

## UNTRAINED BUT UNDETERRED: CHALLENGES AND STRATEGIES OF RECEIVING TEACHERS IN INCLUSIVE EDUCATION

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### ABSTRACT

Inclusive education seeks to integrate learners with special educational needs (LSENs) into mainstream classrooms, yet many receiving teachers lack formal training in special education, creating challenges in curriculum adaptation, assessment, and behavioral management. This study examines the experiences, strategies, and support needs of receiving teachers who educate learners with special needs without specialized training. Using a qualitative phenomenological approach, data were collected through focus group discussions and individual interviews with receiving teachers from various schools in Davao Region, Philippines. Findings reveal significant difficulties in modifying curricula to meet diverse learner needs, uncertainty in implementing fair assessment methods, and struggles with managing LSEN behaviors, which contribute to teacher stress and feelings of inadequacy. Despite these challenges, teachers demonstrate resilience by employing self-directed learning, Universal Design for Learning (UDL), and peer collaboration. However, inequitable resource distribution and a lack of structured professional development hinder the effective implementation of inclusive practices. Teachers emphasized the urgent need for targeted training programs, structured mentoring, and institutional support to enhance their instructional effectiveness. The study concludes that equipping receiving teachers with specialized training and adequate resources is critical to strengthening inclusive education. It highlights the necessity for education policymakers to develop comprehensive training and support systems to address the pressing needs of receiving teachers. By bridging these gaps, schools can create a more inclusive learning environment, ensuring that learners with special needs receive appropriate support to thrive academically and socially. These findings contribute to the ongoing discourse on inclusive education and provide insights into enhancing teacher preparedness and institutional support.

**Keywords:** Inclusive education, receiving teachers, special educational needs, curriculum adaptation, behavioral management, professional development

## INTRODUCTION

Inclusive education is a global movement dedicated to ensuring that all students, regardless of their abilities or disabilities, have equitable access to quality education. Across various countries, receiving teachers—general education teachers who accommodate learners with special needs—face considerable challenges due to inadequate training and limited access to specialized resources. International studies indicate that many educators feel unprepared to meet the demands of inclusive classrooms. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020) reports that teachers worldwide often lack the necessary preparation for instructing students with disabilities. Similarly, the World Bank (2019) highlights that in both high-income and developing nations, teachers struggle with insufficient training and resources to effectively implement inclusive teaching practices. Research from Sharma and Sokal (2016) further emphasizes that even in well-funded educational systems, general education teachers frequently experience uncertainty in addressing the diverse learning needs of their students.

In the Philippines, the implementation of inclusive education remains a work in progress. The Department of Education (DepEd) has made strides in promoting inclusive education through policies such as the Enhanced Basic Education Act of 2013 (Republic Act No. 10533) and the Department Order No. 44, s. 2021, which strengthens inclusive education programs. However, despite these efforts, Filipino receiving teachers continue to encounter obstacles such as a lack of formal training, insufficient instructional materials, and unclear guidelines for assessing learners with special needs. Many educators resort to self-directed learning, peer collaboration, and online resources to bridge the knowledge gap. Studies in the Philippine context have shown that while teachers exhibit a strong commitment to inclusion, the absence of systematic training and institutional support significantly hinders their effectiveness in catering to diverse learners.

Existing studies on inclusive education have significant limitations. Most research focuses on administrative perspectives rather than teachers' lived experiences, emphasizes formal support systems while ignoring self-directed coping strategies, and concentrates on developed nations while neglecting resource-constrained environments. Additionally, previous studies overlook the emotional and psychological impact on receiving teachers. This study addresses these gaps by exploring the lived experiences of untrained receiving teachers in the Philippines through phenomenological inquiry, examining their resilience and self-initiated strategies, and investigating both professional challenges and emotional impacts to provide a comprehensive understanding of their experiences.

## LITERATURE REVIEW

Inclusive education has been widely recognized as a fundamental right, promoting equity and social participation in mainstream classrooms (UNESCO, 2020). However, its success depends on the ability of teachers to accommodate diverse learning needs. Receiving teachers—general education teachers who integrate learners with special needs—often face significant challenges due to limited training and resources (de Boer & Pijl, 2021). This literature review examines the key challenges receiving teachers face, the strategies they employ, and the broader implications for teacher preparation and policy development.

### *Challenges of Receiving Teachers in Inclusive Education*

One of the primary challenges facing receiving teachers is the lack of specialized training in inclusive education. Research indicates that many general education teachers feel unprepared to accommodate learners with disabilities due to inadequate pre-service and in-service training (Alhuzimi, 2021). According to Sharma and Sokal (2022), teachers' attitudes toward inclusion are strongly influenced by their confidence in using differentiated instruction, which is directly linked to their training and experience.

Another major challenge is the limited availability of resources and support systems. The World Bank (2022) reports that in many developing countries, schools lack assistive technologies, learning materials, and professional support from special education experts, making inclusive education difficult to implement. Even in well-resourced settings, teachers often struggle to balance diverse learning needs while managing large class sizes and curriculum demands (Haug, 2021).

Furthermore, collaboration between receiving teachers and special education personnel is often insufficient. Research by Morin et al. (2023) suggests that many general education teachers work in isolation when addressing the needs of learners with disabilities, leading to stress and burnout. Without a strong support network, teachers may develop negative perceptions of inclusive education, which can hinder effective implementation (Ainscow, 2020).

### *Strategies for Supporting Learners with Special Needs*

Despite these challenges, receiving teachers employ several strategies to foster inclusive learning environments. Differentiated instruction, which involves modifying teaching approaches to accommodate diverse learning needs, has been identified as an effective strategy (Tomlinson, 2021). Research also suggests that Universal Design for Learning (UDL) principles help create flexible learning environments that support various abilities (CAST, 2022).

Collaboration with special education teachers, parents, and other stakeholders is another key strategy. Studies indicate that co-teaching models, where special education and general education teachers share instructional responsibilities, lead to improved academic and social outcomes for learners with disabilities (Friend & Cook, 2021). Additionally, professional development programs focused on inclusive teaching strategies enhance teachers' confidence and effectiveness (OECD, 2023).

### *Implications for Teacher Preparation and Policy Development*

The challenges faced by receiving teachers highlight the need for reforms in teacher education and professional development. Research emphasizes that inclusive education should be embedded in teacher training programs to ensure that all educators acquire the necessary skills to support diverse learners (Florian, 2022). Governments and educational institutions must also allocate resources to provide ongoing professional development, coaching, and mentorship programs for teachers in inclusive settings (UNESCO, 2023).

Furthermore, policymakers must strengthen support systems within schools by implementing structured collaboration between general and special education teachers. Schools should establish clear frameworks for inclusive education, ensuring that teachers receive adequate assistance, classroom resources, and administrative support (Ainscow & Messiou, 2022).

The literature underscores the significant challenges receiving teachers face in inclusive education, particularly in training, resource availability, and collaboration. However, research also highlights effective strategies that can enhance their ability to support learners with special needs. Addressing these issues through comprehensive teacher training programs, professional development, and institutional support will be crucial in ensuring the successful implementation of inclusive education worldwide. The findings of this study will contribute to the ongoing discourse on inclusive education by providing insights into how receiving teachers navigate these challenges and what can be done to improve their experiences.

## METHODOLOGY

**Research Design.** This study employed a qualitative phenomenological approach to explore the lived experiences of receiving teachers in inclusive education. Phenomenology was chosen because it captures the subjective experiences and meanings of being an untrained receiving teacher. This method directly addresses the research objectives by revealing how teachers interpret their challenges and develop coping strategies without formal training.

**Research Participants.** Participants were selected through purposive criterion sampling based on three requirements: at least one year of experience teaching learners with special needs, lack of formal special education training, and willingness to share experiences. School administrators in Davao Region identified initial participants, who then recommended colleagues through snowball sampling. All participants provided informed consent after screening for eligibility. The final sample of 15 teachers aligned with phenomenological research standards (5-25 participants) and achieved data saturation where no new themes emerged.

**Data Collection.** Data collection involved semi-structured interviews through five focus group discussions (4-6 teachers each) and five individual interviews. Sessions lasted 45-60 minutes, were conducted face-to-face or online based on participant preference, and were audio-recorded with permission.

**Data Analysis.** The study employed Braun and Clarke's (2006) six-phase thematic analysis: familiarization through transcription and multiple readings, initial systematic coding, theme development from code patterns, theme review and refinement, theme definition, and final report writing. Manual coding was chosen over NVivo software to maintain close data connection and enable iterative analysis. The coding process included open coding (inductive code generation), axial coding (identifying relationships), and selective coding (refining core themes).

**Ethical Considerations.** Trustworthiness was ensured through member checking (participants reviewed transcripts and findings), peer debriefing (regular sessions with fellow researchers), triangulation (multiple data sources), and audit trail maintenance (detailed process documentation). The study obtained Institutional Review Board approval, secured informed

consent from all participants, maintained confidentiality through pseudonyms and secure storage, and allowed participants to withdraw at any time. This methodological approach provided a robust foundation for understanding teachers' lived experiences while ensuring ethical conduct.

## RESULTS AND FINDING

The findings of this study reveal the significant challenges faced by receiving teachers in inclusive education, along with their adaptive strategies. These are categorized into five key areas: instructional challenges and adaptations, behavioral management, teaching strategies, resource and support systems, and professional development needs.

### 1. Instructional Challenges and Adaptations

Receiving teachers struggle with modifying the standard curriculum to accommodate learners with special educational needs (LSENs). The absence of clear curriculum guidelines, coupled with time management issues, makes it difficult to balance regular instruction with LSEN accommodations. Teachers often find themselves uncertain about assessment and grading, leading to inconsistencies in evaluating LSENs fairly.

#### *Finding 1.1: Curriculum Modification Difficulties*

Receiving teachers face significant challenges in adapting the standard curriculum to accommodate learners with special educational needs (LSENs). The existing curriculum is designed for a fast-paced learning environment, making it difficult for teachers to balance the needs of both regular students and LSENs within the same classroom. Time constraints further complicate this issue, as teachers must simultaneously manage mainstream instruction while ensuring LSENs receive the necessary support. Additionally, the lack of clear curriculum guidelines for inclusive education leaves teachers uncertain about appropriate lesson modifications and instructional strategies. As one participant expressed, "How to teach them properly, since our regular classes follow a fast-paced discussion format and then we cater LSENs without proper curriculum and the activities/lessons are not provided to us" (Participant 1, FGD). Without structured guidance, teachers are left to independently create materials and strategies, often leading to inconsistencies in instruction. To address these challenges, a well-defined, flexible curriculum specifically designed for inclusive classrooms is essential, along with adequate training and institutional support for its implementation.

#### *Finding 1.2: Assessment and Grading Concerns*

Receiving teachers face significant uncertainty in grading learners with special educational needs (LSENs) fairly due to the lack of clear assessment guidelines. The standardized grading system used in regular education does not align with the diverse learning abilities and progress of LSENs, making it difficult for teachers to apply consistent evaluation criteria. As a result, many struggle to maintain assessment standards and resort to defaulting to passing grades, not necessarily as a measure of the students' actual progress but due to the absence of appropriate evaluation metrics. One teacher shared, "I do not know how to grade them since we all know that the regular class uses a fixed grading system, while SPED classes are typically non-graded" (Participant 2, IDI). This dilemma highlights the need for an alternative assessment framework that considers

individualized learning goals, progress-based evaluation, and flexible grading systems. Providing clear policies on inclusive assessment, as well as training teachers on differentiated grading methods, would help ensure a fair and meaningful evaluation of LSENs' academic growth.

## **2. Behavioral Management**

Managing LSENs' behavior remains a challenge, with teachers lacking training on handling tantrums and emotional outbursts. This affects the overall classroom environment and leads to emotional stress among teachers, who feel unsupported and overwhelmed

### *Finding 2.1: Handling Emotional and Behavioral Challenges*

Receiving teachers face significant challenges in managing the behavioral issues of learners with special educational needs (LSENs). Many of these teachers have limited training in handling emotional outbursts, leading to disruptions in regular classroom activities. The unpredictable nature of tantrums and behavioral challenges affects not only the LSENs but also the learning environment for other students. Without proper strategies, teachers often resort to trial-and-error methods, which can be ineffective and emotionally exhausting. In response to this gap, many receiving teachers engage in self-directed learning, relying on online resources and informal consultations with SPED teachers to develop their own behavioral management techniques. However, the lack of formal guidance and structured intervention strategies leaves them feeling uncertain and overwhelmed. As one participant shared, *“Behaviors of the LSENs, I don’t know how to handle when they tantrum because even when I give them what they want, they still have tantrums”* (Participant 4, IDI). This highlights the urgent need for targeted behavioral management training, clear intervention protocols, and ongoing mentorship to equip receiving teachers with the necessary skills to create an inclusive and supportive classroom environment.

### *Finding 2.2: Emotional Impact on Teachers*

Receiving teachers experience heightened stress and emotional burden due to the challenges of supporting learners with special educational needs (LSENs) without sufficient training or resources. Many struggle with feelings of inadequacy, questioning their ability to provide meaningful instruction and support to these learners while simultaneously managing the needs of the rest of the class. The pressure to ensure that LSENs are included in learning activities, despite a lack of proper training and guidance, leads to frustration and self-doubt. Without a structured support system, teachers often internalize their struggles, affecting their well-being and motivation. As one participant expressed, *“I cry in private because I feel I’ve failed as a receiving teacher”* (Participant 4, FGD). This emotional toll highlights the critical need for institutionalized emotional support systems, such as peer mentoring programs, counseling services, and professional development focused on resilience-building. Providing teachers with a network of support and access to mental health resources can help alleviate stress, boost their confidence, and reinforce their commitment to inclusive education.

### 3. Teaching Strategies Implementation

Teachers adopt diverse instructional approaches to meet the needs of LSENs. Universal Design for Learning (UDL), learner-centered instruction, and play-based teaching emerge as effective strategies. However, adaptations often depend on individual teacher initiatives rather than systematic institutional support.

#### *Finding 3.1: Diverse Teaching Approaches*

Receiving teachers are actively implementing the Universal Design for Learning (UDL) framework to promote inclusivity in their classrooms. Recognizing the diverse needs of learners, they adopt flexible teaching strategies that accommodate different learning styles and abilities. A key focus is on learner-centered instruction, where lessons are tailored to ensure that both LSENs and their peers can engage meaningfully in the learning process. Many teachers also integrate play-based teaching methods, which foster engagement, motivation, and hands-on learning experiences. These strategies allow LSENs to participate in lessons in a way that aligns with their individual needs and capabilities. As one participant shared, "I am using UDL instruction ma'am since I am handling learners with diverse needs" (Participant 5, FGD). Despite these efforts, the effectiveness of UDL depends on proper training and resource availability. Thus, continuous professional development and access to adaptive materials are essential to fully support teachers in implementing inclusive and engaging instructional approaches.

#### *Finding 3.2: Adaptation Methods*

Receiving teachers recognize the importance of modifying learning activities to meet the individual needs of learners with special educational needs (LSENs). They adopt differentiated instruction strategies to ensure that all students can participate meaningfully in classroom activities. One effective approach is the integration of weekly play-based learning sessions, which provide LSENs with hands-on, engaging experiences that cater to their developmental and cognitive abilities. Teachers also focus on interactive strategies that enhance student engagement, fostering a learning environment that is both inclusive and stimulating. As one participant stated, "Learner-centered since I became a receiving teacher and also every Friday, I usually use play-based teaching" (Participant 2, FGD). However, despite these efforts, challenges remain in terms of access to appropriate resources and structured guidelines for modifying activities effectively. To enhance the impact of these strategies, there is a need for institutional support, including specialized training on adaptive teaching methods and the provision of interactive learning materials tailored to LSENs.

### 4. Resource and Support Systems

Teachers experience resource shortages, with insufficient funding for materials and inequitable distribution of resources. Additionally, the lack of direct support from SPED teachers leaves them feeling unprepared for inclusive education.

#### *Finding 4.1: Resource Allocation Issues*

Receiving teachers encounter significant challenges due to limited budgets for instructional materials, which directly affect their ability to effectively teach learners with special educational

needs (LSEs). A major issue is the unequal distribution of resources, where SPED teachers are prioritized in funding allocations, leaving receiving teachers without essential teaching aids. This disparity creates difficulties in preparing modified learning materials, assessments, and adaptive activities tailored to LSEs. One teacher expressed frustration, stating, "Sometimes, we ask for a budget for paper, ink for printers, but the school head will not give us because it was already allotted to the SPED teachers" (Participant 1, FGD). The lack of resources forces teachers to find alternative ways to support LSEs, often relying on personal funds or makeshift solutions. To address this issue, a more equitable distribution of resources is necessary, ensuring that both SPED and receiving teachers have adequate support. Schools should implement a shared budget allocation system that considers the needs of all educators working with LSEs, as well as explore external funding opportunities and community partnerships to bridge resource gaps.

#### *Finding 4.2: Professional Support Gaps*

Receiving teachers often struggle with minimal guidance from SPED teachers, making it difficult to effectively support learners with special educational needs (LSEs) in mainstream classrooms. The transition of LSEs from self-contained to inclusive settings is frequently done without proper consultation or collaboration, leaving receiving teachers to navigate the challenges alone. Additionally, high student-teacher ratios further strain their ability to provide individualized support, as managing a diverse classroom with varying learning needs requires significant time and effort. One teacher shared, "Support from the SPED teacher, because some of them, if they forward the learner from self-contained to mainstreamed class, they totally will not give me guidance nor help" (Participant 3, FGD). This lack of structured collaboration highlights the need for a more integrated approach, where receiving teachers receive regular mentoring, training, and access to SPED specialists. Schools should implement a mentorship program where SPED teachers provide ongoing guidance, co-teaching opportunities, and shared planning sessions to ensure that LSEs receive the necessary academic and behavioral support in inclusive classrooms.

## **5. Professional Development Needs**

Teachers express the need for specialized training and continuous professional development to improve their ability to handle LSEs effectively. Many rely on self-learning through online resources and informal peer support.

#### *Finding 5.1: Training Requirements*

Receiving teachers express a strong need for disability-specific training to equip them with the skills necessary to effectively support learners with special educational needs (LSEs). Many feel unprepared to handle the diverse challenges that arise in inclusive classrooms, emphasizing the importance of continuous professional development. There is a clear demand for annual training sessions that focus on different disabilities each year, ensuring that teachers gain a comprehensive understanding rather than repetitive workshops covering the same topics. One participant stated, "Attend training every year about teaching LSEs with different disabilities. Each year should focus on different disabilities, not repetitive" (Participant 4, IDI).

Beyond training, teachers also show interest in research forums and community engagement to stay updated on best practices and innovative teaching strategies. To address this, schools and education departments should establish structured professional development

programs, including specialized workshops, mentorship initiatives, and collaborative research opportunities. Additionally, partnerships with universities and expert organizations can provide access to the latest advancements in special education, ensuring that receiving teachers are well-equipped to create truly inclusive learning environments.

### *Finding 5.2: Self-Initiated Learning*

Due to the lack of formal training and structured support, receiving teachers heavily rely on self-directed learning to develop their instructional skills for learners with special educational needs (LSEs). Many turn to online resources, such as YouTube, to explore teaching strategies and behavioral management techniques, as formal training opportunities are often limited. Informal discussions with SPED teachers also serve as an essential learning avenue, allowing them to gain insights and practical advice on handling LSEs in an inclusive classroom. One teacher shared, "I heavily rely on YouTube and informal consultation from SPED teachers" (Participant 1, FGD).

While these self-initiated efforts demonstrate teachers' dedication to their profession, they also highlight a significant gap in professional development. To address this, education stakeholders should implement structured learning platforms, such as virtual training modules, mentorship programs, and collaborative learning communities. Schools can also provide access to a centralized repository of instructional materials, research-based best practices, and expert-led webinars to support continuous learning. By institutionalizing these resources, receiving teachers will be better equipped to provide quality education to LSEs, reducing their reliance on informal and often inconsistent learning methods.

The findings highlight the complex challenges faced by receiving teachers in inclusive education and the strategies they employ to navigate these difficulties. While teachers show resilience and adaptability, the study underscores the urgent need for systematic support, targeted professional development, and equitable resource allocation to enhance the effectiveness of inclusive education practices.

## **DISCUSSIONS, RECOMMENDATIONS AND CONCLUSIONS**

The findings of this study reveal the multifaceted challenges that receiving teachers face in inclusive education, particularly in adapting instructional methods, managing behaviors, implementing effective teaching strategies, accessing necessary resources, and addressing professional development needs. The instructional challenges highlight the difficulties in modifying the curriculum to suit the needs of LSEs, as well as the lack of proper assessment and grading systems. Without clear guidelines, receiving teachers struggle to balance their time and provide appropriate instruction. This aligns with previous studies that emphasize the necessity of differentiated instruction and structured curriculum modifications for inclusive education to be effective (Sharma & Sokal, 2020).

Behavioral management remains a major concern, with teachers expressing difficulties in handling emotional outbursts and behavioral issues. The emotional toll on teachers is evident, with many experiencing stress, frustration, and self-doubt. This finding supports existing literature that suggests teachers in inclusive settings often feel overwhelmed due to inadequate training in

behavioral management techniques (Majoko, 2021). Additionally, the need for better teaching strategies is apparent, with teachers improvising through self-initiated learning and applying Universal Design for Learning (UDL) principles to accommodate diverse learners. Although these methods demonstrate adaptability, the lack of formal training limits their effectiveness.

Resource allocation and professional support gaps further exacerbate the difficulties in inclusive education. Receiving teachers struggle with limited materials and inconsistent guidance from SPED teachers. This is consistent with studies emphasizing the importance of collaborative teaching models in ensuring the success of inclusive classrooms (Florian & Spratt, 2021). Lastly, the study underscores the pressing need for professional development, as teachers seek training in disability-specific instruction and evidence-based strategies. The reliance on online resources highlights the gap in structured training programs that could enhance their competencies in inclusive education.

## Recommendations

To address the complex challenges faced by receiving teachers in inclusive education, this study proposes innovative and practical recommendations that go beyond conventional strategies. These recommendations aim to provide long-term, sustainable solutions that can be adopted internationally to improve inclusive education systems.

- 1. Development of an AI-Powered Personalized Learning System** – Schools and educational institutions should explore the integration of artificial intelligence (AI) to assist receiving teachers in modifying lesson plans and assessments based on the unique needs of LSENs. AI-powered adaptive learning platforms can provide personalized instructional materials, real-time feedback, and tailored assessments, reducing the burden on teachers while ensuring that learners receive appropriate support.
- 2. Establishment of a "Peer-Teaching Model" for Inclusive Education** – A structured peer-teaching system should be developed where senior SPED teachers mentor receiving teachers through classroom shadowing, co-teaching, and ongoing coaching. This approach promotes continuous learning while strengthening collaboration between SPED and regular teachers, ensuring knowledge transfer and improved instructional strategies.
- 3. Creation of an Inclusive Education Mobile App for Teachers** – A mobile application should be designed to serve as an on-demand support system for receiving teachers. The app can include quick-access behavioral management strategies, lesson modification guides, inclusive teaching methods, and an interactive forum where educators worldwide can share best practices and seek advice from experts in the field.
- 4. Implementation of a "Teacher Resilience and Well-Being Program"** – Given the emotional and psychological toll on receiving teachers, there is a need to institutionalize well-being programs that provide stress management training, mental health support, and emotional resilience workshops. Schools should integrate structured self-care and mindfulness sessions to prevent burnout and sustain teachers' motivation in inclusive education.

**5. Incentivized Research and Innovation Grants for Inclusive Education** – Provision of incentivized research and innovation grants for inclusive education, governments and educational institutions should provide small research grants or funding opportunities for receiving teachers to develop innovative teaching strategies, create learning materials, or pilot new classroom models. This initiative ensures that inclusive education continues to evolve based on real classroom experiences and teacher-led innovations.

These recommendations offer unique, forward-thinking solutions that not only address existing challenges but also contribute to the transformation of inclusive education globally. By leveraging technology, fostering collaboration, prioritizing teacher well-being, and promoting research-driven practices, inclusive education can be more effective, sustainable, and empowering for both teachers and learners.

## Conclusions

The findings of this study highlight the significant challenges faced by receiving teachers in inclusive education, particularly in curriculum adaptation, behavioral management, assessment, resource allocation, and professional development. The lack of formal training and structured support leaves many teachers feeling unprepared to effectively accommodate learners with special educational needs (LSENs). This often results in self-directed learning, increased emotional burden, and uncertainty in instructional and assessment strategies. Despite these difficulties, teachers demonstrate resilience by implementing learner-centered approaches, utilizing online resources, and seeking informal guidance from SPED teachers.

To address these challenges, there is an urgent need for systematic reforms in inclusive education. Schools must establish clear curriculum guidelines for LSENs, provide ongoing professional development focusing on diverse disabilities, and create stronger collaboration between receiving and SPED teachers. Additionally, resource distribution should be made equitable to ensure receiving teachers have access to the necessary instructional materials. Beyond these structural improvements, emotional support systems must also be put in place to help teachers manage stress and feelings of inadequacy.

Ultimately, inclusive education can only be effective if receiving teachers are empowered with the right knowledge, resources, and support systems. By implementing targeted interventions such as mentorship programs, disability-specific training, and innovative teaching resources, educational institutions can bridge the gaps in inclusive education and create a more supportive learning environment for both teachers and LSENs.

