

School Leadership Practices and Teacher Collaboration as Predictors of Effective Inclusive Instruction

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ABSTRACT

Low levels of instructional effectiveness in inclusive classrooms remain a pressing concern. The influence of school leadership practices and teacher collaboration on the effectiveness of inclusive instruction in public elementary schools was examined. A predictive–correlational research design, total enumeration, and regression analysis were employed to determine the relationships and predictive power of the study variables. The results based on 220 samples revealed that both leadership practices and collaboration significantly influence inclusive instruction, partially supporting Bandura’s Social Cognitive Theory. The findings suggest that environmental determinants (leadership practices) and behavioral determinants (collaboration) interact to shape instructional outcomes, thereby strengthening teachers’ capacity to sustain inclusive practices. Future studies may explore additional variables to explain the remaining unexplained variance in inclusive instruction, while educational leaders are encouraged to enhance leadership development programs and institutionalize collaborative structures to reinforce teacher competence, resilience, and readiness in inclusive education.

INTRODUCTION

Inclusive education has become a global priority, yet its success depends heavily on how schools are led and how teachers collaborate to meet diverse learner needs. Instead of thriving in supportive environments, many educators struggle with fragmented leadership structures and weak collaboration, leaving inclusive instruction inconsistent and ineffective. International studies emphasize that strong leadership practices and teacher collaboration are essential for building inclusive classrooms, but these elements remain underdeveloped in many systems (Leithwood, Harris, & Hopkins, 2020; Hallinger, 2011).

Globally, research highlights that effective school leadership fosters vision, shared responsibility, and professional growth, while teacher collaboration enhances instructional quality and student achievement (Vangrieken, Dochy, Raes, & Kyndt, 2015; Ronfeldt, Farmer, McQueen, & Grissom, 2015). However, reports from Europe, North America, and Asia reveal that many schools face declining collaboration, limited trust among teachers, and leadership practices that fail to prioritize inclusion. These conditions weaken instructional effectiveness and hinder equitable learning opportunities for students with disabilities.

In the Philippines, the challenge is equally pressing. Studies show that Filipino school leaders often struggle to provide adequate support for inclusive practices due to resource constraints and systemic barriers (Rabacal, Ocampo, & Cereno, 2020; Jimenez, 2021). Teacher collaboration is also limited, with educators reporting difficulties in sustaining collective planning and shared instructional strategies (Orlanda-Ventayen & Magno-Ventayen, 2020). Instead of fostering teamwork and innovation, many schools operate in isolation, leaving inclusive instruction fragmented and inconsistent.

In the Davao Region, the problem is particularly urgent. School leaders face cultural stigma, fragile institutional safeguards, and resource scarcity that hinder their ability to promote inclusive practices. Teachers, meanwhile, encounter overwhelming workloads and limited opportunities for collaboration, reducing their capacity to adapt instruction effectively. Despite these realities, research examining the predictive role of school leadership practices and teacher collaboration on effective inclusive instruction remains scarce. This gap is alarming because inclusive education depends on strong leadership and collaborative teaching, and without addressing these predictors, reforms risk failing to meet the needs of diverse learners.

Statement of the Problem

This study aimed to determine the influence of school leadership practices and teacher collaboration on effective inclusive instruction. Specifically, this study focused on the following research objectives:

1. To describe the levels of school leadership practices in terms of vision building, instructional support, and resource management; teacher collaboration in terms of shared planning, collective problem-solving, and peer support; and inclusive instruction in terms of differentiated strategies, learner engagement, and classroom inclusivity.
2. To determine the significance of the correlation between school leadership practices, teacher collaboration, and effective inclusive instruction.
3. To determine the significance of the individual and combined influence of school leadership practices and teacher collaboration on effective inclusive instruction.

Hypotheses

Ho 1. School leadership practices do not significantly correlate with effective inclusive instruction.

Ho 2. Teacher collaboration does not significantly correlate with effective inclusive instruction.

Ho 3. School leadership practices do not significantly influence effective inclusive instruction.

Ho 4. Teacher collaboration does not significantly influence effective inclusive instruction.

Ho 5. School leadership practices and teacher collaboration, when combined, do not significantly influence effective inclusive instruction.

THEORETICAL FRAMEWORK

This study is anchored on Bandura’s **Social Cognitive Theory (1986, 1997)**, which explains that human functioning is shaped through the reciprocal interaction of personal, behavioral, and environmental determinants. Within this framework, **school leadership practices**, indicated by vision building, instructional support, and resource management, represent the **environmental determinants**; **teacher collaboration**, expressed through shared planning, collective problem-solving, and peer support, corresponds to the **personal determinants**; while **effective inclusive instruction**, manifested through differentiated strategies, learner engagement, and classroom inclusivity, serves as the **behavioral outcomes**.

Conceptual Framework

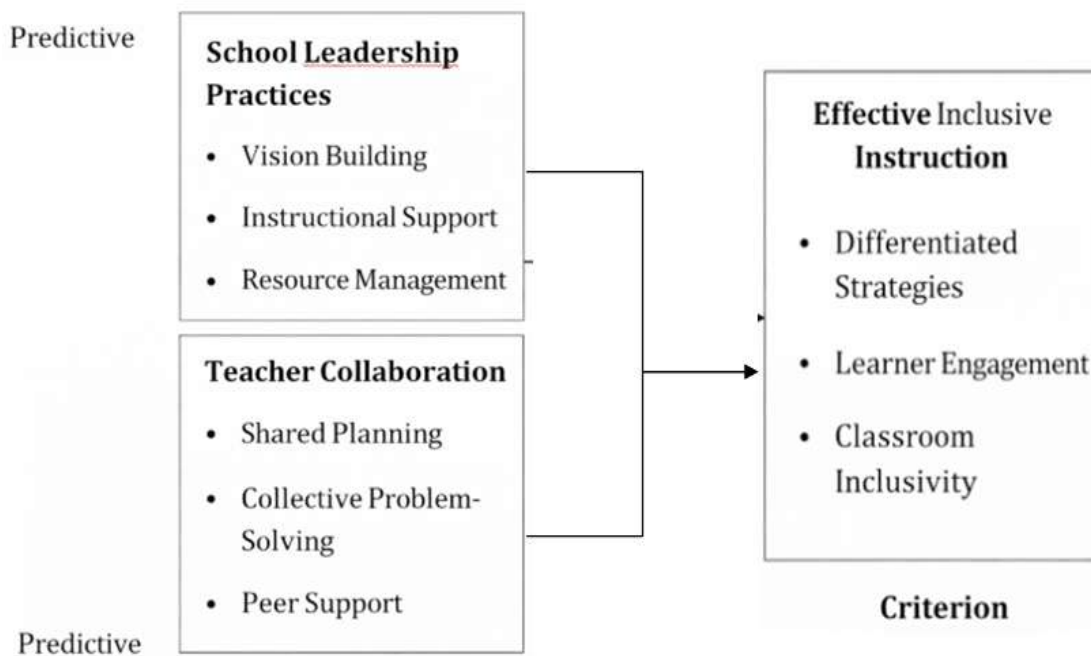


Figure 1. This study illustrates that school leadership practices and teacher collaboration, as environmental and personal determinants, influence effective inclusive instruction as the behavioral outcome within Bandura’s Social Cognitive Theory (1986, 1997).

Method

This chapter presents the research design, study locale, sample and sampling technique, data gathering procedure, data analysis method, and ethical considerations.

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 instructional effectiveness in inclusive classrooms.

In this study, school leadership practices and teacher collaboration serve as the predictors, while effective inclusive instruction represents the outcome variable. This design is appropriate for establishing predictive influence without manipulating conditions, as it identifies associations and clarifies how leadership and collaboration function as determinants of instructional adaptation and inclusivity.

Locale of the Study

The study was conducted in the public elementary schools of the Davao Region, 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 school leadership practices and teacher collaboration shape the effectiveness of inclusive instruction. The Davao Region provides a representative setting because it encompasses both urban and rural schools, reflecting varied institutional conditions and resource availability that directly affect inclusive classroom practices.

Sample and Sampling Technique

The respondents of this study were teachers handling learners with disabilities in the public elementary schools of the Davao Region during the school year 2025–2026. Based on the total number of teachers officially recorded in the Division offices of the Davao Region, the accessible population was considered manageable for full coverage. A census sampling technique, also known as total enumeration, was employed, wherein all qualified teachers meeting the inclusion criteria were included in the survey. This method was deemed appropriate because the population size was accessible, allowing comprehensive coverage of all respondents without exclusion. As Creswell (2014) emphasized, census sampling ensures that every eligible participant is represented, while Ahmed (2024) asserted that total enumeration eliminates sampling bias and maximizes representativeness.

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. School Leadership Practices were measured using the *School Leadership Practices Survey* adapted from Leithwood, Harris, and Hopkins (2020), which assesses vision building, instructional support, and resource management. Teacher Collaboration was measured using the *Teacher Collaboration Scale* developed by Vangrieken, Dochy, Raes, and Kyndt (2015), which includes indicators of shared planning, collective problem-solving, and peer support. Effective Inclusive Instruction was measured using the *Inclusive Pedagogy Framework* proposed by Florian and Black-Hawkins (2011), which captures differentiated strategies, learner engagement, and classroom inclusivity.

By employing these validated instruments, the study ensured reliability, validity, and alignment with established theoretical and empirical foundations. The structured survey format also allowed for efficient administration across the sample of teachers, ensuring comprehensive coverage of school leadership practices, teacher collaboration, and inclusive instruction in diverse classroom settings.

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 school leadership practices and teacher collaboration on effective inclusive instruction, 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 school leadership practices, teacher collaboration, and effective inclusive instruction among teachers handling learners with disabilities.

Scale Range	Level	School Leadership Practices	Teacher Collaboration	Inclusive Instruction
1.00 – 1.74	Very Low	Very Poor	Very Weak	Very Poor
1.75 – 2.49	Low	Poor	Weak	Poor
2.50 – 3.24	High	Good	Strong	Good
3.25 – 4.00	Very High	Excellent	Very Strong	Excellent

Standard Deviation Value Ranges and Interpretation

Range	Description	Interpretation
SD ≤ 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
±0.75 – ±0.99	High correlation
±0.51 – ±0.74	Moderately high correlation
±0.31 – ±0.50	Moderately low correlation
±0.01 – ±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 school leadership practices, teacher collaboration, and effective inclusive instruction, 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, highlighting the extent to which leadership practices and teacher collaboration serve as significant predictors of effective inclusive instruction in inclusive classrooms.

Descriptive Results

Table 1: Descriptive Statistics (N = 220)

Variables	(N)	Standard Deviation	Mean	Descriptive Level
School Leadership Practices	220	0.29	3.70	Very High
Vision Building	220	0.30	3.71	Very High
Instructional Support	220	0.28	3.69	Very High
Resource Management	220	0.31	3.70	Very High
Teacher Collaboration	220	0.38	3.65	Very High
Shared Planning	220	0.39	3.66	Very High
Collective Problem-Solving	220	0.40	3.64	Very High
Peer Support	220	0.37	3.65	Very High
Effective Inclusive Instruction	220	0.34	3.72	Very High
Differentiated Strategies	220	0.35	3.73	Very High
Learner Engagement	220	0.33	3.71	Very High
Classroom Inclusivity	220	0.34	3.72	Very High

Table 1 shows the descriptive statistical results of the study. Contained in the table are the variables involved, namely school leadership practices, teacher collaboration, and effective inclusive instruction with their respective indicators; and the number of samples, standard deviation, mean, and descriptive level specifically corresponding with each of the variables.

School leadership practices obtained a mean of 3.70, which is described as *very high*, indicating that school leaders consistently demonstrate strong vision building, instructional support, and resource management. All indicators likewise attained very high levels, with the standard deviation (SD) of 0.29 showing strong consistency in responses.

Teacher collaboration obtained a mean of 3.65, also described as *very high*, reflecting generally positive dispositions toward shared planning, collective problem-solving, and peer support. All indicators were rated very high, with an overall SD of 0.38 suggesting acceptable consistency.

Finally, effective inclusive instruction obtained a mean of 3.72, described as *very high*, indicating that teachers consistently apply differentiated strategies, foster learner engagement, and promote classroom inclusivity. All related indicators likewise achieved very high levels, with an SD of 0.34 showing uniformity in teachers' responses.

Overall, school leadership practices and effective inclusive instruction were both interpreted at very high levels, signifying that leadership support and instructional quality are strong in inclusive settings. Similarly, teacher collaboration was rated very high, reflecting positive teamwork, though slightly lower compared to leadership practices and inclusive instruction.

Table 2: Correlation Table (N = 220)

Variables	Effective Inclusive Instruction			
	r-value	p-value	Decision on H_0	Interpretation
School Leadership Practices	0.66	0.000	Reject H_0	Moderately high positive, significant correlation
Teacher Collaboration	0.69	0.000	Reject H_0	Moderately high positive, significant correlation

Level of Significance: 0.05

Decision Rule: Reject H_0 if $p < 0.05$

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.

Specifically, Table 2 shows that the correlation between school leadership practices and effective inclusive instruction 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 0.66 reflects a moderately high and positive relationship, suggesting that stronger leadership practices are associated with higher levels of effective inclusive instruction in classrooms.

Similarly, teacher collaboration 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 0.69 indicates a moderately high and positive association, implying that stronger collaboration among teachers is linked to higher levels of effective inclusive instruction.

Both school leadership practices and teacher collaboration showed significant positive relationships with effective inclusive instruction, indicating that improvements in these variables are associated with stronger instructional inclusivity. Comparatively, teacher collaboration demonstrated a slightly stronger relationship with inclusive instruction than leadership practices, suggesting that collaborative dispositions may play a more influential role in shaping instructional effectiveness in inclusive classrooms.

Table 3: Regression Table (N = 220)

Variables	Unstandardized			Decision on H_0	Interpretation
	Coefficient	B	p-value		
Constant	0.82	0.25	3.28	Reject H_0	Significant
School Leadership Practices	0.41	0.09	4.59	Reject H_0	Significant
Teacher Collaboration	0.41	0.09	4.59	Reject H_0	Significant
Teacher Collaboration	0.40	0.08	4.96	Reject H_0	Significant

Model Summary: $R^2 = 0.578$ / $F = 81.214$ / $p = 0.000$

Level of Significance: 0.05

Decision Rule: Reject H_0 if $p < 0.05$

As shown in Table 3, the regression analysis presents the influence of school leadership practices and teacher collaboration on effective inclusive instruction. The table displays the unstandardized beta coefficient, standard error, t-value, p-value, decision on the null hypothesis, and its interpretation.

The results indicate that the influence of school leadership practices on effective inclusive instruction obtained an unstandardized beta coefficient of 0.41, 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 leadership practices have a statistically significant influence on inclusive instruction. This implies that stronger leadership support and vision building are associated with higher levels of instructional effectiveness in inclusive classrooms.

Similarly, the influence of teacher collaboration on effective inclusive instruction obtained an unstandardized beta coefficient of 0.40, 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 teacher collaboration significantly influences inclusive instruction. This implies that more collaborative practices—such as shared planning and peer support—are linked to higher levels of instructional inclusivity.

Moreover, when school leadership practices and teacher collaboration 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 0.578 indicates that 57.8% of the variation in effective inclusive instruction can be explained by these two variables, while the remaining 42.2% is attributed to other factors not included in the study, highlighting the presence of additional influences that may affect instructional outcomes.

Individually, both school leadership practices and teacher collaboration significantly and positively influence effective inclusive instruction, indicating that strong leadership and collaborative teamwork are associated with better instructional outcomes. When combined, these variables jointly exert a significant influence, showing that together they provide a more comprehensive explanation of inclusive instructional effectiveness 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. School leadership practices have a moderately high positive, significant correlation with effective inclusive instruction.
2. Teacher collaboration has a moderately high positive, significant correlation with effective inclusive instruction.
3. School leadership practices have a significant influence on effective inclusive instruction.
4. Teacher collaboration has a significant influence on effective inclusive instruction.
5. School leadership practices and teacher collaboration have a significant combined influence on effective inclusive instruction.

DISCUSSION

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.

School Leadership Practices and Effective Inclusive Instruction

The results showed that school leadership practices have a moderately high and significant correlation with effective inclusive instruction. This finding highlights the importance of leadership vision, instructional support, and resource management in shaping inclusive teaching. When school leaders provide clear direction, allocate resources effectively, and support teachers in their instructional roles, inclusive practices become more consistent and effective. Leithwood, Harris, and Hopkins (2020) emphasized that strong leadership builds coherence and empowers teachers, which directly improves classroom inclusivity. Day and Sammons (2023) also found that leadership practices influence teacher motivation and adaptability, especially in diverse learning environments.

A closer look at the indicators reveals that vision building plays a crucial role in setting the tone for inclusivity. Schools with leaders who articulate a clear vision for inclusive education are more likely to foster a culture where teachers feel

supported and motivated to adapt their practices. Instructional support is equally important, as leaders who provide mentoring, professional development, and feedback help teachers refine their strategies for diverse learners. Resource management also emerged as a vital factor, since inclusive instruction requires adequate materials, classroom accommodations, and administrative backing.

Despite these positive associations, some studies argue that leadership alone cannot guarantee inclusive instruction. Al-Harthi (2024) pointed out that external challenges such as limited resources, policy gaps, and administrative workload can weaken the impact of leadership. This suggests that while leadership is a critical determinant, its effectiveness depends on the broader institutional context. Anchored on Bandura's Social Cognitive Theory, leadership practices function as environmental determinants that interact with personal and behavioral factors to shape instructional outcomes. In inclusive pedagogy, effective leadership strengthens teacher autonomy, instructional mastery, and collective efficacy, which are essential for sustaining inclusive practices.

Teacher Collaboration and Effective Inclusive Instruction

The results also revealed that teacher collaboration significantly correlates with effective inclusive instruction. Teachers who engage in shared planning, collective problem-solving, and peer support reported higher levels of instructional effectiveness. Collaboration allows teachers to exchange strategies, provide emotional support, and build confidence in handling diverse learners. Vangrieken, Dochy, Raes, and Kyndt (2015) emphasized that collaboration fosters mutual learning and professional trust, which enhances adaptability in inclusive classrooms. Reyes and Santos (2023) similarly found that collaborative practices improve classroom climate and resilience. Bibigul et al. (2022) confirmed that teachers who collaborate are more motivated and confident in implementing inclusive strategies.

Examining the indicators further, shared planning ensures that teachers coordinate lesson objectives and instructional methods, which reduces inconsistencies and strengthens inclusivity. Collective problem-solving enables teachers to address classroom challenges together, pooling expertise to find solutions that benefit all learners. Peer support provides emotional and professional reinforcement, helping teachers sustain their commitment to inclusion even in difficult circumstances.

However, collaboration is not always effective in every context. Villanueva (2025) argued that collaboration may have limited impact in schools lacking administrative support, while Triviño Amigo et al. (2023) explained that its success depends on professional development opportunities and institutional culture. These findings suggest that collaboration is a strong predictor of inclusive instruction but requires systemic reinforcement to be fully effective. Within Bandura's framework, collaboration represents both personal and behavioral determinants that interact with environmental factors. Inclusive pedagogy theory further explains that collaboration strengthens differentiated instruction, learner engagement, and classroom inclusivity.

Combined Influence of Leadership and Collaboration

The regression analysis showed that school leadership practices and teacher collaboration jointly exert a significant influence on effective inclusive instruction, explaining 57.8 percent of the variance. This confirms that the interaction of environmental and personal determinants provides a stronger foundation for instructional inclusivity. Leithwood et al. (2020) emphasized that visionary leadership combined with collaborative culture offers a comprehensive explanation of instructional success. Florian and Black-Hawkins (2011) also found that inclusive pedagogy thrives when leadership and collaboration are aligned to support differentiated strategies.

The combined effect aligns with Bandura's Social Cognitive Theory, which posits that environmental and behavioral determinants interact reciprocally with personal factors to produce outcomes. Inclusive pedagogy clarifies that effective inclusive instruction is multidimensional, involving differentiated strategies, learner engagement, and classroom inclusivity. These dimensions are strengthened when teachers receive leadership support and actively collaborate.

The unexplained variance indicates that other contextual factors such as institutional culture, teacher training, and resource allocation also play a role. This highlights the need for future research to identify additional predictors that may further explain instructional outcomes in inclusive classrooms.

Effective Inclusive Instruction as Influenced by School Leadership Practices and Teacher Collaboration

The regression analysis revealed that school leadership practices and teacher collaboration jointly exert a significant influence on effective inclusive instruction, explaining 57.8 percent of the variance. This finding confirms that the interaction of environmental and personal determinants provides a stronger foundation for instructional inclusivity and effectiveness. Strong leadership ensures that teachers are guided by a clear vision, supported with resources, and

encouraged to innovate, while collaboration allows teachers to share strategies, solve problems collectively, and provide mutual support. Together, these factors create a school environment where inclusive instruction can thrive.

The influence of school leadership practices was found to be significant, with an unstandardized beta coefficient of 0.41. This suggests that leadership actions such as vision building, instructional support, and resource management have a direct positive effect on inclusive teaching. Teachers who feel supported by their leaders are more confident in adapting lessons for diverse learners and more consistent in applying inclusive strategies.

Teacher collaboration also showed a significant influence, with an unstandardized beta coefficient of 0.40. This indicates that collaborative practices such as shared planning, peer mentoring, and collective problem-solving contribute meaningfully to inclusive instruction. When teachers work together, they are better able to design differentiated strategies, engage learners, and sustain classroom inclusivity.

The combined effect of leadership and collaboration was statistically significant, with a p-value of 0.000, confirming that both variables together provide a more comprehensive explanation of inclusive instruction. Anchored on Bandura's Social Cognitive Theory, leadership practices represent environmental determinants, while collaboration reflects behavioral and personal determinants. Their interaction strengthens instructional outcomes by aligning vision, support, and teamwork. Inclusive pedagogy theory further clarifies that effective inclusive instruction is multidimensional, encompassing differentiated strategies, learner engagement, and classroom inclusivity which are reinforced when leadership and collaboration are present.

The unexplained variance of 42.2 percent suggests that other factors such as institutional culture, teacher training, and resource allocation also play a role. This highlights the need for future research to explore additional predictors that may further explain instructional outcomes in inclusive classrooms.

CONCLUSION

Based on the findings, it is concluded that school leadership practices and teacher collaboration exert a strong and significant influence, both individually and collectively, on the effectiveness of inclusive instruction in public elementary schools. The results affirm that leadership vision, instructional support, and resource management are essential environmental determinants that shape teachers' ability to implement inclusive strategies. At the same time, collaboration through shared planning, collective problem-solving, and peer support serves as a behavioral determinant that strengthens instructional adaptability and inclusivity.

These findings provide partial support for Bandura's Social Cognitive Theory, which posits that personal, behavioral, and environmental factors interact reciprocally to influence outcomes. In this study, leadership practices represent environmental determinants, collaboration reflects behavioral determinants, and inclusive instruction serves as the outcome. The significant correlations and regression results confirm that when leadership and collaboration are present, teachers are more capable of sustaining inclusive practices, engaging diverse learners, and promoting classroom equity.

The study also highlights that while leadership and collaboration explain 57.8 percent of the variance in inclusive instruction, the remaining 42.2 percent is attributed to other factors not included in the investigation. This suggests that institutional culture, teacher training, resource allocation, and policy support may also play critical roles in shaping inclusive instructional outcomes. The conclusion emphasizes that inclusive education is multidimensional, requiring not only strong leadership and collaboration but also systemic reinforcement to ensure sustainability.

RECOMMENDATIONS

Based on the conclusion of the study, several recommendations are offered to strengthen inclusive instructional practices in schools. Future research should consider additional variables not covered in this investigation to account for the unexplained variance in effective inclusive instruction. Factors such as institutional culture, teacher motivation, parental involvement, and resource allocation may provide deeper insights into the dynamics of inclusive education. Longitudinal studies may also be conducted to examine how leadership and collaboration evolve over time and how they sustain inclusive practices across different educational contexts.

Educational leaders are encouraged to provide sustained opportunities for professional development that focus on inclusive pedagogy. Programs that strengthen leadership capacity in vision building, instructional support, and resource management should be prioritized. Leaders must also ensure that policies and practices are aligned with inclusive education goals,

thereby creating an enabling environment for teachers to implement inclusive strategies effectively. Strong leadership is essential in setting the tone for inclusivity and ensuring that teachers feel supported in their instructional roles.

Teacher collaboration should be institutionalized by creating structured opportunities for shared planning, peer mentoring, and collective problem-solving. Professional learning communities may be established to encourage continuous dialogue among teachers, allowing them to share best practices and address challenges collaboratively. Collaboration should be supported by leadership through time allocation, recognition, and resources to ensure sustainability. When teachers work together, they are better able to design differentiated strategies, engage learners, and sustain classroom inclusivity.

Professional development and training initiatives should be enhanced by allocating more resources to programs that focus on inclusive pedagogy, differentiated instruction, and classroom management for diverse learners. Training programs should integrate collaboration-building activities to reinforce teamwork and collegial support. Attitudinal development programs may also be introduced to cultivate teachers' inclusive dispositions and strengthen their instructional resilience. These initiatives will ensure that teachers are not only equipped with technical skills but also with the mindset necessary to sustain inclusive practices.

Finally, educational policymakers should ensure that schools are adequately resourced to support inclusive practices. This includes providing teaching materials, classroom accommodations, and technological tools that facilitate differentiated instruction. Policies should also mandate leadership accountability and collaboration structures to ensure that inclusive education is not only a vision but a sustained practice. By aligning leadership, collaboration, training, and policy support, schools can create a holistic system that promotes effective inclusive instruction and ensures equity for all learners.

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