

# Impact of Special Education Mainstreaming in Brooke's Point South District, Palawan: Basis for a Training Program for Non-Specialist Teachers

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**Abstract.** This study investigated the impact of mainstreaming learners with special education needs in regular classrooms in Brooke's Point South District, Palawan, Philippines, with the aim of developing a training program for non-specialist teachers. Although mainstreaming promotes inclusive education and provides learners with opportunities to participate in regular classroom activities, limited local evidence is available regarding how key stakeholders perceive its implementation and the support needed by teachers who work with learners with special education needs. The study employed a descriptive survey research design involving 53 respondents, comprising 3 special education teachers, 29 receiving teachers, 11 school administrators, and 10 parents. The findings indicated generally positive perceptions of mainstreaming among the participating stakeholders. Respondents agreed that mainstreaming contributes to the development of learners' social skills, promotes acceptance and participation, and supports the goal of providing inclusive educational opportunities. However, the findings also revealed concerns regarding the availability of appropriate instructional resources, teacher preparedness, and the need for specialized knowledge and skills among non-specialist teachers. Differences in stakeholder perceptions were also observed in relation to selected respondent characteristics, including gender, participation in extracurricular activities, and years of teaching experience. These findings suggest that although mainstreaming has the potential to promote more inclusive learning environments, its effectiveness depends on adequate teacher preparation, administrative support, appropriate resources, and sustained professional development. The study therefore proposes a training program for non-specialist teachers focusing on understanding diverse learning needs, appropriate instructional strategies, classroom management, individualized support, collaboration with special education teachers and parents, and continuous monitoring and evaluation. The proposed program is intended to strengthen teacher competence and promote the effective and sustainable implementation of inclusive education in Brooke's Point South District.

**Keywords:** Brooke's Point; inclusive education; mainstreaming; non-specialist teachers; special education

## Introduction

Inclusive education has become a global priority emphasizing equal access to quality education for all learners, requiring teachers equipped with differentiated instruction, behavior management, and other inclusive strategies, supported internationally by organizations like UNESCO and locally by Philippine legal frameworks including the 1987 Constitution, RA 7277, and RA 11650. In Brooke's Point South District, Palawan, however, implementation of these programs varied across schools due to inadequate funding, limited specialist support, insufficient teacher training, and inadequate facilities, leaving some non-specialist teachers to handle LSEN in regular classrooms without proper preparation—highlighting the need to examine mainstreaming's implementation and impact and identify areas where teachers required additional support.

In response, this study examined the impact of the mainstreaming program in Brooke's Point South District using a quantitative descriptive survey design with total enumeration, gathering data from special education teachers, receiving teachers, school administrators, and parents through a researcher-made questionnaire to assess perceptions of mainstreaming's impact and identify support needs. The findings

provided an empirical basis for developing a training program aimed at strengthening non-specialist teachers' knowledge, skills, and competencies to support the effective implementation of inclusive education in the district.

## Research Questions

This study aimed to determine the impact of the mainstreaming program of Special Education in Brooke's Point South District of Palawan. This served as the foundation for teachers who were not specialists in the field.

Specifically, it sought answers to the following research questions:

1. What is the impact of the mainstreaming of learners with special needs in the regular classroom as perceived by the:
  - 1.1 special education teachers,
  - 1.2 receiving teachers,
  - 1.3 administrators, and
  - 1.4 parents?
2. How do the learners with special needs respond to the following:
  - 2.1 new classroom setting,
  - 2.2 new classmates
  - 2.3 teachers, and
  - 2.4 learning?
3. What are the perceptions of the special education teachers (SPET), regular teachers, administrators, and parents on the mainstreaming of children with special needs in the regular classroom as to the following aspects?
  - 3.1 new classroom setting,
  - 3.2 new classmates,
  - 3.3 teachers, and
  - 3.4 learning?
4. Is there a significant difference between the perceptions of the four groups of respondents and the status of the mainstreaming program?
5. What intervention can be proposed?

## Scope and Delimitation of the Study

This study examined the impact of the special education mainstreaming program in Brooke's Point South District, Palawan, during the 2024–2025 academic year, focusing on learners with special education needs mainstreamed into regular classes handled by plantilla receiving teachers. It assessed respondents' perceptions of mainstreaming implementation and impact—including learner support, instructional practices, teacher preparedness, and available resources—as well as learners' participation and adjustment in regular classrooms, particularly their interaction with peers and teachers, based on data gathered through a researcher-made survey administered to special education teachers, receiving teachers, school administrators, and parents. The study was delimited to these four respondent groups, excluding the perspectives of regular students without special education needs, and was confined to selected schools within Brooke's Point South District during the specified academic year. It did not cover all aspects of special or inclusive education beyond the mainstreaming context and was further limited by the availability of specialized personnel, instructional resources, and facilities within the participating schools. These boundaries provided a focused basis for assessing the impact of mainstreaming and for developing a corresponding training program for non-specialist teachers.

## Literature Review

Inclusive education has increasingly been recognized as a fundamental principle of equitable and quality education. International frameworks emphasize that inclusion extends beyond simply placing learners with disabilities in regular classrooms; it requires removing barriers to participation, learning, and achievement, and providing appropriate support based on individual needs. Global commitments such as those from UNESCO, the Education for All framework, and Sustainable Development Goal 4 have strengthened this understanding, establishing mainstreaming as one approach to inclusion while emphasizing that physical placement alone does not guarantee meaningful participation or educational success.

International literature indicates that mainstreaming can yield academic, social, and emotional benefits when appropriate conditions are present, with studies reporting improvements in academic participation, social interaction, self-esteem, peer relationships, and acceptance among learners with disabilities in regular classrooms (ElZein, 2016; McAllister et al., 2018; Klavina & Meese, 2023). However, these positive outcomes are not universal, as mainstreaming may be undermined by inadequate funding, limited instructional resources, communication difficulties, classroom management concerns, insufficient individualized support, and the absence of appropriate Individualized Education Plans (IEPs). Gibb and Dyches (2015) emphasized that inclusive placement should account for learners' individual characteristics and needs rather than applying a uniform approach.

Teacher preparedness and institutional support are consistently identified as essential to successful mainstreaming. Teachers require appropriate knowledge and skills to address diverse learning needs, while school leaders must provide administrative support, resources, professional development, and opportunities for collaboration between general and special education teachers (Farrell, 2010; Lindsay, 2017; Giangreco, 2007). Parent and community participation further strengthens inclusive practices, indicating that mainstreaming outcomes depend not only on classroom placement but on the broader ecosystem of teacher preparation, resources, leadership, collaboration, and individualized support.

Empirical foreign studies reinforce these findings. Carroll (2007) reported more positive academic outcomes among partially mainstreamed learners with intellectual disabilities compared to those in more segregated settings, while other studies identified teacher preparation, positive attitudes, school leadership, collaboration, and continuing professional development as key conditions for effective inclusion (Jena, 2011; Das et al., 2011; Joseph, 2014; Kala, 2016; Praisner, 2013; Frederickson et al., 2014). Even so, teachers who generally value inclusion often report difficulties in classroom management, differentiated instruction, assessment, communication, and resource access—underscoring that mainstreaming is highly context-dependent, with well-supported programs more likely to succeed and under-supported ones increasing teacher demands while limiting learner benefits.

In the Philippine context, inclusive education is anchored in laws and policies such as Republic Act No. 7277 (Magna Carta for Persons with Disability), Presidential Decree No. 603 (Child and Youth Welfare Code), Batas Pambansa Blg. 232 (Education Act of 1982), and related DepEd policies, which establish the education system's responsibility to provide appropriate opportunities, support services, and teacher preparation for learners with disabilities. Despite this policy foundation, however, Philippine literature reveals a persistent gap between policy and school-level implementation, with limited funding, inadequate facilities, personnel shortages, and insufficient instructional materials continuing to affect service delivery. Schools have responded by adopting varied models—resource rooms, itinerant teaching, partial integration, full mainstreaming, and self-contained classes—depending on learner needs and school capacity (Inciong et al., 2007; Quijano, 2007; Capulong, 2007).

Local studies further highlight the centrality of teacher competence and school-level support. Rabara (2017), Jalos (2015), Villamero (2014), and de los Reyes (2023) identified challenges including insufficient teacher preparation, inadequate funding, limited instructional and assessment materials, and difficulties implementing IEPs, yet found that teachers generally maintained positive attitudes toward inclusion and attempted to accommodate LSEN despite these limitations. This suggests that willingness to support inclusion, while important, must be paired with adequate training, resources, and institutional assistance to be effective. Comparing foreign and Philippine literature reveals substantial overlap in the challenges affecting mainstreaming—teacher preparation, instructional resources, administrative support, collaboration, individualized intervention, and specialist assistance all emerge as major factors across contexts. However, the Philippine setting presents additional concerns involving resource limitations, uneven school capacity, and unequal access to specialized services, meaning that international findings cannot simply be generalized to Philippine schools, particularly those in rural and geographically dispersed communities.

Overall, the reviewed literature confirms that mainstreaming can improve the academic, social, and emotional experiences of LSEN, but its success hinges on the conditions surrounding implementation. While Philippine studies offer valuable insight into inclusive education, there remains a need for localized, district-level evidence—particularly regarding the collective perceptions of special education teachers, receiving teachers, administrators, and parents, and the specific support needs of non-specialist teachers in Brooke's Point South District, Palawan. The present study addresses this gap by examining stakeholder perceptions, identifying the strengths and challenges of mainstreaming, and determining the knowledge, skills, resources, and professional support teachers need, laying the groundwork for a responsive training program suited to the actual needs of schools and teachers in the district.

## Methodology

### Research Design

The study employed a quantitative descriptive survey research design to examine the perceived impact of the mainstreaming program for learners with special education needs (LSEN) in Brooke's Point South District, Palawan. This design was appropriate because the study sought to describe and analyze stakeholder perceptions regarding the implementation and impact of mainstreaming without manipulating variables or establishing causal relationships. Quantitative data were gathered from special education teachers (SPETs), receiving teachers, school administrators, and parents, then analyzed using appropriate descriptive and inferential statistical procedures, with the findings serving as the basis for identifying non-specialist teachers' professional development needs and developing a proposed training program.

### Sampling Design

The study employed total enumeration sampling, wherein all members of the identified population who met the inclusion criteria were included as respondents. This technique was appropriate given the relatively small and manageable size of the target population, allowing the study to gather information from the entire identified population rather than a limited portion of it.

### Research Locale

The study was conducted in Brooke's Point South District, located within the municipality of Brooke's Point, Palawan, a coastal municipality with a land area of approximately 1,303.40 square kilometers, a population of 73,994 based on the 2020 Census, and 18 barangays. The district was selected as the research locale because its schools implemented mainstreaming practices for LSEN involving both specialist and non-specialist teachers, providing an appropriate setting for examining stakeholder perceptions, teacher preparedness, available support, and professional development needs, with the findings intended to offer a localized basis for developing a training program for non-specialist teachers.

### Research Participants

The study involved 53 respondents selected through total enumeration. These consisted of 3 special education teachers (SPETs), 29 receiving teachers, 11 school administrators, and 10 parents of learners with special education needs. All identified members of the target population who met the study's inclusion criteria were included. The inclusion of these four stakeholder groups allowed the study to obtain multiple perspectives regarding the implementation and perceived impact of mainstream learners with special education needs in regular classrooms.

### Research Instrument

After content validation, the researcher-made questionnaire was pilot-tested with 30 respondents who had characteristics similar to the actual participants but were not included in the study. The pilot test assessed the clarity, appropriateness, and consistency of the items. The 20-item questionnaire obtained a Cronbach's alpha of 0.961, indicating excellent internal consistency. Since a coefficient of 0.70 or higher is considered acceptable, the instrument was deemed reliable. Necessary revisions were made based on the pilot test and expert validators' recommendations before its final administration.

### Data Gathering Procedure

The researcher secured permission from the appropriate school and district authorities before conducting the study. After approval, coordination was made with the concerned personnel and respondents regarding the administration of the questionnaire. The respondents were oriented about the purpose of the study, procedures, voluntary participation, and confidentiality of information. The questionnaires were personally distributed, with clarification provided, when necessary, without influencing the respondents' answers. Completed questionnaires were retrieved, checked, coded, and organized for statistical analysis. Ethical principles on informed participation, confidentiality, privacy, and responsible data handling were observed throughout the study, and the researcher complied with the Data Privacy Act of 2012 (Republic Act No. 10173) in protecting the information obtained from the respondents. For Research Question 1, frequency and percentage were used to describe the respondents' profile, with the percentage computed using the formula  $\text{Percentage} = (f/N) \times 100$ , where  $f$  is the frequency and  $N$  is the total number of respondents. For Research Questions 2 and 3, the weighted mean was used to determine the perceived impact of mainstreaming and the perceived participation and adjustment of learners with special education needs, respectively, with results interpreted using a five-point scale: 4.21–5.00 = Strongly Agree, 3.41–4.20 = Agree,

2.61–3.40 = Neutral, 1.81–2.60 = Disagree, and 1.00–1.80 = Strongly Disagree. For Research Question 4, an independent-samples *t*-test was used for comparisons involving two groups, while one-way analysis of variance (ANOVA) was used for comparisons involving three or more groups. The level of significance was set at 0.05, with a *p*-value of  $\leq 0.05$  indicating a statistically significant difference and a *p*-value of  $> 0.05$  indicating no statistically significant difference. When ANOVA yielded a significant result, an appropriate post hoc test was used, when applicable, to identify the specific groups with significant differences. For Research Question 5, the proposed training program for non-specialist teachers was developed based on the findings from Research Questions 1–4, with priority areas identified from lower ratings, implementation challenges, teacher support needs, and significant differences, which served as the basis for determining the training objectives, topics, activities, strategies, resources, and evaluation procedures. Accordingly, the statistical procedures employed in the study included frequency and percentage for Research Question 1, weighted mean for Research Questions 2 and 3, independent-samples *t*-test and one-way ANOVA for Research Question 4, and findings from Research Questions 1–4 and needs-based analysis for Research Question 5, with all applicable inferential statistical tests evaluated at the 0.05 level of significance.

## Results and Discussions

**Research Question 1: What is the impact of the mainstreaming of learners with special needs in the regular classroom as perceived by the: special education teacher, receiving teachers 1.3 administrators, and 1.4 parents?**

**Table 1.** Impact of mainstreaming of learners with special needs as perceived by the Special Education Teachers

| Statement                                                                                   | Mean        | Descriptive Rating    | Verbal Interpretation         |
|---------------------------------------------------------------------------------------------|-------------|-----------------------|-------------------------------|
| 1. Mainstreaming improves the social skills of learners with special needs.                 | 4.60        | Strongly Agree        | Major Long-Term Impact        |
| 2. Mainstreaming enhances inclusivity in the classroom.                                     | 4.58        | Strongly Agree        | Major Long-Term Impact        |
| 3. Mainstreaming positively impacts the academic performance of learners with special needs | 4.49        | Strongly Agree        | Major Long-Term Impact        |
| 4. Mainstreaming increases acceptance and understanding among peers.                        | 4.58        | Strongly Agree        | Major Long-Term Impact        |
| 5. Mainstreaming requires additional support for learners with special needs.               | 4.57        | Strongly Agree        | Major Long-Term Impact        |
| <b>Grand Mean</b>                                                                           | <b>4.57</b> | <b>Strongly Agree</b> | <b>Major Long-Term Impact</b> |

Table 1 indicates that Special Education teachers strongly agree that mainstreaming has a positive impact on learners with special needs, with an overall perception that it enhances both academic and social outcomes. They rated highest the improvement of learners' social skills (4.60), followed by enhanced classroom inclusivity (4.58), increased peer acceptance and understanding (4.58), the need for additional learner support (4.57), and positive effects on academic performance (4.49). These findings are consistent with previous studies showing that mainstreaming promotes social interaction, inclusive learning environments, and positive peer relationships, while emphasizing the importance of individualized support and appropriate educational services to maximize learners' academic and developmental success.

**Table 2.** Impact of Mainstreaming of Learners with Special Needs as Perceived by the Receiving Teachers

| Statement                                                                                           | Mean        | Descriptive Rating    | Verbal Interpretation         |
|-----------------------------------------------------------------------------------------------------|-------------|-----------------------|-------------------------------|
| 1. Mainstreaming benefits all students in the classroom.                                            | 4.38        | Strongly Agree        | Major Long-Term Impact        |
| 2. Mainstreaming increases the workload for teachers.                                               | 4.06        | Agree                 | Major Short-Term Impact       |
| 3. Mainstreaming promotes collaboration among teachers in addressing the diverse needs of learners. | 4.30        | Strongly Agree        | Major Long-Term Impact        |
| 4. Mainstreaming requires specialized training for teachers.                                        | 4.43        | Strongly Agree        | Major Long-Term Impact        |
| 5. Mainstreaming improves overall classroom dynamics.                                               | 4.42        | Strongly Agree        | Major Long-Term Impact        |
| <b>Grand Mean</b>                                                                                   | <b>4.32</b> | <b>Strongly Agree</b> | <b>Major Long-Term Impact</b> |

Table 2 presents the perceived impact of mainstreaming learners with special needs as reported by receiving teachers, showing an overall strongly positive perception with a grand mean of 4.32, interpreted as Strongly Agree and indicating a Major Long-Term Impact. The highest-rated indicator was that mainstreaming requires specialized training for teachers (4.43), followed by its positive effect on overall classroom dynamics (4.42) and its benefits to all students (4.38). Collaboration among teachers in addressing diverse learner needs obtained a mean of 4.30, also interpreted as Strongly Agree and Major Long-Term Impact, while the statement that mainstreaming increases teachers' workload received the lowest mean of 4.06, interpreted as Agree and Major Short-Term Impact. Overall, the findings indicate that receiving teachers recognize the positive contributions of mainstreaming to classroom learning, collaboration, and inclusive practices, while also acknowledging increased workload and preparation demands, highlighting the need for specialized training, collaborative planning, adequate instructional resources, and continuous administrative support.

**Table 3.** Impact of mainstreaming of learners with special needs as perceived by the Administrators

|    | Statement                                                        | Mean        | Descriptive Rating    | Verbal Interpretation         |
|----|------------------------------------------------------------------|-------------|-----------------------|-------------------------------|
| 1. | Mainstreaming aligns with the school's inclusivity goals.        | 4.45        | Strongly Agree        | Major Long-Term Impact        |
| 2. | Mainstreaming affects classroom management.                      | 4.17        | Agree                 | Major Short-Term Impact       |
| 3. | Mainstreaming leads to better utilization of resources.          | 4.36        | Strongly Agree        | Major Long-Term Impact        |
| 4. | Mainstreaming requires policy adjustments.                       | 4.40        | Strongly Agree        | Major Long-Term Impact        |
| 5. | Mainstreaming impacts the overall school environment positively. | 4.47        | Strongly Agree        | Major Long-Term Impact        |
|    | <b>Grand Mean</b>                                                | <b>4.37</b> | <b>Strongly Agree</b> | <b>Major Long-Term Impact</b> |

Table 3 shows that school administrators strongly agree that mainstreaming learners with special needs has a positive long-term impact on the school, as reflected in the grand mean of 4.37. They rated highest the positive impact of mainstreaming on the overall school environment (4.47), followed by its alignment with the school's inclusivity goals (4.45), the need for policy adjustments (4.40), and better utilization of school resources (4.36). Administrators also agreed that mainstreaming affects classroom management (4.17), recognizing the need for teachers to adapt instructional practices and school policies to support inclusive education. These findings are consistent with previous studies, which emphasize that effective mainstreaming promotes an inclusive school culture, efficient resource utilization, and positive learning environments, while requiring strong administrative support, policy development, and continuous teacher capacity-building.

**Table 4.** Impact of mainstreaming of learners with special needs as perceived by the Parents

|    | Statement                                                              | Mean        | Descriptive Rating    | Verbal Interpretation         |
|----|------------------------------------------------------------------------|-------------|-----------------------|-------------------------------|
| 1. | Mainstreaming improves their child's social skills.                    | 4.62        | Strongly Agree        | Major Long-Term Impact        |
| 2. | Mainstreaming enhances their child's academic progress.                | 4.53        | Strongly Agree        | Major Long-Term Impact        |
| 3. | Mainstreaming fosters acceptance and understanding among peers.        | 4.55        | Strongly Agree        | Major Long-Term Impact        |
| 4. | Mainstreaming requires regular communication with parents.             | 4.64        | Strongly Agree        | Major Long-Term Impact        |
| 5. | Mainstreaming increases parental involvement in the child's education. | 4.58        | Strongly Agree        | Major Long-Term Impact        |
|    | <b>Grand Mean</b>                                                      | <b>4.58</b> | <b>Strongly Agree</b> | <b>Major Long-Term Impact</b> |

Table 4 indicates that receiving parents strongly agree that mainstreaming has a positive impact on their children, with a grand mean of 4.58. Parents rated highest the need for regular communication between home and school (4.64), followed by improvements in their child's social skills (4.62), increased parental involvement in education (4.58), greater peer acceptance and understanding (4.55), and enhanced academic progress (4.53). These findings suggest that parents perceive mainstreaming as beneficial in promoting their children's social development, inclusion, and family engagement, while recognizing that continuous collaboration between parents and schools is essential for meeting learners' individual needs. The results are consistent with previous studies highlighting the importance of peer interaction, inclusive learning environments, and active parental involvement in supporting the success of learners with special educational needs.

**Table 5.** Summary of the responses on the impact of mainstreaming of learners with special needs as perceived by the respondents

| Variables                  | Mean        | Descriptive Rating    | Verbal Interpretation         |
|----------------------------|-------------|-----------------------|-------------------------------|
| Special Education Teachers | 4.57        | Strongly Agree        | Major Long-Term Impact        |
| Receiving Teachers         | 4.27        | Strongly Agree        | Major Long-Term Impact        |
| Administrators             | 4.37        | Strongly Agree        | Major Long-Term Impact        |
| Parents                    | 4.58        | Strongly Agree        | Major Long-Term Impact        |
| <b>Grand Mean</b>          | <b>4.45</b> | <b>Strongly Agree</b> | <b>Major Long-Term Impact</b> |

Table 5 presents the overall perceptions of respondents regarding the impact of mainstreaming learners with special needs, yielding a grand mean of 4.45, interpreted as Strongly Agree, indicating a major long-term impact. Among the respondent groups, parents obtained the highest mean (4.58), followed by Special Education teachers (4.57), administrators (4.37), and receiving teachers (4.27), all reflecting positive perceptions of mainstreaming's long-term benefits. Overall, respondents believe that mainstreaming promotes improved social, academic, and future life outcomes for learners with special needs. These findings are supported by studies suggesting that inclusive education enhances learners' social competence, independence, and future opportunities, although the effectiveness of mainstreaming ultimately depends on factors such as the severity of the disability, the quality of instruction, and the availability of appropriate support services. ility, the level of support provided in the mainstream classroom, and the quality of instruction.

### Research Question 2: How do the learners with special needs respond to the following: new classroom setting, new classmates, teachers, and learning?

**Table 6.** Learners with special needs response to the new classroom setting

| Statement                                                           | Mean        | Descriptive Rating    | Verbal Interpretation         |
|---------------------------------------------------------------------|-------------|-----------------------|-------------------------------|
| 1. The new classroom setting is welcoming for the learner.          | 4.36        | Strongly Agree        | Major Long-Term Impact        |
| 2. The learner feels comfortable in the new classroom.              | 4.25        | Strongly Agree        | Major Long-Term Impact        |
| 3. The new classroom setting meets the learner's needs effectively. | 4.36        | Strongly Agree        | Major Long-Term Impact        |
| 4. The learner feels included in the new classroom.                 | 4.40        | Strongly Agree        | Major Long-Term Impact        |
| 5. The new classroom setting supports the learner's growth.         | 4.45        | Strongly Agree        | Major Long-Term Impact        |
| <b>Grand Mean</b>                                                   | <b>4.36</b> | <b>Strongly Agree</b> | <b>Major Long-Term Impact</b> |

Table 6 reveals that educators strongly agree that learners with special needs respond positively to the new classroom setting, with a grand mean of 4.36, indicating a major long-term impact. The highest rating was given to the classroom's support for learners' growth (4.45), followed by learners feeling included (4.40), the classroom meeting their needs effectively (4.36), a welcoming environment (4.36), and learners' comfort in the new setting (4.25). These findings suggest that the new classroom environment promotes acceptance, belonging, engagement, and individualized support, which are essential for the academic and social development of learners with special needs. A well-designed inclusive classroom, supported by appropriate resources and accommodations, helps learners participate actively and achieve their full potential.

**Table 7.** Learners with special needs response to new classmates

| Statement                                                            | Mean        | Descriptive Rating    | Verbal Interpretation         |
|----------------------------------------------------------------------|-------------|-----------------------|-------------------------------|
| 1. The new classmates are accepting of the learner.                  | 4.30        | Strongly Agree        | Major Long-Term Impact        |
| 2. The learner feels supported by peers.                             | 4.34        | Strongly Agree        | Major Long-Term Impact        |
| 3. The new classmates interact positively with the learner.          | 4.30        | Strongly Agree        | Major Long-Term Impact        |
| 4. The learner has made friends among the new classmates.            | 4.36        | Strongly Agree        | Major Long-Term Impact        |
| 5. The new classmates contribute to a positive learning environment. | 4.34        | Strongly Agree        | Major Long-Term Impact        |
| <b>Grand Mean</b>                                                    | <b>4.33</b> | <b>Strongly Agree</b> | <b>Major Long-Term Impact</b> |

Table 7 indicates that learners with special needs have a strongly positive response toward their new classmates, with an overall weighted mean of 4.33, interpreted as a major long-term impact. The highest-rated indicator was the learner's ability to form friendships with new classmates (4.36), followed by feeling supported by peers and classmates contributing to a positive learning environment (4.34), and classmates' acceptance and positive interactions with the learner (4.30). These findings suggest that positive peer relationships, acceptance, and social support play a vital role in successful mainstreaming by promoting a sense of belonging, confidence, and active participation among learners with special needs. A supportive peer environment helps strengthen social integration and creates an inclusive classroom where all learners can thrive academically and socially.

**Table 8.** Learners with special needs response to teachers

| Statement                                                       | Mean        | Descriptive Rating    | Verbal Interpretation         |
|-----------------------------------------------------------------|-------------|-----------------------|-------------------------------|
| 1. The teachers are supportive of the learner's needs.          | 4.57        | Strongly Agree        | Major Long-Term Impact        |
| 2. The learner feels understood by the teachers.                | 4.57        | Strongly Agree        | Major Long-Term Impact        |
| 3. The teachers provide adequate assistance to the learner.     | 4.57        | Strongly Agree        | Major Long-Term Impact        |
| 4. The learner feels respected by the teachers.                 | 4.60        | Strongly Agree        | Major Long-Term Impact        |
| 5. The teachers encourage the learner's participation in class. | 4.58        | Strongly Agree        | Major Long-Term Impact        |
| <b>Grand Mean</b>                                               | <b>4.58</b> | <b>Strongly Agree</b> | <b>Major Long-Term Impact</b> |

Table 8 shows that learners with special needs receive strong support from teachers, with a grand mean of 4.58, interpreted as Strongly Agree and indicating a major positive impact. Teachers rated highest their ability to make learners feel respected (4.60), followed by encouraging class participation (4.58), providing support, understanding learners' needs, and giving adequate assistance (all 4.57). These findings suggest that supportive teacher practices, positive teacher-learner relationships, and individualized assistance contribute significantly to learners' academic engagement, confidence, social-emotional development, and successful adjustment in mainstream classrooms. A respectful and responsive teaching approach helps create an inclusive learning environment where learners with special needs feel valued and empowered to participate actively.

**Table 9.** Learners with special needs response to learning

| Statement                                                           | Mean        | Descriptive Rating    | Verbal Interpretation         |
|---------------------------------------------------------------------|-------------|-----------------------|-------------------------------|
| 1. The learner finds the learning materials engaging.               | 4.45        | Strongly Agree        | Major Long-Term Impact        |
| 2. The learning activities accommodate the learner's abilities.     | 4.43        | Strongly Agree        | Major Long-Term Impact        |
| 3. The learner receives appropriate academic support.               | 4.43        | Strongly Agree        | Major Long-Term Impact        |
| 4. The learner feels motivated to learn.                            | 4.45        | Strongly Agree        | Major Long-Term Impact        |
| 5. The learning environment is conducive to the learner's progress. | 4.45        | Strongly Agree        | Major Long-Term Impact        |
| <b>Grand Mean</b>                                                   | <b>4.45</b> | <b>Strongly Agree</b> | <b>Major Long-Term Impact</b> |

Table 9 shows that learners with special needs have a strongly positive response toward their learning experiences, with a grand mean of 4.45, interpreted as Strongly Agree and indicating a major long-term impact. The highest-rated indicators were that learners find learning materials engaging, feel motivated to learn, and perceive the learning environment as supportive of their progress (4.45), while learning activities that accommodate their abilities and the provision of appropriate academic support both received a mean of 4.43. These findings suggest that effective instructional materials, differentiated learning activities, individualized support, and a positive classroom environment contribute significantly to learners' engagement, motivation, and academic development. An inclusive learning approach that addresses diverse needs helps learners with special needs participate actively and achieve better educational outcomes.

**Table 10.** Summary of the responses on the learners with special needs

| Variables             | Mean        | Descriptive Rating    | Verbal Interpretation         |
|-----------------------|-------------|-----------------------|-------------------------------|
| New classroom setting | 4.36        | Strongly Agree        | Major Long-Term Impact        |
| New classmates        | 4.33        | Strongly Agree        | Major Long-Term Impact        |
| Teachers              | 4.58        | Strongly Agree        | Major Long-Term Impact        |
| Learning              | 4.45        | Strongly Agree        | Major Long-Term Impact        |
| <b>Grand Mean</b>     | <b>4.43</b> | <b>Strongly Agree</b> | <b>Major Long-Term Impact</b> |

Table 10 shows that learners with special needs have a strongly positive response toward their new classroom environment, with a grand mean of 4.43, interpreted as Strongly Agree and indicating a major long-term impact. Among the indicators, teachers received the highest rating (4.58), followed by learning experiences (4.45), the new classroom setting (4.36), and interactions with new classmates (4.33). These results suggest that learners perceive their transition to the mainstream classroom positively due to supportive teachers, engaging learning activities, a welcoming environment, and positive peer relationships. The findings emphasize that a well-structured and inclusive classroom setting promotes learners' academic engagement, social development, sense of belonging, and overall adjustment.

**Research Question 3. What are the perceptions of the special education teachers (SPET), regular teachers, administrators, and parents on the mainstreaming of children with special needs in the regular classroom as to the new classroom setting, new classmates, teachers, and learning?**

**Table 11.** Perceptions of the Special Education Teachers (SPET), regular teachers, administrators, and parents on the mainstreaming of children with special needs in the regular classroom as to the new classroom setting

| Statement                                                                  | Mean        | Descriptive Rating    | Verbal Interpretation         |
|----------------------------------------------------------------------------|-------------|-----------------------|-------------------------------|
| 1. Mainstreaming benefits the overall classroom setting.                   | 4.36        | Strongly Agree        | Major Long-Term Impact        |
| 2. The new classroom setting promotes diversity.                           | 4.47        | Strongly Agree        | Major Long-Term Impact        |
| 3. The mainstreaming process requires adjustments in the classroom layout. | 4.36        | Strongly Agree        | Major Long-Term Impact        |
| 4. The new classroom setting enhances the learning environment.            | 4.45        | Strongly Agree        | Major Long-Term Impact        |
| 5. Mainstreaming impacts classroom dynamics positively.                    | 4.42        | Strongly Agree        | Major Long-Term Impact        |
| <b>Grand Mean</b>                                                          | <b>4.41</b> | <b>Strongly Agree</b> | <b>Major Long-Term Impact</b> |

Table 11 shows that Special Education teachers, regular teachers, administrators, and parents have a strongly positive perception of mainstreaming learners with special needs, with an overall weighted mean of 4.41, interpreted as Strongly Agree and indicating a major long-term impact. Among the indicators, the promotion of diversity in the classroom received the highest rating (4.47), followed by the enhancement of the learning environment (4.45), positive effects on classroom dynamics (4.42), benefits to the overall classroom setting (4.36), and the need for necessary adjustments in the mainstreaming process (4.36). These findings

suggest that stakeholders recognize mainstreaming as beneficial in fostering inclusion, collaboration, acceptance, and improved learning experiences for all students. The results also emphasize the importance of adequate support, teacher preparation, and collaboration among schools, families, and learners to ensure successful mainstreaming implementation.

**Table 12.** Perceptions of the Special Education Teachers (SPET), regular teachers, administrators, and parents on the mainstreaming of children with special needs in the regular classroom as to new classmates

|    | Statement                                                                      | Mean        | Descriptive Rating    | Verbal Interpretation         |
|----|--------------------------------------------------------------------------------|-------------|-----------------------|-------------------------------|
| 1. | Mainstreaming fosters acceptance among new classmates.                         | 4.43        | Strongly Agree        | Major Long-Term Impact        |
| 2. | The presence of children with special needs enriches the classroom experience. | 4.47        | Strongly Agree        | Major Long-Term Impact        |
| 3. | Mainstreaming promotes empathy and understanding among students.               | 4.51        | Strongly Agree        | Major Long-Term Impact        |
| 4. | The inclusion of children with special needs benefits all students.            | 4.36        | Strongly Agree        | Major Long-Term Impact        |
| 5. | Mainstreaming enhances the social dynamics in the classroom.                   | 4.42        | Strongly Agree        | Major Long-Term Impact        |
|    | <b>Grand Mean</b>                                                              | <b>4.44</b> | <b>Strongly Agree</b> | <b>Major Long-Term Impact</b> |

Table 12 reveals that Special Education teachers, regular teachers, administrators, and parents have a strongly positive perception of mainstreaming learners with special needs, with an overall weighted mean of 4.44, interpreted as Strongly Agree and indicating a major long-term impact. The highest-rated indicator was that mainstreaming promotes empathy and understanding among students (4.51), followed by the enrichment of classroom experiences (4.47), fostering acceptance among classmates (4.43), enhancing classroom social dynamics (4.42), and benefiting all students (4.36). These findings indicate that stakeholders recognize mainstreaming as an effective approach for promoting inclusion, positive peer relationships, empathy, collaboration, and a supportive classroom environment. The results further emphasize that successful mainstreaming requires cooperation among teachers, parents, administrators, and learners to create an environment where all students can achieve academic and social growth.

**Table 13.** Perceptions of the Special Education Teachers (SPETs), Receiving Teachers, Administrators, and Parents on the Mainstreaming of Children with Special Needs in the Regular Classroom as to Teachers

|    | Statement                                                                   | Mean        | Descriptive Rating    | Verbal Interpretation         |
|----|-----------------------------------------------------------------------------|-------------|-----------------------|-------------------------------|
| 1. | Mainstreaming requires additional support for teachers.                     | 4.58        | Strongly Agree        | Major Long-Term Impact        |
| 2. | The teachers adapt well to the needs of children with special needs.        | 4.58        | Strongly Agree        | Major Long-Term Impact        |
| 3. | Mainstreaming enhances teacher-student relationships.                       | 4.57        | Strongly Agree        | Major Long-Term Impact        |
| 4. | The presence of children with special needs challenges teachers positively. | 4.64        | Strongly Agree        | Major Long-Term Impact        |
| 5. | Mainstreaming enriches the teaching experience for educators.               | 4.58        | Strongly Agree        | Major Long-Term Impact        |
|    | <b>Grand Mean</b>                                                           | <b>4.59</b> | <b>Strongly Agree</b> | <b>Major Long-Term Impact</b> |

Table 13 presents the perceptions of SPETs, receiving teachers, administrators, and parents regarding the impact of mainstreaming on teachers, with a grand mean of 4.59, interpreted as Strongly Agree and indicating a Major Long-Term Impact. The highest-rated indicator was that the presence of children with special needs challenges teachers positively (4.64), followed by the need for additional teacher support, teachers' ability to adapt to learners' needs, and the enrichment of teaching experiences (4.58 each). Meanwhile, the statement that mainstreaming enhances teacher-student relationships obtained a mean of 4.57. All indicators were rated Strongly Agree and interpreted as having a Major Long-Term Impact, indicating that mainstreaming positively influences teachers through professional growth, improved relationships, adaptation of teaching practices, and enriched teaching experiences, while also emphasizing the need for continuous professional development, collaboration, adequate instructional resources, and administrative support.

**Table 14.** Perceptions of the Special Education Teachers (SPET), regular teachers, administrators, and parents on the mainstreaming of children with special needs in the regular classroom as to learning

|    | Statement                                                                      | Mean        | Descriptive Rating    | Verbal Interpretation         |
|----|--------------------------------------------------------------------------------|-------------|-----------------------|-------------------------------|
| 1. | Mainstreaming promotes inclusive learning practices.                           | 4.53        | Strongly Agree        | Major Long-Term Impact        |
| 2. | The learning outcomes improve with mainstreaming.                              | 4.57        | Strongly Agree        | Major Long-Term Impact        |
| 3. | Mainstreaming encourages collaborative learning among students.                | 4.58        | Strongly Agree        | Major Long-Term Impact        |
| 4. | The presence of children with special needs enhances the learning environment. | 4.53        | Strongly Agree        | Major Long-Term Impact        |
| 5. | Mainstreaming supports individualized learning approaches.                     | 4.57        | Strongly Agree        | Major Long-Term Impact        |
|    | <b>Grand Mean</b>                                                              | <b>4.55</b> | <b>Strongly Agree</b> | <b>Major Long-Term Impact</b> |

Table 14 reveals that Special Education teachers, regular teachers, administrators, and parents have a strongly positive perception of the learning environment created through mainstreaming, with an overall weighted mean of 4.55, interpreted as Strongly Agree and indicating a major long-term impact. Respondents agreed that mainstreaming promotes inclusive learning practices (4.53), improves learning outcomes (4.57), encourages collaborative learning (4.58), enhances the classroom environment (4.53), and supports individualized learning approaches (4.57). These findings suggest that mainstream classrooms provide meaningful opportunities for collaboration, peer interaction, differentiated instruction, and personalized support, benefiting both learners with special needs and their classmates. The results emphasize that successful mainstreaming relies on inclusive teaching strategies, appropriate accommodations, and cooperation among educators, families, and stakeholders to create a supportive learning environment.

**Table 15.** Summary of the responses on the perceptions of the Special Education Teachers (SPET), regular teachers, administrators, and parents on the mainstreaming of children with special needs in the regular classroom as to learning

| Variables             | Mean        | Descriptive Rating    | Verbal Interpretation         |
|-----------------------|-------------|-----------------------|-------------------------------|
| New classroom setting | 4.41        | Strongly Agree        | Major Long-Term Impact        |
| New classmates        | 4.44        | Strongly Agree        | Major Long-Term Impact        |
| Teachers              | 4.59        | Strongly Agree        | Major Long-Term Impact        |
| Learning              | 4.55        | Strongly Agree        | Major Long-Term Impact        |
| <b>Grand Mean</b>     | <b>4.50</b> | <b>Strongly Agree</b> | <b>Major Long-Term Impact</b> |

The findings indicate that Special Education Teachers (SPET) have a strongly positive perception of the learning environment for learners with special needs in mainstream classrooms, with a high overall weighted mean of 4.55, interpreted as Strongly Agree and indicating a major long-term impact. SPET rated the new classroom setting, learning materials, and academic support highly (4.45), while learning activities received a mean of 4.43. These results suggest that mainstream classrooms provide a supportive and inclusive environment through appropriate learning resources, accessible activities, differentiated instruction, and individualized academic assistance. The findings emphasize that well-designed classroom settings and effective support systems are essential in enhancing learners' participation, motivation, and academic success.

#### Research Question 4. Is there a significant difference between the perceptions of the four groups of respondents and the status of the mainstreaming program?

**Table 16.** Significant differences in the impact of the mainstreaming programs among the four groups of respondents

| Demographic profile                           | t-value        | p-value        | Verbal Interpretation        | Decision on Ho        |
|-----------------------------------------------|----------------|----------------|------------------------------|-----------------------|
| Sex                                           |                |                |                              |                       |
| Male                                          | .000           | .004           | Significant                  | Rejected              |
| Female                                        |                |                |                              |                       |
| Involvement in the extracurricular activities |                |                |                              |                       |
| Yes                                           | .000           | .000           | Significant                  | Rejected              |
| No                                            |                |                |                              |                       |
|                                               | <b>F-value</b> | <b>p-value</b> | <b>Verbal Interpretation</b> | <b>Decision on Ho</b> |

| Types of Respondents                        |        |      |             |          |
|---------------------------------------------|--------|------|-------------|----------|
| Special Education Teachers                  |        |      |             |          |
| Receiving Teachers                          | 140.27 | .000 | Significant | Rejected |
| Administrators                              |        |      |             |          |
| Parents                                     |        |      |             |          |
| Age group                                   |        |      |             |          |
| 26-35                                       | 40.60  | .000 | Significant | Rejected |
| 36-45                                       |        |      |             |          |
| 46-55                                       |        |      |             |          |
| 56 and above                                |        |      |             |          |
| Years of Teaching Experience                |        |      |             |          |
| 1-5 years                                   | 24.06  | .000 | Significant | Rejected |
| 6-10 years                                  |        |      |             |          |
| 11-15 years                                 |        |      |             |          |
| 16 years and above                          |        |      |             |          |
| Educational Background                      |        |      |             |          |
| Bachelor's degree                           | 56.88  | .000 | Significant | Rejected |
| Master's degree                             |        |      |             |          |
| Doctorate                                   |        |      |             |          |
| Others                                      |        |      |             |          |
| Teaching Specialization                     |        |      |             |          |
| General Education                           | 26.68  | .000 | Significant | Rejected |
| Special Education                           |        |      |             |          |
| Subject-specific                            |        |      |             |          |
| Others (non-teaching personnel)             |        |      |             |          |
| Familiarity with Special Education Programs |        |      |             |          |
| Very Familiar                               | 13.58  | .000 | Significant | Rejected |
| Somewhat Familiar                           |        |      |             |          |
| Not Familiar                                |        |      |             |          |
| Training in Inclusive Education Practices   |        |      |             |          |
| Extensive Training                          | 226.15 | .000 | Significant | Rejected |
| Some Training                               |        |      |             |          |
| No Training                                 |        |      |             |          |

Table 16 presents the significant differences in the perceptions of SPET, regular teachers, administrators, and parents regarding the impact of mainstreaming programs for learners with special needs. The results show statistically significant differences across all identified variables, including sex, involvement in extracurricular activities, type of respondents, age group, years of teaching experience, educational background, teaching specialization, familiarity with special education programs, and training in inclusive education practices ( $p\text{-value} < 0.05$ ). These findings indicate that stakeholders' perceptions vary depending on their demographic characteristics, professional roles, experiences, and level of exposure to inclusive education. The differences suggest that factors such as training, specialization, and familiarity with special education influence how stakeholders evaluate mainstreaming programs. Therefore, effective implementation of mainstreaming requires consideration of these diverse perspectives and continuous professional development to strengthen understanding, collaboration, and support for learners with special needs.

**Table 17.** Significant differences in the perceptions of the mainstreaming of children with special needs among the four groups of respondents

| of children with special needs among the four groups of respondents |         |         |                       |                |
|---------------------------------------------------------------------|---------|---------|-----------------------|----------------|
| Demographic profile                                                 | t-value | p-value | Verbal Interpretation | Decision on Ho |
| Sex                                                                 |         |         |                       |                |
| Male                                                                | .000    | .001    | Significant           | Rejected       |
| Female                                                              |         |         |                       |                |
| Involvement in the extracurricular activities                       |         |         |                       |                |
| Yes                                                                 | .000    | .000    | Significant           | Rejected       |
| No                                                                  |         |         |                       |                |
|                                                                     | F-value | p-value | Verbal Interpretation | Decision on Ho |
| Types of Respondents                                                |         |         |                       |                |
| Special Education Teachers                                          | 56.88   | .000    | Significant           | Rejected       |
| Receiving Teachers                                                  |         |         |                       |                |
| Administrators                                                      |         |         |                       |                |
| Parents                                                             |         |         |                       |                |

| Age group                                   |        |      |             |          |
|---------------------------------------------|--------|------|-------------|----------|
| 26-35                                       | 64.04  | .000 | Significant | Rejected |
| 36-45                                       |        |      |             |          |
| 46-55                                       |        |      |             |          |
| 56 and above                                |        |      |             |          |
| Years of Teaching Experience                |        |      |             |          |
| 1-5 years                                   | 23.99  | .000 | Significant | Rejected |
| 6-10 years                                  |        |      |             |          |
| 11-15 years                                 |        |      |             |          |
| 16 years and above                          |        |      |             |          |
| Educational Background                      |        |      |             |          |
| Bachelor's degree                           | 22.20  | .000 | Significant | Rejected |
| Master's degree                             |        |      |             |          |
| Doctorate                                   |        |      |             |          |
| Others                                      |        |      |             |          |
| Teaching Specialization                     |        |      |             |          |
| General Education                           | 29.70  | .000 | Significant | Rejected |
| Special Education                           |        |      |             |          |
| Subject-specific                            |        |      |             |          |
| Others (non-teaching personnel)             |        |      |             |          |
| Familiarity with Special Education Programs |        |      |             |          |
| Very Familiar                               | 15.39  | .000 | Significant | Rejected |
| Somewhat Familiar                           |        |      |             |          |
| Not Familiar                                |        |      |             |          |
| Training in Inclusive Education Practices   |        |      |             |          |
| Extensive Training                          | 160.01 | .000 | Significant | Rejected |
| Some Training                               |        |      |             |          |
| No Training                                 |        |      |             |          |

Table 17 reveals significant differences ( $p\text{-value} < 0.05$ ) in the perceptions of special education teachers, regular teachers, administrators, and parents regarding the impact of mainstreaming programs on learners with special needs across all variables. Significant differences were found in sex, involvement in extracurricular activities, types of respondents, age group, years of teaching experience, educational background, teaching specialization, familiarity with special education programs, and training in inclusive education practices, leading to the rejection of the null hypothesis. These findings indicate that perceptions of mainstreaming vary depending on the respondents' characteristics, experiences, and level of involvement in special education. Differences among respondent groups may be attributed to their distinct roles and perspectives, with parents often emphasizing social development while educators focus on academic and instructional outcomes. The results highlight the complexity of implementing mainstreaming programs and emphasize the importance of considering demographic factors, professional experiences, and training backgrounds to improve inclusive education practices and better address the diverse needs of learners with special needs.

**Table 18.** Correlation between the Perceptions of the Four Groups of Respondents and the Status of the Mainstreaming Program

| Variables                                                                              | Pearson r | p-value | Interpretation |
|----------------------------------------------------------------------------------------|-----------|---------|----------------|
| Impact of Mainstreaming and Perception of the Respondents on the Mainstreaming Program | .967      | .000    | Significant    |

Table 18 presents the correlation between the perceptions of the four groups of respondents regarding the impact of mainstreaming and the status of the mainstreaming program. The Pearson correlation coefficient of  $r = .967$  indicates a very strong positive relationship between the two variables. This finding suggests that higher perceptions regarding the impact of mainstreaming are associated with a higher perceived status of the mainstreaming program.

The obtained  $p\text{-value}$  of .000 is lower than the established level of significance of 0.05, indicating that the relationship between the two variables is statistically significant. Therefore, the null hypothesis stating that there is no significant relationship between the perceptions of the respondents regarding the impact of mainstreaming and the status of the mainstreaming program is rejected.

The result indicates that the respondents' perceptions of the impact of mainstreaming are strongly associated with their assessment of the status of the mainstreaming program. However, the significant correlation does not establish a causal relationship between the variables. Rather, it demonstrates that the two

variables tend to vary in the same direction, with more favorable perceptions of mainstreaming being associated with more favorable assessments of the program's status.

### **Research Question 5. What intervention can be proposed?**

**Proposal Intervention Plan: Training Program for Non-Specialist Teachers of Learners with Special Education Needs in Brooke's Point South District of Palawan:** The proposed intervention plan outlines a specialized training program designed to equip non-specialist teachers with the knowledge, skills, and strategies necessary to effectively address the needs of learners with special education needs (LSEN) and create an inclusive and supportive learning environment for all students. The program aims to enhance teachers' understanding of various types of LSEN, including autism, dyslexia, attention-deficit/hyperactivity disorder (ADHD), and intellectual disabilities; develop effective teaching strategies, accommodations, and modifications for learners with special education needs (SEN); foster inclusivity and diversity within educational settings; and improve collaboration among non-specialist teachers, special education teachers, parents, and support staff to ensure holistic learner support. The intervention will begin with a comprehensive needs assessment to identify the specific challenges and requirements of non-specialist teachers in supporting learners with SEN, supported by feedback from teachers, administrators, and parents. Based on the identified needs, a customized training curriculum will be developed covering key areas such as understanding SEN, inclusive teaching practices, behavior management techniques, individualized education plans (IEPs), case studies, real-life scenarios, and interactive learning activities. A series of professional development workshops will then be conducted by experienced special education experts, psychologists, and behavior specialists, with hands-on sessions focusing on evidence-based strategies, assistive technologies, and differentiated instruction. To provide sustained support, a mentorship program will be established in which non-specialist teachers can receive guidance from experienced special education teachers, participate in a professional support network, share best practices, seek advice, and collaborate in developing individualized learning plans for learners with SEN. Regular evaluation and feedback mechanisms will also be implemented to assess the effectiveness of the training program, measure improvements in teachers' knowledge and practices, gather participant feedback, and address emerging needs and challenges. The estimated budget for the program is Php 200,000.00, consisting of Php 30,000.00 for training materials and resources, Php 100,000.00 for workshop facilitators and experts, Php 30,000.00 for venue rental and logistics, Php 20,000.00 for mentorship program development, and Php 20,000.00 for evaluation and feedback tools. The proposed timeframe includes one month for needs assessment, two months for curriculum development, three months for professional development workshops, ongoing implementation of mentorship and support, and continuous evaluation and feedback throughout the program. Major activities will include needs assessment surveys and interviews, curriculum design and development, professional development workshops, establishment of the mentorship program, and evaluation and feedback sessions. Overall, the implementation of this intervention plan is expected to provide non-specialist teachers with comprehensive and sustained training and support to effectively meet the needs of learners with SEN and establish a sustainable framework for inclusive education that empowers teachers to provide quality education for all learners.

### **Ethical Considerations**

This study adhered to established ethical principles for research involving human participants. Permission to conduct the study was obtained from the appropriate education and school authorities before data collection. The study did not undergo formal review by an Institutional Review Board or Ethics Review Committee, as no formal ethics approval was required under the applicable institutional arrangements for this non-interventional educational research. Participation was voluntary, and informed consent was obtained from all respondents after they were informed of the study's purpose and procedures and their right to withdraw without penalty. Confidentiality and anonymity were maintained by using codes instead of names and excluding personally identifiable information. All data were securely stored and used solely for academic and research purposes in accordance with Republic Act No. 10173, or the Data Privacy Act of 2012.

### **Conclusion**

The findings indicate that mainstreaming of learners with special education needs (LSEN) is a viable approach to promoting inclusive learning environments in Brooke's Point South District, with respondents expressing positive perceptions of learner participation, interaction, and educational experiences. The significant relationship between perceived impact and program status shows that favorable perceptions align with favorable assessments of implementation, underscoring that successful mainstreaming requires not just

placing LSEN in general education classrooms but ensuring meaningful participation—achieved through systematic planning, continuous professional support, adequate resources, and collaboration. General education teachers, especially those without formal special education training, play a central role, making their knowledge, skills, and access to resources critical and pointing to a need for sustained professional development in differentiated instruction, classroom management, assessment, and stakeholder collaboration. These findings also contribute to the broader literature by emphasizing that the classroom and school environment must actively support LSEN, reinforcing that inclusion should go beyond physical placement to foster genuine acceptance and equitable learning opportunities. For DepEd and Brooke's Point South District specifically, the results offer localized evidence supporting stronger inclusive education initiatives, including a structured training and support framework for non-specialist teachers that combines capacity-building, classroom-based support, individualized learner planning, and periodic monitoring—potentially operationalized through the proposed Php 200,000 training program. Ultimately, the study concludes that sustainable mainstreaming demands a coordinated effort among teachers, administrators, district officials, parents, and learners, with success measured not by enrollment numbers alone but by the extent to which LSEN are genuinely supported, included, and empowered to reach their educational potential.

## Recommendations

Based on the findings and conclusions of the study, DepEd District Supervisors and school administrators in Brooke's Point South District should institutionalize continuing professional development for teachers handling mainstreamed LSEN, covering differentiated instruction, classroom accommodations, behavior management, and IEP development, funded through the proposed Php 200,000 training program and evaluated through post-training assessments. Individualized planning should be strengthened by developing and regularly reviewing IEPs based on learner needs, supported by proper documentation and coordination with parents and specialists, since effective mainstreaming requires learner-specific adjustments rather than uniform approaches. Stronger collaboration among administrators, teachers, parents, and stakeholders should be established through regular consultations and coordinated support, alongside adequate instructional materials and assistive resources allocated based on identified needs. A monitoring and evaluation mechanism should track teacher preparedness, learner participation, and progress to guide continuous improvement, while classrooms should foster inclusive, respectful environments that promote genuine social belonging alongside academic access. Future researchers are encouraged to pursue longitudinal studies, expand samples to neighboring districts, incorporate broader stakeholder perspectives, and validate the survey instrument to further strengthen teacher training and inclusive education policies within DepEd.

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