

Relative Effectiveness of Instructional Strategies in Inclusive Education Programs

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Abstract — This study examines how effective different teaching methods are in inclusive education programs at Public Elementary Schools in San Pozorrubio Districts 1 and 2, Pangasinan for the school year 2024-2025. It focuses on four main areas: the background of the teachers, the effectiveness of teaching strategies, differences in effectiveness based on teacher profiles, and relationships between teaching effectiveness and teacher background. To analyze the data, various statistical methods were used, including frequency counts, averages, ANOVA, and correlation.

The study involved 64 respondents, mostly married women aged 31-40 with Master's degrees, and revealed low participation in training, which indicates a chance for growth in professional development. Teachers and administrators found the Inclusive Education Program's strategies "Very Effective," especially for students with language challenges. No major differences in effectiveness were linked to teachers' demographics or training, showing the importance of teaching practices instead. A positive link was found between teachers' higher education levels and instructional effectiveness, highlighting division-level training as essential for improving outcomes in inclusive classrooms.

The findings show that educated, married women in this age group are under-engaged in training, suggesting a need for better professional development opportunities. High ratings for the Inclusive Education Program's strategies emphasize the need for more focus on language proficiency. Factors such as demographics and teacher training levels do not significantly impact these strategies; instead, context and practices are key. There is also a correlation between higher

education levels and effective strategies, demonstrating that localized division-level training is vital for enhancing inclusivity in education.

The Department of Education should increase training accessibility for this group by providing flexible learning options like online courses and local workshops. Schools must improve strategies within the Inclusive Education Program, focusing on teacher professional development and continuous assessments to address diverse learner needs. Educational stakeholders should implement effective practices and encourage collaboration among educators to boost student outcomes. Institutions should prioritize advanced training in inclusive education, customizing division-level training to meet local demands for diverse student populations.

Keywords: instructional strategies, inclusive education, public schools, special education

I. INTRODUCTION

Inclusive education is a cornerstone of the Philippine education system. It ensures that every learner has equal access to quality education regardless of ability, disability, or background. The Department of Education (Dep Ed) leads this initiative. In 2012, Dep Ed introduced the Inclusive Education Policy to advocate for classrooms that address learners' diverse needs. Key programs include the Special Education Program, Indigenous Peoples Education, and the Alternative Learning System. Each program targets unique student populations. Despite ongoing efforts to foster diversity and equity, challenges such as resource shortages and lingering biases persist. Achieving inclusion requires continued, broad commitment from all stakeholders.

Inclusive education aims to create classrooms where all students—regardless of ability, background, or socioeconomic status—feel welcome and supported. It respects students' diverse strengths and stresses the need for instructional flexibility. Central principles include Universal Design for Learning and assistive technology. These ensure equitable access to the curriculum and promote inclusive practices and community. In the United States, inclusive education seeks to provide students with disabilities with equal educational opportunities. Policies such as the

Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA) require individualized supports and inclusive access. Despite challenges such as inadequate teacher training and limited resources, effective models in Texas and Kansas show measurable improvements. Across the nation, schools include students from linguistically and culturally diverse backgrounds. This reinforces the need for ongoing efforts to ensure equity.

Since the 1990s, Singapore's Ministry of Education has aimed to provide comprehensive, inclusive education for all learners. The ministry stresses academic achievement and supports educators and students through initiatives such as Universal Design for Learning and Learning Support Programs. Compared to other countries, Singapore addresses special needs and economic inequalities by reducing academic barriers. It also integrates all support services. Collaboration with parents and a focus on student mental well-being further embed inclusive practices across the system.

Japan implements inclusive education to ensure all students, including those with disabilities, have equal opportunities. The Inclusive Education Promotion Law, improved infrastructure, and expanded training help schools accommodate diverse needs. Collaborative efforts between municipalities and schools play a critical role. Despite resource and cultural challenges, ongoing policy development. In Germany, the Inclusion Pact provides a basis for international comparison of how students with disabilities are integrated into education. Comparison of how students with disabilities are integrated. The coach emphasizes personalized support, stakeholder collaboration, and increased teacher training. These trends mirror those in other countries. Differences among federal states reveal structural challenges, but nationwide programs promote equity. Comparing Germany's policy with other models shows shared strategies and unique challenges.

In Australia, inclusive education is an integral part of the national education system. It is designed to accommodate students with diverse needs and backgrounds. The Australian Institute for Teaching and School Leadership (AITSL) defines inclusive education as fostering an environment that respects and values diversity. It also supports holistic student development. The National Disability Insurance Scheme (NDIS) provides support for students with disabilities. In

2019, the government introduced the Inclusive Education Strategy to improve outcomes for students with disabilities. This strategy emphasizes early intervention through programs like Early Childhood Early Intervention (ECEI).

Organizations such as the Australian Council for Adult Literacy (ACAL) help advance inclusive practices. The Aboriginal and Torres Strait Islander Education Program gives targeted assistance to Indigenous learners. The Multicultural Education Program supports linguistic and literacy development for non-English-speaking students. The Mental Health Initiative fosters psychological well-being. The Socioeconomic Disadvantage Initiative addresses equity and social justice for students from lower socioeconomic backgrounds. Effective implementation of inclusive education in Australia requires a multifaceted approach. Cultural, linguistic, disability, mental health, and socioeconomic factors all influence student learning paths.

The UK Government introduced the SEND (Special Educational Needs and Disability) reforms in 2019 to improve support for children with special needs and disabilities. The reforms emphasize inclusive education, believing all children deserve equal access. The Inclusive Education Group supports positive learning environments and values diversity. OFSTED highlights inclusion and recognizes progress, but says more work is needed for real inclusivity. Key factors include teacher training, student-centered approaches, and differentiated instruction. The National Association for Special Educational Needs provides resources for these practices. The Department for Education offers more guidance. A 2020 review by the Children's Commissioner for England raised concerns about implementation. The UK Government plans to review the SEND Code of Practice and introduce more reforms. The Teacher Training Agency highlights the need for inclusive teacher training. The National Union of Teachers reports that educators often lack enough resources and preparation. Groups such as the Equality and Human Rights Commission and the Local Government Association also recognize the importance of inclusive education.

Returning to the Philippines, the government introduced its "Inclusive Education Policy" in 2020 to provide quality education to all students, including those with disabilities, marginalized groups, and individuals from diverse linguistic and cultural backgrounds. The

Department of Education (Dep Ed) believes inclusive education is crucial for achieving the country's development goals and ensuring equal access to quality education. However, the policy faces several challenges, including a shortage of trained teachers, limited access to infrastructure, and a lack of representation of students with disabilities in mainstream education. The curriculum often focuses on non-disabled individuals, neglecting the needs and experiences of students with disabilities. To address these challenges, the Dep Ed has launched initiatives such as the "Inclusive Education Program" and the "Alternative Learning System," which provide alternative educational pathways for out-of-school youth and adults, including those with disabilities. However, more systemic changes are needed to promote inclusive education, such as a shift from a "pedagogy of deficit" to a "pedagogy of inclusion." Furthermore, additional research and data on inclusive education are necessary, as there is a lack of reliable information on the prevalence of disabilities among students and the effectiveness of inclusive education programs.

The Philippine government is dedicated to providing quality education for all, including children with disabilities, through inclusive education. The 1987 Constitution and the Education for All movement emphasize the rights and inclusion of all children. The Philippines has ratified the UNCRPD to better support children with disabilities. Republic Act No. 9155, Department Order No. 36 (2004), and Administrative Order No. 81 (2012) emphasize the importance of identifying and addressing barriers to learning. Programs such as the Inclusive Education Program (IEP) and the Special Education Fund (SEF) provide financial support for inclusive education. The Commission on Human Rights (CHR) urges the government to prioritize and ensure quality education for every child.

According to Aquino(2020), Inclusive education is an important approach in the Philippines to address the diverse needs of learners, particularly those with disabilities. With around 13% of the population having some form of disability, inclusive education aims to provide equal access to quality education for all learners, regardless of their abilities or disabilities. This requires a shift from a focus on standardization and normalization to one that prioritizes diversity and inclusivity. Inclusive education acknowledges that every learner possesses unique strengths and abilities that can be leveraged to foster learning and social inclusion. By including learners with disabilities in regular classrooms, a more inclusive and accepting environment can be fostered, leading to

increased participation, improved academic performance, and enhanced social skills. Inclusive education is essential for promoting humanrights and social justice, as recognized by the United Nations Convention on the Rights of Persons with Disabilities(CRPD). In the Philippines, the implementation of inclusive education aligns with the country's commitment to achieving the United Nations' Sustainable Development Goals(SDGs), specifically SDG4.

Implementing inclusive education requires a multidisciplinary approach that involves teachers, administrators, policymakers, parents, and community members. It also requires a shift in attitudes and mindsets towards disability and inclusion.

According to Magpantay (2020), are now med education expert, inclusive education is crucial for dismantling barriers and ensuring all students have access to quality education. Inclusive education is a crucial aspect of a comprehensive education system that acknowledges the diversity of students' abilities, disabilities, and socio-economic backgrounds. In the Philippines, it is essential to promote social justice, equality, and human rights. Inclusive education breaks down barriers and provides all students with access to quality education. Students with disabilities benefit from inclusive education, as they can participate fully in educational activities and achieve their academic goals. Marginalized communities, such as rural areas, indigenous peoples, and those living in poverty, also benefit from inclusive education. Inclusive education fosters social cohesion and understanding among students from diverse backgrounds, cultivating empathy and appreciation for diversity. Parents of students with disabilities can rest assured that their children are receiving the support they need for academic and social success. Teachers can develop skills and knowledge in teaching diverse students, while the government benefits from promoting social cohesion and reducing inequality. Businesses benefit from a diverse and inclusive work force, while researchers gain insights into effective teaching practices for supporting students with disabilities. Inclusive education can also help address social issues such as crime, poverty, and unemployment by providing equal access to quality education for all.

The Philippines can fulfill its commitment to the United Nations' Sustainable Development Goals, particularly SDG4onquality education.

The Philippine government has been implementing inclusive education policies to ensure equal access to quality education for all students, regardless of their abilities. In 2013, the Philippines ratified the United Nations Convention on the Rights of Persons with Disabilities (CRPD), leading to the passage of Republic Act No. 10754, also known as the "Magna Carta for Persons with Disabilities," which ensures equal access to education for persons with disabilities. The Department of Education (DepEd) has developed various policies and programs, including the "Inclusive Education Policy" (IEP), which requires schools to provide accommodations and modifications to ensure full participation in the learning process. The Department of Education (DepEd) has also established a system of support services for students with disabilities, including special education programs, counseling services, and assistive technology. Additionally, the DepEd has provided training and resources to teachers and educators on inclusive education. However, challenges remain, such as a lack of resources and infrastructure in many schools, a lack of awareness among teachers and educators about inclusive education, and barriers to accessing education for students with disabilities. To address these challenges, the Department of Education (DepEd) has launched a campaign to promote inclusive education and raise awareness among teachers and educators about disabilities. The Philippine government has committed to increasing funding for inclusive education initiatives, and numerous NGOs and CSOs are working to promote inclusive education. With increased funding and awareness, it is hoped that all students will have equal access to quality education in the future. (DepEd Order No. 42, s. 2014).

Literature Review

This study used the Inclusive Education Framework developed by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), which emphasizes the importance of creating inclusive education systems that cater to the diverse needs of all students, including those with disabilities.

The Inclusive Education Framework, developed by UNESCO, is a comprehensive approach to creating inclusive and equitable education systems for all students, including those with disabilities. The framework is based on principles of inclusivity, equity, and social justice,

aiming to address barriers that prevent students from fully participating in education. It emphasizes the importance of creating learning environments that cater to diverse needs, including those with disabilities. Key components of the framework include developing policies and laws that promote inclusivity, providing accessible and adaptable learning environments, training teachers to support diverse learning needs, and involving parents and communities in the education process. The framework also emphasizes the need for teachers to be trained in disability awareness and inclusive teaching practices, ensuring they understand how to support students with different learning styles and adapt lesson plans to meet individual needs. It also emphasizes the importance of involving parents and communities in the education process, while addressing systemic barriers such as limited accessibility, inadequate funding, and limited resources. The Inclusive Education Framework: educators, parents, and communities collaborate to develop inclusive education systems. By implementing the framework, countries can create education systems responsive to the diverse needs of all students, including those with disabilities, diverse linguistic backgrounds, low-income backgrounds, and different cultural backgrounds.

This study's conceptual framework investigates the implementation of inclusive education in public elementary schools in Pangasinan Division II, with a focus on teachers' perceptions and experiences. Quantitative research methods will be employed, utilizing a questionnaire to collect demographic data, including age, sex, civil status, highest educational attainment, and relevant training. The study will assess teachers' knowledge and understanding of inclusive education principles, as well as their experiences and challenges in implementing inclusive education in the classroom. In-depth interviews will further explore teachers' beliefs, strategies for promoting inclusivity, and recommendations for improving inclusive education practices. Data analysis will identify potential correlations between demographic profiles and perceptions of inclusive education. The findings are expected to inform policy and program development, enhance teacher training and professional development initiatives, and support the advancement of inclusive education for students with diverse needs in Pangasinan Division II.

This study examines the implementation of an inclusive education program in public elementary schools for learners with disabilities, learners from marginalized communities, learners

with limited proficiency in the language of instruction, learners with diverse cultural backgrounds, learners with mental health conditions, and learners with chronic illnesses.

The independent variables are sets of respondent teachers' profiles, namely: age, sex, civil status, highest educational attainment, length of service in teaching, and the number of relevant training and seminar sessions attended.

Statement of the Problem

This study evaluated the relative effectiveness of instructional strategies in the inclusive education program of public elementary schools in Pangasinan Division II for the 2024–2025 school year.

Specifically, this study answered the following problem:

1. What are the profile variables of respondents in terms of:
2. age;
3. sex;
4. Civil status;
5. Highest educational attainment;
6. Length of service teaching; and
7. Number of relevant trainings and seminars attended?
8. What is the level of relative effectiveness of instructional strategies in inclusive education programs for learners with/ from:
9. disabilities;

10. marginalized communities;
11. limited proficiency in the language of instruction;
12. diverse cultural backgrounds;
13. Mental health conditions; and
14. chronic illnesses or medical conditions.
15. Are there significant differences in the relative effectiveness of instructional strategies in inclusive education programs among respondent teachers, as reflected in their profile variables?
16. Is there a significant relationship in the level of relative effectiveness of instructional strategies in inclusive education programs and their profile variables?

II. METHODOLOGY

This chapter discussed the methods and procedures utilized in the present study, which included the research design, population and locale of the study, data collection instruments, data collection procedures, and statistical treatment of data.

Research Design and Strategy

The researcher used the ex post facto one-shot case study research design. This illustrated symbolically as follows $X - O$, where X is represents the exposure of the respondents, characteristic, or condition that is being examined for its effect and O , represents the measurement or observation of the subject's status or behavior.

Population and Locale of the Study

The subjects of this study were the Grade 6 public school teachers and school heads of Pozorrubio District 1 and Pozorrubio District 2 in Pangasinan Division II for the S.Y. 2024 – 2025. All Grade 6 teachers and school heads of Pozorrubio I District and Pozorrubio District 2 in Pangasinan Division II were the respondents in this study.

TABLE I
DISTRIBUTION OF RESPONDENTS

District	Number of Teachers
Pozorrubio District I	34
Pozorrubio District 2	30
Total	64

Data Gathering Tool

The researcher used a questionnaire checklist instrument adapted and constructed based on DepEd Order No. 42, s. 2016, Inclusive Education Program: Guidelines and Framework for the Integration of Special Education and Rehabilitation (SPED) in the Basic Education Program. The questionnaire-checklist was evaluated by the respondents' advisers and other experts, including one male and one female SPED teacher, one male and one female school head, and one male and one female supervisor. The suggestions were incorporated into the final draft. The questionnaires were finalized after their approval by the examination committee.

The main objective of the validation was to ascertain that every question was clearly understood and within the experience of the actual respondents of the study. This ensured that the

respondents did not find difficulty in answering the questionnaire and that the data gathered would be valid and reliable.

The researcher used the questionnaire checklist to establish the content validity of the instrument by Meimban (1997). The pilot testing of the instrument was conducted with public elementary school teachers in Pangasinan II who were not respondents in the actual research.

Data Gathering Procedure

Before administering the research instrument, permission was secured from the Schools Division Superintendent of Pangasinan Division II and the School Heads. The researcher personally distributed and administered the questionnaires to all Grade 6 teachers in Pozorrubio I District and Pozorrubio District 2 in Pangasinan Division II.

Likewise, the researcher personally retrieved the same questionnaires. The responses and data obtained were kept confidential by the researcher to ensure the highest degree of objectivity of the responses. The respective respondent teachers of the institutions were informed and oriented by the researcher regarding the purpose of the study.

III. RESULTS AND DISCUSSION

This chapter presents a detailed analysis and interpretation of the data in relation to the research questions posed in the study.

Specifically, the discussion covers four significant parts of the study. These include the respondents' profile variables, the levels of pedagogical practices for teaching diverse learners, significant differences in these practices across profile variables, and the significant relationships between practices and profile variables.

Profile of the Respondents

Some variables related to the profile of public elementary school teachers in Pozorrubio I District and Pozorrubio District 2 in Pangasinan Division II., are considered herein. These variables included age, sex, civil status, highest educational qualification, years of teaching experience, and the number of relevant training sessions.

In this study, the public elementary school teachers of Pozorrubio I District and Pozorrubio District 2 in Pangasinan Division II were the respondents. They were categorized according to certain variables.

Table2 presents the profile variables of the respondents, public elementary school teachers, in this study, the level of relative effectiveness.

TABLE 1
PROFILE OF THE RESPONDENTS
N = 64

Profile Variables	Variable Category	Frequency	Percentage
Age	21 - 30	10	16%
	31 – 40	26	41%
	41 – 50	20	31%
	51 – 60	6	9%
	61 years and above	2	3%
Sex	Male	20	31%
	Female	44	69%
Civil Status	Single	14	22%
	Married	49	77%
	Widow/Widower	1	1%
Highest Educational Qualification	Bachelor Degree Holder	3	5%
	With M. A. Units	24	38%
	M.A. Degree Holder	36	56%
	With PhD/EdD Units	0	0%
	PhD / EdD Degree Holder	1	1%
Number of Years Teaching	5 years and below	4	6%
	6 – 10	10	16%
	11 – 15	18	28%
	16 – 20	20	31%

	21 years and above	12	19%
Number of Trainings/Seminars			
International	3 and below	0	0%
	4 – 6	0	0%
	7 and above	0	0%
National	3 and below	60	94%
	4 – 6	4	6%
	7 and above	0	0%
Regional	3 and below	43	67%
	4 – 6	18	28%
	7 and above	3	5%
Division	3 and below	26	41%
	4 – 6	23	36%
	7 and above	15	23%

Age. The data show that educators aged 31-40 comprise 41% of respondents, followed by those aged 41-50 at 31%. Meanwhile, 16% are 21-30 years old, 9% are 51-60, and only 3% are 61 or older, indicating the majority are middle-aged. This demographic could shape teaching practices and adaptability to inclusive education.

Younger teachers (21 to 30) represent just 16%; those 51-60, 9%; and senior teachers 61+, 3%. This overall demographic skew toward middle-aged teachers may influence instructional effectiveness and strategies in inclusive education.

Sex. Female teachers comprise 69% of respondents, while male teachers comprise 31%. This disparity may influence the effectiveness of strategies in inclusive settings, as teaching approaches can vary with sex.

The high percentage of female teachers may reflect broader trends in education and influence classroom strategies and support for diverse learners. Understanding this composition is crucial to interpreting the results and exploring how gender affects teaching in inclusive environments. The majority of respondents (77%) are married, 22% are single, and 1% are widowed, indicating limited diversity in civil status.

Limited diversity in civil status may affect instructional strategies and engagement in inclusive classrooms. Civil status may influence perspectives, thus impacting the effectiveness of teaching diverse learners.

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Highest Educational Attainment. The research reveals a significant concentration of highly educated teacher respondents involved in the inclusive education program, with 56% holding a Master's degree and an additional 38% having completed units toward one. This suggests that a majority of the teachers possess advanced training and knowledge, which contributes to their understanding and implementation of effective instructional strategies tailored to inclusive education. The low percentage of degree holders (5%) suggests that the program may attract educators with qualifications, especially in diverse and inclusive classroom settings.

TABLE 2
LEVEL OF RELATIVE EFFECTIVENESS OF INSTRUCTIONAL STRATEGIES IN
INCLUSIVE EDUCATION PROGRAM ALONG LEARNERS WITH DISABILITIES

	LEARNERS WITH DISABILITIES As a teacher I...	As Assessed by Teachers		As Assessed by School Heads		Combined Rating	
		WM	TR	WM	TR	WM	TR
1	use devices like picture communication symbols, gestures, or electronic devices to help students with speech or language disabilities communicate.	4.46	E	4.40	E	4.43	E
2	use pictures or images to tell stories and encourage students to share their own stories.	4.52	VE	4.46	E	4.49	E
3	incorporate sign language and gestures to help students with hearing impairments or language disabilities communicate.	4.49	E	4.45	E	4.47	E
4	use tactile materials like playdough, beads, or rice to help students with visual or cognitive disabilities learn math concepts.	4.50	VE	4.42	E	4.46	E

5	use play games that involve counting, sorting, and matching numbers to help students with learning disabilities practice math skills.	4.47	E	4.43	E	4.45	E
6	use raised-line paper or tactile blocks to help students with visual impairments create patterns and solve math problems.	4.38	E	4.30	E	4.34	E
7	use materials like playdough, clay, or paint to create sensory experiences for students with sensory processing disorders.	4.53	VE	4.51	VE	4.52	VE
8	use role-playing activities to help students practice social skills like communication, empathy, and conflict resolution.	4.51	VE	4.49	E	4.50	VE
9	modify physical activities to accommodate students with physical disabilities, such as wheelchair-accessible sports or adapted games.	4.44	E	4.44	E	4.44	E
10	modify games like board games or card games to make them accessible for students with physical disabilities.	4.45	E	4.39	E	4.42	E
	OWM	4.47	E	4.43	E	4.45	E

Legend:

Rating Scale	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Very Effective
3.50 – 4.49	Often	Effective
2.50 – 3.49	Sometimes	Moderately Effective
1.50 – 2.49	Seldom	Slightly Effective
1.00 – 1.49	Never	Not Effective

Based on the data in **Table 3**, the following interpretations can be drawn from the indicators with the lowest and highest mean scores.

Indicator with the Lowest Mean.
Indicator 6 states: *“Use raised-line paper or tactile blocks to help students with visual impairments create patterns and solve math problems.”* The mean rating for this indicator is **4.34**, which falls under the **“Often Effective”** category. This suggests that while teachers and school heads generally agree that the use of raised-line paper or tactile blocks is an effective instructional strategy, they do not consistently perceive it as **very effective** (4.50–5.00). This finding may indicate the need for further improvement in this area. Teachers and school heads may benefit from

additional training, resources, or support to effectively implement tactile learning materials for learners with visual impairments.

Indicator with the Highest Mean.
Indicator 7 states: *“Use materials like playdough, clay, or paint to create sensory experiences for students with sensory processing disorders.”* The mean rating for this indicator is **4.52**, which falls under the **“Very Effective”** category. This indicates that teachers and school heads strongly agree that the use of materials such as playdough, clay, or paint is a highly effective strategy for supporting students with sensory processing disorders. This may reflect that educators have a strong understanding of the needs of these learners and are effectively adapting their instructional practices to provide meaningful sensory learning experiences.

TABLE 3
MEAN DIFFERENCES IN THE LEVEL OF RELATIVE EFFECTIVENESS OF
INSTRUCTIONAL STRATEGIES IN THE INCLUSIVE EDUCATION PROGRAM
AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS

	Learners with Disabilities		Learners from Marginalized Communities		Learners with Limited Proficiency in the Language of Instruction		Learners with Diverse Cultural Backgrounds		Learners with Mental Health Conditions		Learners with Chronic Illnesses or Medical Conditions	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.
Age	1.032	.322	.280	.719	.062	.063	.636	.632	.129	.732	.258	.723
Civil Status	.372	.279	.858	.214	.372	.379	.321	.324	.385	.644	.377	.615
Highest Educational Attainment	.504	.326	.547	.250	.865	.866	.527	.523	.655	.478	.674	.483
Number of Years Teaching	.532	.341	.673	.394	.292	.295	.223	.221	.488	.378	.376	.323
Relevant Trainings/ Seminars												
National	.789	.254	.223	.132	.235	.229	.165	.171	.212	.859	.176	.119
Regional	.324	.231	.639	.348	.424	.419	.235	.229	.569	.287	.754	.123
Division	.268	.085	.488	.275	.353	.359	.312	.315	.468	.255	.459	.217

The investigation begins with the demographic variable of **age**. The **F-values range from 0.062 to 1.032**, indicating that age does not significantly influence the relative effectiveness of instructional strategies across the learner groups considered. The **significance values, which are all above 0.05**, further confirm that age is not a determining factor in how public elementary school teachers implement instructional strategies for students with disabilities or learners from marginalized communities. Therefore, differences in teachers' age groups do not necessarily correspond to differences in the effectiveness of instructional strategies used in inclusive classroom settings.

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the findings, the conclusions drawn, and the recommendations made based on the analysis and interpretation of the data. Based on the analysis and interpretation of data, the following salient findings were brought forth.

Majority of 64 respondents aged 31-40, with 69% being females, are married, hold a Master's degree, and have participated in fewer than three training sessions, indicating potential for enhanced professional development. The grand overall weighted mean of the Inclusive Education Program's instructional strategies are deemed "Very Effective" by teachers and administrators, with a mean rating above 4.39, particularly for learners with limited language proficiency, indicating their strong effectiveness in promoting inclusivity in education. There's no significant differences in the level of instructional strategies' effectiveness based on teachers' demographics or training levels, suggesting that contextual factors or teaching practices may influence instructional efficacy more than demographic characteristics or formal training among public elementary school teachers. There is a positive correlation between teachers' higher education levels and instructional effectiveness in inclusive programs. Age also shows a positive correlation, but not significant. Division-level training significantly impacts instructional effectiveness, emphasizing the importance of localized professional development. Based on the aforementioned findings of this study, the following conclusions were formulated: The respondent teachers vary in their profiles and in extreme cases they are predominantly female respondents.

The instructional strategies in inclusive education are found to be effective in the delivery of instructions. The respondent inclusive education teachers are capable in their instructional strategies in inclusive education. The respondent inclusive education teachers highest educational attainment is associated with the relative effectiveness in their instructional strategies. On the basis of the findings in this study and the conclusions drawn, the following are hereby recommended: The Department of Education should enhance access to training sessions for educated, married female workforce aged 31-40, implementing flexible options like online courses or local workshops for professional development. The Inclusive Education Program's instructional strategies are effective, but schools should modify them, prioritize teacher professional development, and establish evaluations to ensure continuous improvement and adapt to diverse learner needs. Educational stakeholders should focus on implementing effective instructional practices for inclusive education. Teacher professional development should highlight practical strategies and innovative techniques to enhance student outcomes, promoting collaboration and sharing best practices among educators. Educational institutions should prioritize advanced training for teachers in inclusive education programs, focusing on initiatives that promote higher educational attainment. Division-level training should be tailored to local needs to enhance effective teaching practices and meet diverse student needs.

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