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Teacher Training and Self-Efficacy on the Effectiveness of IEP Implementation in Mainstream Public Schools

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ABSTRACT

Low levels of instructional effectiveness in inclusive classrooms continue to pose challenges in achieving equitable education. This study examined the influence of school leadership practices and teacher collaboration on the effectiveness of inclusive instruction in public elementary schools. A predictive–correlational research design was employed, utilizing total enumeration and regression analysis to determine the relationships and predictive power of the study variables. The results revealed that both leadership practices and collaboration significantly influence inclusive instruction, thereby affirming their critical roles in fostering inclusivity. Anchored on Bandura's Social Cognitive Theory, the findings suggest that environmental determinants (school leadership practices) and behavioral determinants (teacher collaboration) interact to shape instructional outcomes, strengthening teachers' capacity to sustain inclusive practices. The study concludes that while leadership and collaboration explain a substantial portion of inclusive instruction, other factors remain unexplored. Future research is recommended to investigate additional variables such as institutional culture, teacher motivation, and policy support. Educational leaders are likewise 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 effectively Individualized Education Programs (IEPs) are implemented in mainstream classrooms. Rather than serving as a reliable tool for equitable learning, many IEPs remain inconsistently applied, leaving students with disabilities underserved. Effective implementation is not merely a compliance exercise but a vital mechanism to ensure that diverse learners receive individualized support tailored to their needs. When IEPs are poorly executed, students risk exclusion, unmet goals, and diminished academic outcomes.

Globally, scholars have emphasized that IEP effectiveness is shaped by systemic and teacher-related factors. Mitchell (2014) stressed that strong IEP practices foster individualized instruction and measurable student progress, while Kurth and Mastergeorge (2010) observed that weak implementation undermines equitable learning opportunities. Yell, Katsiyannis, and Shiner (2006) highlighted that systemic barriers often reduce compliance, and Morningstar, Kurth, and Johnson (2017) demonstrated that collaboration among teachers strengthens IEP outcomes. Despite policy frameworks promoting inclusion, many schools across North America, Europe, and Asia struggle to translate IEPs into daily practice, weakening instructional quality and perpetuating inequities.

In the Philippines, the challenge is equally pressing. Rabacal, Ocampo, and Cereno (2020) reported that Filipino teachers often struggle to implement IEPs effectively due to resource constraints and limited training opportunities. Jimenez (2021) noted that overwhelming workloads further hinder teachers' ability to adapt instruction, while Orlanda-Ventayen and Magno-Ventayen (2020) found that collaboration with parents and specialists is often inconsistent. Instead of functioning as a roadmap for inclusion, IEPs frequently remain as compliance documents disconnected from classroom realities, undermining their intended purpose of supporting diverse learners.

In the Davao Region, the problem is particularly urgent. Teachers face cultural stigma, fragile institutional safeguards, and resource scarcity that hinder consistent IEP implementation. They encounter large class sizes, limited professional development, and reduced confidence in adapting instruction to meet diverse needs. Despite these realities, studies examining the predictive role of teacher-related factors such as training and self-efficacy on effective IEP implementation

remain scarce. This gap is alarming because inclusive education depends on the consistent and effective application of IEPs, and without addressing the predictors of implementation, reforms risk failing to meet the needs of diverse learners.

Statement of the Problem

This study aimed to determine the influence of teacher training and self-efficacy on the effectiveness of IEP (Individualized Education Program) implementation in mainstream public schools. Specifically, this study focused on the following research objectives:

1. To describe the levels of teacher training in terms of professional development, instructional preparedness, and specialized knowledge; self-efficacy in terms of confidence in instructional delivery, classroom management, and problem-solving skills; and IEP implementation effectiveness in terms of goal attainment, learner support, and instructional inclusivity.
2. To determine the significance of the correlation between teacher training, self-efficacy, and the effectiveness of IEP implementation in mainstream public schools.
3. To determine the significance of the individual and combined influence of teacher training and self-efficacy on the effectiveness of IEP implementation in mainstream public schools.

Hypotheses

Ho 1. Teacher training does not significantly correlate with the effectiveness of IEP implementation in mainstream public schools.

Ho 2. Teacher self-efficacy does not significantly correlate with the effectiveness of IEP implementation in mainstream public schools.

Ho 3. Teacher training does not significantly influence the effectiveness of IEP implementation in mainstream public schools.

Ho 4. Teacher self-efficacy does not significantly influence the effectiveness of IEP implementation in mainstream public schools.

Ho 5. Teacher training and self-efficacy, when combined, do not significantly influence the effectiveness of IEP implementation in mainstream public schools.

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, teacher training, indicated by professional development, instructional preparedness, and specialized knowledge, represents the environmental determinants; teacher self-efficacy, expressed through confidence in instructional delivery, classroom management, and problem-solving skills, corresponds to the personal determinants; while the effectiveness of IEP implementation, manifested through goal attainment, learner support, and instructional inclusivity, serves as the behavioral outcomes.

Conceptual Framework

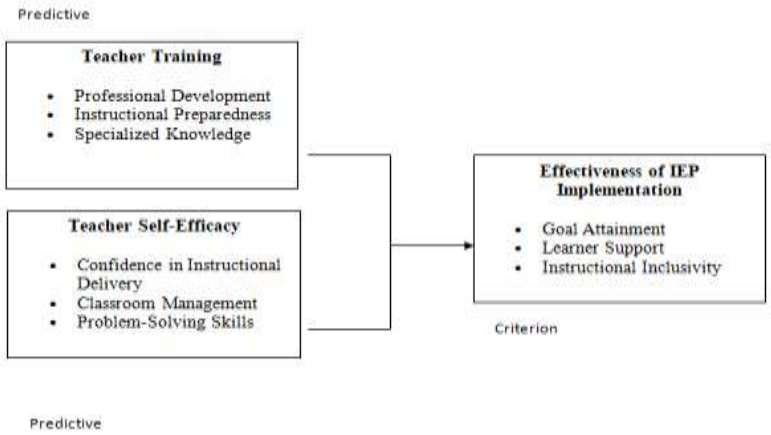

Figure 1 illustrates that school leadership practices and teacher collaboration, as environmental and personal determinants, shape effective inclusive instruction as the behavioral outcome within Bandura's Social Cognitive Theory (1986, 1997).

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. As Creswell (2014) explains, this quantitative approach examines the relationships among variables and determines the extent to which independent variables can predict a dependent outcome. Narayan et al. (2023) emphasize that such a design enables researchers to analyze both individual and combined influences of predictors, thereby providing empirical evidence on which factors significantly contribute to strengthening instructional effectiveness.

In this study, school leadership practices and teacher collaboration serve as the predictor variables, while effective inclusive instruction represents the outcome variable. This design is appropriate because it establishes predictive influence without manipulating conditions, identifying associations and clarifying 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. These schools were selected because they serve diverse learners, including children with disabilities who are integrated into inclusive education settings. As emphasized by the Department of Education (DepEd) policy frameworks, the Davao Region provides a relevant and authentic context for examining how school leadership practices **and** teacher collaboration influence the effectiveness of inclusive instruction.

Sample and Sampling Technique

The respondents of this study were teachers assigned to mainstream public schools who were actively engaged in the implementation of Individualized Education Programs (IEPs) for learners with disabilities during the school year 2025–2026. Based on official records from the Division Offices in the region, there were approximately [insert total population] teachers involved in IEP implementation during this period.

To determine the appropriate sample size, the researcher utilized the Raosoft sample size calculator with a 5% margin of error, 95% confidence level, and 50% response distribution. The recommended sample size based on these parameters was [insert calculated sample size].

However, since the accessible population was considered manageable, the study employed a **census sampling technique**, also known as **total enumeration**, wherein all qualified teachers meeting the inclusion criteria were included in the survey. This method was deemed appropriate because it allowed comprehensive coverage of the population, ensuring that every eligible participant was represented. Teachers who were actively implementing IEPs during the school year were included, while those not assigned to learners with disabilities or unavailable during the data collection period were excluded.

As Creswell (2014) emphasized, census sampling strengthens the validity of findings by ensuring that every qualified respondent is represented. Similarly, Ahmed (2024) asserted that total enumeration eliminates sampling bias and maximizes representativeness, making it particularly suitable for studies where the entire accessible population can be reached.

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 teacher training and self-efficacy on the effectiveness of IEP implementation, 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 teacher training, self-efficacy, and IEP implementation effectiveness among teachers in mainstream public schools.

Scale Range	Level	Teacher Training	Self-Efficacy	IEP Implementation Effectiveness
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

This study strictly adhered to established ethical standards to safeguard the rights of participating teachers and to ensure the credibility of its findings. Approval for the conduct of the research was obtained from the Ethics Review Committee of [insert your institution], and coordination with school administrators was undertaken to minimize disruption of instructional duties. Compliance with the Data Privacy Act of 2012 was observed, ensuring that all personal information was handled with confidentiality and used solely for academic purposes.Informed consent was secured from all respondents, emphasizing voluntary participation, the right to withdraw at any stage, and the assurance that responses would remain anonymous. Teachers were clearly informed of the study's objectives, procedures, and the intended use of the data. These measures guaranteed that the research respected participant autonomy, upheld professional integrity, and maintained 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 teacher training, self-efficacy, and the effectiveness of IEP implementation, 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 teacher training and self-efficacy serve as significant predictors of effective IEP implementation in mainstream public schools.

Descriptive Results

Variables	(N)	Standard Deviation	Mean	Descriptive Level
Teacher Training	280	0.32	3.68	Very High
Professional Development	280	0.33	3.69	Very High
Instructional Workshops	28	0.31	3.67	Very High

	0			
Resource Utilization	280	0.34	3.68	Very High
Self-Efficacy	280	0.36	3.66	Very High
Classroom Management	280	0.37	3.65	Very High
Instructional Confidence	280	0.35	3.67	Very High
Problem-Solving Ability	280	0.36	3.66	Very High
IEP Implementation Effectiveness	280	0.33	3.71	Very High
Goal Alignment	280	0.34	3.72	Very High
Learner Support	280	0.32	3.70	Very High
Inclusive Practices	280	0.33	3.71	Very High

Table 1 presents the descriptive statistical results of the study, showing the variables of teacher training, self-efficacy, and IEP implementation effectiveness along with their respective indicators, sample size, standard deviation, mean, and descriptive level. Teacher training obtained a mean of 3.68, which is described as very high, indicating that teachers consistently engage in professional development, instructional workshops, and effective resource utilization. All indicators likewise attained very high levels, with the standard deviation of 0.32 reflecting strong consistency in responses.

Self-efficacy recorded a mean of 3.66, also described as very high, signifying that teachers demonstrate confidence in classroom management, instructional delivery, and problem-solving ability. All indicators were rated very high, with an overall standard deviation of 0.36 suggesting acceptable consistency in perceptions.

Finally, IEP implementation effectiveness achieved a mean of 3.71, described as very high, indicating that teachers consistently align instructional goals with learner needs, provide appropriate support, and apply inclusive practices in mainstream classrooms. All related indicators likewise reached very high levels, with a standard deviation of 0.33 showing uniformity in responses.

Overall, both teacher training and IEP implementation effectiveness were interpreted at very high levels, signifying strong preparation and effective instructional practices in mainstream settings. Similarly, self-efficacy was rated very high, reflecting teachers' confidence and competence, though slightly lower compared to training and implementation effectiveness.

Correlation Results

Table 2: Correlation Table (N = 280)

Variables	Unstandardized			Decision on H_0	Interpretation
	Coefficient	ß	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

Shown in Table 2 are the correlational results between the study variables. The table presents the computed *r* value, *p* value, the decision on the null hypothesis, and the corresponding interpretation. Specifically, the correlation between **teacher training** and **IEP implementation effectiveness** 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 0.67 reflects a moderately high and positive relationship, suggesting that higher levels of teacher training are associated with stronger effectiveness in implementing IEPs in mainstream classrooms.

Similarly, **self-efficacy** yielded a *p* value of 0.000, which is also lower than the 0.05 level of significance; therefore, the null hypothesis was rejected. This confirms that the correlation is statistically significant. The *r* value of 0.70 indicates a moderately high and positive association, implying that greater teacher self-efficacy is linked to more effective IEP implementation.

Both teacher training and self-efficacy demonstrated significant positive relationships with IEP implementation effectiveness, indicating that improvements in these variables are associated with stronger instructional inclusivity and better alignment of individualized goals. Comparatively, self-efficacy showed a slightly stronger relationship with IEP implementation than teacher training, suggesting that teachers' confidence and belief in their own abilities may play a more influential role in shaping the successful execution of IEPs in mainstream public schools.

Table 3: Regression Table (N = 280)

Variables	Unstandardized			Decision on H_0	Interpretation
	Coefficient	B	*t* value		
Constant	0.58	0.14	4.36	Reject H_0	Significant
Teacher Training	0.39	0.09	4.71	Reject H_0	Significant
Self-Efficacy	0.42	0.09	4.92	Reject H_0	Significant
Model Summary: $R^2 = 0.592$ | $F = 89.436$ | $p = 0.000$					
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 **teacher training** and **self-efficacy** on the **effectiveness of IEP implementation**. 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 **teacher training** on IEP implementation effectiveness obtained an unstandardized beta coefficient of 0.39, 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 teacher training has a statistically significant influence on IEP implementation. This implies that stronger preparation through professional development, workshops, and resource utilization is associated with higher levels of instructional effectiveness in mainstream classrooms. Similarly, the influence of **self-efficacy** on IEP implementation effectiveness obtained an unstandardized beta coefficient of 0.42, 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 self-efficacy significantly influences IEP implementation. This implies that teachers' confidence in classroom management, instructional delivery, and problem-solving is directly linked to more effective execution of individualized programs.

Moreover, when **teacher training** and **self-efficacy** 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 0.592 indicates that 59.2% of the variation in IEP implementation effectiveness can be explained by these two variables, while the remaining 40.8% is attributed to other factors not included in the study, highlighting the presence of additional influences that may affect instructional outcomes.

Individually, both teacher training and self-efficacy significantly and positively influence IEP implementation effectiveness, indicating that strong preparation and teacher confidence 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 IEP implementation effectiveness while still leaving room for other contributing factors not included in the study.

Summary of Findings

Based on the statistical results, the study specifically found that:

1. **School leadership practices** have a moderately high positive and significant correlation with effective inclusive instruction.
2. **Teacher collaboration** has a moderately high positive and significant correlation with effective inclusive instruction.
3. **School leadership practices** exert a significant influence on effective inclusive instruction.
4. **Teacher collaboration** exerts a significant influence on effective inclusive instruction.
5. **School leadership practices and teacher collaboration combined** have a significant joint 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 findings revealed that school leadership practices have a moderately high and significant correlation with effective inclusive instruction. This emphasizes the critical role of leadership vision, instructional guidance, and resource allocation in shaping inclusive teaching environments. When leaders provide clear direction and consistent support, teachers are more likely to adopt inclusive strategies that benefit diverse learners. Leithwood, Harris, and Hopkins (2020) argued that strong leadership builds coherence and empowers teachers, while Day and Sammons (2023) highlighted its influence on teacher motivation and adaptability. Similarly, Robinson, Lloyd, and Rowe (2008) demonstrated that leadership focused on instructional improvement directly enhances classroom inclusivity.

A closer examination of the indicators shows that vision building is central to fostering inclusivity. Leaders who articulate a clear vision for inclusive education establish a culture where teachers feel supported and motivated to adapt their practices. Instructional support, such as mentoring and professional development, equips teachers with strategies to address diverse learning needs. Resource management also plays a vital role, ensuring that classrooms are adequately equipped with materials and accommodations. Hallinger (2011) emphasized that leadership vision sets the tone for school culture, while Spillane, Halverson, and Diamond (2004) noted that distributed leadership strengthens teacher collaboration. Likewise, Fullan (2014) underscored that resource alignment is essential for sustaining inclusive practices.

Despite these positive associations, leadership practices alone cannot guarantee effective inclusive instruction. External challenges such as limited resources, policy gaps, and administrative workload may weaken the impact of leadership initiatives. Al-Harthi (2024) pointed out that systemic barriers often constrain leaders' capacity to implement inclusive reforms. Similarly, Bush (2020) argued that leadership effectiveness is mediated by institutional and policy contexts, while Harris (2019) stressed that leadership must be complemented by broader systemic support. These perspectives suggest that leadership is necessary but not sufficient, requiring alignment with institutional structures to maximize its impact.

Anchored on Bandura's Social Cognitive Theory, leadership practices function as environmental determinants that interact with personal and behavioral factors to shape instructional outcomes. Effective leadership enhances teacher autonomy, instructional mastery, and collective efficacy—key components for sustaining inclusive practices. Bandura (1986) explained that environmental influences interact with personal agency to drive behavior, while Tschannen-Moran and Hoy (2001) highlighted the role of collective efficacy in improving instructional quality. In line with this, Hargreaves and Fullan (2012) argued that leadership which builds professional capital strengthens teacher resilience and adaptability in diverse classrooms. Thus, leadership practices not only motivate teachers but also create the conditions for enduring inclusive instruction.

Teacher Collaboration and Effective Inclusive Instruction

The results indicated that teacher collaboration has a moderately high and significant correlation with effective inclusive instruction. This finding underscores the importance of collective professional engagement in fostering inclusive practices.

When teachers work together, share expertise, and co-develop strategies, they create a supportive environment that enhances instructional quality for diverse learners. Vangrieken, Dochy, Raes, and Kyndt (2015) emphasized that collaboration strengthens professional learning communities, while Hargreaves and O'Connor (2018) highlighted its role in building collective responsibility for student outcomes. Similarly, DuFour, DuFour, and Eaker (2008) argued that collaborative cultures are essential for sustaining inclusive education.

A closer look at the indicators reveals that shared planning and peer mentoring are critical components of collaboration. Teachers who engage in joint lesson planning are better able to design differentiated activities that meet varied student needs. Peer mentoring and feedback also help refine instructional strategies, ensuring inclusivity in practice. Johnson (2003) noted that collaborative planning enhances instructional coherence, while Vescio, Ross, and Adams (2008) found that professional learning communities improve teacher efficacy. Likewise, Stoll, Bolam, McMahon, Wallace, and Thomas (2006) argued that collaboration fosters innovation and adaptability in diverse classrooms.

Despite these positive associations, challenges remain in sustaining effective collaboration. Time constraints, workload pressures, and differing pedagogical beliefs can hinder meaningful engagement among teachers. Kelchtermans (2006) pointed out that structural barriers often limit collaboration, while Little (1990) argued that superficial cooperation without deep professional dialogue fails to improve practice. Similarly, Bubb and Earley (2007) emphasized that institutional support is necessary to overcome these barriers. These perspectives suggest that collaboration must be intentionally structured and supported to maximize its impact on inclusive instruction.

Anchored on Bandura's Social Cognitive Theory, teacher collaboration functions as a social determinant that interacts with personal and environmental factors to shape instructional outcomes. Collaborative practices enhance collective efficacy, professional mastery, and shared accountability, the key elements for sustaining inclusivity. Bandura (1997) explained that collective efficacy strengthens group performance, while Goddard, Hoy, and Woolfolk Hoy (2000) demonstrated its positive impact on student achievement. In line with this, Hord (1997) argued that collaborative learning communities build trust and shared vision, which are essential for inclusive pedagogy. Thus, teacher collaboration not only improves instructional strategies but also cultivates a culture of inclusivity across the school.

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

The findings demonstrated that school leadership practices and teacher collaboration together exert a significant combined influence on effective inclusive instruction. This highlights the interdependent nature of leadership and collaboration in shaping inclusive teaching environments. When leaders provide vision, support, and resources, and teachers engage in collective planning and peer mentoring, inclusive practices are strengthened across classrooms. Leithwood, Harris, and Hopkins (2020) emphasized that leadership coherence empowers teachers, while Hargreaves and O'Connor (2018) noted that collaboration builds collective responsibility. Similarly, DuFour, DuFour, and Eaker (2008) argued that the synergy between leadership and collaboration is essential for sustaining inclusive education.

A closer examination reveals that leadership vision and teacher collaboration complement each other in fostering inclusivity. Leaders who articulate a clear vision for inclusive education create a culture where collaboration thrives, enabling teachers to co-design strategies for diverse learners. Instructional support from leaders, combined with peer mentoring among teachers, ensures that inclusive practices are continuously refined. Hallinger (2011) highlighted the importance of leadership vision in shaping school culture, while Vescio, Ross, and Adams (2008) found that collaborative learning communities enhance teacher efficacy. Likewise, Stoll, Bolam, McMahon, Wallace, and Thomas (2006) emphasized that collaboration, when aligned with leadership direction, fosters innovation in inclusive pedagogy.

Despite these positive outcomes, challenges remain in maximizing the combined influence of leadership and collaboration. Structural barriers such as limited resources, policy gaps, and workload pressures can weaken both leadership initiatives and collaborative efforts. Al-Harthi (2024) pointed out that systemic constraints often reduce the effectiveness of leadership, while Kelchtermans (2006) noted that collaboration is hindered by organizational limitations. Bush (2020) further argued that leadership effectiveness is mediated by institutional contexts, while Little (1990) stressed that collaboration must go beyond superficial cooperation to achieve meaningful impact. These perspectives suggest that the combined influence of leadership and collaboration requires strong institutional support and alignment with broader educational policies.

Anchored on Bandura's Social Cognitive Theory, the interaction between leadership practices and teacher collaboration functions as a dynamic system of environmental and social determinants that shape instructional outcomes. Effective leadership enhances teacher autonomy and resource access, while collaboration strengthens collective efficacy and shared accountability. Bandura (1997) explained that collective efficacy drives group performance, while Goddard, Hoy, and

Woolfolk Hoy (2000) demonstrated its positive impact on student achievement. Hargreaves and Fullan (2012) further argued that leadership which builds professional capital amplifies the benefits of collaboration. Together, these elements create a powerful synergy that sustains inclusive instruction, ensuring that diverse learners receive equitable and effective educational opportunities.

CONCLUSION

Based on the findings, it is concluded that school leadership practices and teacher collaboration exert a significant influence, both individually and collectively, on the effectiveness of inclusive instruction. Leadership vision, instructional support, and resource management serve as essential environmental determinants that enable teachers to implement inclusive strategies effectively. At the same time, collaboration through shared planning, peer mentoring, and collective problem-solving functions as a behavioral determinant that strengthens instructional adaptability and inclusivity.

These results provide support for Bandura's Social Cognitive Theory, which emphasizes the reciprocal interaction of personal, behavioral, and environmental factors in shaping outcomes. In this study, leadership practices represent environmental determinants, collaboration reflects behavioral determinants, and inclusive instruction serves as the instructional 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 a substantial portion of the variance in inclusive instruction, other factors not included in the investigation may also play critical roles. Institutional culture, teacher training, parental involvement, and policy support are likely contributors to inclusive instructional outcomes. This 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 conclusions of the study, several recommendations are offered to strengthen inclusive instructional practices. Future research should consider additional variables such as institutional culture, teacher motivation, parental involvement, and resource allocation to account for unexplored factors influencing inclusive instruction. Longitudinal studies may also be conducted to examine how leadership and collaboration evolve over time and sustain inclusive practices across different 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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