Research Article

Classroom Experiences of Learners with Blindness at Bacolod City National High School: A Multi-Case Study

Jocelyn B. Petiza[1]*, Dominic Bryan S. San Jose, EdD[2]

[1]Department of Education, Bacolod City, Philippines.
[2]Recoletos de Bacolod Graduate School, University of Negros Occidental-Recoletos, Philippines.

*Corresponding Author: Jocelyn B. Petiza, Department of Education, Bacolod City, Philippines.

ABSTRACT

Inclusive education aims to ensure equitable access and meaningful participation of learners with disabilities in mainstream classrooms; however, learners with blindness continue to face persistent instructional and assessment barriers, particularly when taught by non-SPED teachers. This study explored the classroom experiences of learners with blindness at Bacolod City National High School to better understand how inclusion is enacted in regular secondary classes. Using a qualitative multiple case study design, five blind or visually impaired learners were purposively selected based on defined inclusion criteria. Data were gathered through semi-structured interviews and analyzed using Braun and Clarke's thematic analysis framework. Findings revealed that verbal explanations and individual assistance were the primary forms of teacher support, while assistive materials and peer support played a critical role in learning participation. Despite experiencing inclusion in classroom activities, learners encountered significant challenges in visually based lessons and assessments. Emotional responses to inclusion ranged from motivation to anxiety, highlighting the social and psychological dimensions of inclusive practice. Lessons learned from the multi-case analysis emphasize that inclusion in mainstream classrooms often relies on learner resilience and peer support rather than systematic accommodations. The study underscores the need for targeted teacher training, accessible assessment practices, and institutional support. While limited by a small sample and single-site context, the findings provide directions for future research on inclusive interventions and longitudinal learner experiences.

Keywords: Inclusive education, learners with blindness, Non-Sped Teachers, Case Study, Philippines.

ARTICLE INFORMATION

Introduction

Inclusive education is a foundational pillar of today's educational reform, emphasizing the right of learners with disabilities to equitable access and meaningful participation in mainstream schooling (Kushwaha et al., 2024). Recent international frameworks highlight that inclusion must go beyond physical access and focus on instructional responsiveness, learner engagement, and teacher preparedness (Kenny et al., 2023). However, studies show that a lot of educational systems continue to struggle with translating inclusive policies into effective classroom practices, particularly for learners with sensory impairments (Kisanga, 2022; Flavian, 2024; Sayfullaevna & Mukhamedjanovna, 2025). Globally, blind learners are still among the most vulnerable groups in an inclusive classroom due to heavy reliance on visual instruction and limited teacher training (Ahmad et al., 2024; Ghoneim et al., 2024; Mpolomoka, 2025).

Within the Asian context, inclusive education implementation varies widely due to differences in

resources, teacher preparation and policy reinforcement. Research across Southeast and East Asia reveals that while enrollment of learners with disabilities increased, classroom-level support remains inconsistent, especially for learners with visual impairments (O'Connor et al., 2024; Zhang, 2025; Adams et al., 2025). Many Asian countries also face shortages of trained special education teachers and assistive technologies, resulting in reliance on general education teachers who are often unprepared for inclusive instruction (Ahmed et al., 2022; Alsolami, 2022; Starks & Reich, 2023). As a result, learners with blindness frequently experience barriers to participation, assessment, and social interaction within mainstream classrooms (Ahmad et al., 2024; Alsamiri, 2025; Zhu et al., 2025).

Meanwhile, in the Philippines, inclusive education is strongly supported by national legislation and policy reforms. Republic Act 11650 (Official Gazette, 2022), along with DepEd Order No. 044, s. 2021 (DepEd, 2021), mandates the inclusion of learners with disabilities in mainstream schools and the provision of appropriate support services. Despite these policies, several report gaps in implementation due to limited funding, inadequate teacher training, and uneven access to learning resources (Domingo, 2020; Beltran et al., 2025; Jimenez, 2025). These challenges are particularly evident in regular classrooms handled by non-SPED teachers, where specialized instructional adjustments for blind learners are often insufficient.

At Bacolod City National High Schools, learners with blindness are enrolled in mainstream or regular classes and are primarily taught by non-SPED teachers. While inclusion allows these learners access to the same curriculum as their peers, classroom instruction remains largely visual and fast-paced, posing challenges for comprehension and participation. The limited availability of Braille materials, assistive technologies, and trained support personnel further affects their learning experiences. These observed conditions motivated the researchers to examine closely how blind learners navigate classroom learning in this local context.

Although recent studies have explored inclusive education practices and teacher readiness in the Philippines, most studies (Alcosero et al., 2023; Moon, 2023; Gonzaga et al., 2024; Atillo et al., 2025) focused on teachers' perspectives or policy implementation rather than the lived experiences of blind learners themselves. Local and international studies highlight teacher challenges and systematic constraints but provide limited insights into how blind learners perceive instructional support, assessment practices, and classroom inclusion under non-SPED teachers. Moreover, few studies have specifically investigated inclusion in secondary public schools in the local Philippine context. This gap underscores the need of learner-centered research that captures authentic classroom experiences of blind learners.

Thus, this study explored and described the classroom experiences of learners with blindness at Bacolod City National High School with non-SPED teachers. Specifically, it examined the challenges learners with blindness encounter in learning and assessment, and how these learners perceive teacher preparedness and attitude toward inclusion. By addressing these concerns, this study seeks to provide insights into the overall inclusion experiences of learners with blindness in mainstream classes. On a practical level, the data will inform the design of targeted professional development initiatives for general education teachers, emphasizing evidence-based, adaptive pedagogical strategies. At the policy level, this study may provide empirical evidence necessary to refine the implementation of RA 11650 and DepEd Order No. 044, s. 2021, ensuring that inclusion evolves from a legislative ideal to an equitable, lived reality. Ultimately, this research may contribute to the national and global discourse by advocating for an inclusive system where the integration of learners with blindness into mainstream schools results in not just access, but in authentic, equitable, and meaningful learning experiences.

Methodology

Research Design

This study employed a qualitative research design using a multiple case study approach to explore the classroom experiences of learners with blindness at Bacolod City National High School. Qualitative research is appropriate when the goal is to understand meanings, perspectives, and lived experiences from the participants' point of view rather than to measure variables quantitatively (Tisdell et al., 2025). In this study, the researchers sought to capture how learners with blindness experience instruction, assessment, and inclusion within mainstream classrooms handled by non-SPED teachers.

A multiple case study method was utilized to allow in-depth examination of each participant as a distinct case, while also enabling cross-case analysis to identify shared patterns and unique variations across experiences. Each learner with blindness was treated as an individual case, recognizing that experiences of inclusion may differ based on instructional practices, teacher attitudes, and classroom contexts. This approach aligns with the assumption that inclusive education is experienced differently by learners depending on their personal, instructional, and environmental circumstances.

The multiple case study method was deemed the most appropriate design because it provides rich, contextualized descriptions of real-life classroom experiences that cannot be sufficiently captured through surveys or experimental methods (Creswell & Poth, 2016). Given the limited number of learners with blindness in mainstream secondary classrooms and the exploratory nature of the study, this design allowed the researchers to gain deep insights into the complexities of inclusive classroom practices from the learners' perspectives.

Participants

The participants of the study consisted of five (5) learners with blindness or visual impairment enrolled at Bacolod City National High School in the school year 2025-2026. Participants were selected using purposive sampling, guided by clearly defined inclusion criteria to ensure relevance to the research objectives. The inclusion criteria were as follows: 1) the learner must be officially identified as blind or visually impaired; 2) the learner must have experienced instruction under at least one non-SPED teacher in a mainstream or regular classroom; and 3) the learner must be willing to participate voluntarily and provide informed consent. For participants below 18 years old, parental or guardian consent was also secured. The selected participants represented diverse classroom experiences within the mainstream secondary school setting. This variation allowed the study to capture both common challenges and individual differences in instructional support, assessment practices, and social inclusion. To protect participants' identities, pseudonyms were used throughout the study.

Instruments

The primary data-gathering instrument used in this study was a semi-structured interview guide. Semi-structured interviews were chosen because they provide flexibility to explore participants' experiences in depth while ensuring that key areas relevant to the research questions are consistently addressed. This format allowed participants to freely express their thoughts, feelings, and perceptions regarding their classroom experiences. The interview guide contained open-ended questions focusing on instructional practices, assessment experiences, teacher support, and inclusion in mainstream classrooms. Sample interview questions included: Can you describe your learning experiences in a regular classroom handled by a non-SPED teacher? What challenges do you encounter during lessons and classroom activities? How do teachers adjust (or fail to adjust) their teaching to meet your needs as a learner with blindness? How do you experience assessments such as quizzes, exams, or performance tasks? How do you feel about your teachers' attitudes toward inclusion? Probing questions were used as needed to clarify responses and encourage deeper reflection.

Data Collection Procedure

Data collection was conducted in three phases: before, during, and after the interviews. Before data collection, the researchers sought approval from school administrators and coordinated with relevant offices to identify potential participants. Informed consent forms were explained and secured from participants and their parents or guardians when necessary. The interview guide was reviewed to ensure clarity and sensitivity to participants' needs, and interview schedules were arranged at a time and place convenient and comfortable for the learners.

During data collection, individual semi-structured interviews were conducted in a quiet and accessible environment within the school. Interviews were carried out using a conversational approach to help participants feel at ease. With permission, interviews were audio-recorded to ensure accurate capture of responses. The researchers remained attentive to ethical considerations, allowing participants to pause or stop the interview at any time.

After data collection, audio recordings were transcribed verbatim. The researchers reviewed the transcripts for accuracy and completeness before proceeding to data analysis. Participants were given the opportunity to clarify or verify their responses when necessary.

Data Analysis Framework

The study employed thematic analysis following the framework developed by Braun and Clarke (Braun et al., 2022). This approach was selected because it provides a systematic yet flexible method for identifying, analyzing, and interpreting patterns of meaning within qualitative data. The Braun and Clarke framework is well-suited for exploratory studies that aim to describe participants' experiences and perceptions in depth. Data analysis followed six phases: (1) familiarization with the data through repeated reading of transcripts; (2) generation of initial codes relevant to classroom experiences and inclusion; (3) searching for themes by grouping related codes; (4) reviewing themes to ensure coherence and relevance; (5) defining and naming themes; and (6) producing the final report. This framework was appropriate for the study as it allowed the researchers to move beyond surface-level descriptions and develop meaningful themes grounded in the participants' narratives.

Data Trustworthiness

To ensure the trustworthiness of the findings, the study applied the criteria of credibility, transferability, dependability, and confirmability (Gunbayi, 2024).

Credibility was enhanced through prolonged engagement with the data, careful transcription, and member checking when possible. Transferability was addressed by providing rich, detailed descriptions of the research context and participants, allowing readers to determine the applicability of the findings to similar settings. Dependability was ensured by maintaining a clear audit trail of the research process, including data collection procedures and analytical decisions. Confirmability was strengthened by grounding interpretations in direct participant quotations and by practicing reflexivity to minimize researcher bias.

Ethical Considerations

Ethical principles guided all stages of the research. Participation was entirely voluntary, and participants were informed of their right to withdraw from the study at any time without consequence. Informed consent and parental consent, when required, were obtained prior to data collection. Confidentiality and anonymity were strictly maintained through the use of pseudonyms and secure handling of data. The researchers ensured that the study posed no harm to participants and respected their dignity, perspectives, and lived experiences. Special care was taken to conduct interviews in a respectful and inclusive manner appropriate for learners with blindness.

Results

This chapter presents the findings of the study based on the semi-structured interviews conducted with five blind or visually impaired learners who are taught by non-SPED teachers. The data were analyzed using thematic analysis and resulted in several recurring themes that describe the learners' classroom experiences, challenges and perceptions of inclusion. The discussion of each theme is supported by participants' statements and related literature.

Teacher Support through Verbal Explanation and Individual Assistance

All the participants stated that verbal explanation is the primary way for non-SPED teachers to help them understand their lessons. Teachers often explain lessons clearly, describe pictures or images found in modules, and provide step by step instruction.

Participant 1 shared that his teacher explained their lesson clearly and provided them step by step instruction on how to do their activities. *"Gina-explain nila clear ang mga lessons kag gina-isa-isa nila kung paano ubrahon ang activities."* Another learner explained how teachers describe the visual content. *"Gina-explain nila kung ano ang content sa picture kag kung diin nakabutang ang x kag y sa math."* Some students also mention that teachers approach them individually to check understanding, especially when lesson are difficult. However, this support was not always consistent because of large class sizes and time limitations.

Use of Assistive Materials and Technology as Learning Aids

All five participants reported relying heavily on assistive tools to cope with classroom demands. The most commonly used materials were writing slate and stylus, Braille materials and cellphones with screen readers, talkback, zoom, or camera function.

One participant stated they listen to the teacher and write on the writing slate. *"Ginapamatian namon ang teacher kag ginasulat namon gamit ang writing slate kag stylus."* Another participant explained that he used a cellphone as a screen reader. *"Ga-answer ko sa cellphone gamit ang screen reader, tapos ginapasulat ko sa classmate."* For learners with very low vision, the cellphone camera and zoom feature were especially helpful. One participant stated: *"Gapicture lang ko sang lesson kag gina-zoom para mabasa."* The teachers allowed learners to participate academically, but limited access to devices and internet connectivity hindered learning.

Inclusion in Classroom and Activities

Most of the participants experience being included in class activities, especially in performance tasks, group work, reporting or prayer leadership. Teachers often grouped them with classmates and assigned roles suitable to their abilities. One participant share they are included in the performance tasks and treated equally with regular students. *"Ginainclude gid kami sa performance tasks kag ginatreat kami pareho sa regular students."* Another participant recalled he had a role in their acting activity. *"Sa English, nag-commercial kami kag may role man ako sa acting."* Despite this inclusion, some learners still feel hesitant or nervous during group activities, especially when practice time was limited or when they were unsure of their roles.

Difficulties in Assessments and Visually-based Lessons

A major challenge identified by all participants was assessment, particularly tests and exams that relied on visual materials. Many learners experienced difficulty because there was no one available to read test questions for them, teachers were busy managing the class, and pictures, diagrams, and representations were hard to imagine. One participant explained that they were the last to take the test because there was no one available to read for them. *"May ara time nga ginapaulihi kami sa test kay wala may mabasa sa amon."* Another stated that it is hard if there is an image because they cannot picture it out well, even if it was explained or described. *"Budlay gid kung may*

pictures sa science kay hindi namon ma-picture out bisan gina-explain." In some cases, their test questionnaires were sent home and answered with the help of their family members, which affected fairness and timeliness.

Reliance on Classmates for Academic Support

Although teachers provide help for the students through dictation, explanation, and individualized instruction, participants consistently reported that their classmates were their primary source of support, especially on assessments and note-taking. One learner shared that it was really his classmates who helped him. *"Classmates gid ang mas naga-help sa akon."* Another learners also said that if there are no classmates available to read for them, they will be late or delayed. *"Kung wala classmate nga mabasa, dira kami gakaulihi."* This peer support helps learners cope with their classes; however it also emphasizes the lack of systematic support inside regular classrooms.

Emotional Responses to Inclusion and Participation

Participants shared mixed emotions regarding participation in class activities. While some felt happy and motivated, others felt nervous, shy, and pressured. One student said that he felt nervous because they were not able to practice well on their performance task. *"Nakulbaan ko kung mag-performance kay wala kami mayo ka-practice."* Another student shared that he was happy because he was included in the group and he made a contribution to the task. *"Daw kasadya kung ginajoin ka sa group kag may contribution ka."* These emotional differences show that inclusion in not only an academic but also social and psychological.

Suggestions for Improving Support in Mainstream Classes

All participants offered suggestions to improve inclusion and learning to be more effective particularly cleared and slower explanations, someone assigned to read and guide them during lessons and exams and better consideration of their disabilities during activities and assessments. One participant recommended that if there is a shadow teacher that can read for them. *"Kung may ara tane guide or shadow teacher nga mabasa sa amon."* Another participant emphasized that the lesson should be explained clearly and well. *"Dapat i-explain gid tadlong kag clear ang lesson para maintindihan namon."*

Discussion

This chapter discusses the findings of the study by interpreting the emergent themes in relation to existing literature on inclusive education and the classroom experiences of learners with blindness. The discussion highlights how instructional practices, assessment structures, peer support, and emotional experiences shape

inclusion within mainstream classrooms handled by non-SPED teachers.

Teacher Support through Verbal Explanation and Individual Assistance

The findings indicate that verbal explanation and individualized assistance are the primary instructional strategies used by non-SPED teachers to support learners with blindness. Teachers' efforts to describe visual content, explain lessons step by step, and occasionally provide one-on-one clarification reflect an intuitive attempt to make instruction accessible. This aligns with studies emphasizing the importance of verbal mediation for learners with visual impairments, particularly in visually oriented subjects such as mathematics and science (Ahmad et al., 2024; Ghoneim et al., 2024).

However, the inconsistency of this support due to large class sizes and time constraints mirrors challenges identified in previous research. Kisanga (2022) and Flavian (2024) noted that while general education teachers often demonstrate goodwill toward inclusion, they struggle to sustain individualized support in overcrowded classrooms. This suggests that teacher support in this context is largely compensatory and reactive, rather than systematically planned, highlighting the need for structured inclusive strategies and institutional support.

Use of Assistive Materials and Technology as Learning Aids

The strong reliance on assistive materials and technology underscores their central role in enabling learners with blindness to access instruction in mainstream classrooms. Writing slates, Braille materials, and mobile phones with screen readers or zoom functions served as essential learning tools. These findings are consistent with the literature asserting that assistive technology significantly enhances independence and participation among learners with visual impairments (Starks & Reich, 2023; Alsamiri, 2025).

Despite their usefulness, limited access to devices and unstable internet connectivity constrained learning effectiveness. Similar barriers were reported by Adams et al. (2025), who found that inequitable access to assistive technology often shifts the burden of accommodation onto learners themselves. This finding reflects a gap between inclusive policy and classroom reality, where learners must rely on personal or improvised tools rather than school-provided resources.

Inclusion in Classroom and Activities

Most participants reported being included in classroom activities such as group work, performance tasks, and reporting. Teachers' efforts to assign roles aligned with

learners' abilities indicate an attempt to practice inclusive participation. This aligns with Kenny et al. (2023), who emphasized that meaningful inclusion involves participation in both academic and co-curricular activities.

However, learners' hesitation and nervousness during group activities suggest that inclusion was sometimes symbolic rather than fully empowering. Limited preparation time and unclear expectations affected learners' confidence, echoing findings by Zhu et al. (2025) that inclusive participation must be accompanied by adequate scaffolding to support learners with disabilities. These findings indicate that while physical and social inclusion is present, instructional inclusion requires further strengthening.

Difficulties in Assessments and Visually-Based Lessons

Assessment emerged as one of the most significant challenges for learners with blindness. Visually based tests, lack of readers, and delayed administration placed learners at a disadvantage. This finding aligns with international studies that identify assessment as a persistent barrier to inclusion for learners with visual impairments (Mpolomoka, 2025; Ahmad et al., 2024).

The practice of sending assessments home to be completed with family assistance raises concerns about fairness, validity, and independence. According to O'Connor et al. (2024), inclusive assessment must ensure timely, equitable, and independent demonstration of learning. The findings suggest that current assessment practices remain misaligned with inclusive principles and require systematic accommodation strategies, such as alternative formats and designated readers.

Reliance on Classmates for Academic Support

The participants' heavy reliance on classmates for reading, note-taking, and test assistance highlights the importance of peer support in inclusive classrooms. Peer assistance has been identified as a valuable inclusive strategy that promotes social interaction and shared responsibility (Zhang, 2025). In this study, classmates played a crucial role in enabling learners with blindness to keep pace with classroom demands.

However, the dependence on peers also reveals a lack of formal support structures within the classroom. Beltran et al. (2025) cautioned that while peer support is beneficial, it should not substitute for teacher responsibility or institutional accommodation. The findings suggest that peer assistance, though helpful, reflects systemic gaps in inclusive instructional planning.

Emotional Responses to Inclusion and Participation

Learners expressed mixed emotions ranging from happiness and motivation to nervousness and pressure. Positive emotions were associated with being included and making meaningful contributions, supporting findings by Gonzaga et al. (2024) that inclusive participation enhances learners' sense of belonging. Conversely, anxiety and nervousness stemmed from insufficient preparation and uncertainty during activities.

These emotional responses affirm that inclusion is not solely an academic process but also a social and psychological experience. As noted by Sayfullaevna and Mukhamedjanovna (2025), learners' emotional well-being significantly influences engagement and learning outcomes. The findings suggest that emotional support and confidence-building strategies are essential components of inclusive practice.

Suggestions for Improving Support in Mainstream Classes

Participants' recommendations for clearer explanations, slower pacing, and the presence of a shadow teacher or guide reflect their lived experiences and unmet needs. These suggestions align with existing literature emphasizing the role of support personnel and differentiated instruction in inclusive settings (Ahmed et al., 2022; Alsolami, 2022).

The call for a designated guide during lessons and assessments underscores the limitations of relying solely on non-SPED teachers in mainstream classrooms. This supports Jimenez (2025), who argued that effective inclusion requires collaboration between general education teachers, SPED professionals, and support staff. Learners' voices in this study reinforce the need for structural rather than ad hoc solutions.

Synthesis

The findings reveal that learners with blindness at Bacolod City National High School experience partial inclusion characterized by teacher goodwill, peer support, and personal adaptability, but constrained by systemic limitations in assessment, assistive resources, and structured support. While non-SPED teachers employ verbal explanation and inclusive grouping practices, these strategies remain inconsistent and insufficient to fully address learners' needs. The heavy reliance on classmates and personal devices highlights gaps between inclusive policy and classroom implementation. Importantly, the learners' emotional responses emphasize that inclusion must address not only academic access but also confidence, dignity, and belonging. These findings underscore the need for comprehensive teacher training, accessible assessment practices, and institutional support mechanisms to transform inclusion from intent into meaningful educational practice.

Conclusion

This multi-case study explored the classroom experiences of learners with blindness at Bacolod City National High School who are taught by non-SPED teachers in mainstream classrooms. Drawing from the narratives of five learners, the study provided an in-depth understanding of how inclusive education is experienced in practice, beyond policy intentions and formal mandates.

The findings revealed that inclusion in mainstream classrooms is present but uneven and largely dependent on individual teacher initiative and peer support. Non-SPED teachers demonstrated willingness to support learners with blindness primarily through verbal explanations, descriptions of visual materials, and occasional individualized assistance. These practices helped learners access lessons; however, they were not consistently implemented due to time constraints, large class sizes, and limited training. This indicates that teacher goodwill alone is insufficient to ensure sustainable inclusive practices.

A key lesson learned from the multi-case study is that learners with blindness develop high levels of adaptability and independence, often relying on assistive tools and personal strategies to cope with visually based instruction. While assistive materials and technology enabled participation, limited access to resources and connectivity hindered learning, reflecting persistent structural gaps in inclusive education implementation.

Another important lesson is that peer support plays a central role in learners' academic survival in mainstream classes. Classmates frequently assisted with reading, note-taking, and assessments, demonstrating strong social inclusion. However, this reliance also exposed the absence of formalized academic support systems within regular classrooms, particularly during assessments.

The study further highlighted that assessment remains the most significant barrier to inclusion. Visually dependent tests, lack of readers, and delayed or home-based assessments compromised fairness, independence, and timely evaluation of learning. These challenges emphasize that inclusive education must extend to assessment practices, not only instructional delivery.

Finally, the emotional responses of learners underscored that inclusion is both an academic and psychosocial experience. Feelings of happiness, motivation, anxiety, and pressure coexisted, shaped by the degree of preparation, support, and recognition learners received. This underscores the lesson that meaningful inclusion must foster not only access and participation but also confidence, dignity, and a sense of belonging.

Finally, the study concludes that while inclusive education policies are evident at the institutional level, their translation into classroom practice remains partial. For inclusion to become a lived reality for learners with blindness, systemic support, structured accommodations, and sustained teacher capacity-building are essential.

Limitations and Future Research Directions

This study provides valuable insights into the classroom experiences of learners with blindness taught by non-SPED teachers at Bacolod City National High School; however, several limitations must be acknowledged. The small sample size of five participants and the focus on a single public secondary school limit the generalizability of the findings to other educational contexts, regions, or private institutions. The use of semi-structured interviews may have been influenced by participants' recall and comfort in sharing experiences, and the cross-sectional design captured inclusion at only one point in time rather than across learners' entire secondary education. Additionally, the study centered primarily on learners' perspectives, with limited exploration of the views of teachers and school administrators. Future research may address these limitations by involving a larger and more diverse group of participants across multiple schools, employing longitudinal designs, and including perspectives of teachers, school leaders, parents, and peers. Further studies may also examine the effectiveness of specific inclusive interventions, assessment accommodations, and classroom-level policy implementation to strengthen equitable and meaningful inclusion for learners with blindness.

Recommendations

Based on the findings of the study, it is recommended that school administrators ensure the availability of assistive materials, accessible learning resources, stable internet connectivity, and support personnel such as shadow teachers or designated readers, particularly during assessments. Non-SPED teachers are encouraged to adopt intentional inclusive strategies, including clear and slower verbal explanations, preparation of accessible materials, and continuous professional development on inclusive pedagogy and assistive technologies. The Department of Education may further strengthen the implementation of RA 11650 and DepEd Order No. 044, s. 2021 through adequate funding, teacher training, and monitoring of classroom-level inclusion practices. Parents and the school community may continue collaborating with schools to support learners with blindness, ensuring that family assistance complements formal school-based accommodations. Finally, future research may expand to

other school contexts and stakeholders and employ mixed or quantitative methods to examine the effectiveness of inclusive interventions on learners' academic and psychosocial outcomes.

AI Use Disclosure

AI tools were utilized in this study in a limited manner, specifically to assist with sentence structure, language refinement, and stylistic clarity. The use of AI did not influence the research design, data collection, analysis, interpretation of findings, or conclusions. The authors retain full responsibility for the accuracy, integrity, and originality of the research and its outcomes.

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