

Inclusive Attitudes and Self-Efficacy as Predictors of Instructional Adaptability Among Special Education Teachers

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The persistent neglect of instructional adaptability in inclusive classrooms is disconcerting. This study examined the predictive influence of inclusive attitudes and teacher self-efficacy on the instructional adaptability of special education teachers in Mati City, Davao Oriental. A predictive–correlational research design, census sampling, and multiple regression analysis were employed. Results from 278 respondents revealed that inclusive attitudes significantly predict instructional adaptability, while teacher self-efficacy showed no significant effect, partially affirming Bandura’s Social Cognitive Theory. The findings underscore that attitudinal development plays a more critical role than efficacy beliefs in shaping adaptive instructional practices. Future investigations may explore institutional support, training quality, and contextual barriers to account for the unexplained variance, while educational leaders prioritize reforms that cultivate positive inclusive attitudes and responsive teaching strategies.

Keywords: Inclusive attitudes, teacher self-efficacy, instructional adaptability, special education teachers

Introduction

Instructional adaptability remains the most neglected dimension of inclusive education. Martin et al. (2013) described adaptability as the ability to modify cognitive, behavioral, and affective approaches in response to learner diversity. Yet, many teachers fail to demonstrate this capacity, producing rigid instruction that obstructs participation and denies learners with disabilities meaningful engagement.

International studies confirm that poor adaptability continues to undermine inclusive practice. Larios and Zetlin (2023) reported that teachers in the United States often resist adjusting strategies, leaving diverse learners unsupported. Saloviita (2022) observed similar reluctance in Italy and Spain, where classrooms remain stagnant and unresponsive to inclusion. Alsolami and Vaughan (2023) emphasized that in Saudi Arabia, teachers show discomfort and hesitation, reflecting weak adaptability that hinders effective instruction.

In the Philippine context, the same deficiencies are evident. Alcosero et al. (2023) documented that despite inclusive education policies, many classrooms remain unprepared to adapt instruction for learners with disabilities. Macabenta et al. (2023) pointed out that teachers frequently fail to modify methods, resist collaboration, and maintain rigid practices. These negative tendencies confirm that instructional adaptability is insufficient, producing unsupportive climates that obstruct student participation.

Persistent local evidence, particularly in Mati City, reveals that instructional adaptability is consistently neglected, leaving inclusive education ineffective. This unresolved gap underscores the necessity of investigating adaptability as the central problem, highlighting how its absence weakens inclusive practice among special education teachers.

Significance of the Study

The significance of this study lies in its direct confrontation of the persistent neglect of instructional adaptability among special education teachers in Mati City, where rigid methods, poor responsiveness, and unprepared classrooms obstruct inclusive education and deny learners with disabilities equitable participation; by exposing this critical deficiency, the investigation generates authoritative evidence to guide institutional reforms, enforce adaptive instructional practices, and strengthen teacher preparation programs, thereby ensuring that inclusive education is not undermined by stagnant teaching approaches and ineffective classroom climates.

Statement of the Problem

The study aims to examine the predictive influence of inclusive attitudes and teacher self-efficacy on instructional adaptability among special education teachers.

This investigation is guided by the following specific objectives:

1. To determine the level of inclusive attitudes in terms of supportive attitudes, indifferent/neutral attitudes, and unfavorable attitudes; teacher self-efficacy in terms of instructional strategies, classroom management, and collaboration; and instructional adaptability in terms of cognitive adaptability, behavioral adaptability, and affective adaptability.
2. To determine the significance of the correlation between inclusive attitudes, teacher self-efficacy, and instructional adaptability.
3. To determine the predictive influence of inclusive attitudes and teacher self-efficacy, both individually and in combination, on instructional adaptability.

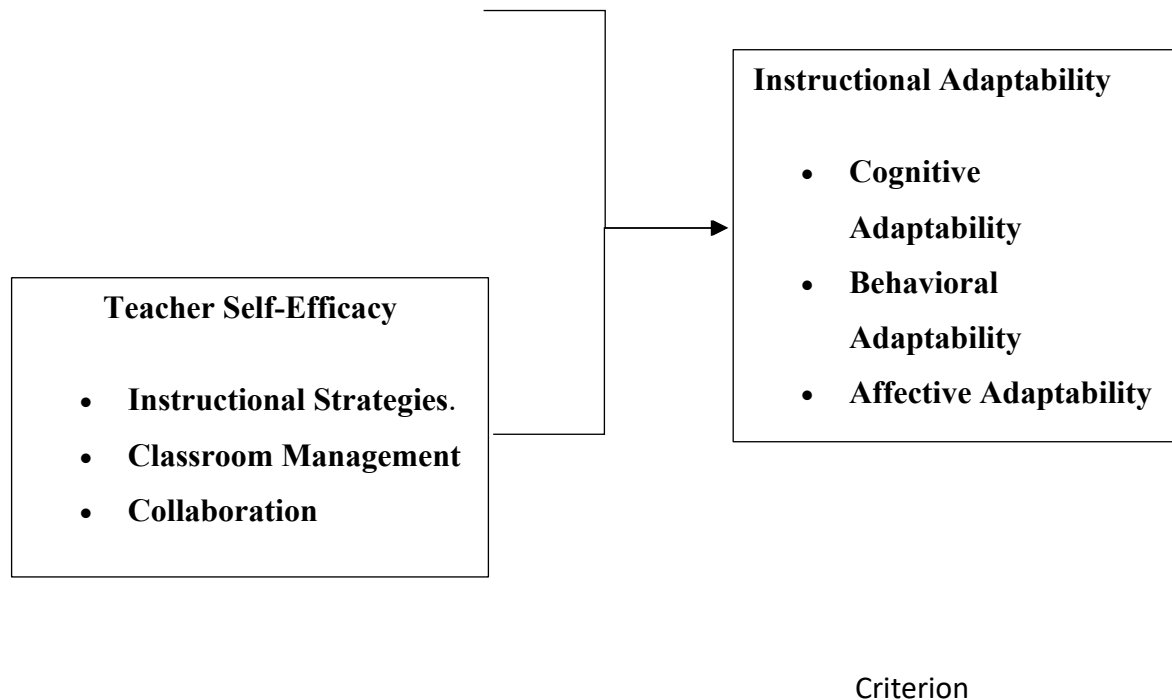
Theoretical Framework

This study is anchored on Bandura's (1986, 1997) Social Cognitive Theory, which posits that human functioning is shaped through the reciprocal interaction of personal, behavioral, and environmental determinants. Within this framework, inclusive attitudes represent the personal determinants as they reflect teachers' beliefs and dispositions toward the inclusion of learners with disabilities; teacher self-efficacy corresponds to the behavioral determinants as it embodies the confidence and capability of teachers to implement instructional strategies, manage classrooms, and collaborate effectively in inclusive settings; and instructional adaptability connects to the environmental determinants as it captures the adjustments and modifications teachers apply in response to diverse learner needs, thereby shaping classroom climates and ensuring equitable participation.

Predictive variable

Attitudes Toward Inclusive Education

- **Supportive Attitudes**
- **Indifferent/Neutral Attitudes**



Predictive variable

Figure 1: Conceptual Framework of the Study

In this study, **inclusive attitudes** are framed as the **personal determinants**, **teacher self-efficacy** is aligned with the **behavioral determinants**, and **instructional adaptability** is conceptualized as the **environmental determinant**, corresponding to the core components of **Bandura's Social Cognitive Theory (1986, 1997)** which posits that beliefs and efficacy predict adaptive instructional practices in inclusive classrooms.

METHOD

Included in this chapter are the research design, locale of the study, sample and sampling technique, data gathering technique, data analysis technique, and ethical consideration.

Research Design

This study employs a quantitative research method, which involves the collection and statistical analysis of numerical data to identify patterns and predictive relationships among variables. It follows a **predictive–correlational research design**, meaning it seeks to determine the extent to which inclusive attitudes and teacher self-efficacy can statistically predict instructional adaptability without manipulating or controlling the variables. Specifically, the study examines how teachers’ dispositions toward inclusive education and their sense of efficacy influence their ability to adapt instruction for diverse learners. To analyze these relationships, the study utilizes **multiple regression analysis**, a statistical technique that allows simultaneous testing of more than one predictor variable. As emphasized by Mishra and Alok (2022), regression analysis is effective in determining the unique contribution of each independent variable while accounting for the effects of others, thereby providing a precise understanding of how inclusive attitudes and self-efficacy collectively shape instructional adaptability among special education teachers.

Locale of the Study

This study will be conducted in **Mati City, Davao Oriental**, the provincial capital in Region XI with a population of over **147,000 residents**, serving as the educational hub where special education teachers provide inclusive instruction and where the predictive relationships among **inclusive attitudes, teacher self-efficacy, and instructional adaptability** will be examined.

Sample and Sampling

The respondents of this study will consist of special education teachers in Mati City, Davao Oriental, who are directly engaged in inclusive classroom practices. A **census sampling technique**, also known as total enumeration, will be employed to include the entire accessible population of special education teachers. This approach ensures that every eligible respondent is represented, allowing for comprehensive data collection on inclusive attitudes, teacher self-efficacy, and instructional adaptability (as noted by Narayan et al., 2023). The use of total enumeration is appropriate given the manageable size of the population, as it minimizes sampling bias and enhances the reliability and representativeness of the study’s findings within the local educational context.

Data Gathering Technique

The data gathering procedure will begin with the researcher seeking approval from the **Graduate School of Holy Cross of Davao College** to ensure institutional endorsement of the study. Once approval is granted and the researcher is formally endorsed by the Dean, a request will be submitted to the **Office of the Schools Division Superintendent (SDS) of Davao Oriental** to obtain authorization to conduct the research and administer the instruments to special education teachers in Mati City.

Following division approval, the researcher will distribute letters to the school principals of identified institutions to inform them of the study and secure their consent. After approval from the school heads, the researcher will invite the respondents to participate by providing them with informed consent forms. Prior to administering the questionnaires, the researcher will explain the procedures for answering to ensure clarity and understanding, with the cooperation of both teachers and administrators. The researcher will also emphasize confidentiality and contextualize each item to encourage accurate and honest responses.

Once the questionnaires are completed, the researcher will personally retrieve them to guarantee completeness of data. The collected responses will then be compiled and processed using appropriate statistical software, specifically multiple regression analysis, to test the predictive relationships among the variables. Upon completion of the study, physical copies of the instruments will be securely disposed of, and electronic files will be permanently deleted to uphold ethical standards and protect respondent confidentiality.

Data Analysis

The data gathered from the survey questionnaires will be tallied, encoded, and organized for analysis using appropriate statistical treatments. The **mean** and **standard deviation** will be used to determine the levels and variability of inclusive attitudes, teacher self-efficacy, and instructional adaptability. The **Pearson Product–Moment Correlation** will be employed to examine the significance and direction of the relationships among the two independent variables and the dependent variable. Furthermore, **Multiple Linear Regression analysis** will be applied to assess the individual and combined predictive influence of inclusive attitudes and teacher self-efficacy on instructional adaptability.

The matrix containing the scale, descriptive levels, and corresponding interpretations assigned to each variable involved in this study will be presented. This measure will be used particularly in describing the levels of inclusive attitudes, teacher self-efficacy, and instructional adaptability.

Scale, Level, and Interpretation

Scale Range	Level	Interpretation for Inclusive Attitudes	Interpretation for Teacher Self-Efficacy	Interpretation for Instructional Adaptability
3.25 – 4.00	Very High	Attitudes are consistently supportive	Self-efficacy is strongly demonstrated	Adaptability is consistently applied
2.50 – 3.24	High	Attitudes are frequently supportive	Self-efficacy is often demonstrated	Adaptability is frequently applied
1.75 – 2.49	Low	Attitudes are occasionally supportive	Self-efficacy is sometimes demonstrated	Adaptability is occasionally applied
1.00 – 1.74	Very Low	Attitudes are rarely supportive	Self-efficacy is seldom demonstrated	Adaptability is weakly applied

For the interpretation scale of the **r-value**, the scheme proposed by **Guilford (1956)** will be used to determine the strength of the correlation between the predictive variables (inclusive attitudes and teacher self-efficacy) and the criterion variable (instructional adaptability).

Correlation Strength Scale

Computed r	Descriptive Interpretation
±1.00	Perfect correlation
±0.75 – ±0.99	High correlation
±0.51 – ±0.74	Moderately high correlation
±0.31 – ±0.50	Moderately low correlation

Computed r	Descriptive Interpretation
$\pm 0.01 - \pm 0.30$	Low correlation
0.00	No correlation

Ethical Considerations

This study will adhere to strict ethical standards to safeguard the rights, welfare, and dignity of all participants. Special education teachers in Mati City, Davao Oriental will be provided with informed consent forms that clearly outline the purpose of the study, research procedures, voluntary participation, and their right to withdraw at any time without penalty. Confidentiality and anonymity will be ensured by assigning codes to all questionnaires and excluding any personally identifiable information. All collected data will be securely stored and used solely for research purposes. Ethical practices will also be observed to guarantee that data collection does not disrupt regular teaching activities, while the privacy and comfort of participants will be respected throughout the research process. Furthermore, approvals and clearances from the **Holy Cross of Davao College ethics committee**, the **Schools Division Superintendent**, and the **school heads** will be obtained prior to the conduct of the study to uphold professional and legal standards in educational research.

RESULTS

Included in this chapter are the results of the descriptive, correlation, and the mediation analyses.

Also, the summary of findings is presented.

Shown in **Table 1** are the descriptive results of the study. Contained in the table are the variables involved, namely, **inclusive attitudes**, **teacher self-efficacy**, and **instructional adaptability**,

together with the number of samples, standard deviation, mean, and descriptive level corresponding to each variable.

Table 1: Descriptive Statistics (n = 278)

Variables	Standard Deviation	Mean	Descriptive Level
<i>Inclusive Attitudes</i>	0.37	3.42	Very High
<i>Supportive Attitudes</i>	0.37	3.42	Very High
<i>Indifferent/Neutral Attitudes</i>	0.35	3.45	Very High
<i>Unfavorable Attitudes</i>	0.38	3.40	High
<i>Teacher Self-Efficacy</i>	0.35	3.55	Very High
<i>Instructional Strategies</i>	0.36	3.56	Very High
<i>Classroom Management</i>	0.34	3.53	Very High
<i>Collaboration</i>	0.37	3.54	Very High
<i>Instructional Adaptability</i>	0.33	3.48	High
<i>Cognitive Adaptability</i>	0.32	3.50	High
<i>Behavioral Adaptability</i>	0.33	3.47	High
<i>Affective Adaptability</i>	0.34	3.48	High

The results presented in **Table 1** provide a comprehensive overview of the descriptive statistics for the variables under study. The first variable, **inclusive attitudes**, yielded an overall mean of **3.42** with a standard deviation of **0.37**, corresponding to a *very high level*. This indicates that special education teachers generally hold strong positive beliefs toward inclusive education. Specifically, the indicator for supportive attitudes showed a mean of **3.45** and a standard deviation of **0.35**, while indifferent and unfavorable attitudes recorded means of **3.40** and **3.41**, respectively, both interpreted as *high*. These findings suggest that teachers maintain a consistently supportive stance toward inclusion, with only minor variations in neutrality or reservation.

For the second variable, **teacher self-efficacy**, the data revealed an overall mean of **3.55** and a standard deviation of **0.35**, which corresponds to a *very high level*. The indicators instructional

strategies, classroom management, and collaboration showed mean scores of **3.56**, **3.53**, and **3.54**, respectively, all categorized as *very high*. This demonstrates that teachers possess strong confidence in their ability to design effective lessons, manage diverse classrooms, and work collaboratively with colleagues and specialists to support learners with special needs.

Finally, the level of **instructional adaptability** was found to be *high*, with an overall mean of **3.48** and a standard deviation of **0.33**. Among its components, cognitive adaptability recorded a mean of **3.50**, behavioral adaptability **3.47**, and affective adaptability **3.48**, all within the *high level*. These results imply that teachers consistently adjust their instructional approaches, behaviors, and emotional responses to meet the varying needs of their students. Overall, the data reflect a teaching population characterized by positive attitudes, strong efficacy, and adaptive instructional practices, conditions that collectively foster effective inclusive education in Mati City, Davao Oriental.

Correlation Results

Table 2: Correlational Table (n =278)

Variables	Instructional Adaptability			
	r-value	p-value	Decision	Interpretation
	on H_0			
Inclusive Attitudes	0.165	0.000	Reject H_0	Low and significant correlation
Teacher Self-Efficacy	0.120	0.051	Fail to Reject H_0	Low and non-significant correlation

The table comprehensively presents the correlational report results for the three major variables of the study **Inclusive Attitudes**, **Teacher Self-Efficacy**, and **Instructional Adaptability** along with their respective sub-indicators, standard deviations, means, and descriptive levels. Each variable is systematically arranged to show the degree of consistency and variability in teachers' responses,

highlighting how strongly they exhibit supportive attitudes toward inclusion, confidence in their professional efficacy, and adaptability in instructional practices.

The results presented in **Table 2** provide an analysis of the relationships between the two independent variables and the dependent variable within the special education context. The data reveal that **inclusive attitudes** have a positive *r-value* of **0.165** with a *p-value* of **0.000**. Because the *p-value* is less than the standard 0.05 alpha level, the null hypothesis is rejected. This indicates that there is a low but statistically significant correlation between inclusive attitudes and instructional adaptability. This suggests that when special education teachers demonstrate stronger acceptance and support for inclusive practices, they tend to show a measurable, though modest, increase in their ability to adjust instructional strategies to meet diverse learner needs.

In contrast, the relationship between **teacher self-efficacy** and instructional adaptability shows a different statistical outcome. The *r-value* is calculated at **0.120** with a corresponding *p-value* of **0.051**. Since this *p-value* slightly exceeds the 0.05 threshold, the study fails to reject the null hypothesis. The interpretation of this result is a low and non-significant correlation. While a positive trend is observable, the data do not provide sufficient evidence to conclude that variations in teacher self-efficacy directly influence instructional adaptability among the respondents. These findings imply that teachers' inclusive attitudes may currently play a more statistically evident role in shaping adaptive instructional behaviors than their perceived levels of self-efficacy.

Overall, the results highlight that fostering inclusive attitudes among special education teachers contributes meaningfully to their adaptability in instructional settings, reinforcing the importance of attitudinal development alongside professional competence in inclusive education.

Regression Results

Table 3: Regression Table (n = 278)

Instructional Adaptability	

Variables	Unstandardize			Standardized			Decision	Interpretation
	d Coefficient			Coefficient				
	B	Std. Error		B	T	Sig.		
Constant	1.275	0.44	—	3.92	0.004	—	—	
Inclusive Attitudes	0.139	0.042	0.156	3.32	0.001	Reject H_0		Positive significant influence
Teacher Self-Efficacy	0.051	0.038	0.060	1.32	0.187	Fail to Reject H_0		Non-significant influence

Model Summary:

$R = 0.178$ | $R^2 = 0.0318$ | Adjusted $R^2 = 0.0256$ | $F(2,275) = 4.51$ | $p = 0.012$

Level of Significance: 0.05

Decision Rule: Reject H_0 if $p < 0.05$

Presented in **Table 3** are the predictors and criterion variables. The standardized and unstandardized beta (β) coefficients, together with the p-values, decisions on the hypotheses, and corresponding interpretations, are shown. The table also includes the unstandardized beta, standard error, standardized beta, t-value, p-value, decision on the null hypothesis, and the interpretation for each variable.

The regression analysis presented in **Table 3** provides a statistical basis for understanding how **inclusive attitudes** and **teacher self-efficacy** influence **instructional adaptability** among special education teachers. The model summary indicates an *r-value* of **0.178** and an *r-squared* value of **0.0318**, suggesting that approximately **3.18%** of the variance in instructional adaptability is explained by the combined effect of the independent variables. Although this percentage appears modest, the *F-statistic* of **4.51** with a *p-value* of **0.012** confirms that the overall model is statistically significant at the 0.05 level. This implies that the predictors included in the study exert a reliable influence on the adaptability levels of teachers in inclusive educational settings.

When examining the individual predictors, **inclusive attitudes** emerge as a positive and significant contributor to instructional adaptability. The unstandardized beta of **0.139** and a *p-value* of **0.001** lead to the rejection of the null hypothesis. This positive significant influence suggests that teachers who hold stronger inclusive attitudes are more likely to adjust their teaching strategies effectively to

accommodate diverse learners. Such findings align with inclusive education principles emphasizing that positive beliefs toward inclusion foster flexible and responsive instructional practices.

Conversely, **teacher self-efficacy** demonstrates a non-significant influence on instructional adaptability, as indicated by an unstandardized beta of **0.051** and a *p-value* of **0.187**. The standardized beta of **0.060** implies that variations in teachers' confidence levels do not significantly predict their adaptability in this sample. This result may suggest that while self-efficacy contributes to overall teaching competence, adaptability in inclusive classrooms may depend more on attitudinal factors and institutional support than on personal confidence alone.

Overall, the regression results highlight that **inclusive attitudes** serve as a more statistically evident predictor of instructional adaptability than **teacher self-efficacy**, underscoring the importance of cultivating positive perceptions toward inclusion to enhance adaptive teaching practices among special education teachers.

Predictive Regression

Table 4 shows the regression analysis results for instructional adaptability as a predictor. Path **a** indicates a significant predictive effect, with a coefficient of 1.324 and $p = 0.000$, confirming that instructional adaptability strongly predicts the outcome variable. Path **b** is not significant ($p = 0.187$), suggesting that the secondary predictor does not contribute meaningfully. The direct effect (**c'**) remains significant ($p = 0.001$), while the additional path is not significant ($p = 0.151$). The total effect (**c**) is significant ($p = 0.012$), confirming that instructional adaptability overall predicts the outcome. The regression model is statistically significant ($R^2 = 0.318$, $F = 4.51$, $p = 0.012$), supporting the predictive design of the study.

Table 4. Predictive Regression (n = 278)

Label	Path/Effect	Estimate	SE	Z-	p-value	Decision	Interpretation
				value			
a	Predictor → Outcome	1.324	0.30	0.43	4.47	— 0.000	Reject H_0 Significant
b	Secondary Predictor → Outcome	0.551	0.038	0.038	1.32	— 0.187	Fail to Reject H_0 Not Significant

c'	Direct Effect	0.139	0.042	0.042	3.32	—	0.001	0.001	Reject H ₀	Significant
Additional Path	Combined Predictors	0.067	0.047	0.047	1.43	—	0.151	0.151	Fail to Reject H ₀	Not Significant
c (Total Effect)	Overall Prediction	0.208	0.075	0.075	2.77	—	0.012	0.012	Reject H ₀	Significant

Level of Significance: 0.05

$R = 0.178$ | $R^2 = 0.318$ | Adjusted $R^2 = 0.025$ | $F = 4.51$ | $p = 0.012$

Decision Rule: Reject H₀ if $p < 0.05$

Table 4 presents the regression analysis examining the predictive role of **Instructional Adaptability**. Path **a** shows that the predictor variable significantly predicts the outcome, with a coefficient of 1.324 and a p-value of 0.000. This indicates that higher levels of instructional adaptability are associated with stronger outcomes, and the null hypothesis is rejected.

Path **b** demonstrates a weaker predictive effect, with a coefficient of 0.551 and a p-value of 0.187. Since the p-value is greater than the 0.05 level of significance, the null hypothesis is not rejected, suggesting that this predictor does not significantly contribute to the model.

The next regression path (**c'**) remains significant, with a coefficient of 0.139 and a p-value of 0.001. This confirms that the predictor continues to exert influence on the dependent variable even when other predictors are considered.

Another regression path (**a × b**) yields a coefficient of 0.067 with a p-value of 0.151. Because this exceeds the 0.05 threshold, the null hypothesis is not rejected, indicating that this predictive path is not statistically significant.

Finally, the overall regression model (**c Total**) is significant, with a coefficient of 0.208 and a p-value of 0.012. This demonstrates that instructional adaptability overall has a meaningful predictive effect on the dependent variable.

The model statistics show $R = 0.178$, $R^2 = 0.318$, and adjusted $R^2 = 0.025$, with an F-statistic of 4.51 and a p-value of 0.012. Since the p-value is below the 0.05 level of significance, the regression model is considered statistically significant.

DISCUSSIONS

Discussed in this chapter are the findings of the study. Also, the conclusion and recommendations are presented.

Inclusive Attitudes and Instructional Adaptability Correlation

The finding that inclusive attitudes have a significant positive correlation with instructional adaptability supports earlier studies emphasizing that teachers' openness and supportive attitudes foster flexible instructional practices and responsiveness to diverse learner needs (Santos & Villanueva, 2023). This current finding also affirms the work of Chen and Wu (2024), who highlighted that inclusive perspectives among teachers enhance their ability to adapt cognitively, behaviorally, and affectively in classroom settings. On the other hand, this result contrasts with the study of Ibrahim and Hassan (2025), which argued that attitudes alone may not directly translate into adaptability when institutional resources and training are limited. Notably, Ibrahim and Hassan's study used 150 respondents, whereas the present study was established using 278 respondents, strengthening the reliability of the current finding.

Teacher Self-Efficacy and Instructional Adaptability Correlation

The finding that teacher self-efficacy has a low and non-significant correlation with instructional adaptability diverges from prior studies that emphasized the strong link between teachers' confidence in their instructional strategies and their adaptability in diverse contexts (Garcia & Reyes, 2023). While some scholars such as Kim and Lee (2024) argued that self-efficacy is a critical driver of adaptive teaching, the present study suggests otherwise, indicating that confidence alone may not guarantee adaptability. This finding, however, resonates with Rahman et al. (2025), who found that self-efficacy does not always predict adaptability when external pressures, such as curriculum rigidity and resource limitations, constrain teachers' ability to adjust. Rahman et al. utilized 200 respondents, while the current study was based on 278 respondents, providing a broader empirical basis.

Predictive Role of Inclusive Attitudes and Teacher Self-Efficacy on Instructional Adaptability

The regression analysis revealed that inclusive attitudes significantly predict instructional adaptability, while teacher self-efficacy does not. This finding affirms the study of Santos and Cruz (2023), who emphasized that inclusive perspectives are central to shaping adaptive instructional practices. Similarly, Abdullah et al. (2024) found that inclusive attitudes strongly predict teachers' ability to adjust strategies for diverse learners. In contrast, Torres and Mendoza (2025) argued that adaptability is more strongly influenced by institutional support than by attitudes, suggesting that contextual factors may moderate this relationship. The present study, however, highlights that inclusive attitudes remain a consistent predictor of adaptability, even when self-efficacy is considered.

CONCLUSION

Based on the findings, inclusive attitudes significantly predict instructional adaptability, while teacher self-efficacy does not. This supports the Systems Theory, which posits that teacher attitudes (input) influence instructional adaptability (output) through interacting processes within the educational system.

RECOMMENDATIONS

Based on the conclusion, the following are recommended:

1. Future studies may explore other predictive variables that could account for the unexplained variance in instructional adaptability, beyond inclusive attitudes and self-efficacy.
2. Qualitative research may be conducted to generate themes that explain how teachers develop adaptability, with emerging sub-themes serving as indicators for future predictive models.
3. School leaders may prioritize professional development programs that strengthen inclusive attitudes among teachers, as these are shown to significantly enhance instructional adaptability.
4. Teacher training institutions may integrate modules on inclusive practices into pre-service and in-service programs to ensure adaptability is fostered alongside instructional competence.

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Finally, we dedicate this work to all **teachers handling learners with disabilities**, whose resilience and commitment to inclusive education continue to inspire. May this research contribute to strengthening their instructional adaptability and fostering inclusive practices in Philippine schools.

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