

PEDAGOGICAL EFFECTIVENESS AND DEMOGRAPHIC CORRELATES OF NON-SNED TEACHERS IN INCLUSIVE CLASSROOMS

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ABSTRACT

This quantitative descriptive-correlational study investigates the demographic profiles and perceived pedagogical effectiveness of non-Special Needs Education (non-SNED) teachers handling Special Needs Education (SNED) learners in inclusive elementary classrooms within Tandag City Division, Surigao del Sur. A purposive sampling method, complemented by a snowball technique, was employed to select 68 non-SNED elementary teachers actively teaching SNED learners during the 2024-2025 school year. Data were collected using a researcher-developed, expert-validated questionnaire and analyzed to determine correlations and significant differences based on teacher profiles. Findings reveal that non-SNED teachers generally hold positive attitudes toward inclusive education, yet face significant gaps in formal training and preparedness to effectively implement inclusive practices. The study also found no significant variations in pedagogical effectiveness across most demographic groups, suggesting the need for universally accessible capacity-building initiatives. These results provide valuable empirical evidence to guide policymakers, educators, and administrators in designing targeted interventions that enhance inclusive education practices and promote equitable learning environments for all learners. The study recommends enhance teacher training program, increasing administrative involvement, and institutionalizing support mechanism to empower non-SNED teachers in fostering inclusive education.

Keywords: *inclusive education, non-SNED teachers, pedagogical effectiveness, special needs education (SNED), teacher demographics*

1. INTRODUCTION

Special Needs Education (SNED) is an educational program designed to satisfy the needs of children with special needs who are unable to benefit from traditional education due to disabilities or exceptional disabilities (DepEd-NCR, 2019). As a result, teachers are required to welcome students as official enrollees in a regular class and to promote the implementation of inclusive education programs (DepEd order No. 72 s. 2009). Regular teachers, on the other hand, struggle to educate learners with special educational needs (LSENs) and disabilities (LWDs) due to a lack of proper training (Estanislao, 2023). Thus, the purpose of this study is to identify the systemic barriers that non-SNED teachers face while dealing with SNED learners in regular classrooms.

Teaching students with learning disabilities and learning manifestations requires specialized instructional strategies and a structured learning environment. While these students are capable of learning, they benefit from differentiated instruction that caters to their unique needs, such as oral instruction for reading disabilities, frequent progress checks, and concise activities to reduce frustration. Izak (2024) asserts that, despite efforts to integrate

learners with disabilities into normal classes, considerable obstacles persists. Effective teaching strategies also include concrete objects to help students understand abstract concepts. Despite these strategies, special education faces considerable challenges, primarily related to labor shortages and inadequate funding. Many educational institutions struggle to recruit and retain qualified special education teachers, and the high demands coupled with insufficient compensation and mentoring contribute to teacher turnover (Horton, 2024).

In Tandag City Division, the rising enrollment of SNED learners in regular classrooms contrasts sharply with the limited number of teachers formally trained in Special Needs Education, leaving 68 non-SNED teachers to provide support without specialized preparation. This discrepancy underscores the need to better understand the characteristics and pedagogical effectiveness of non-SNED teachers working in inclusive settings. Existing studies tend to be localized or qualitative, lacking broader quantitative analysis on how these teacher factors correlate with their effectiveness in handling SNED learners. This study addresses this gap by examining these correlations across the division, offering data-driven insights to inform targeted professional development and enhance inclusive education outcomes.

This study aims to contribute to the frontier of knowledge by providing a comprehensive analysis of the characteristics and pedagogical effectiveness of non-SNED teachers handling SNED learners across multiple schools in Tandag City Division. It seeks to offer empirical evidence on the correlations between teacher profiles and their effectiveness in inclusive classrooms, addressing a significant gap in division-wide quantitative research. By identifying the specific challenges and strengths of non-SNED teachers, the study intends to inform the development of targeted professional development programs that enhance inclusive teaching practices. Ultimately, the findings aim to guide policymakers and educators in creating effective strategies that promote a more inclusive and supportive learning environment for both SNED and non-SNED learners.

1.1 Research Questions

This study seeks to explore the demographic profiles, perceived pedagogical effectiveness, and significant differences in teaching practices of non-SNED teachers handling SNED learners, as outlined below:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. Age;
 - 1.2. Sex;
 - 1.3. Highest Educational Attainment;
 - 1.4. Years in Teaching SNED learners;
 - 1.5. No. of SNED learners; and
 - 1.6 Subject taught?
2. What is the perceived pedagogical effectiveness of non-SNED teachers in terms of:
 - 2.1 Teacher Attitude;
 - 2.1 Teacher Training;
 - 2.3 Self Efficacy
 - 2.4 Teacher-student interaction; and
 - 2.5 differentiated instruction?
3. Is there a significant difference on the perceived pedagogical effectiveness on non-SNED teachers when grouped according to Profile?

2. METHODOLOGY

This study employed a quantitative descriptive-correlational research design aimed at systematically describing the characteristics and pedagogical effectiveness of non-Special Needs Education (non-SNED) teachers in handling SNED learners within inclusive classrooms. Data collection was conducted through a researcher-developed questionnaire that underwent rigorous validation by subject matter experts to ensure its reliability and content accuracy. The study was carried out in selected elementary schools under the Tandag City Division, Surigao del Sur, which implement the Special Needs Education program. These schools included Carmen Integrated School, Engr. Nestor Ty Memorial Elementary School, Mabuhay Integrated School, Mahanon Elementary School, Pandanon Elementary School, Tandag City SpEd Center, Tandag Pilot Elementary School, Telaje Elementary School, Quintos Elementary School, Rosario Integrated School, San Antonio Elementary School, and San Isidro Elementary School.

The research participants comprised 68 elementary teachers currently teaching regular classes with SNED learners during the 2024-2025 school year. Purposive sampling complemented by a snowball technique was employed to select respondents, guided by the Division SNED coordinator's identification of teachers whose pedagogical effectiveness and insights closely aligned with the study's focus on inclusive education. This sampling approach ensured that only non-SNED teachers actively engaged in instructing SNED learners in mainstream classrooms were included. Throughout the research process, strict adherence to ethical standards was maintained to protect the rights, privacy, and welfare of all participants, ensuring voluntary participation and confidentiality in data handling.

3. RESULTS AND DISCUSSION

3.1 Demographic Profile of the Respondents

Table 1 presents the demographic profile of the non-SNED teachers who are handling Special Needs Education (SNED) learners in regular classrooms.

Table 1. Demographic Profile of the Respondents

Indicator	Category	Frequency	Percentage
Age	21 to 30 years old	14	20.6
	31 to 40 years old	19	27.9
	41 to 50 years old	17	25.0
	51 years old and above	18	26.5
	Total	68	100.0
Sex	Male	8	11.8
	Female	60	88.2
	Total	68	100.0
Highest Educational Attainment	Bachelor's Degree	30	44.12
	Master's Degree (units)	33	48.53
	Master's Degree	3	4.41
	Doctorate (units)	2	2.94
	Doctorate	-	-
	Total	68	100.0
Years in Teaching SNED Learners	1 – 5 years	49	72.06
	6 – 10 years	8	11.76
	11 – 15 years	3	4.41
	16 – 20 years	4	5.88
	21 years and above	4	5.88
	Total	68	100.0
Number of SNED learners	1 – 2	45	66.18
	3 – 4	19	27.94
	5 – 6	4	5.88
	7 – 8	-	-
	9 or more	-	-
	Total	68	100.0
Subject(s) Taught	English	12	17.65
	Math	6	8.82
	Science	4	5.88
	Filipino	5	7.35
	Social Studies	39	57.35
	Others (Aral Pan, ESP)	2	2.94
	Total	68	100.00

In terms of age, the highest number of respondents are aged 31 to 40 years old (28%), while the lowest is from the 21 to 30 age group (21%). This indicates that the majority of teachers are in their mid-career, with longer teaching experience, while the smallest group are younger teachers who are still new to the teaching experience. This may suggest a gap in newly trained teachers entering the field or a lack of early exposure to inclusive education in teacher preparation programs. Molina (2024) concurred to this finding in her study which revealed that in terms of age, participants aged 36 – 40 years old were more challenged when instructing students who have specific requirements than other age groups. Aside from not having any training in special education, they could have fewer favorable opinions or attitudes regarding the integration of students with special needs into the regular classroom setting.

Based on sex, the highest frequency is female teachers (88%), and the lowest is male teachers (12%). This imbalance suggests that inclusive teaching in regular classrooms is primarily being managed by female educators, possibly reflecting gender trends in the teaching profession. However, it may also indicate a lack of diverse perspectives in addressing the varied needs of SNED learners. This result coincides with Moon's study (2023) which findings show that most teachers in the sample are female. There is a huge disparity between male and female teachers in the study, reflecting the existing sex disparity in the teaching profession.

Regarding the highest educational attainment, the most common qualification is having earned Master's Degree units (49%), while the least frequent is those with a completed Doctorate as none of the respondents hold one. This shows that although many are pursuing advanced education, very few have completed high-level qualifications that might include specialized training in SNED. This lack of specialized credentials could contribute to challenges in adapting teaching strategies for learners with special needs. This result closely aligns with Abantas's (2022) study which showed respondents having earned units in master's degree as the second highest number of teachers who are handling SNED learners.

In terms of years teaching SNED learners, the majority of teachers (72%) have only 1 to 5 years of experience, while the lowest frequency is found in the 11 to 15-year group (4%). The high concentration of relatively new experience suggests that most teachers are still in the early stages of adjusting to inclusive education, likely encountering challenges due to limited practical knowledge and training. Similarly, Abanta's (2022) study arrived at the same results showing that most respondents are also teaching for 1-5 years. This means that most of the teachers handling SPED learners are still in their early years in the service.

With regard to the number of SNED learners handled, most teachers are managing 1 to 2 learners (66%), while none are handling 7 or more learners. This low number may appear manageable, but the complete absence of teachers handling larger SNED groups may reflect systemic limitations in capacity, training, or willingness to integrate more SNED learners into regular classrooms. It may also indicate a cautious approach to inclusion due to lack of preparedness. The Philippine Senate raised that there is an estimated shortfall of 7,651 SNED teachers based on public school enrollment for School Year (SY) 2023-2024. To date, there are only 5,147 SNED teachers, while there are 323,344 learners with disabilities aged two to 17 enrolled for SY 2023-2024 (Senate of the Philippines, 2024).

In terms of subjects taught, the highest number of teachers are assigned to Social Studies (58%), while the lowest number of teachers are in Science and Filipino, each with only 7% of respondents. Social Studies is handled by more than half of the respondents, suggesting that inclusive education efforts are more prominent or concentrated in this subject area. This could be due to the subject's nature, as it encourages discussions on society, values, and civic responsibility which key themes that align well with the goals of inclusive education. Its flexible and discussion-based format allows teachers to adapt content to suit diverse learning needs more easily than subjects that are more technical or skills-based. As Minarik and Lintner (2024) emphasize, social studies provide a conducive platform for inclusive education, offering opportunities to engage all learners, including those with disabilities, through discussions that promote civic understanding and social responsibility.

3.2 Perceived Pedagogical Effectiveness of non-SNED Teachers

Table 3 presents the summary of non-SNED teachers' self-assessment regarding their pedagogical effectiveness in handling SNED learners in regular classrooms.

Table 2
Summary Table on the Perceived Pedagogical Effectiveness of non-SNED Teachers

Indicator	Mean	Adjectival Rating
A. Teacher Attitude	3.09	Agree
B. Teacher Training	2.49	Disagree
C. Self-Efficacy	2.51	Agree
D. Teacher-Student Interaction	2.81	Agree
E. Differentiated Instruction	2.84	Agree
Over-all Mean	2.75	Agree

Based on the data, the highest mean score is observed in the area of Teacher Attitude, with a mean of 3.09, which corresponds to an “Agree” rating. This result indicates that teachers generally maintain a positive attitude toward inclusive education and are open to working with SNED learners. A constructive mindset is essential in inclusive settings, as it influences not only teacher behavior but also the classroom environment and student outcomes. This strong attitudinal support implies that many teachers are willing to embrace the principles of inclusion and demonstrate empathy, acceptance, and patience toward learners with diverse needs. However, while a positive attitude is foundational, it must be matched with practical skills and knowledge to translate into effective instructional practices.

In line with this, the study by Nuñez and Rosales (2021) shows that, despite their limited training in inclusive education, teachers generally hold positive attitudes toward it. However, favorable attitudes alone are not enough. The study reveals that teachers have not received sufficient training to effectively teach students with special needs, leaving them inadequately prepared to interact with and support these students in the classroom. This highlights the gap between teachers' attitudes and their actual capacity to implement inclusive education practices.

On the other hand, the lowest-rated indicator is Teacher Training, with a mean score of 2.49, which falls under the “Disagree” category. This is a significant finding, as it indicates that many non-SNED teachers feel they have not received sufficient training to effectively teach students with special needs. Despite the willingness and positive attitude, the lack of specialized training creates a major gap in the delivery of inclusive education. Teachers may struggle with classroom management, instructional strategies, or assessment techniques that are appropriate for SNED learners. The low score in this area highlights an urgent need for targeted professional development programs, workshops, and capacity-building initiatives to equip non-SNED teachers with the knowledge and skills required to handle inclusive classrooms confidently and competently.

This result aligns with Moon's study (2023), which revealed that many general education teachers feel unprepared to design differentiated instruction that caters to both general and special education needs. This lack of preparedness underscores the urgent need for targeted professional development programs focused on inclusive education. The need for comprehensive teacher training is further accentuated by the increasing diversity within classrooms, requiring educators to adopt innovative teaching strategies and build their confidence in managing inclusive settings. While some teachers possess a positive attitude toward inclusion, their lack of formal preparation often results in suboptimal educational experiences for SNED learners.

The overall mean score of 2.75, categorized as “Agree,” suggests a moderate level of perceived pedagogical effectiveness among non-SNED teachers. It reveals that non-SNED teachers are positively inclined toward inclusive education and are making efforts to support SNED learners, but their effectiveness is hampered by insufficient training and limited exposure to inclusive pedagogical strategies. Addressing this gap through continuous professional development and institutional support is essential to enhance both teacher confidence and instructional quality in inclusive classrooms. Without such interventions, the positive attitudes and moderate self-efficacy observed may not be enough to meet the diverse needs of SNED learners in mainstream educational settings.

Professional development remains a critical factor in enhancing teacher readiness for inclusive education. Baguisa and Ang-Manaig (2019) demonstrated a statistically significant correlation between participation in training programs, such as seminars, and teachers' preparedness to implement inclusive practices. This finding emphasizes the importance of continuous professional learning opportunities to equip educators with the skills necessary for inclusive teaching.

3.3 Significant Difference on the Perceived Pedagogical on non-SNED teachers when Grouped According Profile

Table 3.1 presents the results of an analysis of variance (ANOVA) to determine whether there is a significant difference in the perceived pedagogical on non-SNED teachers when grouped according to age.

Table 3.1 Significant Difference on the Perceived Pedagogical Effectiveness on non-SNED teachers when Grouped According to Age

Source of Variation		Sum of Squares	df	Mean Square	F	p-value	Conclusion
Teacher Attitude	Between Groups	.472	3	.157	.453	.716	Not Significant
	Within Groups	22.203	64	.347			
	Total	22.675	67				
Teacher Training	Between Groups	1.033	3	.344	.699	.556	Not Significant
	Within Groups	31.533	64	.493			
	Total	32.566	67				
Self-Efficacy	Between Groups	1.612	3	.537	1.597	.199	Not Significant
	Within Groups	21.534	64	.336			
	Total	23.145	67				
Teacher-Student Interaction	Between Groups	1.672	3	.557	2.175	.100	Not Significant
	Within Groups	16.399	64	.256			
	Total	18.071	67				
Differentiated Instruction	Between Groups	.023	3	.008	.030	.993	Not Significant
	Within Groups	16.546	64	.259			
	Total	16.569	67				

Across all five indicators, the results reveal no statistically significant difference among the different age groups, as all p-values are greater than the standard significance level of 0.05. Specifically, the p-values are as follows: Teacher Attitude ($p = 0.716$), Teacher Training ($p = 0.556$), Self-Efficacy ($p = 0.199$), Teacher-Student Interaction ($p = 0.100$), and Differentiated Instruction ($p = 0.993$). These findings indicate that the perceived pedagogical effectiveness of non-SNED teachers does not vary significantly with age.

This suggests that teachers, regardless of their age, generally share similar perceptions of their competence and preparedness in handling SNED learners in regular classrooms. It implies that challenges and strengths in inclusive teaching are not age-dependent but may instead be influenced by other factors such as access to training, actual teaching experience with SNED learners, or institutional support. Therefore, interventions and capacity-building programs aimed at enhancing pedagogical effectiveness should be equally accessible to all teachers, regardless of age, as their professional development needs appear consistent across age groups.

Molina (2024) revealed that teachers aged 36 to 40 who lacked formal training in special education experienced greater difficulty in managing students with special needs compared to other age groups. This outcome may be attributed to a combination of limited skills and less adaptive attitudes toward inclusive practices within this demographic. Existing literature suggests that younger teachers, as well as those with more extensive teaching experience, tend to demonstrate more positive attitudes toward the inclusion of students with disabilities in mainstream classrooms.

Following this, Table 3.2 presents the results of an independent samples t-test to determine whether there is a significant difference in the perceived pedagogical on non-SNED teachers when grouped according to sex.

Table 3.2 Significant Difference on the Perceived Pedagogical on non-SNED teachers when Grouped According to Sex

Variable Tested	Computed t	p-value	Conclusion
Teacher Attitude	.162	.872	Not Significant
Teacher Training	.738	.463	Not Significant
Self-Efficacy	.002	.998	Not Significant
Teacher-Student Interaction	.368	.714	Not Significant
Differentiated Instruction	.857	.394	Not Significant

Across all five indicators, the results show that there is no statistically significant difference between male and female non-SNED teachers, as all p-values exceed the 0.05 significance level. Specifically, the p-values are as follows: Teacher Attitude ($p = 0.872$), Teacher Training ($p = 0.463$), Self-Efficacy ($p = 0.998$), Teacher-Student Interaction ($p = 0.714$), and Differentiated Instruction ($p = 0.394$). These results indicate that male and female teachers perceive their pedagogical effectiveness in similar ways when it comes to teaching SNED learners in regular classrooms.

This finding suggests that sex is not a determining factor in how teachers assess their own competencies or challenges in inclusive teaching. Both male and female non-SNED teachers appear to face comparable experiences and levels of preparedness, indicating that professional development and support strategies do not necessarily need to be differentiated by sex. Instead, emphasis should be placed on addressing common needs across the teaching population, such as training in inclusive strategies and classroom adaptation, regardless of gender.

In contrast to this result, Molina (2024) found that male teachers reported greater challenges in managing students with special needs compared to their female counterparts. This disparity may be linked to generally lower levels of tolerance and empathy among male educators, which can hinder their ability to effectively address the diverse needs of learners and sustain an inclusive classroom environment. Supporting studies have similarly indicated that male teachers tend to demonstrate less sympathetic attitudes than females, which may impact their responsiveness to inclusive practices. Furthermore, research confirms that female teachers often exhibit more favorable attitudes toward inclusion and are more likely to implement inclusive teaching strategies.

Meanwhile, Table 3.3 presents the results of an analysis of variance (ANOVA) to examine whether there is a significant difference in the perceived pedagogical on non-SNED teachers when grouped according to their highest educational attainment.

Table 3.3 Significant Difference on the Perceived Pedagogical on non-SNED teachers when Grouped According to Highest Educational Attainment

Source of Variation		Sum of Squares	df	Mean Square	F	p-value	Conclusion
Teacher Attitude	Between Groups	1.055	3	.352	1.041	.381	Not Significant
	Within Groups	21.620	64	.338			
	Total	22.675	67				
Teacher Training	Between Groups	2.695	3	.898	1.925	.134	Not Significant
	Within Groups	29.871	64	.467			
	Total	32.566	67				
Self-Efficacy	Between Groups	.311	3	.104	.291	.832	Not Significant

	Within Groups	22.834	64	.357			
	Total	23.145	67				
Teacher-Student Interaction	Between Groups	4.482	3	1.494	7.037	.000	Significant
	Within Groups	13.588	64	.212			
	Total	18.071	67				
Differentiated Instruction	Between Groups	.631	3	.210	.844	.475	Not Significant
	Within Groups	15.939	64	.249			
	Total	16.569	67				

Among the indicators, only Teacher-Student Interaction shows a statistically significant difference ($p = 0.000$), which is well below the 0.05 significance threshold. This suggests that teachers' perceptions of their ability to interact effectively with SNED students vary depending on their level of educational attainment. This could imply that higher educational qualifications may enhance a teacher's interpersonal skills, confidence, or exposure to inclusive education strategies, which directly influence their classroom interaction practices.

In contrast, the remaining four indicators—Teacher Attitude ($p = 0.381$), Teacher Training ($p = 0.134$), Self-Efficacy ($p = 0.832$), and Differentiated Instruction ($p = 0.475$)—all show no significant differences across the educational attainment groups. These findings suggest that teachers, regardless of whether they hold a bachelor's degree, have graduate units, or advanced degrees, tend to share similar perceptions about their training adequacy, teaching confidence, and use of varied instructional methods when supporting SNED learners.

The results highlight that higher educational attainment may positively influence how well teachers manage student interactions, which is critical in inclusive classrooms. However, other aspects of pedagogical effectiveness appear to be influenced more by factors beyond formal academic credentials, such as practical teaching experience, in-service training, or institutional support. This indicates that while advanced education may enhance certain competencies, it should be complemented by continuous professional development to fully support inclusive teaching practices.

This data aligns with the study of Moon (2024), which showed no significant difference in the readiness and performance of teachers in inclusive education programs when grouped according to highest educational attainment. This finding suggests that academic qualifications alone may not be a reliable predictor of a teacher's preparedness for inclusive teaching. Instead, factors such as practical experience, ongoing professional development, and personal attitudes toward inclusion may play a more critical role. These results highlight the importance of equipping all teachers regardless of their academic background with targeted training and support to effectively implement inclusive education practices.

On the other hand, Table 3.4 presents the analysis of variance (ANOVA) results examining whether there is a significant difference in the perceived pedagogical on non-SNED teachers when grouped according to their years of experience in teaching SNED learners.

Table 3.4 Significant Difference on the Perceived Pedagogical on non-SNED teachers when Grouped According to Years in Teaching SNED Learners

Source of Variation		Sum Squares	df	Mean Square	F	p-value	Conclusion
Teacher Attitude	Between Groups	1.048	4	.262	.763	.553	Not Significant
	Within Groups	21.627	63	.343			
	Total	22.675	67				

Teacher Training	Between Groups	3.391	4	.848	1.831	.134	Not Significant
	Within Groups	29.175	63	.463			
	Total	32.566	67				
Self-Efficacy	Between Groups	.533	4	.133	.371	.828	Not Significant
	Within Groups	22.612	63	.359			
	Total	23.145	67				
Teacher-Student Interaction	Between Groups	.488	4	.122	.437	.781	Not Significant
	Within Groups	17.582	63	.279			
	Total	18.071	67				
Differentiated Instruction	Between Groups	.960	4	.240	.968	.431	Not Significant
	Within Groups	15.610	63	.248			
	Total	16.569	67				

The results show that for all five indicators, there is no statistically significant difference across the different experience groups. The p-values for each are as follows: Teacher Attitude ($p = 0.553$), Teacher Training ($p = 0.134$), Self-Efficacy ($p = 0.828$), Teacher-Student Interaction ($p = 0.781$), and Differentiated Instruction ($p = 0.431$). Since all values are greater than the standard 0.05 significance level, the differences in means are not considered statistically meaningful.

These findings suggest that the number of years non-SNED teachers have spent teaching SNED learners does not significantly influence their perceptions of pedagogical effectiveness. Regardless of whether they have a few years or over two decades of experience, their self-assessed competence in areas such as training, attitude, instructional adaptability, and student interaction remains relatively consistent. This may imply that mere length of experience with SNED learners does not automatically translate to improved pedagogical practices. Instead, other factors such as the quality of training, ongoing professional development, and institutional support may play a more pivotal role in shaping teachers' effectiveness in inclusive classrooms.

A study by Triviño-Amigo et al. (2022), found that Spanish teachers with more years of experience reported lower levels of preparedness for inclusive education, highlighting the need for targeted training and support irrespective of teaching tenure.

In a different vein, Table 3.5 presents the results of an analysis of variance (ANOVA) to determine whether there is a significant difference in the perceived pedagogical on non-SNED teachers when grouped according to the number of SNED learners they handle in their classrooms. The variables tested include Teacher Attitude, Teacher Training, Self-Efficacy, Teacher-Student Interaction, and Differentiated Instruction.

Table 3.5 Significant Difference on the Perceived Pedagogical Effectiveness on non-SNED teachers when Grouped According to Number of SNED learners

Source of Variation		Sum of Squares	df	Mean Square	F	p-value	Conclusion
Teacher Attitude	Between Groups	.997	2	.499	1.495	.232	Not Significant
	Within Groups	21.677	65	.333			

	Total	22.675	67				
Teacher Training	Between Groups	.040	2	.020	.040	.961	Not Significant
	Within Groups	32.526	65	.500			
	Total	32.566	67				
Self-Efficacy	Between Groups	.403	2	.202	.576	.565	Not Significant
	Within Groups	22.742	65	.350			
	Total	23.145	67				
Teacher-Student Interaction	Between Groups	1.514	2	.757	2.972	.058	Not Significant
	Within Groups	16.557	65	.255			
	Total	18.071	67				
Differentiated Instruction	Between Groups	.317	2	.159	.634	.534	Not Significant
	Within Groups	16.252	65	.250			
	Total	16.569	67				

The results indicate that no statistically significant differences were found across all five indicators. Specifically, the p-values are as follows: Teacher Attitude ($p = 0.232$), Teacher Training ($p = 0.961$), Self-Efficacy ($p = 0.565$), Teacher-Student Interaction ($p = 0.058$), and Differentiated Instruction ($p = 0.534$). All of these values exceed the standard significance level of 0.05, leading to the conclusion that the number of SNED learners in a teacher's class does not significantly affect their perceived pedagogical effectiveness.

It is worth noting, however, that the p-value for Teacher-Student Interaction ($p = 0.058$) is close to the threshold, suggesting a potential trend that might become significant with a larger sample size or more precise grouping. This may indicate that handling more SNED learners could influence how teachers perceive their ability to manage and interact with diverse students, though the current data is not sufficient to confirm this statistically.

Overall, the findings imply that non-SNED teachers tend to maintain a consistent level of perceived pedagogical competence regardless of how many SNED learners they accommodate. This consistency could reflect a general reliance on standard teaching strategies or a lack of targeted support that would otherwise differentiate their experiences based on learner diversity. It also underscores the need for specialized training and resources that go beyond mere exposure to SNED learners and are more focused on inclusive practices.

In special education, the student- teacher ratio is a pivotal element that directly influences the quality of instruction. Typically, the ideal student- teacher ratio for special education is lower than in mainstream classrooms. While specific numbers can vary based on the needs of the students and the resources of the school, a common standard is one teacher for every 6-10 students. This smaller ratio allows teachers to focus more on each student's needs, providing personalized attention critical in special education settings (Puzzle Box Academy, 2024). Smaller class sizes not only enable more individualized instruction but also foster stronger teacher-student relationships, which are essential for emotional and behavioral development. Research also indicates that reduced ratios contribute to better academic outcomes and increased engagement among learners with disabilities. Consequently, maintaining an appropriate student-teacher ratio is fundamental to achieving the goals of inclusive and equitable education.

Further, Table 3.6 presents the analysis of variance (ANOVA) results examining whether there is a significant difference in the perceived pedagogical on non-SNED teachers when grouped according to the subjects

they teach. The findings aim to determine if the subject area influences how teachers assess their competence in delivering inclusive education.

Table 3.6 Significant Difference on the Perceived Pedagogical on non-SNED teachers when Grouped According to Subject(s) Taught

Source of Variation		Sum of Squares	df	Mean Square	F	Sig.	Conclusion
Teacher Attitude	Between Groups	1.803	6	.300	.878	.516	Not Significant
	Within Groups	20.872	61	.342			
	Total	22.675	67				
Teacher Training	Between Groups	3.646	6	.608	1.282	.279	Not Significant
	Within Groups	28.920	61	.474			
	Total	32.566	67				
Self-Efficacy	Between Groups	.673	6	.112	.304	.932	Not Significant
	Within Groups	22.472	61	.368			
	Total	23.145	67				
Teacher-Student Interaction	Between Groups	1.434	6	.239	.876	.518	Not Significant
	Within Groups	16.637	61	.273			
	Total	18.071	67				
Differentiated Instruction	Between Groups	2.567	6	.428	1.864	.102	Not Significant
	Within Groups	14.002	61	.230			
	Total	16.569	67				

The findings reveal that none of the indicators show statistically significant differences based on the subject area taught. The p-values for each indicator are as follows: Teacher Attitude ($p = 0.516$), Teacher Training ($p = 0.279$), Self-Efficacy ($p = 0.932$), Teacher-Student Interaction ($p = 0.518$), and Differentiated Instruction ($p = 0.102$). All of these values are above the 0.05 level of significance, leading to the conclusion that the subject taught by the teacher does not significantly influence their perception of pedagogical effectiveness when working with SNED learners.

Although the indicator for Differentiated Instruction shows the lowest p-value at 0.102, suggesting a possible trend, it still falls short of statistical significance. This could imply that certain subjects might slightly influence how teachers adapt their instruction to diverse learners, but not to a degree that is conclusive with the current data.

In summary, the results suggest that regardless of whether non-SNED teachers are teaching English, Math, Science, Social Studies, or other subjects, they perceive themselves as similarly effective in handling SNED learners. This uniformity might reflect a shared level of preparation, support, or training across subject areas—or conversely, a common lack of targeted strategies for inclusive teaching across disciplines. The findings emphasize the need for subject-specific professional development that supports inclusive practices, particularly in subjects that might traditionally rely more heavily on rigid instructional formats.

This perspective is supported by a study conducted by Tenerife et al. (2022), which found that teachers' perceived competence in inclusive education was significantly related to the benefits of inclusive education for learners with and without special needs, highlighting the importance of targeted professional development in enhancing inclusive teaching practices.

4. CONCLUSION

The study reveals that non-SNED teachers handling Special Needs Education (SNED) learners in regular classrooms generally possess positive attitudes toward inclusive education, as reflected in their overall agreement with teacher attitude indicators. However, a critical gap exists in their formal training and preparedness, with many teachers feeling inadequately equipped to implement effective inclusive practices. This lack of sufficient training, despite their willingness, highlights a pressing need for targeted professional development to enhance their pedagogical skills, particularly in differentiated instruction and classroom management for SNED learners. The findings also demonstrate that demographic factors such as age, sex, years of experience, and subjects taught do not significantly influence teachers' perceptions of their inclusive teaching effectiveness, except for teacher-student interaction which varies with educational attainment.

These results underscore the importance of continuous institutional support and capacity-building initiatives to empower all teachers, regardless of their background or experience level, to confidently and competently engage with diverse learners. Addressing the shortage of specialized SNED teachers and providing accessible, high-quality training programs will be vital in improving inclusive education outcomes. As the data suggests, fostering positive attitudes alone is insufficient without equipping educators with the practical knowledge and skills necessary to meet the complex needs of SNED students. Therefore, policymakers and school administrators must prioritize comprehensive professional development and resource allocation to bridge these gaps and ensure equitable learning opportunities for all learners in mainstream classrooms.

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