Leadership Education and Implementation of Inclusive Education

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Abstract

This study investigated the influence of leadership education on the implementation of inclusive education in public elementary and secondary schools in the Second District (Bicol Speaking) of Camarines Norte. Specifically, it examined the perceived influence of leadership education on knowledge, skills, and attitudes, the preparedness of educational leaders, the correlation between the perceived influence of leadership education and the level of preparedness of educational leaders on the implementation of inclusive education based on knowledge, skills, and attitudes and the challenges they encountered in implementing inclusive education. Employing a descriptive-correlational design, the study utilized a questionnaire-checklist to gather data and proposed intervention addressing identified gaps.

The findings revealed that the perceived influence of leadership education fostered a strong vision, inspired educational leaders to work towards a better inclusive education system, and promoted positive attitudes towards inclusion. It also highlighted the need for strategic resource allocation, specialized tools, and teacher training to enhance inclusive teaching. The level of preparedness among educational leaders showed strong advocacy for inclusive education policies, a commitment to fairness, and the courage to oppose discrimination. However, it emphasized the need to focus on understanding inclusive education principles, coaching, training, and self-reflection. There is a strong correlation between the educational leaders' level of readiness for implementing inclusive education and their perception of the influence of leadership education. Challenges hindering the successful implementation of inclusive education included improving physical infrastructure, providing adequate educational materials, training teachers, and offering professional development opportunities. To address these challenges, the researcher developed an activity proposal titled "Leadership Training for Inclusive Education Implementation: Enhancing Resource Allocation, Tools, and Teacher Support." This proposed intervention focuses on resource allocation, the integration of assistive tools, and teacher training to enhance the implementation of inclusive education. The intervention aims to equip educational leaders with the necessary knowledge, skills, and attitudes to create a more inclusive and supportive educational environment.

Keywords: Inclusivity; inclusive education; leadership education; knowledge; skills; attitudes

1. Introduction

Education is a fundamental right and essential for creating more democratic, sustainable, and peaceful societies. To meet the goals of the UN Sustainable Development Goal 4, which aims to "ensure inclusive and equitable education and promote lifelong learning opportunities for all" by 2030, there is a need for inclusive education leaders who are ready to implement the policies and practices that will make this goal a reality (Inclusive Leadership in Education, 2021). Thus, the Republic Act no. 11650, an act instituting a policy of inclusion and services for learners with disabilities in support of inclusive education, establishing

inclusive learning resource centers of learners with disabilities in all schools' districts, municipalities and cities, providing for standards, appropriating funds therefor, and for other purposes was signed and enacted on March 11, 2022.

Along this line, the perceived human differences in learning potential are the driving force behind special education. Even the United Nations Children's Fund (UNICEF) believes that disability is one of the most serious barriers to education across the world and the significance of inclusive education, which aims to give all children equal educational opportunities regardless of their various abilities, backgrounds, or needs, has gained more attention in recent years. Improved academic outcomes, social growth, and a sense of belonging are just a few advantages that inclusive education provides to children in addition to helping to create a more equal society (UNICEF, 2023). However, there are still several obstacles to the effective implementation of inclusive education programs in educational institutions around the world. Even policy makers and researchers are interested in the effects of inclusive education (Norwich, 2022).

Moreover, special education teachers often lack the resources and capacity to provide individualized services to students with disabilities not to mention that some lack knowledge and leadership skills which poses barrier to education (Agran et al., 2020). Leadership within educational institutions is an essential factor that can have significant effects on the effective implementation of inclusive education. Schools and other educational institutions' cultures, policies, and practices are greatly influenced by leadership. In order to facilitate the inclusion of children with disabilities, special educational needs, and other varied backgrounds, principals, administrators, and other educational leaders must establish supportive environments.

1.1. Objective of the Study

The essence of this study lies in exploring the influence of leadership education on the implementation of inclusive education in public elementary and secondary schools within the Second District of Camarines Norte for the school year 2023-2024. The focus is on educational leaders who are directly involved in the implementation of inclusive education in their schools. As inclusive education continues to be a priority in education systems worldwide, it is essential to understand how leadership education influences the effectiveness of inclusive practices.

This study aims to examine how educational leaders' knowledge, skills, and attitudes, shaped by leadership education, contribute to their preparedness for leading inclusive education initiatives. Furthermore, the study seeks to explore the relationship between leadership education and the level of preparedness among educational leaders to implement inclusive education. Additionally, it aims to identify the challenges these leaders encountered in ensuring the success of inclusive education practices and to propose an intervention that addresses identified challenges.

2. Methodology

This study employed quantitative research using descriptive-correlational to collect data regarding the perceived influence of leadership education, the level of preparedness of educational leaders, and the challenges they face in implementing inclusive education. This method ensured that the data collected could be analyzed statistically to provide reliable and valid findings. A descriptive-correlational design was chosen to explain the variables in detail and examine the natural correlations that exist between them. This design provided a comprehensive understanding of how leadership education influences the successful implementation of inclusive education. It also tested the relationship between the perceived influence of leadership education and the level of preparedness of educational leaders in implementing inclusive education. This approach allowed for a deeper exploration of how these two variables interact and influence each other, providing insights into how leadership education contributes to fostering inclusivity within schools. Ethical considerations were prioritized by obtaining informed consent, ensuring voluntary

participation, and maintaining confidentiality and anonymity. Respondents' identities were protected throughout the research process.

2.1. Population, Sample Size, and Sampling Technique

The study was conducted in the Second District (Bicol Speaking) of selected public elementary and secondary schools in Camarines Norte, where inclusive education policies and practices were being implemented or were in the process of being implemented. The researcher sampled respondents from schools at the elementary and secondary levels, with a total of 50 respondents. The study covered 19 School Heads, 19 SPED Coordinators, 3 SPED Teachers, and 9 Receiving Teachers. These respondents were specifically chosen through purposive sampling based on their roles and expertise in leadership and inclusive education. This sampling method ensured that only those with relevant knowledge, experience, and direct involvement in leadership training and the implementation of inclusive education were included. School Heads were selected as they are key decision-makers and policy implementers, playing a crucial role in setting the direction for inclusive education within their schools. SPED Coordinators and Teachers were chosen because of their specialized knowledge and direct involvement in addressing the needs of learners with special educational needs (LSEN). Receiving Teachers were included to represent the experiences and perspectives of regular classroom teachers who integrate LSEN students into mainstream education. Their insights were instrumental in understanding how leadership education impacted the preparedness of educational leaders and in addressing the challenges they faced in fostering inclusive learning environments.

2.2 Data Gathering Procedures

The research process began with obtaining necessary permissions from relevant authorities, ensuring that ethical considerations and respondents' rights were prioritized. The researcher formally requested permission from the Department of Education-Division of Camarines Norte, clearly outlining the study's purpose, scope, and ethical protocols. Following approval, potential respondents were identified, and school district heads were approached for official authorization to conduct the study within their jurisdiction. The researcher then personally contacted potential respondents, providing details of the study and requesting their voluntary participation. To ensure the validity of the research instrument, a dry run of the questionnaire was conducted with 20 non-respondents from two selected schools in the First District (Tagalog Speaking).

The study adhered to ethical guidelines, with informed consent obtained from all participants, ensuring their understanding of the purpose, risks, benefits, and confidentiality of the study. Respondents' anonymity was maintained through the use of participant codes, and interviews were recorded only with prior consent. Throughout the research, ethical considerations were strictly followed to maintain data integrity, avoid plagiarism, and safeguard the confidentiality of all collected information.

2.3 Statistical Treatment of Data

Weighted Mean was used to measure the perceived influence of the leadership education to the successful implementation of inclusive education in educational institutions as well as the level of preparedness of educational leaders in the implementation of inclusive education based on knowledge, skills and attitudes. It was computed using the spreadsheet program (MS Excel). The use of Pearson correlation coefficient explored relationships between variables, providing insights into how leadership education influences preparedness of educational leaders on the implementation of inclusive education based on knowledge, skills, and attitudes. The use of SPSS v. 24 software as statistical tool to test for correlation. Frequency Count and ranking was used for the responses regarding the challenges faced by educational leaders.

3. Results and Discussion

3.1 Perceived Influence of Leadership Education to the Successful Implementation of Inclusive Education

Leadership education plays a crucial role in the successful implementation of inclusive education by equipping educational leaders with the necessary skills and knowledge to promote inclusivity. Tables 1 to 3 examine how leadership education shapes the understanding and approach to inclusive education.

Knowledge. The data presented in Table 1 has an overall weighted mean of 3.68, categorized as 'Very Influential.' The highest score of 4.12 reflects that educational leaders believe having a clear vision and unwavering commitment towards inclusive education is crucial. This aligns with Anderson's (2020) findings, which emphasize the need for authentic introspection and comprehensive understanding among principals. On the other hand, the lowest score of 3.30 for strategic resource allocation suggests that while important, it is perceived as less critical compared to other knowledge areas. Additionally, Vlachou and Tsirantonaki (2023) support this by highlighting that principals' knowledge and beliefs significantly influence how they shape inclusive education within their management practices. This indicates a need for further emphasis on resource management in leadership training programs

Table 1. Influence of Leadership Education to the Successful Implementation of IE according to Knowledge

Indicators	Weighted Mean	Verbal Interpretation
1. I have a clear vision for inclusive education and I can demonstrate unwavering commitment to its realization.	4.12	VI
2. I can encourage collaboration among teachers, parents, and stakeholders to shape inclusive policies and practices.	3.96	VI
3. I can provide ongoing training and support for educators to enhance their inclusive teaching skills.	3.62	VI
4. I can allocate resources strategically to support inclusive classrooms, such as assistive technologies and specialized personnel.	3.30	SW
5. I know how to advocate for inclusive education policies at local, regional, and national levels.	3.40	VI
6. I use data to assess progress, identify gaps, and refine inclusive practices.	3.64	VI
7. I have the knowledge to ensure equitable access to quality education for all students, regardless of their abilities.	3.76	VI
8. I have capability and knowledge on how to engage with parents, community members, and organizations to foster a supportive environment.	3.74	VI
9. I can facilitate collaboration among teachers to share best practices and address challenges.	3.78	VI
10. I know how to evaluate the effectiveness of inclusive education initiatives and adjusting strategies as needed.	3.48	VI
Overall Weighted Mean	3.68	VI

Legend: 1.00-1.79 = Not at all Influential (NI); 1.80-2.59 = Slightly Influential (SI); 2.60-3.39 = Somewhat Influential (SW);
3.40-4.19 = Very Influential (VI); 4.20-5.00 = Extremely Influential (EI)

Skills. Table 2 provides an overview of the perceived influence of leadership education on the successful implementation of inclusive education in terms of skills. The overall weighted mean is 3.49, classified as 'Very Influential.' The highest score of 3.76 indicates that leaders feel highly capable of inspiring others towards a better inclusive education system. This finding is consistent with Taneja-Johansson and Singal (2021), who assert that fostering humility and encouraging collaboration are vital for responsive inclusive education practices. Conversely, the lowest score of 3.22 for using special tools and resources suggests that while these are beneficial, they are not as pivotal as other leadership skills like inspiring and strategic planning. Tracy-Bronson (2024) and Davis and Carter (2019) further corroborate these findings, emphasizing that effective leadership skills significantly influence the success of inclusive education initiatives.

Table 2. Influence of Leadership Education to the Successful Implementation of IE according to Skills

Indicators	Weighted Mean	Verbal Interpretation
1. I used special tools and resources to help students with different needs.	3.22	SW
2. I inspired others to work towards better inclusive education system.	3.76	VI
3. I developed and executed well-thought-out plans to integrate inclusive practices into the school.	3.62	VI
4. I communicated inclusivity goals, expectations, and progressive transparently to all stakeholders.	3.60	VI
5. I lead teachers towards inclusive education trainings and seminars.	3.52	VI
6. I evaluated challenges and gaps in the implementation of inclusive education in the school.	3.46	VI
7. I addressed disparities related to language, gender, socio-economic status, and disability.	3.48	VI
8. I provided training and support to enhance teachers in their inclusive teaching skills.	3.30	SW
9. I guided the school through transformational change towards inclusive practices.	3.44	VI
10. I ensure alignment between inclusive education policies, curricular reforms, and other activities towards better inclusivity.	3.52	VI
Overall Weighted Mean	3.49	VI

Legend: 1.00-1.79 = Not at all Influential (NI); 1.80-2.59 = Slightly Influential (SI); 2.60-3.39 = Somewhat Influential (SW); 3.40-4.19 = Very Influential (VI); 4.20-5.00 = Extremely Influential (EI)

Attitude. Table 3 provides a detailed understanding of the perceived influence of leadership education in terms of attitude. The overall weighted mean is 4.13, also categorized as 'Very Influential.' The highest score of 4.30 for maintaining a positive attitude towards inclusion underscores the critical role of leaders' mindsets in fostering an inclusive environment. This is supported by Gentile et al. (2023) and Holmes (2019), who highlight that positive attitudes and high self-efficacy in implementing inclusive education lead to more effective and sustainable practices. The lowest score of 3.84 for satisfaction with community engagement indicates that while community involvement is still influential, there is room for improvement in sustaining effective partnerships. This aligns with Cabañero (2023), who identified poor collaboration between families and schools as a significant challenge in implementing inclusive education.

Table 3. Influence of Leadership Education to the Successful Implementation of IE according to Attitude

Indicators	Weighted Mean	Verbal Interpretation
1. I feel positive attitude towards inclusion and embrace its philosophy.	4.30	EI
2. I have strong commitment to inclusive education towards its vision that drives policy changes leading to its effective implementation.	4.12	VI
3. I feel the need to advocate influence towards inclusive education at its various levels towards systemic change.	4.08	VI
4. I recognize and respect cultural diversity and crate an inclusive environment that celebrates differences and promotes equity.	4.22	EI
5. I feel the need to empower teachers through training, mentorship, and support to enhance their confidence in implementing inclusive practices.	4.24	EI
6. I advocate regular monitoring that helps adapts inclusive practices and ensure student success.	4.10	VI
7. I feel good about communicating and collaborating strong partnership with teachers, parents, and community towards inclusivity.	4.12	VI
8. I am glad in promoting social changes to improve inclusivity in the school.	4.10	VI
9. I encourage equity awareness and actively dismantling barriers that hinder inclusive practices.	4.16	VI
10. I am satisfied with community engagement and in helping sustain effective inclusive practices.	3.84	VI
Overall Weighted Mean	4.13	VI

Legend: 1.00-1.79 = Not at all Influential (NI); 1.80-2.59 = Slightly Influential (SI); 2.60-3.39 = Somewhat Influential (SW); 3.40-4.19 = Very Influential (VI); 4.20-5.00 = Extremely Influential (EI)

3.2 Level of Preparedness on the Implementation of Inclusive Education based on Knowledge, Skills, and Attitudes

The forthcoming indicators provide a comprehensive evaluation of the preparedness of educational leaders in implementing inclusive education. Tables 4 to 6 encapsulate diverse perspectives and offer a robust measure of leadership preparedness, crucial for the successful implementation of inclusive education. They underscore the interplay of knowledge, skills, and attitudes in shaping leaders who can champion inclusivity in education.

Knowledge. Table 4 provides a comprehensive evaluation of the preparedness of educational leaders in implementing inclusive education, specifically in terms of knowledge. The overall weighted mean is 3.83, indicating that leaders are 'Much Prepared.' The highest score of 3.98 for advocating inclusive education policies demonstrates strong preparedness in policy support. This is echoed by Kilag et al. (2023), who emphasize the importance of effective capabilities and passion in policy advocacy for inclusive education. However, the lowest score of 3.64 for understanding the principles underpinning inclusive education suggests that there is a need for deeper comprehension of foundational concepts. Garcia (2023) advocates for enhanced professional development and training to bolster leaders' understanding of these principles, which is essential for effective implementation.

Table 4. Level of Preparedness of Educational Leaders on the Implementation of Inclusive Education based on Knowledge

Indicators	Weighted Mean	Verbal Interpretation
1. Understanding of the principles that underpin inclusive education.	3.64	MP
2. Recognizing the value of diversity, equity, and providing equal opportunities for all students.	3.92	MP
3. Advocating inclusive education policies.	3.98	MP
4. Being well-versed in relevant laws, regulations, and guidelines ensuring informed decision-making.	3.70	MP
5. Foster collaboration among teachers, parents, and community stakeholders sharing vision for inclusion.	3.92	MP
6. Updating knowledge through professional development.	3.84	MP
7. Promoting fairness and equal opportunities fundamental to inclusive education.	3.96	MP
8. Understanding inclusive management skills and leadership in promoting positive inclusive change.	3.88	MP
9. Knowledgeable in measuring and evaluating the impact of inclusive programs.	3.70	MP
10. Prioritizing inclusive education through various initiatives and leadership practices.	3.76	MP
Overall Weighted Mean	3.83	MP

Legend: 1.00-1.79 = Not Prepared at all (NP); 1.80-2.59 = Slightly Prepared (SP); 2.60-3.39 = Somewhat Prepared (SP); 3.40-4.19 = Much Prepared (MP); 4.20-5.00 = Very Much Prepared (VMP)

Skills. Table 5 provides a detailed evaluation of the preparedness of educational leaders in implementing inclusive education, specifically in terms of skills. The overall weighted mean is 3.86, categorized as 'Much Prepared.' The highest score of 4.24 for treating people fairly as unique individuals reflects leaders' strong capabilities in fostering an inclusive environment. This finding is supported by Kilag et al. (2023), who identified effective communication and emotional intelligence as critical leadership skills for inclusive education. The lowest score of 3.68 for coaching, training, and developing people indicates an area for improvement. Masongsong et al. (2023) and Amigo et al. (2022) highlight that the readiness and training level of teachers significantly affect their efficacy in inclusive education, underscoring the need for enhanced coaching and development programs.

Table 5. Level of Preparedness of Educational Leaders on the Implementation of Inclusive Education based on Skills

Indicators	Weighted Mean	Verbal Interpretation
1. Demonstrates the ability to understand inclusion principles.	3.78	MP
2. Practical skills to manage diverse classrooms for differentiated instruction, collaboration, and addressing individual needs.	3.70	MP
3. Sets clear objectives and performance standards.	3.88	MP
4. Effectively collaborate and communicate to create a shared vision for inclusion among teachers, parents, and the community stakeholders.	3.84	MP
5. Treats people fairly as unique individuals.	4.24	VMP
6. Provides opportunities in upgrading knowledge and staying informed on best practices, research, and innovations in inclusive education.	3.84	MP
7. Coaches, trains and develops people.	3.68	MP
8. Achieves goals through realistic planning.	3.70	MP
9. Promotes fairness, inclusivity, and equal opportunities in addressing disparities towards better inclusivity.	4.10	MP
10. Link leadership practices towards inclusive education and ongoing development.	3.88	MP
Overall Weighted Mean	3.86	MP

Legend: 1.00-1.79 = Not Prepared at all (NP); 1.80-2.59 = Slightly Prepared (SP); 2.60-3.39 = Somewhat Prepared (SP); 3.40-4.19 = Much Prepared (MP); 4.20-5.00 = Very Much Prepared (VMP)

Attitude. The Table 6 provides a comprehensive evaluation of the preparedness of educational leaders in implementing inclusive education, specifically in terms of attitude. The overall weighted mean is 4.12, also categorized as 'Much Prepared.' The highest score of 4.26 for being courageous in advocating inclusion highlights leaders' resilience and determination in promoting inclusive practices. This is in line with Toquero (2021), who emphasizes the importance of courage and persistence in overcoming resistance to inclusion. The lowest score of 4.06 for self-reflection and bias assessment suggests that while leaders generally maintain positive attitudes, there is still room to enhance self-awareness and mitigate biases. Ecoben (2021) and Macabenta et al. (2023) further support this by indicating that continuous self-reflection is crucial for maintaining professionalism and promoting inclusivity.

Table 6. Level of Preparedness of Educational Leaders on the Implementation of Inclusive Education based on Attitude

Indicators	Weighted Mean	Verbal Interpretation
1. Empathy and compassion in listening to students, families, and staff to create an inclusive community.	4.14	MP
2. Passionate about inclusive education and the commitment to drive policies and changes.	4.08	MP
3. Foster sense of teamwork and encourage open communication in the school and community.	4.10	MP
4. Adapt to changing circumstances, individual student needs, and evolving educational practices.	4.12	MP
5. Positive mindset and outlook that focuses on strengths, celebrate progress, and inspire others to overcome challenges.	4.12	MP
6. Continuous learning and seek professional development opportunities.	4.14	MP
7. Advocates students with disabilities and diverse background.	4.12	MP
8. Courageous in standing up against discrimination, address difficult issues, and champion inclusion even when faced with resistance.	4.26	VMP
9. Engage in self-reflection and assess own biases, beliefs, and actions to improve their practice and promote inclusivity.	4.06	MP
10. Value vision and persistence of an inclusive school community even when obstacles arise.	4.08	MP
Overall Weighted Mean	4.12	MP

Legend: 1.00-1.79 = Not Prepared at all (NP); 1.80-2.59 = Slightly Prepared (SP); 2.60-3.39 = Somewhat Prepared (SP); 3.40-4.19 = Much Prepared (MP); 4.20-5.00 = Very Much Prepared (VMP)

3.1 Relationship between Perceived Influence and Level of Preparedness in the Implementation of Inclusive Education

The test for significant relationship that may exists between the perceived influence of leadership education and the level of preparedness of educational leaders on the implementation of inclusive education both along knowledge, skills and attitude of the respondents were tested using the Pearson Product Moment Correlation (r). Table 7 shows that the perceived influence of leadership education and the level of preparedness of educational leaders in the implementation of inclusive education along the variables considered obtained significant relationship. It can be observed that the obtained coefficients along variables tested ranges from r=0.700 to r=0.797 at 0.01 level indicating positive strong relationship. This suggests that as the perceived influence of leadership education along knowledge, skills, and attitude increases, the level of preparedness of educational leaders in the implementation of inclusive education along the same variables tend to increase also. Hence, the null hypothesis that there is no significant relationship between the perceived influence of leadership education and the level of preparedness of the educational leaders in the implementation of inclusive education is rejected. This finding is supported by Cabañero (2023), who underscores that inclusive education is a fundamental right and that adequate leadership preparation is crucial for its effectiveness.

Table 7. Significant Relationship between the Perceived Influence of Leadership Education and the Level of Preparedness of Educational Leaders

Perceived Influence of Leadership Education	Level of Preparedness of Educational Leaders					
	Knowledge		Skills		Attitude	
	r	p-value	r	p-value	r	p-value
Knowledge	.783**	.000	.765**	.000	.791**	.000
Skills	.760**	.000	.757**	.000	.797**	.000
Attitude	.700**	.000	.705**	.000	.772**	.000

**Correlation is Significant @ 0.01 level

3.4. Challenges Faced in the Implementation of Inclusive Education for Students with Disabilities and Special Educational Needs

Implementing inclusive education, especially for students with disabilities and special educational needs, poses a distinct set of challenges for educational leaders. Based on Table 9, the most significant challenge, as indicated by the highest frequency of 43, is the inadequacy of facilities. Meanwhile, the least significant challenge, is the need for further study on curriculum design for inclusivity with just a frequency of 1, highlighting that it remains an important area to address in the pursuit of inclusive education.

The findings below imply that the most significant challenge identified is the inadequacy of facilities. This implies that there is a pressing need to invest in infrastructure and resources that can support inclusive education. This suggests that many schools may lack the necessary infrastructure to accommodate students with disabilities and special needs.

Also, the lack of educational materials, untrained teachers, and limited training opportunities highlight the need for comprehensive professional development programs. Arias et al. (2023) identified similar challenges, emphasizing insufficient resources, lack of purposeful training, and weak government support as major barriers to effective inclusive education. Addressing these challenges requires a multifaceted approach, including enhancing infrastructure, providing targeted training, and fostering stronger community partnerships.

Table 8. Challenges Encountered by Educational Leaders when Implementing Inclusive Education

Indicators	Weighted Mean	Verbal Interpretation
1. Inadequate facilities	43	1
2. Negative attitude and behaviors towards inclusivity	19	9
3. Lack of educational materials to handle and manage inclusive education	39	2.5
4. Limited level of leadership education	24	7
5. Lack of training opportunities	36	4
6. Lack of experiences	27	6
7. Untrained teachers	39	2.5
8. Lack of financial support/funding	29	5
9. Lack of administrative support	7	10
10. Poor collaboration between families and schools	22	8
Others: Curriculum design for inclusivity need further study	1	11

These findings underscore the multifaceted nature of the challenges faced by educational leaders in implementing inclusive education. They highlight the need for a comprehensive and multi-pronged approach to address these challenges and pave the way for successful inclusive education implementation.

3.5. Proposed Intervention for the Enhancement of Educational Leaders' Preparedness in the Implementation of Inclusive Education

An intervention is a document that contains the strategy of an organization to identify the weak areas and achieve sustainable development. The basis of the created intervention was derived from the least favorable results of the survey questionnaire. Based on the key findings of the study, the researcher developed an activity proposal entitled "Leadership Training for Inclusive Education Implementation: Enhancing Resource Allocation, Tools, and Teacher Support." In the pursuit of inclusive education, the role of educational leaders is paramount. Their knowledge, skills, and attitudes significantly influence the successful implementation of inclusive practices. Recognizing this, this intervention is an initiative designed to enhance the preparedness of educational leaders in implementing inclusive education.

The proposed activity aimed to address identified areas of improvement and foster a culture of inclusivity, thereby paving the way for an equitable and diverse educational environment. The Proposed Activity Proposal is predicated on the understanding that educational leaders are instrumental in the successful implementation of inclusive education. This is supported by recent research, which underscores the impact of leadership on shaping an inclusive school culture (Billingsley et al., 2019; DeMatthews et al., 2021)

In the Philippine context, the Department of Education's Order No. 42, s. 2016, underscores the importance of inclusive education and mandates the provision of necessary training and support for teachers and school leaders. This highlights the need for a program that enhances the preparedness of educational leaders in implementing inclusive education. The program also aligns with the principles of the Salamanca Statement UNESCO 1994, as cited in the study of Hunt (2011) which advocates for educational systems to support all children regardless of their physical, intellectual, social, emotional, linguistic, or other characteristics. This encompasses children with disabilities and those who are gifted, street and working children, children from remote or nomadic communities, as well as those from linguistic, ethnic, or cultural minorities, and other disadvantaged or marginalized groups. The Proposed Activity Proposal, by enhancing the knowledge, skills, and attitudes of educational leaders, aims to foster an environment that truly embraces these principles.

Moreover, Article XIV of the 1987 Philippine Constitution mandates that all citizens have the right to high-quality education at all levels, and this is in accordance with the program's mandate. By equipping educational leaders with the necessary competencies to implement inclusive education, the activity

contributes to the realization of this constitutional mandate. It ensures that educational leaders are not just prepared, but are also committed to fostering an inclusive and equitable learning environment for all students. This commitment is crucial, as it drives the transformation towards inclusivity and ensures the sustainability of inclusive practices. Moreover, it fosters a culture of continuous learning and improvement, which is essential in the ever-evolving landscape of education. Thus, the proposed activity serves as a catalyst for change, paving the way for a more inclusive and equitable educational system.

4. Conclusion and Recommendations

Based on the findings, it is concluded that leadership education significantly influences educational leaders' preparedness for implementing inclusive education. Leaders demonstrate a strong vision, commitment, and positive attitudes toward inclusion, but there is a need to strategically allocate resources, such as assistive technologies and specialized personnel, and provide training to enhance inclusive teaching skills. While leaders are strong advocates for inclusive policies and fairness, further focus on understanding inclusive principles, coaching, and self-reflection is essential to improve practices. There is also a strong correlation between leadership education and leaders' readiness for inclusive education. However, challenges such as improving school infrastructure, providing educational materials, and training teachers must be addressed to ensure effective implementation. The proposed intervention highlights activities like resource allocation strategies, training on assistive technologies, and workshops on differentiated instruction to equip leaders and teachers with skills to support diverse learners effectively.

Based on the study's findings and conclusions, several recommendations are proposed: The Division office may provide enhancement training programs focusing on strategic resource allocation, using special tools and resources for diverse students, and providing training to enhance teachers' inclusive teaching skills. The principals may implement enhancement seminar workshops on deeper understanding of inclusive education while providing more opportunities on coaching, training, and developing people on inclusive education with regular self-reflection and bias training exercises for educational leaders and teachers. The policymakers and educational institutions may focus on all three domains which are the knowledge, skills, and attitudes in the development of strategic plans to ensure the optimization of the impact of leadership education on inclusive education. The Department of Education along with the principals and educational leaders may invest in the physical infrastructure of schools and provide more educational materials to aid in inclusive education, trainings and seminars, and training opportunities. Efforts should be made to foster a positive and inclusive school culture, improve communication and collaboration among all stakeholders, and enhance leadership education programs. These measures, which could involve initiatives such as awareness campaigns, sensitivity training, regular meetings, open forums, collaborative decision-making processes, leadership workshops, mentoring programs, and courses on inclusive education, are crucial for equipping educational leaders with the knowledge and skills necessary to effectively implement inclusive education. For future researchers, they may focus their research on developing policies and standards for the improvement of the inclusive education and explore further strategies for overcoming barriers to its implementation.

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