



Lived Experiences of Elementary Public School Teachers in Practicing Inclusive Education

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Abstract

This study employed a qualitative research design to explore and understand the lived experiences of public-school teachers in implementing inclusive education. Data were collected through a researcher-made semi-structured interview guide, allowing fifteen (15) public school teachers from Metro Cebu to share their insights and experiences. The analysis of the data revealed four major themes: (1) insufficient resources and increasing workload demands among teachers, (2) the challenge of managing diverse learners within inclusive classroom environments, (3) the importance of parental involvement and strong home-school partnerships in supporting learners, and (4) the use of adaptive teaching strategies alongside teacher-initiated interventions. It is concluded that public school teachers demonstrate various teaching methodologies and strategies in implementing inclusive education in their daily classroom activities. Even so, teachers also do experience challenges such as the lack of resources and an increase in workload, making it more challenging for them. It is recommended that the government, through the Department of Education and school administrators, provide sufficient teaching materials, training, and support to help teachers effectively implement inclusive education.

Keywords: elementary education, implementing inclusive education, inclusive education, public school teachers

1. Introduction

Inclusive education is the act of ensuring all children, regardless of their differences, have the opportunity to be in the same classroom as other children of their age and, as a result, have the best possible exposure to the curriculum (NCTE, 2021). According to Oliveros *et al.* (2025) ^[9], public school teachers face significant challenges due to limited institutional support, which limits their ability to implement effective and inclusive teaching methods. In spite of the fact that inclusive education has been widely studied, from its planning process to its procedure of execution up until its implementation, most of the existing literature focuses on its good and bad sides, lack of resources, and its outcomes, overlooking qualitative evidence capturing how teachers emotionally, professionally, and instructionally navigate inclusive practices on a day-to-day basis. Despite the growing body of literature on inclusive education, it does not sufficiently address the firsthand experiences of public school teachers that need to be looked at from a phenomenological view. This study aims to explore the lived experiences of public school teachers in implementing inclusive education through a qualitative phenomenological research approach, focusing on their emotional, professional, and instructional realities. According to UNICEF, inclusive education is the best way for ensuring that every child has an equal opportunity to attend school, study, and acquire the skills necessary for success. In the Philippines, inclusive education is defined by the 2009 Department of Education Order No. 72 as the belief that all children, regardless of race, size, shape, color, ability, or disability, should be welcomed and supported by school personnel, students, parents, and the community (Republic Act No. 11650, 2022) ^[12]. The Philippines' public school systems adhere to inclusive education policies, which guarantee respect, acceptance, and purposeful learning in the classroom. These policies highlight equality, access to better

education and support placing teachers as the main driver of inclusive practices. Public school teachers play a vital role in ensuring a successful implementation of inclusive education, they face growth as well as challenges. According to a study by Galutera (2025)^[6], public school teachers face challenges like managing diverse settings, limited resources, but still experiencing meaningful professional growth in inclusive teaching. Studies on inclusive education show that public school teachers experience both rewarding and difficult situations when implementing inclusion in their classrooms. Some teachers report positive experiences such as feeling fulfilled when they see students with disabilities participate more, improve socially, and become accepted by their classmates. Macabenta *et al.* (2023)^[7] found that teachers in the Philippines experienced personal and professional growth through collaboration with colleagues and parents. Similarly, Sanchez *et al.* (2021)^[15] noted that teachers gained confidence and improved their teaching practices when they received enough training and resources. However, other studies also point out challenging experiences, including lack of materials, limited training, large class sizes, and heavy workloads, which often cause stress and frustration among teachers. Rosales (2020)^[13] explained that teachers' experiences vary depending on the level of support they receive from school administrators and other stakeholders. International reports, such as those from UNESCO (2017)^[20], also show that teachers tend to have better experiences in countries where inclusive education is strongly supported by policy and funding. Overall, the literature shows that teachers lived experiences in inclusive education are shaped by support systems, training, and resources available to them. However, due to a lack of resources, training, support, and suitable teaching aids, not all schools are completely inclusive, which reduces the impact of implementation (Tagyamon *et al.*, 2025)^[16]. In exploring the lived experiences of public-school teachers in implementing inclusive education in Philippines, teachers have always identified the presence of significant barriers that make inclusive education difficult in reality. For instance, teachers stated that the lack of resources, such as learning materials, assistive devices, and infrastructure support, has been a substantial hindrance to their efforts to implement inclusive education. These shortages not only make it difficult to offer personalized support but also create a gap between the ideals of inclusiveness and the realities in the classroom. The teachers also noted a lack of parental involvement and poor collaboration with parents, which makes it challenging to identify the needs of the learners with disabilities (Macabenta *et al.*, 2023)^[7]. In a study conducted in Pili East District, many teachers have reported a lack of training and preparation to meet the diverse needs of students in special education in their classrooms (Beltran *et al.*, 2025)^[4]. In accordance with Salguet (2025)^[14], this is because they lack professional development in this area and are therefore not prepared to meet the challenges that come with managing students in inclusive classrooms. Moreover, a meta-synthesis of experiences of Filipino teachers revealed persistent challenges in terms of limited preparedness, lack of specialized expertise, and social circumstances that negatively affect the teaching effectiveness, which contribute to teacher stress, frustration, and burnout as they make an effort to provide inclusive education (Macabenta *et al.*, 2023)^[7]. Based on existing studies, observations, and experiences, the implementation of inclusive education has both positive

and negative effects on teachers. On the positive side, teachers' experiences contribute to the development of skills in managing diverse learners, which helps create a supportive and harmonious learning environment for all students. However, challenges arise when teachers lack adequate support and when guidance from higher authorities is inconsistent, which may negatively affect their work and well-being. Therefore, this study aims to explore the lived experiences of public-school teachers in implementing inclusive education.

2. Method

This study was a qualitative type of research, specifically utilizing a descriptive phenomenological research design. Its primary aim was to determine the lived experiences of public-school teachers in implementing inclusive education. According to Manen (2017), phenomenology was a research approach that studied how people experienced and gave meaning to events as they appeared in consciousness. It sought to understand the essence of lived experiences while distinguishing actual experience-based studies from discussions about phenomenological research methods. Additionally, researchers used phenomenology in their study because it helped them understand people's real-life experiences.

2.1. Problem formulation

The main purpose of this study is to explore the lived experiences of public-school teachers in implementing inclusive education.

1. What are the experiences of elementary public-school teachers in practicing inclusive education?

2.2. Data evaluation

The author evaluates the contents of the research journal obtained so that the research data to be discussed can be in accordance with what is desired.

2.3. Sampling Design, Research Respondents & Environments

Fifteen (15) public school teachers who implemented inclusive education were selected as respondents using convenience sampling, as they were accessible to the researchers and willing to participate. The respondents consisted of teachers from multiple public schools within Cebu City, Philippines. These teachers were selected to provide insights into their experiences in implementing inclusive education. The selected locales of the study were public schools in Cebu City that actively implemented inclusive education programs. The locale of the study was chosen due to its accessibility and the presence of active inclusive education practices, providing a suitable context for examining the experiences of teachers in implementing inclusive education.

2.4. Research Instrument

In this qualitative descriptive phenomenological study, the researchers served as the primary research instrument. They were directly involved in collecting and interpreting the data through close interaction with the participants. By listening carefully to the teachers' narratives and asking 3 appropriate follow-up questions, the researchers aimed to understand the lived experiences of public-school teachers in implementing inclusive education. To support the

researchers during data collection, a researcher-made semi-structured interview guide was used. The interview guide was developed based on related literature and the objectives of the study to ensure that the questions were aligned with the research focus. The semi-structured format allowed participants to freely share their experiences while giving the researchers flexibility to probe for clarification and deeper understanding.

2.5. Data Gathering Procedure

For this study, the process of data gathering began with securing ethical clearance and then focused on seeking permission from the concerned school authorities for the conduct of the study. With permission, identified teachers of public schools who had qualified for this study were approached for the conduct of this research, after which the study was clearly discussed with the participants for them to give their consent before any data-gathering process took place. The data were collected using semi-structured interviews to delve into the practical experience of public-school teachers in the implementation of inclusive education. The interviews were conducted at times convenient to the participants, whether personally or using online tools. With consent from the participants, the interviews were tape-recorded to confirm the authenticity of the data collected. After completion of the interviews, the recorded voices were transcribed and analyzed. All gathered information was treated confidentially and used only for academic work.

2.6. Data analysis and interpretation

The data that were collected used thematic analysis. The researchers utilized Braun and Clarke's (2006) six-step thematic analysis, which was an essential process for identifying, analyzing, and interpreting patterns or themes within qualitative data (Yardley, 2025)^[24]. After gathering the data, the researchers familiarized the data first, then generated codes and grouped them into themes. They then checked the themes, defined and named them, and lastly, wrote them all down.

2.7. Ethical Considerations

The ethical considerations were secured before the conduct of the study to ensure that protocols were observed. The respondents were informed that the data collected would not be disclosed to anybody or anywhere for another purpose or any way that might identify them. The respondents were informed regarding the purpose and procedure of the study.

3. Results and Discussion

3.1. Results

In this study, four (4) emergent themes were identified, namely, (1) insufficient resources and increasing workload demands of teachers, (2) managing diverse learners within inclusive classroom spaces, (3) parental involvement and home-school partnership in supporting learners, and (4) adaptive teaching strategies and teacher-initiated interventions

4. Discussion

Theme 1: Insufficient Resources and Increasing Workload Demands of Teachers

Theme 1 highlights one of the educators challenges and it

is not having the right tools and support to meet the needs of every student, and with that, teachers often compensate by working longer hours to create or adapt their own materials (Castle Education of United Kingdom, n.d) This is supported by the following responses of the informants: To begin with Teacher 11 addressed *that kay limited paman ang bali funds sa government para makapadala ug mga teachers to train so mao na cya*. Because the government's funds for sending teachers to training are still limited, that is the reason as stated by Teacher 11. In line with that, Teacher 13 supported as per her statement that *Okay, first is uh maka drained. Maka drain siya uh there comes a time nga ni hilak na gyud ko. Very na gyud akong kuan, kay wala, I don't know how. how I will handle him? How to stop his behavior? Kay manusok man gyud siya miss. Ingon ana ba, unya sige nakog, mura nakog na trauma nga dili nako katug ug tarong. Okay, first is, uh, it is draining. It really drains me. There came a time when I really cried. It was already very... my situation, because I don't know how... how I will handle him. How to stop his behavior? Because he really pinches, miss. Like that. And I keep on... it feels like I am already traumatized because I can no longer sleep properly*. Moreover, as emphasized by Teacher 8's experience *unsay pwede matabang sa government para sa kuan so far wala juy mga kuan project implementation regarding sa kanang kuan kanang gibuhath sa school na para sa mga kanang inclusive learners mga ingana wala pero nakaseminar ko ug sned special needs education so yes i have attended 3 days seminar about sned (??) to application it was not really applied because there is no program nga that you can kanang imo silang murag there is no recommendation ba na pwede nimo sila i apply sa skwelahan, i think its teachers kuan nalng jud na siya kanang teachers unsay term ana niya oi teacher's initiative na how to kuan address the kanang kuan mga inclusive learners. What can the government help with, for the situation? So far, there are really no projects or implementations regarding that—like what the school is doing for those inclusive learners, nothing like that. But I was able to attend a seminar on SNED (Special Needs Education), so yes, I attended a 3-day seminar about SNED. But in application, it was not really applied because there is no program where you can... like, there is no recommendation that you can apply for them in the school. I think it is already on the teachers—it's the teachers' initiative on how to address those inclusive learners. – Teacher 8 ang kani jud ang paghandle sa ila behavior that is a big challenge kay that is a big sacrifice jud na na kanang kay mag kuan man gud na imong kuan gud madoble man gud na imong focus. This one, really, handling their behavior—that is a big challenge because it is truly a big sacrifice, because your focus gets doubled*. These experiences indicate the participants' usually encounters with insufficient resources in implementing inclusive education, such as limited budget for trainings and opportunities, lack of multidisciplinary teams, medical awareness, confusion of their roles, and unnecessary workloads. When considering the effect of an increased workload coupled with a lack of job resources on educators' well-being, is it not surprising to note that many educators feel that their workload affects their health and personal lives (Fourie and Tonder 2015)^[5]. Educators also reveal that they are not able to manage their workloads. The teachers also felt that there were

inadequate teaching and learning resources available to cater for the students with special needs, hence making it very challenging for the teachers to successfully teach a concept to the students (Parveen and Qounsar 2018) ^[10]. These findings show that implementing inclusive education often gives a hard time to our educators, especially if not provided with the necessary resources and with an unclear amount of workload, causing a strain on the very purpose of inclusive education. These findings imply that inclusive education comes with challenges with persistent lack of resources and unnecessary workloads.

Theme 2: Managing Diverse Learners within Inclusive Classroom Spaces

This theme refers to an environment that respects diversity, the educators understand that diversity encompasses every child and their varied personalities and learning needs, not only those with special needs (Webster, 2014) ^[23]. This is supported by the following responses of the informants: Teachers employ various classroom strategies to encourage participation and manage behavior, particularly by creating environments that motivate learners through peer interaction. *ma encourage siya kay kung ibutang nako siya sa group na kiatan pud, the more man siya ka hyper so ibutang nako siya dinha para ma kuan siya ma ingganyo siya like mo participate mao na siya karon mo active participating nagyud na si Tyron kasi pag first niya diri, mag wild gyud na siya, mo ligid ligid siya diri, mohilak siya, mo shout siyag kalit. He becomes more encouraged because when I place him in a group with playful or energetic classmates, he becomes even more active. So, I put him there to motivate and engage him to participate. That's why now Tyron is already actively participating. When he first came here, he would really act out—he would roll around, cry, and suddenly shout as experienced by Teacher 2.* Alongside this, Teacher 6 emphasizes the importance of maintaining a supportive and respectful approach when addressing student behavior, prioritizing trust-building over public reprimand. *ako personally, dili man gyud ko mag reprimand sa bata in front of the crowd kay basig higher grade namn so basig mauwaw, so ma humiliate ang bata so we will have one on one nga what is wrong, are you hungry? wakay bawn? basi'g gigutom ang bata, gi kasab an ba or wala later on ang murag trust issues murag makuan na sa imoha, kanang half way na sa quarter maka ingon ang bata nga ay okay nako ani na teacher. dinako mahadlok ani niya. Personally, I do not reprimand a child in front of the class because they might already be in a higher grade and could feel embarrassed or humiliated. Instead, I talk to them one-on-one and ask what is wrong. I ask questions like, "Are you hungry?" or "Do you not have food?" Maybe the child is hungry or was scolded at home. Later on, the child may develop trust with you. By the middle of the quarter, the child might say, "I am okay with this teacher now. I am no longer afraid."*

In addition, Teacher 14 believed that fostering an inclusive classroom environment requires fairness and genuine acceptance, ensuring that all learners are treated equally regardless of their differences. *kanang wala kay discrimination sa bata, wala kay favoritism ba. Kuan nalang equal treatment sa mga bata, even if naa silay mga kapansanan ba. Nya imo nalang gyud na dawaton wholeheartedly. You should not have any discrimination*

toward the children, and there should be no favoritism. Instead, give equal treatment to all students, even if they have disabilities. You just have to accept them wholeheartedly.

Finally, the establishment of clear classroom rules and policies provides structure and guidance, helping students understand expectations and maintain appropriate behavior. *Kuan sa akong classroom ma'am kay kuan ko mag ano ko uh ofcourse naa gyud tay mga rules and policies aron ba kanang ang mga bata ma guided sila kung unsa ila buhaton. In my classroom, ma'am, I make sure to have rules and policies so that the students are guided on what they should do as highlighted by Teacher 15.*

Theme 3: Parental Involvement and Home-School Partnership in Supporting Learners

Theme 3 highlights that home-school partnerships involve meaningful relationships between teachers and parents, where parental involvement is a crucial factor. In these partnerships, a sense of teamwork exists between homes and schools, built on communication and the exchange of information (Anazia *et al.*, 2025) ^[2]. This is supported by the following responses of the informants: The role of parents emerges as a significant factor in supporting inclusive learners, particularly through consistent communication and involvement in the child's development. As expressed by Teacher 2, *Iyang Parents, ang parents storyaon pud nimo mao na ang mama mo ari. Nindot kaau kay dako jud kaaug improvement, therapy mani siya, wala man siya ga therapy karon. Wala man siya ga therapy kay maka go with naman siya sa iyang mga klasmets. You also need to talk to the parents. That is why the mother comes to school. It is really nice because there is a big improvement. This is like therapy for him, even though he is not currently attending therapy. He is no longer in therapy because he can already get along well with his classmates.* In connection to this, Teacher 4 emphasizes the importance of proper assessment and open communication with parents before making any conclusions about a child's condition. *so, we cannot just label man gud the child without assessing them so the first thing that I, as a teacher have to do is I have to communicate the parent regarding about the status of his or her child. We cannot just label a child 7 without properly assessing them. So, the first thing I, as a teacher, have to do is communicate with the parents about the status of their child.* This communication becomes even more crucial when teachers begin to notice behaviors that may require attention and understanding from both school and home. As experienced by Teacher 8 *so of course makipag communicate jud ka sa parents if ever naa kay mabantayan na kanang kuan mabantayan na naay something na there is something na naa man jud ni siyay kanang kuan naay sariling mundo oh diba so mao na siya. Of course, you really need to communicate with the parents if you notice something unusual, like when the child seems to be in their own world. That is something important to address.* Moreover, Teacher 9 believed that strong parental support and a positive family background contribute significantly to the child's successful inclusion in the classroom. *So good thing, the parents of the child is very supportive and unya kanang ang child pud is maayu iyang family background bitaw, kanang ang parents kay responsible in terms sa pag deal nila sa ilang bata so pag-*

about diri sa akoang kuan akoang klase is wala ra mura ralog nagklase ug kanang normal na meaning ng na inclusive kanang na part jud siya sa mga bata ra pud na dili pareha niya, tagaan ra nako siya ug activities na intended ra pud sa iyang mga classmates. It is a good thing that the child's parents are very supportive, and the child also has a good family background. The parents are responsible in how they deal with their child. So when the child comes to my class, it feels just like a normal class. It is inclusive, meaning the child is really part of the group with classmates who are not like him. I give him the same activities that are also intended for his classmates. In some cases, such as what Teacher 11 experienced, this level of support even influences decisions within the school, reinforcing the value of parental involvement in the child's educational placement and progress. *Iyaha sad to kang mam nako gipabalhin kay akong gibuhad ato niya dae noh kay iyahang parents' supportive man sad kaayu. I also had him transferred to my class, ma'am, because his parents are very supportive.* These experiences indicate that the participants benefit in many ways by gaining valuable insights and understanding through their interactions with the students and communication with the parents and how parents' support, involvement, and communication can greatly affect children's learning, behavior and development. In accordance with The Annie E. Casey Foundation (2025) [17], parents' involvement in their children's education and the school fostering positive relationships with parents have been found to have a positive impact on children's attendance, behavior, performance, and social adaptations. These findings show that teachers can effectively recognize the needs of their students by actively engaging with their parents. This can provide teachers with the opportunity to create an effective learning environment for their students. These findings imply that schools need to emphasize the importance of home-school partnerships, encouraging parental involvement as part of effective teaching, ensuring that no child is left behind.

Theme 4: Adaptive Teaching Strategies and Teacher-Initiated Interventions

Theme 4 tackles about Adaptive Teaching Strategies and Teacher-Initiated Interventions and these are defined as a "twofold approach in which, prior to teaching, teachers identify potential barriers to learning through effective planning, and then during teaching, continually modify their instruction based on ongoing assessment and feedback" to ensure all pupils access the same high-level curriculum (The National College, 2024) [19]. This is supported by the following responses of the informants: The use of differentiated instruction emerges as a central strategy in addressing the diverse learning needs of students, allowing teachers to adjust their approaches based on individual differences. According to Teacher 3 *Ahm as a teacher, kanang kung naa koy ahmm student or pupil na kanang kuan lahi siya sa kanang mga regular (??) ahmm I will give him or her ahmm lain na kanang kuan lain na activities which which is different from the mga kuan mga pupils. Ahmm that is what called differentiative activities, then my role ahmm is to guide the is to guide them and ahm teach them good values. As a teacher, if I have a student or pupil who is different from the regular learners, I will give him or her different*

activities from the other pupils. This is what is called differentiated activities. My role is to guide them and teach them good values.

This approach is further strengthened through intentional adjustment of instructions, ensuring that learners feel included and capable within the classroom environment. *You just have to differ you instructions gyud.hmm. So we have to have a simplified group activity, where these learners can jive or can also feel welcome inside the classroom. So, mao gyud na i differ namo ang classroom ahh among instructions gyud based sa ilahang strength and also sa ilahang weaknesses kay we don't have. We. lisod man jud kaayo nu ang pag prepare ug simplified na activities especially for (??) instructions, nya kay ma feel man gyud sila nga they're being. They're not...they're not joi.been joined together ba, ma feel sila nga ngano wako apila, nganong kanang unsa may activity para sa amoa, so amoa nalang is para naa pud silay activities nga ma assess namo ang ilahang learning styles kay mao na mokuan mi through differentiative instructions gyud. You really need to differentiate your instructions. We should have simplified group activities where these learners can fit in and feel welcome inside the classroom. So we really adjust our classroom instructions based on their strengths and weaknesses. It is also difficult to prepare simplified activities, especially for instruction, but it helps them feel included. Without it, they might feel left out and ask, "Why was I not included?" or "What activity is for us?" So we make sure they also have activities where we can assess their learning styles. That is why we use differentiated instruction as stated by Teacher 4. Moreover, Teacher 5 shared an experience that in practice, teachers rely on systematic assessment to better understand their learners and tailor instruction accordingly. *I experience kanang lahi lahi mani silag kinaiya jud, so first ana, amo pana silang e kanang e, diagnostic test para makahibaw mi unsa ila weakness and strength and then diha na namo mahibaw an through result kinsa tong mga need, mag need jud ug kanang bata na kinahanglan focusan, Kay diha through the result of diagnostic test makita mana nimo ang bata na kinsay angay na weak, kanang average, kanang, kanang, dali Maka catch up ma gropo na namo sila, so kinahanglan kanang mga bata na weak, amoa pud nang sila tagaan ug instructions nya makuha raba nila dayun they should be guided, and katong sa average, pwede ra sila ka work on there own katong mga proficient namo na bata na kamao na jud so ing anaon namo sila pag, kuan diri sa school. I experience that they really have different personalities. First, we give them a diagnostic test so we can know their weaknesses and strengths. Through the results, we can identify which learners need more attention and focus. The diagnostic test helps us see who is weak, average, and those who 9 can easily catch up, and we group them accordingly. For the learners who are weak, we give them guided instructions so they can understand and catch up. For the average learners, they can work on their own. For the proficient learners who are already skilled, we also give them appropriate tasks. That is how we handle them in school. Similarly, Teacher 12 stated that grouping learners based on ability during classroom activities allows for more targeted and effective instruction. *Uhm actually ma'am, uh mis. During our uhm discussion, as a whole, we'll teach lessons. Then during the application wherein, they will be grouped according to***

their abilities. There are slow learners, average, and the uh fast learners. So, they have different activities based on their capabilities or abilities. Oo differentiated instruction. Uhm actually ma'am, during our discussion as a whole class, we teach the lesson together. Then during the application part, the students are grouped according to their abilities. There are slow learners, average learners, and fast learners. They are given different activities based on their capabilities. That is called differentiated instruction. Furthermore, recognizing the presence of diverse learning needs, including disabilities, reinforces the necessity of adapting both instruction and classroom environment. *Kuan kanang sa diverse learning needs, kanang students have different abilities in-ana siya. Nya ang kanang iyang learning styles niya. Nya imong instructions ana, nya ang kanang mga needs sa mga bata specially kanang kuan with disabilities ba naa man gyud na. Naa kay bungol, wa? Ana rag mata, iyang mata ba di kakitag layo, dili gani kinahanglan, need gyud nimo siya ipaduol sa board. Naa ko ana atubangan gyud na nako siya. Murag iyang mata di kakita ba. Unsaon nimo pag handle? Pwede ka mo gamit ug differentiated instructions kana siya, unsa pa? Kanang mo hatag ka ug kuan kanang provide simpler instructions sa bata. In diverse learning needs, students have different abilities and learning styles. Their needs are also different, especially for those with disabilities. For example, there are students who cannot hear well, and some who have difficulty seeing, like those who cannot see things clearly from a distance. In that case, you need to let them sit near the board. I have experienced that, and I place the student in front because of poor vision. To handle this, you can use differentiated instruction. You can also give simpler instructions to help the student understand better and meet their needs as highlighted by Teacher 14.*

These experiences indicate that participants manage classroom diversity by conducting diagnostic assessments to identify student weaknesses, implementing differentiated instruction, and providing simplified activities that cater to varying ability levels to ensure that every learner, including those with physical or cognitive disabilities, is properly guided and supported. Ambition Institute (2025) ^[1], confirms that adaptive teaching is the most effective way to support an inclusive classroom because it focuses on "adapting the support students receive, rather than lowering the expectations of what they can achieve." These findings demonstrate that by intentionally changing how they deliver lessons and using strategic grouping to match each student's current skill level, teachers highlight their own essential role in building a classroom where every student can learn through a flexible and responsive approach. This implies that 10 when educators proactively adjust their teaching methods to meet the specific needs of diverse learners, an inclusive and equitable classroom environment becomes achievable.

5. Conclusion

Understanding the lived experiences of public-school teachers in implementing inclusive education is essential for improving teaching practices and learning outcomes. The study shows that teachers face challenges such as limited resources, heavy workloads, and diverse learner needs, yet they employ adaptive teaching strategies, differentiated instruction, and promote parent involvement

to support student learning. It is recommended that the government, through the Department of Education (DepEd) and school administrators, provide sufficient teaching materials, training, and support to help teachers effectively implement inclusive education.

6. Thank-You Note

The author would like to thank previous researchers for their contributions in conducting research on the lived experiences of elementary public-school teachers in practicing inclusive education. Thanks to the research results obtained by previous researchers, I and other readers can obtain complete information on the lived experiences of elementary public-school teachers in practicing inclusive education. This information will certainly be very useful as a basis for further research to create innovative and useful learning media for students. I hope that the results of writing this article can provide a broader picture of the feasibility and response of students to the lived experiences of elementary public-school teachers in practicing inclusive education that has been developed.

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