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Competency and Preparedness of Teachers in Managing Learners with Diverse Learning Needs: Basis for A Targeted Professional Development Program

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ABSTRACT: This study assessed the competency and preparedness of teachers in managing learners with diverse learning needs as a basis for developing a targeted professional development program. Specifically, it examined teachers' competency in terms of instructional strategies, classroom management, assessment and evaluation, and adaptation of teaching methods/differentiated instruction, as well as their preparedness in terms of knowledge and understanding of inclusive education, skills and teaching practices, availability and utilization of instructional resources, and emotional and psychological readiness. A descriptive-correlational research design was employed involving 84 teachers from the Schools Division of Pasig City who were managing or had experience managing learners with diverse learning needs. Data were gathered using a researcher-made questionnaire validated by three experts with a Content Validity Index (CVI) of 0.70 and tested for reliability through pilot testing. A four-point Likert scale was used, and data were analyzed using frequency and percentage distribution, weighted mean, standard deviation, t-test, One-Way ANOVA, and Pearson Product-Moment Correlation at the 0.05 level of significance. The findings revealed that teachers demonstrated a Highly Evident level of competency across all domains. Teachers also showed a Highly Evident level of preparedness in knowledge and understanding of inclusive education, skills and teaching practices, and emotional and psychological readiness, while availability and utilization of instructional resources was rated Evident. Significant differences were found in classroom management when grouped according to years of teaching experience, and in skills and teaching practices and emotional and psychological readiness when grouped according to school level handled. Furthermore, a significant positive relationship existed between teachers' competency and preparedness, indicating that higher competency is associated with greater readiness in managing diverse learners. Based on the findings, a Targeted Professional Development Program was proposed focusing on inclusive education practices, differentiated instruction, classroom management, assessment adaptation, instructional resource development, collaboration, and teacher emotional readiness. The program aims to strengthen teachers' capacity to provide responsive and inclusive learning experiences for learners with diverse learning needs.

KEYWORDS: Differentiated Instruction, Inclusive Education, Learners with Diverse Learning Needs, Professional Development Program, Teacher Competency, Teacher Preparedness.

I. INTRODUCTION

The increasing emphasis on inclusive education has highlighted the critical role of teachers in effectively managing learners with diverse learning needs. In alignment with global frameworks such as the UNESCO and national policies like the Republic Act No. 7277, schools are encouraged to provide equitable access to quality education for all learners, regardless of their abilities. This shift toward inclusivity requires teachers to possess not only adequate knowledge but also the appropriate skills, attitudes, and preparedness to address diverse learning needs within the classroom.

Teacher competency in this context encompasses instructional strategies, classroom management, assessment techniques, and the ability to adapt teaching methods to accommodate learners with varying disabilities. Meanwhile, preparedness refers to the readiness of teachers in terms of training, experience, availability of resources, and emotional and psychological capacity to handle inclusive classroom environments. Despite existing policies and initiatives, many teachers still encounter challenges such as limited training in inclusive education, lack of instructional materials, and insufficient institutional support. Education is a fundamental right of every learner, including students with special needs who require appropriate support to achieve their full potential. The COVID-19 pandemic brought unprecedented disruptions to educational systems worldwide, compelling schools to rapidly shift from traditional face-to-face instruction to various forms of distance and flexible learning. This abrupt transition posed

significant challenges for all educators; however, inclusive education teachers faced uniquely complex demands as they continued to provide appropriate, equitable, and individualized instruction to students with special needs. The lived experiences of inclusive education teachers during this period reveal not only professional struggles but also resilience, adaptability, and innovation in the face of crisis.

The findings of this study will serve as a basis for the development of a targeted professional development program designed to enhance teachers' capabilities in managing learners with diverse learning needs. Such a program may include specialized training, workshops, mentoring, and continuous learning opportunities tailored to address identified gaps. Ultimately, the study contributes to improving teaching effectiveness, promoting inclusive classroom practices, and ensuring that learners with diverse learning needs receive the support necessary to achieve their full potential.

Research Question

This study aims to assess the competency and preparedness of teachers in managing learners with diverse learning needs as a basis for developing a targeted professional development program.

Specifically, it seeks to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
    1.1 Age;
    1.2 Sex;
    1.3 Years of teaching experience;
    1.4 Highest educational attainment; and
    1.5 Relevant trainings/seminars attended on special needs education?
2. What is the level of teachers' competency in managing learners with diverse learning needs in terms of:
    2.1 Instructional strategies;
    2.2 Classroom management;
    2.3 Assessment and evaluation; and
    2.4 Adaptation of teaching methods/differentiated instruction?
3. What is the level of teachers' preparedness in managing learners with diverse learning needs in terms of:
    3.1 Knowledge and understanding of inclusive education;
    3.2 Skills and teaching practices;
    3.3 Availability and utilization of instructional resources; and
    3.4 Emotional and psychological readiness?
4. Is there a significant difference on the level of teachers' competency in managing learners with diverse learning needs when grouped according to profile?
5. Is there a significant difference on the level of teachers' preparedness in managing learners with diverse learning needs when grouped according to profile?
6. Is there a significant relationship between the teachers' level of competency and preparedness in managing learners with diverse learning needs?
7. What Professional Development Program can be proposed based on the findings of the study?

II. SCOPE AND LIMITATION OF THE STUDY

This study focuses on assessing the competency and preparedness of teachers in managing learners with diverse learning needs as a basis for developing a targeted professional development program. It primarily examines teachers' competencies in terms of instructional strategies, classroom management, assessment and evaluation, and the use of differentiated instruction. Additionally, it evaluates teachers' level of preparedness in terms of their knowledge of inclusive education, teaching skills, availability and utilization of instructional resources, and emotional and psychological readiness.

The respondents of the study are limited to selected teachers within a specified school or group of schools during the academic year 2024–2025. The study considers only those teachers who are currently managing or have experience in managing learners with diverse learning needs. Data will be collected through a structured survey questionnaire, and responses will be measured using a Likert scale to determine the levels of competency and preparedness.

Despite these limitations, the study aims to provide meaningful insights that can serve as a basis for developing an effective and targeted professional development program for teachers managing learners with diverse learning needs.

FRAMEWORK

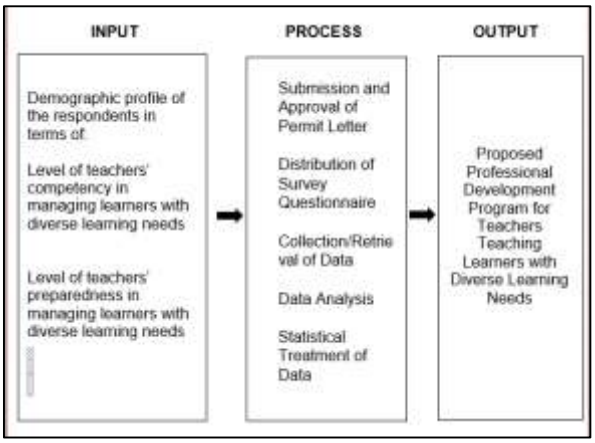


Fig. 1. Research Paradigm

This study is anchored on the Input–Process–Output (IPO) model, which serves as the guiding framework in examining the competency and preparedness of teachers in managing learners with diverse learning needs, and in developing a targeted professional development program based on the findings.

The input of the study consists of two major components. The first is the demographic profile of the respondents, which includes age, gender, years of teaching experience, educational attainment, and relevant trainings or seminars attended related to inclusive education. These variables are considered important as they may influence teachers' level of competency and preparedness in managing learners with diverse learning needs. The second component focuses on the core variables of the study, namely the level of teachers' competency in managing learners with diverse learning needs and the level of teachers' preparedness in managing learners with diverse learning needs. Teachers' competency is further examined in terms of instructional strategies, classroom management, assessment and evaluation, and adaptation of teaching methods or differentiated instruction. On the other hand, teachers' preparedness is assessed in terms of their knowledge and understanding of inclusive education, skills and teaching practices, availability and utilization of instructional resources, and emotional and psychological readiness.

The process involves the systematic procedures undertaken in the conduct of the study. This includes the submission and approval of the necessary permit letters from relevant authorities, followed by the distribution of survey questionnaires to the selected respondents. After data collection, the responses will be retrieved, organized, and tabulated for analysis. The gathered data will then undergo statistical treatment using appropriate statistical tools to ensure accurate interpretation of results. This process ensures that the study follows a structured and ethical research procedure in obtaining reliable and valid findings.

The output of the study is the development of a Targeted Professional Development Program. This program will be designed based on the identified strengths and gaps in teachers' competency and preparedness in managing learners with diverse learning needs. It aims to enhance teachers' instructional strategies, classroom management skills, assessment practices, differentiated instruction techniques, and overall readiness in inclusive education. Ultimately, the proposed program seeks to improve teaching effectiveness and ensure that learners with diverse learning needs receive quality, inclusive, and responsive education.

Research Design

This study utilized a descriptive-correlational research design to assess the competency and preparedness of teachers in managing learners with diverse learning needs as a basis for developing a targeted professional development program.

The descriptive component of the design was used to determine and describe the level of teachers' competency in terms of instructional strategies, classroom management, assessment and evaluation, and adaptation of teaching methods or differentiated instruction. It also described the level of teachers' preparedness in terms of knowledge and understanding of inclusive education, skills and teaching practices, availability and utilization of instructional resources, and emotional and psychological readiness. In addition, the demographic profile of the respondents was presented and analyzed.

On the other hand, the correlational component was employed to determine whether there was a significant relationship between the level of teachers' competency and preparedness in managing learners with diverse learning needs. This helped identify which variables might influence or contribute to teachers' effectiveness in inclusive education settings.

The design was appropriate for this study because it allowed the researcher to gather quantitative data, describe existing conditions, and examine relationships among variables without manipulating any of them. The results of this design served as a strong empirical basis for the development of a targeted professional development program aimed at enhancing teachers' capacity in inclusive education.

Research Instrument

Part I: Profile of the Respondents. This section gathered essential background information about the respondents, including age, sex, years of teaching experience, educational attainment, and relevant trainings or seminars attended related to inclusive education. These profile variables were important in describing the respondents and in identifying possible factors that might have influenced their level of competency and preparedness in managing learners with diverse learning needs.

Part II: Level of Teachers' Competency in Managing Learners with Diverse Learning Needs. This part assessed the teachers' level of competency in managing learners with diverse learning needs in terms of the following dimensions: instructional strategies, classroom management, assessment and evaluation, and adaptation of teaching methods / differentiated instruction.

The items under this section determined how effectively teachers applied inclusive teaching practices, managed diverse classroom behaviors, designed appropriate assessments, and modified instructional approaches to address the varying needs of learners with diverse learning needs.

Part III: Level of Teachers' Preparedness in Managing Learners with Diverse Learning Needs. This section measured the level of teachers' preparedness in managing learners with diverse learning needs based on the following areas: knowledge and understanding of inclusive education, skills and teaching practices, availability and utilization of instructional resources, and emotional and psychological readiness.

This part aimed to assess the degree of readiness of teachers in terms of their knowledge base, practical teaching skills, access to instructional materials, and emotional resilience in managing inclusive classrooms.

The questionnaire employed a 4-point Likert scale to determine the level of agreement or extent of practice of the respondents for each statement:

Data Gathering

The data collection process followed a systematic and well-structured procedure to ensure accuracy, consistency, and strict adherence to ethical standards. Prior to the actual data gathering, the researcher secured all necessary permits and approval letters from the relevant authorities, including the Schools Division Office and the school heads of the selected institutions within the research locale. This step ensured that the conduct of the study was properly authorized and aligned with institutional policies.

Upon approval, the researcher formally requested permission from the school administrators to conduct the study among the identified teacher respondents. Coordination with school officials was done to determine the most appropriate schedule and mode of questionnaire distribution that would not disrupt classes and school operations.

After securing all necessary permissions, the researcher proceeded with the distribution of the validated survey questionnaires. The questionnaires were administered personally or through an approved online platform, depending on the availability, accessibility, and convenience of the respondents. Clear and detailed instructions were provided to ensure that the respondents fully understood each item and were able to accomplish the instrument accurately and independently.

The respondents were given sufficient time to complete the questionnaire to ensure thoughtful and honest responses. Follow-ups were conducted when necessary to improve the retrieval rate of accomplished instruments.

Once the questionnaires were completed, they were collected, retrieved, and carefully checked for completeness and consistency of responses. Incomplete or invalid responses were reviewed or excluded as needed. The valid responses were then systematically organized, coded, and tabulated in preparation for data processing.

Finally, the encoded data were prepared for statistical analysis using appropriate statistical tools. This process ensured that the data gathered were accurate, reliable, and suitable for generating valid findings for the study.

Statistical Treatment

After data collection, all responses were systematically organized, encoded, and processed using appropriate statistical software such as SPSS (Statistical Package for the Social Sciences) or Microsoft Excel. Prior to analysis, the data underwent a thorough data cleaning process to check for completeness, accuracy, and consistency. Incomplete or invalid responses were carefully reviewed and excluded when necessary to ensure the integrity of the dataset.

To properly analyze and interpret the data gathered, the following statistical tools were utilized:

Frequency and Percentage Distribution – This was used to describe and summarize the demographic profile of the respondents in terms of age, sex, years of teaching experience, educational attainment, and relevant trainings or seminars attended. This provided a clear overview of the characteristics of the teacher-respondents.

Weighted Mean – This was used to determine the level of teachers' competency and preparedness in managing learners with diverse learning needs based on the indicators provided in the questionnaire. It helped identify the overall assessment of respondents in each dimension of the study.

Standard Deviation – This was used to measure the degree of variability or dispersion of responses, indicating how consistent or varied the responses were among the teacher-respondents.

Pearson Product-Moment Correlation (Pearson r) or Chi-Square Test of Independence – This was used to determine the significant relationship between the respondents' demographic profile and their level of competency and preparedness. The appropriate test depended on the nature of the data being analyzed.

T-test or One-Way Analysis of Variance (ANOVA) – These statistical tools were used, where applicable, to determine whether there were significant differences in the respondents' competency and preparedness when grouped according to their demographic profile variables.

The results of the statistical analysis were interpreted using a 0.05 level of significance, which served as the basis for accepting or rejecting the null hypotheses of the study. This ensured that all conclusions drawn from the data were evidence-based, statistically valid, and aligned with standard research practices.

III. RESULTS

This chapter presented the results of the data analysis conducted in the study. The collected data are organized, analyzed, and interpreted in accordance with the research questions or hypotheses stated in Chapter 1 and the statistical procedures described in Chapter 3. The findings are presented using appropriate statistical tables, figures, and narrative explanations to facilitate clear interpretation of the results. This chapter focuses on the objective presentation and analysis of the data, which serve as the basis for the discussion of findings in the succeeding chapter.

Profile of the Respondents

This section presents the descriptive statistical results of the data collected in the study. Descriptive statistics were computed to summarize the characteristics of the respondents. The results are presented using tables accompanied by narrative explanations to facilitate interpretation. Each table corresponds to a specific research question stated in Chapter 1.

Research Question 1

What is the demographic profile of the respondents in terms of:

1.1 Age;
1.2 Sex;
1.3 Years of teaching experience;
1.4 Highest educational attainment; and
1.5 Relevant trainings/seminars attended on special needs education?

To address this research question, the respondents were classified according to their age, sex, years of teaching experience, highest educational attainment, relevant trainings/seminars attended on special needs education, school level handled, and category of diverse learning needs commonly encountered. Frequency counts and percentages were computed to describe the distribution of respondents across each category. The results are presented in Tables 1 to 7.

Table 1. Profile of the Respondents According to Age

Age	Frequency	Percentage
20 - 29 years old	12	14
30 - 39 years old	30	36
40 - 49 years old	22	26
50 - 59 years old	19	23
60 years old and above	1	1
Total	**84**	**100**

Table 1 presents the demographic profile of the respondents according to age. Out of the 84 respondents, the largest group consists of those aged 30–39 years old, comprising 30 respondents (36%). This is followed by respondents aged 40–49 years old

with 22 respondents (26%), 50–59 years old with 19 respondents (23%), and 20–29 years old with 12 respondents (14%). Only one respondent (1%) belongs to the 60 years old and above category, making it the least represented age group.

The findings indicate that the respondents are predominantly in their early to middle adulthood, which is generally associated with active professional engagement, accumulated work experience, and greater adaptability to organizational changes. The dominance of respondents within the 30–39-year age bracket suggests that the study primarily reflects the perspectives of individuals who are in their most productive working years. Meanwhile, the limited representation of older respondents implies that the findings may comparatively reflect fewer perspectives from those approaching retirement or possessing extensive years of professional experience.

The age distribution suggests that the study's findings are largely influenced by respondents who are in the prime stage of their careers. Individuals within this age range are often characterized by a balance of professional experience, technological competence, and openness to innovation, which may positively influence their perceptions and practices related to the variables investigated in the study. Furthermore, the relatively small number of respondents aged 60 years and above indicates that age-related differences in perspectives may have minimal influence on the overall findings. Consequently, any programs, policies, or interventions developed from this study are likely to be highly relevant to the dominant working-age population represented by the respondents.

The findings are consistent with the report of the Organisation for Economic Co-operation and Development (2023), which emphasizes that a significant proportion of the global workforce belongs to the 30–49-year age group, where individuals commonly exhibit high productivity, professional competence, and active participation in organizational development. Likewise, the International Labour Organization (2024) reported that workers in early and middle adulthood possess the experience, adaptability, and continuous learning capacity needed to respond effectively to changing workplace demands, making them valuable contributors to organizational performance and innovation.

Table 2. Profile of the Respondents According to Sex

Sex	Frequency	Percentage
Male	30	36
Female	54	64
Total	**84**	**100**

Table 2 presents the demographic profile of the respondents in terms of sex. Out of the 84 respondents, 54 (64%) are female, while 30 (36%) are male. The findings indicate that female respondents constitute the majority of the study population, whereas male respondents comprise a little over one-third of the total participants.

The predominance of female respondents suggests that the study reflects the perspectives and experiences of women more than men. This distribution may be attributed to the demographic composition of the target population, where females are more represented in the profession or setting under investigation. Although male respondents are fewer, their participation still provides meaningful insights that contribute to the overall findings of the study. The representation of both sexes also allows for a more comprehensive understanding of the respondents' characteristics.

The findings imply that the results of the study are primarily influenced by the perceptions and experiences of female respondents. However, the inclusion of both male and female participants enhances the diversity of viewpoints and increases the generalizability of the findings within the target population. Furthermore, the sex distribution may be considered when interpreting the results, particularly if differences in perceptions or practices between male and female respondents are explored in subsequent analyses. The findings are consistent with the report of the United Nations Educational, Scientific and Cultural Organization (2024), which noted that women continue to comprise a significant proportion of professionals in the education sector worldwide, particularly in teaching-related occupations.

Similarly, the International Labour Organization (2024) emphasized that female participation remains dominant in many service-oriented professions, including education, reflecting ongoing global workforce trends.

Table 3. Profile of the Respondents According to Years of teaching experience

Years of teaching experience	Frequency	Percentage
Less than 1 year	0	0
1 – 5 years	17	20
6 – 10 years	30	36
11 – 15 years	11	13
16 –20 years	9	11
More than 20 years	17	20
Total	**84**	**100**

Table presents the demographic profile of the respondents in terms of years of teaching experience. Among the 84 respondents, the largest group consists of those with 6–10 years of teaching experience, accounting for 30 respondents (36%). This is followed by respondents with 1–5 years and more than 20 years of teaching experience, each with 17 respondents (20%). Meanwhile, 11 respondents (13%) have 11–15 years of teaching experience, and 9 respondents (11%) have 16–20 years of teaching experience. Notably, no respondents (0%) reported having less than one year of teaching experience.

The findings indicate that the respondents are generally composed of experienced educators, with the majority having accumulated at least six years of teaching practice. This suggests that most participants have had sufficient exposure to classroom instruction, curriculum implementation, and professional development, enabling them to provide informed and reliable responses to the study. The absence of novice teachers further indicates that the study primarily reflects the perspectives of individuals who have already established themselves in the teaching profession.

The findings are supported by the Organisation for Economic Co-operation and Development (2023), which reported that teachers with several years of professional experience generally demonstrate higher instructional competence, stronger classroom management skills, and greater confidence in implementing educational innovations. Likewise, the United Nations Educational, Scientific and Cultural Organization (2024) emphasized that teaching experience contributes significantly to instructional effectiveness, professional judgment, and the ability of educators to adapt to changing educational demands.

Table 4. Profile of the Respondents According to Highest educational attainment

Highest educational attainment	Frequency	Percentage
Bachelor's Degree	15	18
Bachelor's Degree with MA Units	31	37
Master's Degree	25	30
Master's Degree with Doctoral Units	6	7
Doctoral Degree	7	8
Total	**84**	**100**

Table 4 presents the demographic profile of the respondents in terms of highest educational attainment. Among the 84 respondents, the largest group consists of those with a Bachelor's Degree with MA Units, comprising 31 respondents (37%). This is followed by respondents who have completed a Master's Degree with 25 respondents (30%), Bachelor's Degree holders with 15 respondents (18%), Doctoral Degree holders with 7 respondents (8 %), and respondents with a Master's Degree with Doctoral Units with 6 respondents (7 %).

The results imply that the study draws insights from a group of educators who possess advanced academic preparation and are likely to have broader professional knowledge and competencies. Higher educational attainment is often associated with improved instructional practices, enhanced critical thinking skills, and greater engagement in educational research and innovation. Consequently, the findings and recommendations of the study are expected to reflect informed professional perspectives that can contribute to evidence-based educational practices and policy development.

Table 5. Profile of the Respondents According to Relevant trainings/seminars attended on special needs education

Relevant trainings/seminars attended on special needs education	Frequency	Percentage
None	20	24
1 – 2 trainings	41	49
3 – 5 trainings	15	18
6 – 8 trainings	2	2
More than 8 trainings	6	7
Total	**84**	**100**

Table 5 presents the demographic profile of the respondents in terms of relevant trainings and seminars attended on special needs education. Among the 84 respondents, the largest group reported attending 1–2 trainings, with 41 respondents (49%). This is followed by respondents who have attended no training or seminar related to special needs education, with 20 respondents (24%), and those who participated in 3–5 trainings, with 15 respondents (18%). Meanwhile, 6 respondents (7%) reported attending more than 8 trainings, while only 2 respondents (2%) attended 6–8 trainings.

The findings reveal that nearly half of the respondents have participated in at least one to two relevant trainings related to special needs education, indicating that many educators have received some form of professional preparation in addressing the needs of learners with disabilities. However, the presence of respondents who have not attended any specialized training suggests that opportunities for professional development in special needs education remain limited for some educators. The relatively

small number of respondents with extensive training experience also indicates that continuous and advanced capacity-building programs may still be necessary.

The results imply the importance of strengthening professional development initiatives focused on special needs education. While initial training exposure provides teachers with foundational knowledge and skills, sustained participation in specialized seminars and workshops may further enhance their competence in inclusive teaching practices, learner support strategies, and individualized educational planning. Therefore, educational institutions and stakeholders may consider expanding accessible and continuous training programs to ensure that teachers are adequately prepared to support diverse learners.

Table 6. Profile of the Respondents According to School Level Handled

School Level Handled	Frequency	Percentage
Elementary	5	6
Junior High School	7	8
Senior High School	64	76
Mixed Levels	8	10
Total	**84**	**100**

Table 6 presents the demographic profile of the respondents according to the school level handled. Among the 84 respondents, the majority are managing Senior High School, with 64 respondents (76%). This is followed by respondents teaching in Mixed Levels with 8 respondents (10%), Junior High School with 7 respondents (8%), and Elementary level with 5 respondents (6%).

The results imply that the study findings are highly reflective of the practices, experiences, and challenges encountered by Senior High School teachers in addressing the needs of learners. Since teachers at this level often handle more specialized subjects and diverse learner characteristics, their experiences may provide valuable insights into the implementation of inclusive education strategies and support services. However, the participation of teachers from other school levels contributes to a broader understanding of special needs education across different educational contexts.

Table 7. Profile of the Respondents According to Category of Diverse Learning Needs Commonly Encountered

Category of Diverse Learning Needs Commonly Encountered	Frequency	Percentage
Learning Difficulty	26	31
Behavioral/emotional need	25	30
Communication need	3	4
Physical/sensory need	3	4
Gifted/advanced learner	0	0
Multiple needs	26	31
Others	1	1
Total	**84**	**100**

Table 7 presents the demographic profile of the respondents according to the category of diverse learning needs commonly encountered. Among the 84 respondents, the highest number of respondents reported encountering learners with learning difficulties and multiple needs, both with 26 respondents (31%). This is followed by respondents who commonly encounter learners with behavioral/emotional needs, with 25 respondents (30%). Meanwhile, communication needs and physical/sensory needs were each reported by 3 respondents (4%), while no respondents reported encountering gifted/advanced learners (0%). Only 1 respondent (1%) indicated encountering other types of diverse learning needs.

The findings reveal that learning difficulties, multiple needs, and behavioral/emotional concerns are the most commonly encountered challenges among learners in the respondents' educational settings. This suggests that teachers frequently work with learners who require differentiated instruction, individualized support, and responsive intervention strategies to address academic, social, emotional, and developmental needs. The low percentage of respondents encountering communication and physical/sensory needs may indicate that these categories are less frequently observed within their assigned learning environments or may require specialized identification and support services.

Descriptive Analysis of Variables

This section presents the descriptive statistical results regarding the level of teachers' competency in managing learners with diverse learning needs and the level of teachers' preparedness in managing learners with diverse learning needs. Weighted mean and verbal interpretation were utilized to determine the extent of competency and preparedness of teachers across the identified dimensions.

The teachers' competency was assessed in terms of instructional strategies, classroom management, assessment and evaluation, and adaptation of teaching methods/differentiated instruction. Meanwhile, teachers' preparedness was evaluated in

terms of knowledge and understanding of inclusive education, skills and teaching practices, availability and utilization of instructional resources, and emotional and psychological readiness.

The results are presented through tables accompanied by narrative interpretations to provide a clearer understanding of the findings. Each table corresponds to the specific research questions presented in Chapter 1.

Research Question 2

What is the level of teachers' competency in managing learners with diverse learning needs in terms of:

2.1 Instructional strategies;
2.2 Classroom management;
2.3 Assessment and evaluation; and
2.4 Adaptation of teaching methods/differentiated instruction?

To determine the level of teachers' competency and preparedness in managing learners with diverse learning needs, the weighted mean was computed for each indicator. The weighted mean represents the average rating of the respondents' assessment regarding each statement under the identified dimensions of competency and preparedness. The results for teachers' competency are presented in Tables 8, 9, 10, and 11.

The level of teachers' competency was assessed in terms of instructional strategies, classroom management, assessment and evaluation, and adaptation of teaching methods/differentiated instruction. Meanwhile, teachers' preparedness was evaluated in terms of knowledge and understanding of inclusive education, skills and teaching practices, availability and utilization of instructional resources, and emotional and psychological readiness.

Table 8. Level of teachers' competency in managing learners with diverse learning needs in terms of Instructional strategies

Indicators	Mean	VI
1. The teacher uses varied instructional strategies to address learners' different learning needs.	3.14	E
2. The teacher modifies lesson activities based on learners' abilities and support needs.	3.29	HE
3. The teacher provides individualized support during instruction when needed.	3.10	E
4. The teacher uses collaborative and learner-centered activities to support participation of diverse learners.	3.33	HE
5. The teacher includes inclusive teaching practices, such as varied tasks and participation options, in daily lessons.	3.24	E
6. The teacher presents lesson content using more than one mode, such as oral explanation, visual support, demonstration, or written guide.	3.42	HE
7. The teacher gives clear step-by-step instructions before learners begin a task.	3.48	HE
8. The teacher provides examples or models before asking learners to complete an activity.	3.52	HE
9. The teacher checks learners' understanding before moving to the next lesson activity.	3.44	HE
10. The teacher adjusts the pace of instruction based on learners' responses and participation.	3.40	HE
General Assessment	3.34	**HE**

Legend:
3.25 – 4.00 Highly Evident (HE) *2.50 – 3.24 Evident (E)*
1.75 – 2.49 Less Evident (LE) *1.00 – 1.74 Not Evident (NE)*

Table 8 presents the level of teachers' competency in managing learners with diverse learning needs in terms of instructional strategies. The overall mean of 3.34, interpreted as Highly Evident (HE), indicates that teachers demonstrate a high level of competency in applying instructional strategies that support diverse learners.

Among the indicators, the highest-rated practice was "The teacher provides examples or models before asking learners to complete an activity" with a mean of 3.52 (HE), followed by "The teacher gives clear step-by-step instructions before learners begin a task" with a mean of 3.48 (HE). These findings suggest that teachers consistently utilize structured explanations, demonstrations, and guided learning approaches to help learners understand classroom tasks. The lowest-rated indicator was "The teacher provides individualized support during instruction when needed" with a mean of 3.10 (E), although it was still considered evident, indicating that while teachers provide support, individualized assistance may be influenced by factors such as class size, available resources, and time constraints.

The results reveal that teachers are generally competent in implementing inclusive instructional practices, particularly in providing clear directions, using demonstrations, checking understanding, and adjusting teaching approaches based on learner

responses. The high assessment suggests that teachers recognize the importance of flexible and learner-centered instruction in addressing differences in abilities, learning styles, and support requirements among learners with diverse needs.

Table 9. Level of teachers' competency in managing learners with diverse learning needs in terms of Classroom management

Indicators	Mean	VI
1. The teacher maintains a positive classroom environment where diverse learners are accepted and supported.	3.60	HE
2. The teacher uses planned strategies to respond to learners' behavioral and self-regulation needs.	3.42	HE
3. The teacher establishes classroom rules that are clear, fair, and appropriate for diverse learners.	3.62	HE
4. The teacher promotes respectful interaction and acceptance among learners.	3.69	HE
5. The teacher applies consistent behavior support strategies during classroom activities.	3.57	HE
6. The teacher uses routines that help diverse learners know what to expect during class activities.	3.40	HE
7. The teacher gives reminders or cues before transitions between activities.	3.50	HE
8. The teacher arranges seating or grouping to support learners' attention, safety, and participation.	3.44	HE
9. The teacher uses positive reinforcement to encourage appropriate participation and behavior.	3.52	HE
10. The teacher responds to classroom conflicts in a calm and fair manner.	3.50	HE
General Assessment	3.53	**HE**

Legend:
3.25 – 4.00 Highly Evident (HE) 2.50 – 3.24 Evident (E)
1.75 – 2.49 Less Evident (LE) 1.00 – 1.74 Not Evident (NE)

Table 9 presents the level of teachers' competency in managing learners with diverse learning needs in terms of classroom management. The overall mean of 3.53, interpreted as Highly Evident (HE), indicates that teachers demonstrate a high level of competency in establishing and maintaining supportive, organized, and inclusive classroom environments.

Among the indicators, the highest-rated practice was "The teacher promotes respectful interaction and acceptance among learners" with a mean of 3.69 (HE), followed by "The teacher establishes classroom rules that are clear, fair, and appropriate for diverse learners" with a mean of 3.62 (HE). These findings suggest that teachers strongly prioritize creating a classroom atmosphere where learners feel respected, accepted, and guided by clear expectations. The lowest-rated indicator was "The teacher uses routines that help diverse learners know what to expect during class activities" with a mean of 3.40 (HE), although it remains highly evident, indicating that teachers consistently apply classroom routines but may further enhance structured supports for learners who require greater predictability.

The findings reveal that teachers possess strong classroom management competencies, particularly in promoting positive relationships, establishing fair classroom practices, implementing behavior support strategies, and maintaining an environment conducive to learning. The high overall rating suggests that teachers are capable of addressing behavioral and social needs while ensuring that learners with diverse abilities are included and actively participate in classroom activities.

Table 10. Level of teachers' competency in managing learners with diverse learning needs in terms of Assessment and evaluation

Indicators	Mean	VI
1. The teacher uses varied assessment methods appropriate for diverse learners.	3.25	HE
2. The teacher adapts assessment tools according to learners' needs and learning conditions.	3.29	HE
3. The teacher provides timely and constructive feedback on learners' performance.	3.37	HE
4. The teacher monitors learners' progress using appropriate evaluation methods.	3.38	HE
5. The teacher uses assessment results to adjust instruction and learning support.	3.39	HE
6. The teacher allows alternative ways for learners to show understanding, such as oral response, drawing, performance, or assisted output.	3.48	HE
7. The teacher uses rubrics or clear criteria suited to the learners' abilities.	3.60	HE
8. The teacher records learner progress regularly to identify needed support.	3.45	HE
9. The teacher gives additional time or adjusted conditions during assessment when appropriate.	3.43	HE
10. The teacher communicates assessment results to learners or parents in a clear and constructive manner.	3.33	HE
General Assessment	3.40	**HE**

Legend:
3.25 – 4.00 Highly Evident (HE) 2.50 – 3.24 Evident (E)
1.75 – 2.49 Less Evident (LE) 1.00 – 1.74 Not Evident (NE)

Table 10 presents the level of teachers' competency in managing learners with diverse learning needs in terms of assessment and evaluation. The overall mean of 3.40, interpreted as Highly Evident (HE), indicates that teachers demonstrate a high level of competency in utilizing assessment practices that are responsive to the diverse abilities, needs, and learning conditions of learners.

Among the indicators, the highest-rated practice was "The teacher uses rubrics or clear criteria suited to the learners' abilities" with a mean of 3.60 (HE), followed by "The teacher allows alternative ways for learners to show understanding, such as oral response, drawing, performance, or assisted output" with a mean of 3.48 (HE). These findings indicate that teachers recognize the importance of flexible assessment approaches and clear evaluation standards in ensuring that diverse learners are given appropriate opportunities to demonstrate their knowledge and skills. The lowest-rated indicator was "The teacher uses varied assessment methods appropriate for diverse learners" with a mean of 3.25 (HE), suggesting that while teachers apply different assessment approaches, further enhancement in expanding assessment strategies may still be beneficial.

The findings reveal that teachers are highly competent in implementing inclusive assessment and evaluation practices. The high ratings across all indicators demonstrate that teachers are capable of adapting assessment tools, providing constructive feedback, monitoring learner progress, and using assessment results to improve instructional decisions. These practices reflect an understanding that assessment should not only measure learner achievement but also serve as a tool for identifying strengths, addressing difficulties, and providing appropriate support.

The results imply that teachers' strong assessment competencies contribute to more equitable and inclusive learning experiences. By using flexible assessment methods, individualized criteria, and alternative forms of demonstrating learning, teachers can better accommodate learners with varying abilities and learning needs. However, continuous professional development on differentiated assessment, formative assessment strategies, and technology-supported assessment tools may further strengthen teachers' capacity to design responsive evaluation practices.

Table 11. Level of teachers' competency in managing learners with diverse learning needs in terms of Adaptation of teaching methods/differentiated instruction

Indicators	Mean	VI
1. The teacher differentiates instruction based on learners' readiness levels.	3.21	E
2. The teacher provides alternative learning activities when learners need a different way to participate.	3.26	HE
3. The teacher adjusts teaching methods based on learners' strengths, needs, and learning profiles.	3.39	HE
4. The teacher uses flexible grouping strategies during instruction.	3.46	HE
5. The teacher uses assistive or supportive learning tools when needed.	3.23	E
6. The teacher adjusts task difficulty based on learners' current performance.	3.30	HE
7. The teacher provides different output options, such as written, oral, visual, or performance-based responses.	3.35	HE
8. The teacher uses simplified, repeated, or chunked instructions for learners who need additional support.	3.35	HE
9. The teacher modifies learning materials to match learners' reading, communication, or sensory needs.	3.29	HE
10. The teacher plans extension or enrichment activities for learners who complete tasks earlier.	3.30	HE
General Assessment	3.31	**HE**

Legend:
3.25 – 4.00 Highly Evident (HE) | 2.50 – 3.24 Evident (E)
1.75 – 2.49 Less Evident (LE) | 1.00 – 1.74 Not Evident (NE)

Table 11 presents the level of teachers' competency in managing learners with diverse learning needs in terms of adaptation of teaching methods and differentiated instruction. The overall mean of 3.31, interpreted as Highly Evident (HE), indicates that teachers demonstrate a high level of competency in modifying and adapting their teaching approaches to accommodate learners with varying abilities, readiness levels, and learning needs.

The findings reveal that teachers demonstrate strong competency in applying differentiated instruction strategies, particularly through flexible grouping, adjusting teaching approaches, modifying learning tasks, and providing varied ways for learners to demonstrate understanding. The high overall rating indicates that teachers recognize the importance of adapting instruction to address learner diversity rather than applying a one-size-fits-all approach. However, the lower ratings in readiness-based differentiation and assistive tool utilization indicate areas where additional training and resources may further enhance inclusive teaching practices

Research Question 3

What is the level of teachers' preparedness in managing learners with diverse learning needs in terms of:

3.1 Knowledge and understanding of inclusive education;

3.2 Skills and teaching practices;

3.3 Availability and utilization of instructional resources; and

3.4 Emotional and psychological readiness?

To determine the level of teachers' preparedness in managing learners with diverse learning needs, the weighted mean was computed for each indicator and dimension. The weighted mean represents the average assessment of the respondents regarding their preparedness in managing diverse learners. The results are presented in Tables 12, 13, 14, and 15.

The level of teachers' preparedness was analyzed based on four dimensions: knowledge and understanding of inclusive education, skills and teaching practices, availability and utilization of instructional resources, and emotional and psychological readiness.

The computed weighted means were interpreted using the established verbal interpretation scale to determine the extent of teachers' preparedness in effectively supporting learners with diverse learning needs.

Table 12. Level of teachers' preparedness in managing learners with diverse learning needs in terms of Knowledge and understanding of inclusive education

Indicators	Mean	VI
1. The teacher understands the basic principles of inclusive education.	3.29	HE
2. The teacher is familiar with school and national policies related to inclusive education.	3.19	E
3. The teacher understands the characteristics of learners with diverse learning needs.	3.21	E
4. The teacher can identify learning barriers experienced by diverse learners.	3.17	E
5. The teacher understands basic classroom interventions for learners with diverse learning needs.	3.19	E
6. The teacher understands the purpose of reasonable accommodation in inclusive classrooms.	3.18	E
7. The teacher understands the importance of learner profiles or individual education plans in planning instruction.	3.38	HE
8. The teacher understands that learners may need different forms of instruction, assessment, and support.	3.42	HE
9. The teacher understands the role of collaboration with parents, specialists, and school personnel in inclusive education.	3.51	HE
10. The teacher understands that inclusive education requires both academic and socio-emotional support.	3.51	HE
General Assessment	3.30	**HE**

Legend

3.25 – 4.00 Highly Evident (HE) 2.50 – 3.24 Evident (E)

1.75 – 2.49 Less Evident (LE) 1.00 – 1.74 Not Evident (NE)

Table 12 presents the level of teachers' preparedness in managing learners with diverse learning needs in terms of knowledge and understanding of inclusive education. The overall mean of 3.30, interpreted as Highly Evident (HE), indicates that teachers demonstrate a high level of preparedness in understanding the concepts, principles, and requirements of inclusive education.

The results imply the need for sustained professional development programs that focus on strengthening teachers' understanding of inclusive education policies, disability awareness, learner assessment, and intervention planning. Schools may provide regular training sessions, workshops, and collaborative learning opportunities involving special education professionals to enhance teachers' confidence and competence in supporting diverse learners. Improving teachers' knowledge in these areas may contribute to more responsive and effective inclusive classroom practices.

The findings are supported by the United Nations Educational, Scientific and Cultural Organization (2024), which emphasized that teacher preparedness is a critical factor in achieving inclusive education, requiring educators to understand learner diversity, identify barriers to participation, and implement appropriate support strategies. Similarly, the United Nations Children's Fund (2023) highlighted that effective inclusive education depends on teachers' knowledge of diverse learning needs, collaboration with stakeholders, and capacity to provide academic and socio-emotional support.

Table 13. Level of teachers' preparedness in managing learners with diverse learning needs in terms of Skills and teaching practices

Indicators	Mean	VI
1. The teacher applies basic teaching skills needed to support learners with diverse learning needs.	3.35	HE
2. The teacher implements differentiated instructions in classroom activities.	3.27	HE
3. The teacher prepares lesson plans that include accommodation or differentiated activities.	3.27	HE
4. The teacher collaborates with parents and specialists when learners need additional support.	3.14	E
5. The teacher provides appropriate classroom accommodation for learners.	3.24	E
6. The teacher uses learner information to plan suitable instructional support.	3.17	E
7. The teacher applies strategies that support learners' attention, communication, and participation.	3.27	HE
8. The teacher uses classroom routines that help diverse learners participate consistently.	3.30	HE
9. The teacher adjusts activities when learners show difficulty completing the task.	3.26	HE
10. The teacher documents learner concerns and refers them to appropriate school personnel when needed.	3.23	E
General Assessment	3.25	**HE**

Legend:
3.25 – 4.00 Highly Evident (HE) | 2.50 – 3.24 Evident (E)
1.75 – 2.49 Less Evident (LE) | 1.00 – 1.74 Not Evident (NE)

Table 13 presents the level of teachers' preparedness in managing learners with diverse learning needs in terms of skills and teaching practices. The overall mean of 3.25, interpreted as Highly Evident (HE), indicates that teachers demonstrate a high level of preparedness in applying instructional skills and classroom practices that support diverse learners.

Among the indicators, the highest-rated practice was "The teacher applies basic teaching skills needed to support learners with diverse learning needs" with a mean of 3.35 (HE). This was followed by "The teacher uses classroom routines that help diverse learners participate consistently" with a mean of 3.30 (HE). These findings suggest that teachers are capable of implementing fundamental teaching practices and structured classroom routines that promote learner participation and engagement. Meanwhile, the lowest-rated indicator was "The teacher collaborates with parents and specialists when learners need additional support" with a mean of 3.14 (E), followed by "The teacher uses learner information to plan suitable instructional support" with a mean of 3.17 (E). These results indicate that while teachers demonstrate classroom-based competencies, collaboration and individualized planning may require further strengthening.

The results imply that enhancing teachers' capacity for collaborative practice and individualized learner support is essential in strengthening inclusive education implementation. Schools may consider establishing stronger partnerships among teachers, parents, special education professionals, and other stakeholders to ensure that learner needs are properly identified and addressed. Professional development programs may also focus on learner profiling, case documentation, referral procedures, and collaborative intervention planning to improve teachers' preparedness.

The findings are supported by the United Nations Educational, Scientific and Cultural Organization (2024), which emphasized that effective inclusive education requires teachers to possess practical skills in adapting instruction, collaborating with stakeholders, and providing appropriate accommodations for diverse learners.

Likewise, the United Nations Children's Fund (2023) highlighted that teacher preparedness involves not only classroom strategies but also coordinated support systems involving families, specialists, and educational institutions to promote meaningful inclusion.

Table 14. Level of teachers' preparedness in managing learners with diverse learning needs in terms of Availability and utilization of instructional resources

Indicators	Mean	VI
1. Instructional materials for supporting diverse learners are available in the school.	2.63	E
2. The teacher can access resources needed for inclusive education.	2.63	E
3. The teacher uses available teaching resources to support diverse learners.	2.90	E
4. The school provides materials, guidance, or personnel support for inclusive teaching practices.	2.65	E
5. Technology and assistive resources are available when needed.	2.67	E
6. Visual aids, manipulatives, or printed guides are available for learners who need additional support.	2.81	E
7. The teacher uses locally available or teacher-made materials when specialized resources are limited.	3.05	E
8. The school provides access to learning modules or modified materials for diverse learners.	2.82	E
9. The teacher can request additional instructional resources when learners need them.	2.79	E
10. Available instructional resources are matched to learners' specific needs and lesson objectives.	2.70	E
General Assessment	2.77	**E**

Legend:
3.25 – 4.00 Highly Evident (HE) 2.50 – 3.24 Evident (E)
1.75 – 2.49 Less Evident (LE) 1.00 – 1.74 Not Evident (NE)

Table 14 presents the level of teachers' preparedness in managing learners with diverse learning needs in terms of the availability and utilization of instructional resources. The overall mean of 2.77, interpreted as Evident (E), indicates that teachers perceive instructional resources for inclusive education as available and utilized to some extent, but not yet at a highly consistent level.

Among the indicators, the highest-rated practice was "The teacher uses locally available or teacher-made materials when specialized resources are limited" with a mean of 3.05 (E). This suggests that teachers demonstrate resourcefulness and adaptability by creating or modifying available materials to address learners' needs. This was followed by "The teacher uses available teaching resources to support diverse learners" with a mean of 2.90 (E). Meanwhile, the lowest-rated indicators were "Instructional materials for supporting diverse learners are available in the school" and "The teacher can access resources needed for inclusive education," both with a mean of 2.63 (E). These findings suggest that while teachers attempt to maximize available resources, limitations in the accessibility and availability of specialized instructional materials remain evident.

The findings are supported by the United Nations Educational, Scientific and Cultural Organization (2024), which emphasized that adequate resources, learning materials, and support systems are essential components of effective inclusive education.

Similarly, the United Nations Children's Fund (2023) highlighted that schools must ensure access to appropriate learning resources, assistive technologies, and instructional support mechanisms to reduce barriers and promote meaningful participation among learners with diverse needs.

Table 15. Level of teachers' preparedness in managing learners with diverse learning needs in terms of Emotional and psychological readiness

Indicators	Mean	VI
1. The teacher feels confident in teaching learners with diverse learning needs.	3.10	E
2. The teacher is willing to address challenges associated with inclusive education.	3.32	HE
3. The teacher remains patient and supportive when working with diverse learners.	3.43	HE
4. The teacher manages stress related to inclusive classroom demands.	3.25	HE
5. The teacher is motivated to continuously improve inclusive teaching practices.	3.32	HE
6. The teacher remains calm when learners require repeated assistance or redirection.	3.35	HE
7. The teacher shows openness to feedback about inclusive teaching practices.	3.38	HE
8. The teacher seeks help from colleagues or school personnel when classroom situations become difficult.	3.36	HE
9. The teacher maintains a positive attitude toward learners with diverse learning needs.	3.50	HE
10. The teacher recognizes the need for self-care when managing inclusive classroom demands.	3.46	HE
General Assessment	3.35	**HE**

Legend:
3.25 – 4.00 Highly Evident (HE) 2.50 – 3.24 Evident (E)
1.75 – 2.49 Less Evident (LE) 1.00 – 1.74 Not Evident (NE)

Table 15 presents the level of teachers' preparedness in managing learners with diverse learning needs in terms of emotional and psychological readiness. The overall mean of 3.35, interpreted as Highly Evident (HE), indicates that teachers demonstrate a high level of emotional preparedness and psychological capacity in managing the demands of inclusive education.

Among the indicators, the highest-rated practice was "The teacher maintains a positive attitude toward learners with diverse learning needs" with a mean of 3.50 (HE), followed by "The teacher recognizes the need for self-care when managing inclusive classroom demands" with a mean of 3.46 (HE). These findings suggest that teachers possess positive dispositions toward inclusion and recognize the importance of maintaining their own well-being while supporting diverse learners. The lowest-rated indicator was "The teacher feels confident in teaching learners with diverse learning needs" with a mean of 3.10 (E). Although this was interpreted as evident, it indicates that some teachers may still experience uncertainty or require additional support to increase their confidence in managing diverse learning situations.

The findings reveal that teachers demonstrate strong emotional and psychological readiness in implementing inclusive education. The high ratings across most indicators indicate that teachers are patient, supportive, open to feedback, willing to seek assistance, and motivated to improve their inclusive teaching practices. These qualities are essential in creating positive learning environments where learners with diverse needs feel accepted and supported. However, the lower rating on teacher confidence suggests that emotional readiness may be further strengthened through continuous training, mentoring, and practical exposure to inclusive classroom situations.

Inferential Statistical Analysis

This section presents the results of the inferential statistical analyses conducted to determine the significant differences in teachers' competency and preparedness when grouped according to respondents' demographic profiles, as well as the significant relationship between teachers' competency and preparedness in managing learners with diverse learning needs.

Appropriate statistical tools, including the Independent Samples t-test, One-Way Analysis of Variance (ANOVA), and Pearson Product-Moment Correlation Coefficient, were utilized to test the hypotheses and determine whether significant differences and relationships exist among the variables examined in the study.

The findings are presented through tables accompanied by narrative interpretations to facilitate understanding and provide empirical evidence in answering the research questions and testing the hypotheses stated in Chapter 1. The analysis specifically covers the differences in teachers' competency and preparedness when grouped according to age, sex, years of teaching experience, highest educational attainment, relevant trainings/seminars attended on special needs or inclusive education, school level handled, and category of diverse learning needs commonly encountered, as well as the relationship between teachers' competency and preparedness.

Research Question 4

Is there a significant difference on the level of teachers' competency in managing learners with diverse learning needs when grouped according to profile?

To determine whether significant differences exist in the level of teachers' competency in managing learners with diverse learning needs when grouped according to their demographic profile, Independent Samples t-test and One-Way Analysis of Variance (ANOVA) were employed.

The analysis examined whether teachers' competency levels significantly differ based on their age, sex, years of teaching experience, highest educational attainment, relevant trainings/seminars attended on special needs or inclusive education, school level handled, and category of diverse learning needs commonly encountered.

The results of the inferential analysis are presented in Tables 16 to 22, with corresponding statistical values, probability levels, interpretations, and decisions regarding the null hypothesis.

The findings provide evidence on whether teachers' demographic characteristics influence their competency in applying instructional strategies, managing classrooms, conducting assessment and evaluation, and implementing adaptation of teaching methods/differentiated instruction.

Table 16. Significant difference on the level of teachers' competency in managing learners with diverse learning needs when grouped according to their Age

Demographic Profile	Level of Teachers' Competency in Managing Learners with Diverse Learning Needs	F-value	df	P-value	Remarks	Decision
Age	Instructional Strategies	0.188	83	0.994	Not Significant	Accept the Ho
	Classroom Management	0.288	83	0.885	Not Significant	Accept the Ho
	Assessment and Evaluation	0.682	83	0.606	Not Significant	Accept the Ho
	Adaptation of Teaching Methods / Differentiated Instruction	0.651	83	0.628	Not Significant	Accept the Ho

Table 16 presents the test of significant difference in the level of teachers' competency in managing learners with diverse learning needs when grouped according to age. The results show that there is no significant difference in teachers' competency across all domains, including instructional strategies (F = 0.188, p = 0.994), classroom management (F = 0.288, p = 0.885), assessment and evaluation (F = 0.682, p = 0.606), and adaptation of teaching methods/differentiated instruction (F = 0.651, p = 0.628). Since all obtained p-values are greater than the 0.05 level of significance, the null hypothesis is accepted.

The findings indicate that teachers' age does not significantly influence their level of competency in managing learners with diverse learning needs. Regardless of age group, teachers demonstrate comparable levels of competency in applying instructional strategies, managing classrooms, assessing learners, and adapting teaching approaches. This suggests that competency in inclusive education practices may be shaped more by professional experiences, training opportunities, school support, and continuous professional development rather than by age alone.

The results imply that inclusive teaching competencies are accessible across different age groups, indicating that both younger and older teachers are capable of developing effective strategies for supporting diverse learners. Therefore, professional development programs should be provided consistently to all teachers regardless of age, focusing on enhancing instructional skills, inclusive practices, and learner-centered approaches. Schools may prioritize competency-based training rather than age-based considerations when designing programs for teachers' professional growth.

Table 17. Significant difference on the level of teachers' competency in managing learners with diverse learning needs when grouped according to their Sex

Demographic Profile	Level of Teachers' Competency in Managing Learners with Diverse Learning Needs	t-value	df	P-value	Remarks	Decision
Sex	Instructional Strategies	-1.471	82	0.145	Not Significant	Accept the Ho
	Classroom Management	-0.286	82	0.776	Not Significant	Accept the Ho
	Assessment and Evaluation	-1.874	82	0.064	Not Significant	Accept the Ho
	Adaptation of Teaching Methods / Differentiated Instruction	-1.282	82	0.203	Not Significant	Accept the Ho

Table 17 presents the test of significant difference in the level of teachers' competency in managing learners with diverse learning needs when grouped according to sex. The results show that there is no significant difference in teachers' competency across all domains, including instructional strategies (t = -1.471, p = 0.145), classroom management (t = -0.286, p = 0.776), assessment and evaluation (t = -1.874, p = 0.064), and adaptation of teaching methods/differentiated instruction (t = -1.282, p = 0.203). Since all obtained p-values are greater than the 0.05 level of significance, the null hypothesis is accepted.

The findings indicate that teachers' sex does not significantly influence their level of competency in managing learners with diverse learning needs. Both male and female teachers demonstrate comparable competencies in implementing instructional strategies, maintaining classroom environments, conducting assessments, and adapting teaching methods to address learner diversity. This suggests that inclusive teaching competency is not determined by sex but is more likely influenced by factors such as professional training, teaching experience, institutional support, and exposure to diverse learning situations.

Table 18. Significant difference on the level of teachers' competency in managing learners with diverse learning needs when grouped according to their Years of Teaching Experience

Demographic Profile	Level of Teachers' Competency in Managing Learners with Diverse Learning Needs	F-value	df	P-value	Remarks	Decision
Years of Teaching Experience	Instructional Strategies	1.590	83	0.185	Not Significant	Accept the Ho
	Classroom Management	3.116	83	0.020	Significant	Reject the Ho
	Assessment and Evaluation	2.057	83	0.094	Not Significant	Accept the Ho
	Adaptation of Teaching Methods / Differentiated Instruction	2.345	83	0.062	Not Significant	Accept the Ho

Table 18 presents the test of significant difference in the level of teachers' competency in managing learners with diverse learning needs when grouped according to years of teaching experience. The results show that there is no significant difference in teachers' competency in terms of instructional strategies (F = 1.590, p = 0.185), assessment and evaluation (F = 2.057, p = 0.094), and adaptation of teaching methods/differentiated instruction (F = 2.345, p = 0.062) since their p-values are greater than the 0.05 level of significance. Thus, the null hypothesis is accepted for these dimensions.

The findings are supported by the Organisation for Economic Co-operation and Development (2023), which emphasized that teaching experience contributes to the development of classroom management skills, professional judgment, and confidence in responding to complex classroom situations. Similarly, the United Nations Educational, Scientific and Cultural Organization (2024) highlighted that effective inclusive education requires both teacher preparation and sustained professional experience, as these factors contribute to teachers' ability to create supportive and responsive learning environments.

Table 19. Significant difference on the level of teachers' competency in managing learners with diverse learning needs when grouped according to their Highest Educational Attainment

Demographic Profile	Level of Teachers' Competency in Managing Learners with Diverse Learning Needs	F-value	df	P-value	Remarks	Decision
Highest Educational Attainment	Instructional Strategies	1.714	83	0.155	Not Significant	Accept the Ho
	Classroom Management	0.871	83	0.485	Not Significant	Accept the Ho
	Assessment and Evaluation	2.129	83	0.085	Not Significant	Accept the Ho
	Adaptation of Teaching Methods / Differentiated Instruction	1.079	83	0.372	Not Significant	Accept the Ho

Table 19 presents the test of significant difference in the level of teachers' competency in managing learners with diverse learning needs when grouped according to highest educational attainment. The results show that there is no significant difference in teachers' competency across all dimensions, including instructional strategies (F = 1.714, p = 0.155), classroom management (F = 0.871, p = 0.485), assessment and evaluation (F = 2.129, p = 0.085), and adaptation of teaching methods/differentiated instruction (F = 1.079, p = 0.372). Since all obtained p-values are greater than the

The findings are supported by the Organisation for Economic Co-operation and Development (2023), which emphasized that teacher effectiveness is developed through a combination of formal education, continuous professional learning, practical experience, and institutional support rather than academic qualifications alone. Similarly, the United Nations Educational, Scientific and Cultural Organization (2024) highlighted that achieving inclusive education requires ongoing teacher capacity-building focused on knowledge, skills, and classroom practices, regardless of teachers' educational attainment.

Table 20. Significant difference on the level of teachers' competency in managing learners with diverse learning needs when grouped according to their Relevant Trainings/Seminars Attended on Special Needs or Inclusive Education

Demographic Profile	Level of Teachers' Competency in Managing Learners with Diverse Learning Needs	F-value	df	P-value	Remarks	Decision
Relevant Trainings/Seminars Attended on Special Needs or Inclusive Education	Instructional Strategies	0.254	83	0.907	Not Significant	Accept the Ho
	Classroom Management	0.169	83	0.954	Not Significant	Accept the Ho
	Assessment and Evaluation	0.345	83	0.847	Not Significant	Accept the Ho
	Adaptation of Teaching Methods / Differentiated Instruction	0.632	83	0.641	Not Significant	Accept the Ho

Table 20 presents the test of significant difference in the level of teachers' competency in managing learners with diverse learning needs when grouped according to relevant trainings and seminars attended on special needs or inclusive education. The results show that there is no significant difference in teachers' competency across all dimensions, including instructional strategies ($F = 0.254$, $p = 0.907$), classroom management ($F = 0.169$, $p = 0.954$), assessment and evaluation ($F = 0.345$, $p = 0.847$), and adaptation of teaching methods/differentiated instruction ($F = 0.632$, $p = 0.641$). Since all obtained p-values are greater than the 0.05 level of significance, the null hypothesis is accepted.

The findings are supported by the United Nations Educational, Scientific and Cultural Organization (2024), which emphasized that effective teacher preparation for inclusive education requires continuous professional learning, practical application, and school-based support systems rather than attendance in training activities alone. Similarly, the Organisation for Economic Co-operation and Development (2023) highlighted that teacher competencies are strengthened through meaningful professional development opportunities that encourage the transfer of knowledge into actual teaching practices.

Table 21. Significant difference on the level of teachers' competency in managing learners with diverse learning needs when grouped according to their School Level Handled

Demographic Profile	Level of Teachers' Competency in Managing Learners with Diverse Learning Needs	F-value	df	P-value	Remarks	Decision
School Level Handled	Instructional Strategies	1.368	83	0.259	Not Significant	Accept the Ho
	Classroom Management	1.989	83	0.122	Not Significant	Accept the Ho
	Assessment and Evaluation	1.925	83	0.132	Not Significant	Accept the Ho
	Adaptation of Teaching Methods / Differentiated Instruction	1.644	83	0.186	Not Significant	Accept the Ho

Table 21 presents the test of significant difference in the level of teachers' competency in managing learners with diverse learning needs when grouped according to school level handled. The results show that there is no significant difference in teachers' competency across all dimensions, including instructional strategies ($F = 1.368$, $p = 0.259$), classroom management ($F = 1.989$, $p = 0.122$), assessment and evaluation ($F = 1.925$, $p = 0.132$), and adaptation of teaching methods/differentiated instruction ($F = 1.644$, $p = 0.186$). Since all obtained p-values are greater than the 0.05 level of significance, the null hypothesis is accepted.

The results suggest that inclusive education competencies are not limited to a particular educational level but are essential across all stages of schooling. Teachers at different school levels appear to possess similar capacities in addressing learner diversity, which may be attributed to common professional standards, exposure to inclusive education practices, and shared responsibilities in supporting learners with varying needs.

Table 22. Significant difference on the level of teachers' competency in managing learners with diverse learning needs when grouped according to their Category of Diverse Learning Needs Commonly Encountered

Demographic Profile	Level of Teachers' Competency in Managing Learners with Diverse Learning Needs	F-value	df	P-value	Remarks	Decision
Category of Diverse Learning Needs Commonly Encountered	Instructional Strategies	0.690	83	0.633	Not Significant	Accept the Ho
	Classroom Management	1.101	83	0.367	Not Significant	Accept the Ho
	Assessment and Evaluation	0.823	83	0.537	Not Significant	Accept the Ho
	Adaptation of Teaching Methods / Differentiated Instruction	0.615	83	0.689	Not Significant	Accept the Ho

Table 22 presents the test of significant difference in the level of teachers' competency in managing learners with diverse learning needs when grouped according to the category of diverse learning needs commonly encountered. The results show that there is no significant difference in teachers' competency across all dimensions, including instructional strategies (F = 0.690, p = 0.633), classroom management (F = 1.101, p = 0.367), assessment and evaluation (F = 0.823, p = 0.537), and adaptation of teaching methods/differentiated instruction (F = 0.615, p = 0.689). Since all obtained p-values are greater than the 0.05 level of significance, the null hypothesis is accepted.

The findings indicate that the type of diverse learning needs commonly encountered by teachers does not significantly influence their level of competency in managing learners with diverse learning needs. Regardless of whether teachers commonly handle learners with learning difficulties, behavioral or emotional needs, communication needs, physical or sensory needs, multiple needs, or other categories, they demonstrate comparable levels of competency in implementing instructional strategies, managing classrooms, conducting assessments, and adapting teaching methods.

The results suggest that teachers' competencies are not dependent on the specific category of learner needs they frequently encounter. Instead, their ability to support diverse learners may be influenced by broader factors such as professional knowledge, teaching experience, inclusive education training, collaboration with stakeholders, and access to appropriate instructional resources. The similarity in competency levels across groups indicates that teachers possess general inclusive education skills that can be applied to various learner conditions.

Research Question 5

Is there a significant difference on the level of teachers' preparedness in managing learners with diverse learning needs when grouped according to profile?

To determine whether significant differences exist in the level of teachers' preparedness in managing learners with diverse learning needs when grouped according to their demographic profile, Independent Samples t-test and One-Way Analysis of Variance (ANOVA) were utilized. The analysis determined whether teachers' preparedness levels significantly differ based on their age, sex, years of teaching experience, highest educational attainment, relevant trainings/seminars attended on special needs or inclusive education, school level handled, and category of diverse learning needs commonly encountered.

The results of the inferential analysis are presented in Tables 23 to 29, including the computed statistical values, probability levels, verbal interpretations, and decisions regarding the null hypothesis. The findings provide evidence on whether teachers' demographic characteristics influence their preparedness in terms of knowledge and understanding of inclusive education, skills and teaching practices, availability and utilization of instructional resources, and emotional and psychological readiness in managing learners with diverse learning needs.

Table 23. Significant difference on the level of teachers' preparedness in managing learners with diverse learning needs when grouped according to their Age

Demographic Profile	Level of Teachers' Preparedness in Managing Learners with Diverse Learning Needs	F-value	df	P-value	Remarks	Decision
Age	Knowledge and Understanding of Inclusive Education	1.791	83	0.139	Not Significant	Accept the Ho
	Skills and Teaching Practices	0.366	83	0.832	Not Significant	Accept the Ho
	Availability and Utilization of Instructional Resources	1.516	83	0.206	Not Significant	Accept the Ho
	Adaptation of Teaching Emotional and Psychological Readiness	0.319	83	0.865	Not Significant	Accept the Ho

Table 23 presents the test of significant difference in the level of teachers' preparedness in managing learners with diverse learning needs when grouped according to age. The results show that there is no significant difference in teachers' preparedness across all dimensions, including knowledge and understanding of inclusive education (F = 1.791, p = 0.139), skills and teaching practices (F = 0.366, p = 0.832), availability and utilization of instructional resources (F = 1.516, p = 0.206), and emotional and psychological readiness (F = 0.319, p = 0.865). Since all obtained p-values are greater than the 0.05 level of significance, the null hypothesis is accepted.

The findings indicate that teachers' age does not significantly influence their level of preparedness in managing learners with diverse learning needs. This means that teachers from different age groups demonstrate comparable levels of readiness in terms

of understanding inclusive education principles, applying teaching practices, utilizing instructional resources, and maintaining emotional and psychological readiness when supporting diverse learners.

The findings are supported by the Organisation for Economic Co-operation and Development (2023), which emphasized that teacher preparedness and effectiveness are influenced by opportunities for professional learning, workplace support, and continuous improvement rather than demographic characteristics such as age. Similarly, the United Nations Educational, Scientific and Cultural Organization (2024) highlighted that inclusive education requires all teachers, regardless of age or background, to develop the necessary competencies to respond to diverse learner needs effectively.

Table 24. Significant difference on the level of teachers' preparedness in managing learners with diverse learning needs when grouped according to their Sex

Demographic Profile	Level of Teachers' Preparedness in Managing Learners with Diverse Learning Needs	t-value	df	P-value	Remarks	Decision
Sex	Knowledge and Understanding of Inclusive Education	-0.406	82	0.686	Not Significant	Accept the Ho
	Skills and Teaching Practices	-0.719	82	0.474	Not Significant	Accept the Ho
	Availability and Utilization of Instructional Resources	0.105	82	0.917	Not Significant	Accept the Ho
	Adaptation of Teaching Emotional and Psychological Readiness	-0.210	82	0.834	Not Significant	Accept the Ho

Table 24 presents the test of significant difference in the level of teachers' preparedness in managing learners with diverse learning needs when grouped according to sex. The results show that there is no significant difference in teachers' preparedness across all dimensions, including knowledge and understanding of inclusive education ($t = -0.406$, $p = 0.686$), skills and teaching practices ($t = -0.719$, $p = 0.474$), availability and utilization of instructional resources ($t = 0.105$, $p = 0.917$), and emotional and psychological readiness ($t = -0.210$, $p = 0.834$). Since all obtained p-values are greater than the 0.05 level of significance, the null hypothesis is accepted.

The findings indicate that teachers' sex does not significantly influence their level of preparedness in managing learners with diverse learning needs. Both male and female teachers demonstrate similar levels of preparedness in understanding inclusive education principles, applying teaching practices, accessing instructional resources, and maintaining emotional readiness when supporting diverse learners.

The results suggest that preparedness for inclusive education is a professional competency that can be developed regardless of sex. Factors such as teacher training, professional experience, exposure to diverse learning situations, collaboration with colleagues, and institutional support may have a greater influence on teachers' preparedness than demographic characteristics. The comparable results between male and female teachers indicate that both groups possess similar capacities to respond to the demands of inclusive education.

The findings imply that inclusive education programs and professional development initiatives should be implemented equally among all teachers without considering sex as a determining factor. Schools may focus on providing equitable opportunities for training, mentoring, and access to instructional resources to further strengthen teachers' preparedness. Encouraging collaborative practices among teachers of different backgrounds may also enhance the sharing of effective strategies in supporting learners with diverse needs.

The findings are supported by the Organisation for Economic Co-operation and Development (2023), which emphasized that teacher competence and preparedness are primarily influenced by professional development, workplace conditions, and opportunities for continuous learning rather than demographic characteristics such as sex. Likewise, the United Nations Educational, Scientific and Cultural Organization (2024) highlighted that inclusive education requires all teachers to develop essential competencies and attitudes necessary for addressing learner diversity, regardless of personal characteristics.

Table 25. Significant difference on the level of teachers' preparedness in managing learners with diverse learning needs when grouped according to their Years of Teaching Experience

Demographic Profile	Level of Teachers' Preparedness in Managing Learners with Diverse Learning Needs	F-value	df	P-value	Remarks	Decision
Years of Teaching Experience	Knowledge and Understanding of Inclusive Education	0.636	83	0.638	Not Significant	Accept the Ho
	Skills and Teaching Practices	2.254	83	0.071	Not Significant	Accept the Ho
	Availability and Utilization of Instructional Resources	2.216	83	0.075	Not Significant	Accept the Ho
	Adaptation of Teaching Emotional and Psychological Readiness	0.865	83	0.489	Not Significant	Accept the Ho

Table 25 presents the test of significant difference in the level of teachers' preparedness in managing learners with diverse learning needs when grouped according to years of teaching experience. The results show that there is no significant difference in teachers' preparedness across all dimensions, including knowledge and understanding of inclusive education ($F = 0.636$, $p = 0.638$), skills and teaching practices ($F = 2.254$, $p = 0.071$), availability and utilization of instructional resources ($F = 2.216$, $p = 0.075$), and emotional and psychological readiness ($F = 0.865$, $p = 0.489$). Since all obtained p-values are greater than the 0.05 level of significance, the null hypothesis is accepted.

The findings indicate that teachers' years of teaching experience do not significantly influence their level of preparedness in managing learners with diverse learning needs. This means that teachers, regardless of whether they are relatively new to the profession or have extensive teaching experience, demonstrate comparable levels of preparedness in understanding inclusive education, applying teaching practices, utilizing instructional resources, and maintaining emotional readiness.

The results suggest that preparedness for inclusive education is not solely developed through length of teaching experience. While experience may contribute to teachers' confidence and practical knowledge, preparedness may also be influenced by other factors such as professional development opportunities, exposure to inclusive education practices, institutional support, and personal commitment to continuous learning. The similar preparedness levels across experience groups indicate that teachers can acquire inclusive education competencies through various learning pathways.

The findings imply that schools should provide continuous and equitable professional development programs for teachers across all levels of teaching experience. Newly hired teachers may benefit from mentoring and guided practice, while experienced teachers may benefit from advanced training and updated inclusive education approaches. Strengthening collaboration among teachers with varying years of experience may also promote knowledge sharing and improve collective preparedness in supporting diverse learners.

The findings are supported by the Organisation for Economic Co-operation and Development (2023), which emphasized that teacher effectiveness and preparedness are shaped by continuous professional learning, collaboration, and workplace support in addition to teaching experience. Similarly, the United Nations Educational, Scientific and Cultural Organization (2024) highlighted that inclusive education requires sustained capacity-building efforts to ensure that all teachers possess the knowledge, skills, and attitudes necessary to address learner diversity.

Table 26. Significant difference on the level of teachers' preparedness in managing learners with diverse learning needs when grouped according to their Highest Educational Attainment

Demographic Profile	Level of Teachers' Preparedness in Managing Learners with Diverse Learning Needs	F-value	df	P-value	Remarks	Decision
Highest Educational Attainment	Knowledge and Understanding of Inclusive Education	0.723	83	0.579	Not Significant	Accept the Ho
	Skills and Teaching Practices	0.515	83	0.725	Not Significant	Accept the Ho
	Availability and Utilization of Instructional Resources	2.089	83	0.090	Not Significant	Accept the Ho
	Adaptation of Teaching Emotional and Psychological Readiness	0.238	83	0.916	Not Significant	Accept the Ho

Table 26 presents the test of significant difference in the level of teachers' preparedness in managing learners with diverse learning needs when grouped according to highest educational attainment. The results show that there is no significant difference in teachers' preparedness across all dimensions, including knowledge and understanding of inclusive education (F = 0.723, p = 0.579), skills and teaching practices (F = 0.515, p = 0.725), availability and utilization of instructional resources (F = 2.089, p = 0.090), and emotional and psychological readiness (F = 0.238, p = 0.916). Since all obtained p-values are greater than the 0.05 level of significance, the null hypothesis is accepted.

The findings indicate that teachers' highest educational attainment does not significantly influence their level of preparedness in managing learners with diverse learning needs. This means that teachers with different educational backgrounds, whether they hold a bachelor's degree, have completed graduate units, or possess advanced degrees, demonstrate comparable levels of preparedness in understanding inclusive education, applying teaching practices, utilizing instructional resources, and maintaining emotional and psychological readiness.

The results suggest that formal educational attainment alone does not determine teachers' preparedness for inclusive education. Although advanced academic qualifications may provide additional theoretical knowledge and professional growth opportunities, preparedness may also be developed through practical classroom experiences, specialized training, collaboration with colleagues, and continuous professional learning. The comparable results among educational attainment groups indicate that inclusive education competencies can be strengthened through various professional development experiences.

Table 27. Significant difference on the level of teachers' preparedness in managing learners with diverse learning needs when grouped according to their Relevant Trainings/Seminars Attended on Special Needs or Inclusive Education

Demographic Profile	Level of Teachers' Preparedness in Managing Learners with Diverse Learning Needs	F-value	df	P-value	Remarks	Decision
Relevant Trainings/Seminars Attended on Special Needs or Inclusive Education	Knowledge and Understanding of Inclusive Education	0.469	83	0.758	Not Significant	Accept the Ho
	Skills and Teaching Practices	0.756	83	0.557	Not Significant	Accept the Ho
	Availability and Utilization of Instructional Resources	0.615	83	0.653	Not Significant	Accept the Ho
	Adaptation of Teaching Emotional and Psychological Readiness	1.629	83	0.175	Not Significant	Accept the Ho

Table 27 presents the test of significant difference in the level of teachers' preparedness in managing learners with diverse learning needs when grouped according to relevant trainings and seminars attended on special needs or inclusive education. The results show that there is no significant difference in teachers' preparedness across all dimensions, including knowledge and understanding of inclusive education (F = 0.469, p = 0.758), skills and teaching practices (F = 0.756, p = 0.557), availability and utilization of instructional resources (F = 0.615, p = 0.653), and emotional and psychological readiness (F = 1.629, p = 0.175). Since all obtained p-values are greater than the 0.05 level of significance, the null hypothesis is accepted.

The findings imply that schools should focus not only on increasing teachers' participation in training programs but also on improving the quality, relevance, and practical application of professional development activities. Inclusive education trainings may be strengthened through hands-on activities, mentoring, coaching, classroom demonstrations, and follow-up support to ensure that teachers can translate acquired knowledge into effective classroom practices. Providing equal opportunities for professional growth may further enhance teachers' preparedness regardless of their previous training exposure.

The findings are supported by the Organisation for Economic Co-operation and Development (2023), which emphasized that meaningful professional development requires sustained learning opportunities, practical application, and continuous support to effectively improve teacher competencies. Similarly, the United Nations Educational, Scientific and Cultural Organization (2024) highlighted that inclusive education depends on comprehensive teacher preparation that integrates knowledge, skills, attitudes, and institutional support rather than training participation alone.

Table 28. Significant difference on the level of teachers' preparedness in managing learners with diverse learning needs when grouped according to their School Level Handled

Demographic Profile	Level of Teachers' Preparedness in Managing Learners with Diverse Learning Needs	F-value	df	P-value	Remarks	Decision
School Level Handled	Knowledge and Understanding of Inclusive Education	0.958	83	0.417	Not Significant	Accept the Ho
	Skills and Teaching Practices	2.880	83	0.041	Significant	Reject the Ho
	Availability and Utilization of Instructional Resources	0.499	83	0.684	Not Significant	Accept the Ho
	Adaptation of Teaching Emotional and Psychological Readiness	2.789	83	0.046	Significant	Reject the Ho

Table 28 presents the test of significant difference in the level of teachers' preparedness in managing learners with diverse learning needs when grouped according to school level handled. The results show that there is no significant difference in teachers' preparedness in terms of knowledge and understanding of inclusive education (F = 0.958, p = 0.417) and availability and utilization of instructional resources (F = 0.499, p = 0.684) since their p-values are greater than the 0.05 level of significance. Thus, the null hypothesis is accepted for these dimensions.

However, a significant difference was found in skills and teaching practices (F = 2.880, p = 0.041) and emotional and psychological readiness (F = 2.789, p = 0.046), as both p-values are less than the 0.05 level of significance. Therefore, the null hypothesis is rejected for these dimensions, indicating that teachers' preparedness varies significantly depending on the school level they handle.

The findings indicate that the school level assigned to teachers does not significantly affect their knowledge of inclusive education principles and their access or use of instructional resources. This suggests that teachers across different school levels possess similar levels of understanding regarding inclusive education and experience comparable conditions in terms of resource utilization. However, differences in skills and teaching practices, as well as emotional and psychological readiness, suggest that the demands associated with managing learners at different educational stages may influence teachers' preparedness.

The significant difference in skills and teaching practices may be attributed to the varying instructional requirements, learner characteristics, and classroom challenges encountered at different school levels. Teachers managing different age groups may develop distinct strategies in modifying instruction, managing learner participation, and providing appropriate support. Similarly, the difference in emotional and psychological readiness may indicate that teachers' confidence, adaptability, and coping strategies are influenced by the specific demands of the learners they handle.

Table 29. Significant difference on the level of teachers' preparedness in managing learners with diverse learning needs when grouped according to their Category of Diverse Learning Needs Commonly Encountered

Demographic Profile	Level of Teachers' Preparedness in Managing Learners with Diverse Learning Needs	F-value	df	P-value	Remarks	Decision
Category of Diverse Learning Needs Commonly Encountered	Knowledge and Understanding of Inclusive Education	1.058	83	0.390	Not Significant	Accept the Ho
	Skills and Teaching Practices	0.627	83	0.680	Not Significant	Accept the Ho
	Availability and Utilization of Instructional Resources	0.767	83	0.577	Not Significant	Accept the Ho
	Adaptation of Teaching Emotional and Psychological Readiness	0.764	83	0.578	Not Significant	Accept the Ho

Table 29 presents the test of significant difference in the level of teachers' preparedness in managing learners with diverse learning needs when grouped according to the category of diverse learning needs commonly encountered. The results show that there is no significant difference in teachers' preparedness across all dimensions, including knowledge and understanding of inclusive education (F = 1.058, p = 0.390), skills and teaching practices (F = 0.627, p = 0.680), availability and utilization of instructional resources (F = 0.767, p = 0.577), and emotional and psychological readiness (F = 0.764, p = 0.578). Since all obtained p-values are greater than the 0.05 level of significance, the null hypothesis is accepted.

The findings indicate that the category of diverse learning needs commonly encountered by teachers does not significantly influence their level of preparedness in managing learners with diverse learning needs. This means that teachers who commonly encounter learners with learning difficulties, behavioral or emotional needs, communication needs, physical or sensory needs, multiple needs, or other learning conditions demonstrate comparable levels of preparedness in terms of knowledge, teaching skills, resource utilization, and emotional readiness.

Research Question 6

Is there a significant relationship between the teachers' level of competency and preparedness in managing learners with diverse learning needs?

To determine whether a significant relationship exists between teachers' level of competency and preparedness in managing learners with diverse learning needs, the Pearson Product-Moment Correlation Coefficient (r) was employed. This statistical test was used to measure the strength and direction of the relationship between the identified dimensions of teachers' competency and preparedness.

The analysis examined the relationship between teachers' competency in terms of instructional strategies, classroom management, assessment and evaluation, and adaptation of teaching methods/differentiated instruction and their preparedness in terms of knowledge and understanding of inclusive education, skills and teaching practices, availability and utilization of instructional resources, and emotional and psychological readiness.

The results of the correlation analysis are presented in Tables 30 to 33, including the computed r-values, sample size, p-values, verbal interpretations, and decisions regarding the null hypothesis. The findings provide evidence on whether teachers with higher levels of competency also demonstrate higher levels of preparedness in effectively managing learners with diverse learning needs.

Table 30. Significant relationship between the teachers' level of competency and preparedness in managing learners with diverse learning needs in terms of Instructional Strategies

Level of Teachers' Competency in Managing Learners with Diverse Learning Needs	Level of Teachers' Preparedness in Managing Learners with Diverse Learning Needs	R-value	N	P-value	Remarks	Decision
Instructional Strategies	Knowledge and Understanding of Inclusive Education	0.714	84	0.000	Significant	Reject the Ho
	Skills and Teaching Practices	0.760	84	0.000	Significant	Reject the Ho
	Availability and Utilization of Instructional Resources	0.54	84	0.001	Significant	Reject the Ho
	Adaptation of Teaching Emotional and Psychological Readiness	0.629	84	0.000	Significant	Reject the Ho

Table 30 presents the test of significant relationship between teachers' level of competency and preparedness in managing learners with diverse learning needs. The results reveal a significant positive relationship between instructional strategies competency and all dimensions of teachers' preparedness, including knowledge and understanding of inclusive education ($r = 0.714$, $p = 0.000$), skills and teaching practices ($r = 0.760$, $p = 0.000$), availability and utilization of instructional resources ($r = 0.540$, $p = 0.001$), and emotional and psychological readiness ($r = 0.629$, $p = 0.000$). Since all obtained p-values are less than the 0.05 level of significance, the null hypothesis is rejected.

The findings indicate that teachers' competency in implementing instructional strategies is significantly associated with their preparedness in managing learners with diverse learning needs. This suggests that teachers who demonstrate higher competency in applying varied instructional approaches, modifying activities, providing individualized support, and utilizing learner-centered strategies also tend to exhibit greater preparedness in terms of inclusive education knowledge, teaching skills, resource utilization, and emotional readiness.

Table 31. Significant relationship between the teachers' level of competency and preparedness in managing learners with diverse learning needs in terms of Classroom Management

Level of Teachers' Competency in Managing Learners with Diverse Learning Needs	Level of Teachers' Preparedness in Managing Learners with Diverse Learning Needs	R-value	N	P-value	Remarks	Decision
Classroom Management	Knowledge and Understanding of Inclusive Education	0.602	84	0.000	Significant	Reject the Ho
	Skills and Teaching Practices	0.640	84	0.000	Significant	Reject the Ho
	Availability and Utilization of Instructional Resources	0.215	84	0.049	Significant	Reject the Ho
	Adaptation of Teaching Emotional and Psychological Readiness	0.551	84	0.000	Significant	Reject the Ho

Table 31 presents the test of significant relationship between teachers' competency in classroom management and their preparedness in managing learners with diverse learning needs. The results show that classroom management competency has a significant positive relationship with all dimensions of teachers' preparedness, including knowledge and understanding of inclusive education ($r = 0.602$, $p = 0.000$), skills and teaching practices ($r = 0.640$, $p = 0.000$), availability and utilization of instructional resources ($r = 0.215$, $p = 0.049$), and emotional and psychological readiness ($r = 0.551$, $p = 0.000$). Since all obtained p-values are less than the 0.05 level of significance, the null hypothesis is rejected.

The findings indicate that teachers' competency in classroom management is significantly associated with their preparedness in managing learners with diverse learning needs. This suggests that teachers who are more capable of establishing positive classroom environments, managing learner behavior, implementing consistent routines, and promoting respectful interactions are also more prepared in terms of inclusive education knowledge, teaching practices, resource utilization, and emotional readiness.

The results reveal that effective classroom management is an important component of inclusive education preparedness. The strongest relationship was observed between classroom management competency and skills and teaching practices ($r = 0.640$), indicating that teachers who demonstrate effective classroom management are more likely to apply appropriate strategies and instructional approaches for diverse learners. Meanwhile, the relationship between classroom management and availability and utilization of instructional resources ($r = 0.215$), although significant, was relatively weak, suggesting that resource utilization may be affected by factors beyond classroom management, such as school support, availability of materials, and institutional resources.

Table 32. Significant relationship between the teachers' level of competency and preparedness in managing learners with diverse learning needs in terms of Assessment and Evaluation

Level of Teachers' Competency in Managing Learners with Diverse Learning Needs	Level of Teachers' Preparedness in Managing Learners with Diverse Learning Needs	R-value	N	P-value	Remarks	Decision
Assessment and Evaluation	Knowledge and Understanding of Inclusive Education	0.699	84	0.000	Significant	Reject the Ho
	Skills and Teaching Practices	0.809	84	0.000	Significant	Reject the Ho
	Availability and Utilization of Instructional Resources	0.398	84	0.000	Significant	Reject the Ho
	Adaptation of Teaching Emotional and Psychological Readiness	0.598	84	0.000	Significant	Reject the Ho

Table 32 presents the test of significant relationship between teachers' competency in assessment and evaluation and their preparedness in managing learners with diverse learning needs. The results reveal that assessment and evaluation competency has a significant positive relationship with all dimensions of teachers' preparedness, including knowledge and understanding of inclusive education ($r = 0.699$, $p = 0.000$), skills and teaching practices ($r = 0.809$, $p = 0.000$), availability and utilization of instructional resources ($r = 0.398$, $p = 0.000$), and emotional and psychological readiness ($r = 0.598$, $p = 0.000$). Since all obtained p-values are less than the 0.05 level of significance, the null hypothesis is rejected.

The results reveal that assessment and evaluation play a significant role in effective inclusive education implementation. The strongest relationship was observed between assessment and evaluation competency and skills and teaching practices (r = 0.809), indicating a strong association between teachers' ability to assess diverse learners and their capacity to apply appropriate instructional strategies. This suggests that effective assessment practices help teachers identify learner needs, design suitable interventions, and provide meaningful learning support. Meanwhile, the relationship between assessment and evaluation and availability and utilization of instructional resources (r = 0.398), although significant, was comparatively lower, implying that assessment competency may contribute to resource selection but is also influenced by the accessibility of available materials and institutional support.

Table 33. Significant relationship between the teachers' level of competency and preparedness in managing learners with diverse learning needs in terms of Adaptation of Teaching Methods / Differentiated Instruction

Level of Teachers' Competency in Managing Learners with Diverse Learning Needs	Level of Teachers' Preparedness in Managing Learners with Diverse Learning Needs	R-value	N	P-value	Remarks	Decision
Adaptation of Teaching Methods / Differentiated Instruction	Knowledge and Understanding of Inclusive Education	0.726	84	0.000	Significant	Reject the Ho
	Skills and Teaching Practices	0.826	84	0.000	Significant	Reject the Ho
	Availability and Utilization of Instructional Resources	0.434	84	0.000	Significant	Reject the Ho
	Adaptation of Teaching Emotional and Psychological Readiness	0.657	84	0.000	Significant	Reject the Ho

Table 33 presents the test of significant relationship between teachers' competency in adaptation of teaching methods/differentiated instruction and their preparedness in managing learners with diverse learning needs. The results show that adaptation of teaching methods/differentiated instruction has a significant positive relationship with all dimensions of teachers' preparedness, including knowledge and understanding of inclusive education (r = 0.726, p = 0.000), skills and teaching practices (r = 0.826, p = 0.000), availability and utilization of instructional resources (r = 0.434, p = 0.000), and emotional and psychological readiness (r = 0.657, p = 0.000). Since all obtained p-values are less than the 0.05 level of significance, the null hypothesis is rejected.

The findings indicate that teachers' competency in adapting teaching methods and implementing differentiated instruction is significantly associated with their preparedness in managing learners with diverse learning needs. This suggests that teachers who are more capable of modifying instructional approaches, adjusting learning activities, providing alternative learning opportunities, and responding to individual learner differences also demonstrate higher preparedness in terms of inclusive education knowledge, teaching practices, resource utilization, and emotional readiness.

The results reveal that differentiated instruction is a critical component of teachers' preparedness for inclusive education. The strongest relationship was observed between adaptation of teaching methods/differentiated instruction and skills and teaching practices (r = 0.826), indicating a strong association between teachers' ability to differentiate instruction and their overall teaching competence. This implies that teachers who effectively adjust their instructional approaches are more likely to demonstrate confidence and readiness in addressing the varied needs of learners. Meanwhile, the relationship with availability and utilization of instructional resources (r = 0.434), although significant, was comparatively lower, suggesting that while resources support differentiated instruction, teachers' adaptability and instructional decision-making also play important roles.

The findings imply that enhancing teachers' skills in differentiated instruction may significantly improve their preparedness to manage diverse learners. Schools should prioritize professional development programs focused on instructional adaptation, universal design for learning, flexible grouping strategies, modified learning materials, and learner-centered approaches. Strengthening teachers' ability to differentiate instruction may promote more inclusive, responsive, and equitable learning environments.

The findings are supported by the Organisation for Economic Co-operation and Development (2023), which emphasized that effective teachers need adaptive instructional competencies to respond to learner diversity and provide meaningful learning experiences. Likewise, the United Nations Educational, Scientific and Cultural Organization (2024) highlighted that inclusive education requires teachers to apply flexible and differentiated approaches that address diverse learning needs and reduce barriers to participation.

Research Question 7

What Professional Development Program can be proposed based on the findings of the study?

To address this research question, the findings obtained from the assessment of teachers' competency and preparedness in managing learners with diverse learning needs were used as the basis for developing a targeted professional development program. The proposed program was formulated considering the areas that require further enhancement, particularly in strengthening teachers' knowledge of inclusive education, differentiated instructional practices, assessment strategies, utilization of instructional resources, classroom management approaches, and emotional and psychological readiness.

The proposed Targeted Professional Development Program for Enhancing Teachers' Competency and Preparedness in Managing Learners with Diverse Learning Needs aims to provide continuous capacity-building opportunities that will improve teachers' inclusive education practices and support the effective management of diverse learners. The program includes specific objectives, activities, expected measurable outcomes, implementation strategies, timeline, responsible persons, and budget allocation to ensure its feasibility and sustainability.

The proposed professional development program is presented in Table 34, which serves as the practical output of the study based on the significant findings and identified areas for improvement.

Based on Research Question 7, which determined the professional development program that may be proposed based on the findings of the study, the proposed Targeted Professional Development Program for Enhancing Teachers' Competency and Preparedness in Managing Learners with Diverse Learning Needs was developed based on the identified areas requiring further enhancement. These areas were derived from the results of the assessment of teachers' competency and preparedness, particularly the dimensions with lower ratings and those requiring additional support.

Although teachers demonstrated a Highly Evident level of competency and preparedness in most dimensions, the findings revealed that availability and utilization of instructional resources obtained the lowest preparedness rating, indicating a need for strengthened resource development and utilization practices. Furthermore, continuous improvement in inclusive education knowledge, differentiated instruction, assessment adaptation, classroom management, and emotional readiness was considered necessary to sustain effective inclusive teaching practices.

The proposed professional development program aims to address these areas through targeted training activities, workshops, collaborative learning sessions, and resource development initiatives. These interventions are intended to enhance teachers' knowledge, skills, confidence, and capacity to effectively manage learners with diverse learning needs. The proposed program is presented in Table 34, which includes the program components, objectives, activities, expected measurable outcomes, timeline, responsible persons, and budget allocation.

Table 34. Professional Development Program for Enhancing Teachers' Competency and Preparedness in Managing Learners with Diverse Learning Needs

Rationale

Program Component	Objectives	Proposed Activities	Time Frame	Budget Allocation	Expected Measurable Outcomes
1. Inclusive Education Knowledge Enhancement Program	To improve teachers' understanding of inclusive education principles, policies, learner diversity, and support mechanisms	Conduct seminars and workshops on inclusive education frameworks, identification of diverse learning needs, reasonable accommodations, Individualized Education Plans (IEPs), and inclusive education policies	Month 1	₱25,000	At least 90% of participating teachers will achieve a minimum score of 80% in a post-training assessment on inclusive education concepts.
2. Differentiated Instruction and Adaptive Teaching Strategies Training	To enhance teachers' competency in modifying instructional strategies based on learners' abilities, needs, and learning profiles	Training on differentiated instruction, Universal Design for Learning (UDL), flexible grouping, modified activities, and learner-centered teaching approaches	Month 2	₱35,000	At least 85% of teachers will develop and implement one differentiated lesson plan incorporating at least three adaptive strategies within the training period.
3. Inclusive Classroom Management and Positive Behavior Support Program	To strengthen teachers' skills in managing diverse classrooms and promoting positive learner behavior	Workshops on classroom routines, positive reinforcement, behavior intervention strategies, conflict management, and creating supportive learning environments	Month 3	₱30,000	At least 85% of teachers will demonstrate improved classroom management practices based on classroom observation checklists with a rating of "Highly Evident."
4. Differentiated Assessment and Evaluation Training	To improve teachers' ability to design appropriate assessments and monitor learner progress based on diverse needs	Training on alternative assessments, modified assessment tools, rubrics, learner progress monitoring, and using assessment results for instructional adjustment	Month 4	₱30,000	At least 90% of teachers will develop an adapted assessment tool suitable for learners with diverse learning needs and obtain a passing evaluation rating of 80% or higher.
5. Development and Utilization of Inclusive Instructional Resources	To enhance teachers' ability to create, modify, and utilize instructional materials appropriate for diverse learners	Workshop on developing teacher-made materials, assistive technology integration, accessible learning resources, and adaptation of instructional materials	Month 5	₱40,000	At least 90% of teachers will produce and utilize at least two modified instructional materials aligned with learners' specific needs.
6. Emotional Resilience and Teacher Well-being Support Program	To strengthen teachers' confidence, resilience, and emotional preparedness in managing inclusive classrooms	Conduct coaching sessions, stress management activities, reflective teaching sessions, peer support groups, and mentoring activities	Month 6	₱25,000	At least 85% of teachers will show improvement of at least one level in self-rated confidence and emotional readiness assessment after the program.
7. Collaborative Professional Learning Community (PLC) Program	To promote collaboration among teachers, parents, specialists, and school personnel in supporting diverse learners	Establish peer mentoring groups, case discussions, collaborative lesson planning, consultation sessions with specialists, and sharing of best practices	Whole School Year	₱50,000	At least 90% of teachers will participate in quarterly professional learning community sessions and submit documented collaborative intervention plans for identified learner needs.
8. Monitoring, Evaluation, and Sustainability Program	To assess the effectiveness of the professional development program and ensure continuous improvement	Conduct pre-test and post-test evaluations, classroom observations, feedback surveys, and review of teachers' instructional outputs	End of Program	₱20,000	The program will achieve at least 85% overall satisfaction rating from participants and demonstrate measurable improvement between pre- and post-program competency ratings.

Competency and Preparedness of Teachers in Managing Learners with Diverse Learning Needs: Basis for A Targeted Professional Development Program

The implementation of inclusive education requires teachers to possess adequate knowledge, skills, and preparedness to effectively address the diverse learning needs of learners. Based on the findings of the study, teachers demonstrated a high level of competency in managing learners with diverse learning needs in terms of instructional strategies, classroom management, assessment and evaluation, and adaptation of teaching methods/differentiated instruction. Likewise, teachers showed a high level of preparedness in knowledge and understanding of inclusive education, skills and teaching practices, and emotional and psychological readiness. However, areas requiring further enhancement were identified, particularly in the availability and utilization of instructional resources, strengthening differentiated instructional practices, and improving collaborative support mechanisms.

The findings further revealed that teachers' competency and preparedness have a significant positive relationship, indicating that improvements in teachers' competencies are associated with increased readiness to handle learners with diverse learning needs. Specifically, competencies in differentiated instruction, assessment and evaluation, classroom management, and instructional strategies were significantly related to teachers' preparedness. This highlights the importance of providing continuous professional development opportunities that focus on strengthening teachers' practical skills and confidence in implementing inclusive education.

Moreover, although most demographic variables did not show significant differences in teachers' competency and preparedness, the results indicate that inclusive education competencies should be continuously developed among all teachers regardless of age, sex, educational attainment, teaching experience, training background, school level handled, and types of learner needs encountered. This supports the need for a comprehensive and inclusive professional development program that provides equal opportunities for all teachers to improve their capacity in responding to learner diversity.

The proposed Professional Development Program for Enhancing Teachers' Competency and Preparedness in Managing Learners with Diverse Learning Needs aims to address these identified needs through structured training sessions, workshops, mentoring activities, collaborative professional learning communities, and resource development initiatives. The program focuses on enhancing teachers' understanding of inclusive education, improving differentiated instructional practices, strengthening assessment strategies, developing inclusive classroom management skills, promoting effective utilization of instructional resources, and supporting teachers' emotional readiness.

Through the implementation of this program, teachers are expected to develop more responsive and learner-centered approaches that reduce barriers to learning and promote meaningful participation among learners with diverse needs. The program also seeks to establish a sustainable culture of collaboration among teachers, school administrators, parents, and other stakeholders to ensure continuous improvement in inclusive education practices.

The proposed program is aligned with the principles emphasized by the United Nations Educational, Scientific and Cultural Organization (2024), which recognizes continuous teacher professional development, adequate resources, and collaborative support systems as essential components of effective inclusive education. It is also consistent with the recommendations of the Organisation for Economic Co-operation and Development (2023), emphasizing that sustained professional learning enhances teachers' instructional competencies, confidence, and ability to respond effectively to diverse learner needs. Thus, the proposed professional development program serves as a strategic intervention to strengthen teachers' capacity and promote quality, equitable, and inclusive learning environments.

This chapter presents the summary of findings, conclusions, and recommendations derived from the results of the study entitled "Competency and Preparedness of Teachers in Managing Learners with Diverse Learning Needs: Basis for a Targeted Professional Development Program." The chapter also presents the proposed professional development program developed from the findings of the study to address identified areas requiring improvement and to enhance teachers' capacity in implementing inclusive education practices.

The study aimed to determine the competency and preparedness of teachers in managing learners with diverse learning needs as a basis for developing a targeted professional development program. Specifically, it examined the demographic profile of teachers, their level of competency, level of preparedness, significant differences when grouped according to profile, the relationship between competency and preparedness, and the professional development program that may be proposed based on the findings. The major findings of the study are summarized as follows:

1. The profile of the respondents revealed that teachers represented diverse characteristics in terms of age, sex, years of teaching experience, highest educational attainment, relevant trainings and seminars attended on special needs or inclusive education, school level handled, and categories of diverse learning needs commonly encountered. The findings

indicated that the respondents possessed varied professional experiences and educational backgrounds, reflecting different levels of exposure and experiences in managing learners with diverse learning needs.

2. The findings revealed that teachers demonstrated a Highly Evident level of competency in managing learners with diverse learning needs in terms of instructional strategies, classroom management, assessment and evaluation, and adaptation of teaching methods/differentiated instruction. This indicates that teachers were capable of implementing appropriate instructional practices, managing inclusive classroom environments, modifying assessment approaches, and providing differentiated learning experiences suited to learners' needs.
3. The findings revealed that teachers demonstrated a Highly Evident level of preparedness in managing learners with diverse learning needs in terms of knowledge and understanding of inclusive education, skills and teaching practices, and emotional and psychological readiness. However, availability and utilization of instructional resources obtained an Evident level, indicating that while teachers possess adequate knowledge, skills, and positive attitudes, access to appropriate instructional materials, assistive resources, and school-based support remains an area requiring further improvement.
4. The findings showed that there was no significant difference in teachers' competency in terms of instructional strategies, classroom management, assessment and evaluation, and adaptation of teaching methods/differentiated instruction when grouped according to age, sex, highest educational attainment, relevant trainings/seminars attended on special needs or inclusive education, school level handled, and category of diverse learning needs commonly encountered. However, years of teaching experience showed a significant difference in classroom management competency, indicating that teaching experience influences teachers' ability to manage diverse classroom situations.
5. The findings revealed that there was no significant difference in teachers' preparedness in terms of knowledge and understanding of inclusive education, skills and teaching practices, availability and utilization of instructional resources, and emotional and psychological readiness when grouped according to age, sex, years of teaching experience, highest educational attainment, relevant trainings/seminars attended, and category of diverse learning needs commonly encountered. However, school level handled showed significant differences in skills and teaching practices and emotional and psychological readiness, suggesting that teaching contexts influence teachers' preparedness.
6. The findings revealed a significant positive relationship between teachers' competency and preparedness in managing learners with diverse learning needs. All dimensions of competency, including instructional strategies, classroom management, assessment and evaluation, and adaptation of teaching methods/differentiated instruction, were significantly related to teachers' preparedness dimensions. This indicates that teachers with stronger competencies are more likely to demonstrate higher levels of preparedness in implementing inclusive education practices.
7. Based on the findings of the study, a Targeted Professional Development Program for Enhancing Teachers' Competency and Preparedness in Managing Learners with Diverse Learning Needs was proposed. The program focuses on strengthening inclusive education knowledge, differentiated instruction, classroom management, inclusive assessment practices, instructional resource development, collaboration among stakeholders, and teacher emotional resilience. The proposed program aims to enhance teachers' capacity to provide responsive, equitable, and inclusive learning experiences for learners with diverse needs.

Based on the findings of the study, the following conclusions were drawn:

1. The teachers who participated in the study possessed varied professional characteristics, indicating that the implementation of inclusive education involves educators with diverse levels of experience, educational attainment, training exposure, and teaching contexts. These differences provide valuable perspectives regarding the management of learners with diverse learning needs.
2. Teachers demonstrated a high level of competency in managing learners with diverse learning needs. This indicates that teachers possess the necessary instructional knowledge and skills to implement appropriate strategies, manage inclusive classrooms, conduct responsive assessments, and adapt teaching methods according to learners' diverse characteristics.
3. Teachers demonstrated a high level of preparedness in managing learners with diverse learning needs. This implies that teachers possess positive attitudes, adequate knowledge, appropriate teaching skills, and emotional readiness necessary for inclusive education implementation. However, the availability and utilization of instructional resources remain a significant area that requires additional institutional support.

4. Teachers' competency is generally consistent regardless of demographic characteristics, suggesting that inclusive teaching practices are not solely determined by age, sex, educational attainment, training experiences, or learner categories encountered. However, teaching experience contributes to stronger classroom management competency, indicating that professional exposure enhances teachers' ability to address classroom challenges.
5. Teachers' preparedness is generally consistent across most demographic characteristics. However, the school level handled influences teachers' skills and teaching practices as well as their emotional and psychological readiness, suggesting that classroom contexts and learner characteristics may shape teachers' preparedness in implementing inclusive practices.
6. Teachers' competency and preparedness are significantly related. This indicates that improving teachers' instructional competencies, classroom management skills, assessment practices, and differentiated instruction abilities contributes to greater confidence and readiness in managing learners with diverse learning needs.
7. The proposed Targeted Professional Development Program is appropriate and responsive to the identified needs of teachers. The program provides a systematic approach to strengthening inclusive education practices by addressing knowledge gaps, instructional challenges, resource limitations, and the need for continuous professional growth.

Based on the conclusions of the study, the following recommendations are proposed:

1. School administrators may implement continuous professional development programs focusing on inclusive education, differentiated instruction, assessment adaptation, classroom management, and instructional resource development to further enhance teachers' competency and preparedness in managing learners with diverse learning needs.
2. Teachers may continue strengthening their inclusive teaching practices by engaging in professional learning communities, attending relevant seminars and workshops, sharing best practices with colleagues, and applying learner-centered strategies that address diverse learning needs.
3. Schools may prioritize the development, acquisition, and accessibility of inclusive instructional resources, including modified learning materials, assistive tools, visual supports, and technology-based resources, to address the identified limitations in resource availability and utilization.
4. School administrators may establish stronger collaboration mechanisms among teachers, parents, special education personnel, guidance counselors, and other stakeholders to ensure comprehensive support for learners with diverse learning needs.
5. Professional development initiatives may consider teachers' specific teaching contexts, particularly those assigned to different school levels, to ensure that training programs address the actual challenges and requirements of their respective learners.
6. Future researchers may conduct similar studies using mixed-method or qualitative approaches to further explore teachers' actual experiences, classroom practices, and challenges in implementing inclusive education. Future studies may also include classroom observations and perspectives from learners, parents, and school administrators.
7. The proposed Targeted Professional Development Program may be considered for implementation and evaluation to determine its effectiveness in improving teachers' competency, preparedness, and overall effectiveness in managing learners with diverse learning needs.

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