

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

Eureka Amor M. Bagtian¹, Rose Jane A. Castaño², Ariel San Jose³

¹Holy Cross Of Davao College Davao del Sur Philippines,,

²Holy Cross Of Davao College Davao City ,Davao del Sur Philippines,

³Southern Philippines Agribusiness and Marine and Aquatic School of Technology, Malita, Davao Occidental, Davao City, Philippines

ABSTRACT

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

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

INTRODUCTION

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

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

In the Philippines, the situation is equally alarming. Rabacal et al. (2020) noted that Filipino teachers experienced moderate to high risks to their quality of life, with stress and tension escalating during the pandemic. Orlanda-Ventayen and Magno-Ventayen (2020) emphasized that unmanaged stress and depression disturb the joyful environment of classrooms, weakening teachers' psychological well-being. Jimenez (2021) added that teachers' tension levels must be manageable to ensure holistic classroom leadership, yet many remain overwhelmed and unsupported. Instead of feeling empowered, educators often encounter fatigue, emotional exhaustion, and reduced job satisfaction, showing that psychological well-being is not adequately protected in the Philippine education system.

Teachers in the Davao Region face worsening psychological well-being due to resource scarcity, cultural stigma, and fragile institutional safeguards that intensify stress. Ozamiz-Etxebarria et al. (2021) reported that abrupt shifts to remote teaching produced anxiety and depression, realities mirrored in local schools. Rabacal et al. (2020) emphasized that Filipino educators, including those in Mindanao, experienced heightened risks to their quality of life during the pandemic, while Gonzalez et al. (2022) added that excessive workload and lack of support intensified exhaustion and isolation. Despite these

urgent conditions, research on teachers' psychological well-being in inclusive classrooms remains insufficient. Seifert (2005) highlighted that well-being is multidimensional but often neglected in teacher studies, Celestine (2021) explained that low personal growth reflects stagnation and helplessness, and Thakur et al. (2022) stressed that vulnerable educators require special consideration.

SIGNIFICANCE OF THE STUDY

This study is significant as it examines how teachers' self-efficacy and attitudes toward inclusive education shape their psychological well-being in inclusive classrooms. By focusing on educators handling learners with disabilities, the research underscores the importance of strengthening teacher confidence and fostering positive dispositions toward inclusion as essential factors in sustaining resilience and professional satisfaction.

Aligned with the mission of Holy Cross of Davao College to nurture a humane, faith-inspired, and excellent educational environment, the findings contribute to the advancement of **Sustainable Development Goal (SDG) 3: Good Health and Well-Being** and **SDG 4: Quality Education**. Enhancing teacher well-being not only supports their personal growth and emotional stability but also ensures that inclusive education becomes equitable, effective, and sustainable.

Furthermore, the study provides valuable insights for policymakers, school leaders, and practitioners in designing programs that promote self-efficacy development, attitudinal interventions, and institutional support systems.

Statement of the Problem

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

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

Hypotheses

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

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

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

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

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

THEORETICAL

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, teachers' self-efficacy, indicated by instructional strategies, classroom management, and student engagement, represents the behavioral determinants; attitudes toward inclusive education, expressed through perceptions of diversity, acceptance of learners with disabilities, and willingness to adapt instruction, correspond to the personal determinants; while psychological well-being, manifested through autonomy, environmental mastery, personal growth, positive relationships, purpose in life, and self-acceptance, serves as the environmental outcomes.

Conceptual Framework

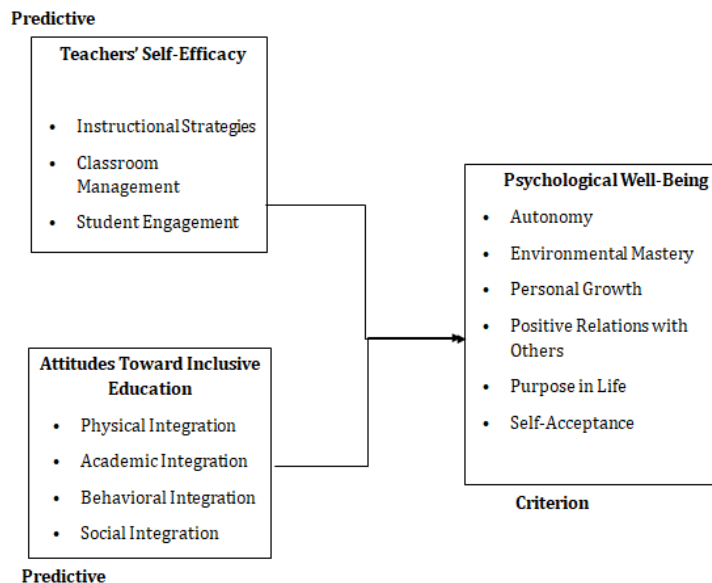


Figure 1. This study illustrates that teachers' self-efficacy and attitudes toward inclusive education, as personal and behavioral determinants, influence their psychological well-being as the environmental outcome within Bandura's Social Cognitive Theory (1986, 1997).

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 teachers' psychological well-being in inclusive classrooms. In this study, teachers' self-efficacy and attitudes toward inclusive education serve as the predictors, while psychological well-being represents the outcome variable, making the design appropriate for establishing predictive influence without manipulating conditions.

Locale of the Study

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

Sample and Sampling Technique

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

Data Analysis Technique

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

The matrix below contains the scale, descriptive level, and corresponding interpretation assigned to each variable involved in this study. This measure was particularly used in describing the levels of teachers’ self-efficacy, attitudes toward inclusive education, and psychological well-being among teachers handling learners with disabilities.

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

Standard Deviation Value Ranges and Interpretation

Range	Description	Interpretation
SD ≤ 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 teachers' self-efficacy, attitudes toward inclusive education, and psychological well-being, followed by the correlation results showing the strength and direction of their relationships, and the regression results identifying the predictive influence of the study variables. The chapter concludes with the summary of findings.

Descriptive Results

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

Table 1: Descriptive Statistics (N = 220)

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

Teachers' self-efficacy obtained a mean of 3.71, which is described as very high, indicating that teachers demonstrate strong confidence in their instructional strategies, classroom management, and student engagement. All indicators likewise attained very high levels, with the standard deviation (SD) of 0.28 showing strong consistency in responses. Attitudes toward inclusive education obtained a mean of 3.62, also described as very high, reflecting generally positive dispositions toward inclusion. All indicators were rated very high, with an overall SD of 0.40 suggesting acceptable consistency. Finally, psychological well-being obtained a mean of 3.73, described as very high, indicating that teachers consistently experience

positive psychological states in inclusive classrooms. All related indicators likewise achieved very high levels, with an SD of 0.35 showing uniformity in teachers' responses.

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

Correlation Results

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

Table 2: Correlation Table (N = 220)

Variables	Psychological Well-Being			
	r-value	p-value	Decision on H_0	Interpretation
Teachers' Self-Efficacy	0.65	0.000	Reject H_0	Moderately high positive, significant correlation
Attitudes Toward	0.68	0.000	Reject H_0	Moderately high positive,

Level of Significance: 0.05

Decision Rule: Reject H_0 if $p < 0.05$

Specifically, Table 2 shows that the correlation between teachers' self- efficacy and psychological well- being obtained a p- value of 0.000, which is lower than the 0.05 level of significance; hence, the null hypothesis was rejected, indicating a statistically significant correlation. The r- value of 0.65 reflects a moderately high and positive relationship, suggesting that stronger self- efficacy is associated with higher levels of psychological well- being among teachers in inclusive classrooms. Similarly, attitudes toward inclusive education yielded a p- value of 0.000, which is lower than the 0.05 level of significance; therefore, the null hypothesis was rejected. This means that the correlation is statistically significant. The r- value of 0.68 indicates a moderately high and positive association, implying that more positive attitudes toward inclusive education are linked to higher levels of psychological well- being. Both teachers' self- efficacy and attitudes toward inclusive education showed significant positive relationships with psychological well- being, indicating that improvements in these variables are associated with stronger psychological resilience in inclusive teaching contexts. Comparatively, attitudes toward inclusive education demonstrated a slightly stronger relationship with psychological well- being than self- efficacy, suggesting that attitudinal dispositions may play a more influential role in shaping teachers' psychological outcomes.

Regression Results

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

Table 3: Regression Table (N = 220)

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

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

Level of Significance: 0.05

Decision Rule: Reject H_0 if $p < 0.05$

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

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

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

Individually, both teachers' self- efficacy and attitudes toward inclusive education significantly and positively influence psychological well- being, indicating that stronger self- beliefs and more positive attitudes are associated with better psychological outcomes. When combined, these variables jointly exert a significant influence, showing that together they provide a more comprehensive explanation of psychological well- being while still leaving room for other contributing factors not included in the study.

Summary of Findings

Based on statistical results, it specifically was found that:

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

DISCUSSIONS

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

Teachers' Self-Efficacy and Psychological Well-Being Correlation

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

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

Attitudes Toward Inclusive Education and Psychological Well-Being Correlation

The results also showed that attitudes toward inclusive education significantly correlate with psychological well-being. Teachers with positive attitudes toward inclusion reported higher levels of satisfaction, emotional stability, and resilience. Dela Cruz and Navarro (2024) emphasized that favorable attitudes foster stronger interpersonal relationships and a sense of purpose, thereby enhancing psychological well-being. Reyes and Santos (2023) similarly found that positive attitudes toward inclusive practices contribute to greater psychological resilience and improved classroom climate.

Bibigul et al. (2022) reported that teachers with positive views toward inclusion demonstrate greater confidence and motivation to implement inclusive strategies, consistent with the present findings. Gal et al. (2025) confirmed that positive perceptions of inclusion significantly influence preparedness and instructional behavior.

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

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

The regression analysis revealed that teachers' self-efficacy and attitudes toward inclusive education jointly exert a significant influence on psychological well-being, explaining 58.1% of the variance. This finding confirms that the interaction of personal and behavioral determinants provides a stronger foundation for resilience and psychological stability. Santos et al. (2023) emphasized that the combination of self-efficacy and positive attitudes provides a more comprehensive explanation of teacher resilience, while Culajara (2023) found that structured training programs enhance both competence and attitudes, thereby improving well-being.

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

CONCLUSION

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

RECOMMENDATIONS

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

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