

Influence of School Assessment Practices and Parental Adaptation on Teacher Challenges in Implementing Inclusive Education in Philippine Elementary Schools

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Abstract: This research explored how school assessment methods and the way families adapt affect the difficulties faced by teachers in inclusive elementary classrooms serving students with learning needs or disabilities. The study took place at the largest public elementary school in South District 8 of Cebu City, which also operates the district's only Special Education (SPED) Center. The primary goal was to understand how assessment practices and family adaptation impact teachers working in inclusive environments. Researchers used a descriptive-correlational approach and distributed structured questionnaires to gather data on the use of formal assessments, parental awareness, acceptance, and support, as well as the specific challenges teachers experience. Findings revealed that both formal assessments and parental adaptation were applied at moderate levels. Teachers reported ongoing obstacles such as a lack of instructional materials, insufficient professional development, and limited time to meet the needs of a diverse student population. The analysis showed a strong positive relationship between the frequency of assessment use and the challenges reported by teachers, suggesting that refining assessment processes could help address these issues. Additionally, parental adaptation—especially in terms of providing support—significantly reduced the difficulties teachers faced, emphasizing the value of strong collaboration between home and school. Based on these results, the study recommends strengthening school assessment systems and encouraging greater parental engagement to better support inclusive education. An action plan was created to enhance inclusive practices through improved cooperation among schools, teachers, and families.

Keywords: Teachers' Challenges; Special Education; Inclusive Education; Philippines; and Mixed-Methods Design.

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I. INTRODUCTION

Inclusive education in the Philippines is guided by Republic Act No. 11650, also known as the "*Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act*." The law mandates that all schools, public and private, ensure equitable access to quality education for learners with disabilities. It prohibits any form of exclusion in admission and requires schools to provide essential services and inclusive conditions in their academic programs. Despite these progressive policies, the

implementation of inclusive education remains inconsistent, particularly in low-income urban communities such as Duljo-Fatima, Cebu City, where schools face limited resources and inadequate institutional support. Previous studies suggest that teachers continue to struggle with differentiated and collaborative instructional strategies due to insufficient training and systemic barriers (Salvador, 2020; UNESCO, 2020; Babia & Candia, 2021).

Assessment serves as the foundation of effective instruction, especially within inclusive education frameworks. Ideally, school assessment practices should identify students' learning needs and strengths, guide differentiated instruction, and enable timely intervention. However, in many Philippine public schools, assessment remains largely uniform and summative, overlooking individual differences and the presence of undiagnosed learning difficulties (Salvador, 2020; UNESCO, 2020). This uniformity creates instructional mismatches, leading to classroom behavioral issues and learning stagnation. Thus, assessment must be viewed not merely as a technical procedure but as a determinant of instructional quality and teacher adaptability in inclusive settings. Another crucial yet often overlooked component of inclusive education is parental adaptation—the degree to which parents recognize, accept, and respond to their children's learning needs. Research consistently emphasizes that effective parental involvement enhances student motivation, behavior, and achievement (Epstein, 2018; Bernardo et al., 2021). In the Philippine context, however, factors such as economic hardship, limited awareness of learning disabilities, and cultural stigma can hinder parental adaptation. Many parents in urban poor communities may lack access to diagnostic services or continue to deny their child's learning needs, which further constrains teachers' ability to provide appropriate interventions. Consequently, educators bear the dual responsibility of managing instructional and emotional demands within overcrowded, resource-limited classrooms (Lansang, 2020).

Given these conditions, this study examines how school assessment practices and parental adaptation influence the challenges faced by elementary teachers in inclusive classrooms. It focuses on the Elementary School in Duljo-Fatima, Cebu City, which typifies the demographic and structural realities of many Philippine urban public schools. By analyzing the interrelationship among these variables, the study seeks to generate evidence-based insights that can strengthen teacher capacity, improve assessment responsiveness, and foster collaborative engagement with parents. Specifically, the study aims to (a) assess how schools utilize formal assessments to monitor the progress of students with special educational needs, (b) examine the extent of parental adaptation in terms of awareness, acceptance, and support, and (c) determine how these factors relate to the challenges teachers encounter in inclusive settings. The overarching goal is to develop a responsive action plan that can enhance inclusive classroom management and student learning outcomes.

This study addresses a critical research gap in the Philippine context, where few investigations have integrated assessment practices and parental adaptation as joint determinants of teachers' challenges in inclusive education. It contributes to the broader national goal of building resilient, equitable, and inclusive educational systems aligned with the principles of the *Inclusive Education Act* and the Sustainable Development Goal 4 (Quality Education).

II. REVIEW OF THE RELATED LITERATURE AND STUDIES

➤ *Theoretical Foundations*

This study is grounded in three major theoretical perspectives that collectively explain the interaction between teacher challenges, school assessment practices, and parental adaptation within inclusive education: Universal Design for Learning (UDL) (CAST, 2018), Ecological Systems Theory (Bronfenbrenner, 1979), and Self-Efficacy Theory (Bandura, 1997). These frameworks guide the study's conceptual orientation and interpretation of empirical relationships.

The Universal Design for Learning (UDL) framework promotes flexible assessment and instructional strategies that accommodate learner variability. According to CAST (2018), learning assessments should be designed to engage multiple modalities—representation, engagement, and expression—so that all learners, including those with disabilities, can demonstrate understanding in accessible ways. UDL challenges the “one-size-fits-all” model and emphasizes equity through adaptability, ensuring that assessments function not merely as grading mechanisms but as diagnostic and developmental tools that support instruction. Inflexible assessments, conversely, create misalignments between students' abilities and their opportunities to demonstrate progress, increasing the instructional burden on teachers in inclusive classrooms.

Bronfenbrenner's Ecological Systems Theory (1979) situates learning and development within multiple, interacting environmental systems. The mesosystem, which connects home and school environments, underscores how parental awareness, acceptance, and support influence both student adjustment and teacher workload. Strong parental adaptation fosters collaboration between families and schools, aligning home-based strategies with classroom interventions (Hornby & Lafaele, 2011). Conversely, when parents deny or misunderstand their child's learning needs, teachers face greater challenges managing diverse classrooms without sufficient reinforcement from home.

Bandura's Self-Efficacy Theory (1997) explains how teachers' belief in their own capacity to manage inclusive settings shapes their persistence and instructional effectiveness. Teacher self-efficacy is affected by environmental conditions such as administrative support, assessment systems, and parental cooperation. High self-efficacy enables teachers to remain resilient despite challenges, while low self-efficacy amplifies perceived obstacles. This reciprocal dynamic between personal belief, behavior, and environment—termed *reciprocal determinism*—clarifies how both systemic and interpersonal factors shape teachers' experiences in inclusive education.

➤ *Legal and Policy Context*

The study is aligned with national laws and policies that institutionalize inclusive education in the Philippines. Republic Act No. 11650, or the *Inclusive Education Act of 2022*, mandates that all learners with disabilities have access to education alongside their peers and establishes Inclusive Learning Resource Centers (ILRCs) across communities. Despite these provisions, implementation remains uneven, especially where learners' disabilities are undiagnosed, leaving teachers without adequate support systems.

Similarly, Republic Act No. 10533, known as the *Enhanced Basic Education Act of 2013*, advocates for differentiated instruction and curriculum flexibility to accommodate diverse learners. However, without reliable assessment data, teachers often struggle to adapt lessons effectively. Republic Act No. 9442, amending the *Magna Carta for Disabled Persons*, guarantees access and accommodation in schools but primarily benefits formally diagnosed learners, leaving many students with hidden learning difficulties unsupported.

Recent Department of Education (DepEd) directives—DO 44, s. 2021 (Policy Guidelines on Programs and Services for Learners with Disabilities) and DO 21, s. 2021 (Transition Curriculum Framework for Learners with Disabilities)—reinforce inclusive principles but remain constrained by limited teacher training and diagnostic tools. Collectively, these policies provide a strong legal foundation for inclusion yet highlight systemic gaps in implementation that affect teacher workload, assessment alignment, and parental engagement.

➤ *Inclusive Education and Teacher Challenges*

Inclusive education is founded on the principle that all learners, regardless of ability or disability, should have access to quality education in regular classrooms (UNESCO, 2009). However, realizing this principle is complex, particularly where students' learning needs remain unidentified or unsupported (Thomas, 2007). Teachers in inclusive classrooms face multifaceted responsibilities—differentiating instruction, managing behavior, and interpreting assessment results (Florian & Black-Hawkins, 2011). These challenges intensify when assessment tools fail to accommodate diverse learning profiles and when parental collaboration is inconsistent with school goals.

Empirical studies consistently show that teachers experience significant challenges implementing inclusive practices. Tero and Revalde's study on Cebu primary teachers revealed that although educators employed constructivist strategies, they struggled with inadequate training, limited curricular adaptation, and lack of institutional support. Similarly, Tah's (2020) research on Cameroonian teachers found that insufficient preparation led to negative perceptions toward students with disabilities and hindered successful inclusion. Alasiri (2021) identified six critical barriers to inclusive education—poor infrastructure, lack of teacher

training, curriculum inconsistencies, communication gaps among stakeholders, undiagnosed disabilities, and ineffective pedagogical methods. These findings underscore the need for systematic teacher development and adaptive assessment models.

➤ *Assessment Practices in Inclusive Classrooms*

Assessment is central to inclusive education, as it identifies learning gaps and informs instruction (Brookhart, 2011). Effective assessment systems combine formative and summative approaches responsive to students' individual needs and backgrounds (Tomlinson, 2014). However, many Philippine schools employ standardized assessments that inadequately reflect the learning progress of students with disabilities, particularly those without formal diagnoses. Mastropieri and Scruggs (2010) argue that rigid assessment systems increase teacher stress while disadvantaging learners who require alternative modes of evaluation.

The UDL framework (CAST, 2018) offers a solution by advocating for flexibility in assessment design. When assessments incorporate multiple forms of engagement and expression, they better reflect students' abilities and reduce teacher frustration in differentiating instruction. Conversely, when assessment procedures remain inflexible, teachers face compounded difficulties in evaluating student progress and adjusting instruction effectively.

➤ *Parental Adaptation and Home–School Collaboration*

Parental adaptation plays a decisive role in supporting inclusive education. It encompasses three interrelated dimensions—awareness, acceptance, and support—each contributing to effective home–school collaboration (Hornby & Lafaele, 2011). When parents understand and accept their child's learning needs, they reinforce classroom interventions and facilitate continuity between home and school. Conversely, lack of awareness or denial can undermine inclusive goals, leaving teachers to manage the dual burden of instruction and emotional support for students.

Bernardo et al. (2021) emphasize that socioeconomic constraints, limited educational background, and cultural stigma often hinder Filipino parents' engagement in their children's education. These factors contribute to inconsistent parental adaptation, intensifying teacher workload and reducing the overall effectiveness of inclusive strategies. As Bandura's (1997) model suggests, such environmental pressures can diminish teacher self-efficacy, creating a cycle of stress and reduced instructional quality.

➤ *International and Comparative Perspectives*

Globally, research echoes similar challenges in inclusive education implementation. UNESCO (2020) reports that many countries struggle to identify students with non-visible learning disabilities, resulting in inadequate classroom support. Studies from the Dominican Republic highlight teachers' lack of training, overreliance on textbooks, and absence of student data

as major barriers to inclusion. In the United States, AP News (2022) revealed that irregular screening for math learning disabilities such as dyscalculia leaves many students unsupported, while *The Guardian* (2023) reported that increasing cases of autism and ADHD are overwhelming teachers in Australian schools.

Furthermore, a study published by the National Center for Biotechnology Information (NCBI) found that teachers in Jeddah experienced high stress and limited resources when handling students with disabilities, adversely affecting their attitudes toward inclusion. Similarly, LD Online reported that novice teachers often hold low expectations for students with special educational needs (SEN) and lack strategies to integrate them effectively. These findings reinforce the global consensus that teacher preparation, diagnostic assessment, and parental engagement are pivotal to successful inclusion.

➤ *Synthesis and Research Gap*

The reviewed literature converges on a key insight: inclusive education succeeds only when assessment practices are adaptive, teachers are adequately trained, and parents actively collaborate with schools. Despite robust legislation in the Philippines, gaps persist between policy and practice, particularly in urban public schools where undiagnosed learning needs are prevalent. Few studies have examined the combined influence of school assessment practices and parental adaptation on teachers' challenges within inclusive classrooms. This study addresses that gap by analyzing these interrelated variables in the Elementary School, Duljo-Fatima, Cebu City, to propose a responsive action plan that supports teachers, strengthens assessment systems, and promotes active parental participation.

III. RESEARCH METHODOLOGY

➤ *Research Design*

This study utilized a descriptive-correlational research design to investigate how school assessment practices and parental adaptation affect the challenges faced by elementary teachers in inclusive classrooms. As outlined by Creswell (2014), a descriptive design offers an objective representation of characteristics or phenomena as they exist in real settings, and correlational analysis examines the relationships between variables without intervention. In line with this, the study's initial three subproblems assessed the current status of assessment practices, parental adaptation, and teacher challenges, while the subsequent three focused on analyzing the connections and predictive effects among these factors.

➤ *Research Locale*

The study was conducted in the Elementary School, Carlock Street, Barangay Duljo-Fatima, Cebu City, Philippines. The school is one of the largest public elementary schools in South District 8, with some 2,000 students enrolled from Kindergarten to Grade 6. It has a Special Education (SPED) Centre which acts as a hub for inclusive education in the district.

With a strong School Parent-Teacher Association (SPTA) and collaborations with community-based educational agencies, home-school cooperation is an ideal setting to investigate the relationship between assessment methods, parental adjustment and teacher challenges. Cebu City is the oldest settlement in the Philippines, located in the south-central part of the country, making it a major educational centre with a diversity of sociocultural contexts that are conducive to inclusive education studies (Britannica, 2025).

➤ *Respondents of the Study*

The respondents were 30 elementary teachers from the Elementary School who were currently handling or had previously handled inclusive classes. Selection followed purposive sampling, targeting teachers with at least one year of experience in inclusive education to ensure data reliability and relevance. Newly hired or non-teaching staffs were excluded. Grade 6 teachers composed the largest group (36.67%), as inclusive instruction at this level is academically demanding and requires extensive assessment and parental support to prepare students for secondary education.

Table 1. Distribution of Respondents by Grade Level

Grade Level	Frequency (f)	Percentage (%)
Kindergarten	5	16.67
Grade 1	1	3.33
Grade 2	2	6.67
Grade 3	4	13.33
Grade 4	2	6.67
Grade 5	5	16.67
Grade 6	11	36.67
Total	30	100

➤ *Research Instrument*

The study utilized a structured survey questionnaire adapted from Gonzaga et al. (2024), titled *Readiness and Challenges of General Education Teachers on the Implementation of Inclusive Education*. To ensure its relevance to the current research, the instrument was carefully revised and contextualized based on the specific objectives and setting of the study.

The questionnaire was divided into four sections. The first section obtained the respondents' demographic characteristics, such as age, sex, and highest educational attainment. The second section assessed school assessment practices by identifying the extent to which formal assessment tools and strategies were employed for learners with special education (SPED) needs. The third section measured parental adaptation, focusing on parents' level of awareness, acceptance, and support for their child's educational needs within an inclusive setting. The fourth section examined the challenges encountered by teachers, particularly in the areas of instruction,

classroom behavior, and collaboration with parents and other stakeholders.

Responses were recorded using a four-point Likert scale. Depending on the nature of each item, the scale ranged from 1 (Not Utilized or Strongly Disagree) to 4 (Always Utilized or Strongly Agree). This rating system enabled the researcher to systematically quantify the respondents’ perceptions and experiences related to inclusive education.

➤ *Data Gathering Procedure*

The data collection process was carried out in three phases: pre-implementation, implementation, and post-implementation. In the pre-implementation phase, the researcher secured approval of the research proposal and obtained ethics clearance. Formal permission to conduct the study was then requested from the School Principal of the elementary school. During the implementation phase, the survey questionnaires were distributed to eligible respondents. After the participants completed the instruments, the questionnaires were collected and checked for completeness and accuracy over a one-month period. Throughout the data collection process, ethical standards were strictly observed, including the protection of respondents’ confidentiality and anonymity, as well as ensuring that participation was entirely voluntary. In the post-implementation phase, the collected data were organized, coded, and subjected to appropriate statistical analyses. All research documents and datasets were subsequently stored securely to preserve data integrity and to limit access to authorized individuals only.

➤ *Statistical Treatment of Data*

The data were analyzed using both descriptive and inferential statistical techniques. Frequency counts and percentages were used to summarize the respondents’

demographic characteristics. To determine the levels of school assessment practices, parental adaptation, and teachers’ challenges, the weighted mean and standard deviation were computed. To examine the relationships among the study variables, the Pearson product-moment correlation coefficient (Pearson *r*) was employed. All statistical analyses were performed using a 0.05 level of significance to test the null hypotheses and determine whether significant correlations existed among the variables.

➤ *Ethical Considerations*

In adherence to ethical standards, the study strictly observed the principles of informed consent, voluntary participation, and confidentiality. Respondents were fully informed about the purpose and scope of the study, their right to withdraw at any stage, and the assurance that their responses would remain anonymous. All collected data were utilized solely for academic purposes and were securely stored to preserve integrity, accuracy, and privacy throughout the research process.

IV. RESULTS AND DISCUSSION

This chapter presents the results of the quantitative analysis conducted to examine the influence of school assessment practices and parental adaptation on elementary teachers’ challenges in addressing students with learning needs within inclusive settings. The data are presented according to the major variables of the study: utilization of formal assessments, parental awareness, parental acceptance, parental support, and teachers’ challenges. Statistical means and standard deviations were used to determine the general tendencies of responses, supported by relevant empirical and theoretical literature to provide context and interpretation.

Table 2. The Summary of Findings

Variable	Mean	SD	Verbal Description	Interpretation
Utilization of Formal Assessments	2.76	0.90	Often Utilized	Schools consistently apply formal assessments but need improvement toward full standardization.
Parental Awareness	2.79	0.99	Agree	Parents understand core educational aspects but are less informed about community resources.
Parental Acceptance	2.84	0.99	Agree	Parents show emotional readiness and realistic expectations, though deeper acceptance is still developing.
Parental Support	2.68	1.02	Agree	Parents provide home and communication support but limited advocacy and training participation.
Teacher Challenges	2.98	0.89	Moderate Extent	Teachers face moderate barriers, mainly due to lack of training, time, and materials.

Table 2 findings of this study reveal a comprehensive view of how school assessment practices and parental adaptation influence teachers’ challenges in implementing inclusive education for students with learning needs. Overall, the results

demonstrate that inclusive practices are moderately developed but show positive progress toward greater inclusivity, collaboration, and evidence-based implementation.

The study found that schools often utilize formal assessments ($M = 2.76$, $SD = 0.90$) in evaluating the learning progress of students with special educational needs. This indicates that structured assessment systems are widely practiced, although full standardization and integration across grade levels have yet to be achieved. This result supports the conclusions of Fallon et al. (2000) and Yan et al. (2021), who underscored the critical role of assessment in inclusive education as a means of identifying learner needs, monitoring growth, and designing individualized interventions. In the Philippine context, Gonzaga et al. (2024) observed similar patterns, reporting that many general education teachers depend on observation-based evaluations rather than standardized tools, thus highlighting a need for enhanced assessment literacy and training. The present findings also align with DepEd Order No. 29, s. 2020, which institutionalizes both formative and summative assessment in inclusive classrooms. Nonetheless, the uneven implementation observed reflects the gap identified by Popham (2018), who stressed that teacher competence in constructing, interpreting, and applying assessment data is essential to ensuring fairness and validity in educational measurement.

With regard to parental adaptation, the study explored three interrelated dimensions—awareness, acceptance, and support—each reflecting the family’s cognitive, emotional, and behavioral response to their child’s educational needs. The findings indicate that parents demonstrate a moderate level of awareness ($M = 2.79$, $SD = 0.99$) of inclusive education and their children’s learning requirements. While they possess a general understanding of school-based processes such as individualized education programs (IEPs) and differentiated instruction, they are less informed about community-based resources and external rehabilitation services. This is consistent with Sayson et al. (2024), who reported that parents of learners with special needs in Cebu often rely on information from schools and seldom engage with social agencies. Similarly, Ajuwon et al. (2023) noted comparable limitations in Nigeria, where parents’ awareness was high in academic contexts but low in community advocacy and policy awareness. Hornby (2011) emphasized that structured parental education and school-community partnerships are essential in addressing this gap, ensuring that parents become active collaborators rather than passive recipients in the inclusive process.

Parental acceptance emerged as another important dimension, recording a mean score of 2.84 ($SD = 0.99$), interpreted as “agree,” indicating that parents generally exhibit emotional readiness and positive attitudes toward their child’s educational journey. This is consistent with the adaptive acceptance framework proposed by Hastings and Taunt (2002), which describes parental adjustment as a gradual emotional process characterized by increased optimism and realistic goal setting. In the Philippine context, Sarmiento et al. (2023) found that acceptance is deeply influenced by cultural values such as familial solidarity and resilience, which help parents navigate the initial phases of denial or uncertainty. Similarly, the

American Journal of Educational Research (2023) emphasized that emotional acceptance is not static but evolves through empathy, understanding, and sustained community reinforcement—factors that promote meaningful parental engagement in inclusive settings.

In terms of parental support, results revealed a mean score of 2.68 ($SD = 1.02$), suggesting that parents are actively engaged in assisting their children’s learning at home and maintaining communication with teachers, though their participation in advocacy and professional development remains limited. Cagape et al. (2023) identified similar trends, noting that Filipino parents typically focus on home-based learning assistance but are less involved in school-level decision-making or training programs. Benson et al. (2024) further established that consistent parental support significantly enhances student outcomes when combined with school-driven capacity-building initiatives. This implies that while parents in this study demonstrate moderate engagement, schools must invest in structured empowerment programs and inclusive education seminars to deepen family involvement and advocacy participation.

Regarding teachers’ challenges, the study found a mean score of 2.98 ($SD = 0.89$), indicating a moderate extent of difficulty in implementing inclusive practices. Teachers reported particular struggles in areas such as professional preparation, instructional differentiation, and resource availability, with the most prominent concerns being inadequate training in special education ($M = 3.13$) and limited teaching materials ($M = 3.10$). These findings reinforce the conclusions of Espeño et al. (2024) and Beltran et al. (2024), who both identified systemic barriers in Philippine public schools, including large class sizes, resource constraints, and insufficient teacher preparation. Sharma et al. (2009) similarly asserted that teacher efficacy and confidence are among the strongest predictors of successful inclusion. Globally, UNESCO’s (2020) *Global Education Monitoring Report* also emphasized that well-trained educators and sufficient learning materials are indispensable for ensuring that inclusive policies translate into practice. The present findings suggest that while teachers are willing and motivated to implement inclusive approaches, they remain constrained by institutional and logistical factors, thereby calling for targeted policy interventions, sustained professional development, and enhanced collaboration between general and special educators.

Taken together, the overall results demonstrate that inclusive education practices in elementary schools are moderately established yet progressively improving. Schools employ formal assessments with relative consistency, parents demonstrate awareness and acceptance of their children’s needs, and teachers persist in accommodating diverse learners despite resource and training limitations. However, the convergence of these findings underscores a shared systemic limitation—the need for institutional coherence and alignment across the domains of assessment, family engagement, and

teacher preparation. To achieve sustainable inclusion, efforts must prioritize continuous assessment standardization, parental capacity-building, and comprehensive professional development for teachers. This interpretation echoes the theoretical assertions of Florian and Black-Hawkins (2011), who proposed that inclusive pedagogy thrives when assessment practices, family involvement, and teacher collaboration are harmoniously integrated.

In addition, Table 3 examine the significance of the relationship between the degree to which schools utilize formal

assessments to evaluate the learning progress of students with special educational needs and the challenges teachers encounter when teaching in inclusive classrooms. Formal assessments serve as essential tools for monitoring student progress, identifying learning gaps, and informing instructional strategies (Yan et al., 2021). When effectively implemented, they enable teachers to design interventions that address diverse learning needs, thereby reducing instructional uncertainty and classroom stress. Conversely, limited or inconsistent assessment practices may hinder teachers’ ability to make data-informed decisions, exacerbating workload and reducing instructional efficiency.

Table 3. Relationship between the Utilization of Formal Assessments and Teachers’ Challenges in Teaching Students with Learning Needs in Inclusive Classrooms

Variables Under Inference	Computed rho	Strength of correlation	p-value	Decision	Result
Utilization of formal assessment & Challenges encountered when teaching	0.555	Moderate	0.001	Reject the null hypothesis	Significant correlation

**Significant at p<0.05 (two-tailed)*

In table 3, the findings reveal a moderate positive correlation ($\rho = 0.555$, $p = 0.001$) between the utilization of formal assessments and teachers’ challenges in inclusive classrooms, indicating a statistically significant relationship. Practically, this means that schools with well-established and systematic assessment practices enable teachers to more effectively meet students’ needs, thereby experiencing fewer instructional and behavioral challenges. These findings affirm that structured assessments—such as standards-based tests, progress monitoring, and individualized evaluation tools—can help alleviate teachers’ stress and promote instructional coherence. This result aligns with Yan et al. (2021), who reported that consistent use of formative and standardized evaluations helps teachers accurately identify learner strengths and weaknesses, leading to more targeted instructional strategies. Similarly, a 2023 analysis on formative evaluation emphasized that when teachers face constraints in assessment literacy and time management, the absence of structured

evaluation systems can heighten instructional challenges. Thus, the present study reinforces the need for institutional support and professional development to enhance assessment competence in inclusive education settings.

In addition, table 4 explores the relationship between parental adaptation—measured through awareness, acceptance, and support—and the level of challenges teachers encounter when instructing learners with special needs in inclusive environments. Integrated parental adaptation refers to the emotional, cognitive, and behavioral adjustments parents make in response to their child’s special learning needs. Effective parental adaptation facilitates home–school collaboration, supports consistent intervention strategies, and alleviates the instructional burdens faced by teachers (Abueva & Gallardo, 2024). In contrast, inadequate parental involvement can intensify classroom challenges and impede inclusive learning outcomes.

Table 4. Relationship Between Parental Adaptation and Teachers’ Challenges in Teaching Students with Special Learning Needs in Inclusive Classrooms

Variables under inference	Computed rho	Strength of correlation	p-value	Decision	Result
Awareness and Challenges	0.418	Moderate	0.021	Reject the null hypothesis	Significant correlation
Acceptance & Challenges	0.394	Weak to moderate	0.031	Reject the null hypothesis	Significant correlation
Support & Challenges	0.468	Moderate	0.009	Reject the null hypothesis	Significant correlation

**Significant at p<0.05 (two-tailed)*

Table 4 findings indicate statistically significant weak to moderate positive correlations ($\rho = 0.394$ to 0.468) between parental adaptation dimensions and teacher-reported challenges. Among these, parental support ($\rho = 0.468$, $p = 0.009$) shows the strongest relationship, suggesting that teachers face fewer instructional difficulties when parents actively participate in interventions, communicate consistently, and engage in school activities. Parental awareness ($\rho = 0.418$, $p = 0.021$) also correlates moderately with reduced teacher challenges, emphasizing that informed parents—those who understand their child’s condition, rights, and available resources—are more capable of supporting inclusive practices. Parental acceptance ($\rho = 0.394$, $p = 0.031$), though slightly weaker, still reflects that emotional acceptance facilitates cooperation, particularly when coupled with proactive engagement.

These results affirm that improving parental awareness, acceptance, and support directly contributes to reducing teacher-reported challenges in inclusive classrooms. The findings are consistent with those of Abueva and Gallardo (2024), who found that effective collaboration between parents and teachers, mitigates classroom management issues and fosters inclusive success. Likewise, Patina and Bolongaita (2024) observed that teachers with limited parental engagement—especially those without specialized training—experience greater instructional strain and difficulty in curriculum adaptation. Collectively, these studies underscore that fostering integrated parental adaptation enhances the shared responsibility for inclusive education and supports sustainable, less burdensome teaching environments.

V. CONCLUSION

This study establishes that both school assessment practices and parental adaptation exert a significant influence on the challenges encountered by elementary teachers in inclusive education settings. Although formal assessments and parental engagement are present, their implementation remains partial and requires systematic enhancement to achieve pedagogical inclusivity. The findings underscore that parental support serves as the most influential factor in mitigating teacher challenges, reaffirming the critical role of collaborative partnerships between home and school. Despite limitations in sample size and geographic scope, the study highlights the necessity of a triadic and synergistic framework among schools, teachers, and parents—anchored in transparent assessment systems, mutual accountability, and sustained collaboration—to realize the goals of inclusive education.

RECOMMENDATIONS

In light of these findings, it is recommended that schools institutionalize comprehensive, flexible, and student-centered assessment frameworks that reflect the diverse learning profiles of students with disabilities. Parental engagement should be strengthened through capacity-building programs, active

participation in Individualized Education Program (IEP) meetings, and consistent home–school communication to reinforce instructional continuity. School administrators are further encouraged to establish structured mechanisms for regular feedback, documented action plans, and systematic evaluation of home–school collaboration outcomes. Moreover, educational leaders and policymakers should rigorously implement and monitor Republic Act No. 11650 (Inclusive Education Act) to ensure that inclusive education transcends policy rhetoric and is fully embedded in classroom practice—thereby promoting an equitable, adaptive, and sustainable learning environment.

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