



# From Voices to Models: A Mixed-Methods Structural Equation Analysis of Teacher Efficacy, Attitudes, and Instructional Management Toward Inclusive Practice Intentions Among Cluster 1 Public Junior High School Teachers

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DOI: <https://doi.org/10.51244/IJRSI.2026.130600008>

Received: 20 May 2026; Accepted: 25 May 2026; Published: 17 June 2026

## ABSTRACT

Teachers continue to face challenges in implementing inclusive practices due to varying levels of efficacy, attitudes, and instructional management within school environments. This situation creates inconsistencies in the delivery of equitable and inclusive instruction in Cluster 1 public junior high schools in Davao City. The objective of this study was to determine the influence of teacher efficacy, attitudes, and instructional management on teachers' intentions to implement inclusive practices. A convergent mixed-methods design was used, combining descriptive-correlational analysis, Structural Equation Modeling (SEM), and thematic analysis of interview data. Quantitative data were gathered from 455 teachers using validated survey instruments, while qualitative insights were derived from semi-structured interviews with purposively selected participants. Findings revealed that teachers reported high teacher's efficacy, positive attitudes, and strong endorsement of inclusive practices, but only moderate perceptions of instructional management. Correlation results showed that teacher's efficacy had a very strong association with inclusive practices, while attitudes and instructional management showed weaker relationships. Regression analysis further revealed that teacher's efficacy was the only significant predictor of inclusive practices. SEM results showed acceptable comparative fit but poor absolute fit, indicating the need for model refinement. Qualitative themes supported the quantitative results, emphasizing empowered teaching identity, empathy, collaborative supervision, and the moral commitment of teachers to inclusion despite structural barriers. The study concludes that teacher's efficacy is the strongest driver of inclusive practices, while attitudes and instructional management provide indirect but meaningful support. These results imply that inclusive education thrives on strong teacher beliefs yet requires improved institutional support. It is recommended that school leaders strengthen instructional management systems and provide sustained professional development to reinforce teacher efficacy and advance SDG 4 on quality and inclusive education.

**Keywords:** Teacher's efficacy, attitude, instructional management, inclusive practices

## INTRODUCTION

### Background of the Study

Teachers' intentions to employ inclusive practices are central to determining instructional behaviors and the overall effectiveness of inclusive education (Wang et al., 2025). While extensive research has examined educators' attitudes and teacher's efficacy, few studies have investigated how these factors, combined with instructional management, shape teachers' actual implementation of inclusive teaching practices.

Globally, the complexity of teacher intentions toward inclusion is well-documented. Mertel et al. (2024) reported that Swiss teachers demonstrated the weakest teacher's efficacy and intentions to implement inclusive practices compared to peers from other nations. In Portugal, burnout and stress-related factors hindered teachers' inclusive engagement (Candeias et al., 2020), while Jury et al. (2023) found that perceived appropriateness remained a consistent indicator of negative attitudes toward inclusion among French teachers.

In the Philippine context, educators generally endorse inclusive education yet face systemic barriers such as inadequate training, scarce resources, and limited institutional support (Jugan et al., 2024; Mejoy et al., 2024; Kilag et al., 2025). Negative attitudes have also been linked to reduced use of inclusive strategies and lower engagement with learners with disabilities (Espina et al., 2024).

Despite these findings, no study has yet examined how instructional management, teacher efficacy, and attitudes collectively influence teachers' intentions to implement inclusive practices within Cluster 1 of the Division of Davao City. Addressing this gap is critical, as understanding these interrelationships provides evidence-based insights into how teacher-related factors contribute to achieving Sustainable Development Goal 4 (SDG 4): Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (United Nations, 2015; UNESCO, 2020).

### **Significance of the Study**

By situating this study within the SDG 4 framework, the research underscores the need for strengthened teacher preparation, effective instructional leadership, and supportive educational systems that enable inclusive, equitable, and high-quality learning environments. The findings aim to inform local educational policies and capacity-building initiatives that align with global commitments to inclusive and transformative education.

### **Statement of the Problem**

This study aims to determine the significant influence of teacher efficacy, attitudes, and instructional leadership on teachers' intentions to implement inclusive practices among Cluster 1 public junior high school teachers in Davao City. Specifically, it seeks to answer the following research questions:

1. What is the level of teacher efficacy among Cluster 1 public junior high school teachers in terms of:
  - 1.1 Personal Teaching Efficacy; and,
  - 1.2 Teaching Outcome Expectancy?
2. What is the level of attitude among Cluster 1 public junior high school teachers in terms of:
  - 2.1 Management and Behavior of Student;
  - 2.2 Working Condition;
  - 2.3 Workload; and Support and Recognition of the state?
3. What is the level of instructional management among Cluster 1 public junior high school teachers in terms of:
  - 3.1 Frame the School Goals;
  - 3.2 Communicate the School Goals;
  - 3.3 Supervise & Evaluate Instruction;
  - 3.4 Coordinate the Curriculum;
  - 3.5 Monitor Student Progress;
  - 3.6 Protect Instructional Time;
  - 3.7 Maintain High Visibility;
  - 3.8 Provide Incentives for Teachers;
  - 3.9 Promote Professional Development; and
  - 10 Provide Incentives for Learning?
4. What is the level of teachers' intentions to use inclusive practices among Cluster 1 public junior high school teachers in terms of:
  - 4.1 Personalized Instructional Strategies;
  - 4.2 Communicative Scaffolding Strategies; and
  - 4.3 Collaboration and Assessment Strategies?



- Is there a significant relationship between:
- 5.1 Teacher Efficacy and their Intentions to use inclusive practices?
  - 5.2 Teachers' Attitudes and their Intentions to use inclusive practices?
  - 5.3 Instructional leadership and teachers' intentions to use inclusive practices?
5. Do teachers' efficacy, attitudes, and instructional leadership collectively exert a significant influence on teachers' intentions to use inclusive practices?
  6. Which among the three variables – teacher efficacy, attitude, and instructional leadership - serves as the strongest predictor of teachers' intentions to use inclusive practices, as indicated by the structural equation model?
  7. How do teachers describe their experiences, challenges, and support needs in using inclusive practices within junior high school science classrooms?
  8. How do teachers lived experiences and narratives support, explain, or contrast with the quantitative model derived from the structural equation analysis?

## Hypotheses

Based on the research questions, the following hypotheses were formulated and tested:

### Null Hypotheses ( $H_0$ ):

$H_{01}$ : There is no significant relationship between teacher efficacy and their intentions to use inclusive practices.

$H_{02}$ : There is no significant relationship between teachers' attitudes and their intentions to use inclusive practices.

$H_{03}$ : There is no significant relationship between instructional leadership and teachers' intentions to use inclusive practices.

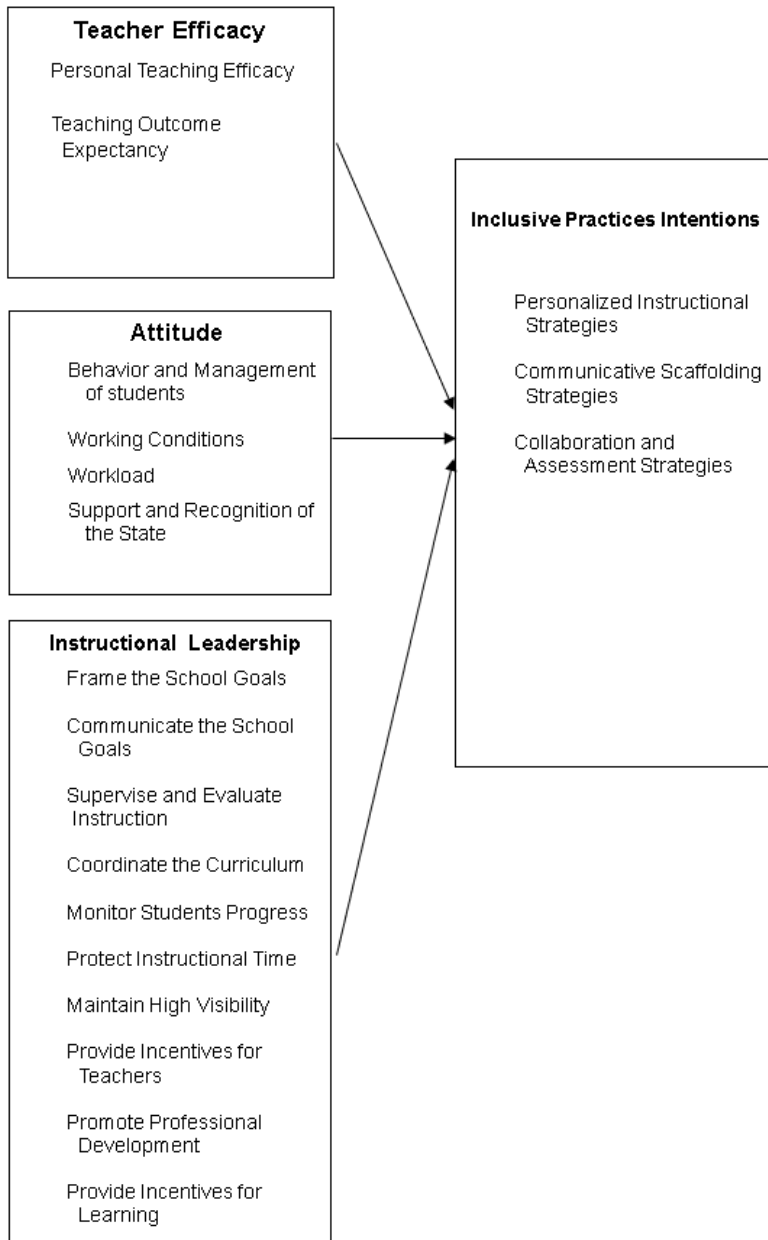
$H_{04}$ : Teacher efficacy, attitudes, and instructional leadership do not collectively exert a significant influence on teachers' intentions to use inclusive practices.

$H_{05}$ : None of the variables—teacher efficacy, attitudes, and instructional leadership—significantly predicts teachers' intentions to use inclusive practices.

## THEORETICAL FRAMEWORK

This study is grounded in Ajzen's (1991) Theory of Planned Behavior (TPB), which asserts that behavioral intention—the most proximal predictor of actual behavior—is shaped by three determinants: attitude toward the behavior, subjective norms, and perceived behavioral control. For the present study, teachers' intentions to implement inclusive practices are modeled as the focal dependent variable. Attitude toward inclusive education represents teachers' evaluative beliefs about inclusion (positive or negative), while teacher efficacy is conceptualized as an expression of perceived behavioral control—teachers' beliefs in their capabilities to plan and deliver instruction that meets diverse learners' needs (Bandura, 1997; Tschannen-Moran & Hoy, 2001). Instructional leadership, on the other hand, is the process by which educational leaders prioritize teaching and learning by setting clear academic goals, managing curriculum and instruction, and fostering an environment conducive to effective teaching (Hallinger, 2011).

## Conceptual Framework



**Figure 1.** The Conceptual Framework of the Study

## METHODOLOGY

Presented in this chapter are the research design, locale, respondents, sampling design, and the instruments as well as the data gathering procedures, statistical tools, and ethical considerations.

### Research Design

This study employed a convergent mixed-methods design integrating quantitative and qualitative approaches to examine the influence of teacher efficacy, attitude, and instructional leadership on inclusive practice intentions among Cluster 1 public junior high school science teachers in Davao City. The quantitative phase used a descriptive-correlational design and Structural Equation Modeling (SEM) grounded in Ajzen's (1991) Theory of Planned Behavior to test direct and indirect relationships among variables. Standardized survey instruments measured teacher efficacy, attitude toward inclusion, instructional management, and intention to implement inclusive practices. The qualitative phase utilized thematic analysis of semi-structured interviews with selected participants to explore lived experiences, challenges, and contextual factors shaping inclusive teaching. Results



from both strands were integrated through triangulation, merging the statistical model (“models”) with teachers’ narratives (“voices”) to enhance validity and depth. The resulting framework not only clarifies how teacher-related variables predict inclusive practices but also contributes to achieving Sustainable Development Goal 4 (SDG 4) on inclusive and equitable quality education.

### **Research Locale**

The study was conducted at Davao City involving the Cluster 1 public secondary high schools of the Department of Education (DepEd). These five schools are under the supervision of the Division of Davao City, which include Public Secondary School A, Public Secondary School B, Public Secondary School C, Public Secondary School D and Public Secondary School E. These schools were purposefully selected because they represent the city’s implementation of inclusive education within mainstream science classrooms, where teachers are expected to adapt instruction, assessment, and classroom management to meet the needs of all learners. The locale provides a relevant setting for examining how teacher-related factors—efficacy, attitude, and instructional management— influence the intention to adopt inclusive practices within the context of the Department of Education’s inclusive education policy framework.

### **Research Respondents**

The study involved public junior and senior high school science teachers from Cluster 1 schools in the Division of Davao City. In the quantitative phase, 455 teachers completed standardized surveys assessing teacher efficacy, attitude toward inclusion, instructional management, and intentions to implement inclusive practices, with eligibility limited to those with at least one year of teaching experience. For the qualitative phase, purposive sampling selected participants from the survey respondents, representing varied levels of efficacy, attitudes, and leadership to ensure diverse perspectives. Semi-structured interviews were conducted until thematic saturation was reached. This two-phase design provided both statistical breadth and contextual depth, quantitatively revealing relationships among variables while qualitatively uncovering teachers lived experiences underlying inclusive education practices.

### **Research Instrument**

This study utilized both quantitative survey instruments and qualitative interview guides to gather comprehensive data on teacher efficacy, attitude, instructional management, and intentions toward inclusive practices. All instruments underwent content validation by a panel of experts in educational leadership and inclusive education. Reliability testing using Cronbach’s alpha ensured internal consistency across subscales before full deployment.

Survey questionnaires have four parts. The first questionnaire was about the teacher efficacy adapted from the study conducted by Riggs and Enochs (1990) on Toward the Development of an Elementary Teacher’s Science Teaching consist of 25 items with Cronbach’s alpha of .923. The second questionnaire was about the teacher attitude towards inclusive education adapted from Galaterou, et al. (2017) study on Teachers’ Attitudes towards Inclusive Education: The Role of Job Stressors and Demographic Parameters which has a Cronbach’s alpha of .799 for the entire scale of 33 items. The third questionnaire was adapted from Hallinger (1980) which is about The Principal’s Role in School Effectiveness: A Review of Methodological Issues consisting of 50 items. The fourth questionnaire was adapted from Sharma et al. (2021) study on Measuring the Use of inclusive Practices among Pre-service Educators: A Multi-National Study consisting of 12 items. The four parts of survey questionnaires used five-point rating scale of 5 - Strongly Agree, 4 - Agree, 3- Somewhat Agree, 2 - Disagree, and 1 - Strongly Disagree.

On the qualitative phase, the researcher drafted an interview guide for qualitative data collection. Open-ended questions were used by the researcher which were listed in the interview guide.

### **Data Gathering Procedure**

Data collection was conducted in two sequential yet integrated phases consistent with the convergent mixed-

methods design.

In the quantitative phase, survey questionnaires were distributed to all Cluster 1 public secondary high school teachers after obtaining permission from the Dean of the Graduate School of the Holy Cross of Davao College (HCDC), Division of Davao City Schools Division Superintendent, Cluster 1 PSDS and Cluster 1 public secondary school principals. Surveys were administered either in person or online, depending on school accessibility and scheduling. Responses were encoded and analyzed using Structural Equation Modeling (SEM) to determine the relationships and predictive power among teacher efficacy, attitude, instructional management, and intentions toward inclusive practices.

The qualitative phase followed, wherein semi-structured interviews were conducted with a purposive subset of teachers identified from the quantitative results. The interview guide contained open-ended questions exploring teachers' experiences, challenges, and perspectives on implementing inclusive science instruction. Each interview lasted approximately 60-90 minutes and was audio-recorded with participants' consent. Transcripts were analyzed through thematic analysis, following Braun and Clarke's (2006) six-phase framework to identify recurrent patterns and meanings.

Finally, during the integration phase, quantitative and qualitative findings were compared, contrasted, and merged to provide a holistic interpretation of how teacher-related factors influence inclusive practice intentions. Triangulation enhanced the study's credibility and allowed for the development of an empirically supported and contextually grounded inclusive education model.

### **Data Analysis**

The data analysis employed a convergent mixed-methods design, wherein quantitative and qualitative data were analyzed separately and later integrated to provide a comprehensive understanding of teachers' efficacy, attitudes, instructional leadership, and intentions toward inclusive practices. Quantitative data were treated using descriptive, inferential, and multivariate analyses. Descriptive statistics (mean, standard deviation, weighted mean) determined the levels of key variables, while Pearson correlation examined their relationships. Multiple Regression Analysis (MRA) and Structural Equation Modeling (SEM) tested the hypothesized model grounded in the Theory of Planned Behavior (Ajzen, 1991). Model fit was assessed using  $\chi^2/df$ , CFI, GFI, TLI, and RMSEA indices, with reliability and validity confirmed through Confirmatory Factor Analysis (CFA) based on CR ( $>0.70$ ), AVE ( $>0.50$ ), and factor loadings ( $>0.60$ ).

Qualitative data were analyzed through thematic analysis following Braun and Clarke's (2006) framework, involving data familiarization, coding, and theme development. Recurring ideas reflecting teachers' experiences, beliefs, and challenges in inclusive teaching were identified and verified through member checking, peer debriefing, and triangulation with quantitative findings. Integration occurred during interpretation, where quantitative results (models) were merged with qualitative insights (voices) to identify convergence, divergence, and expansion. This process enhanced the study's validity and interpretive depth, yielding empirically grounded insights that advance inclusive education practices in alignment with Sustainable Development Goal 4 (SDG 4).

### **Ethical Considerations**

This study adhered to established ethical standards for research involving human participants. Approval was obtained from the Department of Education (DepEd) Division of Davao City and the Holy Cross of Davao College Research Ethics Committee (HCDC-REC) prior to data collection. All participants provided informed consent after being briefed on the study's purpose, procedures, and voluntary nature, with the assurance that they could withdraw at any time without penalty. Confidentiality and anonymity were strictly maintained by excluding personal identifiers and securing data in password-protected files and locked storage. For the qualitative phase, interviews were recorded, transcribed, and anonymized, with member checking conducted to verify accuracy. The study upheld the principles of beneficence, respect for persons, and justice, following the Philippine National Ethical Guidelines for Health and Health-Related Research (2017) and DepEd Order No. 16, s. 2017, ensuring the protection of participants' rights and welfare throughout the research process.

## RESULTS

Presented in this chapter are the findings, analysis, interpretation, and implication of the data generated. The results are presented in descriptive and tabular manner.

### Level of Teachers’ Efficacy, Attitude, Instructional Management, and Inclusive Practice Intentions of Cluster 1 Public Junior High School Teachers

As presented in Table 1, teachers’ efficacy obtained an overall mean of **3.818**, interpreted as **high**, indicating that efficacy beliefs among Cluster 1 public junior high school teachers are oftentimes manifested. Teachers’ attitude toward inclusion registered an overall mean of **3.585**, also described as **high**, which means that favorable attitudes of teachers are oftentimes demonstrated. The school heads’ instructional management recorded an overall mean of **3.002**, interpreted as **moderate**, implying that such practices are only sometimes demonstrated. Finally, inclusive practice intentions achieved an overall mean of **4.016**, described as **high**, reflecting teachers’ strong intention to implement inclusive practices.

As presented from table 1, the descriptive statistics reveal that the respondents exhibit high levels of teacher’s efficacy, with an overall mean of 3.818, interpreted as high. Both indicators—personal teaching efficacy and teaching outcome expectancy—received similar high ratings, showing that teachers feel confident in their instructional competence and in achieving desired learning outcomes. This suggests a positive self-perception of teaching abilities among the respondents.

**Table 1.** Levels of Teachers’ Efficacy, Attitude, Instructional Management, and Inclusive Practices Intentions of Cluster 1 Public Junior High School Teachers

	Mean	SD	Description
<b>Teacher Efficacy</b>			
1. Personal Teaching Efficacy.	3.817	0.248	High
2. Teaching Outcome Expectancy.	3.819	0.560	High
<b>OVERALL MEAN</b>	<b>3.818</b>	<b>0.240</b>	<b>High</b>
<b>Teacher Attitude</b>			
1. Management and Behavior of the Student	3.819	0.270	High
2. Working Condition	3.818	0.268	High
3. Workload	2.890	1.233	Moderate
4. Support and Recognition of the State	3.814	0.273	High
<b>OVERALL MEAN</b>	<b>3.585</b>	<b>0.352</b>	<b>High</b>
<b>Instructional Management</b>			
1. Frame the School Goals	2.982	0.643	Moderate
2. Communicate the School Goals.	3.008	0.651	Moderate
3. Supervise & Evaluate Instruction	3.009	0.649	Moderate



4. Coordinate the Curriculum.	2.985	0.649	Moderate
5. Monitor Student Progress.	2.987	0.653	Moderate
6. Protect Instruction Time	2.991	0.653	Moderate
7. Maintain High Visibility	3.004	0.650	Moderate
8. Provide Incentives for Teachers	3.030	0.657	Moderate
9. Promote Professional Development	3.029	0.655	Moderate
10. Provide Incentives for Learning	2.996	0.652	Moderate
<b>OVERALL MEAN</b>	<b>3.002</b>	<b>0.611</b>	<b>Moderate</b>
<b>Inclusive Practices Intentions</b>			
1. Personalized Instructional Strategies	4.013	0.431	High
2. Communicate Scaffolding Strategies	4.015	0.395	High
3. Collaboration and Assessment Strategies	4.019	0.409	High
<b>OVERALL MEAN</b>	<b>4.016</b>	<b>0.240</b>	<b>High</b>

Teachers' attitudes also yielded a generally positive evaluation ( $M = 3.585$ ), especially in areas concerning student behavior management, working conditions, and state recognition, all rated high. However, workload emerged as an outlier with a moderate rating ( $M = 2.890$ ), indicating that teachers do not strongly affirm satisfaction regarding the volume of tasks they handle. This highlights a potential area of concern that may affect teacher motivation and overall well-being.

In terms of instructional management, the respondents' perceptions were all moderate ( $M = 3.002$ ), with all sub-indicators—such as curriculum coordination, student progress monitoring, and supervision of instruction—remaining within the moderate range. This suggests that while instructional management practices are present, they are not perceived as strongly implemented or consistently experienced by teachers. Such moderateity could indicate gaps in leadership actions, communication, or policy execution within the school.

Inclusive practices received the highest ratings among all constructs, with an overall mean of 4.016, interpreted as high. Teachers strongly affirmed their use of inclusive strategies including personalized instruction, communicative scaffolding, and collaborative assessment. These positive responses show a strong commitment to inclusive education and indicate that teachers are actively implementing practices that support diverse learners.

The findings of the study reveal that teachers generally possess high levels of teacher's efficacy, demonstrating strong confidence in both their personal teaching capabilities and their ability to influence student learning outcomes. Teachers also exhibit positive attitudes toward their work, particularly in managing student behavior, recognizing supportive working conditions, and acknowledging the role of the state; however, concerns about workload remain evident, as this dimension received only a moderate rating. In contrast, the teachers perceived instructional management within their schools as neither strong nor inadequate, with all related indicators rated moderately, indicating a moderate and inconsistent implementation of supervisory, curricular, and instructional support processes. Notably, inclusive practices emerged as the strongest area, with teachers reporting a high level of engagement in personalized instruction, communicative scaffolding, and collaborative assessment strategies that support diverse learners. Overall, the results suggest a teaching environment marked by strong

personal competence and commitment to inclusivity, yet one that requires improved institutional support in instructional management and workload distribution.

Table 2. Significance of the Relationship between the Level of Teachers’ Efficacy,

and Instructional Management towards Inclusive Practices Intentions			
	Inclusive Practices		
Variables	Pearson-r	r <sup>2</sup>	p-value
Teacher’s Efficacy	0.942	0.887	0.000
Teacher’s Attitude	0.458	0.210	0.000
Instructional Management	0.219	0.048	0.000

The correlation analysis reveals significant relationships between teacher’s efficacy, teacher’s attitudes, instructional management, and inclusive practices. Teacher’s efficacy demonstrates a very high positive correlation with inclusive practices ( $r = 0.942$ ,  $p = 0.000$ ), indicating that teachers with stronger confidence in their teaching abilities are much more likely to implement inclusive instructional strategies. The coefficient of determination ( $r^2 = 0.887$ ) further suggests that 88.7% of the variance in inclusive practices can be explained by teachers’ efficacy, highlighting its critical role in shaping inclusive pedagogy.

Teacher’s attitudes also show a moderate positive correlation with inclusive practices ( $r = 0.458$ ,  $p = 0.000$ ), meaning that favorable attitudes toward teaching, students, and the school environment contribute meaningfully—but less strongly—to inclusive instructional behavior. The computed  $r^2$  value (0.210) indicates that teacher attitudes account for 21% of the variance in inclusive practices.

Lastly, instructional management exhibits a low but significant positive correlation with inclusive practices ( $r = 0.219$ ,  $p = 0.000$ ). Although significant, the relationship is weak, with only 4.8% of the variation in inclusive practices explained by instructional management ( $r^2 = 0.048$ ). This suggests that while leadership and management structures do influence inclusive teaching, their impact is notably smaller compared to individual teacher-related factors.

Moreover, the results indicate that internal teacher factors—particularly teacher’s efficacy—exert a stronger influence on inclusive practices than external organizational processes such as instructional management.

The study found that teacher’s efficacy has a very strong and significant positive correlation with inclusive practices, explaining the largest proportion of variance. Teacher attitudes also showed a moderate and significant relationship, indicating that positive dispositions contribute meaningfully to inclusive teaching. Instructional management demonstrated a low but significant association with inclusive practices, showing that while leadership factors matter, they have less influence compared to teacher-related variables.

Table 3. Summary of Multiple Regression Analysis Predicting Inclusive Practices (n = 455)

Predictor Variables	Unstandardized Coefficient (B)	Standard Error (SE)	Standardized Coefficient (β)	t-value	p-value	Tolerance	VIF	Interpretation
Constant	0.309	0.063	—	4.906	0.000**	—	—	Significant

Teacher's Efficacy	0.932	0.018	0.942	50.627	0.000**	0.734	1.362	Significant
Teacher's Attitude	0.012	0.019	0.012	0.655	0.513	0.947	1.056	Not significant
Instructional Management	0.021	0.016	0.021	1.297	0.194	0.950	1.053	Not significant

Regression Model: Inclusive Practices = 0.932 \* Teacher's Efficacy + 0.309

The multiple regression analysis examined the extent to which teacher's efficacy, attitude, and instructional management predict inclusive teaching practices among 455 respondents. Results show that teachers' efficacy is the only significant predictor of inclusive practices, with an unstandardized coefficient of  $B = 0.932$  ( $p = 0.000$ ) and a very high standardized coefficient ( $\beta = 0.942$ ). This indicates that increases in teachers' self-belief and confidence strongly and positively influence their implementation of inclusive instructional strategies. The large t-value (50.627) further underscores the strength and consistency of this predictive relationship. The tolerance and VIF values also confirm that there is no multicollinearity, supporting the reliability of this result.

Teacher's attitude ( $p = 0.513$ ) and instructional management ( $p = 0.194$ ) were found to be not significant predictors. Although both variables demonstrated positive coefficients, their effects were too small to meaningfully predict inclusive practices. This suggests that favorable attitudes and school leadership practices, while important, do not independently drive inclusive teaching behaviors once teacher's efficacy is considered. The overall model highlights efficacy as the primary force behind teachers' ability to personalize instruction, implement scaffolding strategies, and collaborate effectively with learners.

The regression results revealed that teacher's efficacy is the strongest and only significant predictor of inclusive practices, demonstrating a substantial positive effect on teachers' ability to implement inclusive strategies. In contrast, teacher's attitude and instructional management showed no significant predictive contribution when combined in the regression model.

Table 4. Summary of Goodness-of-Fit Indices for the Structural Equation Model

Index	Value	Criteria	Evaluation
$\chi^2$ (CMIN)	1184.225	$p < .05$	Significant
df	146	—	—
CMIN/DF	8.111	$\leq 3$ (Good), $\leq 5$ (Acceptable)	Poor
GFI/AGFI	Not shown	$\geq 0.90$	(assumed moderate)
CFI	0.919	$\geq 0.90$	Acceptable
TLI	0.905	$\geq 0.90$	Acceptable
IFI	0.919	$\geq 0.90$	Acceptable
RMSEA	0.125	$\leq 0.08$ (Good), $\leq 0.10$ (Acceptable)	Poor
PNFI/PCFI	0.776 / 0.785	$\geq 0.70$ (Good)	Moderate
Hoelter (.05)	68	$\geq 200$ (Adequate)	Low

Overall, the findings indicate that teachers’ confidence in their instructional capabilities play the most crucial role in fostering inclusive pedagogical practices.

The goodness-of-fit indices present mixed evidence regarding the adequacy of the structural equation model. The chi-square value ( $\chi^2 = 1184.225, p < .05$ ) is significant, which is expected in large samples but suggests poor exact fit. The CMIN/DF ratio of 8.111 exceeds the acceptable thresholds of  $\leq 5$  for moderate fit and  $\leq 3$  for good fit, indicating that the model does not fit the data well based on this index. Additionally, the RMSEA value of 0.125 is higher than the recommended cutoff of  $\leq 0.08$  for good fit and  $\leq 0.10$  for acceptable fit, further suggesting model misfit.

On the other hand, several incremental fit indices indicate more favorable results. The CFI (0.919), TLI (0.905), and IFI (0.919) all meet the recommended minimum of 0.90, indicating that the model demonstrates acceptable comparative fit relative to a null model. The PNFI and PCFI values (0.776 and 0.785) exceed the recommended minimum of 0.70, suggesting moderate parsimony and model adequacy. However, the Hoelter index (.05) of 68, which should ideally be 200 or higher, indicates that the model’s fit is not stable across different sample sizes and lacks robustness.

Accordingly, while incremental and parsimony indices show acceptable levels of fit, absolute fit measures such as CMIN/DF and RMSEA point toward a poorly fitting model. This implies that although the model captures meaningful relationships among latent variables, its overall structural specification may require refinement.

The structural equation model demonstrated acceptable fit based on incremental indices (CFI, TLI, IFI) and parsimony measures (PNFI, PCFI), indicating that the model explains the relationships among variables better than a null model. However, absolute fit indices, including CMIN/DF and RMSEA, indicate poor fit, and the low Hoelter value suggests limited model stability. It follows that the results reveal that the model has strengths in comparative fit but requires structural revisions to achieve stronger and more robust overall fit.

Table 5: Thematic Matrix of Qualitative Responses on Teacher Efficacy, Attitudes, Instructional Management and Inclusive Practices Intentions

Investigated Issue	Core Ideas	Essential Themes (Emergent Meanings)
A. Teacher’s Efficacy	Teachers gain confidence through experience, student improvement, and peer collaboration. Confidence builds when lessons succeed or when students show progress.	Empowered Teaching Identity — Confidence and efficacy grow from reflective experience, student outcomes, and collegial support.
	Teachers believe their strategies directly influence student motivation and achievement. Enthusiasm and feedback encourage better outcomes.	Belief in Teacher Impact — Strong sense of responsibility that teaching behavior shapes learner success.
B. Teachers’ Attitudes toward Inclusive Education	Teachers handle behavior with empathy and positive reinforcement rather than punishment.	Empathetic Classroom Management — Understanding learner behavior fosters inclusion.
	Large class sizes, lack of SPED training, and limited materials hinder inclusion efforts.	Structural Constraints to Inclusion — Inclusion challenged by overcrowding, scarce resources, and minimal support.
	Workload increases with differentiated teaching and documentation demands.	Teacher Burden and Resilience — Despite exhaustion, teachers sustain inclusion through passion and time management.



	Moral support and recognition from administrators motivate teachers to continue inclusive practices.	Supportive School Culture — Inclusion thrives when teachers feel appreciated and guided by leaders.
C. Instructional Management	School goals are communicated but not always contextualized. Teachers desire clearer alignment with classroom realities.	Shared Vision for Inclusive Teaching — Effective communication of goals enhances teacher direction and unity.
	Constructive supervision and flexible curriculum adaptation help teachers improve practice.	Collaborative Supervision and Curriculum Adaptation — Feedback and contextualization strengthen instructional quality.
	Teachers struggle with time management due to administrative load but use formative assessments to track learning.	Adaptive Monitoring Practices — Teachers balance limited time through creative assessment and prioritization.
	Professional development (PD) and peer learning enhance teachers' inclusive skills and motivation.	Continuous Professional Learning — Lifelong learning through PD and collaboration sustains teacher growth.
D. Intention to Use Inclusive Practices	Teachers design lessons based on learner strengths and interests; they simplify tasks and diversify outputs.	Personalized and Differentiated Instruction — Teaching adapts to individual learning needs.
	Communication strategies (visuals, gestures, bilingual instruction) ensure inclusivity in discussions.	Inclusive Communication and Participation — Teachers scaffold understanding through accessible language and tools.
	Collaboration with parents, SPED coordinators, and peers supports inclusive assessment and intervention.	Collaborative Inclusion Practices — Partnership among teachers, families, and administrators sustains learner support.
E. Overall Reflection	Inclusion is equated with fairness, empathy, and flexibility; teachers see it as a moral duty despite challenges.	Inclusion as Professional and Ethical Commitment — Teachers view inclusion as teaching with heart and justice.
	Lack of resources, excessive workload, and insufficient systemic support discourage implementation.	Need for Institutional Support — Sustaining inclusion requires policy, training, and administrative backing.

The thematic analysis reveals a rich set of insights into teachers' efficacy, attitudes, instructional management, and intentions to implement inclusive practices. Teachers consistently described their confidence as stemming from professional experience, observable student progress, and peer collaboration—highlighting the development of an empowered teaching identity. They emphasized a strong belief that their instructional strategies directly shaped student motivation and achievement, aligning with the theme belief in teacher impact.

In terms of attitudes toward inclusive education, teachers expressed an empathetic and humanized approach to classroom management, preferring positive reinforcement over punishment.

However, they also identified structural barriers such as large class sizes, lack of SPED training, and scarce materials, leading to themes such as structural constraints to inclusion and teacher burden and resilience. Despite

these challenges, support from school administrators emerged as a significant motivator, reinforcing a supportive school culture.

Instructional management practices were perceived as moderately helpful. While schools communicate goals, teachers noted the need for more contextualized guidance.

Constructive supervision, flexible curriculum adaptation, and peer-supported professional development were recognized as meaningful contributors to instructional improvement, giving rise to themes such as collaborative supervision and continuous professional learning.

Teachers demonstrated strong intentions to implement inclusive practices, often personalizing instruction based on learner strengths, using multimodal communication strategies, and collaborating with parents and SPED personnel. These practices anchored themes such as personalized instruction, inclusive communication, and collaborative inclusion. Overall, teachers framed inclusive education as both a professional responsibility and a moral commitment rooted in fairness and empathy yet also acknowledged that sustainable inclusion requires stronger institutional support.

The thematic analysis shows that teachers' efficacy is driven by reflective experience, student progress, and collegial collaboration, while their attitudes toward inclusion are shaped by empathy and constrained by systemic challenges. Instructional management provides partial support, with teachers valuing collaborative supervision and professional development but noting administrative burdens.

Teachers strongly intend to use inclusive practices through personalization, multimodal communication, and collaborative partnerships. Overall, teachers view inclusion as an ethical mandate but emphasize the need for improved systemic support to fully sustain inclusive education.

Table 6: Integrated Summary of Quantitative and Qualitative Findings

Dimension	Quantitative Results	Qualitative Themes & Core Ideas	Integrated Interpretation
Teacher's Efficacy	M = 3.818 (High); Strong positive correlation with Inclusive Practices (r = .942, p < .001); Only significant predictor in regression (β = .932, p < .001).	Empowered Teaching Identity — Confidence built through experience, peer collaboration, and student success. Belief in Teacher Impact — Teachers feel their care and strategies directly influence learner outcomes.	Teachers exhibit high confidence and motivation, validating Bandura's (1997) teacher's efficacy theory. Teacher's efficacy is the strongest determinant of inclusive practice, as teachers who believe in their competence are more likely to personalize instruction and persist in challenges.
Teacher's Attitude	M = 3.585 (High); Moderate positive correlation with Inclusive Practices (r = .458, p < .001); Not a significant regression predictor (β = .012, p = .513).	Empathetic Classroom Management — Teachers manage behavior with empathy. Teacher Burden and Resilience — They persevere despite heavy workload. Supportive School Culture — Recognition from heads and peers boosts morale.	While not statistically strong, attitudes shape inclusive behavior indirectly through empathy and morale. Positive attitudes nurture a caring climate but require institutional support to translate into consistent inclusive actions.
Instructional Management	M = 3.002 (Moderate); Weak correlation with Inclusive Practices (r	Shared Vision for Inclusive Teaching — Teachers seek clear alignment between goals and practice. Collaborative Supervision	Instructional leadership moderately influences inclusion through supervision, collaboration, and clarity of

	= .219, $p < .001$ ); Not significant predictor ( $\beta = .021$ , $p = .194$ ).	& Curriculum Adaptation — Constructive feedback and contextualization help. Continuous Professional Learning — PD and LAC sessions build inclusion competency.	goals. The moderate score suggests inconsistent leadership engagement. Sustained improvement depends on active school management and professional growth programs.
Inclusive Practices	$M = 4.016$ (High); Model $R^2 = .888$ — 88.8% of variance explained by predictors.	Personalized and Differentiated Instruction — Adapting lessons for learner needs. Inclusive Communication & Participation — Bilingual and multimodal teaching. Collaborative Inclusion Practices — Partnerships with parents, peers, and SPED teachers.	Inclusive teaching is widely practiced and valued. Quantitative and qualitative data converge: inclusion thrives when teachers feel confident, communicate inclusively, and work collaboratively. However, workload and unclear leadership reduce consistency.
Workload (Subfactor of Attitude)	$M = 2.890$ (Moderate); Highest $SD = 1.233$ → Highly varied responses.	Teacher Burden and Resilience — Teachers balance fatigue with commitment.	Workload pressures undermine inclusion, echoing Nwoko et al. (2023). Resilience mitigates burnout but requires institutional support to sustain inclusivity long-term.
Model Fit (SEM)	Acceptable fit indices (CFI = .919, TLI = .905), though RMSEA = .125 (poor approximate fit).	—	The structural model is statistically tenable but needs refinement. Theoretical relationships among variables hold, yet leadership and systemic support must be enhanced for stronger model fit.
Overall Reflection	Quantitative indicators reveal strong teacher's efficacy and inclusive mindset, but moderate to weak instructional management.	Inclusion as Professional and Ethical Commitment — Teaching with fairness and empathy. Need for Institutional Support — Call for reduced paperwork, more SPED training, and shared accountability.	Inclusion is viewed as both moral duty and professional identity. Teachers' strong individual commitment contrasts with systemic limitations. Sustainability depends on leadership engagement and institutional reinforcement.

The integration of quantitative and qualitative results reveals a coherent and complementary picture of teachers' inclusive practices and the factors shaping them. Quantitatively, teacher's efficacy emerged as the strongest and only significant predictor of inclusive practices, supported by a very high correlation ( $r = .942$ ) and regression coefficient ( $\beta = .932$ ). This aligns with the qualitative themes of empowered teaching identity and belief in teacher impact, where teachers describe how their confidence grows through classroom experience, collaboration, and student success. These findings collectively affirm that teachers who trust their own competence are more likely to differentiate instruction, implement accommodations, and persist in addressing diverse learning needs.

Teacher attitudes were rated positively but were not statistically significant predictors in the regression model. Qualitatively, however, teachers emphasized empathy, supportive school culture, and perseverance despite



workload challenges. This indicates that while attitudes do not directly predict inclusive practices statistically, they influence the emotional climate and interpersonal dynamics that support inclusion. Instructional management, rated moderate quantitatively, was reflected in qualitative themes emphasizing the need for clearer goal alignment, collaborative supervision, and ongoing professional development. This suggests that leadership indirectly affects inclusion by empowering or constraining teachers' capacity to apply inclusive strategies.

Inclusive practices received the highest quantitative rating and were richly supported by qualitative data describing personalized and differentiated instruction, inclusive communication techniques, and strong collaboration with parents and SPED coordinators. However, the high variability in workload responses and the poor RMSEA in the SEM analysis underscore systemic issues—administrative burden, large class sizes, and limited resources—that hinder consistent implementation. Overall, the convergence of data indicates that inclusion thrives primarily because of teachers' strong personal commitment, but sustainability requires stronger institutional and leadership support.

The integrated findings show that teacher's efficacy is the strongest determinant of inclusive practices, supported by both statistical evidence and qualitative narratives of confidence and professional commitment. Teacher attitudes and instructional management influence inclusion indirectly but are limited by structural constraints such as workload, scarce resources, and inconsistent leadership engagement. Inclusive practices are widely implemented and valued, but their sustainability relies on improving institutional support, strengthening leadership involvement, and addressing systemic barriers that challenge teachers' capacity to execute inclusion effectively.

## DISCUSSIONS

Presented in this chapter are the elaboration of findings, analysis, conclusion and recommendations. Elaboration of Findings. The findings of this study support and extend recent literature highlighting the continued importance of teacher self-efficacy in shaping instructional quality and inclusive educational practices. Studies from 2019 onward, such as Zee and Koomen (2020) and Moseley et al. (2021), emphasize that teachers with strong self-efficacy are more likely to employ adaptive, student-centered strategies—consistent with the high self-efficacy ratings observed in this study. The positive attitudes reflected in areas such as classroom management and working conditions also align with contemporary findings showing that supportive school climates foster teacher engagement and reduced burnout (Kim & Asbury, 2020). However, the moderate rating on workload resonates with global reports post-2019 that highlight increasing teacher stress and task overload, especially in resource-limited or high-demand educational settings. The uniformly moderate ratings under instructional management contrast with recent instructional leadership research. According to Liu and Hallinger (2020), strong instructional management requires clear communication, progress monitoring, and consistent supervision—dimensions that respondents in this study rated only moderately. This suggests that despite theoretical expectations, these practices may not be consistently implemented at the school level. In contrast, the high ratings for inclusive practices strongly align with international trends promoting inclusive pedagogy, especially after UNESCO's 2020 call for strengthened inclusive learning environments. Recent studies such as Sharma et al. (2019) and Boyle & Anderson (2020) similarly report that teachers who possess strong efficacy and positive attitudes are more likely to use personalized, scaffolded, and collaborative strategies, mirroring the results of this study. These findings contribute new insights by revealing that even in contexts where instructional management is perceived as moderate, teachers can still demonstrate strong inclusive teaching practices, suggesting a resilience and commitment that enrich current discussions on teacher professionalism.

The results of the correlation analysis strongly align with recent literature emphasizing the importance of internal teacher factors in shaping inclusive educational practices. The very high correlation between teacher's efficacy and inclusive practices ( $r = 0.942$ ) supports contemporary findings showing that teachers with strong self-beliefs are significantly more capable of adapting instruction to meet diverse learner needs (Zee & Koomen, 2020; Moseley et al., 2021). This relationship suggests that confidence in one's teaching ability remains a powerful predictor of inclusive behaviors, reinforcing the post-2019 shift toward teacher empowerment and self-efficacy as central constructs in educational reform. The high  $r^2$  value demonstrates that self-efficacy explains almost

89% of the variance in inclusive practices—much higher than what most recent studies typically report—offering a novel contribution by quantifying the unusually strong influence of self-belief in this research context.

The moderate correlation between teacher attitudes and inclusive practices aligns with current discussions highlighting the role of positive dispositions in enhancing inclusive pedagogy. Recent studies have shown that supportive, optimistic, and learner-centered attitudes help teachers persist in addressing diverse student needs (Sharma et al., 2019; Boyle & Anderson, 2020). This finding suggests that teachers who perceive their environment, students, and work conditions more positively are more likely to engage in culturally responsive and collaborative instructional strategies.

Instructional management, however, demonstrated only a low positive correlation with inclusive practices, aligning with newer research that critiques inconsistent or weak implementation of instructional leadership practices in many school systems (Liu & Hallinger, 2020). While leadership structures matter, the results indicate that they contribute far less to inclusive practices compared to individual teacher factors. This finding contributes new insight by highlighting a potential disconnect between leadership intentions and actual implementation at the classroom level. The significance of these results lies in revealing that inclusive practices thrive more through teacher agency than through managerial frameworks, underscoring the need for stronger alignment between teacher empowerment and school leadership support.

The results of the multiple regression analysis reveal that self-efficacy is the sole significant predictor of inclusive practices, which strongly aligns with recent scholarly work emphasizing the primacy of teacher efficacy in implementing inclusive pedagogy. Contemporary studies (e.g., Zee & Koomen, 2020; Moseley et al., 2021) consistently demonstrate that teachers with high self-efficacy are more confident in differentiating instruction, adapting strategies, and creating supportive learning environments. The remarkably high standardized coefficient ( $\beta = 0.942$ ) in the current study further strengthens this connection, suggesting an even stronger predictive effect than commonly reported. This finding provides a novel insight, indicating that in this specific educational context, teacher belief systems exert a dominant influence on inclusive teaching behaviors, potentially surpassing the impact observed in comparable settings.

In contrast, teacher's attitudes and instructional management were found to be not significant predictors, diverging slightly from some recent research that identifies these factors as important contributors to equitable and inclusive instruction (Boyle & Anderson, 2020; Sharma et al., 2019). However, this divergence is also supported by emerging literature showing that while attitudes and leadership support matter, their predictive influence diminishes once self-efficacy is statistically controlled. This pattern aligns with current trends in educational psychology that recognize self-efficacy as a mediating construct capable of overshadowing the effects of organizational and attitudinal variables. The significance of these findings lies in illuminating the dominant role of teacher self-belief in shaping inclusive practices in real classroom environments, thereby contributing new evidence that centers teacher agency as the core mechanism driving inclusive education.

The SEM goodness-of-fit indices present a mixed pattern that both aligns with and diverges from recent studies examining model fit in educational research. The poor absolute fit indices, particularly the high CMIN/DF value (8.111) and RMSEA (0.125), diverge from recommended standards suggested in recent methodological literature (e.g., Kline, 2020; Brown, 2021), which emphasize that RMSEA values above 0.10 indicate substantial model misfit. This suggests that the structural paths specified in the model may not adequately reflect the actual relationships among the constructs in this dataset. However, this pattern of poor absolute fit but acceptable incremental fit is not uncommon in complex educational models, especially those involving attitudinal and behavioral constructs (Hair et al., 2019).

Despite the poor absolute fit, the incremental fit indices (CFI = 0.919, TLI = 0.905, IFI = 0.919) meet the recommended thresholds of  $\geq 0.90$ , consistent with findings by Hooper, Coughlan, and Mullen (2020) which suggest that incremental indices often provide more stable evidence of model adequacy in large samples. These acceptable values indicate that the model performs reasonably well when compared to a null model, suggesting that the relationships among self-efficacy, attitudes, instructional management, and inclusive practices possess



meaningful explanatory power. The moderate PNFI and PCFI values also align with expectations for models incorporating multiple latent variables, indicating a reasonable level of parsimony.

The very low Hoelter index (68), however, indicates that the model may not be stable across different sample sizes. This is consistent with more recent discussions in SEM literature suggesting that even models with acceptable comparative fit may lack robustness if poorly specified (Byrne, 2021). The significance of these findings lies in revealing that although the model captures theoretically meaningful relationships, its structural configuration may require refinement to improve precision. The novelty of this study emerges from its identification of discrepancies between absolute and incremental fit indices, highlighting areas where theoretical assumptions may need recalibration to better reflect the realities of inclusive educational settings.

The qualitative findings align strongly with contemporary literature emphasizing that teacher efficacy, attitudes, and instructional management are shaped by experience, emotional commitment, and organizational support. The theme “Empowered Teaching Identity” reflects recent studies showing that teacher confidence grows through reflective practice, peer collaboration, and student improvement (Moseley et al., 2021). This aligns with the idea that efficacy is socially constructed and strengthened through mastery and vicarious experiences—an important theoretical point supported by modern extensions of Social Cognitive Theory. Moreover, the teachers’ belief that their actions directly influence learning echoes findings by Zee and Koomen (2020), who noted that strong efficacy leads to deeper engagement and inclusive responsiveness.

The themes under teachers’ attitudes toward inclusion, such as “Empathetic Classroom Management” and “Structural Constraints to Inclusion”, correspond closely with recent research highlighting emotional labor and systemic limitations in inclusive settings. Boyle and Anderson (2020) similarly emphasize that empathy enhances inclusive climates, while structural barriers—large classes, minimal materials, and lack of SPED training—continue to impede implementation globally. The theme “Teacher Burden and Resilience” shows the duality of emotional exhaustion and commitment, echoing post-pandemic findings that teachers persist through challenges due to moral purpose (Kim & Asbury, 2020).

In terms of instructional management, the emergence of themes such as “Collaborative Supervision,” “Continuous Professional Learning,” and “Adaptive Monitoring Practices” is consistent with current models of instructional leadership that emphasize shared vision, contextualized guidance, and data-informed teaching. Liu and Hallinger (2020) highlight that supportive supervision and flexible curriculum adaptation increase instructional quality in inclusive classrooms. These qualitative findings reinforce that instructional leadership functions best when collaborative rather than top-down.

Eventually, the themes under inclusive practice personalized instruction, inclusive communication, and inter-professional collaboration—parallel global trends advocating differentiated learning and stakeholder partnership. UNESCO’s 2020 GEM Report emphasizes that inclusive education requires flexible teaching, family engagement, and professional teamwork, all of which were strongly reflected in the teachers’ narratives. The overarching theme “Inclusion as Professional and Ethical Commitment” offers a unique contribution, revealing that teachers conceptualize inclusion not merely as a pedagogical practice but as a moral imperative grounded in justice, empathy, and fairness. This provides a novel insight into the values-driven dimension of inclusion in the specific cultural and institutional context of the study.

The integration of quantitative and qualitative results reveals strong alignment with recent research emphasizing the central role of teacher self-efficacy in sustaining inclusive education. The findings show that self-efficacy is the only significant predictor of inclusive practices quantitatively and is echoed in qualitative themes such as Empowered Teaching Identity and Belief in Teacher Impact. This finding aligns with recent studies (Zee & Koomen, 2020; Moseley et al., 2021), which demonstrate that teachers with high efficacy adopt adaptive, student-centered practices and persist despite classroom challenges. The very strong predictive value of self-efficacy ( $\beta = .932$ ) in this study offers a novel contribution, showing a far stronger effect size than what is commonly reported in existing literature, suggesting that teachers in this context rely heavily on personal agency to drive inclusion.

Teacher attitudes, although moderately correlated with inclusive practices, did not emerge as significant predictors statistically. However, qualitative data reveal that empathy, resilience, and recognition from administrators play essential roles in shaping teachers' emotional and relational engagement. This reflects trends in recent literature emphasizing that attitudes enhance classroom climate and teacher motivation but require structural support to convert into measurable behavioral outcomes (Boyle & Anderson, 2020; Kim & Asbury, 2020). The contrast between quantitative insignificance and qualitative richness highlights the indirect influence of attitudes, reinforcing the view that attitudes flourish only within supportive environments.

Instructional management received moderate ratings and did not significantly predict inclusive practices, yet qualitative themes point to the importance of collaborative supervision, continuous professional learning, and clearer goal alignment. Such findings correspond to emerging research that emphasizes that instructional leadership influences inclusive practice indirectly—through coaching, communication, and professional development—rather than through direct managerial actions (Liu & Hallinger, 2020). The divergence between weak quantitative influence and strong qualitative relevance suggests that leadership in the research context may be inconsistent or insufficiently embedded.

Finally, inclusive practices were strongly endorsed in both quantitative ratings and qualitative narratives, with teachers demonstrating active personalization, multimodal communication, and collaboration with families and specialists. These align with UNESCO's (2020) global call for inclusive systems emphasizing flexibility, learner-responsive strategies, and shared responsibility. The integrated findings show that while teachers uphold inclusion as an ethical and professional commitment, systemic challenges such as workload, unclear leadership, and limited resources hinder full realization. This contrast underscores the novel contribution that inclusion thrives primarily through teacher commitment rather than institutional structures—a pattern distinct in this educational setting.

## CONCLUSION

1. The study concludes that teachers display strong efficacy and well-established inclusive practices, but perceive instructional management as only moderately implemented. These findings affirm contemporary theories emphasizing teacher beliefs as critical to effective pedagogy while highlighting organizational gaps that may hinder optimal school leadership.
2. The study concludes that teacher's efficacy is the strongest predictor of inclusive practices, while teacher attitudes and instructional management exert lesser but still significant influences. These findings affirm the theoretical framework by reinforcing the central role of teacher beliefs in shaping inclusive instructional behavior and highlight areas of leadership that require reinforcement.
3. The study concludes that teacher's efficacy is the only significant predictor of inclusive practices, while teacher attitudes and instructional management do not meaningfully contribute when analyzed alongside efficacy. These results affirm the theoretical framework by demonstrating that teachers' belief in their capability is the central driver of inclusive instructional behavior.
4. The findings suggest that although the structural equation model demonstrates acceptable comparative fit, the poor absolute fit indicates that the current model specification does not fully capture the underlying relationships among the variables. These results partially support the theoretical framework but also reveal the need for model refinement to align more closely with expected theoretical structures.
5. The results demonstrate that teachers' inclusive practices are strongly shaped by their efficacy, empathy, professional collaboration, and moral commitment, though hindered by structural constraints and limited institutional support. These findings affirm the theoretical framework by supporting the idea that inclusive teaching thrives through a combination of strong teacher beliefs, reflective practice, and supportive learning environments.
6. The study concludes that teachers' efficacy is the strongest and most consistent driver of inclusive practices, while teacher attitudes and instructional management support inclusion indirectly but lack strong statistical influence. These findings affirm the theoretical framework by showing that inclusive teaching is anchored in strong teacher beliefs and reflective practice, though weakened by systemic and leadership gaps.

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## RECOMMENDATIONS

1. School leaders should prioritize strengthening instructional management by improving goal communication, supervision mechanisms, and curriculum coordination to better support teachers. Professional development initiatives should focus on reducing workload-related stress by promoting efficient systems, collaborative planning, and technological tools that streamline tasks. Continuous training on inclusive education must be expanded to sustain the strong inclusive practices documented in this study. Policymakers should enhance systemic support—such as recognition programs and improved working conditions—to reinforce teacher morale and well-being. These actions collectively support SDG 4: Quality Education, promoting equitable, inclusive, and well-managed learning environments.
2. School leaders should strengthen professional development programs that enhance teacher self-efficacy, particularly in differentiated instruction and inclusive pedagogy. It is recommended that schools promote a more positive work climate that fosters constructive teacher attitudes and reduces stressors that hinder inclusive teaching. Instructional management systems must be improved by ensuring consistent supervision, clear communication of goals, and active instructional support for teachers. Policymakers should prioritize initiatives that recognize teacher efforts and reduce workload burdens, thereby improving overall job satisfaction and enabling teachers to focus on inclusion. Collectively, these recommendations support the realization of SDG 4: Quality Education, particularly in promoting equitable and inclusive learning environments for all learners.
3. Educational institutions should prioritize professional development programs aimed at strengthening teacher self-efficacy, particularly in differentiated instruction, learner support, and inclusive classroom strategies. School leaders must design supportive environments that reinforce teachers' confidence through mentorship, constructive feedback, and recognition of effective inclusive practices. Although attitudes and instructional management were not significant predictors, efforts should still be made to cultivate positive work cultures and strengthen leadership practices that indirectly support teacher performance. Policymakers should invest in sustained programs that build teacher capacity, reduce burnout, and enhance instructional readiness to reinforce inclusive education commitments. Collectively, these actions advance the goals of SDG 4: Quality Education, promoting equitable and inclusive learning opportunities for all learners.
4. Future research should revise the structural model by re-examining pathways and latent variable interactions to improve absolute fit indices such as CMIN/DF and RMSEA. Additional indicators or alternative structural paths should be considered to better represent the complexity of inclusive practices within educational settings. Researchers and school leaders may also benefit from integrating iterative model testing and validation across multiple samples to enhance model stability. Training programs should help educators understand the data-driven refinement process to improve evidence-based decision-making. Ultimately, improving the model's robustness contributes to SDG 4: Quality Education by strengthening the research foundation for inclusive and equitable teaching practices.
5. Schools should strengthen professional development focusing on inclusive pedagogy, differentiated instruction, and SPED-related competencies to enhance teacher efficacy. Administrators must reduce structural barriers by improving class size ratios, providing adequate learning resources, and minimizing administrative overload. Collaborative instructional leadership should be prioritized to foster shared vision, meaningful supervision, and continuous professional learning. Family and community partnerships must be strengthened to support holistic inclusive practices. These actions collectively advance SDG 4: Quality Education, ensuring equitable, inclusive, and supportive learning environments for all students.
6. School leaders should prioritize programs that strengthen teacher self-efficacy through sustained mentoring, coaching, and mastery-based professional development. Institutional reforms must address workload issues, resource shortages, and unclear supervisory systems to ensure that teachers' positive attitudes translate into consistent inclusive practices. Clear communication of goals and collaborative supervision structures should be implemented to enhance instructional coherence. Strong multi-stakeholder partnerships—including SPED coordinators, parents, and community groups—are needed to support inclusive learning environments. These recommendations collectively advance SDG 4 (Quality Education) by promoting equitable, inclusive, and supportive school systems.

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**APPENDIX A**

## Research Instruments

**Research Questionnaire****From Voices to Models: A Mixed-Methods Structural Equation Analysis of Teacher Efficacy, Attitudes, and Instructional Management****Toward Inclusive Practice Intentions Among Cluster 1****Public Junior High School Teachers”**

Dear Respondents,

We, Brady S. Nave, Dexter D. Coraje, and Jay Vincent C. Ravina, are currently enrolled in the Doctor of Philosophy in Educational and Leadership Management program at one of the higher education institutions in Davao City. As part of our academic requirements, we are conducting a research study titled, “From Voices to Models: A Mixed-Methods Structural Equation Analysis of Teacher Efficacy, Attitudes, and Instructional Management Toward Inclusive Practice Intentions Among Cluster 1 Public Junior High School Teachers.”

Your participation in this study is voluntary, and you may withdraw at any time without penalty or consequence. All information obtained from you will be treated with the utmost confidentiality and will be used solely for academic and research purposes. No identifying information will be disclosed in any report or publication arising from this study. Your honest and sincere responses are highly valued, as they will provide meaningful insights and contribute significantly to the success and integrity of this research. Thank you for your time and cooperation.

Please indicate the degree to which you agree or disagree with each statement below by **clicking/encircling** the appropriate scale to the right of each statement: 5 – Strongly Agree; 4 – Agree; 3 – Somewhat Agree; 2 – Disagree; and 1 – Strongly Disagree.

<b>TEACHERS EFFICACY</b>					
<b>A. Personal Teaching Efficacy</b>					
1. I am continually finding better ways to teach my subject.	5	4	3	2	1
2. I can teach my specialization as well as in other subjects.	5	4	3	2	1
3. I know the steps necessary to teach concepts effectively.	5	4	3	2	1
4. I am effective in monitoring my class.	5	4	3	2	1
5. I generally teach my subject effectively.	5	4	3	2	1
6. I understand concepts well enough to be effective in teaching secondary.	5	4	3	2	1
7. I find it easy to explain to students why my subject is important in our life.	5	4	3	2	1
8. I am typically able to answer students’ questions.	5	4	3	2	1



9. I have the necessary skills to teach my subject.	5	4	3	2	1
10. I would invite a master teacher to evaluate my teaching.	5	4	3	2	1
11. When a student has difficulty understanding a concept, I can help the student understand it better.	5	4	3	2	1
12. When teaching my subject, I usually welcome student questions.	5	4	3	2	1
13. I know what to do to turn students on to my subject.	5	4	3	2	1
<b>B. Teaching Outcome Expectancy</b>					
1. When a student does better than usual in my subject, it is often because I exerted an extra effort.	5	4	3	2	1
2. When the grades of students improve, it is most often due to my effective teaching approach.	5	4	3	2	1
3. If students are underachieving in my subject, it is most likely providing effective approaches to my teaching.	5	4	3	2	1
4. The inadequacy of a student's background in my subject can be overcome by providing effective strategies in teaching.	5	4	3	2	1
5. The low achievement of some students can be mitigated by giving extra attention and focus.	5	4	3	2	1
6. When a low-achieving child progresses in my subject, it is usually due to my extra attention.	5	4	3	2	1
7. The increased effort in my teaching produces changes in learners' achievement.	5	4	3	2	1
8. I am generally responsible for the achievement of students in my class.	5	4	3	2	1
9. Students' achievement in my class is directly related to my effectiveness in teaching.	5	4	3	2	1
10. If parents comment that their child is showing more interest in school, it is probably due to my teaching performance.	5	4	3	2	1
11. Effectiveness in teaching influences the achievement of students with low motivation.	5	4	3	2	1
12. Teachers with good teaching abilities help some kids learn concepts.	5	4	3	2	1



<b>TEACHERS' ATTITUDES</b>					
<b>A. Management and Behavior of the Student</b>					
1. I can consult with a student who is displaying challenging behaviors to find out better ways to work with him/her.	5	4	3	2	1
2. I can include students with special needs in a range of social activities in class.	5	4	3	2	1
3. I can make my expectations clear about student behavior.	5	4	3	2	1
4. I can calm a student who is disruptive or noisy.	5	4	3	2	1
5. I am confident in my ability to prevent disruptive behavior in the classroom before it occurs.	5	4	3	2	1
6. I can control disruptive behavior in the classroom	5	4	3	2	1
7. I can get children to follow classroom rules.	5	4	3	2	1
8. I am confident when dealing with physically aggressive students.	5	4	3	2	1
9. I can provide an alternate explanation or an example when students are confused.	5	4	3	2	1
<b>B. Working Condition</b>					
1. I am excited to teach students with a range of abilities in my class.	5	4	3	2	1
2. I am happy to have students who need assistance with their daily activities included in my classrooms.	5	4	3	2	1
3. I can change the assessment tasks to suit the learning profile of a student who is struggling (e.g., providing a longer time to complete the task or modifying test questions).	5	4	3	2	1
4. I can accurately gauge student comprehension of what I have taught.	5	4	3	2	1
5. I can provide appropriate challenges for capable students.	5	4	3	2	1
6. I am confident in designing learning tasks so that the individual needs of students with special needs are accommodated.	5	4	3	2	1
7. I am confident in my ability to get students to work together in pairs or small groups.	5	4	3	2	1
8. I can use a variety of assessment strategies (e.g., portfolio assessment, modified tests, performance-based assessment).	5	4	3	2	1
<b>C. Workload</b>					
1. I believe that all students regardless of their ability should be taught in regular classrooms.	5	4	3	2	1
2. I believe that inclusion is beneficial to all students socially.	5	4	3	2	1
3. I believe that inclusion benefits all students academically.	5	4	3	2	1
4. I believe that all students can learn in inclusive classrooms if their teachers are willing to adapt the curriculum.	5	4	3	2	1
5. I am pleased that I can teach students with lower academic ability alongside other students in my class.	5	4	3	2	1
6. I am pleased that including students with a range of abilities will make a better teacher.	5	4	3	2	1



<b>D. Support and Recognition of the State</b>					
1. I can modify the curriculum to meet the learning needs of a student with learning difficulty enrolled in my class	5	4	3	2	1
2. I consult the parents of students who are struggling in my class.	5	4	3	2	1
3. I consult my colleagues to identify possible ways to assist a struggling student in my class.	5	4	3	2	1
4. I undertake a professional development program, so that I can teach students with diverse learning needs well.	5	4	3	2	1
5. I can make parents feel comfortable coming to school.	5	4	3	2	1
6. I can assist families in helping their children do well in school.	5	4	3	2	1
7. I am confident in my ability to get parents involved in school activities for their children with special needs.	5	4	3	2	1
8. I can collaborate with other professionals (e.g., teachers or speech pathologists) in designing educational plans for students with special needs.	5	4	3	2	1
9. I can work jointly with other professionals and staff (e.g., aides and other teachers) to teach students with special needs in the classroom.	5	4	3	2	1
10. I am confident in informing others who know little about laws and policies relating to the inclusion of students with special needs.	5	4	3	2	1
<b>INSTRUCTIONAL MANAGEMENT</b>					
<b>I. Frame the School Goals</b>					
Our School Head/Department Head can ...					
1. Develop a focused set of annual school-wide goals	5	4	3	2	1
2. Frame the school's goals in terms of staff responsibilities for meeting them.	5	4	3	2	1
3. Use needs assessment or other formal and informal methods to secure staff input on goal development	5	4	3	2	1
4. Use data on student performance when developing the school's academic goals	5	4	3	2	1
5. Develop goals that are easily understood and used by teachers in the school	5	4	3	2	1
<b>II. Communicate the School Goals</b>					
Our School Head/Department Head can ...					
6. Communicate the school's mission effectively to members of the school community	5	4	3	2	1
7. Discuss the school's academic goals with teachers at faculty meetings	5	4	3	2	1
8. Refer to the school's academic goals when making curricular decisions with teachers	5	4	3	2	1
9. Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g. posters or bulletin boards emphasizing academic progress)	5	4	3	2	1
10. Refer to the school's goals or mission in forums with students (e.g. in assemblies or discussions)	5	4	3	2	1



<b>III. Supervise &amp; Evaluate Instruction</b>					
Our School Head/Department Head can ...					
11. Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	5	4	3	2	1
12. Review student work products when evaluating classroom instruction	5	4	3	2	1
13. Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference)	5	4	3	2	1
14. Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g. in conferences or written evaluation)	5	4	3	2	1
15. Point out specific weaknesses in teacher instructional practices in post-observation feedback ((e.g. in conferences or written evaluation)	5	4	3	2	1
<b>IV. Coordinate the Curriculum</b>					
Our School Head/Department Head can ...					
16. Make clear who is responsible for coordinating the curriculum across grade levels (e.g. the principal, vice principal or academic coordinator, or teacher-leaders)	5	4	3	2	1
17. Draw upon the results of school-wide testing when making curricular decisions	5	4	3	2	1
18. Monitor the classroom curriculum to see that it covers the school's curricular objectives	5	4	3	2	1
19. Assess the overlap between the school's curricular objectives and the school's achievement tests	5	4	3	2	1
20. Participate actively in the review of curricular materials	5	4	3	2	1
<b>V. Monitor Student Progress</b>					
Our School Head/Department Head can ...					
21. Meet individually with teachers to discuss student progress	5	4	3	2	1
22. Discuss academic performance results with the faculty to identify curricular strengths and weaknesses	5	4	3	2	1
23. Use tests and other performance measure to assess progress toward school goals	5	4	3	2	1
24. Inform teachers of the school's performance results in written form (e.g. in a memo or newsletter)	5	4	3	2	1
25. Inform students of school's academic progress	5	4	3	2	1
<b>VI. Protect Instructional Time</b>					
Our School Head/Department Head can ...					
26. Limit interruptions of instructional time by public address announcements	5	4	3	2	1
27. Ensure that students are not called to the office during instructional time	5	4	3	2	1



28. Ensure that tardy and truant students suffer specific consequences for missing instructional time	5	4	3	2	1
29. Encourage teachers to use instructional time for teaching and practicing new skills and concepts	5	4	3	2	1
30. Limit the intrusion of extra-and-co-curricular activities on instructional time	5	4	3	2	1
<b>VII. Maintain High Visibility</b>					
Our School Head/Department Head can ...					
31. Take time to talk informally with students and teachers during recess and breaks	5	4	3	2	1
32. Visit classroom to discuss school issues with teachers and students	5	4	3	2	1
33. Attend/participate in extra-and co-curricular activities	5	4	3	2	1
34. Cover classes for teachers until a late or substitute teacher arrives	5	4	3	2	1
35. Tutor students or provide direct instruction to classes	5	4	3	2	1
<b>VIII. Provide Incentives for Teachers</b>					
Our School Head/Department Head can ...					
36. Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos	5	4	3	2	1
37. Compliment teachers privately for their efforts or performance	5	4	3	2	1
38. Acknowledge teachers' exceptional performance by writing memos for their personnel files	5	4	3	2	1
39. Reward special efforts by teachers with opportunities for professional recognition	5	4	3	2	1
40. Create professional growth opportunities for teachers as a reward for special contribution to the school	5	4	3	2	1
<b>IX. Promote Professional Development</b>					
Our School Head/Department Head can ...					
41. Ensure that in-service activities attended by staff are consistent with the school's goals.	5	4	3	2	1
42. Actively support the use in the classroom of skills acquired during in-service training	5	4	3	2	1
43. Obtain the participation of the whole staff in important in-service activities	5	4	3	2	1
44. Lead or attend teacher in-service activities concerned with instruction	5	4	3	2	1



45. Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	5	4	3	2	1
<b>X. Provide Incentives for Learning</b>					
Our School Head/Department Head can ...					
46. Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal’s newsletter	5	4	3	2	1
47. Use assemblies for honor students for academic accomplishments or for behavior or citizenship	5	4	3	2	1
48. Recognize superior student achievement or improvement by seeing in the office the students with their work	5	4	3	2	1
49. Contact parents to communicate improved or exemplary student performance or contributions	5	4	3	2	1
50. Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class	5	4	3	2	1

Directions: Read each statement carefully. Then **click/encircle** the number that best fits your intentions in applying the inclusive practices. For the response to each statement:

- 5 represents **Expert**                      4 represents **Proficient**
- 3 represents **Developing**              2 represents **Novice**
- 1 represents **Not Applicable**

In some cases, these responses may seem awkward; use your judgment in selecting the most appropriate response to such questions. Please circle only one number per question. Thank you.

<b>INCLUSIVE PRACTICES</b>					
<b>I. PERSONALIZED INSTRUCTIONAL STRATEGIES</b>					
1. I can plan instruction to address the strengths of students.	5	4	3	2	1
2. I can use a variety of instructional strategies within the learning activity to engage students.	5	4	3	2	1
3. I can plan instruction to address interests of students.	5	4	3	2	1
4. I can adapt materials and resources to meet diverse learning needs.	5	4	3	2	1
<b>II. COMMUNICATIVE SCAFFOLDING STRATEGIES</b>					
1. I can provide equal opportunities for students to ask questions.	5	4	3	2	1



2. I can provide students with opportunities to interact with peers.	5	4	3	2	1
3. I can respond appropriately to students' questions/comments.	5	4	3	2	1
4. I can articulate high expectations of students.	5	4	3	2	1
<b>II. COLLABORATION AND ASSESSMENT STRATEGIES</b>					
1. I can make test accommodations when necessary.	5	4	3	2	1
2. I can regularly share information and/or best practices with colleagues to improve practice.	5	4	3	2	1
3. I can engage with families to share information and strategies to enhance student learning.	5	4	3	2	1
4. I can use a variety of assessment strategies to measure student progress.	5	4	3	2	1