

School Culture and Stakeholder Support as Predictors of Teachers Experience in Inclusive Education

Kristine B. Estorque¹, Renante G. Estorque², Roselyn M. Ricaforte³

Holy cross Davao College, Davao City, Philippines.

Received: 22 June 2026

Revised: 25 June 2026

Accepted: 27 June 2026

Published: 30 June 2026

Abstract - Implementing inclusive education remains a challenge. Forecasting teacher experiences using school culture and stakeholder support as predictors was verified. Predictive research design, survey approach, purposive sampling, and multiple linear regression analysis were the methods applied. The data from 150 samples informed that the criterion was significantly forecasted by the predictors; hence, Overlapping Spheres of Influence Theory was supported. Further studies may explore other variables explaining the remaining 75.7% variance. Qualitative research may provide other potential variables from generated themes. School culture such as supportive leadership, teacher collaboration and shared commitments; and also, local government unit collaboration, school governing council engagement, and community partnerships influencing teacher experiences in inclusive education.

Keywords - Inclusive Education, School Culture, Stakeholders' Support, Teachers' Experiences, Predictive Design.

I. INTRODUCTION

Experiences of teachers in inclusive education has increasingly become a significant concern in contemporary educational discourse (Pablo, 2026). Recent studies emphasized the prevalence of negative experiences among teachers engaged in inclusive education (Salendab et al., 2026). Moreover, the implementation of inclusive education is characterized by several significant challenges that adversely affect learners throughout the educational process (Valdez, 2024). Globally, inclusive school cultures continue to face persistent challenges across diverse contexts. Inclusive education teachers face a great challenge such as heavy workload, lack of resources and professional support that makes effective practice difficult (Adewunmi, 2025; Tilak, 2025). They experience stress from having to juggle the needs of a variety of learners, difficulties in training, and burnout, as well as emotional exhaustion (Alahmed, 2024; Macapaz et al., 2024). Without sustained structural, professional, and attitudinal support, these challenges negatively affect the well-being of teacher and limit the successful implementation of inclusive education.

In the Philippines, particularly in Davao del Norte, building an inclusive school culture remains challenging due to limited resources, isolation, and language barriers (Algonos et al., 2024). In Davao City, teachers experience difficulties from inadequate training, low parental involvement, and inconsistent implementation of inclusive practices (Cagas & Cagape et al., 2023). Across the Davao Region, weak collaboration and stakeholder engagement further affect ability of teachers to effectively implement inclusion (Bantilan et al., 2024).

Consequently, teachers have experienced stress, an excessive workload, and a lack of readiness in meeting the needs of diverse learners, which has affected their well-being and pedagogical practices (Ocampo & Tan, 2023; Reyes et al., 2024). When issues in inclusive education are not addressed, learners may still suffer from academic difficulties, poor participation in education and social exclusion, thus perpetuating educational inequalities. Teachers may also face ongoing stress, role overload, and inadequate preparedness, affecting their

effectiveness and well-being. However, there is still a need for context-specific quantitative research focused on how teacher experience and stakeholder support influence inclusive practices; thus, this study was conducted.

A. Significance of the Study

This study is important as it contributes to the field of inclusive education by exploring the influence of school culture and stakeholder support on teachers' experiences of inclusive classrooms. The results of this research can serve as data to improve support, collaboration, and inclusive teaching for teachers, school leaders, policy makers, and researchers. The study aligns with the United Nations Sustainable Development Goal 4 by promoting equitable and quality education for all. It also supports the mission of Holy Cross of Davao College by nurturing inclusive, values-driven practices and stronger parent teacher partnerships.

B. Statement of the Problem

This study aimed to determine the significance and strength to forecast the teacher experience in handling inclusive education using school culture and stakeholder support as predictors. Specifically, it has the following objectives:

1. To determine the levels of school culture in terms of school collaboration, school and the teacher affiliation and school community; stakeholder support in terms of man power, financial, fund raiser programs, and donations; and the teacher experience in handling inclusive education in terms of instruction, learner behavior and parent support;
2. To determine the significance of the correlation between school culture and stakeholder support on teacher experience in inclusive education; and
3. To determine the significance of the model for teacher experiences in inclusive education, using school culture and stakeholder support as predictors.

C. Hypotheses

The null hypotheses were tested at 0.05 level of significance:

- **Ho1:** The correlation between academic school culture, stakeholder support, and teacher experiences in inclusive education is not significant.
- **Ho2:** The predictive model of school culture and stakeholder support on teacher experience in inclusive education is not significant.

D. Theoretical and Conceptual Framework

This study is anchored on Epstein's Overlapping Spheres of Influence Theory (1987, 2001), which emphasizes the interconnected roles of the family, school, and community in supporting learners' development and academic success. The theory suggests that these spheres overlap and interact to create a collaborative network that shapes educational experiences.

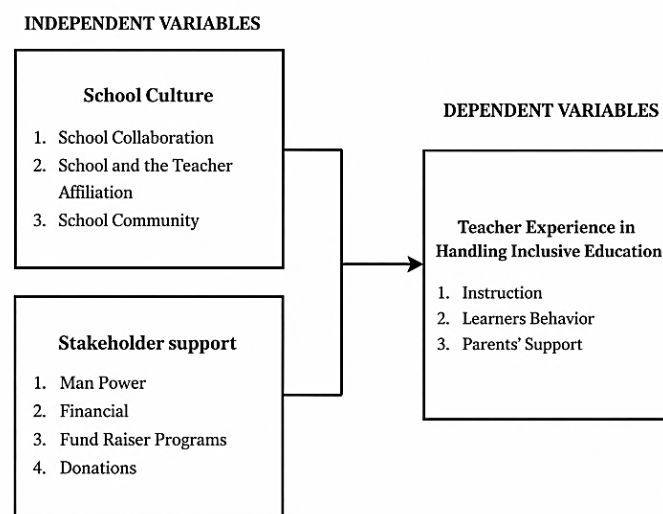


Figure 1. Conceptual Framework of the Study

In this study, school culture as predictor variable, characterized by school collaboration, school and the teacher affiliation and school community, is framed as the school and stakeholder support as predictor variables characterized by, man power, financial fund raiser programs and donations, represent the community element highlighted in Epstein's theory. Teacher experiences in handling inclusive education, reflected in their instruction, learner behavior, and parents support, correspond to the process component of the framework. These interacting elements collectively influence the development of supportive and inclusive learning environments, which serve as the output of the system. The family was excluded from the study as it focused only on school and community to influence educational experience.

II. MATERIALS AND METHODS

This chapter covers the research design, the location of the study, the sampling, the data collection, the data analysis, and the ethical consideration.

A. Research Design

This study employed a predictive research design. It is a design whose goal is to predict the outcome from the relationships among the several predictor variables and a criterion variable using a statistical model (Sun et al., 2023). It is used to determine the extent to which selected variables can predict an outcome, making it appropriate for identifying patterns and the strength and direction of relationships among variables (Almusaed et al., 2025). The design is especially advantageous in education research since it offers data-driven insights, improves decision-making, and can facilitate the creation of tailored interventions grounded in predictive results (Adeniran, et al., 2024).

B. Locale of the Study

The study was conducted in selected public elementary and secondary schools in the Braulio E. Dujali and Sto. Tomas West Districts, Division of Davao del Norte, Davao Region, Philippines, where inclusive education programs for learners with learning disabilities are implemented. The area includes schools both in the city and in the countryside, with different degrees of resources, teaching training, parental participation and institutional support systems. The location was selected because of its varied educational setting, relevant for the study of inclusive education practices and for the production of learning outcomes that can support a more inclusive education in the Philippine basic education system.

C. Sample and Sampling

A total of 150 general education and special education teachers employed in the Department of Education for the school year 2025–2026, from selected elementary and secondary schools in the Braulio E. Dujali and Sto. Tomas West District, Division of Davao del Norte, participated in this study. These teachers were directly involved in the implementation of inclusive education for learners with disabilities and were therefore deemed appropriate respondents for the investigation. Purposive sampling, a non-probability sampling technique, was utilized in selecting participants based on their direct experience and relevance to the study variables (Mukti, 2025; Alaba et al., 2026). This approach ensures that only information-rich participants are included, making it suitable for studies requiring an in-depth understanding of specific phenomena. It is particularly advantageous in yielding focused and relevant data within specialized research contexts (Alaba et al., 2026; Al Maqbali, 2024).

D. Data Gathering Technique

The survey technique was employed in this study. It is commonly applied when researchers aim to describe, compare, or analyze relationships among variables within a defined population without manipulating conditions (Ghanad 2023). This technique is advantageous because it allows efficient data collection from large groups, produces quantifiable and analyzable results, and ensures consistency and replicability of findings through standardized instruments (Alaba, 2026). Three adapted and modified questionnaires were used: the School Culture Questionnaire, adapted from the study of Temple (2025), consisting of 15 items with a Cronbach's alpha of 0.925; the Stakeholder Support Questionnaire, adapted from Daitao (2024), consisting of 20 items with a Cronbach's alpha of 0.905; and the Teachers Experiences Questionnaire, adapted from the study of Esmeralda et al(2024), consisting of 30 items with a Cronbach's alpha of 0.946. These instruments were selected to assess school culture, stakeholder support, and teacher experiences in inclusive education.

E. Data Analysis Technique

Three techniques were used in data analysis. First, descriptive data analysis is a statistical method used to summarize and organize data in order to describe the characteristics of variables through measures such as mean, and standard deviation, which are presented in tables and charts to provide an overview of the data, identify patterns, and simplify large datasets for easier interpretation (Sun & Yuan, 2025). Second, correlation data analysis is used to determine the strength and direction of the relationship between variables, helping to establish whether and how variables are associated without implying causation (Okoye & Hosseini, 2024; Sampaio et al., 2024).

In this study, the Pearson Product–Moment Correlation was utilized to examine these relationships. Third, multiple linear regression analysis is a statistical technique used to determine the predictive influence of independent variables on a dependent variable, allowing for the examination of complex relationships and identification of significant predictors of an outcome, with unstandardized beta coefficients used as the basis for interpreting the results (Schnell, 2025). The matrix containing the scale, descriptive level, and corresponding interpretation assigned to each variable involved in this study is presented. This measure was used particularly in describing the level of school culture, stakeholder support, and teacher experiences in inclusive education.

Table 1. Interpretation of Mean Scores for the Study Variables

Scale	Level	Teacher–Parent Role Engagement	Teachers' Opinion on Special Needs Education	Motivation of Teachers on Special Needs Education
1.00–1.74	Very Low	Very Poor	Very Weak	Very Weak
1.75–2.49	Low	Poor	Weak	Weak
2.50–3.24	High	Good	Strong	Strong
3.25–4.00	Very High	Very Good	Very Strong	Very Strong

F. Standard Deviation Value Ranges and Interpretation

Table 2. Interpretation of Standard Deviation Values

Standard Deviation (SD) Range	Description	Interpretation
$SD \leq 0.50$	High Consistency of Responses	Strong and Uniform Perception
$SD = 0.51–1.00$	Moderate Consistency of Responses	Acceptable Consistency
$SD = 1.01–1.50$	Low Consistency of Responses	Differing Views or Experiences
$SD > 1.50$	Very Low Consistency of Responses	High Variability and Lack of Consensus

For the interpretation scale of r-value, the following scheme, as proposed by Guilford (1956), was used

Table 3. Interpretation of Pearson Correlation Coefficient (r)

Computed r-Value	Descriptive Interpretation
± 1.00	Perfect Correlation
$\pm 0.75–\pm 0.99$	High Correlation
$\pm 0.51–\pm 0.74$	Moderately High Correlation
$\pm 0.31–\pm 0.50$	Moderately Low Correlation
$\pm 0.01–\pm 0.30$	Low Correlation
0.00	No Correlation

Table 4. Interpretation of Standardized Beta (β) Coefficients

Standardized Beta (β) Value Range	Predictive Strength
± 0.00 – ± 0.09	Very Weak Predictor
± 0.10 – ± 0.29	Weak Predictor
± 0.30 – ± 0.49	Moderate Predictor
± 0.50 – ± 0.69	Strong Predictor
± 0.70 and Above	Very Strong Predictor

G. Ethical Consideration

The study was conducted in a manner that respected and maintained the ethical principles of research, including the voluntary nature of participation, the autonomy of the participants and their right to withdraw at any time without repercussion. Before data collection, informed consent was obtained and clarification given about the purpose, procedures, and planned use of data. Confidentiality and privacy were rigorously maintained with the use of anonymity and secure handling of all research records. The respondents were treated with dignity, fairness and respect throughout the process and all concerns were dealt with professionally and without discrimination.

Moreover, the study was carried out in an honest, respectful and ethical manner, respecting the rights, dignity and privacy of the respondents. Ethical clearance was granted by the Society of Moral Integrity and Legal Ethics (SMILE) of Holy Cross of Davao College, while permission was requested from the Department of Education (DepEd). All findings were presented in aggregate form to ensure confidentiality and uphold research integrity and SMILE ethical standards.

III. RESULTS AND DISCUSSION

Presented in this chapter are the descriptive, correlation, and regression tabular presentation, and the corresponding analysis and interpretation of the statistical results. This section is ended with the summary of findings.

A. Descriptive Results

Table 5 presents the descriptive statistics of the study. It contains variables, namely: School Culture, Stakeholder Support and Teacher Experiences in Inclusive Education. The table displays the standard deviation, mean, and corresponding descriptive levels for each variable and their indicators.

Table 5. Descriptive Statistics (N=150)

Variables	N	Standard Deviation	Mean	Descriptive Level
School Culture	150	.37	3.57	Very high
School Collaboration	150	.40	3.60	Very high
School and the Teacher's Affiliation	150	.39	3.61	Very high
School Community	150	.43	3.52	Very high
Stakeholders Support	150	.51	3.42	Very High
Man Power	150	.49	3.48	Very High
Financial	150	.47	3.49	Very High
Fund Raiser Programs	150	.52	3.41	Very High
Donations	150	.63	3.37	Very High

Teacher Experiences	150	.37	4.55	Very High
Instruction	150	.52	4.46	Very high
Learners' Behavior	150	.42	4.60	Very high
Parents' Support	150	.40	4.61	Very high

Specifically, the school culture variable obtained a mean of 3.57, described as very high. This indicates that the school culture is very good. All its indicators also obtained a very high level. The standard deviation of 0.37 implies that the responses are highly consistent. Furthermore, stakeholder support variable obtained a mean of 3.42, described as very high. This indicates strong collaboration and involvement among stakeholders in supporting school initiatives. All its indicators are described as very high level. The standard deviation of 0.51 implies that the responses are highly consistent. Finally, the teacher experiences variable obtained a mean of 4.55, described as very high. This signifies that the experience is very good. All indicators obtained a mean described as very high. The standard deviation of 0.37, implies highly consistent.

Comparatively, school culture and teacher experiences variables are at similarly high levels and are both slightly stronger than stakeholder support, indicating that institutional environment and professional engagement are more strongly manifested than external collaboration and involvement. Across all variables, responses remain highly consistent, suggesting a common perception among teachers regarding their strong engagement in inclusive education-related practices.

B. Correlation Results

Table 6 is the correlational analysis. It presents the determinant and the criterion variables. Also, the correlation coefficient (r-value), p value, decision on null hypothesis, and corresponding interpretation are presented.

Table 6. Correlation Table (N=150)

Variables	Teachers Experiences			
	r-value	p-value	Decision on H_0	Interpretation
School Culture	.491	.000	Reject H_0	Moderate low, significant correlation
Stakeholders Support	.315	.000	Reject H_0	Moderate low, significant correlation
Correlation is significant at the 0.05 level (2-tailed).				

Specifically, the correlation between school culture and teacher experiences variables obtained a p-value of .000, which is lower than the 0.05 level of significance; hence, the null hypothesis was rejected. This indicates that the correlation is statistically significant. The r- value of .491 shows a moderate low correlation.

This implies that when school culture increases, teacher experiences improve slightly. Furthermore, the correlation between stakeholder support and teacher experiences variables obtained a p-value of 0.000, which is also lower than the 0.05 level of significance; thus, the null hypothesis was rejected. This indicates that the correlation is statistically significant. The r- value of .315 indicates a moderate low significant correlation. This implies that higher stakeholder support is associated with slightly improved teachers experiences in inclusive education.

Comparatively, both school culture and stakeholder variables support show significant positive correlations with teacher experiences in inclusive education, as both variables are statistically significant, leading to the rejection of the null hypothesis. However, school culture demonstrates a stronger relationship, indicating a more noticeable improvement in teacher experiences as school culture increases. In contrast, stakeholder support variable shows a weaker correlation, suggesting that while it is positively associated with teacher experiences, its influence is more modest compared to school culture.

C. Regression Results

Table 3 is a regression table. The table contains the unstandardized and standardized beta coefficients, standard error, t-value, p-value, decision on null hypothesis, and corresponding interpretation.

Table 7. Regression Table (N=150)

Variables	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Decision on H_0	Interpretation
	B	Std. Error	Beta				
(Constant)	2.757	.264	—	10.429	.000	Reject H_0	Significant
School Culture	.468	.089	.462	5.283	.000	Reject H_0	Significant
Stakeholder Support	.038	.065	.051	.589	.557	Accept H_0	Not Significant
Model Summary: $R = .493$, $R\text{-square} = .243$, $F(2,147) = 23.587$, $p = .000$ Level of significance: 0.05, Decision Rule: Reject H_0 if $p < 0.05$ $TEIE = 2.757 + 0.468 SC + 0.038 SS$							

Specifically, the table shows that the model for teacher experiences variable in inclusive education using the predictive variables school culture and stakeholder support is $TEIE = 0.468 SC + 0.038 SS + 2.757$. The corresponding p-value is 0.000, which is lower than 0.05 level of significance; hence, the null hypothesis was rejected. It indicates that the model to predict teacher experiences variable in inclusive education is statistically significant. The R squared of 0.243 indicates that the strength (24.3%) of the model to predict teacher experiences is weak. This implies that for every unit change in the predictors in the model, there is a corresponding change in the teacher experiences in inclusive education.

In the predictive model, both school culture and stakeholder support variables significantly influence teacher experiences variable in inclusive education, with school culture emerging as the stronger predictor while stakeholder support contributes a comparatively minimal effect. Overall, the model is statistically significant but exhibits weak explanatory power, indicating that although these variables affect teacher experiences, a substantial portion of the variation is explained by other factors not included in the model.

Summary of Findings

Based on statistical results, it was specifically found that:

1. School culture significantly correlates with the teachers experiences in inclusive education.
2. Stakeholder supports significantly correlate with the teachers experiences in inclusive education.
3. The strength of the model to predict teachers experiences in inclusive education using school culture and stakeholder support as predictors is weak (24.3%) but significant.

D. Discussions

Discussed in this chapter, the correlation and regression analysis results of the study. The discussions are made to highlight how the results of the study support previous findings. Here, the conclusion and recommendations based on the results and discussions are also presented.

a. School Culture -Teacher Experiences in Inclusive Education Correlation

The finding of this study stating that school culture is correlated with teacher experiences in inclusive education supports the study of Gracia-Zomeño et al. (2025), expounding that a positive school culture enhances teacher professional experiences and effectiveness in inclusive classrooms. Similarly, this current finding affirms the study of Santos et al. (2025), stating that supportive and collaborative school environments significantly

improve teacher engagement and overall teaching experiences. However, this result differs from that of Fernandez et al. (2023), who found that individual factors such as teacher training, preparedness, and personal beliefs are more significant than school-related factors in determining teacher involvement and attitudes toward inclusive education, indicating that school culture may play a more limited or indirect role in shaping teachers' experiences.

b. Stakeholder support -Teacher Experiences in Inclusive Education Correlation

The finding that stakeholder support has a significant moderate low positive correlation with teacher experiences in inclusive education supports the previous study of Syafii (2025), stating that active involvement of parents and community stakeholders enhances teachers instructional practices and professional experiences, as it adopts shared responsibility in inclusive education Likewise, this current finding supports the study of Li (2026), emphasizing that external support systems, including parental and community engagement, contribute positively to teachers motivation and classroom effectiveness. In contrary, the present finding opposes Woodcock et al. (2023), who found that external stakeholder support, including parental involvement, did not significantly predict teacher implementation of inclusive practices, as internal factors such as teacher self-efficacy and beliefs were more influential determinants.

c. Teacher Experiences in Inclusive Education as influenced by School Culture and Stakeholder Support

The school culture influenced the teacher experiences in inclusive education determined in the study of Valverde-Berrocoso et al. (2023) emphasized that a positive and innovative school culture significantly enhances teacher engagements, instructional practices, and overall professional experiences. Also, this current finding supports Schwarzenthal et al. (2023), who found that collaborative and inclusive school environments strengthen teacher self-efficacy and effectiveness, highlighting the substantial role of school culture in shaping teaching experiences. However, this finding contradicts the study of Ehlert et al. (2025), arguing that while school culture is important, its influence on teacher experiences may be limited by contextual constraints such as inadequate resources, insufficient training, and systemic barriers. This suggests that its impact may not be consistently strong across all educational settings.

IV. CONCLUSION

Based on the findings, it is concluded that this study determined the significance and strength to forecast the teacher experience in handling inclusive education using school culture and stakeholder support as predictors. This claim partially supports Epstein's Overlapping Spheres of Influence Theory, which emphasizes the interconnected roles of the family, school, and community in supporting the development of learners and academic success. The theory suggests that these spheres overlap and interact to create a collaborative network that shapes educational experiences.

Recommendations

Based on the conclusion, it is suggested that further studies be conducted to explore additional variables not examined in this research that may account for the remaining variance (75.7%) in teacher experiences in inclusive education. These variables may include aspects of school culture such as supportive leadership, teacher collaboration, shared commitment to inclusion, and positive attitudes toward diversity. Other factors may involve material resources, including accessible classrooms, assistive technologies, instructional materials, and adequate facilities, as well as stakeholder support such as parental involvement, LGU collaboration, school governing council engagement, and community partnerships. In addition, qualitative research may be utilized to generate deeper insights and emerging themes on inclusive practices.

Appendix 1

Attachments

Questionnaire on School Culture

Instructions: Please read each statement carefully and indicate the extent to which you agree or disagree by choosing the option that best represents your opinion. Kindly answer honestly based on your own knowledge, perceptions and experiences.

Use the following scale in responding (check the box that applies to you).

4- Strongly Agree

3- Agree

2- Disagree

1- Strongly Disagree

A. Extent of school culture experiences by the teachers in terms of school collaboration				
<i>As a teacher, I ...</i>	4	3	2	1
1. discuss instructional strategies and curriculum issues.				
2. work together to develop the school schedule.				
3. am involved in the decision- making process with regard to materials and resources.				
4. collaborate to foster positive students' behavior.				
5. utilized allotted time for planning as collective units/teams rather than as separate individuals.				
B. Extent of school culture experiences by the teachers in terms of the school and the teacher's affiliation				
<i>As a teacher, I ...</i>	4	3	2	1
1. tell stories of celebrations that support the school's values.				
2. visit/talk/meet outside of the school to enjoy each other's company.				
3. reflects a true "sense" of community.				
4. Reflects frequent communication opportunities for teachers and staff.				
5. Supports and appreciates the sharing of new ideas by staff members.				
C. Extent of school culture experiences by the teachers in terms of the school community				
<i>As a teacher, I ...</i>	4	3	2	1
1. predict and prevent rather than react and repair.				
2. are interdependent and value each other.				
3. seek alternatives to problems/issues rather than repeating what we have always done.				
4. seek to define the problem/issue rather than blame others.				
5. empowered to make instructional decisions rather than waiting for supervisors to tell them what to do.				

Reference: Adapted from Katherine L. Temple (2025) Pangyan National High School, Glan, Sarangani Province, Philippines Graduate School Faculty, Sultan Kudarat State University, ACCESS, EJC Montilla, Tacurong City, Philippines, the School Culture's Influence on Teachers' Wellness and Students' Achievement in Glan's Last Mile Public Secondary Schools

Questionnaire on Stakeholders' Support

Instructions: Please carefully read each statement and select the option that most accurately expresses your level of agreement or disagreement. Please provide an honest response based on your personal knowledge.

When answering, use the following scale (check the box that corresponds to you).

- 4- Strongly Agree
- 3- Agree
- 2- Disagree
- 1- Strongly Disagree

A. Level of Stakeholders' support in terms of Man Power				
<i>As a teacher, I observed that stakeholders...</i>	4	3	2	1
1. respond in school programs and activities.				
2. participate in clean -up drives.				
3. help in rehabilitation of buildings.				
4. assist the school in beautification programs.				
5. volunteer during the construction of buildings and facilities.				
B. Level of Stakeholders' support in terms of Financial				
<i>As a teacher, I observed that stakeholders...</i>	4	3	2	1
1. attend meetings and assemblies.				
2. contribute financially to school programs.				
3. donate to specific programs only, such as Family Day and Brigada Eskwela				
4. sponsor projects, events and contests.				
5. contributes to the improvement of learning or instructional materials.				
C. Level of Stakeholders' support in terms of Fund Raiser Programs				
<i>As a teacher, I observed that stakeholders...</i>	4	3	2	1
1. assist in planning fundraiser activity.				
2. help in executing the programs in fundraisers.				
3. patronize the fundraiser events.				
4. advertise programs in a fundraiser.				
5. ensure fair and balanced conduct of fundraising activities.				
D. Level of Stakeholders' support in terms of Donations				
<i>As a teacher, I observed that stakeholders...</i>	4	3	2	1
1. donate cash or kind in all school programs.				
2. donate cash or kind in selected school projects only.				
3. donate cash or kind in curriculum.				
4. donate cash or kind through the general PTA.				
5. contribute cash or kind when our community is involved.				

Reference: Adapted from . Dr. Nenita P. Daitao (2024) External Stakeholders' Initiative, Support, and Involvement in the Goals of the Schools, Guimaras State University, Buenavista, Guimaras 5044, Philippines Orcid No.: <https://orcid.org/0009-0000-1817-6459>

Questionnaire on Teachers Experiences in Inclusive Education

Instructions: The following statements are designed to gather information about your experiences and practices. Read each statement carefully and put a checkmark (/) in the box that best reflects how frequently you experience or practice the situation described, using the 4-point Likert scale below as your guide:

4 – Always

3 – Often

2 – Sometimes

1 – Never

<i>As a teacher, I ...</i>	4	3	2	1
1. demonstrate confidence in teaching learners with special needs in an inclusive setting.				
2. attend training/seminars related to inclusive education and blended learning.				
3. adjust teaching strategies to meet diverse learners' needs.				
4. integrate technology effectively in handling learners with special needs.				
5. use blended learning approaches to promote inclusivity.				
6. apply differentiated instruction for varied learning styles.				
7. design assessments suited to learners' abilities.				
8. prepare flexible lesson plans to accommodate individual differences.				
9. give clear instructions and constructive feedback.				
10. evaluate teaching practices to improve inclusivity.				
<i>As a teacher, I ...</i>	4	3	2	1
1. show patience when dealing with learners with behavioral challenges.				
2. manage classroom disruptions effectively.				
3. remain calm when learners show emotional difficulties.				
4. encourage positive peer interactions among learners				
5. address hostility or aggression fairly and consistently.				
6. create strategies to motivate disengaged learners.				
7. provide guidance to learners struggling with self-control.				
8. handle student conflicts constructively.				
9. encourage empathy toward learners with disabilities.				
10. address behavioral needs of learners without neglecting others.				
<i>As a teacher, I ...</i>	4	3	2	1
1. collaborate with parents to support learners with disabilities.				
2. communicate regularly with parents about their child's progress.				
3. encourage parents' participation in school activities.				
4. seek parental support in reinforcing learning at home.				
5. provide parents with strategies to help their children's learning.				
6. value parents' feedback to improve inclusive practices.				
7. coordinate with parents for consistent home-school support				
8. rely on parents to provide necessary learning resources.				
9. involve parents in decision-making for inclusive education.				
10. acknowledge the role of parental encouragement in learners' success.				

Reference: Adapted from Esmeralda, Painaga, & Clarin,(2024) Meeting Diverse Needs: A Quantitative Study on Teachers' Experiences in Handling Learners with Special Needs in the Blended Learning Modality Volume: 18 ,Issue 4 Pages: 408-417.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this paper. The authors affirm that no financial, personal, professional, or institutional relationships have influenced the conduct of this research, the interpretation of its findings, or the decision to publish the results. All aspects of the study were carried out with integrity, objectivity, and adherence to ethical research standards

Funding Statement

The authors received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors for the conduct of this research or the publication of this article. This study was self-funded by the authors, and no external financial support was received.

V. REFERENCES

1. I.A. Adeniran, et al., "Data-Driven Decision-Making in Healthcare: Improving Patient Outcomes Through Predictive Modeling," *Engineering Science & Technology Journal*, vol. 5, no. 8, pp. 1–9, 2024. [Google Scholar](#) | [Publisher Link](#)
2. M.C. Adewunmi, "Teachers' Challenges in Implementing Inclusive Education Amid Crisis," *EDUCATIO: Journal of Education*, vol. 9, no. 2, pp. 340–354, 2025. [Google Scholar](#) | [Publisher Link](#)
3. M. Al Maqbali, "Qualitative Nursing Research," in *Essential Research for Evidence-Based Practice in Nursing Care*, Springer Nature Switzerland, pp. 59–91, 2024. [Google Scholar](#) | [Publisher Link](#)
4. F.A. Alaba, U.K. Osaretin, and A. Rocha, "Qualitative Sampling Techniques," in *Fundamentals of Qualitative Research*, Springer Nature Switzerland, pp. 49–102, 2026.
5. T. Alahmed, "Burnout of Special Education Teachers in Saudi Arabia's Inclusive Education Schools," *Frontiers in Education*, vol. 9, p. 1489820, 2024. [Google Scholar](#) | [Publisher Link](#)
6. J.R. Algonos, E.V. Calizo, and M.M. Bauyot, "Experiences of Teachers Teaching in Far-Flung Areas of the Division of Davao del Norte: A Phenomenological Study," *International Journal of Research and Innovation in Social Science*, vol. 8, no. 6, pp. 2790–2802, 2024. [Google Scholar](#) | [Publisher Link](#)
7. A. Almusaed, A. Almssad, and I. Yitmen, "Advanced Data Analysis in Quantitative Research," in *Practice of Research Methodology in Civil Engineering and Architecture*, Springer Nature Switzerland, pp. 641–673, 2025. [Google Scholar](#) | [Publisher Link](#)
8. A. Almusaed, A. Almssad, and I. Yitmen, "Introduction to Quantitative Research," in *Practice of Research Methodology in Civil Engineering and Architecture*, Springer Nature Switzerland, pp. 489–528, 2025. [Google Scholar](#) | [Publisher Link](#)
9. R.M. Bantilan, et al., "Organizational Culture and Inclusive Education Practices in the Davao Region," *Asian Journal of Education and Social Studies*, 2024.
10. E.G. Cagas, et al., "Inclusive Education Practices Among SPED/Gen-Ed Teachers in Davao City," *International Journal of Research Publications*, vol. 139, no. 1, pp. 23–33, 2023. [Google Scholar](#) | [Publisher Link](#)
11. H. Debasu, and A. Yitayew, "Examining Elements of Designing and Managing Inclusive Learning Environment: Systematic Literature Review," *International Journal of Special Education*, vol. 39, no. 1, pp. 33–43, 2024. [Google Scholar](#) | [Publisher Link](#)
12. M. Ehlert, M. Adloff, and E. Souvignier, "It's About Time! Teachers' Perspectives on Contextual Conditions for Implementing Innovations in Schools," *Education Inquiry*, 2025. [Google Scholar](#) | [Publisher Link](#)
13. J.L. Epstein, "Toward a Theory of Family-School Connections: Teacher Practices and Parent Involvement," in *Social Intervention: Potential and Constraints*, Walter de Gruyter, pp. 121–136, 1987. [Google Scholar](#) | [Publisher Link](#)
14. M. Esmeralda, Painaga, and Clarin, "Meeting Diverse Needs: A Quantitative Study on Teachers' Experiences in Handling Learners With Special Needs," vol. 18, no. 4, pp. 408–417, 2024. [Google Scholar](#) | [Publisher Link](#)
15. I.L. Fernandez, et al., "Teachers' Involvement in Inclusive Education," *Education Sciences*, vol. 13, no. 9, p. 851, 2023. [Google Scholar](#) | [Publisher Link](#)
16. A. Ghanad, "An Overview of Quantitative Research Methods," *International Journal of Multidisciplinary Research and Analysis*, vol. 6, no. 8, pp. 3794–3803, 2023. [Google Scholar](#) | [Publisher Link](#)
17. A. Gracia-Zomeño, et al., "Leadership and Entrepreneurship in Education," *Sustainability*, vol. 17, no. 7, p. 2911, 2025. [Google Scholar](#) | [Publisher Link](#)

18. J.P. Guilford, *Fundamental Statistics in Psychology and Education*, 3rd ed., McGraw-Hill, 1956. [Google Scholar](#) | [Publisher Link](#)
19. C. Li, "Defining "Positive Institution": Support Systems for Learning Engagement," *The Modern Language Journal*, 2026. [Google Scholar](#) | [Publisher Link](#)
20. M.K.S. Macapaz, et al., "Teachers' Attitudes and Burnout in Inclusive Classrooms," *International Journal of Intelligent Systems and Applications in Engineering*, 2024.
21. B.H. Mukti, "Methods in Health Research: Sampling Techniques," *Health Sciences International Journal*, vol. 3, no. 2, pp. 220–234, 2025.
22. D.M. Ocampo, and R.G. Tan, "Teachers' Preparedness in Inclusive Education in the Philippines," *Asia Pacific Journal of Education, Arts and Sciences*, 2023.
23. K. Okoye, and S. Hosseini, "Correlation Tests in R," in *R Programming: Statistical Data Analysis*, Springer, pp. 247–277, 2024.
24. J.K. Pablo, "Teachers' Insights on Inclusive Classroom Strategies," *DWIJMH*, vol. 5, no. 1, pp. 2919–2935, 2026.
25. K. Prananto, et al., "Teacher Support and Student Engagement," *BMC Psychology*, vol. 13, no. 1, p. 112, 2025.
26. P.L. Reyes, M.A. Santos, and J.P. Cruz, "Workload and Stress in Inclusive Classrooms," *Philippine Social Science Journal*, 2024.
27. F.A. Salendab, et al., "AI-Driven Personalization in Education," in *AI Education Strategies*, IGI Global, pp. 197–222, 2026.
28. M.M. Santos, et al., "Teachers' Attitudes Toward Professional Development," *International Journal of Research Studies in Education*, vol. 14, no. 15, pp. 31–47, 2025.
29. R.K. Schnell, "Teachers' Attitudes Toward Inclusive Education," Doctoral dissertation, 2025.
30. M. Schwarzenthal, et al., "Teacher Intercultural Competence," *International Journal of Intercultural Relations*, vol. 60, pp. 1–13, 2017.
31. Y. Sun, et al., "Multiple Regression Methodology," *Highlights in Science, Engineering and Technology*, vol. 49, pp. 542–548, 2023.
32. I. Syafii, "Inclusive Education in Indonesian Madrasah," in *ACIE 2024 Proceedings*, 2025.
33. G. Tilak, "Challenges and Opportunities in Inclusive Education," 2025. [Google Scholar](#) | [Publisher Link](#)
34. E.V. Valdez, "Teachers' Professional Development Needs in ESOL Reading," Walden University, 2024.
35. J. Valverde-Berrocoso, et al., "Digital Transformation in Education," *Frontiers in Education*, vol. 8, p. 1092793, 2023.
36. S. Woodcock, B. Hemmings, and R. Kay, "Inclusive Education and Teacher Attitudes," *Teaching Education*, vol. 34, no. 3, pp. 1–17, 2023.