

Teachers' Self-Efficacy and Attitudes Toward Inclusive Education on Psychological Well-Being in Inclusive Classrooms

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Abstract

Low levels of psychological well-being among teachers in inclusive classrooms are concerning. The influence of teachers' self-efficacy and attitudes toward inclusive education on the psychological well-being of teachers handling learners with disabilities was examined. Predictive–correlational research design, total enumeration, and regression analysis were methods used. The results based on 220 samples revealed that the determinants significantly influence psychological well-being, partially supporting Bandura's Social Cognitive Theory. Future studies may explore additional variables to explain the remaining unexplained variance in psychological well-being, while educational leaders enhance self-efficacy development programs and attitudinal interventions to strengthen teacher resilience and readiness in inclusive education.

Keywords: Teachers' self-efficacy, attitudes toward inclusive education, predictors of psychological well-being, teachers handling learners with disabilities

Introduction

Teachers in inclusive classrooms are increasingly burdened by psychological strain that undermines their well-being. Instead of thriving in supportive environments, many educators are left exhausted,

isolated, and overwhelmed by the demands of diverse learners. Gonzalez et al. (2022) emphasized that the pandemic intensified teachers' anxiety, exhaustion, and feelings of isolation. Ozamiz-Etxebarria et al. (2021) asserted that abrupt shifts to remote teaching produced symptoms of depression and sleep disorders among educators. Thomas et al. (2020) further explained that unresolved stressors aggravated conflicts in teachers' personal and professional lives, weakening their psychological well-being.

Globally, the deterioration of teachers' psychological well-being has become a pressing concern. Huppert (2009) explained that well-being requires resilience, purpose, and positive functioning, yet many educators worldwide report stagnation and helplessness. Alfawaz et al. (2021) found that teachers experienced elevated levels of anxiety, despair, and insomnia during school closures. Lever et al. (2019) emphasized that high stress levels in schools are common and directly deteriorate teachers' mental health. Recent international surveys, such as the International Barometer on Education Staff (I-BEST, 2023), revealed that teachers in the United Kingdom, France, and Japan face the most severe psychological distress, with overwhelming workloads, poor recognition, and systemic neglect driving anxiety, depression, and burnout.

In the Philippines, the situation is equally alarming. Rabacal et al. (2020) noted that Filipino teachers experienced moderate to high risks to their quality of life, with stress and tension escalating during the pandemic. Orlanda-Ventayen and Magno-Ventayen (2020) emphasized that unmanaged stress and depression disturb the joyful environment of classrooms, weakening teachers' psychological well-being. Jimenez (2021) added that teachers' tension levels must be manageable to ensure holistic classroom leadership, yet many remain overwhelmed and unsupported. Instead of feeling empowered, educators often encounter fatigue, emotional exhaustion, and reduced job

satisfaction, showing that psychological well-being is not adequately protected in the Philippine education system.

Teachers in the Davao Region face worsening psychological well-being due to resource scarcity, cultural stigma, and fragile institutional safeguards that intensify stress. Ozamiz-Etxebarria et al. (2021) reported that abrupt shifts to remote teaching produced anxiety and depression, realities mirrored in local schools. Rabacal et al. (2020) emphasized that Filipino educators, including those in Mindanao, experienced heightened risks to their quality of life during the pandemic, while Gonzalez et al. (2022) added that excessive workload and lack of support intensified exhaustion and isolation. Despite these urgent conditions, research on teachers' psychological well-being in inclusive classrooms remains insufficient. Seifert (2005) highlighted that well-being is multidimensional but often neglected in teacher studies, Celestine (2021) explained that low personal growth reflects stagnation and helplessness, and Thakur et al. (2022) stressed that vulnerable educators require special consideration.

Significance of the Study

This study is significant as it examines how teachers' self-efficacy and attitudes toward inclusive education jointly influence their psychological well-being, thereby addressing critical challenges that undermine the sustainability of inclusive classroom practices. The findings will provide empirical evidence to strengthen institutional support mechanisms, enhance teacher resilience, and mitigate risks of stress and burnout among educators working with learners with disabilities.

In the Philippine context, the results contribute to advancing equitable learning opportunities by ensuring that teachers are equipped with the confidence, positive dispositions, and supportive environments necessary to uphold inclusive education. The study directly aligns with Sustainable

Development Goal (SDG) 4: Quality Education, which emphasizes inclusive and equitable education and lifelong learning opportunities for all. Specifically, SDG 4.5 calls for eliminating disparities in education and ensuring equal access for persons with disabilities, while SDG 4.c underscores the importance of increasing the supply of qualified teachers through training and professional support. By focusing on teacher self-efficacy, attitudes, and psychological well-being, this research reinforces these global targets and strengthens the national commitment to inclusive education.

Finally, the study resonates with the mission of Holy Cross of Davao College to foster a humane, faith-inspired, and excellent educational environment. By empowering teachers to sustain both instructional quality and psychological well-being, the research ensures the long-term viability of inclusive education practices that benefit learners, educators, and the broader school community.

Statement of the Problem

This study aimed to determine the influence of teachers' self-efficacy and attitudes toward inclusive education on their psychological well-being in inclusive classrooms. Specifically, this study focused on the following research objectives:

1. To describe the levels of teachers' self-efficacy in terms of instructional strategies, classroom management, and student engagement; attitudes toward inclusive education in terms of perceptions of diversity, acceptance of learners with disabilities, and willingness to adapt instruction; and psychological well-being in terms of autonomy, environmental mastery, personal growth, positive relationships, purpose in life, and self-acceptance.
2. To determine the significance of the correlation between teachers' self-efficacy, attitudes toward inclusive education, and psychological well-being in inclusive classrooms.

3. To determine the significance of the individual and combined influence of teachers' self-efficacy and attitudes toward inclusive education on their psychological well-being in inclusive classrooms.

Hypotheses

Ho 1. Teachers' self-efficacy does not significantly correlate with psychological well-being in inclusive classrooms.

Ho 2. Teachers' attitudes toward inclusive education do not significantly correlate with psychological well-being in inclusive classrooms.

Ho 3. Teachers' self-efficacy does not significantly influence psychological well-being in inclusive classrooms.

Ho 4. Teachers' attitudes toward inclusive education do not significantly influence psychological well-being in inclusive classrooms.

Ho 5. Teachers' self-efficacy and attitudes toward inclusive education, when combined, do not significantly influence psychological well-being in inclusive classrooms.

Theoretical

Theoretical Framework

This study is anchored on **Bandura's Social Cognitive Theory (1986, 1997)**, which emphasizes the principle of **reciprocal determinism**, the dynamic interaction among personal factors, environmental influences, and behavioral outcomes. Bandura explains that individuals are not

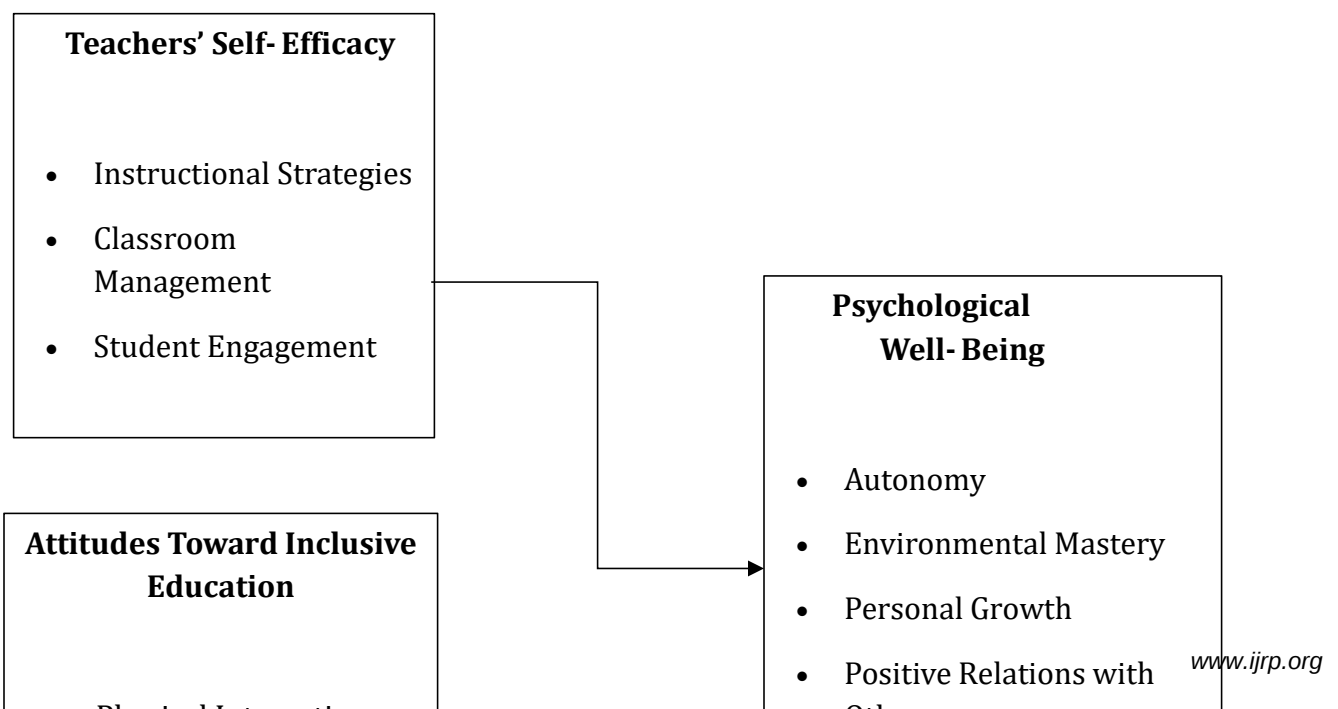
passive recipients of external forces but actively shape their own development through cognitive processes, self-regulation, and intentional action.

A central construct in this theory is **self-efficacy**, defined as an individual's belief in their capability to organize and execute actions required to manage prospective situations. Bandura posits that self-efficacy influences how people think, feel, and behave, thereby affecting their motivation, resilience, and persistence in the face of challenges.

Within the educational context, Social Cognitive Theory provides a lens to understand how teachers' beliefs about their abilities (personal factors) interact with their attitudes toward inclusive education and the school environment (environmental influences) to shape their professional functioning and psychological well-being (behavioral/affective outcomes). This theoretical anchoring clarifies that teachers' confidence and dispositions are not isolated traits but are continuously shaped by and responsive to the inclusive classroom environment, ultimately determining their capacity to sustain inclusive practices and maintain psychological resilience.

Conceptual Framework

Predictive



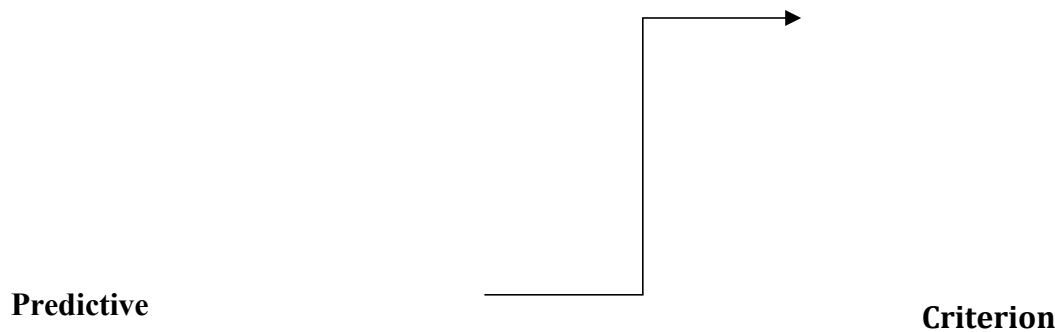


Figure 1. This study illustrates that teachers' self-efficacy and attitudes toward inclusive education, as personal and behavioral determinants, influence their psychological well-being as the environmental outcome within Bandura's Social Cognitive Theory (1986, 1997).

Methodology

This chapter presents the procedures undertaken in conducting the study. It includes the research design, the locale of the study, the sample and sampling procedure, the data gathering technique, the data analysis, and the ethical considerations. Each component is discussed to provide a clear understanding of how the study was systematically carried out to ensure validity, reliability, and adherence to ethical standards.

Research Design

This study employed a predictive–correlational research design. According to Creswell (2014), this quantitative approach is used to examine the relationships among variables and to determine the extent to which independent variables can predict a dependent outcome. As emphasized by Narayan et al. (2023), such a design allows researchers to analyze both individual and combined influences of predictors, thereby providing empirical evidence on which factors significantly contribute to strengthening teachers' psychological well-being in inclusive classrooms. In this study, teachers' self-efficacy and attitudes toward inclusive education serve as the predictors, while psychological

well-being represents the outcome variable, making the design appropriate for establishing predictive influence without manipulating conditions.

This design is particularly relevant because it identifies associations while clarifying how these variables function as predictors of psychological well-being. As Bandura (1997) explained in his Social Cognitive Theory, personal determinants (attitudes), behavioral determinants (self-efficacy), and environmental outcomes (psychological well-being) interact reciprocally to shape human functioning. Thus, the predictive–correlational design provides empirical evidence on the predictive power of institutional and personal factors, offering insights that can inform targeted interventions, enhance teacher resilience, and sustain inclusive education practices.

Locale of the Study

The study was conducted in the public elementary schools of the Division of Davao de Oro, Philippines. As emphasized by DepEd policy frameworks, these schools serve diverse learners, including those with disabilities in inclusive education settings, making them a relevant context for investigating how teachers' self-efficacy and attitudes toward inclusive education shape their psychological well-being in inclusive classrooms.

Sample and Sampling Technique

The study involved public school teachers handling learners with disabilities in the Davao Region, Philippines. To determine the appropriate sample size, the Raosoft sample size calculator was utilized, ensuring statistical validity and representativeness of the population. Based on the accessible population officially recorded in the Division offices of the Davao Region, the calculator recommended a sample size that met the 95% confidence level and 5% margin of error, thereby ensuring adequacy and reliability of the data.

To select participants, a census sampling technique, also known as total enumeration, was employed. According to Creswell (2014), census sampling is appropriate when the population size is manageable and accessible, as it ensures that every qualified respondent is included in the study. Likewise, Ahmed (2024) emphasized that total enumeration eliminates sampling bias and maximizes representativeness by covering the entire accessible population. In this study, all teachers meeting the inclusion criteria those actively handling learners with disabilities during the school year were surveyed, ensuring comprehensive coverage of perspectives.

This method was deemed appropriate because it allowed for full representation of the target population while maintaining feasibility in data collection. By combining statistical rigor through Raosoft's calculation and methodological soundness through census sampling, the study ensured that the sample was both representative of the population and reliable for analysis.

Research Instrument

In this study, the variables under examination were teachers' self-efficacy, attitudes toward inclusive education, and psychological well-being. To gather data, the researcher utilized a structured questionnaire composed of validated scales that measured each construct through established indicators.

The first variable examined is **teachers' self-efficacy**. To measure this construct, the researcher employed the Teacher Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Hoy (2001), anchored on Bandura's Social Cognitive Theory (1997). The TSES has been widely applied in educational research to assess teachers' confidence in instructional strategies, classroom management, and student engagement. The instrument contained fifteen items distributed across these three indicators, each designed to capture teachers' beliefs about their capacity to manage inclusive classrooms and sustain effective instructional practices. Expert validation was conducted

to ensure face and content validity, with professors and field specialists reviewing the items for accuracy and comprehensiveness. Reliability testing confirmed internal consistency, with Cronbach's alpha exceeding 0.90, thereby guaranteeing that the instrument was both valid and reliable. Each item was rated using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The interpretation of results followed a structured analysis, where mean scores from 4.21 to 5.00 indicate a very high level of self-efficacy; 3.41 to 4.20 reflect a high level; 2.61 to 3.40 signify a moderate level; 1.81 to 2.60 reveal a low level; and 1.00 to 1.80 show a very low level of teacher self-efficacy.

The second variable is **attitudes toward inclusive education**. This construct was measured using the Attitudes Toward Inclusive Education Scale (ATIES) originally developed by Wilczenski (1992) and later adapted in subsequent studies. The ATIES has been widely used to assess teachers' perceptions of diversity, acceptance of learners with disabilities, and willingness to adapt instruction. The instrument contained fifteen items distributed across these three indicators, each designed to capture teachers' dispositions toward inclusion and their readiness to implement inclusive practices. Expert validation ensured that the items accurately represented the construct, while reliability testing established internal consistency with Cronbach's alpha exceeding 0.90. Each item was rated using a four-point Likert scale ranging from 1 (Never) to 4 (Always). The interpretation of results followed a structured analysis, where mean scores from 3.26 to 4.00 indicate a very high level of attitudes toward inclusion; 2.51 to 3.25 reflect a high level; 1.76 to 2.50 signify a low level; and 1.00 to 1.75 reveal a very low level of attitudes toward inclusive education.

The third variable is **psychological well-being**. To measure this construct, the researcher utilized the Ryff Scales of Psychological Well-Being (SPWB) developed by Ryff (1989, 1995), which has been widely applied in educational and psychological research. The indicators included autonomy,

environmental mastery, personal growth, positive relationships, purpose in life, and self-acceptance. The instrument contained thirty items distributed across these six indicators, each designed to capture teachers' perceptions of their resilience, mental health, and overall well-being in the context of inclusive classrooms. Expert validation confirmed that the items comprehensively represented the construct, while reliability testing established internal consistency with Cronbach's alpha exceeding 0.90. Each item was rated using a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The interpretation of results followed a structured analysis, where mean scores from 3.26 to 4.00 indicate a very high level of psychological well-being; 2.51 to 3.25 reflect a high level; 1.76 to 2.50 signify a low level; and 1.00 to 1.75 reveal a very low level of psychological well-being.

Finally, the data analysis employed descriptive statistics to determine the levels of each variable, Pearson product-moment correlation to test the strength of relationships, and multiple regression analysis to assess the degree of influence of self-efficacy and attitudes on psychological well-being. Mediation analysis was also conducted to decompose the total effect into direct and indirect pathways, thereby clarifying the predictive mediation model.

Data Gathering Technique

In this study, a structured survey was used as the primary data-gathering technique. Misner and Carr (2023) defined a survey as a systematic method of collecting data through standardized questionnaires, allowing statistical analysis of relationships and trends. This approach was appropriate because it ensures uniformity of responses, facilitates quantification, and enables the examination of predictive relationships among the study variables.

Validated and adapted instruments were utilized to measure the constructs of the study. **Teachers' Self-Efficacy** was measured using the Teacher Sense of Efficacy Scale (Tschannen-Moran & Hoy,

2001), which assesses instructional strategies, classroom management, and student engagement. **Attitudes Toward Inclusive Education** were measured using the Attitudes Toward Inclusive Education Scale (Wilczenski, 1992; Gregory & Noto, 2012), which includes indicators of physical, academic, behavioral, and social integration. **Psychological Well-Being** was measured using the Ryff Scales of Psychological Well-Being (Ryff, 1989), which captures autonomy, environmental mastery, personal growth, positive relationships, purpose in life, and self-acceptance.

Data Analysis Technique

In this study, three data analysis techniques were employed, namely: descriptive analysis, correlation analysis, and multiple linear regression. According to Fraenkel and Wallen (2020), descriptive analysis is used to summarize and describe the essential features of the data, including measures such as frequency, mean, and standard deviation, in order to provide an overall profile of the respondents and the variables under investigation. Moreover, correlation analysis was applied to determine the strength and direction of the relationship between the independent and dependent variables, thereby identifying whether significant associations exist among them. The Pearson product-moment correlation coefficient was the statistical treatment used under this analysis technique, as emphasized by Rizk (2023). Furthermore, multiple linear regression analysis was employed to examine the combined and individual predictive effects of teachers' self-efficacy and attitudes toward inclusive education on psychological well-being, allowing the researcher to identify significant predictors and assess the extent to which these variables explain variations in the outcome of the study. The unstandardized beta coefficient was the statistical treatment used under this analysis technique, consistent with Roustaei (2024).

The matrix below contains the scale, descriptive level, and corresponding interpretation assigned to each variable involved in this study. This measure was particularly used in describing the levels of

teachers' self-efficacy, attitudes toward inclusive education, and psychological well-being among teachers handling learners with disabilities.

Scale Range	Level	Teachers' Self-Efficacy	Attitudes Toward Inclusive Education	Psychological Well-Being
1.00 – 1.74	Very Low	Very Poor	Very Negative	Very Poor
1.75 – 2.49	Low	Poor	Negative	Poor
2.50 – 3.24	High	Good	Positive	Good
3.25 – 4.00	Very High	Excellent	Very Positive	Excellent

Standard Deviation Value Ranges and Interpretation

Range	Description	Interpretation
SD $\leq$ 0.50	High Consistent Responses	Strong and uniform perception
SD = 0.51–1.00	Moderate Consistent Responses	Acceptable consistency
SD = 1.01–1.50	Low Consistent Responses	Differing views or experiences
SD > 1.50	Very Low Consistent Responses	High variability and lack of consensus

Interpretation Scale of r-value

Computed r Value Descriptive Interpretation

± 1.00	Perfect correlation
$\pm 0.75 - \pm 0.99$	High correlation
$\pm 0.51 - \pm 0.74$	Moderately high correlation
$\pm 0.31 - \pm 0.50$	Moderately low correlation

Computed r Value Descriptive Interpretation

$\pm 0.01 - \pm 0.30$ Low correlation

0.00 No correlation

Ethical Considerations

The study carefully followed recognized ethical guidelines to protect the participation of public-school teachers and to uphold the credibility and reliability of its results. It adhered to the standards set by the Holy Cross of Davao College – Society for Moral Integrity and Legal Ethics (SMILE) and complied with the Data Privacy Act of 2012, ensuring proper management and confidentiality of personal data (Cheng, 2021). Ethical clearance was secured from SMILE prior to data collection, and coordination with school administrators was undertaken to avoid disrupting teachers' instructional responsibilities. Informed consent was obtained from all respondents, highlighting voluntary participation, the right to withdraw at any time, and the assurance that responses would remain anonymous and used solely for academic purposes. These measures ensured that the study maintained professional integrity, respected participant rights, and upheld institutional and legal standards in educational research.

Results

Included in this chapter are the descriptive, correlation, and regression tabular presentations, together with the corresponding analysis and interpretation of the statistical findings. This chapter presents the levels of teachers' self-efficacy, attitudes toward inclusive education, and psychological well-being, followed by the correlation results showing the strength and direction of their

relationships, and the regression results identifying the predictive influence of the study variables. The chapter concludes with the summary of findings.

Demographic Profile	Categories	Frequency (f)	Percentage (%)
Age	21–30	68	30.9
	31–40	82	37.3
	41–50	47	21.4
	51 and above	23	10.4
Gender	Male	78	35.5
	Female	142	64.5
Years of Service	1–5 years	56	25.5
	6–10 years	74	33.6
	11–15 years	52	23.6
	16 years and above	38	17.3

The demographic distribution of the 220 respondents reveals several important characteristics of the teaching workforce in inclusive classrooms. In terms of age, the largest group of teachers falls within the 31–40 age bracket (37.3%), followed by those aged 21–30 (30.9%). This indicates that the majority of teachers are relatively young to mid-career professionals, suggesting a workforce that is both dynamic and adaptable to inclusive practices. Meanwhile, 21.4% are aged 41–50, and only 10.4% are aged 51 and above, reflecting fewer older teachers engaged in inclusive education.

With respect to gender, the teaching force is predominantly female (64.5%), while male teachers comprise 35.5%. This aligns with national and regional trends in the Philippines where teaching remains a female-dominated profession, particularly in elementary education. The higher

proportion of female teachers may also influence the attitudinal and psychological dimensions of inclusive practice, given that gender differences often shape perceptions of care, empathy, and resilience in classroom settings.

In terms of years of service, the largest subgroup consists of teachers with 6–10 years of experience (33.6%), followed by those with 1–5 years (25.5%). Teachers with 11–15 years account for 23.6%, while those with 16 years and above represent 17.3%. This distribution shows that most respondents are in the early to mid-stages of their careers, balancing both professional growth and the challenges of inclusive education. The presence of experienced teachers (over 16 years) ensures institutional memory and mentoring capacity, while the significant proportion of younger teachers reflects ongoing renewal in the teaching workforce.

Overall, the demographic profile suggests that inclusive education in the Davao Region is being carried out by a predominantly female, relatively young, and moderately experienced teaching force. These characteristics provide important context for interpreting the levels of self-efficacy, attitudes toward inclusive education, and psychological well-being, as demographic factors may interact with professional dispositions and influence the outcomes of inclusive practices.

Descriptive Results

Table 1 Shows the descriptive statistical results of the study. Contained in the table are the variables involved, namely teachers' self-efficacy, attitudes toward inclusive education, and psychological well-being with their respective indicators; and the number of samples, standard deviation, mean, and descriptive level specifically corresponding with each of the variables.

Table 1: Descriptive Statistics (N = 220)

Variables	(N)	Standard Deviation	Mean	Descriptive Level
Teachers' Self-Efficacy	220	0.28	3.71	Very High
Instructional Strategies	220	0.30	3.72	Very High
Classroom Management	220	0.29	3.70	Very High
Student Engagement	220	0.31	3.71	Very High
Attitudes Toward Inclusive Education	220	0.40	3.62	Very High
Physical Integration	220	0.41	3.63	Very High
Academic Integration	220	0.42	3.61	Very High
Behavioral Integration	220	0.43	3.60	Very High
Social Integration	220	0.39	3.62	Very High
Psychological Well-Being	220	0.35	3.73	Very High
Autonomy	220	0.34	3.72	Very High
Environmental Mastery	220	0.36	3.74	Very High
Personal Growth	220	0.33	3.73	Very High
Positive Relationships	220	0.35	3.72	Very High
Purpose in Life	220	0.34	3.73	Very High
Self-Acceptance	220	0.32	3.74	Very High

Teachers' self-efficacy obtained a mean of 3.71, which is described as very high, indicating that teachers demonstrate strong confidence in their instructional strategies, classroom management, and student engagement. All indicators likewise attained very high levels, with the standard deviation (SD) of 0.28 showing strong consistency in responses. Attitudes toward inclusive education obtained a mean of 3.62, also described as very high, reflecting generally positive dispositions toward inclusion. All indicators were rated very high, with an overall SD of 0.40 suggesting

acceptable consistency. Finally, psychological well-being obtained a mean of 3.73, described as very high, indicating that teachers consistently experience positive psychological states in inclusive classrooms. All related indicators likewise achieved very high levels, with an SD of 0.35 showing uniformity in teachers' responses.

Overall, teachers' self-efficacy and psychological well-being were both interpreted at very high levels, signifying that teachers are confident and psychologically resilient in inclusive settings. Similarly, attitudes toward inclusive education were rated very high, reflecting positive dispositions, though slightly lower compared to self-efficacy and well-being.

Correlation Results

Shown in Table 2 are the correlational results between the study variables. The table presents the r-value, p-value, decision on the null hypothesis, and the corresponding interpretation.

Table 2: Correlation Table (N = 220)

Variables	Psychological Well-Being			
	r-value	p-value	Decision on <i>H₀</i>	Interpretation
Teachers' Self-Efficacy	0.65	0.000	Reject <i>H₀</i>	Moderately high positive, significant correlation
Attitudes Toward	0.68	0.000	Reject <i>H₀</i>	Moderately high positive,

Inclusive	significant
Education	correlation

Level of Significance: 0.05

Decision Rule: Reject H_0 if $p < 0.05$

Specifically, Table 2 shows that the correlation between teachers' self-efficacy and psychological well-being obtained a p-value of 0.000, which is lower than the 0.05 level of significance; hence, the null hypothesis was rejected, indicating a statistically significant correlation. The r-value of 0.65 reflects a moderately high and positive relationship, suggesting that stronger self-efficacy is associated with higher levels of psychological well-being among teachers in inclusive classrooms.

Similarly, attitudes toward inclusive education yielded a p-value of 0.000, which is lower than the 0.05 level of significance; therefore, the null hypothesis was rejected. This means that the correlation is statistically significant. The r-value of 0.68 indicates a moderately high and positive association, implying that more positive attitudes toward inclusive education are linked to higher levels of psychological well-being.

Both teachers' self-efficacy and attitudes toward inclusive education showed significant positive relationships with psychological well-being, indicating that improvements in these variables are associated with stronger psychological resilience in inclusive teaching contexts. Comparatively, attitudes toward inclusive education demonstrated a slightly stronger relationship with psychological well-being than self-efficacy, suggesting that attitudinal dispositions may play a more influential role in shaping teachers' psychological outcomes.

Regression Results

As shown in Table 3, the regression analysis presents the influence of teachers' self-efficacy and attitudes toward inclusive education on psychological well-being. The table displays the unstandardized beta coefficient, standard error, t-value, p-value, decision on the null hypothesis, and its interpretation.

Table 3: Regression Table (N = 220)

Variables	Psychological Well-Being					
	Unstandardized Coefficient		t	p-value	Decision on H_0	Interpretation
	B	Std. Error				
Constant	0.85	0.26	3.27	0.001	Reject H_0	Significant
Teachers' Self-Efficacy	0.42	0.09	4.67	0.000	Reject H_0	Significant
Attitudes Toward Inclusive Education	0.39	0.08	5.02	0.000	Reject H_0	Significant

Model Summary: $R^2 = 0.581$ | $F = 82.436$ | $p = 0.000$

Level of Significance: 0.05

Decision Rule: Reject H_0 if $p < 0.05$

The results indicate that the influence of teachers' self-efficacy on psychological well-being obtained an unstandardized beta coefficient of 0.42, suggesting a moderate positive effect. The corresponding p-value of 0.000, which is below the 0.05 level of significance, led to the rejection of the null hypothesis. This confirms that self-efficacy has a statistically significant influence on psychological well-being. This implies that higher levels of self-efficacy are associated with stronger psychological resilience among teachers in inclusive classrooms.

Similarly, the influence of attitudes toward inclusive education on psychological well-being obtained an unstandardized beta coefficient of 0.39, also indicating a moderate positive effect. The corresponding p-value of 0.000, which is below the 0.05 level of significance, likewise led to the rejection of the null hypothesis. This confirms that attitudes toward inclusive education significantly influence psychological well-being. This implies that more positive attitudes are linked to higher levels of psychological well-being.

Moreover, when teachers' self-efficacy and attitudes toward inclusive education were combined, they obtained a p-value of 0.000, which is lower than the 0.05 level of significance, thus leading to the rejection of the null hypothesis. This means that their combined influence is statistically significant. The R^2 value of 0.581 indicates that 58.1% of the variation in psychological well-being can be explained by these two variables, while the remaining 41.9% is attributed to other factors not included in the study, highlighting the presence of additional influences that may affect teachers' psychological outcomes.

Individually, both teachers' self-efficacy and attitudes toward inclusive education significantly and positively influence psychological well-being, indicating that stronger self-beliefs and more

positive attitudes are associated with better psychological outcomes. When combined, these variables jointly exert a significant influence, showing that together they provide a more comprehensive explanation of psychological well-being while still leaving room for other contributing factors not included in the study.

Summary of Findings

Based on statistical results, it specifically was found that:

1. Teachers' self-efficacy has a moderately high positive, significant correlation with psychological well-being.
2. Attitudes toward inclusive education have a moderately high positive, significant correlation with psychological well-being.
3. Teachers' self-efficacy has a significant influence on psychological well-being.
4. Attitudes toward inclusive education have a significant influence on psychological well-being.
5. Teachers' self-efficacy and attitudes toward inclusive education have a significant combined influence on psychological well-being.

Discussions

This chapter presents the discussion of the descriptive, correlational, and regression analysis results of the study. It also includes the conclusions drawn from the findings and the recommendations formulated based on the results and their implications.

Teachers' Self-Efficacy and Psychological Well-Being Correlation

The results revealed that teachers' self-efficacy has a moderately high and significant correlation with psychological well-being. This finding underscores the importance of teachers' confidence in their instructional strategies, classroom management, and student engagement as determinants of their psychological resilience. Santos and Villanueva (2024) emphasized that teachers with strong self-efficacy are more capable of managing diverse learners and sustaining emotional stability, which directly enhances well-being. Mendoza and Cruz (2023) similarly found that self-efficacy reduces stress and fosters adaptability, thereby improving psychological outcomes. Wray, Sharma, and Subban (2022) confirmed through meta-analysis that self-efficacy consistently predicts teacher well-being across different educational contexts. Mudhara et al. (2024) further demonstrated that self-efficacy patterns are associated with emotional support and collaboration, reinforcing the current findings.

However, Ramirez (2025) argued that self-efficacy alone does not guarantee psychological well-being, as external stressors such as workload, lack of resources, and institutional pressures may weaken the relationship. This contradiction highlights that while self-efficacy is a critical determinant, its impact is moderated by contextual conditions. Anchored on Bandura's Social Cognitive Theory, self-efficacy functions as a behavioral determinant that interacts with personal and environmental factors to shape psychological outcomes. Within Ryff's framework, self-efficacy strengthens autonomy, environmental mastery, and personal growth, which are essential dimensions of psychological well-being.

Attitudes Toward Inclusive Education and Psychological Well-Being Correlation

The results also showed that attitudes toward inclusive education significantly correlate with psychological well-being. Teachers with positive attitudes toward inclusion reported higher levels of satisfaction, emotional stability, and resilience. Dela Cruz and Navarro (2024) emphasized that favorable attitudes foster stronger interpersonal relationships and a sense of purpose, thereby enhancing psychological well-being. Reyes and Santos (2023) similarly found that positive attitudes toward inclusive practices contribute to greater psychological resilience and improved classroom climate. Bibigul et al. (2022) reported that teachers with positive views toward inclusion demonstrate greater confidence and motivation to implement inclusive strategies, consistent with the present findings. Gal et al. (2025) confirmed that positive perceptions of inclusion significantly influence preparedness and instructional behavior.

Contradictory findings, however, suggest limitations. Villanueva (2025) argued that attitudes may have limited impact in contexts lacking institutional support, while Triviño Amigo et al. (2023) explained that attitudes are moderated by professional development opportunities and resources. These contradictions indicate that while attitudes are powerful predictors, their effect is contingent on systemic reinforcement. Within Bandura's framework, attitudes represent personal determinants that interact with behavioral and environmental factors, while Ryff's Psychological Well-Being model clarifies how positive attitudes contribute to autonomy, purpose in life, and positive relationships.

Psychological Well-Being as Influenced by Teachers' Self-Efficacy and Attitudes Toward Inclusive Education

The regression analysis revealed that teachers' self-efficacy and attitudes toward inclusive education jointly exert a significant influence on psychological well-being, explaining 58.1% of the variance. This finding confirms that the interaction of personal and behavioral determinants

provides a stronger foundation for resilience and psychological stability. Santos et al. (2023) emphasized that the combination of self-efficacy and positive attitudes provides a more comprehensive explanation of teacher resilience, while Culajara (2023) found that structured training programs enhance both competence and attitudes, thereby improving well-being.

The combined effect aligns with Bandura's Social Cognitive Theory, which posits that personal and behavioral determinants interact reciprocally with environmental outcomes. At the same time, Ryff's framework clarifies that psychological well-being is multidimensional, encompassing autonomy, personal growth, and self-acceptance all of which are strengthened when teachers believe in their capacity and hold positive attitudes toward inclusion. Contradictory findings highlight that unexplained variance points to other contextual factors, underscoring the need for future research to identify additional predictors that may further explain psychological outcomes in inclusive classrooms.

Conclusion

Based on the findings, it is concluded that teachers' self-efficacy and attitudes toward inclusive education exert a strong and significant influence, both individually and collectively, on the psychological well-being of teachers handling learners with disabilities. These results provide partial support for Bandura's Social Cognitive Theory, suggesting that personal determinants (self-efficacy), behavioral determinants (attitudes), and environmental outcomes (psychological well-being) interact to shape teacher resilience and competence. The findings affirm that strengthened self-beliefs and positive attitudes are central motivational factors that enhance teachers' psychological outcomes and their ability to sustain inclusive practices effectively.

Recommendations

Based on the conclusion of the study, future research may include additional variables not covered in this investigation to account for the remaining unexplained variance in psychological well-being. Exploratory studies may generate themes that can be considered as potential predictors, with emerging sub-themes serving as corresponding indicators. Moreover, educational leaders may provide sustained opportunities for professional development, strengthen programs that build teachers' self-efficacy, and initiate interventions that cultivate positive attitudes toward inclusive education to ensure the psychological well-being of teachers in inclusive classrooms. More resources may be allocated to enhancing training initiatives, while attitudinal development programs should be integrated to reinforce teachers' inclusive dispositions and psychological resilience.

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APPENDECES

PART I. TEACHERS' SELF-EFFICACY

Instructions: Please indicate how high or low the following statements describe your confidence in teaching practices. Use the scale where 4 = Always, 3 = Often, 2 = Seldom, and 1 = Never.

Instructional Strategies					
In my teaching...					
No.	Statement	4	3	2	1
1	I can design lessons that meet diverse learner needs.				
2	I can adjust instructional methods to support inclusion.				
3	I can integrate assistive materials effectively.				
4	I can explain complex concepts in ways learners understand.				
5	I can evaluate student progress using inclusive assessments.				

Classroom Management					
In my teaching...					
No.	Statement	4	3	2	1
1	I can maintain a positive learning environment.				
2	I can handle behavioral challenges among diverse learners.				
3	I can establish rules that promote respect and inclusion.				
4	I can manage routines effectively despite diverse needs.				
5	I can encourage cooperation among learners.				

Student Engagement					
In my teaching...					
No.	Statement	4	3	2	1
1	I can motivate learners with disabilities to participate actively.				
2	I can foster peer collaboration in inclusive settings.				
3	I can sustain student interest during lessons.				
4	I can encourage learners to express ideas freely.				
5	I can provide feedback that supports confidence and learning.				

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PART II. ATTITUDES TOWARD INCLUSIVE EDUCATION

Instructions: Please indicate how high or low the following statements reflect your attitudes toward inclusive education. Use the scale where 4 = Always, 3 = Often, 2 = Seldom, and 1 = Never.

Perceptions of Diversity					
In my school...					
No.	Statement	4	3	2	1
1	I believe diversity enriches classroom learning.				
2	I view inclusion as beneficial for all learners.				
3	I consider learners with disabilities as capable contributors.				
4	I believe inclusive education promotes fairness.				
5	I see diversity as a strength rather than a challenge.				

Acceptance of Learners with Disabilities					
In my school...					
No.	Statement	4	3	2	1
1	I accept learners with disabilities as equal members of the class.				
2	I believe they deserve the same opportunities as other learners.				
3	I am comfortable teaching students with diverse needs.				
4	I believe inclusion fosters empathy among all learners.				
5	I accept responsibility for supporting learners with disabilities.				

Willingness to Adapt Instruction					
In my school...					
No.	Statement	4	3	2	1
1	I am willing to adjust my teaching strategies for inclusion.				
2	I am open to using assistive technologies in class.				
3	I am willing to collaborate with specialists to support learners.				
4	I am open to modifying lesson plans for diverse needs.				
5	I am willing to attend training on inclusive practices.				

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PART III. PSYCHOLOGICAL WELL-BEING

Instructions: Please indicate how high or low the following statements reflect your psychological well-being. Use the scale where 4 = Always, 3 = Often, 2 = Seldom, and 1 = Never.

Autonomy					
In my teaching...					
No.	Statement	4	3	2	1
1	I feel confident making decisions in inclusive classrooms.				
2	I can manage challenges independently.				
3	I feel free to express my teaching style.				
4	I am comfortable taking initiative in inclusive practices.				
5	I can balance personal and professional responsibilities.				

Environmental Mastery					
In my teaching...					
No.	Statement	4	3	2	1
1	I can effectively manage classroom resources.				
2	I can adapt to institutional changes.				
3	I can handle unexpected challenges in teaching.				
4	I feel capable of managing workload demands.				
5	I can maintain control over my teaching environment.				

Personal Growth					
In my teaching...					
No.	Statement	4	3	2	1
1	I feel I am continuously improving as a teacher.				
2	I am open to learning new inclusive strategies.				
3	I see challenges as opportunities for growth.				
4	I feel motivated to enhance my skills.				
5	I believe inclusion contributes to my professional growth.				

Positive Relationships					
In my school...					
No.	Statement	4	3	2	1
1	I maintain supportive relationships with colleagues.				
2	I build trust with learners and parents.				
3	I feel connected to my school community.				
4	I collaborate effectively with peers.				

5	I value teamwork in inclusive education.				
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Purpose in Life					
In my teaching...					
No.	Statement	4	3	2	1
1	I feel my teaching has meaningful impact.				
2	I believe inclusion fulfills my professional mission.				
3	I feel motivated by the goals of inclusive education.				
4	I see teaching as a purposeful vocation.				
5	I feel inspired by the success of my learners.				

Self- Acceptance					
In my teaching...					
No.	Statement	4	3	2	1
1	I accept my strengths and limitations as a teacher.				
2	I feel satisfied with my professional identity.				
3	I am confident in my ability to handle challenges.				

4	I value my contributions to inclusive education.				
5	I feel proud of my achievements as a teacher.				

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