

TEACHERS' PERCEPTION AND PRACTICES ON INCLUSIVE EDUCATION, THEIR RELATIONSHIP TO SCHOOL EFFECTIVENESS AND PERFORMANCE, DIVISION OF LAGUNA

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ABSTRACT

The purpose of the study is to survey teachers' perceptions and practices on inclusive education and their relation to school effectiveness and performance. The presentation and discussion of the significant findings followed the order of the presentation of the problem statement, as stated in Chapter 1. It is limited to specific areas: 1. Description of teachers' perceptions based on inclusive education curriculum, quality, and diverse teachers, respectful and accepting community, school policies, safe environment, accessibility, and assessment and reforms; 2. Description of strategies and practices in inclusive education based on the critical engagement of differences, academic belonging, transparency, structure interaction, and flexibility; 3. Description of school effectiveness based on solid and effective principal leadership, sustained focus on instruction and learning, safe and positive school climate and culture, high expectations for all students and staff, effective use of student achievement data, teaching practices, productive parents involvement, and building staff skills; 4. Description of school performance measured according to school-based management level and OPCHR; 5. Relationship between teachers' perception of inclusive education and school effectiveness; 6. Relationship between teachers' perception of inclusive education and school performance; 7. Relationship between strategies and practices in inclusive education and school effectiveness; and 8. Relationship between strategy and rules in inclusive education and school performance.

Keywords:

Inclusive education, diverse, practices, competencies, effectiveness, performance, perception

INTRODUCTION

The Salamanca Statement of the early 90s, signed by 92 countries, expanded the concept of inclusive education from focusing only on children with special needs to children from all backgrounds. Today, similar sentiments reverberate as the Global Campaign for Education (GCE, 2019) promotes the right to education for all. This is premised on the event which dates back to the 60s when the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Convention against Discrimination in Education, and other international human rights treaties after that, prohibit any "exclusion from, or limitation to, educational opportunities based on socially ascribed or perceived differences, such as by sex, ethnic/social origin, language, religion, nationality, economic condition, ability."

At the World Economic Forum held in Dakar in 2000, the program for action known as Education for All (EFA) Framework was presented. All other frameworks related to this Dakar Agreement are meant to promote inclusive education. The Salamanca document features normative principles for inclusion that recognize institutions that include every student, highlight diversity as an asset, support learning, and respond to individual needs (UNESCO 1994, 2020).

The Philippines, as a member-country, is one of the document's signatories. Along with "Education for All," the Philippines is committed to pursuing eight time-bound and specific targets under the Millennium Declaration, signed in September 2000. The Declaration generally aimed to reduce poverty by half in 2015. With the adoption of the Declaration, the Philippines likewise affirmed its commitment to the Millennium Development Goals (MDG) geared towards reducing poverty, hunger, diseases, illiteracy, environmental degradation, and discrimination against women. These goals have been mainstreamed in the country's Medium Term Philippine Development Plan (MTPDP)

2004-2010, including policies and plans for children, access to primary education, and gender equality. Specifically, Part IV of the MTPDP focused on "Education and Youth Opportunity."

However, despite the legal mechanisms, budget prioritization, and increased access, Philippine education has been dogged by issues. The issues that need to be resolved but have improved lately include the high dropout rates, high number of repeaters, low passing grades, lack of particular language skills, failure to adequately respond and address the needs of people with special needs, overcrowded classrooms, and poor teacher performances. These problems, in turn, resulted in a considerable number of illiterate Filipinos and out-of-school youths and graduates who need more preparation for work.

The study aims to determine the elementary school educators' knowledge, competencies, strategies, and practices on diverse and inclusive education and their effects on school effectiveness. Specifically, the study will attempt to answer the following problems:

1. What is the level of Teachers' perception of inclusive education about:

Curriculum? Quality and diverse teachers? Respectful and accepting community? School policies? Safe environment? Accessibility? And Assessment and reforms?

2. What is the level of strategies and practices on inclusive education in terms of:

Critical engagement of differences? Academic belonging? Transparency? Structure interaction? Flexibility?

3. What is the level of School Effectiveness in Terms of:

- a. strong and effective principal leadership?
- b. sustained focus on instruction and learning?
- c. safe and positive school climate and culture?
- d. high expectations for all students and staff?
- e. effective use of students' achievement data?
- f. teaching practices?
- g. productive parent involvement?
- h. building staff skills

4. What is the Level of School performance in terms of:

- a. OPCRf and
- b. SBM Level

5. Do the Teachers' perception of inclusive education significantly relate to the school's effectiveness?

6. Do the Teachers' perception of inclusive education have a significant relationship to the school performance in the division of Laguna?

7. Do the practices on inclusive education have a significant relationship to the school effectiveness in the division of Laguna?

8. Do the practices on inclusive education have a significant relationship to the school performance in the division of Laguna?

Null Hypotheses

Ho1. No significant relationship exists between the respondents' perceived knowledge of diverse and inclusive education and school effectiveness.

Ho2. No significant relationship exists between the respondents' perceived competencies in diverse and inclusive education and school effectiveness.

Ho3. No significant relationship exists between the respondents' perceived diverse and inclusive education strategies and school effectiveness.

Ho4. There is no significant relationship between the respondents' perceived level of practices in diverse and inclusive education and school effectiveness.

REVIEW OF RELATED LITERATURE

School effectiveness refers to “the performance of the organizational unit called school. The performance of the school can be expressed as the output of the school, which in turn is measured in terms of the average achievement of the pupil at the end of the period of formal schooling (Scheerens, 2015). Accordingly, it is the conceptualization of educational effectiveness as an integration of system-level, school-level, and classroom-level factors.

Singha and Sikdar (2018) argued that school effectiveness is not only about students' achievement in their subject. It depends on other variables, including academic achievement. The responsiveness of the school to the community, the school environment, and staff activity must be considered. School effectiveness is the contemporary goal attainment of a school's objectives.

Integrating the ideas of Burusic, Babarovic, and Velic (2016) on educational effectiveness, the authors claimed that educational effectiveness could be defined as the degree to which an educational system and its components and stakeholders achieve specific desired goals and effects. Since, in the context of educational systems, goals, and effects are represented in terms of achievement, an educational system that contributes more to better student achievement is considered more effective than others. Within the educational system, the term school effectiveness is used to describe the differences between schools, and hence a school that contributes to a greater.

Khun-Inkeeree et al. (2022), citing the ideas of Riyatuljannah (2020), suggest that school effectiveness can be shown through more efficient school management and administration procedures, a supportive school atmosphere, and cultural framework for teaching and learning, respectful partnerships with management and staff, peer teachers, and teachers with pupils, and teachers with parents and society.

Additional thoughts were expressed by Istikomah (2020), who argued that school effectiveness results from an institution using all school capital to achieve goals and meet shared objectives. Furthermore, school effectiveness may be measured by several aspects of fairness or inclusion for kids to obtain an education regardless of cognitive, physical, heritage, financial level of students' parents, religious background, ethnicity, and descent, or comprehension of students.

According to Mitrohardjono and Arribathi (2020), a successful education connects with formulating what is expected with what has been accomplished. As a result, school achievement is seen as a critical factor in assessing school effectiveness. Based on the initial ideas and definitions, a successful school can benefit its students' results by adopting the same approach as other schools.

METHODOLOGY

Research Design

This study will use the descriptive–quantitative research method being the most commonly used method in educational research. This method is preferred because it is objective in data collection, quantifies variables, and describes phenomena using numbers to characterize them. Saunders et al. (2008) assert that concepts, variables, and hypotheses are chosen before the study begins and remain fixed throughout the study in a static design. McMillan and Schumacher (2011) explain that quantitative methodology uses a deductive form of logic where theories and hypotheses are tested for cause and effect.

Respondents of the Study

The respondents of this study will be both the elementary school principals and the elementary school teachers in public elementary schools in the Division of Laguna. To determine the population, the researcher will consult the list of elementary schools from the Department of Education (DepEd), Division of Laguna. Due to the bulk of the number of educators in elementary education in the Division of Laguna, the researcher will consult the opinion of the university statistician on whether it is appropriate to apply Sloven's approach to determining the total respondents for this particular study. So, the researcher will first determine the number of elementary schools in the division and the number of teachers in a particular school. From the total number of teachers, Sloven will be applied to determine the number of the sample population in the study. The sample population will then be divided into the number of schools to determine the number of respondents per school without prejudice to whether the school is small or big.

Data Gathering Procedure

The researcher drafted a request letter addressed to the Schools Division Superintendent, noted by the researcher's adviser, and endorsed by the Dean of the Graduate School and Applied Research, Laguna State Polytechnic University, Sta. Cruz, Laguna.

Upon securing permission from the Department of Education authorities, the researcher visited the District Offices and provided a copy for each public school's District Supervisor in the district. Once the letter is endorsed by the supervisor the researcher would bring the letter to the target school respondent and provide the principal a copy of the District Supervisor's endorsement. With the help of the school principal, the researcher can now administer the survey questionnaire to the target respondents.

Data Gathering Instrument

The data gathering instrument is the survey questionnaire the researcher constructed based on the related literature survey. The constructed questionnaire will undergo validation and reliability test by processing the questionnaire through Cronbach's reliability test available in SPSS. If an item earns Cronbach's alpha coefficient of .60 and above, the researcher will retain the item. All items whose coefficient is lower than .60 will be discarded. The statement in every item is written in the first person for the study respondents.

Part 1 is about the respondent's socio-demographic profile, including basic information about the respondents. Part II of the questionnaire contains items designed to survey the school leadership, teacher satisfaction, and the organizational performance of the school system. It will be presented to the respondents using the Likert scale.

Data Analysis

The researcher will use descriptive and inferential statistics to highlight the school leaders' and teachers' knowledge, practices, and the use of Inclusive education and Differentiated instruction. Likewise, school performance is also highlighted to find out how this is affected by the elementary school principals' and teachers' knowledge, practices, and use of inclusive education and

Table 1. Statistical Treatment of Data

Unit of Analysis	Statistical Tools
Respondents' Socio-demographic characteristics	Frequency and percentage
Respondents' perspectives on the knowledge, practices, and use of inclusive education and differentiated instruction	Frequency, standard deviation, and weighted mean

Relationship between variables School leaders' knowledge, practices, and use of inclusive education and differentiated instruction vs. school performance.	Pearson Product moment of Correlation
Relationship between variables Teachers' knowledge, practices, and Use of Inclusive education and differentiated instruction vs. School performance I	Pearson product Moment of Correlation

RESULT AND DISCUSSION

In this study, inclusive education encompasses curriculum, quality and diverse teachers, respectful and accepting community, school policies, a safe environment, accessibility, and assessment and reform.

Table 2 summarizes the teachers' perception of inclusive education in terms of the curriculum.

As projected in Table 2, it can be observed that under the Knowledge Column, Indicator No. 3 "In a diverse and inclusive curriculum, it ensures both equity and quality" got the highest mean of (M-3.74; SD- 0.44) with a verbal interpretation of Strongly Agree. While Indicator no. 2 'is solidly grounded on a wide and plural interpretation of the demands and expectations of society, as well as the key definitions of the role of education in society' got the lowest mean of (M- 3.64; SD- 0.48) also with verbal interpretation of Strongly Agree.

Other indicators such as Indicator no. 4 'supports the idea that there is no "one size fits all" mode' gained a mean of (M- 3.73; SD- 0.44) also with verbal interpretation of Strongly Agree. Indicator 1 'teachers must be recognized as co-

Table 2. Level of Teachers' Perception of Inclusive Education in terms of

In a diverse and inclusive curriculum ...	Curriculum		Knowledge		Overall		REMARKS
	Competencies						
	MEAN	SD	MEAN	SD	MEAN	SD	
... teachers must be recognized as co-developers of the diverse and inclusive curriculum.	3.64	0.56	3.70	0.47	3.67	0.52	Strongly Agree
...is solidly grounded on a wide and plural interpretation of the demands and expectations of society, as well as the key definitions of the role of education in society	3.54	0.55	3.64	0.48	3.59	0.52	Strongly Agree
...ensures both equity and quality.	3.70	0.52	3.74	0.44	3.72	0.48	Strongly Agree
...supports the idea that there is no “one size fits all” mode.	3.67	0.53	3.73	0.44	3.79	0.49	Strongly Agree
...is ‘glo-local’, flexible, balanced, and relevant to each context and individual	3.59	0.55	3.70	0.46	3.64	0.50	Strongly Agree
Weighted Mean							
SD					3.66	0.50	Very knowledgeable
Verbal Interpretation							e

Curriculum

developers of the diverse and inclusive curriculum' and Indicator No. 5 ...is 'glo-local', flexible, balanced, and relevant to each context and individual 'both earned the same mean (M-3.70; SDs – 0.47 and 0.46 respectively) but still with verbal interpretation of Strongly Agree.

This means that teachers perceived themselves as very knowledgeable in the inclusive education curriculum since they claim that they consider both equity and quality, grounded on a broad interpretation of societal expectations of education, debunked one size fits all philosophy, co-developers of inclusive education curriculum, and are flexible to each individual context.

Level of Teachers' Perception of Inclusive Education in terms of quality and Diverse Teachers

Table 3. Level of Teachers' Perception of Inclusive Education in terms of Quality and Diverse Teachers

In a and curriculum ...	diverse inclusive	Quality and Diverse Teachers				Overall		
		Competencies		Knowledge		MEAN	SD	REMARKS
		MEAN	SD	MEAN	SD			
...In diverse and inclusive education		3.65	0.51	3.74	0.46	3.70	0.48	Strongly Agree
teachers: ...uses learning through multiple modalities		3.73	0.45	3.69	0.47	3.71	0.46	Strongly Agree
...implements multiple access points to grade- level content		3.79	0.41	3.73	0.44	3.76	0.43	Strongly Agree
...strengthens family-school partnerships		3.74	0.44	3.70	0.46	3.72	0.45	Strongly Agree
...adopts age- appropriate activities and materials		3.73	0.45	3.73	0.44	3.73	0.44	Strongly Agree
Weighted Mean						3.72	0.45	Very competent t/Very knowledge
SD								
Verbal Interpretation								

This means that teachers are very knowledgeable on inclusive education based on quality and diverse teachers as manifested by their beliefs that teachers use multiple modalities through multiple access points to grade-level content and adopt appropriate age-level activities. Likewise, teachers strengthen school – family partnerships.

Reza (2021) affirmed that inclusive education means ensuring students from all backgrounds—regardless of socioeconomic status, ethnicity, race, gender, household income, or ZIP code—have equal access to education and services. Creating a genuinely inclusive school starts in each classroom,

Level of Teachers' Perception of Inclusive Education in terms of Respectful and Accepting Community

On the knowledge column, it can be observed that Indicator 3. 'Establish respect for the values of diverse peoples by using specific examples' and Indicator 5 'allow students to be able to showcase their talents' got the highest means of (M-3.77; SD- 0.42) and with a verbal interpretation of Strongly Agree. Added to that, Indicator 2- 'demonstrate respect and appreciation for diverse peoples and cultures' earned a mean (M-3.76; SD- 0.43) which was also verbally interpreted as Strongly Agree. The lowest mean (M-3.72; SD- 0.45) was gained by Indicator No 1 'use language that is gender neutral or takes into consideration the gender identity of students.' But also, with verbal interpretation of Strongly Agree.

Table 4. Level of Teachers' Perception of Inclusive Education in terms of Respectful and Accepting Community

In a diverse and inclusive curriculum ...	Respectful and accepting community				Overall		REMARKS
	Competencies		Knowledge		MEAN	SD	
	MEAN	SD	MEAN	SD			
...use language that is gender neutral or takes into consideration the gender identity of students.	3.74	0.44	3.72	0.45	3.73	0.44	Strongly Agree
.... demonstrate respect and appreciation for diverse peoples and cultures.	3.76	0.43	3.76	0.43	3.76	0.43	Strongly Agree
...establish respect for the values of diverse peoples by using specific examples.	3.74	0.44	3.77	0.42	3.76	0.43	Strongly Agree
...believe all students should have the	3.75	0.43	3.73	0.44	3.74	0.44	Strongly Agree

opportunity to
that works for them.

...allow
students to be
able to
showcase their
Talents.

Weighted

Mean

SD

VI

3.75

0.43

3.77

0.42

3.76

0.43

Strongly
Agree

3.75

0.43

Very
competent

The above findings are supported by the overall mean (M-3.75; SD- 0.44) which has a verbal interpretation of Very competent. To sum up, it can be deduced that the respondents perceived inclusive education staff as very knowledgeable and very competent in handling inclusive education program based on a respectful and accepting community aspect.

Level of Teachers' Perception of Inclusive Education in terms of school Policies

Table 5. Level of Teachers' Perception of Inclusive education in terms of School Policies

In a diverse and inclusive curriculum ...	School Policies				Overall		REMARKS
	Competencies		Knowledge				
	MEAN	SD	MEAN	SD	MEAN	SD	
...all students are equal regardless of their religious beliefs, sexual orientation, race, gender, and gender identity.	3.77	0.42	3.72	0.45	3.74	0.44	Strongly Agree
...differences are respected, recognized, and valued because diversity is strength.	3.81	0.39	3.73	0.44	3.77	0.42	Strongly Agree
...positive relationships and attitudes are fostered throughout the school.	3.77	0.42	3.78	0.42	3.77	0.42	Strongly Agree

...a shared sense of belonging and inclusion is encouraged in the classroom.	3.79	0.41	3.75	0.43	3.77	0.42	Strongly Agree
...which challenge stereotyping and prejudice.	3.75	0.43	3.71	0.45	3.73	0.43	Strongly Agree
Weighted Mean							
SD					3.76	0.43	Very competent
Verbal Interpretation							

These results simply confirm the preceding findings in the knowledge column that teachers are very knowledgeable on the school policies related to inclusive education and that they are also very competent in exercising those school policies. As disclosed in the findings, teachers respect, recognize and value differences, avoid stereotyping and do not practice prejudice, encourage shared belongingness in the classroom, students are treated equally without regard to religion, sexual orientation in, socio – economic status, gender and the like, and positive relationship is promoted in the classroom.

Level of Teachers' Perception of Inclusive Education in terms of Safe

Environment

Table 6 summarizes the teachers' perception of Inclusive education based on a safe environment.

Table 6. Level of Teachers' Perception of Inclusive Education in terms of Safe environment

<i>In a diverse and inclusive curriculum ...</i>	<i>Safe Environment</i>				<i>Overall</i>		REMARKS
	Competencies		Knowledge				
	MEAN	SD	MEAN	SD	MEAN	SD	
...ability to differentiate instruction to meet the needs of every learner.	3.71	0.45	3.78	0.42	3.74	0.44	Strongly Agree
... provides activities and lessons which meet the standard with varied strategies and methods.	3.78	0.41	3.77	0.42	3.78	0.42	Strongly Agree

...Addresses the variety of students' ethnic and economic background	3.72	0.45	3.70	0.46	3.71	0.45	Strongly Agree
... infuses the entire gamut of learners' character and ensures progress for each student.	3.69	0.47	3.73	0.49	3.71	0.48	Strongly Agree
Weighted Mean					3.73	0.24	Very competent
SD							
Verbal Interpretation							

Level of Teachers' Perception of Inclusive Education in terms of Accessibility

Table 7 Level of Teachers Perception on Inclusive Education in terms of Accessibility

In a diverse and inclusive curriculum ...	<u>Accessibility</u>				<u>Overall</u>		REMARKS
	Competencies		Knowledge		MEAN	SD	
	MEAN	SD	MEAN	SD	MEAN	SD	
...give equal access and opportunities to all students whenever possible.	3.78	0.41	3.73	0.44	3.76	0.43	Strongly Agree
...reduce and overcome barriers that hinder the smooth implementation of diverse and inclusive education.	3.74	0.44	3.77	0.42	3.75	0.43	Strongly Agree
...use technology in leveling for easy activities.	3.71	0.46	3.69	0.47	3.70	0.46	Strongly Agree
...Accessibility is integrated with all aspects of the organization.	3.71	0.46	3.72	0.45	3.71	0.45	Strongly Agree
...adopts assistive technology and productivity tools.	3.75	0.43	3.72	0.45	3.74	0.44	Strongly Agree
Weighted Mean					3.73	0.44	Highly Observable
SD							
Verbal Interpretation							

These results manifest that teachers are highly knowledgeable and very competent in assuming inclusive education since accessibility is integrated in all aspect of the organization, observe equal access and opportunities to all students, by reducing or overcoming barriers, and adopts assistive technology and related tools needed in an inclusive classroom.

Level of Teachers' Perception of Inclusive Education in terms of Assessment and Reforms

Table 8. Level of Teachers Perception of Inclusive Education in terms of Assessment and Reforms

In a diverse and inclusive curriculum ...	Competencies		Knowledge		Overall		REMARKS
	MEAN	SD	MEAN	SD	MEAN	SD	
...Use information observation.	3.68	0.47	3.65	0.48	3.66	0.47	Strongly Agree
...Allow for self-assessment	3.69	0.46	3.68	0.47	3.68	0.47	Strongly Agree
...Provide multiple tests formats.	3.69	0.47	3.68	0.47	3.68	0.47	Strongly Agree
...grading students should be flexible and adaptable as instruction.	3.65	0.48	3.72	0.45	3.69	0.46	Strongly Agree
...use assessment data for reforms.	3.74	0.44	3.71	0.45	3.73	0.45	Strongly Agree
Weighted Mean					3.69	0.46	Very competent
SD							
Verbal Interpretation							

The respondents perceive both knowledge and competence as Very Knowledgeable and Very Competent in using assessment to carry out reforms in inclusive education as supported by the overall mean of (M- 3.69; SD- 0.46) was verbally interpreted as Very competent and Very Knowledgeable.

Level of Teachers' Perception of Strategies and Practices in Inclusive Education

Table 9. Level of Strategies and Practices on Inclusive Education in terms of Critical Engagement of Differences.

In diverse and inclusive education, teachers...	Critical Engagement of Differences				Overall		REMARKS
	Strategies		Practices		MEAN	SD	
	MEAN	SD	MEAN	SD			
...use a variety of instructional formats.	3.75	0.44	3.67	0.47	3.71	0.45	Strongly Agree
...should know their students' individual educational plan (IEP)	3.69	0.47	3.67	0.47	3.68	0.47	Strongly Agree
...use universal design principles to create accessible classrooms.	3.71	0.46	3.71	0.46	3.71	0.46	Strongly Agree
...each student is different and should be allowed to express their knowledge through the best methods for them.	3.71	0.45	3.73	0.45	3.72	0.45	Strongly Agree
...develop a behavior management plan	3.71	0.45	3.72	0.45	3.71	0.45	Strongly Agree
Weighted Mean						3.71	Highly
SD						0.46	Practiced
Verbal Interpretation							

The preceding results suggest that teachers of inclusive education based on the perception of the respondents are highly practicing varied strategies to encourage critical engagement of differences through the use of a variety of instructional formats. Likewise, teachers make use of universal design principles and by knowing their student individual plans an accessible classroom is provided. Each student is allowed to express themselves according to the methods that suits them, so that it is easy for teachers to carry out a developed behavior management plan.

Level of Teachers' Perceptions of Inclusive Education Strategies and Practices in terms of Academic Belonging

Table 10. Level of Teachers' Perception on Inclusive Education' Strategies and Practices in terms of Academic Belonging

In diverse and inclusive education, teachers...	Academic Belonging				Overall		REMARKS
	Strategies		Practices		MEAN	SD	
	MEAN	SD	MEAN	SD			
...feel cared about, accepted, respected, and valued by others in the class.	3.69	0.46	3.74	0.44	3.72	0.45	Strongly Agree
...don't neglect parents, they have an important role in school communities needed for every student's success.	3.75	0.43	3.68	0.47	3.72	0.45	Strongly Agree
...create a positive peer culture of belonging by implementing policies that promote inclusive school environments as places to belong	3.76	0.43	3.72	0.45	3.74	0.44	Strongly Agree
...value learning by ensuring they are emphasizing the importance and purpose of the material they present to students, have reasonable and appropriate academic expectations of students within their care, and have self-efficacy, confidence and passion towards the content they are teaching.	3.75	0.43	3.74	0.44	3.75	0.44	Strongly Agree
...take proactive steps toward mental health	3.79	0.41	3.76	0.43	3.78	0.42	Strongly Agree
Weighted Mean					3.74		Very competent
SD					0.44		
Verbal Interpretation							

These findings disclosed that both strategies and practices of inclusive education in terms of academic belonging was very evident and highly observable. This is supported by the overall mean (3.74; SD 0.44), which was verbally interpreted as Highly Observable.

There is also extensive evidence regarding the variation of the sense of belonging among students and the vital role of teachers in creating a sense of belonging for students.

Level of Strategies and Practices for Inclusive Education in terms of Transparency

Table 11. Level of Strategies and Practices on Inclusive Education in terms of Transparency

In diverse and inclusive education, teachers...	Transparency				Overall		
	Strategies		Practices				
	MEAN	SD	MEAN	SD	MEAN	SD	REMARKS
...gauging students' understanding of course material during class using active learning techniques	3.74	0.44	3.71	0.46	3.73	0.45	Strongly Agree
...explicitly connecting course activities with data on how people learn	3.70	0.46	3.73	0.45	3.72	0.45	Strongly Agree
...engaging students in applying the criteria that will be used in evaluating their work, using peer review	3.73	0.44	3.71	0.45	3.72	0.45	Strongly Agree
...inviting students to participate in planning topics for class discussions and constructing agendas	3.71	0.47	3.69	0.46	3.70	0.46	Strongly Agree
...debriefing graded tests and assignments in class, to explain where students seemed to struggle and how they might improve their learning	3.72	0.45	3.67	0.47	3.70	0.46	Strongly Agree
Weighted Mean					3.71		Very competent
SD					0.45		
Verbal Interpretation							

These findings disclosed that teachers as Perce particular criterion are strategically adopting transparency in the practice of inclusive education by using active learning techniques in measuring students' comprehension of the lesson, clearly connecting learning activities with processes on how students learn, encourage learners to participate in the decision on planning topics to be included in the class discussion, discuss and identify learner's weaknesses in the tests and assignments, and allow students to evaluate the work of their peers by using a particular criteria.

Level of Strategies and Practices of Inclusive Education in terms of Structured Interactions

Table 12. Level of Strategies and Practices on Inclusive Education in terms of Structured Interactions

In diverse and inclusive education, teachers...	Structured Interactions				Overall		REMARKS
	Strategies		Practices				
	MEA N	SD	MEA N	SD	MEA N	SD	
...develop discussion guidelines or community agreements about class, lab, or team interactions	3.73	0.45	3.71	0.46	3.72	0.45	Strongly Agree
...reflect upon those guidelines with students at strategic points throughout the term.	3.68	0.49	3.68	0.53	3.68	0.51	Strongly Agree
...give all students time to gather their thoughts in writing before discussing with the whole group	3.69	0.46	3.71	0.47	3.70	0.47	Strongly Agree
...task students to work in pairs or small groups on brief, well-defined activities (with a timeline and specific goals/outcomes).	3.72	0.47	3.76	0.43	3.74	0.45	Strongly Agree
...in presentations of group work, guide students to share speaking responsibilities equitably or provide guidance for choosing a spokesperson.	3.70	0.48	3.75	0.43	3.73	0.46	Strongly Agree
Weighted Mean					3.71		Very
SD					0.47		competent
Verbal Interpretation							

From the data above, the respondents considered both strategies and practices in inclusive education regarding structured interactions as Highly Practiced and Highly Observable. These findings are supported by the overall mean of (M-3.71; SD- 0.47) and verbal interpretation of Highly Practiced/Highly Observable.

Level of Strategies and Practices in Inclusive Education in terms of Flexibility

Table 13. Level of Strategies and Practices on Inclusive Education in terms of flexibility

In diverse and inclusive education, teachers...	Flexibility				Overall		REMARKS
	Strategies		Practices		MEAN	SD	
	MEAN	SD	MEAN	SD			
...adopt flexible policies.	3.74	0.44	3.72	0.45	3.73	0.44	Strongly Agree
...use flexible assessments	3.75	0.44	3.72	0.45	3.73	0.44	Strongly Agree
...implement flexible activities	3.73	0.44	3.69	0.46	3.71	0.45	Strongly Agree
...adapt active learning	3.72	0.45	3.73	0.45	3.72	0.45	Strongly Agree
...consider alternative approaches that students can engage in your course.	3.75	0.43	3.73	0.44	3.74	0.44	Strongly Agree
Weighted Mean					3.73		Very competent
SD					0.45		
Verbal Interpretation							

Guided by the foregoing findings, it can be deduced that teachers are very well immersed into inclusive education since it was claimed that they adopt flexible policies which are complemented by the adoption of active learning, using flexible activities and flexible assessment and with consideration of alternative approaches to ensure students' engagement in the class.

School Effectiveness

In this study, school effectiveness includes strong and effective principal leadership, sustained focus on instruction and learning, and a safe and positive school. Climate and culture, high expectations for all students and staff, effective use of student achievement data, teaching practices, productive parent involvement, and building staff skills.

Table 14. Level of School Effectiveness in Terms of Strong and Effective Principal Leadership

<i>Statements</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>A good leader has to take responsibility for the successes and failures of her school.</i>	3.78	0.43	Strongly Agree

<i>Adept at building relationships with people</i>	3.73	0.46	Strongly Agree
<i>An exceptional listener.</i>	3.73	0.46	Strongly Agree
<i>Set expectations high and hold those she is in of to carry out the standards.</i>	3.69	0.48	Strongly Agree
<i>Fair and Consistent</i>	3.69	0.51	Strongly Agree
Weighted Mean	3.72		
SD	0.47		
Verbal Interpretation	High		

The level of school effectiveness in terms of Strong and Effective Principal Leadership attained an overall mean of (M-3.72; SD – 0.47) and has a verbal interpretation of Highly Observable. These results disclosed that school effectiveness can be very well observed through strong and effective principal leadership characterized by taking responsibility for the successes and future of the school, adept in building relationship with people, an exceptional listener, fair and consistent, sets high expectations and standards.

Level of school effectiveness in terms of sustained focus on instruction and learning

Table 15. Level of School Effectiveness in Terms of Sustained focus on Instruction and learning

Statements	MEAN	SD	REMARKS
<i>The principal keeps a focus on instructional improvement and student learning outcomes.</i>	3.74	0.44	Strongly Agree
<i>The principal participates actively with the school's teams.</i>	3.75	0.43	Strongly Agree
<i>The principal monitors the curriculum and classroom instruction regularly.</i>	3.74	0.44	Strongly Agree
<i>The principal celebrates individual, team, and school successes, especially related to student learning outcomes.</i>	3.76	0.43	Strongly Agree
<i>The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers</i>	3.76	0.45	Strongly Agree
Weighted Mean	3.75		
SD	0.44		
Verbal Interpretation	High		

These findings proved that school effectiveness in terms of sustained focus on instruction and learning are claimed by the respondents to be highly observable and highly practiced in their schools. The overall mean (3.75; SD- 0.44) also with verbal interpretation of Highly Observable supports the preceding claim. These results manifest

that school leaders/principals keep a focus on instructional improvement and student learning outcomes by regular monitoring of the curriculum and classroom instruction.

Level of School Effectiveness in Terms of Safe and Positive School Climate and Culture

Table 16. Level of School Effectiveness in Terms of Safe and Positive School Climate and Culture

Statements	MEAN	SD	REMARKS
<i>The school provides a safe and supportive learning environment for students, families, teachers, and staff.</i>	3.80	0.40	Strongly Agree
<i>The school cultivates and sustains open communication and decision-making opportunities with families.</i>	3.77	0.42	Strongly Agree
<i>Teachers establish a classroom environment in which teaching and learning can occur.</i>	3.77	0.42	Strongly Agree
<i>The culture of the school reflects and embraces students, staff, and community diversity.</i>	3.76	0.43	Strongly Agree
<i>Teachers treat all students fairly.</i>	3.78	0.41	Strongly Agree
Weighted Mean	3.77		
SD	0.42		
Verbal Interpretation	High		

The preceding data means that the respondents are unanimous in their belief that, to achieve school effectiveness there is the presence of safe and positive school climate and culture. As manifested in the overall mean (M- 3.77; SD-0.42) and with a verbal interpretation of Strongly Agree, the respondents are confidently claiming that school effectiveness can be made possible through safe and positive school climate and culture.

Level of School Effectiveness in Terms of High Expectations for all Students and Staff

Table 17. Level of School Effectiveness in Terms of High Expectations for all Students and Staff

Statements	MEAN	SD	REMARKS
<i>Convey confidence in your students</i>	3.76	0.43	Strongly Agree
<i>Give opportunities to contribute</i>	3.75	0.43	Strongly Agree
<i>Give specific feedback</i>	3.74	0.44	Strongly Agree
<i>Provide high levels of support</i>	3.77	0.42	Strongly Agree
<i>Find the ideal level of work that will stimulate the desire for learning without disheartening the student</i>	3.74	0.44	Strongly Agree
Weighted Mean	3.75		
SD	0.43		
Verbal Interpretation	High		

These are revealed in the following ways: manifest confidence to your students and staff, encourage them to contribute to the development of the school, provide utmost support and give specific feedback. The level of work assigned should be in accordance to the individual's learning capacity to stimulate learning.

Level of School Effectiveness in terms of Effective Use of Students' Achievement Data.

Table 18. Level of School Effectiveness in Terms of Effective use of Students' Achievement Data

Statements	MEAN	SD	REMARKS
<i>Showcase the achievements of schools that are using student data to drive instruction encouraging educators and administrators to see the benefits of adopting this practice.</i>	3.76	0.43	Strongly Agree
<i>Invest in the right data management tools</i>	3.72	0.45	Strongly Agree
<i>Discern which topics are fundamental to student success</i>	3.67	0.47	Strongly Agree
<i>Analyze the data and identify gaps and opportunities</i>	3.69	0.47	Strongly Agree
<i>Teachers should build their lesson plans with the findings from student data in mind, focusing on improving any skill deficiencies, as well as understanding which learning activities and teaching methods have been successful.</i>	3.77	0.42	Strongly Agree
Weighted Mean	3.72		
SD	0.45		
Verbal Interpretation	High		

These results validate the belief that school effectiveness is achieved through effective use of Close students' achievement data by implementing the following practices: inculcate among teachers to prepare their lessons based on the students' data and focus on improving skills that show deficiencies; adopt learning activities and teaching methods which have been proven effective; identify topics which are important to student learning; encourage teachers to always look back at the data in showcasing students' and school achievement; invest in the right data management tools; and most importantly, analyze the data and identify gaps and opportunities.

Level of School Effectiveness in terms of Teaching Practices

Table 19. Level of School Effectiveness in Terms of Teaching Practices

Statements	MEAN	SD	REMARKS
<i>When presenting a new subject to your class, it helps to include a demonstration.</i>	3.70	0.46	Strongly Agree
<i>Make intentional mistakes and ask the class to fix them.</i>	3.61	0.56	Strongly Agree
<i>Group assignments encourage teamwork and help your class to succeed.</i>	3.68	0.47	Strongly Agree
<i>Getting out into the real world offers a new perspective for children and can help them gain a</i>	3.72	0.45	Strongly Agree

more profound understanding of what goes on in the classroom.

Get your students to display the knowledge they have and to share it with their classmates.

	3.77	0.42	Strongly Agree
Weighted Mean	3.70		
SD	0.47		
Verbal Interpretation	High		

These findings reveal that teachers are already very keen in practices that defines school effectiveness especially which concerns teaching practices such as: making intentional mistakes and asking students to fix it, introducing a new lesson through demonstration, encourage students to share their knowledge to their classmates, encourage teamwork and assist students to succeed, and offers new perspective to inform learners what is going on in the environment.

Level of School Effectiveness in Terms of Productive Parent Involvement

Table 20. Level of School Effectiveness in Terms of Productive Parent Involvement

Statements	MEAN	SD	REMARKS
Parental involvement is associated with student outcomes such as lower dropout and truancy rates.	3.70	0.48	Strongly Agree
Parents communicate positive attitudes about school and the importance of education to the child.	3.71	0.48	Strongly Agree
Parents helping their children with homework.	3.72	0.45	Strongly Agree
Communicating to parents about their children's education.	3.75	0.45	Strongly Agree
Parents' perceptions of their children's interests in school subjects have been shown to predict their involvement at home and at school.	3.68	0.49	Strongly Agree
Weighted Mean	3.71		
SD	0.47		
Verbal Interpretation	High		

Respondents expect that parents should communicate positive attitudes about a school and the importance of education to the child which is shown by helping their children with homework; however, in the reality Filipino parents seldom assume this expectation. Likewise, the respondents also believed that communicating to parents about their children's education is associated with lower dropout and truancy rates. Parents' perception of their children's interest in school predicts their involvement at home and at school.

Level of School Effectiveness in Terms of Building Staff Skills

Table 21. Level of School Effectiveness in Terms of Building Staff Skills

Statements	MEAN	SD	REMARKS
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Team members have to know others will deliver on promises, support shared goals, pitch in during challenging times, and maintain open communication.	3.68	0.48	Strongly Agree
Seek awareness of your members' strengths and limitations.	3.69	0.48	Strongly Agree
It takes different types of personalities to make a team run effectively, so set defined roles.	3.68	0.48	Strongly Agree
If feedback is provided in a way that supports the individual's growth and development, it can be a wonderful tool for identifying potential blind spots and increasing self-awareness through others' perceptions.	3.64	0.49	Strongly Agree
View team building as an ongoing activity.	3.67	0.48	Strongly Agree
Weighted Mean	3.67		
SD	0.48		
Verbal Interpretation	High		

This finding affirms the respondents' perception that school effectiveness also includes the building of skills of the staff and that it is highly observable and practiced in their schools. This finding is reinforced by the overall mean (M- 3.67; SD- 0.48) with a verbal interpretation of Highly Observable.

You and Cheng (2021) argued that school-based staff development is vital to effectiveness. Since school support staff play an essential role in ensuring students learn in a safe and supportive learning environment, they need to be provided with retooling and upskilling.

Table 22 Level of School Performance in terms of OPCRF Level

Scores	Frequency	Verbal Interpretation
4.500 – 5.000	27	Outstanding
3.500 – 4.499	36	Very Satisfactory
2.500 – 3.499	0	Satisfactory
1.500 – 2.499	0	Unsatisfactory
1.000 – 1.499	0	Poor

From the OPCRF level, the frequency of "36" received the highest score of the total sample, which is *Very Satisfactory*. With the frequency of "27," the entire sample comes in second, *Outstanding*. On the other hand, the frequency of 0 received the lowest scores of the whole sample population, which are satisfactory, unsatisfactory, and poor. This means that the level of school performance in terms of OPCRF Level was high during the study.



Figure 2 shows the level of school performance in terms of SBM Level.

From the SBM level, “1 and 2” received the highest scores of 29 of the total sample. On the other hand, level “3” received the lowest scores from the entire sample of 5. This means that the level of school performance in terms of SBM Level was high during the study.

Table 23. Significant Relationship between Teachers' Perceptions on Inclusive Education and School Performance in the Division of Laguna in Terms of School Effectiveness

School Effectiveness	Knowledge		Competencies			Interpretation Decision	
	Calculate d r-value	Calculate d t-value	Calculate d r-value	Calculated value	t-		
1. Strong and effective principal leadership	0.158333	0.001633	-0.0751	-0.05219		Not Significant	Accept Ho
2. Sustained focus on instruction and learning	-0.06049	1.384337	0.080952	1.602115		Not Significant	Accept Ho
3. Safe and positive school climate and culture	-0.07144	1.431656	0.055975	1.478364		Not Significant	Accept Ho
4. High expectations for all students and staff	0.375612	1.456129	0.048178	1.543778		Not Significant	Accept Ho
5. Effective use of students' achievement data	-0.15349	-0.60642	0.036085	-0.48511		Not Significant	Accept Ho
6. Teaching practices	0.34636	0.7219	0.089428	0.846978		Not Significant	Accept Ho
7. Productive parent involvement	-0.00894	0.892907	-0.22422	0.870646		Not Significant	Accept Ho

8. Building staff skills	-0.10521	0.780164	0.296109	0.538553	Not Significant	Accept Ho
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The table 23 presented that calculated t-value of every category under School Effectiveness is less than the critical value of 1.96 at 0.05 significant. Level under Knowledge and Competencies are not Significant, therefore the null hypothesis that there is no significant relationship on the teachers' Perception on inclusive education with the school effectiveness is accepted.

Table 24. Significant Relationship between Teachers' Perceptions on Inclusive Education and School Performance in the Division of Laguna in Terms of OPCR Level

Teachers Perception	School Performance	Beta Coefficient	t-stat	p-value	Analysis
Curriculum	OPCRF Level	-0.1545	-1.04	0.304	Not Significant
Quality and diverse teachers		0.1467	0.99	0.328	Not Significant
Respectful and accepting community		-0.4092	-2.57	0.013	Significant
School policies		0.1256	0.68	0.500	Not Significant
Safe Environment		0.1836	1.04	0.303	Not Significant
Accessibility		0.0231	0.21	0.837	Not Significant
Assessment and reforms		0.0123	0.11	0.916	Not Significant

All variables in Teachers' Perceptions of Inclusive Education were not observed to have any significant relationship to school performance (OPCRF level) because the computed t values obtained from the test were less than the critical t value. Thus, the hypothesis that there is no significant relationship between the teachers' perception of inclusive education and the school performance (OPCRF level) is accepted.

Table 25. Significant Relationship between Teachers Perception on Inclusive Education and School Performance in the Division of Laguna in Terms of SBM Level

Teachers Perception	School Performance	Beta Coefficient	t-stat	p-value	Analysis
Curriculum	SBM Level	-0.3855	-0.82	0.416	Not Significant
Quality and diverse teachers		0.3360	0.71	0.478	Not Significant
Respectful and accepting community		-1.1931	-2.37	0.021	Significant
School policies		0.3158	0.54	0.592	Not Significant
Safe Environment		0.6164	1.10	0.275	Significant
Accessibility		0.0741	0.21	0.835	Not Significant

Assessment and reforms	0.0548	0.15	0.882	Not Significant
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All variables in Teachers' Perceptions of Inclusive Education were not observed to have any relationship to school performance significant (SBM level) due to the computed t values obtained from the test being less than the critical t value. Thus, the hypothesis that there is no significant relationship between the teachers' perception of inclusive education and the school performance (SBM Level) is accepted.

Table 26. Significant Relationship between Strategies and Practices on Inclusive Education and School Effectiveness in Terms of Strong and Effective Principal Leadership

School Effectiveness	Strategies		Practices		Interpretation Decision	
	Calculated r-value	Calculated t-value	Calculated r-value	Calculated t-value		
1. Strong and effective principal leadership	0.091756	0.178231	-0.01307	0.01696	Not significant	Accept Ho
2. Sustained focus on instruction and learning	-0.1381	1.411046	-0.01241	1.694308	Not significant	Accept Ho
3. Safe and positive school climate and culture	0.01315	1.390924	-0.03818	1.429404	Not significant	Accept Ho
4. High expectations for all students and staff	0.274292	1.488545	0.124504	1.527567	Not significant	Accept Ho
5. Effective use of students' achievement data	-0.15638	-0.28633	0.217011	0.378442	Not significant	Accept Ho
6. Teaching practices	0.555894	0.627049	0.331337	0.818214	Not significant	Accept Ho
7. Productive parent involvement	0.044897	0.745145	-0.19504	0.917758	Not significant	Accept Ho
8. Building staff skills	-0.15895	0.632423	0.183116	0.600562	Not significant	Accept Ho

The table 26 presented that calculated t-value of every category under School Effectiveness is less than the critical value of 1.96 at 0.05 significant level under Knowledge and Competencies are not Significant, therefore the null hypothesis that there is no significant relationship on the teacher's perception on inclusive education with the school effectiveness is accepted.

Table 27. Significant Relationship between Strategies and Practices on Inclusive Education and School Performance in the Division of Laguna in Terms of OPCRF Level

Strategies and Practices	School Performance	Beta Coefficient	t-stat	p-value	Analysis
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<i>Critical engagement of differences</i>		-0.0774	-0.45	0.652	<i>Not Significant</i>
<i>Academic belonging</i>		-0.1452	-0.81	0.419	<i>Not Significant</i>
<i>Transparency</i>	<i>OPCRF Level</i>	-0.0846	-0.51	0.610	<i>Not Significant</i>
<i>Structured interactions</i>		0.2008	1.41	0.163	<i>Not Significant</i>
<i>Flexibility</i>		0.1092	0.82	0.415	<i>Not Significant</i>

As reflected in table 27 all variables were not observed to have any significant relationship to school performance (OPCRF level) due to the computed t-values obtained from the tests were less than the critical t- values, so, the hypothesis stated that there is no significant relationship between school performance and strategies and practices in inclusive education Is accepted.

Table 28. Significant Relationship between Strategies and Practices on Inclusive Education and School Performance in the Division of Laguna in Terms of SBM Level

Strategies and Practices	School Performance	Beta Coefficient	t-stat	p-value	Analysis
<i>Critical engagement of differences</i>		-0.1188	-0.23	0.823	<i>Not Significant</i>
<i>Academic belonging</i>		-0.1799	-0.33	0.746	<i>Not Significant</i>
<i>Transparency</i>	<i>SBM Level</i>	-0.6078	-1.19	0.239	<i>Not Significant</i>
<i>Structured interactions</i>		0.6154	1.40	0.168	<i>Not Significant</i>
<i>Flexibility</i>		0.3744	0.91	0.367	<i>Not Significant</i>

As reflected in table 28, all variables were not observed to have any significant relationship to school performance (SBM level) due to the computed t Values obtained from the tests were less than the critical t- values, so the hypothesis is accepted that no significant relationship exists between school performance and strategies and practices in inclusive education.

CONCLUSION

Based on the findings and procedures done, the conclusions of the study were as follows.

It was concluded that there is no significant relationship between the teachers' perception of inclusive education, strategies and practices in inclusive education and school effectiveness and performance.

RECOMMENDATIONS

Based on the findings and conclusions drawn, the following are hereby recommended:

1. The Department of Education whether national, regional, or division level should strive to enhance the existing knowledge and competencies possessed by teachers so that they will keep themselves at par with the international requirement as embodied in the Millennium Development Goals.
2. The school leaders at the division and district levels should synchronize their effort toward the upliftment of teachers' knowledge and competencies by providing periodic training on strategies and practices in inclusive education.
3. Curriculum planners should also be given refresher courses related to inclusive education to keep themselves updated with the scope and related issues that hinder the full implementation of inclusive education.
4. Seminars and related academic activities should be organized to keep educators well oriented in the processes related to the implementation of inclusive education.
5. Further research with a similar topic should be undertaken to expand knowledge about inclusive education and to add more knowledge to the existing body of knowledge on inclusive education.

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