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Instructional Competence and Attitudes of Basic Education Teachers Toward Inclusive Teaching Practices

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Abstract. Inclusive teaching requires teachers to respond to learner diversity; however, limited empirical evidence in the Philippine context has examined how instructional competence and attitudes toward inclusion are associated with inclusive teaching practices. This study determined the levels of instructional competence, attitudes toward inclusion, and inclusive teaching practices among basic education teachers; examined the relationships of the two independent variables with inclusive teaching practices; and identified the dimensions that significantly predicted these practices. The study employed a descriptive-correlational research design involving 250 randomly selected basic education teachers from Kadingilan I and II Districts, Division of Bukidnon, Philippines, during School Year 2026–2027. Adapted questionnaires were used, and data were analyzed through descriptive statistics, Pearson product-moment correlation, and multiple linear regression. Teachers demonstrated very high instructional competence (M = 4.68), very positive attitudes toward inclusion (M = 4.52), and very highly demonstrated inclusive teaching practices (M = 4.54). Inclusive teaching practices were positively related to instructional competence ($r = .428$, $p < .001$) and attitudes toward inclusion ($r = .319$, $p < .001$). The regression model was statistically significant ($F(6, 243) = 12.043$, $p < .001$), explaining 22.9% of the variance in inclusive teaching practices ($R^2 = .229$). Organization and planning emerged as the strongest significant predictor ($\beta = .209$, $p = .001$), followed by instructional delivery ($\beta = .181$, $p = .004$), social inclusion ($\beta = .132$, $p = .035$), and practice ($\beta = .131$, $p = .036$). Classroom management and philosophy were not significant individual predictors. These findings highlight the importance of instructional competence and positive attitudes toward inclusion, particularly organization and planning. Professional development may prioritize flexible lesson planning, organized learning activities, and appropriate instructional materials for diverse learners. Other teacher-related, classroom, and school-level factors may also contribute to variations in inclusive teaching practices.

Keywords: Attitudes Toward Inclusion; Basic Education Teachers; Inclusive Teaching Practices; Instructional Competence; Organization and Planning

Introduction

Increasing diversity among learners has made inclusive teaching an important concern in basic education. Teachers are expected to respond to differences in learners' abilities, needs, backgrounds, and learning conditions while ensuring meaningful participation and access to learning opportunities. Inclusive teaching practices involve adapting instruction, providing appropriate learning support, facilitating classroom interaction, and using assessment approaches that accommodate learner diversity. However, the existence of inclusive education policies does not necessarily ensure their consistent implementation in classrooms. Teachers may recognize the importance of inclusion yet encounter difficulties in adapting instruction and addressing the varied needs of learners (Baek et al., 2024; Finkelstein et al., 2021; Yada et al., 2022).

In the Philippines, the implementation of inclusive education remains an important concern because teachers work under varying conditions of preparation, instructional resources, and professional support. Local studies have reported challenges involving teacher readiness, pedagogical skills, training, and the application of inclusive approaches (Abantas, 2022; Araña, 2022; Paculanang et al., 2025). Research involving rural public elementary schools has also identified difficulties in differentiating instruction and responding to

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diverse learner needs (Jamito, 2025; Zamora et al., 2026). These findings demonstrate that the implementation of inclusive education involves not only the availability of policies but also teachers' capacity to translate inclusive principles into classroom practices.

Instructional competence is one factor that may be associated with inclusive teaching practices. It encompasses teachers' knowledge and skills in managing classrooms, delivering instruction, and organizing learning experiences according to learners' needs. These competencies can help teachers adapt instructional strategies, select appropriate learning materials, and provide learning activities that accommodate differences among students. Studies have associated teacher competence with inclusive approaches and instructional practices (Alnahdi et al., 2022; Schwab et al., 2022; Yada et al., 2022). Attitudes toward inclusion are also relevant because teachers' beliefs about the value, feasibility, and social benefits of inclusive education may be related to their willingness to accommodate diverse learners. Nevertheless, the relationship between attitudes and classroom practices may vary across educational contexts (Charitaki et al., 2022; Yada et al., 2022; Wüthrich & Sahli Lozano, 2025). These findings suggest that both teachers' instructional capabilities and their attitudes warrant consideration in understanding the implementation of inclusive teaching practices.

Although previous studies have contributed to understanding teacher competence, readiness, attitudes, and experiences concerning inclusive education, the literature reviewed for this study has addressed these areas from different perspectives and research focuses. Existing findings establish the relevance of teachers' pedagogical capabilities and beliefs in supporting inclusive education. However, limited empirical evidence in the Philippine context has examined instructional competence and attitudes toward inclusion together in relation to the inclusive teaching practices of basic education teachers. Further investigation is needed to determine how these two factors are associated with teachers' reported inclusive teaching practices and which specific dimensions of instructional competence and attitudes significantly predict these practices. Examining these variables together provides an opportunity to understand their respective relationships with inclusive teaching practices and identify the dimensions that may be particularly relevant to their implementation. Addressing this gap, the present study examines instructional competence and attitudes toward inclusion in relation to inclusive teaching practices among basic education teachers.

Therefore, this study determined the levels of instructional competence, attitudes toward inclusion, and inclusive teaching practices among 250 basic education teachers in Kadingilan I and II Districts, Division of Bukidnon, during School Year 2026–2027. Specifically, it assessed instructional competence in terms of classroom management, instructional delivery, and organization and planning; attitudes toward inclusion in terms of philosophy, practice, and social inclusion; and inclusive teaching practices in terms of personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies. It also examined the relationships between inclusive teaching practices and the two explanatory variables and determined whether instructional competence and attitudes toward inclusion significantly predicted inclusive teaching practices. The findings may contribute context-specific evidence to discussions on inclusive education and provide insights that may inform teacher professional development, instructional support, and inclusive education initiatives.

Research Questions

This study examined the relationship between instructional competence, attitudes toward inclusion, and inclusive teaching practices of basic education teachers in Kadingilan I and II Districts, Division of Bukidnon, during School Year 2026–2027. Specifically, it sought to answer the following questions:

1. What level of instructional competence do basic education teachers possess in the dimensions of:
   1.1 classroom management;
   1.2 instructional delivery; and
   1.3 organization and planning?
2. What level of attitudes toward inclusion do basic education teachers have in terms of:
   2.1 philosophy;
   2.2 practice; and
   2.3 social inclusion?
3. What level of inclusive teaching practices do basic education teachers demonstrate in terms of:
   3.1 personalized instructional strategies;
   3.2 communicative scaffolding strategies; and
   3.3 collaboration and assessment strategies?
4. Is there a significant relationship between the inclusive teaching practices of basic education teachers and:
   4.1 instructional competence; and
   4.2 attitudes toward inclusion?

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5. Is there any variable, singly or in combination, that best predicts the inclusive teaching practices of basic education teachers?

Scope and Delimitation of the Study

This study determined the levels of instructional competence, attitudes toward inclusion, and inclusive teaching practices among basic education teachers in Kadingilan I and II Districts, Division of Bukidnon, during School Year 2026–2027. The study covered a total population of 341 basic education teachers from the two districts, from which 250 participants were selected through simple random sampling. A complete list of teachers from both districts served as the sampling frame, and Microsoft Excel's randomization function was used to select the participants, ensuring that each teacher had an equal chance of being selected. Of the 250 participants, 168 were from Kadingilan I District and 82 were from Kadingilan II District. Data were collected using an adapted survey questionnaire composed of two parts. Part I gathered the participants' personal information, while Part II consisted of three adapted instruments: (1) the Instructional Competence Questionnaire adapted from Mallillin et al. (2023); (2) the Attitudes Towards Inclusive Education for All (ATIFA) Scale adapted from Kielblock et al. (2026); and (3) the Inclusive Practices Scale adapted from Sharma et al. (2021). The study was delimited to examining instructional competence in terms of classroom management, instructional delivery, and organization and planning; attitudes toward inclusion in terms of philosophy, practice, and social inclusion; and inclusive teaching practices in terms of personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies. Descriptive statistics, particularly the mean, were used to determine the levels of the three variables. Pearson product-moment correlation was employed to examine the relationships between inclusive teaching practices and instructional competence and attitudes toward inclusion. Multiple linear regression analysis was used to determine whether the dimensions of instructional competence and attitudes toward inclusion, singly or in combination, significantly predicted inclusive teaching practices.

Literature Review

Instructional Competence

Instructional competence encompasses the knowledge and skills teachers use to manage classrooms, deliver instruction, and organize learning experiences according to learners' needs. Mallillin et al. (2023) emphasized instructional and competency skills as central to effective teaching. More recently, Guo and Keles (2026), in a systematic scoping review of 117 studies, identified adaptive instruction, collaboration and co-teaching, classroom management, assessment, communication, and assistive technology as important skill areas for general education teachers working in inclusive settings. In the Philippine context, Cabrillos (2026) examined the relationship between pedagogical competence and instructional practices among basic education teachers, while Villarente and Moral (2026) examined professional competence and instructional practices in special needs education settings. Although these studies examined broader competence constructs, they provide a basis for examining instructional competence in relation to inclusive teaching practices.

Classroom Management

Classroom management involves establishing routines, maintaining appropriate learner behavior, and creating an environment conducive to participation and learning. Mallillin et al. (2023) discussed classroom management as an important teaching competency, while Rivera et al. (2024) identified behavior management as one of the dimensions of teaching behaviors in classrooms serving deaf and hard-of-hearing learners. Guo and Keles (2026) likewise identified classroom management as a recurring skill area in research on teachers' competence for inclusive education. Avenido and Buquia (2024) also examined classroom management as part of instructional competence among Philippine public elementary school teachers. These studies establish its relevance to teaching in diverse classrooms, although its specific relationship with inclusive teaching practices among general basic education teachers warrants further investigation.

Instructional Delivery

Instructional delivery refers to how teachers present content, explain concepts, and facilitate learning through appropriate teaching strategies. Mallillin et al. (2023) identified instructional delivery as a component of instructional competence, while Rivera et al. (2024) examined instructional delivery and clarity as dimensions of teaching quality in specialized learning environments. Guo and Keles (2026) further highlighted adaptive instruction, including individualized instruction and curriculum adaptation, as an important skill area for inclusive education. In the Philippine context, Cabrillos (2026) examined the relationship between teachers' pedagogical competence, instructional practices, and learners' engagement. These findings support

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examining instructional delivery as a component of competence that may be associated with teachers' implementation of inclusive teaching practices.

Organization and Planning

Organization and planning involve preparing lessons, structuring learning activities, and selecting resources to address instructional objectives and learner needs. Mallillin et al. (2023) identified organization and planning as components of instructional competence, while Rivera et al. (2024) included them among the dimensions of teaching quality. Cabrillos (2026) examined pedagogical competence and instructional practices among Philippine basic education teachers. In inclusive education, Guo and Keles (2026) identified adaptive instruction and assessment-related skills as important areas of teacher competence, highlighting the need to plan learning experiences responsive to diverse learner needs. In addition, Nketsia et al. (2025) found a significant positive association between teachers' readiness for differentiated instruction and the teaching strategies they used to support students with disabilities. Although readiness is distinct from instructional competence, the findings support examining how teachers' planning and preparation relate to their use of inclusive teaching practices.

Attitudes Toward Inclusion

Teachers' attitudes toward inclusion reflect their beliefs and willingness to educate learners with diverse abilities and needs in regular classrooms. A meta-analysis by Dignath et al. (2022) found that teachers' cognitive appraisals, emotional appraisals, and self-efficacy toward inclusion generally fell within the mid-range, with training associated with more positive beliefs. In rural Philippine classrooms, David et al. (2025) identified moral and pedagogical motivations alongside contextual challenges and gaps in professional development. Similarly, Agunod (2026) found moderately positive attitudes among secondary teachers in Cebu, although concerns about specialized training remained. These findings support examining teachers' attitudes through the three dimensions of the present study: philosophy, practice, and social inclusion.

Philosophy

Philosophy concerns teachers' beliefs about the value and principles of inclusive education, including whether all learners should learn together and whether diversity enriches the classroom. Kielblock et al. (2026) identified Philosophy as one of the dimensions of attitudes toward inclusion in the Attitudes Towards Inclusion for All (ATIFA) Scale. David et al. (2025) further illustrate how moral beliefs and pedagogical motivations shape Filipino elementary teachers' views, highlighting the importance of understanding teachers' underlying commitment to inclusive education.

Practice

Practice refers to teachers' beliefs about the feasibility of inclusive instruction and their willingness to adapt teaching to diverse learners' needs. Woodcock et al. (2023) found that teachers who viewed inclusion as an effective way to teach all students reported higher self-efficacy. Agunod (2026) examined teachers' perceptions and instructional practices in implementing inclusive education among secondary teachers in Cebu. These findings support examining teachers' perceptions of whether inclusive instruction can be implemented effectively, while distinguishing such attitudes from the actual teaching strategies measured by the dependent variable.

Social Inclusion

Social Inclusion concerns teachers' beliefs about inclusion's potential to promote acceptance, understanding, and positive relationships among learners. Kielblock et al. (2026) identify Social Inclusion as a distinct dimension of attitudes toward inclusive education. Arias-Pastor et al. (2023), in a study of future secondary teachers in Spain, found that teacher training, self-efficacy, and experiences with diversity were relevant to developing inclusive attitudes and capacity to respond to learner diversity. These findings support examining whether teachers recognize the social value of educating learners with diverse characteristics together.

Inclusive Teaching Practices

Inclusive teaching practices refer to instructional approaches that help diverse learners access the curriculum, participate meaningfully, and achieve learning goals. Li et al. (2022) found that differentiated instruction, collaborative learning, and peer tutoring were among the strategies used in Chinese primary schools. In the Philippines, Eran et al. (2026) examined teachers' use of differentiated instruction and varied teaching methods in elementary classrooms. These findings highlight the importance of combining instructional strategies to address learner diversity.

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Personalized Instructional Strategies

Personalized instructional strategies involve adapting lessons, materials, and activities to learners' needs and abilities. Canoy and Cancio (2025) found that Philippine elementary teachers used multimodal instruction, flexible grouping, and varied assessments to support learners with difficulties. Retiza (2026) similarly examined differentiated instruction, individualized support, and varied learning materials in a Philippine elementary school. These findings emphasize the value of flexible, learner-centered instruction.

Communicative Scaffolding Strategies

Communicative scaffolding strategies include questioning, feedback, encouragement, and peer interaction that support learning and participation. Li et al. (2022) identified collaborative learning and peer tutoring as inclusive teaching strategies, while Canoy and Cancio (2025) highlighted positive reinforcement and encouragement in supporting learners' confidence and engagement. These findings suggest that supportive communication and guided interaction can help learners participate in inclusive classrooms.

Collaboration and Assessment Strategies

Collaboration and assessment strategies involve working with families and colleagues and using varied methods to monitor learner progress. Rodrigues et al. (2025) examined inclusive practices among 179 teachers in Brazil and Portugal, finding that teachers reported using varied assessment instruments and shared responsibility for learning support with specialized teams. Angihan et al. (2026) reported collaboration with families and specialists among public elementary teachers in Baguio City. Canoy and Cancio (2025) also described comprehensive evaluation of learners' academic and non-academic development to support those with learning difficulties. These studies highlight the importance of collaborative support and responsive assessment in inclusive education.

Overall, the reviewed literature highlights instructional competence and attitude toward inclusion as important teacher-related factors associated with inclusive teaching practices. Instructional competence supports teachers' ability to manage classrooms, deliver adaptive instruction, organize learning experiences, and respond to diverse learner needs, while positive attitudes toward inclusion may influence teachers' willingness to accommodate learners with diverse abilities and needs. Nevertheless, existing studies have often examined these constructs separately, focused on teachers' readiness, challenges, or general implementation of inclusive education, or investigated inclusive teaching in contexts different from Philippine basic education. Moreover, limited evidence has examined personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies collectively in relation to instructional competence and attitude toward inclusion. The present study addresses this gap by examining the levels of instructional competence, attitude toward inclusion, and inclusive teaching practices among basic education teachers and determining whether instructional competence and attitude significantly predict inclusive teaching practices.

Methodology

Research Design

This study employed a descriptive-correlational research design to determine the levels of instructional competence, attitudes toward inclusion, and inclusive teaching practices among basic education teachers. The descriptive component was used to examine the levels of the three variables and their respective dimensions, while the correlational component examined the relationships between inclusive teaching practices and instructional competence and attitudes toward inclusion. Multiple linear regression analysis was further employed to identify which dimensions of instructional competence and attitudes toward inclusion significantly predicted inclusive teaching practices. This design was appropriate because the study sought to describe existing conditions, examine relationships, and identify significant predictors without manipulating the variables or establishing cause-and-effect relationships.

Research Locale

The study was conducted in Kadingilan I and II Districts, Division of Bukidnon, during School Year 2026–2027. These districts were selected because they collectively provided an appropriate setting for examining the instructional competence, attitudes toward inclusion, and inclusive teaching practices of basic education teachers. Both districts comprise 11 elementary schools and two secondary schools, providing access to teachers across the two levels of basic education. Together, the districts had a population of 341 basic education teachers, from which the study participants were selected. Their accessibility to the researcher also facilitated the administration and retrieval of the research questionnaires.

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Research Participants

The study population consisted of 341 basic education teachers from Kadingilan I and II Districts, Division of Bukidnon, during School Year 2026–2027. A sample of 250 participants was drawn from this population through simple random sampling. The researchers used Microsoft Excel's randomization function to select the participants from the combined list of eligible teachers from both districts. The participants included teachers from both elementary and secondary schools. To be eligible for inclusion, individuals had to be public elementary or secondary school teachers assigned to either of the two districts during the period covered by the study and included in the official list used as the sampling frame. Non-teaching personnel, substitute teachers, and teachers assigned to schools outside the two districts were excluded from the study. Only the 250 teachers selected through the randomization process were invited to participate. Of the 250 participants, 168 were from Kadingilan I District, while 82 were from Kadingilan II District. The sampling procedure did not involve stratification or proportional allocation according to district or school level.

Research Instrument

Data were collected using a survey questionnaire consisting of two parts. Part I gathered the personal information of the participants, while Part II contained three adapted instruments. The first was the Instructional Competence Questionnaire adapted from Mallillin et al. (2023), which consisted of 22 items measuring instructional competence in three dimensions: classroom management (7 items), instructional delivery (7 items), and organization and planning (8 items). The second was the Attitudes Towards Inclusive Education for All (ATIFA) Scale adapted from Kielblock et al. (2026), comprising 21 items distributed across three dimensions: philosophy (9 items), practice (6 items), and social inclusion (6 items). The third was the Inclusive Practices Scale adapted from Sharma et al. (2021), consisting of 26 items covering personalized instructional strategies (8 items), communicative scaffolding strategies (10 items), and collaboration and assessment strategies (8 items). Permission to use the instruments was obtained from their respective authors. In adapting the original instruments, selected statements were revised to make them appropriate to the Philippine basic education context. Negative statements were reworded positively, and the items were revised to consistently begin with the first-person pronoun “I” to ensure uniformity in their wording and presentation. The adapted instruments were subsequently reviewed by three validators, consisting of two Master Teachers I and one Master Teacher II, who assessed the relevance, clarity, and alignment of the items with the study's variables and dimensions. Pilot testing was conducted among 30 basic education teachers from different schools within the Division of Bukidnon, excluding those from Kadingilan I and II Districts. These teachers were excluded from the actual study to avoid overlapping participation in the pilot testing and the main data collection. Reliability analysis using Cronbach's alpha yielded coefficients of .928 for instructional competence, .960 for attitudes toward inclusion, and .957 for inclusive teaching practices, indicating high internal consistency among the items of the three adapted instruments. All items were rated using a five-point Likert scale: 1 (Strongly Disagree), 2 (Disagree), 3 (Moderately Agree), 4 (Agree), and 5 (Strongly Agree). Higher mean scores indicated higher instructional competence, more favorable attitudes toward inclusion, and greater self-reported use of inclusive teaching practices. The computed mean scores were interpreted using the corresponding mean ranges and qualitative descriptions presented in the Results and Discussions section. To ensure consistency in questionnaire administration, the printed questionnaires and Google Forms contained identical statements, instructions, response options, and item arrangements. This ensured that participants received the same instrument regardless of their preferred mode of answering.

Data Gathering Procedure

The researchers followed systematic procedures to ensure the proper conduct of data collection. Initially, permission to use the research instruments was obtained from their respective authors, and the adapted questionnaire underwent pilot testing and reliability analysis. An intent letter and formal requests to conduct the study were submitted to the schools division superintendent and the public schools district supervisors of Kadingilan I and II Districts, Division of Bukidnon. Upon securing the necessary approvals, the researchers proceeded with the distribution of the questionnaires to the selected participants. Before answering the questionnaires, participants were provided with informed consent forms explaining the purpose of the study, the voluntary nature of their participation, and the confidentiality of their responses. They were also informed that providing their names was optional. The questionnaires were administered through printed forms and Google Forms, depending on the participants' accessibility and preference. Both formats contained identical questions, instructions, and response options to ensure consistency in data collection. Participants were given two weeks to complete the questionnaires, and data collection was conducted in September 2026. To protect the participants' privacy and confidentiality, each completed questionnaire was assigned a numerical code upon receipt. Printed questionnaires were kept in a secure storage location, while electronic responses collected through Google Forms were retained in the researchers' electronic files and stored on a

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laptop accessible only to the primary researcher. Names, when voluntarily provided, were not included in the presentation or reporting of the findings. All collected information was used solely for the purposes of the study. For the printed questionnaires, the researchers reviewed the completed forms to identify unanswered items. Participants with missing responses were contacted through messages and given the opportunity to provide the missing information voluntarily. Responses subsequently provided by the participants were recorded in their respective questionnaires, while items that remained unanswered were treated as missing data and were not completed by the researchers. For Google Forms, required-response settings were enabled to prevent submission of questionnaires with unanswered items. After data collection, the completed questionnaires were checked, coded, tallied, tabulated, and scored. The resulting data were classified according to the research variables and analyzed using the appropriate statistical techniques in accordance with the research objectives.

Results and Discussions

Research Question 1: What level of instructional competence do basic education teachers possess in the dimensions of classroom management, instructional delivery and organization and planning?

Table 1. Summary of the Level of Instructional Competence of Basic Education Teachers

Indicators	Mean	Interpretation
1. Organization and Planning	4.77	Very High Competence
2. Instructional Delivery	4.66	Very High Competence
3. Classroom Management	4.62	Very High Competence
Overall Mean	**4.68**	**Very High Competence**

Table 1 shows that basic education teachers possessed a very high level of instructional competence overall (4.68), with organization and planning obtaining the highest mean (4.77), followed by instructional delivery (4.66) and classroom management (4.62). These findings indicate that teachers perceive themselves as highly competent in preparing lessons, delivering instruction, and managing classrooms. Similarly, Wagan et al. (2026) reported excellent ratings in classroom management, instructional delivery, and planning among pre-service teachers based on demonstration teaching performance and cooperating teachers' feedback, while Seraspe (2022) found very high competence among public elementary school teachers. Oshiomu et al. (2025) emphasized the value of lesson observation and instructional supervision in assessing teaching competence, lesson planning, and classroom management. Bagus (2025) reported high instructional competence and a significant relationship between competence and students' classroom engagement, while Candelaria (2026) found strong instructional competence among public secondary school teachers. Mallillin et al. (2023) identified instructional and competency skills as central to effective teaching, and Guo and Keles (2026) highlighted adaptive instruction, collaboration and co-teaching, classroom management, assessment, communication, and assistive technology as important competence areas in inclusive settings. Furthermore, Rivera et al. (2024), Avenido and Buquia (2024), Cabrillos (2026), and Nketsia et al. (2025) emphasized teaching quality, classroom management, pedagogical competence, instructional practices, lesson preparation, and differentiated instruction in responding to learner diversity. Collectively, these findings underscore the importance of planning, instructional delivery, and classroom management as interconnected components of instructional competence that support effective teaching and diverse learners' needs.

Research Question 2: What level of attitudes toward inclusion do basic education teachers have in terms of philosophy, practice and social inclusion?

Table 2. Summary of the Level of Attitudes toward Inclusion of Basic Education Teachers

Indicators	Mean	Interpretation
1. Philosophy	4.58	Very Positive Attitude
2. Social Inclusion	4.53	Very Positive Attitude
3. Practice	4.45	Positive Attitude
Overall Mean	**4.52**	**Very Positive Attitude**

Table 2 shows that basic education teachers had a very positive attitude towards inclusion overall (4.52). Philosophy obtained the highest mean (4.58), followed by social inclusion (4.53), both interpreted as very positive attitudes, while practice received a mean of 4.45, interpreted as a positive attitude. The high ratings for philosophy and social inclusion suggest that teachers generally accept the principles of inclusive

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education and recognize its value in promoting learner acceptance and participation. This is consistent with Kielblock et al. (2026), who identified philosophy, practice, and social inclusion as dimensions of teachers' attitudes toward inclusion, and with Arias-Pastor et al. (2023), who highlighted teacher education, self-efficacy, and experiences with diversity as relevant factors in developing inclusive attitudes and responsiveness to learner needs. The overall favorable attitude may also be understood in light of Dignath et al. (2022), David et al. (2025), and Agunod (2026), who identified beliefs, emotional responses, self-efficacy, training, and experiences with learner diversity as factors influencing teachers' attitudes toward inclusion. Furthermore, Dignath et al. (2022) associated teachers' beliefs about inclusive education with their views on its feasibility and classroom implementation, while Mølster et al. (2019) found that a deeper understanding of inclusion is associated with more positive attitudes and greater readiness to implement inclusive practices. However, the comparatively lower rating for practice suggests that favorable beliefs may not always translate as strongly into classroom implementation. This finding is consistent with Mølster et al. (2019) and van Mieghem et al. (2023), whose research indicates that teachers may support inclusion in principle while having concerns about training, resources, support, and preparedness to accommodate diverse learners. Woodcock et al. (2023) further found that teachers who view inclusion as an effective way to teach all learners tend to report higher self-efficacy toward inclusive practice, highlighting the importance of confidence in implementation. Thus, although teachers demonstrated a very positive overall attitude toward inclusion, the lower rating for practice points to the need for professional development, collaborative planning, adequate instructional resources, and sustained support to help teachers translate their favorable beliefs into inclusive classroom practices.

Research Question 3: What level of inclusive teaching practices do basic education teachers demonstrate in terms of personalized instructional strategies, communicative scaffolding strategies and collaboration and assessment strategies?

Table 3. Summary of the Level of Inclusive Teaching Practices of Basic Education Teachers

Indicators	Mean	Interpretation
1. Communicative Scaffolding Strategies	4.63	Very Highly Demonstrated
2. Personalized Instructional Strategies	4.52	Very Highly Demonstrated
3. Collaboration and Assessment Strategies	4.47	Highly Demonstrated
Overall Mean	**4.54**	**Very Highly Demonstrated**

Table 3 shows that inclusive teaching practices were very highly demonstrated overall (4.54), with communicative scaffolding strategies obtaining the highest mean (4.63), followed by personalized instructional strategies (4.52), both interpreted as very highly demonstrated. Collaboration and assessment strategies received the lowest mean (4.47), interpreted as highly demonstrated. The high rating for communicative scaffolding suggests that teachers frequently use communication, questioning, feedback, encouragement, and guided support to facilitate learner participation. This aligns with Nzuza and Chitiyo (2024), who identified cooperative learning as a means of promoting peer support, knowledge sharing, relationship building, and active participation, and Manuel (2025), who reported the common use of guided practice, visual aids, questioning, prompting, and cueing in inclusive classrooms. The strong rating for personalized instructional strategies further suggests that teachers adapt learning activities, materials, and support to learners' individual needs. This is consistent with Alnahdi et al. (2022), who found that inclusive teaching practices involving differentiation and individualization were associated with students' perceived academic, social, and emotional inclusion, as well as studies emphasizing differentiated teaching, individualized planning, adaptive instruction, multimodal teaching, and curriculum modification as important components of inclusive education (Eran et al., 2026; Widajati et al., 2026; Tlaka et al., 2026). In contrast, the lower rating for collaboration and assessment suggests that coordinating with colleagues, families, and specialists and providing varied assessment opportunities may require further strengthening. This concern is consistent with Espiritu and Abao-an (2025) and Nugroho and Andini (2025), who reported that collaboration and assessment practices may be unevenly implemented, particularly when assessment tools, professional development, or coordination mechanisms are limited. Overall, the findings indicate that communicative scaffolding and personalized instruction are relative strengths, while collaboration and assessment remain areas for improvement. Strengthening professional development, collaborative planning, family–school partnerships, assessment accommodations, and access to instructional resources may further support equitable participation and enable learners with diverse needs to demonstrate their learning.

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Research Question 4: Is there a significant relationship between the inclusive teaching practices of basic education teachers and instructional competence and attitudes toward inclusion?

Table 4. Correlation between the Inclusive Teaching Practices of Basic Education Teachers and Instructional Competence and Attitudes toward Inclusion

	Independent Variables	r-value	p-value
1.	Instructional Competence	.428	.000**
	Classroom Management	.268	.000**
	Instructional Delivery	.329	.000**
	Organization and Planning	.336	.000**
2.	Attitudes Toward Inclusion	.319	.000**
	Philosophy	.130	.040*
	Practice	.275	.000**
	Social Inclusion	.289	.000**

Table 4 reveals significant positive relationships between inclusive teaching practices and both instructional competence ($r = .428$, $p < .001$) and attitudes toward inclusion ($r = .319$, $p < .001$). Among the instructional competence dimensions, organization and planning showed the strongest correlation ($r = .336$, $p < .001$), followed by instructional delivery ($r = .329$, $p < .001$) and classroom management ($r = .268$, $p < .001$). These findings suggest that teachers who are more competent in preparing lessons, organizing learning activities, delivering instruction, and managing classrooms tend to report greater use of inclusive teaching practices. This relationship is consistent with Rapisa et al. (2026), who emphasized professional knowledge, classroom-management competence, and differentiated-teaching skills in effective inclusive education, and Sharma et al. (2021), who identified teaching efficacy as a strong predictor of teachers' intentions to implement inclusive practices. Villegas-Barros et al. (2026) likewise reported a strong positive correlation between inclusive practices and teaching competence among basic education teachers, while Agunod (2026) found significant positive relationships between teachers' attitudes and their knowledge, instructional skills, and classroom-management strategies related to inclusive education. Collectively, these findings highlight the importance of instructional competence in supporting inclusive classroom practices.

Attitudes toward inclusion also showed significant positive relationships with inclusive teaching practices, particularly social inclusion ($r = .289$, $p < .001$), followed by practice ($r = .275$, $p < .001$) and philosophy ($r = .130$, $p = .040$). This pattern indicates that favorable views about social acceptance and the practical implementation of inclusion are associated with greater reported use of inclusive strategies, although philosophy showed a comparatively weaker relationship. Supporting this finding, Penales (2024) reported relationships between receiving teachers' attitudes toward inclusion and educational practices involving relationships, communication, and organization in public elementary schools in Bacoor City, Cavite, Philippines. Shrivastava and Shrivastava (2024) found a significant positive relationship between teachers' perceived ability and attitudes toward inclusion, while Dignath et al. (2022) emphasized the relevance of teachers' beliefs, emotional appraisals, and self-efficacy in inclusive education. These findings support the importance of teachers' attitudes and confidence in addressing learner diversity. Therefore, the null hypothesis of no significant relationship between inclusive teaching practices and instructional competence and attitudes toward inclusion is rejected. Overall, the results indicate that both instructional competence and favorable attitudes toward inclusion are significantly associated with inclusive teaching practices.

Research Question 5: Is there any variable, singly or in combination, that best predicts the inclusive teaching practices of basic education teachers?

Table 5. Predictors of the Inclusive Teaching Practices of Basic Education Teachers

	Predictor Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	Constant	1.798	.331		5.434	.000
1.	Instructional Competence					
	Classroom Management	.073	.049	.093	1.501	.135
	Instructional Delivery	.150	.051	.181	2.918	.004
	Organization and Planning	.196	.058	.209	3.407	.001
2.	Attitudes Toward Inclusion					
	Philosophy	.001	.030	.002	.027	.978
	Practice	.081	.038	.131	2.108	.036
	Social Inclusion	.090	.043	.132	2.122	.035

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Table 5 presents the multiple linear regression results for predicting inclusive teaching practices among basic education teachers. The overall model was statistically significant, $F(6, 243) = 12.043$, $p < .001$, with an R^2 of .229, indicating that the six predictor dimensions collectively explained 22.9% of the variance in inclusive teaching practices. Organization and planning emerged as the strongest significant predictor ($\beta = .209$, $p = .001$), followed by instructional delivery ($\beta = .181$, $p = .004$), social inclusion ($\beta = .132$, $p = .035$), and practice ($\beta = .131$, $p = .036$). In contrast, classroom management ($\beta = .093$, $p = .135$) and philosophy ($\beta = .002$, $p = .978$) were not significant individual predictors when the other dimensions were held constant. These results indicate that organization and planning made the strongest unique contribution among the six dimensions in the model. Therefore, the null hypothesis stating that no variable, singly or in combination, significantly predicts inclusive teaching practices is rejected.

The finding that organization and planning was the strongest predictor is supported by Bunga et al. (2025), who found that instructional planning was foundational to differentiated instruction in Philippine multigrade classrooms through learner profiling, curriculum mapping, differentiated lesson preparation, and appropriate learning materials. Similarly, Vantieghem et al. (2023) identified the competence to design stimulating learning environments responsive to learners' diverse strengths and needs as a core dimension of inclusive-teaching competence. Rapisa et al. (2026) likewise highlighted differentiated teaching, curriculum adjustment, and flexible instructional strategies as important competencies for implementing inclusive education. In the Philippine context, Baldove (2026) reported that differentiated instruction and instructional-material adaptation were among the most commonly applied inclusive strategies among public elementary and secondary teachers. Together, these studies help explain why organization and planning emerged as the strongest predictor: preparing differentiated lessons, organizing learning activities, and adapting instructional materials may help teachers respond to diverse learner needs. Nevertheless, the model explained 22.9% of the variance, indicating that other factors not examined in this study may also contribute to inclusive teaching practices.

Ethical Considerations

This study observed ethical principles in educational research to protect the rights, privacy, and welfare of the participants. An ethics statement explaining the purpose of the study, the procedures to be followed, and the ethical safeguards was provided to the individuals and authorities involved. Requests for permission to conduct the study were submitted to the schools division superintendent and the public schools district supervisors of Kadingilan I and II Districts, Division of Bukidnon. The necessary approval documents were secured before data collection. Participants were informed of the study's purpose, procedures, and their rights through an informed consent statement, and their consent was obtained before they answered the questionnaires. Participation was voluntary, and participants were informed of their right to decline participation or withdraw from the study without penalty. The study involved no anticipated physical harm. However, participants might experience minor discomfort when answering questions about their instructional competence, attitudes toward inclusion, and inclusive teaching practices, or inconvenience due to the time required to complete the questionnaires. These potential risks were minimized by explaining the purpose of the study, allowing participants to decide freely whether to participate, and assuring them that their responses would be treated confidentially and used solely for research purposes. Confidentiality, rather than complete anonymity, was maintained because the researchers had access to the sampling list, and participants were given the option to provide their names. To protect their identities, each completed questionnaire was assigned a numerical code, and names, when voluntarily provided, were not included in the analysis or presentation of the findings. Printed questionnaires were kept in a secure storage location, while electronic responses collected through Google Forms were stored on a laptop accessible only to the primary researcher. Access to the collected information was restricted to the primary researcher and limited to research purposes. The findings were reported without disclosing individual participants' identities. The researchers also observed the principles of fairness, objectivity, and academic integrity throughout the research process. All personal information and research data were handled in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173).

Conclusion

Based on the findings of the study, the following conclusions were drawn: First, the basic education teachers possessed a very high level of instructional competence in organization and planning, instructional delivery, and classroom management, with organization and planning obtaining the highest rating. Therefore, the teachers demonstrated strong competence in preparing, organizing, and delivering instruction to support learners' educational needs. Second, the teachers generally had a very positive attitude towards inclusion in terms of philosophy, social inclusion, and practice, although the practice dimension received a comparatively lower rating. Thus, while teachers held favorable views toward inclusion, further support may help them translate these attitudes into consistent inclusive classroom practices. Third, the teachers very highly

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demonstrated inclusive teaching practices, particularly communicative scaffolding strategies and personalized instructional strategies, while collaboration and assessment strategies were highly demonstrated. Hence, teachers employed strategies to support learner participation and address diverse learning needs, although collaboration and assessment remain areas for improvement. Fourth, a significant positive relationship existed between inclusive teaching practices and both instructional competence and attitudes toward inclusion, indicating that higher competence and more favorable attitudes were associated with higher levels of inclusive teaching practices. Therefore, instructional competence and positive attitudes are important factors associated with teachers' implementation of inclusive teaching practices. Finally, organization and planning, instructional delivery, social inclusion, and practice significantly predicted inclusive teaching practices, with organization and planning identified as the strongest predictor, whereas classroom management and philosophy were not significant individual predictors when the other dimensions were considered. Hence, effective instructional planning and organization are crucial in preparing appropriate learning activities, adapting instruction to diverse learner needs, and promoting meaningful participation in inclusive classrooms.

Recommendations

The findings and conclusions led the researcher to advance the following recommendations: The schools division superintendent, education program supervisors, public schools district supervisors, and school administrators may sustain and further strengthen the instructional competence of basic education teachers through relevant professional development opportunities. In-service training (INSET) and Learning Action Cell (LAC) sessions may focus on enhancing teachers' skills in organization and planning, instructional delivery, and classroom management. Specific activities may include flexible lesson planning, the preparation of differentiated learning activities, the use of varied instructional approaches, and the development and adaptation of appropriate instructional materials for learners with diverse abilities and needs. School administrators and LAC facilitators may also promote collaborative lesson preparation, mentoring, coaching, and the sharing of effective instructional practices. Basic education teachers are encouraged to participate actively in these activities and apply the strategies in their respective classrooms. Education program supervisors and school administrators may continue to promote an inclusive school culture that values learner diversity, participation, and acceptance. Existing INSET and LAC sessions may integrate discussions and activities on inclusive education, emphasizing the importance of strengthening teachers' beliefs about inclusion, fostering positive interactions among learners, and translating inclusive values into classroom practices. Basic education teachers are encouraged to reflect on their attitudes and demonstrate respect, acceptance, and support for learners with diverse abilities and needs. Parents and families may also be engaged in school activities that promote understanding and acceptance of learner diversity. Basic education teachers may sustain their use of communicative scaffolding and personalized instructional strategies while further strengthening collaboration and assessment strategies. School administrators may support these efforts by providing access to appropriate learning resources and opportunities to develop and adapt instructional materials. Teachers are encouraged to employ inclusive assessment strategies, provide appropriate classroom accommodations and test adjustments when necessary, monitor learner progress through varied assessment methods, and encourage learners to reflect on their learning. They may also strengthen collaboration with colleagues, share effective teaching practices, engage families in supporting learner development, and provide learning opportunities suited to learners' abilities and potential. The schools division superintendent, education program supervisors, public schools district supervisors, and school administrators may consider addressing instructional competence and attitudes toward inclusion together when planning professional development and school improvement activities. INSET and LAC sessions may integrate pedagogical strategies with discussions on inclusive beliefs and values rather than treating them as separate concerns. Basic education teachers are encouraged to apply their instructional knowledge and skills while maintaining positive attitudes toward learner diversity. Parents, families, and available school or community support personnel may also be involved, where appropriate, in supporting learners' participation and progress. Education program supervisors and school administrators may give particular attention to organization and planning, instructional delivery, social inclusion, and practice when identifying professional development priorities and providing instructional support. They may strengthen teachers' capacities in these areas through activities focused on flexible lesson planning, differentiated learning activities, the preparation and use of appropriate instructional materials, varied instructional approaches, and classroom practices that promote learner participation and social inclusion. School administrators may also encourage collaborative lesson preparation, mentoring, and coaching to help teachers apply these strategies in their classrooms. Teachers are encouraged to further develop these competencies and integrate them into their daily instructional practices while continuing to strengthen other aspects of inclusive teaching. Future researchers may conduct similar studies in other districts or divisions to examine whether the findings are consistent across different educational settings. They may also investigate additional teacher-related, school-level, and contextual factors that could

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be associated with inclusive teaching practices, such as access to instructional resources, administrative support, professional development opportunities, class size, teacher self-efficacy, and access to specialized support services. Qualitative, mixed-methods, or classroom-observation approaches may also be considered to complement self-reported data and provide a deeper understanding of how basic education teachers' instructional competence and attitudes toward inclusion are reflected in actual classroom practices.

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