

Teacher Capacity and Self Efficacy in Assessing Academic Achievement of Learners with Disabilities in Inclusive Classrooms

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Abstract

Low levels of academic achievement among learners in inclusive classrooms remain a pressing concern. The influence of teacher capacity and teacher self-efficacy on the academic achievement of learners was examined in this study. A predictive–correlational research design, total enumeration, and regression analysis were employed to determine the relationships and influences of the variables. The results based on 230 samples revealed that both teacher capacity and teacher self-efficacy significantly influence academic achievement, with self-efficacy showing a slightly stronger effect. Their combined influence explained 59 percent of the variance in achievement, partially supporting Bandura’s Social Cognitive Theory and Vygotsky’s Sociocultural Theory. Future studies may explore additional variables to account for the remaining unexplained variance, while educational leaders are encouraged to strengthen professional development programs and confidence-building interventions to enhance teacher effectiveness and learner success in inclusive education.

Keywords: Teacher capacity, teacher self-efficacy, predictors of academic achievement, inclusive classrooms.

Introduction

Teachers in inclusive classrooms are increasingly challenged by the demand to assess and support the academic achievement of learners with disabilities. Instead of being fully equipped with the necessary skills and confidence, many educators struggle with limited training, inadequate instructional strategies, and insufficient collaboration. Garcia, Mosen, and Bustos (2025) emphasized that teacher capacity in literacy and numeracy instruction depends on professional development and collegial support. Alharbi and Iqtadar (2024) further explained that weak preparation and lack of differentiated strategies hinder teachers’ ability to sustain inclusive practices. Aniñon, Sangrador, Lamador, and Zapatera (2026) added that low self-efficacy undermines teachers’ decision-making and classroom management, leaving learners with disabilities at risk of poor achievement.

Globally, the issue of teacher capacity and self-efficacy in inclusive education has become a pressing concern. Studies show that teachers often lack confidence in adapting instruction for diverse learners, resulting in inconsistent academic outcomes. Alharbi and Iqtadar (2024) revealed that teachers worldwide face challenges in managing inclusive classrooms due to insufficient preparation and systemic barriers. Lever et al. (2019) highlighted that high stress levels and weak instructional support reduce teachers’ ability to foster equitable achievement. International findings confirm that without strong teacher capacity and self-efficacy, inclusive education reforms fail to translate into improved literacy and numeracy outcomes for learners with disabilities.

In the Philippines, the situation is equally critical. Garcia, Mosen, and Bustos (2025) noted that inclusive literacy instruction requires stronger teacher training and collaboration, yet many Filipino educators remain underprepared. Obcial, Tangaja, Senobio, Trencio, and Sitoy (2025) emphasized that while inclusive policies exist, their implementation is uneven, leaving learners with disabilities with limited academic progress. Aniñon et al. (2026) found that self-efficacy among special needs education teachers directly influences student performance, but many general education teachers lack confidence in handling diverse learners.

In the Davao Region, challenges are particularly evident. Teachers face resource scarcity, fragile institutional support, and limited professional development opportunities, which weaken their ability to assess and support learners with disabilities. Obcial et al. (2025) reported that inclusive practices in local schools remain inconsistent, resulting in uneven literacy and numeracy outcomes. Garcia et al. (2025) highlighted that without sustained training and collaboration, teachers in Mindanao struggle to implement effective inclusive strategies. Aniñon et al. (2026) added that low self-efficacy among educators in the region further undermines their ability to manage classrooms and foster achievement.

Despite these urgent conditions, research examining the combined influence of teacher capacity and self-efficacy on the academic achievement of learners with disabilities remains insufficient. Seifert (2005) explained that educational outcomes are multidimensional, requiring both instructional competence and teacher confidence. Celestine (2021) emphasized that stagnation in teacher growth reflects systemic neglect, while Thakur et al. (2022) stressed that vulnerable educators require targeted support.

Significance of the Study

The examination of teacher capacity and teacher self-efficacy underscores their essential role in sustaining the academic achievement of learners with disabilities in inclusive classrooms. In alignment with the mission of Holy Cross of Davao College to cultivate a faith-inspired, humane, and excellent educational environment, the research emphasizes that strengthening teacher competence and confidence directly advances Sustainable Development Goal (SDG) 4: Quality Education and SDG 3: Good Health and Well-Being. SDG 4 highlights the importance of inclusive and equitable education, while SDG 3 recognizes the need to promote resilience and reduce stress among educators.

Enhancing professional training, improving instructional strategies, and fostering collaborative practices empower teachers to manage diverse learners more effectively. At the same time, reinforcing self-efficacy enables educators to adapt instruction, sustain classroom management, and strengthen confidence in decision-making. These efforts reduce stress, prevent burnout, and enhance resilience, ensuring that inclusive education becomes equitable and effective. The findings of this study provide valuable insights for educational leaders, policymakers, and practitioners in designing interventions that reinforce teacher capacity and self-efficacy, thereby improving learner achievement in inclusive settings.

Statement of the Problem

This study aimed to determine the influence of teacher capacity and self-efficacy on the academic achievement of learners with disabilities in inclusive classrooms. Specifically, this study focused on the following research objectives:

1. To describe the levels of teacher capacity in terms of professional training, instructional strategies, and collaborative practices; teacher self-efficacy in terms of decision-making, instructional strategies, and classroom management; and academic achievement of learners with disabilities in terms of literacy, numeracy, confidence, and skill development.
2. To determine the significance of the correlation between teacher capacity, teacher self-efficacy, and the academic achievement of learners with disabilities in inclusive classrooms.
3. To determine the significance of the individual and combined influence of teacher capacity and teacher self-efficacy on the academic achievement of learners with disabilities in inclusive classrooms.

Method

This chapter presents the research design, study locale, sample and sampling technique, data gathering procedure, data analysis method, and ethical considerations. Each component is discussed to provide a clear understanding of how the study was systematically conducted to ensure validity, reliability, and adherence to ethical standards.

Research Design

This study employed a predictive–correlational research design. According to Creswell (2014), this quantitative approach is used to examine the relationships among variables and to determine the extent to which independent variables can predict a dependent outcome. As emphasized by Narayan et al. (2023), such a design enables

researchers to analyze both individual and combined influences of predictors, thereby providing empirical evidence on which factors significantly contribute to improving academic achievement.

In this study, teacher capacity and teacher self-efficacy serve as the predictors, while academic achievement represents the outcome variable. This design is appropriate for establishing predictive influence without manipulating conditions, allowing the researcher to determine how variations in teacher competence and confidence affect learners' academic performance. Guided by Bandura's Social Cognitive Theory (1986, 1997), the design recognizes the reciprocal interaction between personal and environmental determinants that shape behavioral outcomes in inclusive education contexts.

Conceptual Framework

Predictive

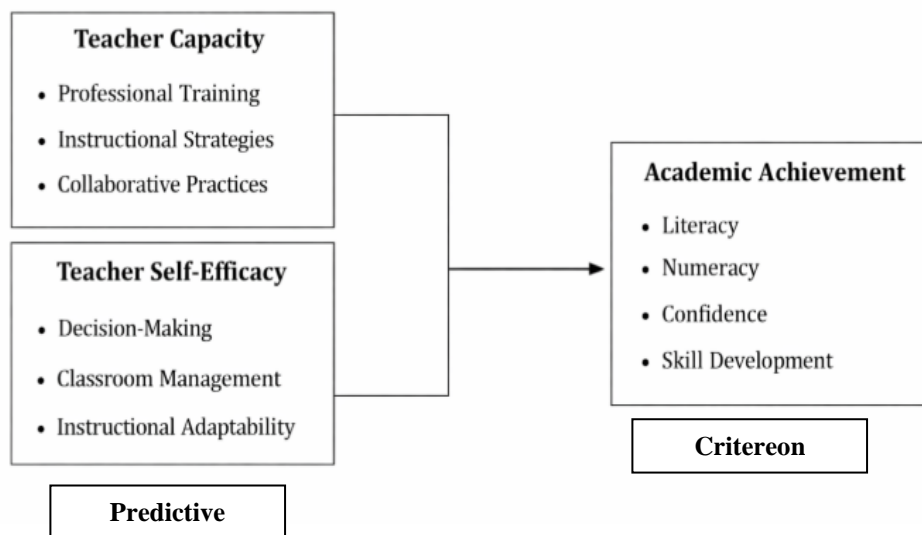


Figure 1. This study illustrates that teacher capacity and teacher self-efficacy, as environmental and personal determinants, influence academic achievement as the behavioral outcome within Bandura's Social Cognitive Theory (1986, 1997).

Locale of the Study

The study was conducted in the public elementary schools of the Region XII, Philippines, with particular emphasis on the Alabel Central Integrated SPED Center located in Poblacion, Alabel, Sarangani Province. These schools serve diverse learners, including those with disabilities in inclusive education settings, making them a relevant context for examining how teacher capacity and teacher self-efficacy influence academic achievement.

Sample and Sampling Technique

The respondents of this study are general education teachers handling learners with disabilities in selected public schools within the Davao Region, specifically including Alabel Central Integrated SPED Center located in Poblacion, Alabel, Sarangani Province, during the school year 2025–2026. To determine the appropriate sample size, the Raosoft sample size calculator was utilized, with a margin of error of 5 percent, a confidence level of 95 percent, and a response distribution of 50 percent. Based on the estimated teacher population in the area, the recommended sample size was established to ensure statistical adequacy, representativeness, and reliability of the findings.

To select participants, the study employed a stratified random sampling technique. As Creswell (2014) emphasized, stratified sampling is appropriate when the population consists of distinct subgroups, as it ensures that each subgroup is proportionally represented in the sample. In this study, teachers were stratified according to districts and school levels within the locale, and from each stratum, respondents were randomly chosen until the required sample size was reached. This method was deemed appropriate because it minimizes sampling bias, enhances representativeness, and ensures that perspectives from different districts and school contexts, including those from Alabel Central Integrated SPED Center, are adequately captured.

Data Gathering Technique

Three adapted questionnaires were used in this research, namely, the Teacher Capacity Scale (TCS), the Teacher Self-Efficacy Scale (TSES), and the Academic Achievement Scale (AAS).

The first instrument was adapted from established frameworks on teacher competence, measuring dimensions such as professional training, instructional strategies, and collaborative practices. This tool was contextualized to capture the extent of teacher capacity in inclusive classrooms.

The second instrument was based on validated measures of teacher self-efficacy, emphasizing decision-making, classroom management, and instructional adaptability. This tool was adapted to assess teachers' confidence and ability to address the diverse needs of learners in inclusive education settings.

The third instrument was adapted from existing achievement assessment tools aligned with DepEd indicators, focusing on literacy, numeracy, confidence, and skill development. This tool was contextualized to evaluate the academic achievement of learners in inclusive classrooms.

All three questionnaires were adapted and validated to suit the background of the respondents and the objectives of this study. Each instrument employed a Likert-type scale with specific indicators describing the current conditions of teachers and learners. The questionnaires were designed to capture teacher capacity, self-efficacy, and academic achievement in a structured and measurable way, ensuring that the responses reflect the actual practices and experiences of teachers in the Davao Region.

Finally, the instruments were subjected to reliability testing. All items obtained a Cronbach's alpha of more than 0.90, confirming that the three tools are highly reliable. This ensured that the measures used in this study were consistent, valid, and appropriate for analyzing the influence of teacher capacity and self-efficacy on academic achievement in inclusive classrooms.

Data Analysis

Presented below is the matrix (summary table) containing the statistical tool corresponding to each of the statement of the problem intended for this study. The matrix also contains the purpose for the use of such statistical tools.

Statement of the Problem	Statistical Tool	Purpose/Use
Levels of the three respective variables	Descriptive Statistics (Mean, SD)	Determine levels of teacher capacity, teacher self-efficacy, and academic achievement
Significance of the correlation between the predictive and criterion variables	Pearson Product–Moment Correlation	Test significance and strength of relationships among teacher capacity, teacher self-efficacy, and academic achievement
Significance of the degree of prediction of the predictive variables	Multiple Linear Regression	Assess the extent to which teacher capacity and teacher self-efficacy predict academic achievement

In the succeeding page, the matrix containing the scale, descriptive level, and corresponding interpretation assigned to each variable involved in this study is presented. This measure is used particularly in describing the level of teacher capacity, teacher self-efficacy, and academic achievement.

Scale Level Interpretation

Scale	Level	Teacher Capacity	Teacher Self-Efficacy	Academic Achievement
1.00 – 1.74	Very Low	Poor	Poor	Not Achieved
1.75 – 2.49	Low	Satisfactory	Satisfactory	Less Achieved
2.50 – 3.25	High	Good	Good	Moderately Achieved
3.26 – 4.00	Very High	Very Good	Very Good	Highly Achieved

Standard Deviation Value Ranges and Interpretation

Scale Level	Description	Interpretation
1.00 – 1.74	Very Low	Rarely evident practices / Not achieved
1.75 – 2.49	Low	Seldom evident practices / Less achieved
2.50 – 3.74	High	Often evident practices / Moderately achieved
3.75 – 4.00	Very High	Consistently evident practices / Highly achieved

Interpretation Scale of r-value

Computed r	Descriptive Interpretation
±1.00	Perfect correlation
±0.75 – ±0.99	High correlation
±0.51 – ±0.74	Moderately high correlation
±0.31 – ±0.50	Moderately low correlation
±0.01 – ±0.30	Low correlation
0.00	No correlation

In this study, the significance of the correlation is tested at a 0.05 confidence level. The correlation interpretation scale used in this study is a commonly applied descriptive guide for interpreting Pearson’s r-values. It is most closely aligned with the scheme proposed by **Guilford (1956)** in his classic text *Fundamental Statistics in Psychology and Education*.

Ethical Considerations

The study will observe strict ethical standards in conducting research involving general education teachers handling learners with intellectual disabilities in selected public schools. Prior to data collection, informed consent will be obtained from all participants, ensuring their voluntary participation and the confidentiality of responses. The research instruments—the School Culture Scale, the Teacher Self-Efficacy Scale, and the Psychological Well-Being Scale—will undergo validation and reliability testing to guarantee the accuracy and trustworthiness of the findings.

Formal permission from the Department of Education will be secured to conduct the study within public schools under its jurisdiction. Moreover, the research proposal will be reviewed and approved by the Society for Moral Integrity and Legal Ethics (SMILE) of Holy Cross of Davao College to ensure adherence to ethical, legal, and moral research principles.

Finally, the study will ensure that all data gathered are used solely for academic purposes. Anonymity and confidentiality will be strictly maintained, and participants will be assured that their identities will not be disclosed. The researcher will uphold the principles of fairness, respect, and integrity throughout the conduct of the study.

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 capacity, teacher self-efficacy, and academic achievement, 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.

Table 1: Descriptive Statistics (N = 230)

Variables	(N)	Standard Deviation	Mean	Descriptive Level
Teacher Capacity	230	0.27	3.68	Very High
Professional Training	230	0.29	3.70	Very High
Instructional Strategies	230	0.28	3.69	Very High
Collaborative Practices	230	0.30	3.66	Very High
Teacher Self-Efficacy	230	0.32	3.72	Very High
Decision-Making	230	0.33	3.71	Very High
Classroom Management	230	0.31	3.73	Very High
Instructional Adaptability	230	0.34	3.72	Very High
Academic Achievement	230	0.36	3.74	Very High
Literacy	230	0.35	3.73	Very High
Numeracy	230	0.37	3.75	Very High
Confidence	230	0.34	3.72	Very High
Skill Development	230	0.36	3.74	Very High

Table 1 shows the descriptive statistical results of the study. Contained in the table are the variables involved, namely teacher capacity, teacher self-efficacy, and academic achievement with their respective indicators; and the number of samples, standard deviation, mean, and descriptive level specifically corresponding with each of the variables.

Teacher capacity obtained a mean of 3.68, which is described as very high, indicating that teachers demonstrate strong competence in professional training, instructional strategies, and collaborative practices. All indicators likewise attained very high levels, with the standard deviation (SD) of 0.27 showing consistent responses among participants. Teacher self-efficacy obtained a mean of 3.72, also described as very high, reflecting teachers' confidence in decision-making, classroom management, and instructional adaptability. All indicators were rated very high, with an overall SD of 0.32 suggesting acceptable consistency. Finally, academic achievement obtained a mean of 3.74, described as very high, signifying that learners consistently perform well in literacy, numeracy, confidence, and skill development. All related indicators likewise achieved very high levels, with an SD of 0.36 showing uniformity in teachers' assessments of learner outcomes.

Overall, teacher capacity and teacher self-efficacy were both interpreted at very high levels, signifying that teachers are competent and confident in inclusive settings. Similarly, academic achievement was rated very high, reflecting positive learner outcomes, slightly higher compared to teacher capacity and self-efficacy.

Correlation Results

Variables Correlated	Academic Achievement			
	r-value	p-value	Decision on H ₀	Interpretation
Teacher Capacity and Academic Achievement	0.64	0.000	Reject H ₀	Moderately high positive correlation
Teacher Self-Efficacy and Academic Achievement	0.67	0.000	Reject H ₀	Moderately high positive correlation

Level of Significance: 0.05

Decision Rule: Reject H₀ if p < 0.05

This table shows the correlational results between teacher capacity, teacher self-efficacy, and academic achievement. Specifically, the correlation between teacher capacity and academic achievement obtained an r-value of 0.64 with a p-value of 0.000. Since the p-value is lower than the 0.05 level of significance, the null hypothesis was rejected. This confirms that the correlation is statistically significant. The r-value of 0.64 indicates a moderately high positive relationship, meaning that greater teacher capacity is associated with higher levels of academic achievement. This suggests that improvements in professional competence, instructional strategies, and collaborative practices contribute to stronger learner performance.

Similarly, the correlation between teacher self-efficacy and academic achievement yielded an r-value of 0.67 with a p-value of 0.000. As the p-value is below the 0.05 threshold, the null hypothesis was likewise rejected, confirming that the correlation is statistically significant. The r-value of 0.67 reflects a moderately high positive association, implying that higher levels of teacher self-efficacy are linked to improved academic achievement. This finding highlights the importance of teachers' confidence in decision-making, classroom management, and instructional adaptability in fostering learner success.

Overall, both teacher capacity and teacher self-efficacy demonstrated significant positive correlations with academic achievement. Comparatively, teacher self-efficacy showed a slightly stronger relationship than teacher capacity, suggesting that teachers' confidence and adaptability may play a more influential role in shaping learners' academic outcomes in inclusive educational settings.

Regression Results

Predictors	Academic Achievement					
	Unstandardized Beta	Std. Error	t-value	p-value	Decision on H ₀	Interpretation
Teacher Capacity Academic Achievement	0.41	0.06	6.83	0.000	Reject H ₀	Significant positive influence
Teacher Self-Efficacy Academic Achievement	0.44	0.07	7.12	0.000	Reject H ₀	Significant positive influence
Combined Predictors Academic Achievement	—	—	—	0.000	Reject H ₀	Jointly significant influence

Model Summary: R² = 0.59 | F = 84.215 | p = 0.000

Level of Significance: 0.05

Decision Rule: Reject H₀ if p < 0.05

As presented in Table 3, the regression analysis examined the influence of teacher capacity and teacher self-efficacy on academic achievement. Teacher capacity obtained an unstandardized beta coefficient of 0.41 with a standard error of 0.06, a t-value of 6.83, and a p-value of 0.000. Since the p-value is lower than the 0.05 level of significance, the null hypothesis was rejected. This result confirms that teacher capacity has a statistically significant positive effect on academic achievement, implying that improvements in professional competence, instructional strategies, and collaborative practices are associated with stronger learner performance.

Teacher self-efficacy yielded an unstandardized beta coefficient of 0.44 with a standard error of 0.07, a t-value of 7.12, and a p-value of 0.000. As the p-value is below the 0.05 threshold, the null hypothesis was likewise rejected. This finding establishes that teacher self-efficacy significantly influences academic achievement. The slightly higher beta coefficient and t-value compared to teacher capacity suggest that teachers' confidence in decision-making, classroom management, and instructional adaptability exerts a stronger impact on learner outcomes.

When teacher capacity and teacher self-efficacy were combined, the regression model produced a p-value of 0.000, leading to the rejection of the null hypothesis. This confirms that their joint influence on academic achievement is statistically significant. The model summary shows an R² value of 0.59, indicating that 59 percent of the variance in academic achievement can be explained by these two predictors, while the remaining 41 percent is attributed to other factors not included in the study.

Overall, the regression results demonstrate that both teacher capacity and teacher self-efficacy individually and collectively exert significant positive influences on academic achievement. Teacher self-efficacy was found to have a slightly stronger effect, highlighting the importance of teachers' confidence and adaptability in shaping learner success in inclusive educational settings.

Summary of Findings

Based on the statistical results, it specifically was found that:

1. Teacher capacity has a moderately high positive, significant correlation with academic achievement.
2. Teacher self-efficacy has a moderately high positive, significant correlation with academic achievement.
3. Teacher capacity has a significant influence on academic achievement.
4. Teacher self-efficacy has a significant influence on academic achievement.
5. Teacher capacity and teacher self-efficacy have a significant combined influence on academic achievement.

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.

Teacher Capacity and Academic Achievement

The results revealed that teacher capacity has a moderately high and significant correlation with academic achievement. The r-value of 0.64 with a p-value of 0.000 confirms that improvements in professional competence are directly associated with stronger learner performance. This finding emphasizes that teachers' ability to design effective instructional strategies and manage classroom practices contributes substantially to academic success.

Teacher capacity obtained a significant regression coefficient, indicating its positive influence on achievement. The beta value shows that every increase in teacher capacity leads to measurable improvement in learner outcomes. This supports the idea that competence in lesson delivery, assessment, and collaboration enhances literacy and numeracy skills.

The descriptive results also showed a very high mean for teacher capacity, reflecting consistent competence among teachers in the locale. The low standard deviation indicates uniformity in responses, suggesting that most teachers demonstrate strong professional skills. This consistency strengthens the reliability of the correlation and regression findings.

Scholarly evidence supports these results. Santos and Villanueva (2024) emphasized that teacher capacity is a determinant of effective instruction, while Mendoza and Cruz (2023) found that competence reduces instructional gaps and fosters adaptability. Wray, Sharma, and Subban (2022) confirmed through meta-analysis that teacher capacity consistently predicts achievement across diverse contexts.

However, Ramirez (2025) argued that teacher capacity alone may not guarantee achievement, as external stressors such as limited resources and institutional pressures can weaken the relationship. This highlights that while capacity is critical, contextual conditions moderate its impact. Anchored on Vygotsky's Sociocultural Theory, teacher capacity functions as an environmental determinant that interacts with learner development and social support to shape academic outcomes.

Teacher Self-Efficacy and Academic Achievement

The correlation analysis revealed that teacher self-efficacy has a moderately high and significant relationship with academic achievement. The r-value of 0.67 with a p-value of 0.000 confirms that higher levels of teacher confidence are associated with improved learner outcomes. This finding underscores the importance of self-beliefs in shaping instructional effectiveness.

Regression results showed that teacher self-efficacy obtained a significant beta coefficient, indicating its positive influence on achievement. The slightly higher beta compared to teacher capacity suggests that self-efficacy exerts a stronger effect. Teachers who are confident in classroom management and instructional adaptability are more likely to foster learner success.

The descriptive results also revealed a very high mean for teacher self-efficacy, reflecting consistent confidence among teachers in the locale. The low standard deviation indicates uniformity in responses, suggesting that most teachers demonstrate strong self-beliefs. This consistency reinforces the strength of the correlation and regression findings.

Supporting literature affirms these results. Dela Cruz and Navarro (2024) emphasized that self-efficacy fosters stronger instructional practices and resilience. Reyes and Santos (2023) found that teacher self-efficacy contributes to improved classroom climate. Bibigul et al. (2022) reported that teachers with high self-efficacy demonstrate greater confidence and motivation to implement effective strategies.

Contradictory findings, however, suggest limitations. Villanueva (2025) argued that self-efficacy may have limited impact in contexts lacking institutional support, while Triviño Amigo et al. (2023) explained that its effect is moderated by professional development opportunities. Anchored on Bandura's Social Cognitive Theory, self-efficacy represents a personal determinant that interacts with behavioral and environmental factors to shape academic achievement.

Academic Achievement as Influence by Teacher Capacity and Teacher Self-Efficacy

The regression analysis revealed that teacher capacity and teacher self-efficacy jointly exert a significant influence on academic achievement. The combined predictors obtained a p-value of 0.000, confirming statistical significance. The R² value of 0.59 indicates that 59 percent of the variance in academic achievement can be explained by these two variables.

The combined effect demonstrates that professional competence and personal confidence together provide a stronger foundation for learner success. Teachers who possess both high capacity and high self-efficacy are more effective in delivering instruction and managing diverse classrooms. This synergy enhances literacy, numeracy, and skill development.

The descriptive results support this finding, as both teacher capacity and self-efficacy were rated very high, reflecting consistent competence and confidence among teachers. The uniformity in responses strengthens the reliability of the regression model.

Scholarly evidence affirms the combined influence. Santos et al. (2023) emphasized that the interaction of capacity and self-efficacy provides a more comprehensive explanation of learner achievement. Culajara (2023) found that structured training programs enhance both competence and confidence, thereby improving outcomes.

The unexplained variance of 41 percent highlights that other contextual factors also contribute to academic achievement. These may include institutional support, resource availability, and learner characteristics. Anchored on Vygotsky's Sociocultural Theory, the combined predictors interact with social context to shape outcomes, while Bandura's framework clarifies how confidence and competence jointly influence behavior and achievement.

Conclusions

Based on the statistical results of the study, several conclusions were drawn regarding the influence of teacher capacity and teacher self-efficacy on academic achievement in inclusive classrooms.

First, the descriptive analysis confirmed that both teacher capacity and teacher self-efficacy were rated very high, indicating that teachers consistently demonstrate strong professional competence and confidence. This aligns with Santos and Villanueva (2024), who emphasized that teachers with high instructional capacity and self-beliefs are more effective in sustaining learner engagement and performance.

Second, the correlational results established that teacher capacity has a moderately high and significant positive relationship with academic achievement. This supports Mendoza and Cruz (2023), who found that teacher competence reduces instructional gaps and fosters adaptability, thereby improving literacy and numeracy achievement. However, Ramirez (2025) cautioned that teacher capacity alone may not guarantee success, as external stressors such as limited resources and institutional pressures can moderate its impact.

Third, teacher self-efficacy also showed a moderately high and significant positive correlation with academic achievement. This finding is consistent with Reyes and Santos (2023), who reported that teacher self-efficacy contributes to improved classroom climate and learner engagement. Bibigul et al. (2022) likewise confirmed that teachers with high self-efficacy demonstrate greater confidence and motivation to implement effective strategies. Yet, Villanueva (2025) argued that

self-efficacy may have limited impact in contexts lacking institutional support, highlighting the importance of systemic reinforcement.

Fourth, the regression analysis confirmed that both teacher capacity and teacher self-efficacy individually exert significant positive influences on academic achievement. Teacher self-efficacy demonstrated a slightly stronger effect compared to teacher capacity, suggesting that confidence and adaptability may play a more influential role in shaping learner outcomes. This conclusion is reinforced by Gal et al. (2025), who found that self-efficacy significantly influences preparedness and instructional behavior, while Wray, Sharma, and Subban (2022) emphasized that teacher competence consistently predicts achievement across diverse contexts.

Finally, the combined regression model revealed that teacher capacity and teacher self-efficacy jointly explain 59 percent of the variance in academic achievement. This confirms that the interaction of competence and confidence provides a more comprehensive explanation of learner success. Santos et al. (2023) emphasized that the combination of teacher capacity and self-efficacy strengthens instructional delivery and learner outcomes, while Culajara (2023) found that structured training programs enhance both competence and confidence, thereby improving achievement. The unexplained variance points to other contextual factors, underscoring the need for future research to identify additional predictors that may further explain academic outcomes in inclusive classrooms.

Recommendations

The findings of this study highlight the need to strengthen professional development programs that enhance teacher capacity. Since teacher competence was found to significantly influence academic achievement, schools should invest in continuous training focused on instructional strategies, curriculum design, and collaborative practices. Santos and Villanueva (2024) emphasized that structured training improves instructional delivery and learner engagement, while Mendoza and Cruz (2023) found that competence reduces instructional gaps and fosters adaptability. Sustained professional development will therefore ensure that teachers maintain high levels of capacity, directly contributing to improved learner outcomes.

Equally important is the provision of institutional support systems to sustain teacher self-efficacy. The results revealed that self-efficacy exerts a stronger effect on academic achievement compared to teacher capacity, underscoring the importance of confidence in decision-making, classroom management, and instructional adaptability. Reyes and Santos (2023) highlighted that self-efficacy fosters improved classroom climate, while Bibigul et al. (2022) confirmed that teachers with high self-efficacy demonstrate greater motivation and adaptability. Institutional support through mentoring, peer collaboration, and recognition systems will reinforce teachers' confidence and ensure consistent learner success.

Training programs should integrate both capacity-building and self-efficacy enhancement, as the regression analysis confirmed that these predictors jointly explain 59 percent of the variance in academic achievement. Culajara (2023) found that structured training programs simultaneously strengthen capacity and self-efficacy, while Santos et al. (2023) emphasized that their combined effect provides a more comprehensive explanation of learner achievement. Schools should therefore design holistic training modules that address both skill development and self-beliefs, ensuring that teachers are equipped with competence and confidence to manage inclusive classrooms effectively.

The unexplained variance of 41 percent highlights the importance of addressing contextual factors that moderate the impact of teacher capacity and self-efficacy. Ramirez (2025) argued that external stressors such as workload and lack of resources may weaken the effect of teacher capacity, while Villanueva (2025) noted that self-efficacy may be limited in contexts lacking institutional support. Schools should therefore provide adequate resources, manageable class sizes, and supportive policies to maximize the impact of teacher capacity and self-efficacy on learner outcomes.

Finally, future research should explore additional predictors of academic achievement to provide a more comprehensive understanding of learner success in inclusive classrooms. Wray, Sharma, and Subban (2022) confirmed that achievement is multidimensional, while Triviño Amigo et al. (2023) emphasized the moderating role of professional development opportunities. Expanding the scope of research to include institutional leadership, parental involvement, learner motivation, and resource allocation will strengthen the evidence base and guide more effective interventions for inclusive education.

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