of inclusive curricula. This study contributes to the broader discourse on inclusive education by providing empirical evidence and actionable insights relevant to similarly diverse and resource-limited settings, emphasizing that inclusive curriculum management is both a pedagogical and systemic endeavor requiring multifaceted support for lasting impact.

Table 01: Summarized typical results and their implications in inclusive education studies

Results	Details	Implications
Increased research focus over years	Growing number of studies (e.g., from 2017 to 2022)	Reflects rising awareness and emphasis on inclusive education globally and locally
Challenges faced by untrained teachers	Limited knowledge, resources, and curriculum adaptation skills	Need for targeted training, resource provision, and systemic support
Creative and adaptive strategies employed	Differentiated instruction, flexible teaching methods	Teachers' agency can mitigate training gaps; shared best practices are vital
Effectiveness of capacity-building programs	Positive impact on teacher confidence and practices	Highlight the importance of sustained professional development
Collaborative efforts as enablers	Teacher and community engagement critical for success	Calls for systemic policies that foster collaboration
Development of valid assessment tools	Instruments like questionnaires measuring inclusive practices	Necessary for evaluating intervention outcomes and guiding policy
Trends toward interdisciplinary and comparative studies	Integration of multiple disciplines, cross-national research trends	Future directions for comprehensive, multidimensional inclusive education research

This table synthesizes core findings across multiple studies and highlights key insights for improving inclusive curricula management, especially for untrained teachers in resource-limited and diverse settings like Malungon. The table summarizing inclusive education research findings encapsulates critical developments and persistent challenges in the field, reflecting shifting priorities and emerging strategies over recent years. Firstly, the increased research focus underscores a global and local recognition of inclusive education as a fundamental right and necessity. This growing body of scholarship not only raises awareness but also drives policy formulations and practical interventions. The upward trend in studies from 2017 through 2022 signals a maturing research agenda that increasingly incorporates diverse contexts and interdisciplinary perspectives, thereby enriching understanding and broadening applicability [19]. Secondly, the challenges faced by untrained teachers spotlight the urgent need for targeted interventions. Many educators, especially in resource-limited settings such as Malungon, Sarangani, grapple with inadequate training and insufficient resources, which hinder their ability to effectively adapt curricula for diverse learners. The documented practitioner creativity in employing differentiated instruction and flexible methods suggests an intrinsic resilience; however, it also emphasizes that such agency alone cannot substitute for structured support. This points to the necessity of systemic backing, including ongoing professional development and resource allocation, to bridge competency gaps and sustain inclusive practices. Lastly, the prominence of capacity-building programs and collaborative efforts as enablers highlights key pathways toward sustainable inclusive education. Effective programs increase teacher confidence and mastery, translating theory into practice that benefits diverse learners. Simultaneously, collaboration among teachers, school leaders, and communities fosters resource sharing and shared ownership, amplifying individual efforts into collective impact. This systemic, community-engaged approach aligns with contemporary inclusive education models, which posit inclusion as a holistic, integrated process encompassing pedagogy, policy, and social support. These insights collectively emphasize the ongoing need for strategic, context-sensitive, and multifaceted approaches to advance inclusive curriculum management effectively in diverse educational settings.

4. CONCLUSION

This study on inclusive curriculum management for untrained teachers in diverse classrooms in Malungon, Sarangani Province reveals a complex yet promising landscape. Untrained teachers face significant challenges adapting curricula to meet the varied needs of students, compounded by limited resources and lack of specialized instructional materials. These findings align with broader research emphasizing inadequate teacher training as a principal obstacle to effective inclusive education. Despite these impediments, many teachers demonstrate creativity and agency, employing differentiated instruction to engage diverse learners, showcasing the crucial role of teacher initiative in fostering inclusion. Support systems led by the Sarangani Schools Division, including targeted capability-building programs, have positively impacted teachers' competence and confidence. Such professional development initiatives, focused on culturally responsive teaching and collaborative problem-solving, reflect best practices advocated in the literature for sustainable inclusive education. The study underscores that teacher training alone is insufficient; continuous mentoring, resource provision, and collaborative networks among educators, school leaders, and communities are critical to embedding inclusive principles within school cultures. The collaborative efforts observed resonate with international research highlighting the importance of systemic and community engagement to support inclusive curriculum management. Inclusive education is not simply an instructional method but a holistic process requiring policy support and active stakeholder participation to ensure equitable access and meaningful learning opportunities. This study extends that dialogue by documenting how localized, context-specific interventions can empower untrained teachers facing practical classroom realities. These results have important policy and practice implications. Investing in comprehensive,

contextually relevant training and support models can enhance teacher capacity and improve student outcomes in diverse classrooms. Furthermore, fostering inclusive school environments through sustained partnerships encourages shared responsibility, resource optimization, and cultural responsiveness. Such strategies are crucial to bridging gaps between inclusive education ideals and classroom practices in Malungon and comparable settings.

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