

TEACHERS' Instructional Practices and Multidimensional Attitudes Towards Inclusive Education as Determinants of Teacher EFFICACY

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ABSTRACT

The concept of teacher efficacy emphasizes a teacher's belief in their capability to engage students and implement effective instructional strategies, even in challenging educational environments. The main objective of this study is to explore the teachers' instructional practices and multidimensional attitudes towards inclusive education. This study employs a quantitative method, specifically a descriptive correlational design. Using total population sampling, data were collected from private elementary teachers through validated and reliable survey instruments. Findings revealed that teachers demonstrated a very high level of instructional practices and a high level of efficacy. In contrast, their multidimensional attitudes toward inclusive education were assessed as high, highlighting an area for more growth. The study found that effective instructional practices and positive multidimensional attitudes toward inclusivity significantly predict teacher efficacy. Statistical analyses showed significant positive correlations between instructional practices and teacher efficacy, and between multidimensional attitudes and teacher efficacy. Moreover, both instructional practices and attitudes were found to significantly predict teachers' efficacy.

KEYWORDS: *Education, teachers' instructional practices, attitudes, inclusive education teacher efficacy, Philippines.*

INTRODUCTION

Teacher efficacy, rooted in Bandura's social cognitive theory, refers to teachers' belief in their capacity to encourage students and facilitate learning, including those with special educational needs (SEN) or low motivation (Barni et al., 2019; Lozano, 2023). It is influenced by both internal and external factors (Mok et al., 2023) and is generally associated with better student engagement and teaching quality. However, some teachers struggle to develop high efficacy.

For instance, while private school teachers in Ghana reported high levels of efficacy quantitatively, qualitative findings highlighted challenges in behavioral management and instructional strategies for students with disabilities (Khan et al., 2015).

Globally, scholarly studies have shown mixed levels of teacher efficacy. In Afghanistan, 54% of university teachers reported very high efficacy, but over 40% had moderate to low levels, influenced by limited knowledge, societal pressure, and socio-political contexts (Tahsildar, 2019). In Turkey, highly efficacious teachers addressed diverse student needs and promoted ethical classroom environments (Orakci et al., 2023). Similarly, teacher efficacy is positively linked to classroom management and supportive learning environments (Burić & Kim, 2020).

In the Philippines, teacher efficacy is generally high, especially in elementary education (Dellomos et al., 2023). Teachers demonstrate strong instructional practices and adaptability (Alanoglu, 2022), but moderate efficacy in research and teaching attitudes indicates areas for improvement (Alcazaren & Robiños, 2022). Instructional practices enhance efficacy by engaging students, supporting focus, and deepening understanding (Williams et al., 2013). Confident teachers tend to be more adaptive and persistent in inclusive settings (Kuyini et al., 2020). Zakariya (2024) emphasized that instructional strategies—particularly cognitive activation, clear instruction, and classroom management—strongly contribute to teacher efficacy. Attitudes toward inclusion also play a key role. While teachers generally hold positive cognitive and affective attitudes toward inclusion (Guillemot, 2022; Hafsa et al., 2019), the behavioral component remains underdeveloped. Positive attitudes correlate with higher efficacy and influence how teachers manage inclusive classrooms and implement curricula (Kartal, 2020).

Despite existing studies, few have examined the combined influence of instructional practices and the multidimensional attitudes toward inclusion on teacher efficacy, particularly in inclusive settings. This gap, especially in the Philippine context, calls for further research.

Statement of the Problem

1. What is the level of teachers' instructional practices of the respondents in terms of planning, teaching, and assessment?
2. What is the level of teachers' multidimensional attitude towards

- inclusive education in terms of cognitive component, affective component, and behavioral component?
3. What is the level of teacher efficacy of the respondents in terms of instruction, managing behavior, and collaboration?
 4. Is there a significant relationship between teachers' instructional practices towards inclusive education and teacher efficacy, and teachers' multidimensional attitude towards inclusive education and teacher efficacy?
 5. Do instructional practices and multidimensional attitudes towards inclusive education significantly influence the teacher efficacy?

METHODOLOGY

Research Design. This study employed a quantitative descriptive-correlational design to examine the relationships among instructional practices, multidimensional attitudes toward inclusive education, and teacher efficacy. Descriptive-correlational methods are appropriate for assessing the current status of variables and exploring associations without manipulating them (Creswell, 2003; Siedlecki, 2020). This design enabled the researcher to gather measurable data and analyze it statistically to identify potential correlations among variables related to inclusive teaching practices and teacher beliefs.

Research Locale. The study was conducted in ten private elementary schools in District III of Davao City, specifically in Barangays Mintal and Calinan. These schools were selected for their active engagement in inclusive education practices, in which students of varying abilities learn in mainstream classrooms. The selected schools varied in size and structure, providing a diverse context for the investigation.

Respondents and Sampling. Participants included all elementary teachers (approximately 150–200) from the ten identified private schools. A total population sampling technique was used to ensure full representation, given the target population's manageable size. Inclusion criteria required that teachers be employed at the particular schools and provide informed consent. Teachers from public schools and secondary levels were excluded. Participation was voluntary, and respondents could withdraw at any point without penalty.

Research Instrument. Data were collected using a validated research survey questionnaire comprising three sections and 68 items. The instrument underwent expert review for content validity and a pilot test for reliability.

Cronbach's alpha confirmed strong internal consistency, and low-performing items were revised or removed. Specifically, Instructional Practices (23 items): Adapted from Francisco and Celon (2020), covering planning, teaching, and assessment practices. Items used a 5-point Likert scale (1 – Never to 5 – Always), interpreted with standard descriptive ranges. Further, the Multidimensional Attitudes toward Inclusive Education (18 items) is Based on Marian Mahat's (2008) MATIES and evaluates behavioral, affective, and cognitive dimensions. Items used the same 5-point scale, and reliability coefficients ranged from 0.77 to 0.91. Furthermore, the Teacher Efficacy (9 items): Adapted from the TEIP-SF, covering instruction, behavior management, and collaboration. Cronbach's alpha values were interpreted as acceptable (>0.7), good (>0.8), or excellent (>0.9).

Data Collection Procedure. Ethical clearance was obtained from the UIC Research Ethics Committee, and formal permission was secured from the Dean of Graduate School and administrators of the ten participating schools. Respondents received a clear orientation regarding the study's objectives, procedures, and ethical safeguards, including the right to voluntary participation and withdrawal. Informed consent was secured prior to survey distribution. Surveys were administered in person, left at the schools, and retrieved after three days. Anonymity and confidentiality were strictly maintained through coding systems, and data were stored securely in compliance with the Data Privacy Act of 2012 (RA 10173). All materials were destroyed after the study to uphold ethical research standards.

RESULTS AND DISCUSSION

Level of Teachers' Instructional Practices

Table 1 presents the levels of teachers' instructional practices in planning, teaching, and assessment. The overall mean score is 4.50 (Very High) with a standard deviation of 0.35, indicating consistently strong responses across participants. This suggests that effective instructional practices are highly evident in the selected Davao City elementary schools, reflecting a positive teaching culture. These findings align with Ocangas et al. (2025), who reported similarly high levels of instructional practices among teachers—particularly in lesson planning, the use of student-centered strategies, and performance evaluation through various assessment tools—in adherence to the Department of Education's curriculum guidelines.

Table 1
Level of Teachers’ Instructional Practices

Indicators	Mean	SD	Description
Planning Practices	4.57	.35	Very high
Teaching Practices	4.46	.43	Very high
Assessment Practices	4.46	.42	Very high
Total Mean	4.50	.35	Very high

Level of Teachers’ Multidimensional Attitude towards Inclusive Education

Table 2 presents the level of teachers’ attitudes toward inclusive education across cognitive, affective, and behavioral dimensions. The overall mean score of 4.15, described as high, indicates that such attitudes are frequently demonstrated in the classroom. With a standard deviation of 0.46, the data suggests consistent responses among teachers. These results reflect a generally positive outlook toward teaching students with special educational needs (SEN) across all attitude components.

Table 2
Level of Teachers’ Multidimensional Attitude towards Inclusive Education

Indicators	Mean	SD	Description
Cognitive Domain	4.16	.53	High
Affective Domain	3.98	.59	High
Behavioral Domain	4.29	.62	Very High
Total Mean	4.15	.46	High

Level of Teacher Efficacy

Table 3 shows the level of teacher efficacy across instruction, behavior management, and collaboration. The overall mean score of 4.32 (very high) indicates that efficacy is consistently demonstrated in elementary classrooms. The standard deviation of 0.51 suggests closely aligned responses among participants. This reflects a strong sense of teacher efficacy across all dimensions. These findings align with those of Tschannen-Moran and Woolfolk Hoy (2001) and Lazarides and Warner (2020), who found that highly efficacious teachers are more open to new strategies, remain organized, and demonstrate resilience. They manage student errors constructively and view challenges as growth opportunities—traits characteristic of effective and adaptive educators.

Table 3
Level of Teacher Efficacy

Indicators	Mean	SD	Description
Instruction	4.45	.53	High
Managing Behavior	4.12	.68	High
Collaboration	4.39	.57	Very High
Total Mean	4.32	.51	Very High

Relationship between Teachers’ Instructional Practices and Teachers’ Multidimensional Attitude towards Inclusive Education and Teacher Efficacy

Table 4 presents the correlation results between teachers’ instructional practices, their multidimensional attitudes toward inclusive education, and their efficacy. A strong positive correlation ($r = 0.770$, $p < .001$) was found between instructional practices and teacher efficacy, indicating that enhanced planning, teaching, and assessment practices are significant predictors of classroom effectiveness. This statistically significant result suggests that as instructional quality improves, so does teachers’ confidence in their ability to support diverse learners. The findings emphasize the value of investing in professional development focused on effective instructional strategies, as such improvements are closely linked to increased teacher efficacy—a key factor in promoting student learning and inclusive classroom success.

Table 4
Significance of the Relationship between Teachers’ Instructional Practices and Teachers’ Multidimensional Attitude towards Inclusive Education and Teacher Efficacy

X		Y	r	p-value
1	Teachers’ Instructional Practices	Teachers’ Efficacy	.770*	$p < .001$
2	Teachers’ Multidimensional Attitude towards Inclusive Education		.626*	$p < .001$

N = 157. All correlations are significant at $p < .001$.

Significant Influence of Teachers’ Instructional Practices, and Teachers’ Multidimensional Attitude towards Inclusive Education and Teacher Efficacy

Table 5 presents the regression analysis showing that both instructional practices and attitudes toward inclusive education are significant predictors of teacher efficacy. Among the two, instructional practices emerged as the strongest predictor, with a standardized Beta value of 0.892, a t-value of 10.786, and a p-value < .001. This indicates that teachers who consistently apply effective teaching strategies—such as clear planning, engaging instruction, and equitable assessment—tend to demonstrate higher confidence in their ability to teach, particularly in inclusive classrooms. The results confirm a robust and meaningful relationship, reinforcing the importance of supporting instructional development to enhance teacher efficacy.

Table 5

Significant Influence of Teachers’ Instructional Practices, and Teachers’ Multidimensional Attitude towards Inclusive Education and Teacher Efficacy

	Standardized Coefficients Beta	t	p-value	Interpretation
Teachers’ Instructional Practices	.892	10.786	p < .001	Significant
Attitude towards Inclusive Education	.330	5.257	p < .001	Significant
R = .810				
R ² = .656				
F = 143.892				
p value = p < .001				

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