

Challenges Faced and Strategies Employed by Teachers in Handling Mainstreaming Classes in Secondary Schools

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Abstract. This study aimed to extensively study teachers' attitudes towards challenges and the strategies they employ to guide students in inclusive environments. It presents an excellent opportunity to investigate teachers' challenges, develop practical solutions, and inform curriculum planning for enhancing inclusive education in mainstream classrooms. Through systematic sampling, the researcher employed a descriptive-correlational design to select 180 secondary public-school teachers in Dumaguete City, strictly adhering to ethical procedures during data collection. A validated questionnaire was used for data collection, which was then analyzed using the mean, Spearman's Rank-Order Correlation Coefficient, and Point-Biserial Correlation. The findings revealed, on a 5-point scale (1 = very low extent to 5 = very high extent), that teachers handling Learners with Special Educational Needs (LSENs) in mainstream classes experienced a high extent of challenges ($\bar{x}$ =3.52 to 3.73) in the areas of training and professional development, materials and resources, learner behavior, and school facilities. To address these challenges, teachers employed various coping strategies to a similar extent ($\bar{x}$ = 3.68 to 3.90), including adaptive, collaborative, emotion-focused, and problem-solving approaches, as well as utilizing individualized education plans and support from colleagues. Moreover, the study found that challenges related to learner behavior and school facilities were significantly correlated with teachers' coping strategies, and that the extent of challenges encountered was significantly associated with their educational attainment.

Keywords: Classroom management; Coping mechanism; Inclusive education; Learners with Special Educational Needs (LSENs); Mainstream class; Teachers' challenges.

1.0 Introduction

Despite being widely promoted globally, inclusive education continues to face significant challenges in its implementation in most parts of the world. It aims to address all the specific needs of the learners. It acknowledges that every child can learn and possesses unique qualities, interests, skills, and educational requirements (UNESCO, 2023). As a fundamental right, inclusive education facilitates children's successful integration into society. In addition, UNICEF's Strategic Plan 2022–2025 emphasizes an equity and inclusive approach to guarantee that every child has fair access to high-quality education. However, Arias et al. (2023) identified several challenges in implementing inclusive education. These include inadequate resources, limited specialized training and professional development, inconsistencies in inclusive education laws and policies, and insufficient government support. Other issues involve a well-structured curriculum and effective classroom management, gaps in assessment methods, low awareness of inclusive education, and collaboration among stakeholders in eleven Asian countries.

In the Philippine context, former President Rodrigo Roa Duterte signed Republic Act No. 11650 on March 11, 2022. This law established services for students with disabilities and outlined an inclusive education policy. It affirms the rights of individuals with disabilities, presenting ways to make education and support services more accessible. It also highlights areas that require further development. While the implementation of inclusive education remains modest in some places, significant progress has been made in teacher preparation and competence (Cayabyab, 2023). Furthermore, Omoso and Villarente (2024) indicated that regular classroom teachers could implement inclusive education practices even without formal training. This highlights the potential for further capacity-building initiatives.

Damalerio et al. (2024) and Sulio and Martin (2022) found that teachers in San Mateo, Isabela, and Sta. Cruz, Davao del Sur, faced multiple challenges in working with students who have learning disabilities. This included insufficient time, high parental expectations, behavioral issues, fostering students' self-esteem, managing emotional difficulties, and navigating curriculum structures and instructional materials. In contrast, Omoso and Villarente (2024) argued that educators have found ways to overcome various obstacles despite lacking formal training in inclusive education. Similarly, Abellana et al. (2023) found that teachers in Sagbayan and Talibon, Bohol, effectively employed coping strategies when working with learners with special educational needs (LSENs). Despite these studies, a gap remains in research concerning the specific challenges teachers face in mainstream classrooms and the strategies they employ to address them. This study addresses the gap by examining their lived experiences in inclusive classrooms.

Inclusive and quality education for all is a fundamental goal of the global education agenda. In mainstream classrooms, students with various learning needs are integrated. This creates the challenge of addressing individual differences while keeping all students engaged. This study supports Sustainable Development Goal 4: Quality Education—specifically Target 4.5, which seeks to reduce education disparities and ensure equal learning opportunities. The research aims to strengthen inclusive education policies and teacher support by identifying effective teaching methods and support systems. Ultimately, it seeks to improve learning outcomes for all children.

2.0 Methodology

2.1 Research Design

A descriptive-correlational survey design is used for this research. The descriptive component identified the difficulties teachers encountered and their coping responses in instructional practice as they adapted to mainstream classes with LSEN students. The correlational component examined the correlation between problems and coping strategies. This design facilitated a better understanding of the relationship between specific issues and respective coping responses in inclusive education.

2.2 Research Locale

This research was implemented in Dumaguete City, the capital of Negros Oriental, Philippines, and known as a "University Town" and a "Center of Learning in the South." It was conducted among seven public secondary schools of the DepEd-Dumaguete Division: Camanjac National High School (CNHS), Dumaguete City National High School (DCNHS), Hermenegilda F. Gloria Memorial High School (HFGMHS), Junob National High School (JNHS), Piapi High School (PHS), Ramon Teves Pastor Memorial High School (RTPMHS), Taclobo National High School (TNHS). These schools were selected because they offer inclusive education programs for LSENs, despite the limited availability of specialized SPED teachers. Regular classroom teachers support LSENs by adopting inclusive practices, adjusting the instruction, and collaborating with stakeholders.

2.3 Research Participants

The respondents were the teachers from the junior high school of the Dumaguete Division for SY 2024–2025. A sample of 180 teachers was drawn from a population of 268 teachers using systematic sampling, which involved selecting every second teacher on the list to ensure randomness and reduce selection bias. Only teachers with immediate experience dealing with LSENs in inclusive classrooms were included in the sampling frame.

2.4 Research Instrument

The questionnaire has four parts. Part I contained the disclosure statement, in which the teachers agreed to participate in the study, understanding that all data would remain confidential. It also outlined the purpose of the study. Part II focused on gathering the demographic information of the respondents. At the same time, Part III sought data on the challenges teachers faced in mainstream classes with LSENs. Questions were derived from frequent issues identified through consultations with teachers to ensure applicability to actual classroom contexts. Lastly, Part IV measured the coping mechanisms employed. Derived from reputable books and internet sites, the instrument was edited through a literature review and certified by three stakeholders, a Special Education expert and two master educators with experience in inclusive classes. Based on their feedback, we guided the elimination of confusing items, the removal of duplicative questions, and the inclusion of context-specific information.

A dry run was conducted with thirty Senior High School (SHS) teachers from DCNHS to pilot-test the clarity and wording appropriateness of the questionnaire, as well as the estimated time to complete it, before its final distribution. The reliability of the items was assessed using Cronbach's alpha test, the most appropriate method for survey research where responses vary and were scored differently (McMillan & Schumacher, 2001). This assesses internal consistency and how similar items are on a scale ranging from 0 (no consistency at all) to 1 (absolute consistency). A minimum alpha of 0.70 is acceptable. The outcome revealed high alpha coefficients for all the variables, implying satisfactory internal consistency, and the questionnaire effectively measured the intervening factors influencing education.

2.5 Data Gathering Procedure

A letter was sent to the dean of the Graduate School, then to the Schools Division Superintendent of the Dumaguete Division, and then to the school principals. Copies of the refined questionnaire were attached to the letters. Upon approval, the researcher presented the approved request and the questionnaires to the respective respondents. They were given a week to answer the questionnaires and to maximize response accuracy. Midway reminders were given to encourage honest and prompt responses.

2.6 Data Analysis Procedure

The researcher used the following statistical tools to analyze the data: Mean ($\bar{x}$). This was used to determine the extent of (a) challenges faced by teachers and (b) coping strategies they applied in instructional practices when dealing with students in inclusive education. The answers were rated on a Likert scale of 1 to 5, with descriptors ranging from "Strongly Disagree" to "Strongly Agree" or "Very Low" to "Very High," depending on the nature of the item. Spearman's Rank-Order Correlation Coefficient (r_s). This was employed to assess the degree of relationship between (a) teachers' challenges and strategies, and (b) teachers' profiles regarding age and educational attainment, as well as the extent of challenges they faced and the strategies they used. Spearman's correlation was used instead of Pearson's correlation since at least one variable in every comparison was ordinal and the data were not normally distributed, which is an assumption for parametric tests. Point-Biserial Correlation (r_{pbi}). This was utilized to examine the relationship between teachers' profiles in terms of sex and the extent of challenges they faced and strategies they employed. This test was appropriate because sex is a nominal variable, while the other variables were measured on an ordinal scale.

2.7 Ethical Considerations

Research ethics were strictly observed and maintained throughout the study. Ethical approval was obtained from the Ethics Committee of the Foundation University Research Office. Informed consent was obtained from all respondents before their participation to ensure they fully understood the study's purposes, procedures, and potential implications. Participation was voluntary, and participants could withdraw at any moment without penalty. Confidentiality and anonymity were maintained by coding or erasing personal identifiers. A debriefing was conducted at the termination of participation, wrapping up the study and providing contact information in case of follow-up questions or concerns. While no significant risks were anticipated, discussing professional challenges might have caused discomfort. To mitigate this, participants were assured that their answers would be used solely for research purposes and would not be linked to their identities. No coercion or undue influence was used to obtain responses. Care was taken to avoid power dynamics that might have pressured teachers, and transparency in data handling, analysis, and reporting was maintained. AI applications such as ChatGPT were

utilized for support purposes only, with all interpretations made solely by the researcher to maintain accuracy, originality, and ethical integrity throughout the study.

3.0 Results and Discussion

3.1 Challenges Experienced by Teachers in Handling LSENs in Mainstream Class

In Terms of Training and Professional Development

Table 1 presents the extent of challenges experienced by teachers in handling LSENs in mainstream classes, particularly in terms of training and professional development. The results indicate that, generally, teachers faced challenges to a high extent, which is evident in the composite mean of 3.52. They faced problems due to limited training which often included basic preparation ($\bar{x} = 3.83$), a lack of specialized training for students with disabilities ($\bar{x} = 3.73$), insufficient coverage of mainstream classroom strategies ($\bar{x} = 3.63$), training scenarios that do not apply to real classroom situations ($\bar{x} = 3.54$), and rare participation in professional development sessions ($\bar{x} = 3.50$).

Table 1. *Extent of Challenges Experienced by Teachers in Handling LSENs in Mainstream Class in terms of Training and Professional Development (n = 180)*

Indicators	$\bar{x}$	VD	EoC	SD
1. I only have the basic amount of training to handle learners with special educational needs.	3.83	A	H	1.07
2. I lack the specialized training necessary to effectively address the specific needs of students with certain types of disabilities.	3.73	A	H	1.05
3. I received training that barely managed to cover aspects of mainstream class.	3.63	A	H	1.05
4. I found the examples and scenarios used in the training sessions to be hardly applicable to real classroom situations.	3.54	A	H	1.07
5. I rarely attended professional development sessions on inclusive education, even at least once a year.	3.50	A	H	1.12
6. I have barely improved my ability to manage diverse classrooms despite undergoing training and professional development.	3.24	MA	M	1.10
7. I feel doubtful applying the strategies learned during professional development in my daily teaching.	3.17	MA	M	1.11
Composite	3.52	A	H	1.08

These findings suggest that teachers struggled to effectively meet the diverse needs of students in inclusive education, as the lack of specialized training may have hindered their ability to implement appropriate teaching strategies and accommodations. These findings align with those of Sumayang et al. (2022), who found that teachers lacked access to seminars and training, leaving them unequipped with the advanced skills necessary to address diverse learner needs. Similarly, Arias et al. (2023) reported that teachers encountered challenges due to the limited availability of specialized training and professional development. Mpu and Adu (2021) emphasized this issue, while Al-Rashaida and Massouti (2024) also highlighted that the teachers expressed apprehension about their limited opportunities to learn about and interact with students who have special educational needs (SEN) during their pre-service education.

Furthermore, teachers reported that challenges remain moderate in improving their classroom management skills despite undergoing training and professional development ($\bar{x} = 3.24$). They also expressed doubts about effectively applying the strategies learned in training ($\bar{x} = 3.17$). This implies that teachers recognized the challenges of managing mainstream classrooms. Even after undergoing professional development training, they still feel uncertain about applying what they have learned in practice. More ongoing support, such as mentoring, peer collaboration, and hands-on practice, is highly needed. Omoso and Villarente (2024) echoed this concern, noting that teachers continue to advocate for formal training in inclusive education rather than relying on makeshift approaches. On the other hand, Crispel and Kasperski (2021) found that after completing coursework in special education, teachers experienced a positive shift in their ability to implement inclusive practices effectively.

In Terms of Resource Materials

Table 2 presents that, collectively, the extent of challenges experienced by teachers in handling LSENs in terms of resources is high, as indicated by the composite mean of 3.55. Teachers reported a lack of diverse materials to accommodate varying learning needs ($\bar{x} = 3.88$) and received minimal materials from the school designed

explicitly for inclusive education ($\bar{x}$ = 3.76). Additionally, they struggled to access digital and physical resources ($\bar{x}$ = 3.56), and training on effectively using these materials for inclusive education is insufficient ($\bar{x}$ = 3.51). These results suggest that teachers face significant difficulties in implementing inclusive education due to inadequate resource availability and limited institutional support, which restrict their ability to meet the diverse needs of students. Furthermore, the lack of access to digital and physical resources, as well as insufficient training on their practical use, further complicated efforts to create an inclusive learning environment.

Table 2. *Extent of Challenges Experienced by Teachers in Handling Learners with Special Education Needs (LSENs) in Mainstream Class in terms of Resource Materials (n = 180)*

Indicators	$\bar{x}$	VD	EoC	SD
1. I find that there is a lack of variety in materials available to accommodate different learning styles and needs.	3.88	A	H	0.98
2. I barely receive any materials from the school that are specifically designed for inclusive education.	3.76	A	H	1.03
3. I struggle to access both digital and physical resources suitable for inclusive education.	3.56	A	H	1.04
4. I have received insufficient training on how to use the materials and resources for inclusive education.	3.51	A	H	1.04
5. I rarely use assistive technologies to support students with Special Educational Needs (SEN).	3.48	A	H	1.03
6. I find that collaborating with colleagues barely assists me in effectively utilizing materials and resources for SEN students.	3.34	MA	M	1.09
7. I receive minimal administrative support in obtaining and using necessary materials and resources.	3.32	MA	M	1.05
Composite	3.55	A	H	1.04

Research findings support these results, highlighting that many mainstream classes lack accessible facilities, appropriate teaching materials, and necessary curriculum adaptations (Omoso & Villarente, 2024; Strogilos et al., 2020). Additionally, some studies have emphasized the limited integration of technology in education and the inadequate infrastructure to support inclusive practices (Campado et al., 2023; Traya & Lopez, 2023). Table 2 further reveals that teachers experienced a moderate level of challenge in collaborating with colleagues to utilize materials and resources ($\bar{x}$ = 3.34) and in receiving support from the administration ($\bar{x}$ = 3.32). These results suggest that teachers may not primarily rely on their peers or school authorities to effectively utilize resources, thereby exacerbating the issues they encounter in inclusive education. This lack of collaboration and administrative support may further impact student learning outcomes. Ndlovu (2021) emphasized the importance of assistive technology, underscoring the need for improved access to resources and support systems in inclusive education.

In Terms of Classroom Management

Table 3 presents the challenges teachers face in handling LSENs in mainstream classes, specifically in terms of classroom management. With a composite mean of 3.21, these challenges are classified as moderate. The teachers report moderate difficulties creating and implementing individualized behavior plans ($\bar{x}$ = 3.29), indicating a lack of expertise in using structured approaches to address behavioral challenges and promote positive behavior. Implementing these plans requires differentiated instruction, which involves adapting teaching methods to meet the unique needs of each learner. However, research highlights additional barriers to differentiated instruction, such as the significant time investment required (Shareefa, 2021) and the limited instructional methods available, which often fail to accommodate the diverse needs of students with special educational needs (Arias et al., 2023).

Table 3. *Extent of Challenges Experienced by Teachers in Handling LSENs in Mainstream Class in terms of Classroom Management (n = 180)*

Indicators	$\bar{x}$	VD	EoC	SD
1. I have little to no experience creating and implementing individualized behavior plans for students with SEN.	3.29	MA	M	1.04
2. I teach overwhelmingly unmanageable classes because of the class size.	3.26	MA	M	1.03
3. I find it difficult to manage my time effectively to provide individual support to students with SEN.	3.24	MA	M	1.02
4. I have difficulty in addressing the different learning areas of individualized educational plans (IEP).	3.22	MA	M	1.04
5. I struggle to engage students with SEN effectively in classroom activities.	3.21	MA	M	0.97
6. I struggle to promote a supportive and inclusive classroom culture due to persistent barriers to inclusivity.	3.14	MA	M	1.06
7. I lack effective strategies to manage disruptive behavior in an inclusive classroom.	3.09	MA	M	1.08
Composite	3.21	MA	M	1.03

Large class sizes ($\bar{x} = 3.26$) further intensified these difficulties as Heng and Song (2020) emphasized the pressures of covering the curriculum while managing diverse classrooms. Teachers often struggled to devote sufficient time and attention to individual students with special educational needs ($\bar{x} = 3.24$). They found it challenging to address the diverse learning areas outlined in individualized educational plans ($\bar{x} = 3.22$). Additionally, they encountered challenges in special needs engagement ($\bar{x} = 3.21$); barriers to inclusive classroom culture ($\bar{x} = 3.14$); and difficulties in managing disruptive behavior inclusively ($\bar{x} = 3.09$). Difficulties in classroom management encompass broader challenges in maintaining order, discipline, and effective governance, including handling disruptive behavior, enforcing rules, and managing time efficiently.

These findings underscore the importance of developing effective classroom planning and support systems to ensure the successful implementation of inclusive education. Larios and Zetlin (2023) said that teachers require flexibility in lesson planning and stronger institutional support to implement inclusive practices. Koutsoklenis and Papadimitriou (2024) described "parallel support" in Greece as a specialized provision that offers additional assistance to students with special educational needs in mainstream classrooms. The lack of evidence-based interventions and strategies for diverse learners further complicates inclusive education, reinforcing the need for structured and research-driven approaches (Trainor et al., 2020).

In Terms of Parental Involvement

Table 4 presents a composite mean of 3.32, which indicates a moderate extent of challenges faced by teachers regarding parental involvement. A significant issue identified is the parents' lack of access to resources and training to support their children's education ($\bar{x} = 3.49$), which is categorized as a high extent of challenge. This lack of support limits the parents' ability to provide meaningful assistance in their children's learning. Echavez et al. (2024) emphasize that parental involvement is crucial for supporting LSENs as it fosters a sense of participation and belongingness in their education. Additionally, teachers face moderate challenges due to parents' limited knowledge about their children's educational needs ($\bar{x} = 3.38$) and inadequate support in addressing them ($\bar{x} = 3.33$). This aligns with Hove and Phasha (2023), who noted that parental involvement remains a challenge despite its importance. Formanes and Caliba (2024) added that some parents of children with special needs struggled to provide them with adequate care and exhibited disinterest in their education and well-being.

Table 4. *Extent of Challenges Experienced by Teachers in Handling LSENs in Mainstream Class in terms of Parental Involvement*

Indicators	$\bar{x}$	VD	EoC	SD
1. I find that parents of students with SEN lack access to resources and training to support their child's education.	3.49	A	H	1.06
2. I find that parents with students with SEN have a limited understanding of their child's educational needs.	3.38	MA	M	1.00
3. I receive minimal support from parents in addressing the needs of their children with SEN.	3.33	MA	M	1.00
4. I find that parents of students with SEN rarely participate in school activities and meetings.	3.31	MA	M	0.99
5. I find that parents of students with SEN to be rarely involved in their child's education.	3.29	MA	M	1.08
6. I rarely maintain regular communication with parents of students with SEN.	3.26	MA	M	1.02
7. I seldom collaborate with parents to develop and implement individualized education plans (IEPs) for students with SEN.	3.19	MA	M	1.03
Composite	3.32	MA	M	1.03

Further challenges arise from parents' limited participation in school-related activities ($\bar{x} = 3.31$) and the broader educational process ($\bar{x} = 3.29$). Encouraging parental engagement is essential, not only to support academic achievement but also to promote social inclusion, rather than simply aligning with mainstream expectations (Strogilos & Ward, 2024). These challenges highlight systemic gaps in effectively involving parents as active collaborators in their children's educational journey. However, research offers a hopeful perspective. According to Omoso and Villarente (2024), most parents support integrating LSENs into regular classrooms alongside their peers. This aligns with the principles outlined in DepEd Order No. 72, s. 2009, which emphasizes the importance of parental collaboration with schools, participation in individualized education planning, and advocacy for their children's rights to ensure appropriate accommodation within inclusive education.

In Terms of Teacher Attributes

Table 5 presents a composite mean of 2.90, indicating a moderate level of challenges related to teacher attributes. This suggests that while some teachers can adapt to the demands of inclusive education, others struggle with these demands. A pessimistic outlook among teachers can weaken the quality of education provided to these students (Omoso & Villarente, 2024).

Table 5. *Extent of Challenges Experienced by Teachers in Handling LSENs in Mainstream Class in terms of Teacher Attributes*

Indicators	$\bar{x}$	VD	EoC	SD
1. I feel least comfortable using my usual teaching methods when learners with learning difficulties are in my classroom.	3.13	MA	M	1.09
2. I find the support I receive from my school administration regarding inclusive education lacking.	3.09	MA	M	0.99
3. I doubt that learners with SEN can benefit from being in an inclusive classroom.	3.08	MA	M	1.16
4. I doubt that inclusive education is beneficial for all students.	2.94	MA	M	1.19
5. I rarely collaborate with special education teachers or specialists to support learners with SEN.	2.84	MA	M	1.10
6. I don't feel it's particularly important to adapt teaching methods to accommodate learners with SEN.	2.71	MA	M	1.04
7. I avoid seeking out professional development opportunities related to inclusive education and SEN.	2.54	MA	M	1.00
Composite	2.90	MA	M	1.08

The data imply that applying standard teaching methods to LSENs is one of the challenging areas for teachers, with a mean score of 3.13. Similarly, many teachers in South African township schools doubted their ability to implement inclusive policies due to the daily challenges they faced (Yeboah et al., 2023). Concerns regarding inadequate administrative support for inclusive education ($\bar{x}$ = 3.09) and skepticism about the benefits of inclusive classrooms for both SEN learners (mean = 3.08) and students in general ($\bar{x}$ = 2.94) are perceived as moderate challenges. These findings suggest that teachers are not entirely convinced of the value of inclusive education. Negative attitudes and stereotypes hinder inclusive efforts and further marginalize children with special educational needs (Táñiza et al., 2024). Educators' beliefs heavily influence the effectiveness and success of inclusive education (Aloka et al., 2024). Teachers' psychological constructs play a pivotal role in a successful inclusive education framework, which begins with their individual beliefs (Pachița & Gherguț, 2021).

In Terms of Stakeholders' Internal Support

Table 6 reveals that teachers faced moderate challenges in managing LSENs in regular classes due to inadequate support from stakeholders. This is evidenced by the composite mean score of 2.95, indicating a lack of knowledge and limited engagement among stakeholders in supporting inclusive education. It supports Banda's (2024) findings, which suggest that stakeholders generally have limited awareness and less favorable attitudes toward inclusive education (IE), negatively affecting its implementation.

Table 6. *Extent of Challenges Experienced by Teachers in Handling LSENs in Mainstream Class in terms of Stakeholders' Internal Support (n = 180)*

Indicators	$\bar{x}$	VD	EoC	SD
1. I notice that stakeholders do not clearly identify their roles, interests, and needs when it comes to engaging in students' progress.	3.23	MA	M	1.03
2. I am distracted from managing my stakeholders' expectations, who often have varying or unrealistic views of what I can or should accomplish.	3.11	MA	M	0.99
3. I encounter resistance from some stakeholders who do not agree with or support my work.	2.96	MA	M	0.96
4. I find that stakeholders lacks genuine interests in the development of students with SEN.	2.93	MA	M	0.96
5. I observe that stakeholders are not involved in our work and decision-making processes.	2.88	MA	M	0.99
6. I notice that the school head provides insufficient support regarding school facilities, equipment, and customized instructional materials.	2.84	MA	M	1.07
7. I experience a lack of support from my colleagues.	2.74	MA	M	0.99
Composite	2.95	MA	M	1.00

The primary issues, though moderate ($\bar{x}$ = 2.88 to $\bar{x}$ = 3.23), include unclear stakeholder roles and responsibilities, unrealistic expectations, resistance to change, lack of genuine interest, and exclusion from the decision-making process. These factors hinder direct interaction and collaboration among stakeholders. As Banda (2024)

emphasized, such barriers prevent the development of concrete plans and the implementation of essential strategies to support diverse learners. While some stakeholders acknowledged the academic and social benefits of inclusion, others hold mixed attitudes due to the perceived inability of schools and teachers to implement IE effectively (Banda, 2024). Additionally, teachers received insufficient support from school heads ($\bar{x} = 2.84$) and colleagues ($\bar{x} = 2.74$). These shortcomings impeded the development of a collaborative and inclusive learning environment, which is essential for LSEN integration. As Banks et al. (2022) noted, inadequate resources and limited teacher capacity further challenged the full realization of inclusive education.

In Terms of Learners' Behavior

Table 7 indicates that teachers faced numerous challenges in managing LSENs, particularly in terms of student behavior, as reflected in the composite mean of 3.69. Notably, they experienced considerable difficulty maintaining student behavior without support, leading to distractions, off-task behavior, and incomplete work ($\bar{x} = 3.79$). Teachers also struggled with emotional outbursts ($\bar{x} = 3.76$), students' sensory sensitivities ($\bar{x} = 3.73$), and difficulty following multi-step instructions ($\bar{x} = 3.70$), which complicated classroom management and highlighted diverse behavioral challenges associated with LSENs.

Table 7. *Extent of Challenges Experienced by Teachers in Handling LSENs in Mainstream Class in terms of Learners' Behavior*

Indicators	$\bar{x}$	VD	EoC	SD
1. Maintaining attention is challenging for some SEN students, leading to distractions, off-task behavior, or incomplete work without support.	3.79	A	H	0.88
2. Learners with SEN, especially those with autism or ADHD, often react to stress with intense emotions like tantrums or shouting.	3.76	A	H	0.91
3. Some SEN learners are sensitive to noise, light, or textures, causing withdrawal or agitation in certain environments.	3.73	A	H	0.95
4. SEN students may struggle with multi-step directions, causing task delays and requiring repeated guidance.	3.70	A	H	0.94
5. Some learners find it hard to follow multi-step instructions, slowing lessons and needing extra one-on-one support.	3.70	A	H	0.92
6. SEN students often misinterpret social cues, personal space, or peer interactions, leading to conflicts or misunderstandings.	3.68	A	H	0.87
7. SEN learners may call out, leave seats, or interrupt, disrupting lessons and needing frequent redirection.	3.48	A	H	0.96
Composite	3.69	A	H	0.92

As Walton et al. (2024) noted, inclusive classrooms bring a wide range of behavioral patterns due to differences in learning needs, social backgrounds, and cognitive abilities. Jornevald et al. (2024) further emphasized that key challenges include attention problems, difficulties with emotional regulation, and misinterpretation of social cues. Aquino (2025) stressed that issues such as disruptive behavior, attention difficulties, and peer conflicts become more prevalent without adequate support. They cited that structured routines, high expectations, and proactive interventions create a more conducive learning environment. Similarly, Halawa and Salmi (2024) suggested that cooperative learning and positive reinforcement enhanced student participation and helped reduce behavioral challenges.

In Terms of School Facilities

Table 8 presents a composite mean of 3.73, indicating a high extent of challenges related to school facilities. This aligns with research findings indicating that many schools are inadequately equipped and lack sufficient resources, particularly for students with disabilities (Sumayang et al., 2022; Jardinez & Natividad, 2024). The most pressing challenges include poorly maintained facilities such as inadequate ventilation and sanitation (3.89), overcrowded classrooms ($\bar{x} = 3.77$), and limited outdoor spaces ($\bar{x} = 3.77$). These issues hindered teachers from creating an optimal learning environment for inclusive education.

Table 8. *Extent of Challenges Experienced by Teachers in Handling LSENs in Mainstream Class in terms of School Facilities (n = 180)*

Indicators	$\bar{x}$	VD	EoC	SD
1. I encounter challenges when facilities are not well-maintained (e.g., ventilation, sanitation), as they can create an uncomfortable learning environment.	3.89	A	H	0.91
2. I face challenges with overcrowded or poorly designed classrooms, which limit movement and engagement.	3.77	A	H	0.91
3. I recognize that a lack of outdoor spaces for physical activities can negatively affect student well-being and engagement.	3.77	A	H	1.01

4.	I notice that limited access to support services, such as counseling, special education, and tutoring, can negatively impact student learning.	3.73	A	H	1.03
5.	I experience insufficient access to textbooks, technology, and teaching materials, which can hinder the effectiveness of my lessons.	3.66	A	H	1.08
6.	I find that outdated or inadequate technology restricts my ability to use modern teaching methods effectively.	3.56	A	H	0.99
Composite		3.73	A	H	1.00

Limited support services, including counseling and special education ($\bar{x} = 3.73$), made it hard for teachers to assist LSEs (Ruble, 2023). Financial constraints prevented schools from acquiring essential materials such as adaptive technologies and specialized teaching equipment (Beltran et al., 2025). Physical barriers restrict students with special needs from accessing quality education (Jardinez et al., 2024). Further, teachers struggled to provide adequate support due to resource shortages (Mokaleg & Mowes, 2020). The scarcity of teaching aids, including textbooks and modern tools ($\bar{x} = 3.66$), affects lesson effectiveness. Outdated or malfunctioning technology ($\bar{x} = 3.56$) further limits teaching approaches for LSEs, making learning less engaging and hindering their educational and social development.

3.2 Coping Strategies of the Teachers

In Terms of Adaptive Mechanisms

Table 9 indicates that teachers employ adaptive coping strategies at a high level, with a composite mean of 3.86, demonstrating their active efforts to manage stress and challenges in mainstream classrooms. This adaptive coping strategy stimulates positive emotions, enhances well-being, and reduces attrition (Wang & Hall, 2021).

Table 9. *Extent of Employment of Coping Strategies of the Teachers in terms of Adaptive Mechanism (n = 180)*

Teachers...	$\bar{x}$	VD	SD
1. Manage stress through leisure, social support, and proactive coping.	3.93	H	0.74
2. Learn from stress by investing effort in teaching.	3.92	H	0.74
3. Prepare for challenges by anticipating problems.	3.89	H	0.71
4. Approach stressors as challenges, preferring active coping.	3.83	H	0.75
5. Use support to improve teaching special needs students.	3.72	H	0.70
Composite	3.86	H	0.73

The table shows that teachers effectively coped through leisure activities, social support, and proactive strategies ($\bar{x} = 3.93$) and viewed teaching as a learning process amid stress ($\bar{x} = 3.92$). They also prepared for challenges by anticipating problems ($\bar{x} = 3.89$) and engaging in active coping more than avoidance ($\bar{x} = 3.83$). The lowest-rated strategy is seeking support for teaching students with disabilities ($\bar{x} = 3.72$), which exhibits a need for special education support. Adaptive strategies help reduce emotional exhaustion, whereas disengagement strategies increase stress (Herman et al., 2020). Managing negative emotions through adaptive coping minimized their adverse impact on well-being (Wang & Hall, 2021).

In Terms of Collaborative Mechanism

Table 10 shows that teachers employed coping strategies through collaborative mechanisms at a high level, with a composite mean of 3.85. Working together allows educators to share expertise, techniques, and resources, reducing the challenges of teaching LSEs in mainstream classrooms. Emborgo and Ucan (2025) noted that team collaboration fosters shared knowledge and innovation, creating a culture that cultivates learning. Distinctly, data reveal that teachers engaged in co-teaching, collaborative planning, and mutual support ($\bar{x} = 3.95$). They also sought mentorship networks for stress management ($\bar{x} = 3.89$) and shared teaching skills and behavioral practices with experienced teachers ($\bar{x} = 3.87$). Moreover, they joined professional associations, providing behavior management strategies and training ($\bar{x} = 3.80$), and worked with communities and organizations ($\bar{x} = 3.76$). The teachers used these to a high extent.

Table 10. *Extent of Employment of Coping Strategies of the Teachers in terms of Collaborative Mechanism (n = 180)*

Teachers...	$\bar{x}$	VD	SD
1. Use co-teaching, collaborative planning, and shared support within their school.	3.95	H	0.73
2. Rely on mentoring networks to cope with stress productively.	3.89	H	0.74
3. Share teaching tips and behavioral management advice from experienced educators.	3.87	H	0.78
4. Benefit from professional organizations that offer behavior management strategies and effective training.	3.80	H	0.82

5.	Collaborate with communities and organizations to learn techniques that build resilience and retention.	3.76	H	0.86
Composite		3.85	H	0.78

Through collaboration, teachers became more resilient, effective, and well-supported in managing classroom challenges. Engaging in co-teaching, mentorship networks, and professional associations strengthened their instructional skills, stress management, and adaptability, which helped them gain confidence, reduce burnout, and foster a more inclusive and supportive learning environment. These findings align with research indicating that collaboration enhances teacher resilience (Abellana et al., 2023) and improves teaching skills through peer review (Díaz-Gibson et al., 2021).

In Terms of the Emotional-Focused Mechanism

Table 11 presents a composite mean of 3.68, indicating a high extent of emotion-focused coping strategies among teachers. These strategies help educators become more emotionally resilient, adaptable, and professionally competent in handling classroom challenges.

Table 11. *Extent of Employment of Coping Strategies of the Teachers in terms of Emotional-Focused Mechanism (n = 180)*

Teachers...	$\bar{x}$	VD	SD
1. Manage emotions by sharing and self-regulating.	3.79	H	0.75
2. Build mastery in special education through commitment and adaptability.	3.73	H	0.77
3. Cope with stress through training and expert consultations.	3.68	H	0.88
4. Conduct regular self-evaluation to reduce negative emotions.	3.64	H	0.84
5. Implement psycho-social programs that provide recognition and incentives, fostering motivation and support.	3.53	H	0.85
Composite	3.68	H	0.82

Teachers primarily managed emotions through sharing and self-regulation ($\bar{x} = 3.79$), which enhanced communication skills and emotional control, promoting a positive learning environment. They also developed mastery in special education through commitment and adaptability ($\bar{x} = 3.73$) and coped with stress by attending training sessions and consulting experts ($\bar{x} = 3.68$), highlighting the importance of support networks. These mechanisms enable them to refine their expertise and to strengthen their coping strategies through continuous learning. This finding supports Formanes and Caliba (2024), who stated that such mechanisms address external challenges and help manage emotional distress that can impair teaching. Teachers applied these strategies by participating in open forums, workshops, and training programs on teaching techniques and emotional regulation.

Additionally, teachers engaged in self-evaluation to reduce negative emotions ($\bar{x} = 3.64$) and participated in psycho-social programs that provided recognition and incentives ($\bar{x} = 3.53$). These approaches helped them manage stress, enhance well-being, and boost motivation, thereby reinforcing job satisfaction and long-term career commitment. This aligns with research findings incorporating mindfulness training into professional development (Sanchez & Mananquil, 2024; Roeser et al., 2022).

In Terms of Support Cooperation

Table 12 shows teachers demonstrate high coping strategies through support cooperation, with a composite mean of 3.71. This indicates that teachers actively supported one another in managing stress and classroom pressures by engaging in professional networks and collaborative efforts. Specifically, the data reveal that teachers are highly involved in collaboration to manage stress and prevent exhaustion ($\bar{x} = 3.85$), received support from colleagues and administrators to avoid isolation ($\bar{x} = 3.78$), and worked together to implement differentiated instruction ($\bar{x} = 3.68$). Additionally, they collaborated with educators, specialists, and parents to address student needs ($\bar{x} = 3.63$). While teachers also participated in professional organizations for access to resources and stress reduction, this indicator received the lowest rating ($\bar{x} = 3.61$).

Table 12. *Extent of Employment of Coping Strategies of the Teachers in terms of Support Cooperation (n = 180)*

Teachers...	$\bar{x}$	VD	SD
1. Collaborate to manage stress and prevent exhaustion.	3.85	H	0.82
2. Receive support from colleagues and administrators to reduce isolation.	3.78	H	0.81
3. Work together to use differentiated strategies, improving accessibility for all learners.	3.68	H	0.85

4.	Collaborate with educators, specialists, and parents to address student needs and provide support.	3.63	H	0.95
5.	Join professional organizations for resources, camaraderie, and stress reduction.	3.61	H	0.94
Composite		3.71	H	0.87

These cooperative activities contributed to teacher resilience and enhanced instructional quality through peer review and observation (Diaz-Gibson et al., 2021). Abellana et al. (2023) emphasized that schools should foster team-based approaches, mentorship programs, and professional development opportunities. Furthermore, Emborgo and Uchang (2025) argued that support cooperation ultimately promotes mutual assistance, effective problem-solving, and a positive and inclusive learning environment for both educators and students, leading to enhanced teacher well-being and reduced burnout.

In Terms of Problem-Focused Coping Mechanism

Table 13 indicates that teachers demonstrate a high level of problem-focused coping with a composite mean of 3.85. This suggests that they actively employed direct strategies to manage stress and challenges in mainstream classrooms. According to Wang et al. (2022), problem-focused coping fosters positive emotions, enhances job satisfaction, reduces burnout, and lowers the likelihood of teachers leaving the profession.

Table 13. *Extent of Employment of Coping Strategies of the Teachers in terms of Problem-Focused Coping Mechanism (n = 180)*

Teachers...	$\bar{x}$	VD	SD
1. Use professional development and training to enhance services for special education students.	3.88	H	0.71
2. Use behavior change to manage workplace stress and student learning needs.	3.87	H	0.71
3. Use behavioral and cognitive strategies to reduce stress.	3.86	H	0.70
4. Adopt behaviors that address stress and problems directly.	3.82	H	0.68
5. Modify teaching methods to eliminate stress sources.	3.82	H	0.71
Composite	3.85	H	0.70

Explicitly, the data reveals that teachers frequently engaged in professional development and training to improve services for special education students ($\bar{x} = 3.88$) and adopted behavioral changes to manage workplace stress and student learning needs ($\bar{x} = 3.87$). They also utilized behavioral and cognitive strategies to reduce stress ($\bar{x} = 3.86$) and employed adaptive behaviors that directly addressed stress and problems ($\bar{x} = 3.82$). Modifying teaching methods to eliminate sources of stress was also a common practice ($\bar{x} = 3.82$). These coping strategies contributed to a more positive and effective learning environment. These findings align with Abellana et al. (2023), who emphasized that training programs empower teachers to cope with challenges by applying constructive strategies. Such professional development opportunities equip educators with the skills to address difficulties and implement effective solutions proactively.

In Terms of Individual Educational Plan

Table 14 shows that teachers demonstrate a high level of coping strategies through Individualized Education Plans (IEPs) with a composite mean of 3.90, highlighting their active use of IEPs to support student learning and manage classroom challenges. According to Abellana et al. (2023), teachers who implement individualized pedagogical plans develop stronger coping mechanisms as these plans help LSEs adapt to the curriculum based on their specific skills and needs. In particular, the data reveal that teachers developed objectives that challenged learners and enhanced teaching quality ($\bar{x} = 3.94$) while tracking academic progress through collaboratively created IEPs, promoting student inclusion ($\bar{x} = 3.94$). More so, teachers designed learning objectives based on student performance ($\bar{x} = 3.90$), maximized resources to support student development ($\bar{x} = 3.88$), and adapted the curriculum to meet the needs of LSEs using pedagogical plans ($\bar{x} = 3.85$).

Table 14. *Extent of Employment of Coping Strategies of the Teachers in terms of Individual Educational Plan (n = 180)*

Teachers...	$\bar{x}$	VD	SD
1. Develop objectives that challenge learners and improve teaching quality.	3.94	H	0.75
2. Tracks academic progress and is created collaboratively for student inclusion.	3.94	H	0.74
3. Create new learning objectives based on student performance.	3.90	H	0.73
4. Utilizes all resources to support student development.	3.88	H	0.75
5. Adapt to the curriculum that help students with special needs using pedagogical plan.	3.85	H	0.74
Composite	3.90	H	0.74

These findings emphasize that IEPs ensure LSENs receive personalized instruction, accommodations, and support adapted to their unique learning abilities, helping them build confidence, develop their essential skills, and reach their full potential. Studies further support this by demonstrating that cooperative lesson planning enhances inclusive teaching (Beaton et al., 2021) and that engaging student voices fosters student engagement and inclusivity (Cook-Sather et al., 2021).

3.3 Challenges Experienced by the Teachers and the Strategies Employed

Table 15 presents data on the relationship between the challenges experienced by teachers and the coping strategies they employed. It shows that challenges experienced in training and professional development are found to be statistically related to collaborative ($p = 0.022$), emotion-focused ($p = 0.005$), problem-focused coping ($p = 0.019$), and overall strategies ($p = 0.011$) used by teachers stressing that training and professional developments are essential in equipping educators with practical coping skills. Abellana et al. (2023) support this, stating that trained professionals are better equipped to manage classroom challenges than those without adequate training.

Table 15. Relationship between the Challenges Experienced by the Teacher and the Strategies Employed ($n = 180$)

Challenges	Adaptive Mech.	Collaborative Mech.	Emotional-Focused Mech.	Support Co-operation	Problem-Focused Coping Mech.	Individual Educ. Plan	Overall
Training & Prof. Devt.	$r_s = .14$ $p = .061$	$r_s = .17$ $p = .022$ (significant)	$r_s = .21$ $p = .005$ (significant)	$r_s = .14$ $p = .068$	$r_s = .18$ $p = .019$ (significant)	$r_s = .18$ $p = .018$ (significant)	$r_s = .19$ $p = .011$ (significant)
Materials & Resources	$r_s = .13$ $p = .863$	$r_s = .04$ $p = .591$	$r_s = .10$ $p = .196$	$r_s = .05$ $p = .472$	$r_s = .10$ $p = .190$	$r_s = .03$ $p = .703$	$r_s = .04$ $p = .597$
Classroom Management	$r_s = .01$ $p = .923$	$r_s = .02$ $p = .819$	$r_s = .08$ $p = .287$	$r_s = .12$ $p = .120$	$r_s = .05$ $p = .519$	$r_s = .08$ $p = .305$	$r_s = .03$ $p = .661$
Parental Involvement	$r_s = .00$ $p = .970$	$r_s = .05$ $p = .484$	$r_s = .01$ $p = 0.896$	$r_s = -.23$ $p = .002$ (significant)	$r_s = .06$ $p = .466$	$r_s = .09$ $p = .241$	$r_s = .10$ $p = .109$
Teacher Attributes	$r_s = .10$ $p = .207$	$r_s = .08$ $p = .315$	$r_s = 0.09$ $p = .228$	$r_s = .04$ $p = .581$	$r_s = .02$ $p = .83$	$r_s = .10$ $p = .183$	$r_s = .044$ $p = .544$
Stakeholder's Internal Support	$r_s = .04$ $p = .635$	$r_s = .14$ $p = .064$	$r_s = .00$ $p = .999$	$r_s = .15$ $p = .039$ (significant)	$r_s = .025$ $p = .74$	$r_s = .14$ $p = .056$	$r_s = .10$ $p = .185$
Learner's Behavior	$r_s = .23$ $p = .002$ (significant)	$r_s = .16$ $p = .031$ (significant)	$r_s = .27$ $p < .001$ (significant)	$r_s = .17$ $p = .020$ (significant)	$r_s = .25$ $p < .001$ (significant)	$r_s = .22$ $p = .002$ (significant)	$r_s = .27$ $p < .001$ (significant)
School Facilities	$r_s = .29$ $p < .001$ (significant)	$r_s = .25$ $p < .001$ (significant)	$r_s = .29$ $p < .001$ (significant)	$r_s = .16$ $p = .028$ (significant)	$r_s = .32$ $p < .001$ (significant)	$r_s = .20$ $p = .007$ (significant)	$r_s = .29$ $p < .001$ (significant)
Overall	$r_s = .08$ $p = .262$	$r_s = .07$ $p = .374$	$r_s = .18$ $p = .019$ (significant)	$r_s = .03$ $p = .695$	$r_s = .11$ $p = .129$	$r_s = .04$ $p = .569$	$r_s = .08$ $p = .269$

Spearman's Rank Order Correlation at 0.05 Level of Significance

Regarding materials and resources, the data above shows no significant relationship with any coping mechanism, which implies that while resources are essential for instruction, their availability alone does not determine the implementation of coping strategies. Similarly, classroom management does not exhibit a significant relationship, indicating that classroom management strategies may function independently of the identified challenges. Moreover, teacher attributes show no significant correlation with coping strategies, implying that individual teacher characteristics have minimal influence on the strategies employed. Challenges to parental involvement negatively correlate with support for cooperation ($p = .002$), which means that difficulties in implementing parental involvement may hinder collaboration among teachers, specialists, and administrators. This finding

aligns with Diaz-Gibson et al. (2021), who emphasized that high-quality instructional improvement relied on strong collaborative efforts. Conversely, internal support from stakeholders is significantly related to support cooperation ($p = .039$), which underlined the importance of administrative and institutional support in fostering teacher collaboration and overall resilience (Abellana et al., 2023).

Meanwhile, learner behavior is significantly related to all coping mechanisms, reinforcing the findings of Wang et al. (2022), who asserted that behavioral challenges among LSENs require a holistic approach that integrates adaptive and problem-focused strategies. This result supports the need for behavior management training to help reduce teachers' stress levels while improving their classroom performance. Finally, school facilities correlate significantly with all coping strategies, suggesting that a well-equipped learning environment positively contributes to teachers' ability to implement effective coping mechanisms. According to Beaton et al. (2021), well-planned lessons, combined with accessible school facilities, ensure the success of inclusive education.

3.4 Relationship between the Profile of the Teachers and Their Extent of Challenges

Table 16 shows that teachers' educational attainment is significantly associated with the difficulties they faced in the classroom ($p = .038$). This suggests that as teachers attained higher education, they encountered greater challenges. This may be attributed to increased responsibilities, higher expectations, or exposure to more complex teaching environments.

Table 16. Relationship between the Profile of the Teachers and Their Extent of Challenges ($n=180$)

Variables	r-values	p-value	Decision	Remark
Sex and Overall Extent of Challenges	$r_{pbi} = .10$	.180	Fail to reject H_{o2}	Not significant
Age and Overall Extent of Challenges	$r_s = .06$	.404	Fail to reject H_{o2}	Not significant
Educational Attainment and Overall Extent of Challenges	$r_s = .16$	.038	Reject H_{o2}	Significant

This finding agrees with Nwosu et al. (2021), who noted that higher qualifications affected teachers' willingness to accept Children with Special Needs (CWSNs). However, this contradicts the findings of Dano and Arfasa (2020), who reported that teachers with higher qualifications and those who receive continuous training exhibit greater confidence in inclusive teaching than their less-qualified counterparts. Similarly, Opoku et al. (2023) found that teachers with advanced degrees possess more profound knowledge of educational theories and techniques, enabling them to implement inclusive education strategies effectively.

However, sex ($r_{pbi} = .10$, $p = .180$) and age ($r_s = .06$, $p = .404$) are not significantly correlated with the degree of challenges faced. This suggests that gender and age do not considerably impact teachers' perceptions or experiences of professional challenges. Consistent with this, Nwosu et al. (2021) found no significant effect of gender on teachers' preparedness for inclusive education. However, findings on this issue vary. For instance, Ozamiz-Etxebarria et al. (2021) reported that female teachers experienced greater difficulties in practicing inclusive education than their male counterparts, highlighting the complexity of gender-related trends in education.

3.5 Relationship between the Profile of the Teachers and Their Extent of Strategies Employed

The data in Table 17 reveal no significant relationship between teachers' profiles—specifically sex, age, and educational attainment—and their overall extent of employed strategies.

Table 17. Relationship between the Profile of the Teachers and Their Extent of Strategies Employed ($n = 180$)

Variables	r-values	p-value	Decision	Remark
Sex and Overall Extent of Employed Strategies	$r_{pbi} = .01$	.918	Fail to reject H_{o2}	Not significant
Age and Overall Extent of Employed Strategies	$r_s = -.12$	.101	Fail to reject H_{o2}	Not significant
Educ. Attainment and Overall Extent of Employed Strategies	$r_s = .08$	.318	Fail to reject H_{o2}	Not significant

These findings contradict previous research suggesting that female teachers demonstrate greater interest and patience in integrating children with special needs into classrooms (Topchyan & Woehler, 2021; Avramidis & Norwich, 2002). Nara and Kumar (2023) also reported that teaching competency declines with age for both genders, posing profound implications for education systems. However, age is particularly relevant for veteran teachers with extensive experience in the field (Schabas, 2023). However, it does not affect teachers' confidence in

their instructional techniques (Traya & Lopez, 2023). The current findings contradict Alegarbes (2022), who found that teachers with higher levels of education were more effective at managing students with learning disabilities. Similarly, Guzman (2021) argued that teachers' qualifications greatly influence their effectiveness in diverse classrooms.

4.0 Conclusion

The challenges teachers face in handling LSEs in mainstream classrooms emphasize the complexities of inclusive education. Teachers encountered significant difficulties that demanded a high level of adaptability, patience, and resourcefulness as they strived to meet the distinct needs of their learners. The quote by George Dei, "Inclusion is not bringing people into what already exists; it is making a new space, a better space for everyone," perfectly encapsulates this struggle. True inclusion goes beyond simply placing individuals into an already established system. Instead, it requires transforming that system to accommodate everyone's needs and creating an environment where all individuals can succeed.

A lack of training, unavailability of resources, student conduct, and school infrastructure significantly challenge teachers. While challenges in classroom management, parental involvement, and stakeholder support are less pressing, they must also be addressed to establish an authentic and supportive learning environment. Despite these challenges, teachers took proactive measures by employing various coping mechanisms and individualized education plans to redesign their classrooms and provide more inclusive support for learners' diverse needs. On the other hand, systemic obstacles like resource constraints and policy limitations prevented sustainable, inclusive education, highlighting the imperative for institutional change. These results support the notion that inclusion is not a matter of placing LSEs within existing systems. However, instead, it needs rethinking and remaking the learning environment so that all students, regardless of their ability, can flourish – creating "a new space, a better space for everyone."

5.0 Contributions of Authors

The authors confirm their equal contribution to every part of this research. All authors reviewed and approved the final version of this paper.

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7.0 Conflict of Interests

This study has no conflict of interest of any sort.

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