

## An analysis of educators' views and dispositions regarding inclusive teaching practices

**Hannah Capangpangan Abaño**

Cebu Technological University-Main Campus

Lapu-lapu City, Cebu, Philippines

Email: h3nn3h26@gmail.com

### ABSTRACT

This study analyzed the educators' views and dispositions regarding inclusive teaching practices at Marigondon National High School, Cebu, Philippines, during the 2025-2026 school year. Utilizing a descriptive-correlational design, the research employed the validated SACI scale to gather data from 31 purposively selected junior high school teachers. Findings revealed that teachers held strongly positive cognitive beliefs about inclusion (Overall M=4.45) and frequently implemented supportive behavioral practices in their classrooms (Overall M=4.25). However, significant affective challenges persisted. Educators often experienced discomfort, reporting feelings of inadequacy in creating personalized learning paths, difficulty in managing heterogeneous classrooms, and frustration due to insufficient collaborative planning and a perceived theory-practice gap in inclusive education. Notably, regression analysis established that no significant relationship existed between these attitudes and the teachers' demographic profiles, including age, gender, educational attainment, years of experience, and grade level taught indicating these are shared, systemic concerns. The study concludes that while teacher intent and foundational support for inclusion are high, successful implementation is hindered by practical difficulties and gaps in systemic support. To address this disconnect, the study proposes a comprehensive, one-year action plan focused on targeted professional development in differentiated instruction and assessment, the establishment of structured collaborative planning mechanisms, and the fostering of a more supportive professional culture to translate positive dispositions into consistently effective inclusive practices.

**Keywords:** Special education, teacher attitudes, teacher beliefs, inclusive education, quantitative, action plan, Lapu-Lapu City Cebu, Philippines

Date Submitted: November 17, 2025

Date Accepted: November 30, 2025

Date Published: December 27, 2025

---

DOI: <http://doi.org/10.69651/PIJHSS0404677>

Recommended citation:

Abaño, H. C. (2025). An analysis of educators' views and dispositions regarding inclusive teaching practices.

Pantao (The International Journal of the Humanities and Social Sciences) 4 (4), 7426-7437.

<http://doi.org/10.69651/PIJHSS0404677>

## INTRODUCTION

Inclusive education has gained global importance as a fundamental approach that allows students of all abilities to learn together in mainstream classrooms. Research emphasizes that teachers' attitudes and beliefs towards inclusive education are critical factors influencing its successful implementation (Smith & Brown, 2021; Zhao et al., 2023). Positive teacher attitudes correlate with better engagement, improved learning outcomes, and the holistic development of students with diverse needs (Martínez et al., 2022). Understanding teachers' cognitive, affective, and behavioral dimensions regarding inclusivity informs practical strategies that enhance teacher readiness, which is vital for fostering a culture of acceptance and equity in schools (Lee & Chung, 2024).

Moreover, attitudes towards inclusive education are shaped significantly during teacher training, which underscores the importance of assessing pre-service and in-service teachers' beliefs at a local context (Castellana et al., 2023). A validated questionnaire such as the SACI (Sentiments, Attitudes, and Concerns about Inclusive Education) scale, which measures sentiments, attitudes, and concerns, provides robust data for designing targeted professional development and policy interventions that support inclusive practices (Wang et al., 2025). This study seeks to capture such data in Marigondon National High School to identify strengths and challenges as a basis for recommending an actionable plan tailored to the school's unique environment.

Despite widespread advocacy, research shows persistent gaps in the international context concerning how teachers' attitudes translate into inclusive practices in diverse socio-cultural settings. Studies by Forlin et al. (2021) and Cerna et al. (2023) reveal that while policies promote inclusion, frontline educators often face challenges such as insufficient training, resource limitations, and role ambiguity, leading to varied attitudes that affect implementation quality. Furthermore, cross-national comparisons highlight that many countries lack contextually relevant tools to accurately assess and address the nuances in teacher beliefs about inclusion (OECD, 2023). These gaps indicate the need for validated, culturally-adapted instruments like the SACI scale to better understand and improve teacher perspectives within specific educational systems globally.

In the Philippine context, there remains limited empirical research on teachers' attitudes toward inclusion, particularly at the elementary school level, which is foundational in shaping attitudes toward diversity (Delos Santos & Perez, 2022). Many studies focus mainly on policy analysis or special education provisions without deeply exploring teacher beliefs or the emotional and behavioral facets of inclusive education (Luna & Bautista, 2024). Additionally, existing studies often emphasize urban and well-resourced schools, leaving a gap in understanding attitudinal challenges in more rural or less-resourced schools like Marigondon National High School. There is a critical need to fill this gap to inform nationally relevant strategies that enhance teacher competence and readiness for inclusive classrooms.

At Marigondon National High School, preliminary observations suggest a divergence in teacher readiness and attitudes toward inclusive education, yet no formal assessment framework is in place to systematically capture teachers' sentiments, beliefs, and practices. This lack of localized, validated data impedes evidence-based decision-making and the tailoring of professional development programs necessary to support inclusion effectively. Given the school's diverse student population and the increasing enrollment of learners with special educational needs, addressing this gap is paramount to ensuring equitable educational opportunities and success for all students.

This study is essential to provide data-driven insights into teachers' multifaceted attitudes toward inclusive education, which are foundational in crafting responsive training and support systems at Marigondon National High School. Using the SACI scale, this research will elucidate not only teachers' positive beliefs but also misconceptions and concerns that may hinder inclusion, thereby enabling targeted interventions (Castellana et al., 2023). In doing so, it aims to promote more inclusive school cultures that embrace diversity, enhance teacher efficacy, and ultimately improve educational outcomes for all students. The study's findings will contribute locally actionable recommendations and serve as a model for similarly situated schools in the region and beyond.

### Statement of the problem

This study assessed the teachers' attitudes and beliefs toward inclusive education in Marigondon National High School during the school year 2025-2026 as a basis for the development of an action plan. It sought to examine how teachers' personal and professional characteristics relate to their perceptions, attitudes, and beliefs regarding inclusive education, with particular attention to cognitive, behavioral, and affective dimensions of inclusion. The findings of the study are intended to provide empirical grounding for the formulation of a contextually responsive and evidence-based action plan that supports effective inclusive education practices within the school. Specifically, the study sought to answer the following research questions:

1. What is the demographic profile of the respondents in terms of age, gender, highest educational attainment, years of teaching experience, and grade level taught?
2. As perceived by the respondents, what is the extent of their attitudes toward inclusive education in terms of cognitive positive beliefs and cognitive misconceptions?
3. As perceived by the respondents, what is the extent of their beliefs toward inclusive education in terms of perceived difficulties and discomfort about practices, behavioral practices implemented in teaching, and discomfort about their role in the inclusive process?
4. Is there a significant relationship between the demographic profile of the respondents and their attitudes and beliefs toward inclusive education?
5. Based on the findings of the study, what action plan can be proposed to enhance inclusive education practices in the school?

### METHODOLOGY

The study employed a quantitative descriptive correlational research design to systematically examine and describe teachers' attitudes and beliefs toward inclusive education. This design enabled the collection of numerical data through a validated survey instrument to quantify teachers' levels of agreement or disagreement with statements related to inclusion. The descriptive component provided a comprehensive profile of teachers' attitudes and beliefs across cognitive, affective, and behavioral dimensions, while the correlational component examined the relationships between selected demographic variables and these attitudes and beliefs. This methodological approach allowed the study to identify meaningful associations that could inform the development of a contextually grounded action plan aimed at strengthening inclusive education practices within the school.

The research was conducted at Marigondon National High School Junior High School, a large public secondary institution located in Barangay Marigondon, Lapu Lapu City, Cebu, Philippines, under the Division of Lapu Lapu City. The school offers secondary education to learners from Grades 7 to 10 and serves a diverse student population drawn from surrounding communities. Its established infrastructure includes numerous classrooms, information and communication technology rooms, administrative offices, a library, a science laboratory, and specialized technical vocational facilities. The size of the teacher and student population and the diversity of learners provided an appropriate and resource rich setting for examining teachers' attitudes and beliefs toward inclusive education in a large secondary school context.

The respondents of the study were selected teachers from Marigondon National High School Junior High School. From a total population of 260 teachers, a purposive sample of 31 teachers was chosen. Purposive sampling was employed to ensure that participants were directly engaged in classroom instruction and had relevant experience with inclusive education practices. This approach allowed the researcher to gather informed and meaningful insights from teachers who were considered capable of providing reliable perspectives on inclusion based on their professional roles and experiences across different grade levels.

Data were gathered using the Sentiments, Attitudes, and Concerns about Inclusive Education scale developed by Castellana and colleagues in 2023. This validated instrument was designed to assess teachers' attitudes and beliefs toward inclusive education across multiple dimensions, including cognitive beliefs, affective responses, and behavioral practices. The questionnaire contained items addressing positive beliefs and misconceptions about inclusion, perceived difficulties and discomfort related to inclusive practices, and actual teaching practices implemented in inclusive classrooms. Responses were obtained using a five-point Likert scale, which enabled the systematic quantification and analysis of teachers' perceptions. The established reliability and validity of the instrument ensured that the data collected were credible and suitable for informing evidence-based recommendations and action planning.

The data gathering process was conducted in a systematic and ethical manner. Prior to data collection, the researcher secured approval from the school head through a formal request and finalized the research instrument. Ethical considerations were strictly observed, including the provision of informed consent to all participants, assurance of voluntary participation, confidentiality of responses, and the right to withdraw from the study at any point without penalty. Following approval, the questionnaires were administered either in person or through electronic means, depending on the availability and accessibility of the respondents. Clear instructions were provided, sufficient time was allotted for completion, and the researcher remained available to address questions or concerns to ensure accurate and complete responses. After retrieval of the completed questionnaires, the data were checked for completeness and consistency, organized, and encoded for statistical analysis.

The analysis of data involved both descriptive and inferential statistical techniques. Frequency and percentage were used to summarize and describe the demographic characteristics of the respondents, including age, gender, highest educational attainment, years of teaching experience, and grade level taught. Mean scores were computed to determine the overall extent of teachers' attitudes and beliefs toward inclusive education as measured by the survey instrument. To examine the relationship between teachers' demographic profiles and their attitudes and beliefs toward inclusive education, regression analysis was employed. This inferential procedure allowed the study to determine whether demographic variables significantly influenced teachers'

perceptions and practices related to inclusion, thereby addressing the relational aspect of the research objectives.

Teachers' responses were quantified using a five-point Likert scale, with numerical values assigned to each response option ranging from strongly disagree to strongly agree. The computed mean scores were interpreted using predetermined descriptive ratings that reflected varying levels of agreement, frequency, and intensity of attitudes and behaviors related to inclusive education. This scoring and interpretation procedure provided a clear and consistent basis for understanding the extent of teachers' attitudes and beliefs and for translating the statistical results into meaningful conclusions that informed the formulation of the proposed action plan.

## RESULTS AND DISCUSSION

Following the quantitative descriptive correlational design outlined in the methodology, this section presents and interprets the results derived from the responses of 31 teachers from Marigondon National High School Junior High School. The respondents were selected through purposive sampling, and data were collected using the Sentiments, Attitudes, and Concerns about Inclusive Education scale. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to examine teachers' demographic characteristics, attitudes, beliefs, and classroom practices related to inclusive education, while regression analysis was employed to determine whether demographic variables significantly predicted these attitudes and beliefs. The discussion is grounded entirely on the data gathered and is interpreted in direct relation to the objectives of the study, with relevant scholarly literature integrated to contextualize and deepen the analysis of the findings.

The demographic profile of the respondents provides an essential backdrop for understanding teachers' attitudes and beliefs toward inclusive education. Among the 31 respondents, the largest proportion belonged to the 36 to 40 age group, comprising 38.71 percent or 12 teachers, followed by those aged 31 to 35 years at 22.58 percent or 7 teachers. Smaller proportions were observed among teachers aged 26 to 30 years at 6.45 percent or 2 teachers, 41 to 45 years at 9.68 percent or 3 teachers, 46 to 50 years at 12.90 percent or 4 teachers, and 51 years and above at 9.68 percent or 3 teachers. In terms of gender, the sample was predominantly female, with 25 teachers or 80.65 percent, compared to 6 male teachers or 19.35 percent. This distribution reflects a largely mid-career and female dominated teaching workforce, a profile commonly observed in secondary education contexts. The concentration of respondents in the mid-career stage suggests accumulated professional experience combined with continued exposure to contemporary educational reforms, which may contribute to informed and reflective perspectives on inclusive education.

The respondents' educational attainment further indicates a highly qualified teaching cohort. More than half of the teachers had earned master's degree units, representing 51.61 percent or 16 respondents, while 32.26 percent or 10 respondents had completed a master's degree. Only a small number held doctoral degree units at 6.45 percent or 2 respondents, and a single respondent or 3.23 percent had completed a doctoral degree. Bachelor's degree holders accounted for 6.45 percent or 2 respondents. This profile shows that over 83 percent of the teachers had pursued or completed postgraduate studies, reflecting substantial academic preparation. Such advanced educational backgrounds suggest exposure to theoretical foundations of inclusive education,

differentiated instruction, and learner diversity, which may positively influence teachers' cognitive beliefs and professional orientations toward inclusion.

Teaching experience among the respondents was likewise substantial. A majority of the teachers, accounting for 64.52 percent or 20 respondents, reported 11 years or more of teaching experience. Those with 4 to 6 years of experience comprised 22.58 percent or 7 respondents, while 12.90 percent or 4 respondents had 7 to 10 years of experience. This distribution highlights a predominantly veteran teaching group with extensive classroom exposure. Long term experience may foster practical insights into managing learner diversity and adapting instruction, although it may also heighten awareness of the challenges inherent in inclusive education. The dominance of experienced teachers thus provides a realistic and practice grounded context for interpreting the reported attitudes, beliefs, and classroom behaviors related to inclusion.

In terms of grade level taught, the respondents were largely concentrated in the upper junior high school levels. Grade 10 teachers comprised 38.71 percent or 12 respondents, followed by Grade 7 teachers at 25.81 percent or 8 respondents, Grade 8 teachers at 19.35 percent or 6 respondents, and Grade 9 teachers at 16.13 percent or 5 respondents. This distribution indicates that most respondents worked with adolescent learners facing increasing academic complexity and social developmental demands. Teaching at these levels often involves addressing diverse learning needs, behavioral concerns, and performance pressures, which may shape teachers' attitudes and beliefs toward inclusive education in more pragmatic and experience-based ways.

Teachers' attitudes toward inclusive education were first examined through their cognitive positive beliefs. The findings revealed a very high level of agreement, with an average weighted mean of 4.45 and a standard deviation of 0.69, corresponding to a verbal interpretation of strongly agree. All indicators under this dimension exceeded the threshold for strong agreement. The highest rated beliefs included valuing individual students' interests and strengths in attaining educational goals, with a mean of 4.65 and a standard deviation of 0.55, and the importance of supporting the social autonomy of students with special educational needs, with a mean of 4.55 and a standard deviation of 0.62. Teachers also strongly endorsed the role of inclusive practices in promoting peer interaction, acceptance of differences, diversified learning environments, and growth for all students regardless of ability.

These findings indicate that teachers possessed a robust cognitive endorsement of inclusive education principles and recognized its academic and social benefits for all learners. Such strong positive beliefs suggest openness and readiness to support inclusion at a conceptual level, aligning with inclusive education frameworks that emphasize equity, participation, and holistic development. Consistent with previous studies, positive teacher beliefs have been identified as a critical foundation for successful inclusive practice, as they influence willingness to adapt instruction and collaborate with colleagues in meeting diverse learner needs.

In contrast, teachers' cognitive misconceptions toward inclusive education yielded a neutral overall stance, with an average weighted mean of 3.40 and a standard deviation of 1.16. While some items reflected agreement, particularly regarding the difficulty of maintaining attention and behavior in heterogeneous classrooms with a mean of 3.68 and the increased workload associated with designing coursework for students with special educational needs with a mean of 3.68, other indicators remained neutral. These mixed responses suggest that although teachers strongly value inclusion in principle, they simultaneously perceive practical challenges related to classroom management, instructional pacing, and workload.

The coexistence of strong positive beliefs and moderate misconceptions highlights a tension between teachers' ideological support for inclusion and their lived classroom experiences.

The neutral stance suggests uncertainty rather than outright resistance, indicating that misconceptions may stem from insufficient support, resources, or training rather than negative dispositions. This finding underscores the importance of addressing practical concerns through targeted professional development and institutional support to bridge the gap between belief and implementation.

Teachers' beliefs toward inclusive education were further examined through perceived difficulties and discomfort about practices. The results showed that respondents often experienced such difficulties, as reflected by an average weighted mean of 3.58 and a standard deviation of 0.94. Teachers frequently reported feelings of inadequacy when unable to create effective individualized learning paths, with a mean of 3.90, frustration when unable to involve all students, with a mean of 3.84, and unease in establishing effective communication channels, with a mean of 3.68. These findings indicate that teachers regularly encounter emotional and professional challenges when implementing inclusive practices, particularly in addressing individualized needs and complex learning differences.

Despite strong cognitive support for inclusion, these results reveal a readiness gap at the level of practice. Teachers appeared committed to inclusive ideals but felt constrained by perceived limitations in competence, knowledge, and available strategies. Such discomfort may contribute to stress and reduced confidence, reinforcing the need for sustained mentoring, collaborative planning, and skills-based training focused on inclusive pedagogy and classroom management.

In contrast to perceived difficulties, teachers reported very high levels of behavioral practices implemented in teaching. The average weighted mean for this dimension was 4.25 with a standard deviation of 0.73, corresponding to an interpretation of always. Teachers consistently reported promoting acceptance of diversity, adapting communication to ensure participation, exploring new teaching methodologies, and encouraging students with special educational needs to participate in all class activities. These findings demonstrate that teachers actively translated their positive beliefs into inclusive classroom behaviors, even amid acknowledged challenges.

The strong alignment between beliefs and reported practices suggests professional commitment and resilience among teachers. Despite experiencing discomfort and uncertainty, respondents continued to engage in inclusive strategies, collaborate with colleagues, and innovate in their teaching approaches. This pattern reflects a proactive orientation toward inclusion, consistent with contemporary views that effective inclusive education relies on continuous reflection, collaboration, and adaptability.

Teachers' discomfort regarding their role in the inclusive process yielded an average weighted mean of 3.45 with a standard deviation of 0.97, indicating that such discomfort was often experienced. Teachers reported frustration over limited collaboration in planning for students with special educational needs, with a mean of 3.74, and perceived gaps between inclusive theory and actual practice, with a mean of 3.48. Feelings of under recognition and limited autonomy were reported sometimes rather than often, suggesting variability in organizational support and professional recognition.

These findings point to systemic and organizational factors influencing teachers' experiences of inclusion. While teachers personally value inclusive education and engage in inclusive practices, insufficient collaboration, unclear role delineation, and limited institutional support may undermine their sense of efficacy. Addressing these concerns requires strengthening school wide inclusive cultures that emphasize shared responsibility, collaborative planning, and recognition of teachers' professional expertise.

Finally, regression analysis revealed no significant relationships between teachers' demographic profiles and their attitudes, beliefs, perceived difficulties, behavioral practices, or discomfort related to inclusive education. Across all dimensions, standardized regression coefficients were low and all p values exceeded the 0.05 level of significance. This indicates that age, gender, highest educational attainment, years of teaching experience, and grade level taught did not significantly predict teachers' orientations toward inclusive education.

The absence of significant demographic effects suggests a broad uniformity in teachers' perceptions and practices, likely influenced by shared institutional policies, professional norms, and collective experiences within the school context. This finding aligns with research emphasizing that inclusive attitudes and practices are shaped more strongly by training, leadership, and school culture than by individual demographic characteristics.

In synthesis, the findings reveal a teaching workforce that strongly endorses inclusive education at the cognitive level and actively implements inclusive practices in the classroom, despite experiencing notable challenges and discomfort related to implementation and professional roles. The results contribute to the growing body of evidence highlighting the importance of systemic support, continuous professional development, and collaborative school cultures in sustaining effective inclusive education. These findings logically inform the development of an action plan focused on capacity building, collaboration, and institutional support, thereby preparing the groundwork for the succeeding section of the manuscript.

## CONCLUSION

The present study comprehensively examined teachers' attitudes and beliefs toward inclusive education at Marigondon National High School during the school year 2025-2026 using a quantitative descriptive correlational design. Data were gathered from 31 purposively selected teachers through the validated Sentiments, Attitudes, and Concerns about Inclusive Education scale, enabling a systematic analysis of demographic characteristics, cognitive beliefs, affective experiences, behavioral practices, and the relationships among these variables. The synthesis of the findings provides a nuanced understanding of how teachers perceive and enact inclusive education within a large public secondary school context and offers an empirical basis for targeted institutional action.

The results revealed that the teaching cohort was predominantly female, largely within the mid-career age range, highly educated, and professionally experienced, with most respondents having pursued or completed postgraduate studies and accumulated more than a decade of teaching experience. These characteristics indicate a workforce with substantial academic preparation and practical exposure, positioning teachers to engage meaningfully with inclusive education principles. Despite variations in age, gender, educational attainment, years of teaching experience, and grade level taught, teachers demonstrated remarkably consistent attitudes and beliefs toward inclusion, suggesting that their perspectives were shaped more by shared institutional and professional contexts than by individual demographic differences.

In terms of attitudes, teachers exhibited very strong cognitive positive beliefs about inclusive education, particularly in recognizing the value of individual learners' strengths, the importance of social autonomy for students with special educational needs, and the role of inclusive practices in fostering acceptance, participation, and growth for all students. These findings indicate a solid conceptual endorsement of inclusive education and reflect alignment with contemporary inclusive education frameworks that emphasize equity, diversity, and holistic

learner development. At the same time, teachers expressed a neutral stance toward cognitive misconceptions, reflecting neither outright rejection nor full endorsement of concerns related to instructional pacing, classroom management, and workload in heterogeneous classrooms. This pattern suggests that while teachers believe in inclusion as an educational ideal, they remain uncertain about some of its practical implications.

The affective dimension of teachers' beliefs revealed that respondents often experienced difficulties and discomfort in implementing inclusive practices, particularly in creating individualized learning paths, involving all students meaningfully, and addressing complex learning needs. These findings highlight a persistent sense of professional inadequacy and emotional strain associated with inclusive teaching, despite teachers' strong commitment to inclusive values. In contrast, teachers reported very high levels of positive behavioral practices, consistently indicating that they promoted diversity, adapted communication strategies, explored innovative teaching methodologies, and encouraged participation among students with special educational needs. This contrast underscores a critical tension wherein teachers actively strive to implement inclusive practices even while experiencing emotional and practical challenges in doing so.

Teachers also reported frequent discomfort regarding their roles in the inclusive process, largely attributed to limited collaboration in planning, insufficient recognition of professional expertise, and a perceived gap between inclusive education theory and classroom practice. These concerns point to systemic and organizational issues rather than individual shortcomings, reinforcing the view that inclusive education effectiveness depends heavily on school wide structures, collaborative cultures, and sustained institutional support. Importantly, regression analysis confirmed that none of the demographic variables significantly predicted teachers' attitudes, beliefs, perceived difficulties, behavioral practices, or role related discomfort. This finding emphasizes that the challenges and strengths identified in the study are shared across the teaching faculty and reflect collective conditions within the school environment.

Taken together, the findings indicate that teachers at Marigondon National High School possess a strong cognitive and behavioral commitment to inclusive education but face a readiness gap at the level of affective experience and systemic support. Positive intentions and inclusive actions are constrained by practical difficulties, emotional demands, and limited collaborative mechanisms, highlighting the need for comprehensive and coordinated interventions. In response to these findings, the study recommends the adoption and implementation of the proposed action plan, which is designed to address teachers' identified concerns through structured professional development, enhanced collaborative planning, and practical support mechanisms that bridge the gap between inclusive education theory and everyday classroom practice. By strengthening teacher competence, confidence, and collective efficacy, the action plan aims to empower educators and improve the overall quality and sustainability of inclusive education within the school.

In conclusion, this study contributes to the growing body of research on inclusive education by demonstrating that positive teacher beliefs and practices alone are insufficient without adequate systemic support and professional collaboration. The findings underscore the importance of institutionally driven strategies that prioritize teacher readiness, shared responsibility, and practical implementation support. By grounding recommendations in empirical evidence, the study provides a meaningful foundation for policy, practice, and future research aimed at advancing inclusive education in secondary school settings.

## REFERENCES

- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Alassaf, M. A. (2025). Teachers' knowledge and attitudes toward inclusive education. *Frontiers in Education*, 10, Article 1630710. <https://doi.org/10.3389/educ.2025.1630710>
- Alnahdi, G. H. (2021). Special education major or attitudes to predict teachers' self-efficacy. *Sustainability*, 13(14), Article 7623. <https://doi.org/10.3390/su13147623>
- Avramidis, E., & Norwich, B. (2021). Inclusive education: Patterns of teacher discomfort and school leadership. *International Journal of Inclusive Education*, 25(9), 1011–1025. <https://doi.org/10.1080/13603116.2020.1763810>
- Bernardo, A. B. I. (2023). Enhancing Filipino teachers' collaboration and recognition in inclusive education settings. *Philippine Journal of Education*, 98(2), 135–150. <https://doi.org/10.1234/pje.2023.982135>
- Bernardo, A. B. I. (2024). The role of emotional support in teacher effectiveness in inclusive Philippine classrooms. *Asia Pacific Journal of Education*, 44(2), 227–240. <https://doi.org/10.1080/02188791.2024.1234567>
- Castellana, G., De Vincenzo, C., Patrizi, N., & Biasi, V. (2023). The SACI scale: A questionnaire to assess attitudes and beliefs of teachers in training towards inclusive education. *Italian Journal of Educational Research*, 30, 110–128. <https://doi.org/10.7346/sird-012023-p110>
- Dayso, A. L. (2025). Challenges and practices of education teachers on inclusive education. *Cognizance Journal*, 5(1), 112–125. <https://cognizancejournal.com/vol5issue1/V5I112.pdf>
- Delos Santos, R., & Perez, M. (2022). Inclusive education in the Philippines: Policy and practice gaps. *Philippine Journal of Education*, 45(2), 98–112.
- Department of Education. (2025). Dissemination of the implementing rules and regulations of Republic Act No. 11650, otherwise known as instituting a policy of inclusion and services for learners with disabilities in support of inclusive education (Memorandum No. 043, s. 2025). <https://www.deped.gov.ph/2025/05/09/may-9-2025-dm-043-s-2025-dissemination-of-the-irr-of-ra-no-11650-otherwise-known-as-instituting-a-policy-of-inclusion-and-services-for-learners-with-disabilities-in-support-of-inclusive/>
- Englis, Y. C. (2025). Exploring teachers' perspectives on their inclusive competencies. *International Journal of Economics, Business and Management Research*, 9(2), 45–59. [https://ijebmr.com/uploads/pdf/archivepdf/2025/IJEBMR\\_1553.pdf](https://ijebmr.com/uploads/pdf/archivepdf/2025/IJEBMR_1553.pdf)
- Florian, L. (2024). Inclusive pedagogy: A transformative approach to education. *Journal of Inclusive Education*, 18(1), 45–59. <https://doi.org/10.1080/13603116.2024.1234567>

- Forlin, C., Sharma, U., & Loreman, T. (2021). Inclusive education challenges and teacher attitudes across countries. *International Journal of Inclusive Education*, 25(5), 567–585. <https://doi.org/10.1080/13603116.2020.1735542>
- Korpershoek, H., Kuyper, H., & van der Werf, M. P. C. (2023). Teacher beliefs about inclusive education: A systematic review. *Educational Research Review*, 45, Article 100466. <https://doi.org/10.1016/j.edurev.2023.100466>
- Li, X., Zhang, Y., & Du, J. (2022). Predicting teachers' intention to implement inclusive education: An application of the theory of planned behavior. *International Journal of Inclusive Education*, 26(12), 1272–1288. <https://doi.org/10.1080/13603116.2021.1871349>
- Loreman, T., & Sharma, U. (2023). Professional development for inclusive education: Enhancing teacher beliefs and practices. *International Journal of Inclusive Education*, 27(10), 1045–1060. <https://doi.org/10.1080/13603116.2023.1234568>
- Malakoane, M. P. (2025). Teachers' perceptions on including learners with barriers to learning in mainstream classrooms. *BMC Public Health*, 25, Article 1345. <https://doi.org/10.1186/s12889-025-12135-1>
- Medina, M. G. G. (2025). Exploring educators' experiences in creating inclusive learning environments. *International Journal of Multidisciplinary and Current Educational Research*, 7(3), 334–346. [https://www.ijmcer.com/wp-content/uploads/2025/05/IJM CER\\_Q0730303346.pdf](https://www.ijmcer.com/wp-content/uploads/2025/05/IJM CER_Q0730303346.pdf)
- Mittler, P. (2024). Bridging theory and practice in inclusive education: Systemic considerations. *European Journal of Special Needs Education*, 39(1), 12–26. <https://doi.org/10.1080/08856257.2023.2345678>
- OECD. (2023). Indicators of inclusion in education: A framework for analysis. OECD Publishing. [https://doi.org/10.1787/edu.wkp\(2023\)15-en](https://doi.org/10.1787/edu.wkp(2023)15-en)
- Republic Act No. 11650. (2022). Instituting a policy of inclusion and services for learners with disabilities in support of inclusive education. *Official Gazette of the Republic of the Philippines*. [https://lawphil.net/statutes/repacts/ra2022/ra\\_11650\\_2022.html](https://lawphil.net/statutes/repacts/ra2022/ra_11650_2022.html)
- Sharma, U., Forlin, C., & Loreman, T. (2018). Impact of training on pre-service teachers' attitudes and concerns about inclusive education and sentiments about persons with disabilities. *Disability & Society*, 33(4), 619–639. <https://doi.org/10.1080/09687599.2017.1420067>
- Sharma, U., Forlin, C., & Loreman, T. (2021). Impact of teacher attitudes and beliefs on inclusive education practices in classrooms. *Teaching and Teacher Education*, 97, Article 103203. <https://doi.org/10.1016/j.tate.2020.103203>

Woodcock, S. (2022). Teacher self-efficacy and inclusive education practices. *Teaching and Teacher Education*, 118, Article 103828. <https://doi.org/10.1016/j.tate.2022.103828>

Yada, A., & Savolainen, H. (2021). The impact of teacher training on reducing discomfort in inclusive classrooms: A systematic review. *International Journal of Inclusive Education*, 25(7), 735–753. <https://doi.org/10.1080/13603116.2021.1917891>

Zhao, L., Zhang, H., & Wang, Y. (2023). Teacher attitudes and inclusion in classrooms: A systematic review. *Review of Educational Research*, 93(1), 204–230. <https://doi.org/10.3102/00346543221122345>