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***IMPLEMENTATION OF INCLUSIVE EDUCATION IN PRIVATE  
SCHOOLS AND LEARNING OUTCOMES OF LEARNERS***

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**ABSTRACT**

This study aims to examine the relationship between the implementation of inclusive education and learners' academic performance in private schools in the city of Malaybalay, Bukidnon, for the school year 2025-2026. Despite government support through the enforcement of inclusive education policies, the academic success of students with Diverse Learning Needs largely depends on the effectiveness of differentiated teaching strategies, the availability of resources, collaboration, curriculum modification, and administrative support. Drawing on the theories of Garry Lindsay and Albert Bandura, this study employs a descriptive-correlational design to assess the impact of inclusive education strategies on students' academic performance. The findings revealed a very satisfactory level of implementation across all indicators, and learners demonstrated high academic performance. Moreover, a significant relationship was found between the level of inclusive education implementation and learning outcomes, confirming that institutional support positively influences academic achievement. The study reveals that strong inclusive frameworks can significantly improve outcomes for diverse learners. For instance, to sustain this progress, the principal may consider investing in additional teacher training; teachers may engage in further learning and peer mentoring; and parents may encourage learning at home and communicate regularly with the school. This can help learners achieve top performance levels.

**KEYWORDS:** *Inclusive Education, Private Schools, Learning Outcomes, Differentiated Instruction, Teacher Competency, Resource Allocation, Interdisciplinary Collaboration, Administrative Support, Grade 6 Learners.*

## INTRODUCTION

The researcher observed that, within private school environments, inclusive education frequently encountered the challenge of translating a philosophical commitment into a reliable, high-quality academic reality. Although the concept of inclusion supported the right of every learner to study alongside peers, the study found that simply placing learners with diverse learning needs in general education classrooms did not ensure significant academic improvement. When instruction lacked sufficient differentiation, these learners with diverse learning needs risked falling behind their peers, experiencing deep frustration, and developing a sense of personal failure. On the contrary, the execution of effective inclusive practices—supported by appropriate scaffolding and resources—allowed these learners to access the general curriculum while benefiting from peer models. This process accelerated their cognitive engagement and learning, which rendered this investigation into academic outcomes both essential and timely.

Moving to the legal framework, the researcher found that the foundation for inclusive education in the Philippines remained firmly established in the 1987 Philippine Constitution, Article XIV, Sections 1 and 2, which guaranteed the right to quality education for all individuals—DepEd Order No. 21, s and in 2019, further solidified this mandate by institutionalizing the basic education learning continuity plan and emphasizing the necessity for inclusive policies that served all learners, including those with disabilities. Foundational research, such as the significant work by Gartner and Lipsky (1987), previously demonstrated that successful inclusive schools raised the academic achievement of learners with disabilities without hindering the progress of their typically developing peers. More recently, studies by Maghadar and Villafuerte (2020) investigated the challenges of implementing these policies within the specific operational and funding structures of Philippine private schools, which provided the necessary context for this current inquiry into measurable academic outcomes.

Despite these foundations, a substantial research gap persisted in quantifying and separating the specific academic outcomes of learners with diverse learning needs within fully inclusive private school settings in the Philippines. The researcher noted that existing local literature often emphasized the hurdles of policy implementation, teacher readiness, and general

perspectives on inclusion, rather than offering empirical data on standardized scores, graduation rates, or mastery of specific subjects for the population with diverse learning needs. Furthermore, the study identified a lack of comparative data on how the unique curricular flexibility and resource models of private schools influence the academic success of learners with diverse needs. This situation necessitated a focused study to establish evidence-based best practices for this particular educational sector.

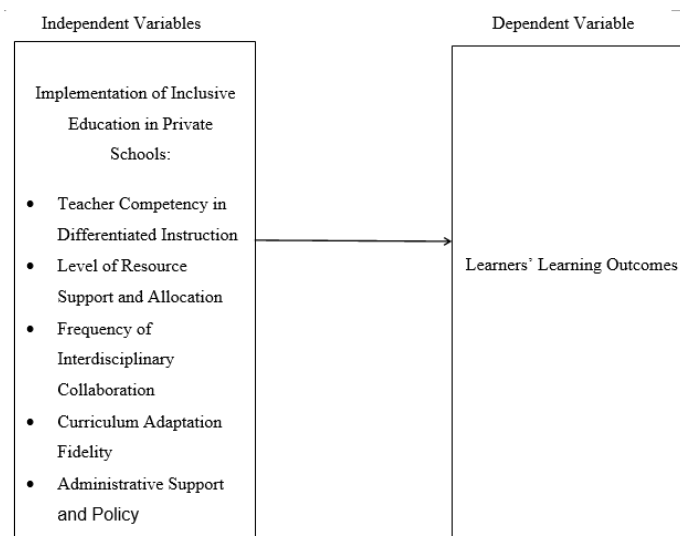
Ultimately, the researcher justified this study by highlighting its potential to provide sector-specific, evidence-based data vital to enhancing inclusive practices in private education. By objectively assessing academic outcomes, the research helped school administrators and policymakers move beyond anecdotal evidence to identify successful, evidence-based instructional models. These models included the necessary levels of resource support, specialized teaching, and teacher training that truly encouraged academic success for learners with diverse needs. Consequently, the findings served as a vital accountability tool, enabling private schools in the region to strategically allocate resources to ensure inclusive environments that provide equitable, high-quality education for all learners.

### **Conceptual Frameworks**

The researcher anchored this study on the Quality of Inclusive Education Model developed by Garry Lindsay (2007). This model proved particularly appropriate for the investigation, as it moved beyond simple verification of learners' physical presence and their various learning needs in the classroom. The framework asserted that academic results directly resulted from the quality of provisions and practices within the inclusive environment, which constituted the quantifiable elements of this research. Lindsay's model highlighted three critical dimensions of quality—Process, Structure, and Outcome—which the researcher applied directly to evaluate how the specific resources, policies, and structures of a school influenced the academic success of learners with varied needs. This approach enabled the study to identify specific strengths and shortcomings in the implementation of inclusive strategies in private schools that accounted for the observed disparities in learners' academic performance. Furthermore, the study relied on Albert Bandura's Social Learning Theory (1977). Social Learning Theory was particularly relevant to this research because it pertained directly to the fundamental process of observational learning and modeling through which inclusive education benefited all learners. Bandura's theory maintained that learning occurs through the observation of others' behavior. This concept remains vital in a fully inclusive environment

where learners with varied learning needs blend with their typically developing counterparts. Peer models allowed children with diverse learning needs to observe excellent academic strategies, perseverance, and positive self-efficacy, which they subsequently endeavored to emulate. Conversely, typically developing learners also demonstrated positive behaviors, such as empathy, and adaptable instructional techniques. The researcher employed Social Learning Theory to examine how the social environment fostered by full inclusion influenced the academic outcomes of learners with diverse needs, measuring enhancements in self-efficacy and the acquisition of new academic skills observed from successful peers.

The integration of Bandura's (1977) Social Learning Theory and Lindsay's (2007) Quality of Inclusive Education Model established a comprehensive, dual framework for this inquiry. Social Learning Theory functioned as the micro-level theoretical foundation, elucidating how learners with diverse learning needs attained academic success by highlighting observational learning from typically developing peers and the essential influence of self-efficacy. The researcher noted that the individual learning process did not transpire in isolation; rather, it necessitated a high-quality environment, which she evaluated using Lindsay's macro-level conceptual model. This model established a direct link between the study's institutional independent variables namely, teacher competency, resource support, and administrative policy and the resulting academic outcomes. This structure enabled the research to empirically identify which elements of quality inclusion promoted the social and instructional conditions essential to the effective implementation of Social Learning Theory principles, thereby enhancing academic achievement for learners with diverse needs.



**Figure 1. Schematic Diagram showing the Relationship of the Independent and Dependent Variables of the Study.**

### **Statement of the Problem**

This study was conducted to find the learning outcomes of elementary learners in private schools in Malaybalay City, Bukidnon, School Year (SY) 2025-2026. Specifically, this study aimed to answer the following questions:

1. What is the extent of implementation of inclusive education in differentiated instruction, level of resource support and allocation, frequency of interdisciplinary collaboration, curriculum adaptation, and administrative support and policy?
2. What are the learning outcomes of elementary learners in private schools in Malaybalay City, Bukidnon?
3. Is there a significant relationship between the extent of implementation of inclusive education in elementary private schools and the learning outcomes of the learners?

### **Delimitation of the Study**

This research was delimited to the learning outcomes of elementary learners in private schools in Malaybalay City, Bukidnon, School Year (SY) 2025-2026.

The independent variables were delimited to the extent of implementation of inclusive education in elementary private schools, including teacher competency in differentiated instruction, level of resource support and allocation, frequency of interdisciplinary collaboration, curriculum adaptation, and administrative support and policy.

The dependent variable was limited to the learning outcomes of the elementary learners in the private schools in Malaybalay City, Bukidnon.

This study used a researcher-developed survey questionnaire to collect the data. The respondents in this study were delimited to elementary teachers in private schools in Malaybalay City, Bukidnon. The data were analyzed using descriptive statistics, including frequency counts, percentages, means, standard deviations, and Pearson's  $r$  Product-Moment Correlation Coefficient.

### **Review of Related Literature**

This section will include the studies and literatures read by the researcher, which have bearing and significant review that may support or oppose the findings of this study.

Recent scholarly inquiries transitioned from broad debates regarding the efficacy of inclusion toward focused investigations of specific factors that influenced the academic performance of

individuals with varied educational requirements. Within these studies, the implementation of inclusive education in private schools and similar settings yielded either constructive or neutral results, which effectively refuted the assumption that a diversity of learner requirements hindered the progress of others. Alquraini and Gut (2012) highlighted that this inclusive strategy did not obstruct the advancement of the general population within the classroom. Consequently, the empirical evidence redirected the academic focus toward how particular inclusive components directly shaped the learning outcomes of learners

Supporting this shift, a comprehensive meta-analysis of scholastic achievement among learners with disabilities revealed that inclusive environments produced higher standardized test marks in literacy and mathematics compared to segregated placements. Oh-Young and Filler (2015) observed that such favorable results generally originated from consistent exposure to the general curriculum and the rigorous academic benchmarks established within a completely inclusive framework. These elements offered a vital structure for the academic triumph of the participants. By upholding these challenging standards, schools ensured that the learning outcomes of learners remained a primary objective within the inclusive system.

Transitioning to the classroom level, the triumph of fully inclusive settings relied heavily upon the overall caliber of teaching routines, specifically the capacity of teachers to apply differentiated instruction successfully. De La Paz and Watson (2013) proved that when teachers modified curriculum tools, instructional techniques, and learner products to address the distinct requirements of their learners, those individuals demonstrated higher engagement and more significant academic improvements. Furthermore, Taylor and Williams (2022) established that within private school contexts, the allocation of funds for the professional growth of teachers regarding Universal Design for Learning and Differentiated Instruction correlated strongly with gains in achievement data. Without this specialized proficiency, the implementation of inclusive education in private schools resulted merely in physical integration rather than providing intellectual advantages.

Beyond teaching expertise, the scholastic results of learners with different requirements in private schools depended largely upon management assistance and the distribution of assets. Unlike public schools, which followed rigid state regulations, private schools exercised greater independence in designing their own inclusive systems and directing their finances. Vannest and Burke (2017) conducted a comparative inquiry which disclosed that private schools with superior academic results among learners with varied requirements maintained a higher ratio of assistance staff to learners and more transparent institutional procedures for cooperation between special and general teachers. This evidence suggested that management

choices regarding resource distribution functioned as a primary structural element in determining the learning outcomes of learners in those schools.

Finally, Social Learning Theory offered a significant perspective for understanding the academic performance of learners with diverse requirements in a shared classroom. Schunk (2012) found that learners with developmental requirements who studied in fully inclusive environments alongside classmates without learning difficulties displayed higher self-belief and drive. When these learners watched and mirrored the study routines and cognitive processes of their peers, their certainty in their own intellectual skills grew, which led to increased persistence and better academic marks. Schunk and Pajares (2009) further confirmed that the inclusive classroom functioned as a vital social atmosphere where social modeling played a major role in defining the final results and the learning outcomes of learners.

### **Research Methodology**

This study used a descriptive-correlational research design. It delved on the learning outcomes of learners in private schools in Malaybalay City, Bukidnon, School Year 2025-2026. Data on the extent of implementation of inclusive education in private schools were gathered by using the researcher-made questionnaire and the learning outcomes of learners in the private schools in Malaybalay City, Bukidnon were based on their average grade in the First Quarter of School Year 2025-2026.

The researcher conducted this study within the private schools in Malaybalay City, Bukidnon, during the 2025-2026 school year. As the provincial capital and a primary educational hub in Bukidnon, Malaybalay City accommodated a diverse range of private schools, including established sectarian institutions and various non-denominational academies. The researcher noted that this environment featured significant institutional autonomy in educational philosophy, resource allocation, and curriculum design, all of which pertained directly to the independent variables of the investigation. Consequently, the study found that implementing inclusive education in private schools in this locale provided a unique context for evaluating how independent school policies influenced learners' learning outcomes.

In contrast to public schools operating under strict governmental staffing regulations, private schools in this city frequently had the autonomy to allocate resources strategically to specialized initiatives. These initiatives included reduced class sizes, the acquisition of assistive technology, and the hiring of support personnel, which served as essential indicators of the quality of resource support and administrative policy. Although these schools had

greater financial flexibility, the researcher observed that they still faced regional limitations of a provincial center, such as restricted access to specialized professionals and the challenge of accommodating a diverse population with varied backgrounds. This reality necessitated a high degree of curriculum adaptation fidelity and teacher competency. The following are the schools included in the study: San Isidro College (SIC), Casisang International Christian School (CICS), Bethel Baptist Christian Academy (BBCA), Bukidnon State University (BukSU) Laboratory School, St. John's School of Malaybalay City, Marywoods Academy, and Sunbeam Christian Academy of Bangcud Inc.

### **Findings**

This study yielded the following results:

There was a high level of implementation of inclusive education in private schools, including teacher competency in differentiated instruction, levels of resource support and allocation, frequency of interdisciplinary collaboration, curriculum adaptation, and administrative support and policy.

There was a very satisfactory level of learning outcomes among learners in private schools in Malaybalay City, Bukidnon.

A significant link exists between the extent of implementation of inclusive education policies in private educational institutions and learner outcomes, with institutions that fully implement them producing better outcomes. In other words, the more inclusive education strategies, which include differentiated instruction, collaboration among teachers, tailoring the curriculum to suit learners' needs, and supportive policies within the educational institution, are implemented, the better the learners' outcomes. This implies that inclusive education is not just present within educational institutions but that its implementation is also significantly related to learners' outcomes within the same institutions.

### **CONCLUSIONS AND RECOMMENDATIONS**

Based on the findings, this study formulated the following conclusions.

This study evaluated inclusive education and learners' learning outcomes in Malaybalay City private schools, finding a high level of implementation across all indicators. This synergy between administrative support and teacher competency directly enhanced academic success. While technical documentation remains a limitation, the study concluded that these schools successfully translated inclusive theory into practice, establishing a scalable model for excellence.

This study investigated the learning outcomes of learners in Malaybalay City private schools and found a very satisfactory level of academic achievement. These findings remain highly relevant, as they demonstrate that current inclusive practices and instructional strategies effectively foster high proficiency across grade-level standards. Despite these gains, the researcher identified a limitation in the transition of more learners to outstanding levels, suggesting that future interventions should prioritize advanced individualized support. Ultimately, the study concluded that these schools effectively translate inclusive theory into robust academic success.

This study looked into the relationship between the implementation of inclusive education and learners' learning outcomes in Malaybalay City private schools, finding a strong, significant correlation. These findings remain highly relevant, proving that teacher competency and administrative support directly drive academic achievement. Despite these results, the researcher identified limitations in consistent resource mapping, suggesting that schools should prioritize equitable distribution to sustain gains. Ultimately, the study concluded that inclusive education is a functional necessity for achieving superior academic results.

Based on the findings and conclusions, the following recommendations are hereby put forth: Teachers may proactively engage in advanced professional development and peer-mentoring programs to refine their differentiated instruction techniques. By sharing best practices during interdisciplinary collaborations, educators can further maximize the use of available resources. This continuous skill enhancement ensures that inclusive classroom strategies remain innovative and responsive to the evolving needs of diverse learners.

Parents may actively sustain this Very Satisfactory performance by establishing structured home study routines and maintaining consistent communication with teachers. By closely monitoring academic progress and providing supplemental learning materials, parents can provide the necessary reinforcement at home to help their children transition from proficient levels to the Outstanding achievement bracket.

Principals may prioritize strategic funding for specialized teacher training and instructional materials that support inclusiveness. By institutionalizing regular collaborative planning sessions and performance monitoring, administrators can ensure that inclusive practices remain a core driver of academic excellence, directly translating institutional support into consistently high learner outcomes.

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