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Assessing the Relationship Between Attitudes and Self-Efficacy of Private School Receiving Teachers Toward Inclusive Practices

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Abstract: ***This study aimed to assess the levels of attitude and self-efficacy among general education teachers in applying inclusive practices for learners with special educational needs (LSENs). A quantitative approach was employed using a descriptive-correlational survey design. The study was conducted in the Early Childhood and Elementary Education Departments of a private university in Dumaguete City, with forty-five teacher respondents. The results revealed that teachers held a moderately positive attitude toward inclusive teaching and generally perceived their self-efficacy as average. While teachers felt reasonably confident in their ability to implement inclusive practices, their perceived ability to manage LSENs in general education settings remained average. In conclusion, the study found that although general education teachers demonstrated limited understanding and skills in implementing inclusive practices for LSENs, they still required additional support to apply these practices effectively in diverse classrooms. Based on these findings, the study recommended an action plan that includes disability-specific professional development, strengthened multidisciplinary collaboration, and increased resource allocation to help teachers meet the diverse needs of LSENs.***

Keywords: Special Education and Inclusive Education, Cross-Sectional, quantitative method, descriptive-correlational, Attitude, Self-Efficacy, Dumaguete City, Philippines

I. INTRODUCTION

The effective implementation of Special and Inclusive Education (SIE) has emerged as a significant development in contemporary education. This educational reform provides equitable opportunities for all learners, regardless of their individual circumstances. Inclusive education offers a significant opportunity for Learners with Special Educational Needs (LSENs) to develop holistically, encompassing improvements in their academic performance, social skills, and self-esteem. This program also affords learners a greater opportunity to fully engage and thrive in an ever-evolving society. In the implementation of the SIE program in the Philippines, private school teachers play a crucial role, particularly as receiving teachers who manage and support the inclusion of LSENs in mainstream educational settings. Several factors contribute to the effectiveness and benefits of inclusive practices for LSENs in mainstream educational environments. A positive attitude toward the benefits of inclusive practices, combined with efficiency in providing support and improving functionality, are key elements in the holistic development of learners. Understanding these factors is crucial for creating a supportive environment that fosters both teacher readiness and learner success.

Results from international research in various contexts highlight teachers' attitudes and self-efficacy toward inclusive practices. These findings reveal that teachers with high self-efficacy in managing LSENs tend to exhibit a positive attitude toward the benefits of inclusive practices (Woodcock et al., 2022). Additionally, In the Philippines, According to Judilla et al. (2022), teachers' confidence in managing LSENs in inclusive settings and their dedication are factors that can improve LSENs' functionality in general education settings.

Despite extensive research, significant gaps remain in understanding how teachers in private schools implement inclusive education practices. According to Nga et al. (2023), general education teachers generally support inclusive practices but hold fewer positive attitudes toward these practices, which results in challenges in effectively supporting LSENs in general education settings. Paramita et al. (2024) highlight challenges faced by general education teachers, such as limited teacher training, inadequate infrastructure, and societal stigma, which can affect teachers' efficacy and attitudes toward inclusive practices for LSENs. In the Philippine context, Bestre and Budeng (2023) found that many general education teachers struggle to manage LSENs in inclusive settings due to a lack of adequate support, which leads to negative attitudes toward fully accommodating LSENs.

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According to Gkouvousi et al. (2024), high self-efficacy among teachers is associated with more positive attitudes. However, recent research has underscored key gaps and correlations in the field of inclusive education. Sertkaya et al. (2023) identified a lack of research examining the relationship between teachers' attitudes and self-efficacy in public schools, particularly in private schools. While inclusive practices are evident in many private schools, certain concerns remain. Zainalabidin and Ma'rof (2021) noted that issues related to classroom management and meeting the needs of diverse learners continue to hinder teachers' overall performance in implementing inclusive practices for all.

This study aimed to determine the attitude and efficacy levels of receiving teachers toward inclusive practices for LSENs. The study sought to provide a comprehensive framework for understanding and improving how receiving teachers in private schools effectively apply inclusive practices in managing LSENs in general education settings. Additionally, the results of the study served as a valuable basis for creating a development plan to enhance the competency of private school receiving teachers in applying inclusive practices to support learners in general education settings.

II. METHODOLOGY

A. Research Design

This study used a quantitative research design, specifically a descriptive survey method, to measure teacher self-efficacy and attitudes toward inclusive education. This approach allowed for objective analysis of numerical data, hypothesis testing, and identification of relationships between variables, making it suitable for generalizing findings to a broader population.

B. Sampling Design, Research Respondents, and Environment

This study was conducted at a private school in Dumaguete City, Philippines, specifically within the Early Childhood and Elementary Departments. These departments did not have a structured process for placing learners diagnosed with disabilities or those suspected of needing further intervention. Nonetheless, the school accommodated both clinically diagnosed learners and those suspected of requiring further assessment by providing classroom modifications and support. A total of 45 teachers from the Early Childhood and Elementary Departments participated in the study. To qualify as respondents, teachers had to meet the following criteria: (1) have at least one year of teaching experience in basic education; (2) be currently teaching in a private school; (3) be teaching in a general education setting; (4) be at least 25 years old; and (5) be currently assigned to an early childhood or elementary education program. To ensure fair representation, stratified sampling was used. This sampling method allowed the researcher to gather accurate responses from both departments, ensuring that each subgroup was properly represented. As a result, the study was able to provide a clearer understanding of teachers' attitudes and self-efficacy toward inclusive education and the relationship between these two variables.

C. Research Instrument

This study utilized a three-part survey tool to collect data from receiving teachers. The first part of the instrument gathered information on the respondents' demographic profile. The second part focused on assessing teachers' attitudes toward inclusive education. It used a modified and adapted version of Kern's (2006) Survey of Teacher Attitude Regarding Inclusive Education Within an Urban School District.

This section examined teacher beliefs across five subcategories: (1) Student Variables, (2) Peers, (3) Administrative Support, (4) Collaboration with Colleagues, and (5) Training.The third part of the survey evaluated the efficacy of receiving teachers in implementing inclusive education.

This section was adapted from Arboiz and Aoanan's (2024) study titled Teacher Efficacy and Attitude in Inclusive Education as Predictors of Readiness for Inclusive Education: An Explanatory Sequential Design. It measured teacher efficacy across five subcategories: (1) Inclusive Instruction, (2) Multidisciplinary Collaboration, (3) Managing Learner Behavior, (4) Curriculum, and (5) Assessment and Evaluation.Overall, the complete instrument included 41 statements measuring attitudes and 50 statements assessing efficacy. All items were rated using a 4-point Likert scale: (1) Strongly Disagree, (2) Disagree, (3) Agree, and (4) Strongly Agree.Before its full implementation, the instrument underwent a pilot test for validity and reliability. Twenty teacher-respondents who met the same inclusion criteria—but were not part of the actual study population—participated in this pilot test. The tool achieved a Cronbach's alpha score of 0.9, indicating high reliability and strong internal consistency.

D. Statistical Treatment

This study employed descriptive statistical treatment to analyze the data. Frequency counts were used to identify the number of occurrences for each variable in the respondents' demographic profile. These frequencies were then converted into percentages to represent each occurrence as a proportion of the total number of respondents.

Meanwhile, the weighted mean was used to compute the average of the respondents' ratings on their attitudes and efficacy toward inclusive education. This provided an overall measure of their perceptions based on the Likert-scale responses.

E. Data Gathering Procedure

Before the data gathering, the researcher sent a letter of intent to the school president's office. This letter explained the procedures, goals, objectives, and potential impact of the study on the selected public schools. To ensure procedural compliance, it included the signatures of the researcher, the research adviser, and the dean of the College of Education. Once approved, the researcher secured additional written permission and attached the president's approval letter to notify the institution's Faculty Association and inform the school head of the basic education department about the research.

After disseminating the letter to the relevant departments, the researcher met with the school head in person to schedule the data gathering. Once a specific date and time were set, the researcher prepared the questionnaires for distribution. During the actual data gathering, the researcher personally administered the questionnaires, clarified the instructions, and explained the purpose of the study to the respondents. The participants were also assured that their responses would be treated with the utmost confidentiality. After collecting the responses, the raw data were tabulated using Microsoft Excel and forwarded to a statistician for proper statistical analysis.

III. RESULTS AND DISCUSSION

A. Teacher's Level Of Attitude Towards Inclusive Practice

The study examined various dimensions of teachers' attitudes toward the inclusion of LSENs in general education setting. These dimensions include perceptions related to learners, peers, administrative support, collaboration with colleagues, and professional training. Tables 2 to 6 highlight how teachers perceive LSENs in inclusive settings. A teacher's outlook can significantly impact how they teach and support learners with diverse learning needs. Teachers with more positive views toward inclusion often adopt inclusive strategies and recognize that all learners can achieve success in shared classroom environments. Training, experience, and access to learning supports influence these attitudes.

1) Student Variables

It is how a teacher perceives, reacts to, and engages with the diverse characteristics or traits that learners bring into the classroom. A positive attitude can foster an inclusive, supportive environment that values all learners, while a negative or biased attitude might lead to lower expectations, discrimination, or neglect of certain needs.

Table 2 showed that the average mean score for teacher attitudes toward student variables was 2.47, with a standard deviation of 0.434, interpreted as "Disagree."

This indicated that teachers generally opposed the inclusion of learners with more severe special needs in the regular education setting. The items that received the lowest mean scores included those addressing learners who were physically aggressive (M = 1.93), verbally aggressive (M = 2.23), and those two or more years below grade level (M = 2.30), revealing teachers' discomfort in managing behaviorally and academically challenged learners. Teachers also disagreed with the inclusion of students with intellectual disabilities (M = 2.35) and speech and language difficulties (M = 2.26), further confirming their hesitance. While a few items such as students with IEPs (M = 2.53) and those one year behind (M = 2.60) were rated as "Agree," these represented limited willingness to include only less severe or less disruptive cases.

The data suggests that teachers are generally less supportive of placing learners with severe disabilities or significant behavioral issues in regular classrooms. The lowest ratings were given to learners who exhibit physical or verbal aggression or are far below grade level. In contrast, teachers were more accepting of learners who are only mildly behind academically or have non-disruptive conditions.

This indicates a general reluctance toward fully inclusive placements for learners with more complex needs. It also suggests that many teachers feel unprepared or uncomfortable when supporting these learners. These findings highlight the need for targeted training to help educators manage behavioral challenges, adapt instruction, and provide personalized support to all learners.

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Table 2
Teachers Attitude Towards Student Variables

	Mean	Standard Deviation	Interpretation
I believe that students who are 2 or more years below grade level should be in regular classrooms.	2.30	0.741	Disagree
I feel that students who are diagnosed as a child with special needs should be placed in regular classes.	2.37	0.655	Disagree
I make every effort to educate students who manifest characteristics of a child with special needs in the regular education classroom.	3.19	0.546	Agree
I think students who are diagnosed with intellectual disability should be in regular classrooms.	2.35	0.650	Disagree
I believe students who are verbally aggressive towards others can be maintained in regular classrooms.	2.23	0.751	Disagree
I feel that students who are physically aggressive towards others can be maintained in regular classrooms.	1.93	0.737	Disagree
I think all students who need an Individualized Education Program for any reason need to receive their education in a regular classroom.	2.53	0.735	Agree
I feel that students who display speech and language difficulties should be in regular classes.	2.26	0.693	Disagree
I think students who are 1 year below grade level should be in regular classes.	2.60	0.583	Agree
I believe students who are identified as emotional behavioral disorders but do not display overt disruptive behavior should be in regular classes.	2.88	0.498	Agree
Average	2.47	0.434	Disagree

3.25 – 4.00 – Strongly Agree, 2.50 – 3.24 – Agree, 1.75 – 2.49 – Disagree, 1.00 – 1.74 – Strongly Disagree

The study by Kaur and Salian (2024), conducted in India, showed that teachers had a positive attitude toward special and inclusive education, but they faced challenges in managing learners with severe and profound disabilities in general education settings. According to Mehta (2023), teachers were not prepared to manage learners with severe and profound cases because they lacked sufficient training to enhance their teaching skills in managing these types of learners in general education settings. Given these challenges, learners with severe and profound cases might have been excluded from various learning opportunities (Dada et al., 2023), and excluding these learners went against the principle of inclusive education (Niure & Shrestha, 2023). This highlighted a broader challenge in implementing inclusive education, particularly in aligning with the principle of the least restrictive environment. Managing learners with significant developmental challenges often required individualized instruction and specialized support, which mainstream classrooms might not have been equipped to provide. This meant learners with severe and profound cases should have received instruction in one-on-one or individualized sessions (Travers et al., 2020).

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The hesitation from teachers reflected the urgent need for intensive teacher preparation, not only to build skills in managing aggressive behaviors and adapting instruction but also to transform mindsets (Gunarhadi et al., 2024). Professional development should have included targeted training in classroom management, instructional differentiation, and communication strategies for learners with complex needs (Barman, 2024). In addition, systemic supports such as co-teaching models, behavioral aides, and individualized interventions were essential to alleviate teacher burdens and ensure effective inclusion (Nath, 2021). Ultimately, addressing both the capacity and attitudes of teachers was key to fostering a more inclusive and supportive learning environment for all learners (Alves et al., 2022).

2) Peers

In the SIE program, a teacher's attitude towards their coworkers is important for creating a helpful and team-based learning environment. When teachers are positive, open, and respectful, they help make inclusive practices more successful. Working together, sharing ideas, and supporting each other helps teachers better meet the needs of LSENs. A cooperative attitude also helps teachers design better teaching methods. When teachers treat each other with empathy and respect, it creates an inclusive environment for both staff and students. This teamwork helps teachers improve their skills and show inclusive behaviors to LSENs, making everyone feel supported and valued. The data is presented below.

The results from Table 3 indicated a mean score of 3.19 (SD = 0.478), interpreted as “Agree,” suggesting that teachers held a generally positive perception of support from colleagues when teaching LSENs. High agreement was found in items such as “I found my colleagues approachable” (M = 3.37) and “I felt comfortable asking them for help” (M = 3.26), indicating a supportive and collaborative work culture. Teachers also agreed that they could approach their colleagues for assistance (M = 3.23), reflecting trust in peer relationships. The only moderately rated concern was the perception that colleagues might assign all students with special needs to them (M = 2.77), suggesting a worry over potential role imbalance. Despite this, the overall agreement showed that teachers recognized the value of peer interaction in managing inclusive classrooms.

The results in Table 3 show that most teachers feel they can rely on their peers for advice and collaboration, with high agreement observed in statements about approachability and willingness to help. This reflects an encouraging culture of support and shared responsibility, which is essential for building inclusive school environments. However, this close-knit environment also revealed a potential drawback: when one teacher takes the initiative to accommodate LSENs, others may begin to rely on that teacher to handle most of the LSENs-related responsibilities. This sometimes results in an uneven distribution of LSENs in classrooms, with certain teachers becoming default recipients. While collaboration is strong, this trend underscores the need for balanced workload sharing and broader capacity-building among all staff.

Table 3
Teachers Attitude Towards Peers

	Mean	Standard Deviation	Interpretation
I know my colleagues are willing to help me with issues that arise when I have students with special educational needs in my classroom.	3.33	0.566	Strongly Agree
I feel confident that I can approach my colleagues for assistance when I have students with special needs in my classroom.	3.23	0.611	Agree
I find my colleagues approachable when I ask for advice about teaching students with special needs.	3.37	0.536	Strongly Agree
I feel comfortable approaching my colleagues for help when I teach students with special needs.	3.26	0.693	Strongly Agree
I believe my colleagues may try to place all their students with special needs in my classroom if I start including students with an educational plan in my classroom.	2.77	0.841	Agree
Average	3.19	0.478	Agree

3.25 – 4.00 – Strongly Agree, 2.50 – 3.24 – Agree, 1.75 – 2.49 – Disagree, 1.00 – 1.74 – Strongly Disagree

Teachers often found their peers approachable and helpful when facing concerns, questions, or the need for assistance (Pryadko & Myronova, 2024). According to Desombre et al. (2021), structured social connections helped promote effective

inclusive practices. This sense of collaboration acted as a protective factor against burnout and isolation, particularly when working with LSENs who required individualized interventions (Maas et al., 2022). However, while such collaboration was beneficial, it sometimes led to unintended imbalances (AuCoin & Berger, 2021). When one teacher took the initiative to accommodate LSENs, there was a tendency for others to lean too heavily on that individual, resulting in an unequal distribution of responsibilities (RyanSheehan, 2023). This highlighted the need for transparent and equitable inclusion planning. Schools should have implemented clear guidelines to ensure balanced classroom compositions and clarify shared responsibilities among staff (Famisan, 2024). By promoting interdependence alongside fairness, schools could have enhanced teacher morale and optimized outcomes for all learners.

3) Administrative Support

The attitudes of teachers towards administrative support play a crucial role in the success of the SIE program. In such programs, where diverse learning needs must be addressed, administrative support is vital in providing teachers with the necessary resources, training, and encouragement. When teachers perceive school leadership as supportive, they are more likely to feel empowered to implement inclusive practices. This sense of empowerment stems from knowing they have access to the tools and guidance needed to meet the needs of LSENs in the general education setting.

Positive administrative support fosters an environment where teachers feel valued, which leads to higher job satisfaction and a greater willingness to engage in professional development. In contrast, a lack of support can result in burnout, frustration, and a reduced ability to effectively teach diverse learners. Therefore, strong and proactive administrative support is essential not only for the well-being of teachers but also for the success and sustainability of inclusive education.

Table 4 showed that teachers perceived administrative support positively, with an average mean score of 2.84 (SD = 0.494), interpreted as “Agree.” Teachers felt most supported in terms of the approachability of administrators (M = 3.26) and encouragement to attend professional development (M = 3.05). They also agreed that administrators offered support when dealing with learners with behavioral difficulties (M = 3.21) and those with IEPs (M = 2.95). However, there was a clear drop in agreement regarding material/resource support (M = 2.30), which was interpreted as “Disagree,” and monetary support for training (M = 2.53), which was only marginally in the “Agree” range. These scores indicated that while moral support was present, the tangible provisions necessary for effective inclusion were insufficient.

Table 4
Teacher Attitude Towards Administrative Support

	Mean	Standard Deviation	Interpretation
I feel encouraged by administrators to attend conferences and workshops on teaching students with special needs.	3.05	0.615	Agree
I can approach my administrators with concerns about teaching students who have special needs.	3.26	0.621	Strongly Agree
I feel supported by my administrators when I face challenges presented by students with behavioral difficulties in my classroom.	3.21	0.645	Agree
I believe my administrators provide me with sufficient support when I have students with an Individualized Educational Program in my classroom.	2.95	0.688	Agree
I feel that I am provided with enough time to attend conferences and workshops on teaching students with an Individualized Educational Program.	2.51	0.668	Agree
I think I am provided with sufficient materials/resources to make appropriate accommodations for students with special needs.	2.30	0.741	Disagree
I feel supported by my administrators when I face challenges presented by students with learning difficulties in my classroom.	2.93	0.593	Agree
I believe I am provided with monetary support to attend conferences and workshops on teaching students with special needs.	2.53	0.735	Agree
Average	2.84	0.494	Agree

3.25 – 4.00 – Strongly Agree, 2.50 – 3.24 – Agree, 1.75 – 2.49 – Disagree, 1.00 – 1.74 – Strongly Disagree

Administrative backing plays a key role in empowering teachers to implement inclusive education. As shown in Table 4, teachers generally felt that administrators were approachable and supportive, particularly when it came to professional development and classroom management support for LSENs.Yet, the ratings were notably lower for items related to access to materials, assistive technology, and funding. While moral and instructional support from administrators was evident, the lack of tangible resources emerged as a concern. This indicates that schools need to not only encourage inclusive practices but also allocate sufficient budget and materials to support them effectively.

A study by Damyanov (2024) indicated that the challenges faced by different institutions in implementing inclusive education were due to the lack of resources and funding. The study by Duncan et al. (2021) showed that while there was recognition of the need to equip teachers to implement effective inclusive practices, the lack of funding was one of the reasons why professional development for teachers in inclusive education had not progressed. These concerns could have led to an unsupportive learning environment (Hudym et al., 2024), which would have negatively affected the holistic development of LSENs.

According to Napitupulo (2023), in order to provide effective inclusive practices, school administrators should have been committed to providing resources that addressed areas needing improvement. Taguinod (2020) suggested that administrators who understood the barriers in the classroom could offer insights into the support they could provide. School administrators should have been hands-on by actively assessing needs, consulting with teachers, and conducting classroom observations. This approach would have allowed them to allocate appropriate funding and logistical support (Spinello et al., 2021). Establishing dedicated inclusion funds and ensuring that teachers had access to workshops on IEP development and differentiated instruction would have significantly enhanced inclusion readiness.

4) Collaboration with Colleagues

A teacher's attitude towards working with other teachers is very important in creating an inclusive learning environment. In inclusive education, the goal is to make sure that all learners, no matter their abilities, receive quality education. For this to happen, teachers need to work together. Teachers who are willing to collaborate are more likely to communicate openly, share ideas, and work as a team to come up with ways to meet the different needs of learners. Working together allows teachers to share ideas and knowledge, which is especially helpful when working with LSENs. Collaboration also helps teachers learn from each other, improve their teaching, and create a better learning environment for all learners. Teachers who are open to planning and using inclusive strategies with their colleague's help build a culture of teamwork, where everyone contributes to meeting the needs of all learners. A positive attitude towards collaboration helps build a strong community among teachers, which makes inclusive education more effective and ensures that every student receives the support they need to succeed. The data is presented in Table 5 below.

Table 5
Teacher Attitude Towards Collaboration with Colleagues

	Mean	**Standard Deviation**	**Interpretation**
I feel comfortable working collaboratively with special education teachers when students with an Individualized Educational Program. Are in my classroom.	3.23	0.527	Agree
I welcome collaborative teaching when I have a student with an Individualized Educational Program.in my classroom.	3.26	0.492	Strongly Agree
I believe collaborative teaching of children with special needs is effective, especially when students with an Individualized Educational Program are placed in a regular classroom.	3.26	0.492	Strongly Agree
I think special education teachers should teach students who hold an Individualized Educational Program.	3.51	0.506	Strongly Agree
I feel that regular education teachers should not be solely responsible for teaching children with special needs.	3.19	0.699	Agree
I prefer being the only teacher in the classroom.	2.60	0.728	Agree

I believe I should only be responsible for teaching students who are not identified as having special needs.	2.56	0.765	Agree
I think both regular education teachers and special education teachers should teach students with an Individualized Educational Program.	3.05	0.815	Agree
I feel that special education teachers might lose their jobs if I teach children with an Individualized Educational Program.	1.79	0.833	Disagree
Average	**2.94**	**0.328**	**Disagree**

3.25 – 4.00 – Strongly Agree, 2.50 – 3.24 – Agree, 1.75 – 2.49 – Disagree, 1.00 – 1.74 – Strongly Disagree

The average mean score in Table 5 was 2.94 (SD = 0.328), interpreted as "Disagree," reflecting a degree of ambivalence toward collaborative practices. While teachers expressed strong agreement on statements like "Special education teachers should teach students with IEPs" (M = 3.51) and "Collaborative teaching is effective" (M = 3.26), they showed discomfort with assuming joint responsibility. Responses such as "I prefer being the only teacher in the classroom" (M = 2.60) and "I should only teach students without special needs" (M = 2.56) indicated a mindset that still favored traditional solo teaching roles. Although collaboration was supported in theory, the practice of shared teaching responsibilities seemed to pose difficulty. This mixed stance suggested unresolved tensions between belief and implementation.

The data implied that Most teachers acknowledged the value of working with special education teachers, especially when supporting learners with IEP. There was strong agreement on the effectiveness of team-teaching models. However, data also revealed hesitation in sharing responsibility for LSENs, with some teachers expressing a preference for working independently. This points to a lingering mindset favoring traditional teaching structures. These findings highlight the need to further promote co-teaching strategies and encourage shared accountability among all teachers.

According to the study by Lyra et al. (2023), teachers often felt fear, insecurity, and helplessness when teaching LSENs. This was because they lacked proper training in inclusive education, making it difficult for them to use teaching strategies that met the needs of all learners. Many teachers were not formally trained in co-teaching, which caused confusion in their teaching methods and made them hesitant to share teaching duties (Ghedin & Aquario, 2020). Teachers often resisted because they were afraid of change, the school environment was not supportive of inclusion, and they hadn't received enough training. Many regular teachers preferred to keep LSENs in separate classes to avoid changing their usual way of doing things (Lyra et al., 2023). The study by Mouchritsa et al. (2021) showed that due to a lack of competency in implementing inclusive practices, teachers tended to use only traditional approaches in teaching. In the study conducted by Subarna et al. (2022), it was found that teachers were unprepared to manage LSENs in general education settings, which resulted in using general pedagogy that was not effective for LSENs. Teachers felt ill-equipped to meet the educational and developmental needs of these learners, which was why they preferred to manage LSENs independently.Teachers might have benefited from professional development on inclusive collaboration, especially between SpEd teachers and receiving teachers (Surender, 2023). Collaboration was often confusing due to models such as station teaching, parallel teaching, and team teaching (Lehane & Senior, 2019), which distributed instructional duties equitably. Leadership teams should have facilitated interdepartmental meetings where teachers could have co-designed IEP accommodations and instructional goals (Isa & Toran, 2024).

5) Training

Teachers' attitudes towards training are crucial in shaping effective teaching and learning environments, especially in the context of the SIE program. The SIE program aims to provide all learners, including LSENs, with equitable access to quality education. For this to be successful, teachers need to have a positive attitude towards professional development. Their willingness to engage in training directly impacts their ability to adopt inclusive practices, differentiate instruction, and create supportive classrooms that embrace diversity. By participating in professional development, teachers can gain the skills to apply critical pedagogy, helping all learners to succeed in the learning process. Table 6 presented an average mean score of 2.59 (SD = 0.434), interpreted as "Agree," Teachers expressed strong agreement on the importance of training in educational interventions, behavior management, and instructional strategies for LSENs. However, many felt that both their pre-service education and in-service professional development were inadequate in preparing them for these demands. Low confidence was especially noted in supporting learners with speech impairments or cognitive delays.

Table 6
Teacher Attitude Towards Training

	Mean	Standard Deviation	Interpretation
I believe my educational background has prepared me to effectively teach students with cognitive delays and deficits in daily living skills.	2.44	0.666	Disagree
I feel that I need more training to appropriately teach students with an Individualized Educational Program for learning problems.	3.65	0.482	Strongly Agree
I believe my school provides me with sufficient out-of-school training opportunities to appropriately teach students with disabilities.	2.47	0.667	Disagree
I feel my educational background has prepared me to effectively teach students with behavioral difficulties.	2.67	0.606	Agree
I believe my educational background has prepared me to teach students with special needs.	2.37	0.655	Disagree
I feel that I am provided with sufficient in-service training through my school, which allows me to teach students with an Individualized Educational Program.	2.19	0.588	Disagree
I believe my educational background has prepared me to effectively teach students with speech impairments.	1.98	0.672	Disagree
I feel my educational background has prepared me to effectively teach students who are 1 year below level.	2.51	0.703	Agree
I think I need more training to appropriately teach students with an Individualized Educational Program. for behavioral problems.	3.28	0.797	Strongly Agree
I believe my educational background has prepared me to effectively teach students who are 2 or more years below level.	2.35	0.720	Disagree
Average	**2.59**	**0.434**	**Agree**

3.25 – 4.00 – Strongly Agree, 2.50 – 3.24 – Agree, 1.75 – 2.49 – Disagree, 1.00 – 1.74 – Strongly Disagree

The data revealed a clear gap between teachers' awareness of inclusive education practices and their actual readiness to implement them. Although many teachers recognized the value of training, they felt uncomfortable and unprepared when evaluated on their ability to support LSENs effectively. This highlights the urgent need for structured, hands-on, and context-specific professional development tailored to the real-world demands of inclusive education. To address this gap, teachers must undergo extensive and well-organized training in managing LSENs. This process should begin during their pre-service education, where they can be mentored by experts in SIE program. Experience-based teaching and problem-based learning can help future educators build a clear understanding of LSENs in inclusive settings and develop the necessary skills to support diverse learners.

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Once in the teaching profession, these teachers should continue receiving guided professional development focused on inclusive practice. Ongoing training rooted in their classroom experiences will enable them to apply appropriate accommodations and provide effective support for LSENs in general education environments. In the study conducted by Talavera (2022), it was revealed that while teachers recognized the importance and impact of inclusive professional development, the results of the study showed that teachers had limited knowledge and competence in implementing inclusive practices. According to Gischlar and Riffel (2020), general education teachers were often unprepared to manage the behaviors of LSENs. This lack of preparedness led to increased stress and lower job satisfaction. The study also highlighted that many teacher training programs provided limited practical strategies for behavior management and teaching methods that aligned with the developmental needs of these learners. As a result, teachers felt uncertain about how to manage LSENs in general education settings and were hesitant to address concerns related to these students. This created unease, especially when they were being assessed on their ability to support LSENs. Many teachers struggled to manage LSENs, particularly those with challenging behaviors, because they had not received adequate training before starting their jobs (McGuire et al., 2024).

These challenges underscored the urgent need for differentiated, disability-specific training pathways in both pre-service and in-service teacher education (Forlin & Chambers, 2011). To bridge the gap between awareness and competence, schools should have prioritized training that incorporated real-world case studies, observation in model special education classrooms, and applied practice with LSENs (Shuilleabhain et al., 2024). Additionally, institutions might have considered offering certification incentives to promote advanced special education competencies. By aligning intent with structured, experiential training, educators could have developed the specialized skills required for inclusive excellence.

B. Teachers Level Of Self-Efficacy Towards Inclusive Practices

Tables 8 to 12 present the teachers' level of efficacy, which plays a crucial role in shaping the success of inclusive education. This aspect of teachers' actions refers to their belief in their ability to effectively teach and support all types of learners, including LSENs. A teacher's sense of efficacy influences how they approach inclusive practices, affecting their confidence in adopting strategies such as differentiated instruction and creating supportive learning environments. High levels of efficacy often lead to greater engagement and improved learning outcomes for all learners. In contrast, lower levels of efficacy can hinder the effective implementation of inclusive practices. Therefore, understanding and fostering teachers' efficacy is essential to creating an educational environment where every learner can thrive.

1) Using Inclusive Instruction

Teacher efficacy in inclusive instruction refers to their belief in their ability to effectively support learners with diverse needs. This belief is shaped by factors like confidence in adapting content, modifying teaching methods, and providing appropriate support for LSENs. Teachers with high efficacy feel empowered to create an inclusive learning environment and are more likely to engage in professional development and collaboration. Conversely, teachers with low efficacy may struggle due to lack of training, resources, or support. External factors like school leadership and class size can also influence a teacher's ability to implement inclusive practices, which ultimately affects the quality of education and opportunities for all learners to thrive.

Table 8
Teachers Level of Efficacy Towards Using Inclusive Instruction

	Mean	**Standard Deviation**	**Interpretation**
I can design and implement differentiated instruction to meet the needs of both regular students and LSENs.	2.49	0.798	Disagree
I can apply effective strategies to encourage students to follow classroom rules and maintain a positive learning environment.	3.23	0.480	Agree
I can integrate hands-on instructional activities to help students apply learned concepts in real-life situations.	3.26	0.492	Strongly Agree
I am confident in using behavior management techniques to support students in developing appropriate behaviors.	3.09	0.610	Agree

I can implement strategies to motivate students and sustain their interest in learning.	3.30	0.558	Strongly Agree
I can provide targeted remedial instruction for students struggling with reading and other academic areas.	3.23	0.480	Agree
I can facilitate collaborative learning activities that foster peer interaction and teamwork among students.	3.33	0.522	Strongly Agree
I can utilize manipulatives and concrete materials to enhance students' understanding of abstract concepts.	3.40	0.541	Strongly Agree
I can design exercises and learning tasks that help students achieve mastery of concepts.	3.42	0.587	Strongly Agree
I can adapt instructional strategies to ensure all students, including LSENs, are actively engaged and challenged.	2.95	0.615	Agree
Average	**3.17**	**0.388**	**Agree**

3.25 – 4.00 – Strongly Agree, 2.50 – 3.24 – Agree, 1.75 – 2.49 – Disagree, 1.00 – 1.74 – Strongly Disagree

Table 8 yielded an average mean of 3.17 (SD = 0.388), interpreted as "Agree," suggesting that teachers felt moderately confident in implementing inclusive instructional strategies. The strongest agreement was recorded in the ability to design exercises that foster mastery (M = 3.42), use manipulatives to support concept learning (M = 3.40), and facilitate peer interaction through collaborative activities (M = 3.33). Teachers also agreed they could motivate learners (M = 3.30) and integrate hands-on activities for real-life application (M = 3.26). However, the statement "I can design and implement differentiated instruction to meet the needs of both regular students and LSENs" received a "Disagree" rating (M = 2.49), indicating a significant gap in their self-perceived competence in tailoring instruction to address wide learning variances.

The data implied that some teachers lacked confidence in implementing inclusive instructional strategies, which hindered their ability to design lessons that effectively used differentiated instruction to meet the diverse needs of LSENs. Although many teachers demonstrated strong efficacy in active learning strategies, the low proficiency in differentiation posed a particular challenge for LSENs. Teachers may feel confident using active learning techniques, but the challenge lies in tailoring content and delivery to suit the needs of individual learners. Differentiated instruction, while widely recommended, remains difficult to apply consistently without adequate training and planning support.

The study by Hajis and Othman (2024) highlighted the challenges in implementing differentiated instruction as an effective inclusive practice to support LSENs. These challenges stemmed from a lack of professional training in inclusive classroom management, a limited positive attitude toward inclusive practices, and insufficient understanding of learner diversity. The study conducted by Muksalmina et al. (2024) found that applying differentiated instruction for LSENs in Indonesian classrooms enhanced their learning experiences. However, implementing this teaching strategy was challenging due to resource constraints and inadequate teacher training. According to Benjamin and Panesar-Aguilar (2020), teachers' experiences and difficulties with using different components of differentiated instruction to help LSENs in inclusive classrooms showed that, even though research supported the benefits of differentiated instruction in these classrooms, many teachers did not use it often.

According to Sudarso et al. (2024), collaborative, hands-on, and interactive activities, along with the use of manipulative materials, were effective strategies for teaching LSENs in general education settings. Teachers needed to develop strong skills in these strategies to create an inclusive learning environment that benefited both LSENs and teachers. Ongoing professional training was essential to enhance teachers' ability to apply these methods effectively. Using differentiated instruction aligned with the curriculum to address the developmental needs of LSENs was crucial. By employing varied teaching pedagogies, teachers could effectively support LSENs, promoting their holistic development. This approach enabled learners to become more functional in general education settings (Devi, 2023). In the SIE program, the ability to personalize instruction was fundamental for equitable access to the curriculum.

To support all learners, teachers could improve learners' understanding and motivation by designing mastery-oriented activities, incorporating manipulatives, and engaging learners in collaborative, hands-on experiences. An environment that implemented differentiated instruction, taking into account the overall context of learners, improved comprehension, retention, and communication skills, while also boosting the self-confidence of LSENs (Dhakal, 2024). Addressing this instructional gap required sustained professional development and strong support from school leaders through mentoring, model teaching, and structured collaborative planning time (Malisiova et al., 2023). Such systemic efforts were essential to foster inclusive learning environments where all learners could thrive.

2) Multidisciplinary Collaboration

Teachers' level of efficacy towards multidisciplinary collaboration is their ability to effectively work alongside professionals from other disciplines, such as special education, counseling, or administration, to enhance learners' outcomes. This level of efficacy is crucial because it reflects a teacher's belief in the power of collaboration to address diverse learners needs, solve complex problems, and create a holistic learning environment. Teachers with high efficacy in multidisciplinary collaboration are more likely to engage in cooperative planning, share resources and strategies, and participate in discussions that draw from various expertise. On the other hand, those with lower efficacy may feel uncertain about working outside their core subject area, leading to potential challenges in communication or integration with other professionals. Factors influencing this efficacy include prior experience in collaborative settings, the support provided by the school or district, and the availability of professional development opportunities.

Table 9 showed an overall mean of 2.83 (SD = 0.506), interpreted as "Agree," indicating that teachers perceived themselves as capable collaborators in inclusive education teams. Strongest confidence was expressed in encouraging parent involvement (M = 3.35) and building positive relationships with multidisciplinary teams (M = 3.02). Teachers also agreed they could engage in team discussions (M = 2.88) and work with specialists to design tailored strategies (M = 2.88). However, efficacy ratings were lower in guiding families (M = 2.51), initiating conversations with parents (M = 2.67), and mentoring colleagues on inclusive practices (M = 2.51), indicating hesitation in more proactive or leadership-oriented collaboration roles.

Table 9
Teachers Level of Efficacy Towards Multidisciplinary Collaboration

	Mean	**Standard Deviation**	**Interpretation**
I am capable of guiding families to support the educational and social integration of LSENs at school.	2.51	0.703	Agree
I actively engage in team discussions to ensure all perspectives are included when addressing the needs of LSENs.	2.88	0.625	Agree
I feel prepared to initiate conversations with parents to help them understand their child's progress and challenges in an inclusive setting.	2.67	0.715	Agree
I encourage parents to participate in their child's learning journey, making them feel valued and heard within the school environment.	3.35	0.613	Strongly Agree
I am confident in working with a range of specialists to create tailored educational strategies for students with disabilities.	2.88	0.662	Agree
I take responsibility for communicating important information about policies, accommodations, and support services to families of LSENs.	2.79	0.742	Agree

I collaborate effectively with other educators to provide consistent and holistic support for students with disabilities.	2.95	0.653	Agree
I can build positive relationships with multidisciplinary teams to ensure seamless communication regarding the educational development of LSENs.	3.02	0.462	Agree
I involve external professionals in the planning and assessment of educational strategies to promote inclusivity for all students.	2.70	0.741	Agree
I provide guidance and mentorship to colleagues in understanding best practices for supporting students with disabilities in an inclusive classroom.	2.51	0.798	Agree
Average	**2.83**	**0.506**	**Agree**

3.25 – 4.00 – Strongly Agree, 2.50 – 3.24 – Agree, 1.75 – 2.49 – Disagree, 1.00 – 1.74 – Strongly Disagree

The result implied that teachers are generally willing to work with other professionals—such as counselors, special education teachers, and parents—in supporting LSENs. Teachers also felt confident initiating parent conversations and participating in team planning sessions. However, lower scores were recorded for mentoring peers and guiding families, which implies that while collaboration is embraced in principle, leadership roles within these partnerships are still developing. Teachers need more opportunities and support to confidently take on active roles in multidisciplinary teams.

In the study by Jaya et al. (2023), it was emphasized that teachers had effective strategies for collaborating with parents. However, they faced challenges when working with multidisciplinary teams and mentoring peers in the application of effective inclusive practices. According to Mouchritsa et al. (2021), teachers understood the value of working together and building strong relationships, but they struggled to put inclusive practices into action. These struggles included insufficient collaboration, differing ideas on how to support diverse learners, and a lack of adequate training or resources to work effectively as a team. A study conducted in India by Kaur and Salian (2024) showed that teachers had positive attitudes toward inclusive education. However, they faced challenges in collaborating and mentoring their peers due to factors such as insufficient support, a lack of specialized training, inadequate teacher preparedness, limited resources, and a need for better understanding of socio-cultural diversity. The study emphasized the importance of ongoing training to address these challenges. The study conducted by Famisan (2024) found that co-taught teachers used a variety of instructional models tailored to the individual needs of their learners. However, the implementation of these models faced challenges, such as a lack of understanding of team teaching. This highlighted the need for greater administrative support to improve collaboration and mentoring in inclusive practices.

Effective inclusion requires ongoing collaboration among teachers, families, specialists, and other educators to plan, implement, and assess interventions (Khazanchi & Khazanchi, 2021). Teachers showed lower confidence in areas like parental communication and peer mentorship, indicating a need for professional development focused on collaboration, culturally responsive communication, and inclusive leadership. Schools can support professional growth by providing structured activities like parent-teacher consultations, interprofessional meetings, and role-play simulations to enhance communication skills. According to Skrypnyk et al. (2020), Empowering teachers to lead in collaborative settings can improve service delivery and outcomes for learners with special educational needs.

3) Managing Behaviors

Teachers' efficacy in managing behaviors refers to their confidence in handling student actions in the classroom. Confident teachers are better at creating a positive environment, reducing disruptions, and engaging students through clear rules, routines, and strong relationships. Teachers with low efficacy may struggle with behavior management and feel overwhelmed or uncertain in handling disruptions. The data is presented below in Table 10.

Table 10 recorded an average mean of 2.80 (SD = 0.448), which was interpreted as “Agree.” Teachers expressed the strongest confidence in creating positive classroom environments (M = 3.05) and adjusting instructional approaches to meet behavioral needs (M = 3.00). Agreement was also observed in implementing individualized behavior strategies (M = 2.70), de-escalation techniques (M = 2.79), and collaborating with staff on behavior plans (M = 2.93).

However, lower scores were evident in advocating school-wide behavior support (M = 2.63) and educating others on behavior management (M = 2.63), implying uncertainty in leading or influencing broader behavior support systems. Teachers indicated a fair degree of confidence in this area, especially when applying proactive and supportive strategies. However, dealing with challenging behaviors related to specific disabilities remains difficult.

Table 10
Teachers Level of Efficacy Towards Managing Behaviors

	Mean	**Standard Deviation**	**Interpretation**
I can implement individualized behavior strategies to support LSENs in an inclusive classroom.	2.70	0.599	Agree
I can effectively communicate with families about behavior management strategies for their children.	2.79	0.559	Agree
I am confident in creating a positive learning environment that minimizes behavioral challenges.	3.05	0.532	Agree
I can collaborate with school staff to develop and implement behavior intervention plans for LSENs.	2.93	0.507	Agree
I can apply de-escalation techniques to manage challenging behaviors effectively.	2.79	0.559	Agree
I am skilled in reinforcing appropriate behaviors through structured routines and clear expectations.	2.81	0.546	Agree
I can guide parents in using consistent behavior support strategies at home and in the community.	2.67	0.644	Agree
I can advocate for school-wide policies that promote positive behavior support for LSENs.	2.63	0.757	Agree
I can adjust my teaching approaches to accommodate diverse behavioral needs in an inclusive setting.	3.00	0.535	Agree
I am confident in educating others on inclusive behavior management strategies and their impact on student success.	2.63	0.725	Agree
Average	**2.80**	**0.448**	**Agree**

3.25 – 4.00 – Strongly Agree, 2.50 – 3.24 – Agree, 1.75 – 2.49 – Disagree, 1.00 – 1.74 – Strongly Disagree

The data suggested that teachers demonstrated the ability to foster a strong and positive learning environment by adapting instructional strategies and utilizing effective behavioral techniques to address learners' individual needs. This reflected a foundational understanding of classroom-level behavior management. However, the teachers lacked the capacity to train or mentor others in behavior support. The results imply a need for targeted training that focuses on behavioral interventions, functional behavior assessments, and positive discipline strategies tailored to LSENs. Building these skills will strengthen teacher confidence and effectiveness in managing diverse classrooms.

The study by Pulos et al. (2024) showed that Teachers lacked adequate access, preparation, and training in research-based behavior management methods, making it difficult to foster positive learning environments and support others effectively.

According to Stevenson et al. (2020), teachers needed to be competent in both instructional and behavioral management aspects when handling learners in general education settings. However, teacher capacity programs did not fully equip teachers for behavioral support. Teachers typically received very little training in managing classroom behavior, which made it harder for them to use strategies effectively. This lack of training also affected their ability to assist others with behavior support (Klaft & Codding, 2021). As a result, teachers struggled to maintain class control and manage learners' behavior (Albeshr, 2020). Managing challenging behaviors was essential in the SIE program, but moderate efficacy scores revealed a need to boost confidence in behavior strategies and collaboration with parents. According to Mansilagan (2024) To strengthen teacher capacity and inclusive practices, schools should offer access to evidence-based frameworks like PBIS, FBA, and Restorative Practices. Additionally, forming behavior support teams could have offered ongoing guidance for addressing high-need learners (Nsiah & Edjah, 2024). Strengthening both preventive and responsive strategies was essential for sustaining a supportive, inclusive classroom environment (Phajane, 2020).

4) Curriculum

Teachers' confidence in the curriculum in inclusive education is about their ability to effectively use and adjust the curriculum to meet the needs of all learners, including LSENs. Teachers who believe they can support every learners—whether through different teaching methods, personalized learning, or using assistive technology—are more likely to apply inclusive practices successfully. When teachers have the right tools and support, they are more likely to tackle learning challenges and make sure all learners, no matter their abilities, can engage with and understand the curriculum.

Table 11 yielded a mean of 2.95 (SD = 0.455), interpreted as “Agree,” showing that teachers generally believed they were able to modify the curriculum to meet diverse needs. High agreement was reported in promoting a positive learning environment for students with special needs (M = 3.16) and using a variety of instructional techniques (M = 3.12). Teachers also felt confident in adapting content delivery methods (M = 3.02) and providing one-on-one support (M = 2.91). However, confidence was lower in planning differentiated classroom activities (M = 2.81) and modifying lesson plans for multiple needs (M = 2.84), suggesting difficulty in handling multiple layers of academic diversity simultaneously.

Table 11
Teachers Level of Efficacy Towards Curriculum

	Mean	Standard Deviation	Interpretation
I am confident in adjusting the curriculum to ensure that students with special needs can fully engage with the content.	2.84	0.688	Agree
I am skilled in modifying lesson plans to accommodate diverse learning styles and needs in an inclusive setting.	2.84	0.615	Agree
I am able to adapt content delivery methods to ensure all students, including those with disabilities, can grasp key concepts.	3.02	0.511	Agree
I ensure that students with special needs receive tailored support to better understand and apply the curriculum.	2.91	0.570	Agree
I am capable of planning and implementing differentiated classroom activities that include both regular and special needs students.	2.81	0.627	Agree
I make use of a variety of instructional strategies to ensure that learning is accessible for students with disabilities.	2.95	0.532	Agree
I apply my expertise in modifying curriculum content to meet	2.90	0.617	Agree

the unique learning needs of students with different disabilities.			
I am confident in providing one-on-one assistance to students with academic challenges to support their understanding of the material.	2.91	0.570	Agree
I promote a positive classroom environment where students with special educational needs feel motivated and capable of succeeding.	3.16	0.485	Agree
I use a combination of instructional techniques to help students with learning difficulties understand and retain key concepts in the curriculum.	3.12	0.391	Agree
Average	**2.95**	**0.455**	**Agree**

3.25– 4.00 – Strongly Agree, 2.50 – 3.24 – Agree, 1.75 – 2.49 – Disagree, 1.00 – 1.74 – Strongly Disagree

The data implied that teachers are generally able to deliver curriculum content in inclusive classrooms. However, they often struggle to align their lessons with the individual learning needs of LSENs. While they understand the importance of adapting the curriculum, classroom environment, and teaching strategies to support diverse learners, many admitted to feeling only moderately confident in doing so. This suggests that although teachers are aware of the need for instructional adaptation, they may not yet have the skills required to plan differentiated activities or modify lessons effectively. As a result, there is a clear need for targeted training and support to help teachers design flexible instructional plans that respond to different learning styles, developmental levels, and abilities. According to Maia and Freire (2023), teachers' attitudes toward the curriculum and lesson planning significantly impacted how challenging they perceived it to be to create and implement lessons that were adapted for diverse students. Although they understood the importance of adjusting lessons, they often felt uncertain about how to plan activities that would meet the needs of all types of learners. In Jager's (2024) study, Teachers struggled to adapt instruction to individual needs due to low confidence in planning differentiated activities, highlighting the need for professional development to effectively apply curriculum modifications despite understanding their importance. It was crucial that teachers working with diverse learner groups were equipped with the knowledge and skills to adapt curricula, materials, activities, and the learning environment to maximize learners' engagement and effectiveness (Kandimba et al., 2023). According to Nalbantoğlu and Bümen (2023), Collaboration between general and special education teachers in planning can enhance support for LSENs, ensuring meaningful, inclusive, and productive learning experiences.This version synthesized the two statements by emphasizing teachers' recognition of the need for adaptation while highlighting areas where they required further development, particularly in addressing the diverse needs of learners (Toraeva, 2022). It also underscored the importance of collaboration and professional growth in making adaptations meaningful.

5) Assessment and Evaluation

In the SIE program, teachers' confidence in their ability to assess and evaluate learning is crucial for creating an inclusive environment where all learners, including LSENs, can thrive. Teachers who are confident in designing and adapting assessments promote fairness and ensure that every learner, regardless of learners individual contest. This belief in their efficacy guides teachers to use diverse methods tailored to individual needs and encourages ongoing reflection and adjustment of their teaching practices. The data is presented in Table 12 below. Table 12 reflected an overall mean of 2.96 (SD = 0.461), interpreted as "Agree." Teachers expressed high confidence in designing higher-order assessments (M = 3.12), using oral assessments (M = 3.09), and employing formative and summative tools (M = 3.14). They also felt capable in implementing alternative assessments (M = 3.02) and adapting assessments to individual needs (M = 2.98). Nonetheless, lower ratings appeared in collaborating on IEP-based assessments (M = 2.74) and selecting tools that measured both academic and social growth (M = 2.84), which were crucial aspects of inclusive assessment for LSENs. Assessment strategies for LSENs received mixed responses. While teachers were somewhat confident in evaluating learning outcomes, they found it challenging to modify assessments to accommodate individual learning needs. The date implied that teachers were generally confident in designing higher-order oral assessments during formative evaluations and in applying adaptive assessments to support learners' development during interventions.

However, challenges arose when implementing assessments aligned with IEPs or other educational plans, as well as when selecting appropriate tools to assess both academic and social skills.This area calls for training on alternative assessment methods, including portfolio assessment, formative evaluation, and task-based performance, all of which can provide more accurate measures of learning for LSENs.

Table 12
Teachers' Level of Efficacy Towards Assessment and Evaluation

	Mean	Standard Deviation	Interpretation
I am confident in designing assessments that challenge students' higher-order thinking skills.	3.12	0.586	Agree
I can use a range of assessment methods to measure the progress and achievement of students with disabilities.	2.84	0.615	Agree
I am capable of adapting assessments to fit the individual needs of my students, ensuring fairness and inclusivity.	2.98	0.556	Agree
I demonstrate proficiency in evaluating students' understanding and knowledge through appropriate grading practices.	3.00	0.488	Agree
I can effectively implement alternative assessment strategies to accurately measure student progress and performance.	3.02	0.511	Agree
I can select the right assessment tools to gauge both academic growth and social development in students with disabilities.	2.84	0.574	Agree
I am able to use both formative and summative assessments to monitor and support my students' learning throughout the year.	3.14	0.560	Agree
I creatively design assignments and activities that are meaningful and achievable for students with special needs.	2.86	0.774	Agree
I effectively use oral assessments to gather insights into students' learning and provide necessary accommodations.	3.09	0.526	Agree
I collaborate with fellow educators and professionals to create effective Individualized Education Plans (IEPs) and monitor progress.	2.74	0.693	Agree
Average	2.96	0.461	Agree

3.25 – 4.00 – Strongly Agree, 2.50 – 3.24 – Agree, 1.75 – 2.49 – Disagree, 1.00 – 1.74 – Strongly Disagree

According to Rashid and Wong (2022), teachers often struggled with IEP-based assessments due to a lack of necessary knowledge, skills, and the appropriate mindset. They found the evaluation process difficult and were generally not very motivated, which made it challenging for them to select suitable tools to assess their learners. In a study conducted by Van Der Steen et al. (2022), the authors emphasized the need to align formative assessment planning with curriculum goals to effectively support educational interventions. Lamberg et al. (2020) noted that teachers frequently found it difficult to use formative assessments in ways that genuinely supported learners learning. Interpreting learners work and identifying the next instructional steps were particularly challenging.

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These difficulties may have arisen from the complexity of using IEP-aligned assessments and choosing appropriate assessment tools. While teachers generally appreciated the value of formative assessments, they faced significant challenges such as limited time, large class sizes, and difficulties managing assessment data. These factors hindered the implementation of assessments tailored to each learners learning plan and individual needs (Nhan, 2024). In a study by De Vries (2022), it was reported that teachers struggled with formative assessments due to the demand for multiple complex skills. The study also underscored the importance of improved training programs to support teachers in effectively using these assessments, particularly in relation to individual education plans and suitable tools. Wu (2023) emphasized that teachers found it challenging to use formative assessments, especially when providing personalized feedback to each LSEN and selecting tools that assessed both academic and social skills. The study suggested that targeted training and support were essential to help teachers improve in this area.

Assessment was especially central to effective interventions for LSENs, where teachers had to be equipped to choose, adapt, and interpret tools that accurately reflected the developmental progress of each learner. Although traditional assessment practices were well-established, teachers often required additional support in using the diverse assessment methods outlined in IEPs or intervention plans, which were crafted by multidisciplinary teams to target specific developmental areas (Bhandari & Kshetree, 2024).To address these challenges, schools needed to prioritize training in flexible, dynamic assessment methods, including how to monitor IEP progress and use rubrics that aligned with both academic and functional goals (Oppong et al., 2023). Encouraging collaboration between teachers and special education professionals in developing IEP benchmarks was also crucial for ensuring assessments reflected realistic, individualized expectations (Rahman et al., 2021). By strengthening these areas, schools could have better supported instructional decision-making, improved the accuracy of assessments, and ultimately enhanced learner outcomes.

IV. CONCLUSION

The findings of this study revealed that teachers generally held moderately positive attitudes toward inclusive education and felt supported by their colleagues. However, collaboration was often limited to a small number of individuals. While some teachers embraced inclusive values, others remained hesitant to teach LSENs, particularly those with severe disabilities. This reluctance underscored a lack of shared responsibility and a limited appreciation for the collaborative demands of inclusive education. In terms of self-efficacy, teachers demonstrated average competence in applying inclusive practices. Although many expressed confidences in adapting the curriculum and managing classroom behavior, they often felt unprepared to implement IEP or to address the specific needs of learners with speech or cognitive difficulties. Furthermore, there was a noticeable gap in leadership skills, particularly in supporting peers or aligning instructional practices and assessments with individualized interventions.

In light of these findings, it is recommended that each university department establish a comprehensive development plan focused on disability-specific professional development. This program should equip general education teachers with practical strategies for addressing a broad spectrum of learner needs, including those with severe disabilities. Training must emphasize the creation and implementation of individualized educational interventions to ensure responsiveness to each learner's unique context. Through such preparation, teachers can collaborate more effectively with other professionals and extend support to their peers within inclusive environments.

To reinforce inclusive practices, school leaders must foster a culture of collaboration. This can be achieved by institutionalizing co-teaching partnerships, facilitating regular peer consultations, and promoting interdisciplinary planning sessions. These approaches will strengthen collective responsibility for the success of all learners, including those with special needs.

Finally, the provision of essential resources—such as assistive technologies, instructional materials, and funding for teacher training—must be prioritized. To ensure the sustainability and effectiveness of inclusive education, continuous assessment and evaluation of professional development efforts are vital. Further research, particularly in private school settings, is also essential to develop context-specific interventions that address the unique needs of both public and private school educators.

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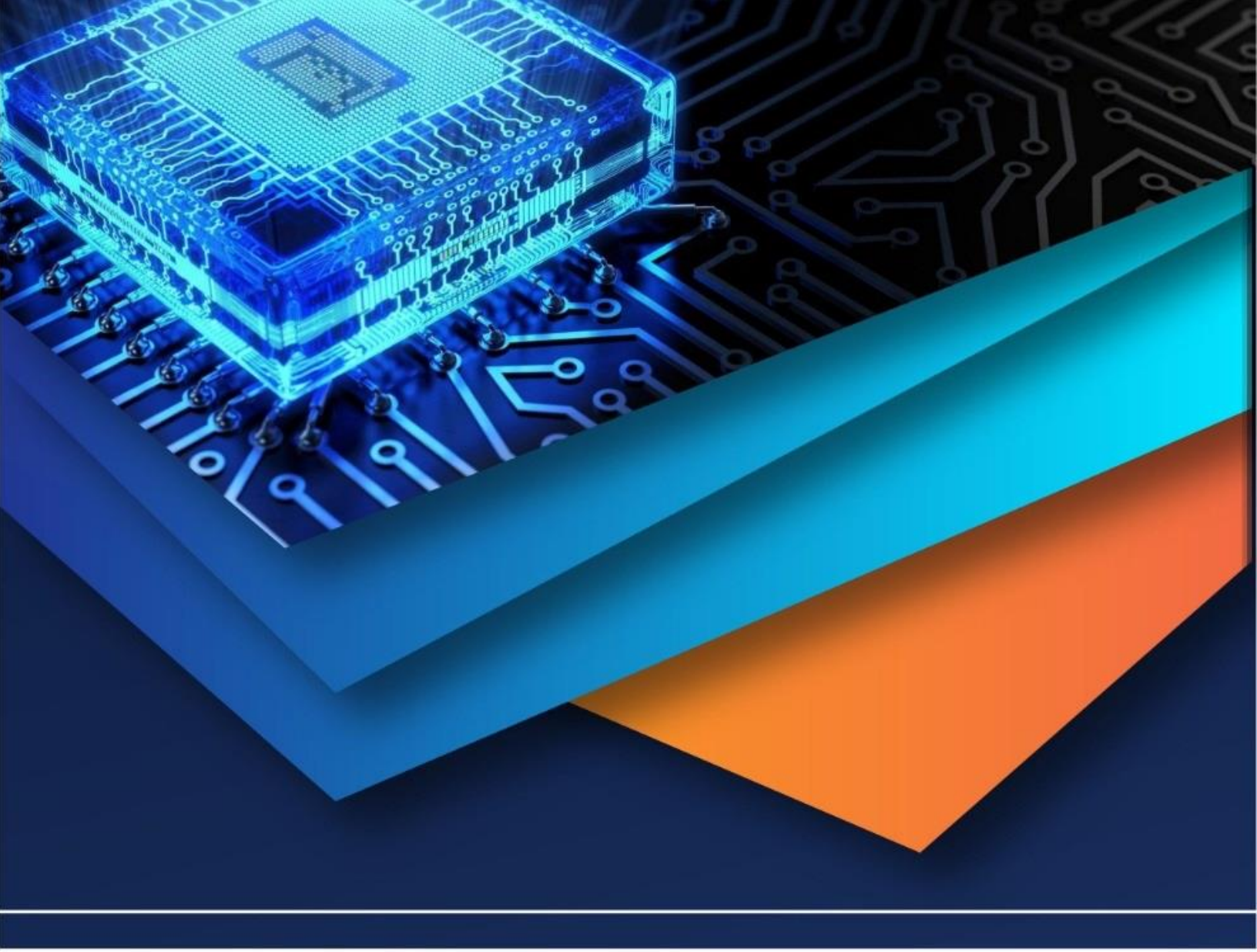
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