TEACHER EFFICACY AND ATTITUDE IN INCLUSIVE EDUCATION AS PREDICTORS OF READINESS FOR INCLUSIVE EDUCATION: AN EXPLANATORY SEQUENTIAL DESIGN

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ABSTRACT

This explanatory sequential mixed method study aimed to know the status and determine the influence of teacher efficacy and attitude in inclusive education to teachers' readiness for inclusive education. The participants were the teachers from the public elementary schools in Region XI, Philippines, who were purposively selected. The researcher made use of validated adapted survey questionnaires and in-depth interview guide to collect relevant data. Mean, standard deviation, regression and thematic analysis were used to analyze the corresponding data gathered. In the quantitative phase, the findings revealed that the status of teacher efficacy with all the indicators: efficacy to use inclusive instruction, efficacy in managing behavior got a very high rating. The participants also rated very high as to the attitude in inclusive education with all its indicator: cognitive, affective and behavioral. As to the readiness for inclusive education, with all its indicators: curriculum instruction, curriculum content, assessment on students' performance and evaluation and monitoring of students' progress got a very high rating. It revealed further that both teacher efficacy and attitude in inclusive education significantly influence teachers' readiness for inclusive education. It also showed that the two predictors combined had a significant influence on readiness for inclusive education. In the qualitative phase, for teacher efficacy, the themes emerged were: confirmed very high rating of efficacy to use inclusive instruction, confirmed very high rating on efficacy in collaboration, and confirmed very high rating on efficacy in managing behavior. For attitude in inclusive education, the themes emerge were: confirmed very high rating on affective, confirmed very high rating on cognitive and confirmed very high rating on behavioral. As to readiness for inclusive education, the themes emerged were: confirmed very high rating on curriculum instruction, confirmed very high rating on curriculum content, confirmed very high rating on assessment of students' performance and confirmed very high rating on evaluating and monitoring students' progress. Finally, findings of the integration revealed that the results of the two phases corroborated with each other, thus the nature of integration is connecting-merging. Participants confirmed that teacher efficacy is always evident, attitude of teachers toward inclusive education is always demonstrated and readiness for inclusive education is always observed. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating.

KEYWORDS: *Educational leadership, teacher efficacy, attitude in inclusive education, readiness for inclusive education, mixed methods, explanatory sequential design, Philippines.*

I. INTRODUCTION

The readiness of teachers to address the needs of all students is crucial for the successful implementation of inclusive education practices (Dioso et al., 2022). However, most countries need comprehensive equity strategies to achieve this goal. According to UNESCO (2019), only 11 percent of 71 countries have implemented comprehensive equity strategies, while another 11 percent have developed approaches targeted at specific groups. It raises critical questions about the effectiveness and inclusivity of current educational systems in addressing the diverse needs of all learners and the preparedness of educators to meet these needs.

According to an Australian study on teachers' readiness for inclusive teaching, many still feel ill-equipped because of their inclusive role and are not adequately prepared for the difficulties they now encounter in implementing inclusive education (Walker, 2021). Similar to this, a study carried out in Indonesia revealed that teachers struggle to create lessons that can meet the needs of all students, lack knowledge of the traits of all students, and are unable to create individualized learning plans for learners with special educational needs (LSEN) (Tambunan &

Rachmadtullah, 2018). In addition, a study conducted in Russia revealed that teachers are cautious about the implementation of

special education and believed that they are not ready to work with LSEN for they do not understand their psychological characteristics (Pershina et al, 2018).

In 2010, the Philippine Department of Education (DepEd) projected that there were 5.49 million learners with special learning needs in the country. According to a recent presentation by the Bureau of Learning Division, there are an estimated 1.7 million persons with disabilities in the Philippines, or 1.57 percent of the country's overall population. Yet according to studies, instructors might not be sufficiently trained for inclusive education (Mendes et al., 2018). In Negros Oriental, most participants struggle to give lessons effectively to children with special needs in a system that is inclusive (Dela Fuente, 2021). Further instruction in managing students with special needs in an inclusive environment was also stressed in research conducted in Zamboanga (Dioso et al., 2021).

A study conducted by Loreman et al. (2019) examines teachers' efficacy and readiness toward inclusive education. The results showed that teachers with higher levels of teacher self-efficacy were more likely to have greater readiness for inclusive education and feel more prepared to implement inclusive practices in their classrooms. Additionally, the study found that teachers who had more experience working with students with disabilities had higher levels of teacher self-efficacy and readiness. Moreover, Kaya (2021) had similar results in their study and stated that teacher efficacy was an important predictor of preparation for inclusive education. Besides, the aforementioned teachers believe that they can only make a limited number of interventions to include a student with special learning needs in a conventional classroom due to the belief that they are not ready for inclusive education (Kazanopoulos et al., 2022). Further, there is a clear connection between a positive attitude toward inclusive education and readiness for inclusive education. In other words, as attitudes toward inclusive education become more positive, readiness for inclusive education practices also increases (Zainalabidin & Ma'rof, 2021). Hence, it is reasonable to expect that a teacher who holds negative attitudes toward inclusion or a specific program may not also prepare to address all the learners' needs, thus decreasing their readiness for inclusive education (Kielblock, 2018). Teachers hold positive attitudes towards inclusion as an idea, but feel less positive about their readiness and capacity to implement inclusive practices in their classrooms (Boyle, 2021).

In spite of the growing recognition of the importance of inclusive education, there is still a lack of understanding about the specific factors that influence teacher attitude in inclusive education, teacher efficacy, and readiness for inclusive education. While some research has explored individual factors such as teacher attitude in inclusive education (Cochran,1998; Jury et al., 2021; Singh et al., 2020) and teacher efficacy (Johnson, 2020; Kazanopolous et al., 2022) alone, there is a need for more comprehensive studies that consider a range of factors that may interact to shape teacher readiness for inclusive education. Several studies have explored readiness for the

implementation of education focusing on pre-service teachers (Kudarinova, 2023; Smolyar et al., 2021); and secondary teachers (Serakalala et al. 2019). However, the cited studies were conducted abroad or outside the country and the researcher could not access studies which dealt with the same phenomenon in the local setting. This study explored the potential linkages of public elementary mainstream teachers between how teacher efficacy and attitude in inclusive education may impact the extent of their readiness for inclusive education practices. In addition, the mentioned studies were mostly quantitative in nature, but this study employed mix method design to provide a more comprehensive and well-rounded understanding about the issues on readiness for inclusive education as suggested by Zainalabidin and Marof (2021). By addressing these gaps in the literature, researchers can provide valuable insights into how to support teachers in implementing inclusive education effectively in general. Thus, the researcher saw the urgency to conduct this study.

The researcher was keenly interested in understanding the influences on teacher readiness for inclusive education. This would be very useful for mainstream teachers to further explain and address the issues of readiness in the context of curriculum instruction, curriculum content, assessment of student performance, and evaluating and monitoring students' progress. Furthermore, the researcher wanted to explore issues that could provide strong linkages between teacher attitude in inclusive education, teacher efficacy, and readiness in the context of inclusive education. Ultimately, the research aimed to contribute to promoting inclusive education practices, social equity, and high-quality education for all learners.

This study would be very useful specifically for teachers who are teaching in the general education classroom with LSEN. Thus, the findings of this study would be shared and contribute to the body of knowledge through publication in scholarly journals, conference proceedings, and academic books. This could also be disseminated via the presentation of research findings at conferences, seminars and workshops along with other professionals in the field. Further, the researcher may engage with the local communities and organizations to promote the dissemination of research findings in a meaningful way through hosting community forums, workshops, or public lectures to share research outcomes directly with the people like teachers who may benefit from or be affected by the findings.

WORLD VIEW AND THEORETICAL LENS
By combining the constructivist and pragmatic worldviews, this research can capture the subjective experiences and perspectives of teachers while also aiming to generate practical knowledge and insights to enhance readiness for inclusive education. It recognizes the importance of both the individual's construction of knowledge and the practical outcomes that can be achieved through research.

Pragmatism focuses on examining the practical implications of research data to question its validity and meaning, it is compatible with interpretive understandings of socially constructed reality that are qualitative (Morgan, 2014). It

presents a viewpoint on understanding as part of society and a context achievement that influences and is influenced by the lived experience of those who acquire it (Talisse & Aikin, 2008). Pragmatists believe in applying the philosophical and methodological strategy best-addressing research challenges, emphasizing knowledge that can be put into practice and viewing inquiry as a tool for experiencing. (Kelly & Cordeiro, 2020).

Constructivism, on the other hand, is a philosophical paradigm that stresses how individuals actively construct their perceptions of reality through their cognitive processes, leading to various realities (Lincoln & Guba, 1985). Adherents of this paradigm emphasize the co-construction of knowledge between researchers and participants and the importance of participants' own constructs, descriptions, and narrations of their lived experiences (Tashakkori et al., 2021).

Systems Theory by Niklas Luhmann (1984) served as the theoretical foundation of this study. As to Luhmann (1984), every society is segmented into distinct subsystems, such as legal, political, educational, scientific, or economic. It is autopoietic—a system that generates and replicates its own elements and structures (Luhmann, 2012). Several fundamental components, including differentiation, autopoiesis, and communication, form the foundation of Luhmann's system theory. These are functionally differentiated and operate based on their own distinctive codes and communication patterns (Luhmann, 1984).In addition, Social Cognitive Theory (SCT) by Albert Bandura (1986) was another significant theory in this study. According to SCT, learning occurs when people, behavior, and surroundings interact dynamically and reciprocally. The distinctiveness of SCT lies in its emphasis on social influence and internal and external reinforcement. Furthermore, Furthermore, the Planned Behavior Theory (PBT) by Icek Ajzen (1985) is a theoretical framework that clarifies how individuals' intentions to engage in a specific conduct are influenced by their attitudes, subjective norms, and perceived behavioral control. PBT contends that teachers' attitudes toward implementing inclusive education, subjective norms, and perceived behavioral control have an impact on their intents to engage in inclusive activities. For instance, instructors who are supportive of inclusive education and believe that others in their social network share their views are more likely to plan to use inclusive methods. Additionally, teachers are more likely to plan to use inclusive practices if they believe they have some influence over their ability to do so.

II. METHODS
Research Design
This study employed a mixed methods research design, particularly an explanatory sequential design. Mixed methods research design has become popular because it allows researchers to combine qualitative and quantitative research strengths to provide a more comprehensive and nuanced understanding of complex phenomena (Creswell, 2014). The explanatory sequential design involves first phase of quantitative data collection and analysis, followed by a second phase of qualitative data collection and analysis, with the overall goal of better understanding a research problem. In this study, following the analysis of the survey results pertaining to teacher

efficacy, attitudes towards inclusive education, and readiness for inclusive education, the researcher identified specific issues that warrant further clarification (Creswell, 2014). By employing both quantitative and qualitative methodologies, this study sought to gain a more holistic perspective on the factors influencing teacher readiness for inclusive education (Creswell & Plano Clark, 2018).

In the quantitative phase, typically involves using surveys methods to gather numerical data, which is then analyzed using statistical methods. By utilizing a correlational approach, the researcher aimed to examine the relationships between teacher efficacy and attitudes in inclusive education in order to gain insights into the readiness of teachers for inclusive education. Meanwhile, on the qualitative phase, the researcher used phenomenological approach. Phenomenology is a qualitative research approach that emphasizes the shared experiences within a specific group (Creswell, 2014). The interview guide questions used in IDI and focus FGD were taken from the results on the quantitative descriptive and inferential results, focusing on its strengths and weaknesses.

Place of Study
This study was conducted in Region 11 involving public elementary schools in DepEd Schools Division Offices. The Schools Division Offices comprises six cities namely: Digos City, Davao City, Island Garden City of Samal, Panabo City, Tagum City, City of Mati; and four provinces namely: Davao Oriental, Davao Occidental, Davao del Sur, and Davao del Norte. DepEd Region XI were chosen as the locale of the study due to the following reasons: The researcher holds a specific interest in examining the readiness of teachers for inclusive education within her local community. Next, the researcher was confident that the Davao region offers a sufficient number of participants for the study. The region is known to have a significant population of public elementary school teachers who are actively engaged in mainstream classrooms, where students with and without disabilities learn together.

Participants
The participants of the study were 300 public elementary school teachers in Region XI who have experienced teaching in the mainstream classrooms who answered the survey questionnaire. Purposive sampling was used in selecting the participants because the researcher considered first the availability of the participants who met the criteria: each participant was a full-time teacher in a public elementary school, teachers from Kinder to Grade 6, with at least 1 year of experience in teaching in the mainstream classroom, and teachers who have handled any disabilities as specified by IDEA. Those teaching less than a year, have not handled any learners with disabilities, and teachers in the secondary school were not qualified to participate in the study. The criteria were set to attain homogeneity in their responses (Creswell, 2003). In the qualitative strand, 17 participants were invited for in-depth interview (IDI) and focus group discussion (FGD), who were selected from the participants in the quantitative strand. According to Creswell (2013), a heterogeneous group may vary in size from three to four individuals to 10 to 15. Specifically, 10 participants for IDI and seven for FGD. The sampling technique and inclusion and exclusion criteria were similar to the

quantitative strand. The findings were used as a basis to define the evolving themes that can explain the outcomes from the quantitative stage.

Instruments
This study utilized research instruments to gather the necessary data for quantitative and interview guide for qualitative phase. Survey questionnaires have three parts. The first questionnaire was about the teacher efficacy adapted from Park et al. (2014), the so-called Teacher Efficacy for Inclusive Practices (TEIP) consist of 18 items with Cronbach's alpha of .923. The second questionnaire is about the Multidimensional Attitudes Towards Inclusive Education Scale (MATIES) which has a Cronbach's alpha of .799 for the entire scale of 18 items. The third questionnaire was adapted from Taripe (2018) and used by Dioso et al., (2021) which is about teachers' readiness to implement inclusive education with Cronbach's alpha of 0.981 for the overall scale of 40 items. The three parts of survey questionnaires used five-point rating scale of 5 - Strongly Agree, 4 - Agree, 3- Moderately Agree, 2 - Disagree, and 1 - Strongly Disagree. On the qualitative phase, the researcher drafted an interview guide for qualitative data collection. Open-ended questions were used by the researcher which were listed in the interview guide. These questions came from the quantitative descriptive and inferential results emphasizing extreme means or items that have the lowest or highest mean.

Data Analysis
The collected quantitative data were examined using statistical tools like mean, standard deviation, and multiple regression analysis. Mean was used to measure the status of the studied variables, while standard deviation was used to measure the degree of reliability of the statistical conclusions in relation to the variables and multiple regression data analysis was used to examine the relationships between teacher efficacy and attitudes in inclusive education in order to gain insights into the readiness of teachers for inclusive education. Additionally, they were used to investigate the influence of teacher efficacy and attitudes in inclusive education on teachers' readiness for inclusive education. For the qualitative phase, a step–by–step process was used to analyze the verbatim data gathered by the researcher through IDI and FGD. The Collaizi's Method (1978), composed of seven steps, was observed to uncover the participants' genuine experience regarding the phenomenon being studied. The data were transcribed, reduced, coded, then themes were formed and reviewed, modified, and developed. After this, the researcher analyzed whether the themes were coherent and distinct.

Trustworthiness of the Study
Trustworthiness of this study was addressed through a thorough collection of data by survey and in-depth interview and was supported by FGD for triangulation. Establishing trustworthiness is a crucial aspect of research to ensure the accuracy and validity of findings. Researchers like Creswell (2014), Flick (2018), and Guba (2018) emphasize various methods to establish trustworthiness in qualitative research such as credibility, transferability, dependability, and confirmability to assess the trustworthiness of research findings.

III. RESULTS
Quantitative Results
Status of Teacher Efficacy
The status of teacher efficacy is presented in Table 1.1. The teacher efficacy had an overall mean of 4.48 with a description of very high. This implies that teacher efficacy for inclusive practices is always evident among general education elementary teachers in Region XI. More so, the overall standard deviation is 0.42, which is characterized as homogenous based on the consistent responses as quantified by a standard deviation not exceeding 1.00.

Efficacy to use inclusive instruction got a mean of 4.49 which is described as very high and the mean ranges from 4.42 to 4.57. On the other hand, the efficacy in collaboration obtained a mean of 4.45 which was described as very high and mean rating ranges from 4.38 to 4.61. Lastly, efficacy in managing behavior got a mean of 4.50 which has a descriptive rating of very high and the means ranges from 4.40 to 4.64.

Table 1.1
Status of Teacher Efficacy

Efficacy to use inclusive instruction *The teachers are ….*	Mean	SD	Description
1. using a variety of assessment strategies (for example, portfolio assessment, modified tests, performance-based assessments, etc).	4.57	0.59	Very high
2. providing an alternate explanation or example when students are confused.	4.57	0.60	Very high
3. demonstrating confidence in designing learning tasks so that the individual needs of students with disabilities are accommodated.	4.46	0.56	Very high
4. accurately gauging student of what was taught.	4.42	0.64	Very high
5. providing appropriate challenges for very capable students.	4.45	0.56	Very high
6. showing confidence in adapting school-wide assessments so that students with all disabilities can be assessed.	4.46	0.57	Very high
Category mean	**4.49**	**0.47**	**Very high**
Efficacy in collaboration *The teachers are ….*			
1. assisting families in helping their children do well in school.	4.37	0.62	Very high
2. working jointly with other professionals and staff (e.g. aides, other teachers) to teach students with disabilities in the classroom.	4.41	0.60	Very high
3. being confident in the ability to get parents involved in school activities of their children with disabilities.	4.46	0.61	Very high
4. making parents feel comfortable coming to school.	4.61	0.57	Very high
5. collaborating with other professionals (e.g. itinerant teachers or speech pathologist) in designing educational plans for students with disabilities.	4.38	0.65	Very high
6. being confident in informing others who know little about laws and policies relating to the inclusion of students with disabilities.	4.36	0.65	Very high
Category mean	**4.45**	**0.50**	**Very high**
Efficacy in managing behavior *The teachers are ….*			
1. showing confidence in the ability to prevent disruptive behavior of children with special needs in the classroom before it occurs.	4.40	0.59	Very high
2. controlling disruptive behavior of children with special needs in the classroom.	4.45	0.60	Very high
3. calming down a student who is disruptive or noisy	4.48	0.60	Very high
4. getting children to follow classroom rules	4.64	0.52	Very high
5. being confident in dealing with students who are physically aggressive.	4.49	0.60	Very high
6. making our expectations clear about student behavior.	4.55	0.58	Very high
Category mean	**4.50**	**0.49**	**Very high**
Overall Mean	**4.48**	**0.42**	**Very high**

Status of Attitude in Inclusive Education

The status of attitude in inclusive education is presented in Table 1.2 with an overall mean of 4.42 described as very high. This means that the attitude of teachers toward inclusive education is always demonstrated. More so, the overall standard deviation is 0.42, which is characterized as homogenous based on the consistent responses as quantified by a standard deviation not exceeding 1.00. Cognitive got a mean of 4.47 described as very high and the means ranges from 4.17 to 4.65 while affective indicator obtained a mean of 4.36 described as very high and the mean rating ranges from 4.32 to 4.40 and behavioral indicator got a mean of 4.43 described as very high and the means ranges from 4.27 to 4.59.

Table 1.2. *Status of Attitude in Inclusive Education*

Cognitive *The teachers are believing that…*	Mean	SD	Description
1. an inclusive school is one that permits academic permission of all students regardless of their ability.	4.65	0.53	Very high
2. students with disability should be taught in inclusive schools.	4.60	0.59	Very high
3. inclusion facilitates socially appropriate behavior amongst all students.	4.56	0.57	Very high
4. any student can learn in the regular curriculum of the school if the curriculum is adapted to meet their individual needs.	4.59	0.58	Very high
5. students with disability should not be segregated even if it is expensive to modify the physical environment of the school.	4.17	0.89	High
6. students with disability should be enrolled in inclusive schools so that they can experience socialization in the regular school.	4.24	0.86	Very high
Category mean	**4.47**	**0.48**	**Very high**
Affective *The teachers are ….*			
1. being challenged when they have difficulty communicating with students with disability.	4.32	0.66	Very high
2. being not upset when students with disability cannot keep-up in their day-to-day curriculum in my classroom.	4.35	0.69	Very high
3. being not irritated when they are unable to understand students with disability.	4.38	0.68	Very high
4. being comfortable including students with a disability in a regular classroom with other students without disability.	4.39	0.66	Very high
5. being not worried that students with disability are included in the regular classroom, regardless of the severity of the disability.	4.34	0.72	Very high
6. being encouraged when the teachers have to adapt the curriculum to meet the individual needs of all students.	4.40	0.69	Very high
Category mean	**4.36**	**0.57**	**Very high**
Behavioral *The teachers are ….*			
1. encouraging students with disability to participate in all social activities in the regular classroom.	4.59	0.52	Very high
2. adapting the curriculum to meet the individual needs of all students regardless of their disability.	4.51	0.58	Very high
3. physically including students with a severe disability in the regular classroom with the necessary support.	4.27	0.87	Very high
4. modifying the physical environment to include students with disability in the regular classroom.	4.35	0.68	Very high
5. adapting their communication techniques to ensure that all students with emotional and behavioral disorder can be successfully included in the regular classroom.	4.40	0.66	Very high
6. adapting the assessment of individual students in order for inclusive education to take place.	4.48	0.61	Very high
Category mean	**4.43**	**0.55**	**Very high**
Overall Mean	**4.42**	**0.42**	**Very high**

The Status of Teachers' Readiness for Inclusive Education

The status of readiness for inclusive education is presented in Table 1.3 and its overall mean is 4.44 described as very high. More so, the overall standard deviation is 0.47, which is characterized as homogenous based on the consistent responses as quantified by a standard deviation not exceeding 1.00. The *Curriculum instruction* got a mean of 4.43 described as very high and the means ranges from 4.54 to 4.35. Meanwhile *Curriculum content* got a mean of 4.40 described as very high and the means ranges from 4.48 to 4.26. The *Assessment on students' performance* got a mean of 4.42 with an equivalent description of very high and the mean rating ranges from 4.54 to 4.37 and the *Evaluating and monitoring students' progress* got the mean of 4.48 and the means ranges from 4.60 to 4.38.

Table 1.3
Status of Teachers' Readiness for Inclusive Education

Curriculum Instruction	Mean	SD	Description
1. preparing differentiated instructions for regular students and those with special needs.	4.35	0.65	Very high
2. using effective ways of persuading students to follow classroom rules.	4.42	0.59	Very high
3. offering hands-on instruction to apply learned knowledge.	4.43	0.60	Very high
4. using effective behavior management techniques to modify students' inappropriate behavior.	4.39	0.65	Very high
5. motivating students to arouse their interest in learning concepts.	4.54	0.53	Very high
6. providing remedial reading strategies to students with reading difficulties.	4.46	0.60	Very high
7. providing learning activities that enhance collaborative learning.	4.47	0.58	Very high
8. using manipulative to concretize concepts.	4.39	0.65	Very high
9. giving exercises to attain mastery of concepts.	4.43	0.63	Very high
10. employing appropriate strategies that promote interest.	4.44	0.62	Very high
Category mean	**4.43**	**0.53**	**Very high**
Curriculum Content			
1. implementing various curricula for students with special needs.	4.26	0.69	Very high
2. designing lessons appropriate for the special education program.	4.31	0.67	Very high
3. orienting students about the special education program.	4.43	0.64	Very high
4. showing awareness about the learning tasks for students with learning disabilities.	4.43	0.58	Very high
5. organizing classroom activities for both regular students and students with special needs.	4.40	0.64	Very high
6. using my knowledge about the lessons appropriate for students with special needs and finding it easy in explaining the concepts	4.35	0.66	
7. applying my knowledge in preparing instructional materials appropriate for students with special needs.	4.39	0.64	Very high
8. assisting students on their academic difficulties.	4.48	0.62	Very high
9. encouraging students with special educational needs to participate and perform well in class.	4.45	0.62	Very high
10. using my knowledge in handling students with learning difficulties.	4.46	0.64	Very high
Category mean	**4.40**	**0.56**	**Very high**
Assessment on students' performance			
1. constructing questions that develop critical thinking.	4.37	0.65	Very high
2. using varied and relevant assessment strategies to measure achievements.	4.40	0.63	Very high
3. individualizing assessments.	4.38	0.66	Very high
4. demonstrating knowledge in assessing and grading content knowledge of the students.	4.38	0.63	Very high
5. using alternative testing techniques in assessing students' performance and progress.	4.39	0.61	Very high
6. using appropriate assessment tools to measure students' progress.	4.47	0.60	Very high
7. conducting formative and summative tests.	4.54	0.58	Very high
8. finding creative measures in designing homework	4.38	0.59	Very high
9. utilizing oral examination to measure students' learning.	4.44	0.56	Very high
10. finding varied methods of preparing assessment tools appropriate for children with special needs.	4.40	0.63	Very high
Category mean	**4.42**	**0.53**	**Very high**
Evaluating and Monitoring Students' Progress			
1. applying varied evaluation tools in assessing students' achievement.	4.45	0.57	Very high
2. using rubrics in evaluating students' progress.	4.47	0.57	Very high
3. carrying out evaluation of students' performance.	4.46	0.58	Very high

4.	implementing new guidelines.	4.38	0.61	Very high
5.	providing feedback to students with special needs as well as to parents.	4.48	0.59	Very high
6.	conducting periodic evaluation of students' progress.	4.50	0.58	Very high
7.	recording students' progress.	4.60	0.53	Very high
8.	informing parents/guardians regarding students' performance/progress.	4.59	0.52	Very high
9.	collaborating with special education teachers, parents, and other professionals in the formulation of students' Individualized Education Plan (IEP).	4.46	0.56	Very high
10.	eormulating IEP based on psycho-educational assessment.	4.39	0.59	Very high
	Category mean	4.48	0.47	Very high
	Overall mean	4.44	0.47	Very high

Significance of the Influence of Teacher Efficacy and Attitude in Inclusive Education on Teacher Readiness for Inclusive Education

Table 2 shows the statistical data from regression analysis to determine whether the influence of teacher efficacy and attitude in inclusive education on the teacher readiness for inclusive education is significant or not. The results reveal that teacher efficacy significantly influences teacher readiness for inclusive education with a beta coefficient of 0.466, and p-value of less than 0.05. This means that in every increase in teacher efficacy there is a corresponding increase in teacher readiness for inclusive education by 0.466.

Table 2

Significance of the Influence of Teacher Efficacy and Attitude in Inclusive Education on Teacher Readiness for Inclusive Education

Predictors	Beta coefficient	t	p-value	Remarks
Teacher efficacy	0.466	8.240	0.000	Significant
Attitude in inclusive education	0.447	7.859	0.000	Significant

Predictors	R-squared	F	P-value	Interpretation
Combined	0.513	150.337	0.000	Significant

Note: R = 0.716, R-squared = 0.513; F = 150.337, p < 0.05

In the same manner, the attitude in inclusive education has a computed beta coefficient of 0.447 with p-value of less than 0.05. This finding indicates that there is an increase of teacher readiness for inclusive education in every increase of teacher attitude in inclusive education. Finally, the combined predictive effect of teacher efficacy and attitude in inclusive education is significant as quantified by the R-squared value of 0.513 with a p-value of less than 0.05. This result indicates that the regression model with teacher efficacy and attitude in inclusive education as predictors, will be able to account 51.3 percent of the variance in teacher readiness for inclusive education that is attributed to these predictors. It indicates then that the 48.7 of the variation can be attributed to other factors not included in this investigation.

Standpoints of the Participants on Teacher Efficacy, Attitude in Inclusive Education and Readiness for Inclusive Education

Table 3.1 reveals the standpoints of the participants on teacher efficacy, attitude in inclusive education and readiness for inclusive education. It can be gleaned in the table that participants confirmed very high rating of teacher efficacy, confirmed very high rating of attitude in inclusive education and confirmed very high rating of readiness for inclusive education.

Table 3.1. *Standpoints of the Participants on Teacher Efficacy, Attitude in Inclusive Education and Readiness for Inclusive Education*

Level	Essential Themes	Typical Reasons
Teacher Efficacy		
Efficacy to use inclusive instruction\nUsing a variety of assessment strategies.\nMean: 4.57\nSD: 0.59	Confirmed very high rating	[1]Accommodate learners needs, [2]Cater the learner multiple intelligences, [3]Consider the strengths and weaknesses of the learners, [4]Solid basis for evaluation of pupils learning and development [5]Embrace diverse learning styles of learners
Efficacy in collaboration\nBeing confident in their ability to get parents involved in school activities of their children with disabilities.\nMean: 4.46\nSD: 0.61	Confirmed very high rating	[1]Teachers have good intentions, [2]Teachers give assurance to parents, [3]Teachers share the experiences of their children, [4]Teachers strengthen the communication with the parents, [5] Teachers build harmonious relationship with the parents
Efficacy in managing behavior\nGetting children to follow classroom rules.\nMean: 4.64\nSD: 0.52	Confirmed very high rating	[1]Firm in the classroom policy, [2]Setting classroom rule, [3]Establish clear expectations to students, [4]Consistency of classroom rules, [5] Provide positive reinforcement
Attitude in Inclusive Education		
Cognitive\nPermits academic permission of all students regardless of their ability\nMean: 4.65\nSD: 0.53	Confirmed very high rating	[1]Provide the students with knowledge based on their capacity, [2]All are children of God, thus treat them equally, [3]All students have the equal opportunity to succeed, [4]Fair treatment of all students, [5]All students are accepted.
Affective\nNot worried that students with disability are included in the regular classroom, regardless of the severity of the disability.\nMean: 4.34\nSD: 0.72	Confirmed very high rating	[1]Explained to the students the importance of "no child left behind.", [2]Necessary to create a conducive learning environment,[3] Willing to modify their lessons , [4]Teachers understand their learners better, [5] Feel fulfilled when students needs are addressed, [6]Feel responsible for the learning of all students.
Behavioral\nAdapt the curriculum to meet the individual needs of all students regardless of their disability.\nMean: 4.51\nSD: 0.58	Confirmed very high rating	[1]Bring out the skills of the learners.\n[2]Be more effective in meeting the needs of the learners\n[3]Increase the milestone of the learners.
Encourage students with disability to participate in all social activities in the regular classroom.\nMean: 4.59\nSD: 0.52	Confirmed very high rating	[1]Fostering a sense of belonging and understanding among all learners.\n[2]Increase the learner's self-esteem.\n[3]Acknowledge their strength and boost the learner's potential
Readiness for Inclusive Education		
Curriculum instruction\nMotivating students to arouse their interest in learning concepts\nMean: 4.54\nSD: 0.53	Confirmed very high rating	[1]Learners look forward for the activity [2]Intrinsic and extrinsic rewards are provided to encourage learners. [3]Learners are eager to listen and complete the task. [4]Learners are interested to learn. [5]Teachers get away from paper and pen test.
Curriculum Content\nUsing my knowledge in handling students with learning difficulties\nMean: 4.46\nSD: 0.64	Confirmed very high rating	[1]Exposure to trainings and immersions helped. [2]Collaborate with experts to substantiate learning. [3]Teachers device own teaching techniques. [4]Teachers going extra miles for students. [5]Teachers focus on students strengths.
Assessment on students' performance\nConducting formative and summative tests.\nMean: 4.54\nSD: 0.58	Confirmed very high rating	[1]Modification in the summative exams to accommodate the learner's learning capacity [2]Students have specific skill to develop that cannot be measured in one assessment. [3]Evaluate the overall learning outcome and measure the effectiveness of the instructional process. [4]Teachers track students' progress [5]Reflection on students' understanding.
Evaluating and Monitoring Students' Progress\nApplying varied evaluation tools in assessing students' achievement.\nMean: 4.45\nSD: 0.57	Confirmed very high rating	[1]Videos, portfolio, anecdotal reports are used to document student progress. [2]Utilize mix of formative and summative assessments and leverage technology for efficient data collection. [3]Use of checklist to monitor the skills of learners. [4]Provides consistent recording of students' progress. [5]Teachers use collaborative class activities for efficient evaluating students skills.

Significance of the Influence of Teacher Efficacy and Attitude in Inclusive Education to Teacher Readiness for Inclusive Education		
Combined influence of Teacher Efficacy and Attitude in Inclusive Education $R^2 = 0.513$	Confirmed combined significant influence of Teacher Efficacy and Attitude in Inclusive Education to teacher readiness.	[1]Teachers are confident and know how to deal with diverse students.
		[2]Teachers show concern, patient and flexible in dealing students with special needs.
		[3]Teacher have a lot of teaching strategies and are more ready in handling diverse students.
		[4]Teacher have a lot of teaching strategies and are more ready in handling diverse students.
		[5]Teachers are open and optimistic.
		[6]Teachers emphasize learners' right to education and give justice particularly to learners with special needs.
		[7]Teachers have positive attitude towards learners with disabilities.

Confirmed Very High Rating on Teacher Efficacy

It can be seen in the table that all the indicators of teacher efficacy, efficacy to use inclusive instruction, efficacy in collaboration, and efficacy in managing behavior, confirmed the very high rating found in the quantitative results of this study. The highest items on each indicators were being confirmed by the participants through IDI and FGD. The participants confirmed the very high rating of the item *using a variety of assessment strategies.* They were able to confirm this particular very high rating due to their confidence in the use of inclusive instruction through utilizing different strategies for all learners. The participants also confirmed the very high rating of the item *being confident in their ability to get parents involved in school activities of their children with disabilities*. they were able to confirm this by showing strong sense of confidence to collaborate with the parents thru giving assurance, good intentions and creating good relations. Lastly, the participants confirmed the very high rating on the item *getting children to follow classroom rules*. They were able to confirm this particular very high rating by emphasizing the establishment of clear expectations, be firm and consistent of given rules.

Confirmed Very High Rating of Attitude in Inclusive Education

It can be seen in the table that all the indicators of attitude in inclusive education: cognitive, affective and behavioral confirmed the very high rating found in the quantitative results of this study. The participants confirmed the very high rating of the item *permits academic permission of all students regardless of their ability.* They were able to confirmed this very high rating when participants strongly expressed their agreement on accepting all students, including LSEN because they too have their own worth or value. The participants also confirmed the very high rating of the item *not worried that students with disability are included in the regular classroom, regardless of the severity of the disability*. In the sharing the teachers prioritize a supportive learning environment, adapt lessons, understand students, fulfill needs, and take responsibility for all students' learning. These insights from the participants gave explanations as to why they confirmed very high rating in affective particularly in being not worried that LSEN are included in the classroom regardless of the severity of the disability. Lastly, the participants confirmed the very high rating of the items *adapt the curriculum to meet the individual needs of all students regardless of their disability* and *encourage students with disability to participate in all social activities in the regular classroom.* The participants strong willingness to do something to really meet the needs of LSEN in all aspects can confirm this very high rating.

Confirmed Very High Rating of Readiness for Inclusive Education

It can be seen in the table that all of the indicators of readiness for inclusive education: curriculum instruction, curriculum content, assessment on students' performance and evaluating and monitoring students' progress confirmed a very high rating. The participants confirmed the very high rating of the item *motivating students to arouse their interest in learning.* The standpoints shared by the participants underscored the pivotal role of motivation in shaping the effectiveness of curriculum instruction, emphasizing its capacity to inspire engagement and enhance learning outcomes. Participants confirmed this very high rating due to these reasons.

The participants confirmed the very high rating of the item *using my knowledge in handling students with learning difficulties.* They were able to confirmed this very high rating due to their depth understanding about curriculum content, specifically in addressing the different needs of LSEN. Their insights delineate strategies and approaches to cater to the LSEN if they need more than their knowledge, emphasizing the importance of tailored instruction and inclusive practices within the curriculum framework.

Confirmed Very High Rating on the Significance of the Influence of Teacher Efficacy and Attitude in Inclusive Education to Teacher Readiness for Inclusive Education

Based on the result, the participants confirmed the combined significant influence of Teacher Efficacy and Attitude in Inclusive Education to teacher readiness. They shared that they are confident, optimistic, flexible, and equipped with different strategies on how to handle learners with special needs. The participants were able to confirmed this very high rating mainly because of their demonstration of confidence, empathy, and flexibility. They have different teaching strategies to effectively accommodate diverse students, particularly those with special needs, emphasizing their right to education and fostering a positive attitude toward learners with disabilities.

Joint Display of Quantitative and Qualitative Results

Shown on Table 4 are the joint display of quantitative and qualitative results of the teacher efficacy, attitudes in inclusive education, and readiness of teachers for inclusive education.

Teacher efficacy. Particularly, efficacy to use inclusive instruction, the item *using a variety of assessment strategies* got a very high rating. The reasons expressed by the participants focused on addressing learners' individual needs by accommodating various learning styles and considering their multiple intelligences, strengths, and weaknesses. They also emphasize the importance of utilizing diverse teaching strategies that manifest their confidence in inclusive instruction. Consequently, the two are connecting-merging. As to efficacy in collaboration, the item *being confident in their ability to get parents involved in school activities of their children with disabilities* has a very high rating. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating. The reasons expressed by the participants demonstrate positive intentions by providing reassurance to parents, sharing insights about their children's

experiences, fostering strong communication channels, and cultivating harmonious relationships with

Table 4. *Joint Display of Quantitative and Qualitative Results*

Research Area	Quantitative Results	Qualitative Results	Nature of Integration
Teacher Efficacy	Efficacy to use inclusive instruction Using a variety of assessment strategies. Mean: 4.57 SD: 0.59		Connecting –Merging
	Efficacy in collaboration Being confident in their ability to get parents involved in school activities of their children with disabilities. Mean: 4.46 SD: 0.61	Participants confirmed teacher efficacy is always evident. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating. (Refer to Table 3.1)	Connecting –Merging
	Efficacy in managing behavior Getting children to follow classroom rules. Mean: 4.64 SD: 0.52		Connecting -Merging
Attitudes in Inclusive Education	Cognitive Permits academic permission of all students regardless of their ability. Mean: 4.65 SD: 0.53	Participants confirmed attitude of teachers toward in inclusive education is always demonstrated. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating. (Refer to Table 3.1)	Connecting –Merging
	Affective Not worried that students with disability are included in the regular classroom, regardless of the severity of the disability. Mean: 4.34 SD: 0.72		Connecting-Merging
	Behavioral Adapt the curriculum to meet the individual needs of all students regardless of their disability. Mean: 4.51 SD: 0.58		Connecting Merging
	Encourage students with disability to participate in all social activities in the regular classroom. Mean: 4.59 SD: 0.52		
Readiness for inclusive instruction	Curriculum Instruction Motivating students to arouse their interest in learning concepts. Mean: 4.54 SD: 0.53		Connecting –Merging
	Curriculum Content Using my knowledge in handling students with learning difficulties Mean: 4.46 SD: 0.64	Participants confirmed readiness of teachers toward in inclusive education practices is always observed. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating. (Refer to Table 3.1)	Connecting-Merging
	Assessment on students' performance Conducting formative and summative tests. Mean: 4.54 SD: 0.58		Connecting –Merging
	Evaluating and Monitoring Students' Progress Applying varied evaluation tools in assessing students' achievement. Mean: 4.45 SD: 0.57		Connecting -Merging
Significant Influence	Combined influence of Teacher Efficacy and Attitude in Inclusive Education R² = 0.513	Participants confirmed the result. Based on the IDI and FGD, it could be gathered that the general assertions that teacher efficacy and attitude in inclusive education influence teacher readiness for inclusive education. (Refer to Table 3.1)	Connecting -Merging

parents to support students' academic and personal development. Thus, connecting-merging was found to exist between the two sets of research findings in the data integration.

With regard to efficacy in managing behavior, the item *getting children to follow classroom rules* got a very high rating. Participants confirmed teacher efficacy is always evident. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating. The participants expressed this by creating a structured learning environment by enforcing firm classroom policies, setting clear rules and expectations for students, maintaining consistency in their application, and utilizing positive reinforcement to encourage desired behavior. Hence, connecting-merging is the nature of data integration.

Attitude in Inclusive Education. Specifically, the item *permits academic permission of all students regardless of their ability* in cognitive got a very high rating. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating. The participants' standpoints emphasized addressing the students' needs by tailoring to their capacities while promoting equality by acknowledging all students as equal children of God. They ensure fair treatment, equal opportunities for success, and a culture of acceptance for all students, regardless of differences. Therefore, the two are connecting-merging.

Concerning affective attitude, the item *not worried that students with disability are included in the regular classroom, regardless of the severity of the disability* has a very high rating. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating. In the probing of the participants, teachers emphasize the significance of inclusivity through the no child left behind principle, striving to cultivate a conducive learning environment by adapting lessons to meet individual student needs. They also demonstrate a deep understanding of their students, find fulfillment in addressing their needs, and feel a strong sense of responsibility for the learning outcomes of all students. Thus, the nature of data integration is connecting-merging.

Meanwhile, the behavioral attitude, two items emerged as very high rating: *adapt the curriculum to meet the individual needs of all students regardless of their disability* and *encourage students with disability to participate in all social activities in the regular classroom*. Participants confirmed attitude of teachers toward in inclusive education is always demonstrated. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating. In the probing of the participants, teachers empower learners by honing their skills, effectively addressing their needs, and advancing their milestones while fostering a supportive and inclusive environment. This approach aims to enhance learners' self-esteem, cultivate a sense of belonging, and maximize their potential by recognizing and boosting their strengths. Therefore, connecting-merging was found to exist between the two sets of research findings in the data integration.

Readiness for Inclusive Education. Particularly, curriculum instruction, the item *motivating students to arouse their interest in learning concepts* has a very high rating. Based on the IDI

and FGD, it could be gathered that the general assertions confirm the very high rating. In the probing of the participants, they designed activities to engage learners, utilizing both intrinsic and extrinsic rewards to motivate their participation and foster active listening, task completion, and enthusiasm for learning while also shifting focus away from traditional paper-and-pen testing methods. For that reason the nature of data integration is connecting-merging.

Regarding curriculum content, the item *using my knowledge in handling students with learning difficulties* has a very high rating. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating. In the probing of the participants, teachers enhance their skills through training and collaboration with experts, developing personalized teaching techniques, and going the extra mile to support students, focusing on recognizing and nurturing students' strengths. Their insights underscore the necessity for customized instruction and inclusive practices within the curriculum framework to effectively support learners with special educational needs. Thus, connecting-merging is the nature of data integration.

As to, assessment on students' performance, the conducting formative and summative tests emerged as a very high rating. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating. In the probing of the participants, they necessitates the conduct of summative and formative assessments. They emphasized that the summative exams are adjusted to suit individual learning capacities, acknowledging that specific skills cannot be adequately assessed in a single evaluation. Also, the overall learning outcomes are evaluated to gauge the effectiveness of instruction, with teachers monitoring student progress and reflecting on their understanding. Therefore, connecting-merging was found to exist between the two sets of research findings in the data integration.

In the aspect of evaluating and monitoring students' progress, the item applying varied evaluation tools in assessing students' achievement received a very high rating. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating. In the probing of the participants, teachers emphasized using various methods such as videos, portfolios, and anecdotal reports to document student progress comprehensively, incorporating a blend of formative and summative assessments with technology to collect and analyze data efficiently. They also use checklists to monitor student skills consistently and facilitate evaluation through collaborative class activities. With these reasons, the nature of data integration is connecting-merging.

Significance of the influence of teacher efficacy and attitude in inclusive education to teacher readiness for inclusive education. Particularly, the influence of teacher efficacy and attitude in inclusive education to teacher readiness received a very high rating. The participants confirmed the influence of teacher efficacy and attitude in inclusive education to teachers' readiness for inclusive education. Based on the IDI and FGD, it could be gathered that the general assertions that teacher efficacy and attitude in inclusive education influence teacher

readiness for inclusive education. During the probing of the participants, teachers emphasized the demonstration of confidence, empathy, and flexibility in addressing diverse student needs, utilizing a wide array of teaching strategies while prioritizing inclusivity and advocating for the educational rights of all learners, particularly those with special needs, thereby fostering a positive and supportive learning environment. These insights from the participants gave explanations as to why teacher efficacy and attitude in inclusive education influence teacher readiness. Therefore, connecting-merging was found to exist between quantitative and qualitative data findings.

IV. DISCUSSIONS
The Status of Teacher Efficacy
The status of teacher efficacy as assessed by the participants is very high. This means that teacher efficacy for inclusive practices is always evident among general education elementary teachers in Region XI . The findings of this study are parallel to the works done by Kazanopoulos et al. (2022) , Hay et al. (2023), San Martin et al. (2021) and Park et al. (2016) which have very high level of teacher efficacy in all indicators which include efficacy to use inclusive instruction, efficacy in collaboration and efficacy in managing behavior . However, this study disagrees with the study of Sakari et al.(2020) which has moderate level of teacher efficacy. In addition, Abraham (2021) emphasized that teachers must provide appropriate challenges based on the needs of the students and adapt techniques to suit their needs. For students with disabilities, teachers must reject a one-size-fits-all or standardized teaching approach and instead use a strategy that appropriately meets each student's individual needs to accurately gauge students of what was taught (Smith, 2024). Therefore, teachers must possess effective classroom management skills (Gage et al.,2018) which includes their ability to communicate clear expectations to all students, effectively prevent and manage disruptive behavior, ensure students adhere to classroom rules, and handle physically aggressive students (Park et al., 2016). Teachers who establish clear expectations for students and effectively manage behaviors can increase instructional time, leading to enhanced learning opportunities for all students (Flower et al., 2017)

The Status of Attitude in Inclusive Education
The status of attitude in inclusive education as assessed by the participants is very high. This means that the attitude of teachers toward inclusive education is always demonstrated. This is measured in the three categories, namely: cognitive, affective, and behavioral.

The findings of this investigation support the study of Scanlon et al. (2022), Boyle et al. (2021) and Zainalabidin et al. (2021) that teachers have very high level of positive attitude in inclusive education and emphasized that all types of learners can learn in most situations. However, this study disagrees with the study of McCarthy (2019), Rizkiah et al. (2018) and Fu et al. (2021) who claim that teachers have negative attitude towards inclusive education due to the different factors. These factors include parents' attitude, equipment and the attitudes of the teachers as well (Fu et al., 2021).

This study contends that the cognitive attitude of teachers toward inclusive education is always demonstrated. The very

high status of cognitive is an indication that elementary teachers believe that inclusive schools, which accommodate students of all abilities, foster socially appropriate behavior and enable every student to learn within the regular curriculum through tailored adaptations and advocate against segregation of students with disabilities despite potential expenses in modifying the school environment. These particular beliefs shapes teachers' overall perception about inclusive education (Sun & Xin, 2020). As stipulated in the DepEd order number 72 series of 2019, that all children must be accepted regardless of ability or disability, race, size, shape and color with support from school staff, students, parents and the community (DepEd,2019).

Status of Teachers' Readiness for Inclusive Education
The status of teachers' readiness for inclusive education as assessed by the participants is very high. This means that the readiness of teachers for inclusive education is always observed. This indicates that teachers are equipped with the different strategies and techniques, adapt curriculum to tailor the needs of the learners. This also suggest that they have different assessment strategies to track and evaluate the performance of all learners.

This study aligns with the study done by Lai et al.(2017) and Adnan (2022) that teachers have very high level of readiness and are highly prepared, and they are already aware of the different strategies and various assessments for all kinds of students (Ecoben, 2019; Serakalala et al., 2019). However the results of this study does not conform with the studies of Zainalabidin and Ma'rof (2021), and DeNeve et al. (2014) that teachers express lower levels of preparedness regarding knowledge about inclusion and students with special needs. Similarly, the investigative findings do not conform with the studies done by Dioso et al. (2022) and Hanzah (2022), because of their moderate level of preparedness for inclusive education particularly on curriculum content.

Furthermore, this study supports the idea of Pershina et al. (2018) who emphasized that readiness for inclusive education requires considerable effort, and providing learning activities that enhance collaborative learning to address student's unique needs. As emphasized by York-Barr et al. (2016) that training of different strategies should scaffold approach for teachers with monitoring and mentoring for proper guidance and execution like using effective behavior techniques to modify students' inappropriate behavior. With this, those teachers who continue their training in catering learners with disabilities would have the skills necessary to accommodate and facilitate learning and engagement (Allam & Martin, 2021).

As stipulated by the UNESCO (2016) that curriculum plays a vital role in giving quality education to all students, the knowledge and skills of the teachers conveyed provide a structured and inclusive framework for systematic and comprehensive learning. This include teachers being equipped with the skills to adapt curricula and teaching resources to ensure access and engagement for students with diverse learning needs (Hock and Deshler, 2018). Furthermore, when teachers organize classroom activities for both regular students and LSEN, they are better equipped to modify and adapt the

curriculum to meet the needs of all learners (Boyle et al., 2021). Moreover, the utilization of various assessment tools suited for learners with special needs could guide teachers about their instructional decision making (Sailor et al., 2014). Through frequent measurement, teachers gather data that aids them in making informed choices regarding ongoing interventions (McConnell & Rahn, 2016).

Significance of the Influence of Teacher Efficacy and Attitude in Inclusive Education to Teacher Readiness for Inclusive Education
The influence of teacher efficacy on readiness for inclusive education is significant. As a result, increased in teacher efficacy would also increase teachers' readiness for inclusive education. This means that teachers are more ready and motivated to design inclusive learning environments that meet the various requirements of every student when they have greater confidence in their capabilities (Leifler, 2020). The result of this study agrees with the study of Zainalabidin and Marof (2021) that there is a significant predictive correlation between teacher efficacy and teachers' readiness for inclusive education.

On the other hand, the influence of attitude in inclusive education on readiness for inclusive education is significant. As a result, increased of teachers' positive attitudes in inclusive education would also increase teachers' readiness for inclusive education. This means that attitude of teachers towards inclusive education influenced their readiness for inclusive education. The result conforms with the study of Zainalabidin and Ma'rof (2021) which found that attitude in inclusive education is one of the predictive factor on readiness for inclusive education. Similar findings were found in Kaya and Yavuz (2018) study indicating that a significant predictor of preparedness for inclusive education is the attitude toward inclusion.

Teachers' efficacy, despite being a small concept, has a significant influence (Tschannen-Moran & Hoy, 2004). Additionally, teachers who had more experience working with students with disabilities had higher levels of teacher self-efficacy and readiness (Loreman et al., 2018). On the other hand, teachers with low efficacy may find it difficult to educate children with various needs because they need more skills and confidence to do so (Marzano et al., 2001; Singh, 2020). On the other hand, Teachers with a more positive attitude toward the inclusive framework and policy are more likely to be prepared and willing to implement inclusive education (Zainalabidin & Ma'rof, 2021). Furthermore, it is reasonable to expect that a teacher who holds negative attitudes towards inclusion or a specific program may not also prepare to address all the learners needs, thus decreasing their readiness for inclusive education (Kielblock, 2018).

Standpoints of the Participants on Teacher Efficacy, Attitude in Inclusive Education and Readiness for Inclusive Education
From the standpoints of the participants on teacher efficacy, the participants confirmed the very high rating of teachers, particularly on the items: using a variety of assessment strategies, being confident in their ability to get parents involved

in school activities of their children with disabilities and getting children to follow classroom rules. Thus, the emergent themes are the very high rating on the efficacy of using inclusive instruction, the very high rating on efficacy in collaboration, and the very high rating on efficacy in managing behavior. This confirmation reflects the contention of Johnson (2020) that recognized the importance of tailoring assessments to accommodate the individual strengths, challenges, and learning styles of their students. Moreover, Woodcock (2022) suggested that building the learners' strengths also made the students' learning enjoyable, safe, and engaging. As Dyson et al. (2020) pointed out, ensuring that every student can completely participate and interact in the learning process involves adjusting teaching strategies, instructional materials, and evaluation procedures. Also, this study supports the contention of Gage et al. (2018) that effective classroom management should be consistent with classroom routines, for the optimal utilization of instructional time.

The data finding supports the contention that every child has the right to education and must be given equal opportunity to learn suited for their level (UNESCO, 2019). The finding confirms the assertion of Gregory (2018) that teachers have individual's knowledge and understanding of practices related to inclusive education, particularly in supporting students with disabilities within the general education setting. Further, RA 10533 emphasized that all types of learners must be catered adhering to individual differences (DepEd, 2019). Nevertheless, we must also take into account the fact that deeply rooted historical and cultural settings, as well as individual experiences, have an impact on how attitudes form. These elements may significantly impact educational systems, frequently leading to widespread prejudice and inequality (Stepaniuk, 2019).

On readiness for inclusive education, the finding of the study confirmed the hypothesis of Serin (2018) that students may be inspired to strive for learning by both intrinsic and external reasons. This is also in support with the concept of Hattie (2018) about having a student-centered approach which could lead to effective instruction by engaging students not relying on paper and pen test. This means that teachers used evidence-based instructional strategies that support the involvement and academic success of all students in the classroom like differentiation, universal design for learning, and collaborative teaching (Tomlinson, 2018). This supports the conclusions of Johnson (2020) that teachers were eager to explore additional strategies and approaches to ensure that their assessments were fair, inclusive, and aligned with the unique needs of each student by also considering the strengths of the learners.

Therefore, teacher efficacy in this study is an articulation of the statements of Mahmoud et al. (2018) that it is crucial for the implementation of inclusive education; he believed that teachers' confidence in their ability to effectively design and implement teaching strategies that cater to the diverse learning needs of all students, confidence in their ability to work collaboratively with other professionals and confidence in their ability to maintain a positive and well-managed classroom environment (Sharma et al., 2012). Further, Further, instructional techniques, resources, and evaluation procedures should be modified to enable each student to participate actively in and engage with the learning process (Dyson et al., 2020).

Likewise, on the status of attitude in inclusive education, participants overall rating is very high. Participants confirmed attitude of teachers toward in inclusive education is always demonstrated. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating. This result confirms that teachers have a positive attitude towards inclusive education, which corroborate on the statement of Lüke and Grosche (2018) that teachers generally exhibit positive attitudes toward the concept of inclusion. For the teachers to cater the unique needs of the children, teachers must have positive inclination towards them so that they also have positive action to address their needs (Darling-Hammond, 2020).

In line with the status of readiness for inclusive education, the qualitative results confirmed the quantitative results, particularly on the overall very high rating of readiness for inclusive education. Further, all indicators got a very high rating. This result confirms that teachers are equipped with the different strategies that would be useful in an inclusive setting. Thus, the confirmation of the very high rating is parallel to the conclusion of Dioso et al. (2022) that teachers' readiness for inclusive education was established with the provision of training and professional development. This finding also supports the result of Ecoben (2019) that teachers in general educations are very much aware with the nature of students disabilities and highly equipped with different techniques and strategies.

On the combined significant influence of teacher efficacy and attitude in inclusive education, participants confirmed the result. Based on the IDI and FGD, it could be gathered that the general assertions that teacher efficacy and attitude in inclusive education influence teacher readiness for inclusive education. This finding is consistent with conclusion of Zainalabidin and Ma'rof (2021) that teachers who had great confidence on their abilities would also lead to the improvement of their preparation, thus increasing their readiness for inclusive setting. In similar ways, this finding supports the statement of Mastropieri and Scruggs (2018) that teachers who have favorable cognitive attitudes toward inclusive education are more likely to use instructional strategies, according to a substantial link found between teachers' views and their preparedness for inclusive education.

Implications for Educational Practice
Implementing inclusive education in the Philippines, particularly in the Department of Education, is a continuous development. The ability and confidence of the teachers helped their readiness for the successful implementation of inclusive education. High levels of teacher efficacy, a favorable attitude toward inclusive education, and readiness for inclusive education all influence student outcomes, learning environments in the classroom, professional development, organizational support, and the promotion of social justice and equity in education.

General Education mainstream teachers are encourage to continue to immerse themselves with the latest methods and techniques suited for all kinds of disability or learners difficulty. In addition, all stakeholders which involves the education of all children must maintain strong collaboration and continued

professional development fostered strong teacher efficacy and favorable attitudes. Moreover, DepEd must continue to provide the regular assessment of all stakeholders' readiness for inclusive education that would indicates solid organizational support and proficient management in educational organizations.

The data in this study were limited to elementary school teachers' perceptions; future research may include the other teachers in the high school level or higher education institutions for a broader context. Further, researchers may also include the perceptions of other professionals like special education teachers, head teachers, principals, and parents to increase the reliability of the results.

Conclusions and Recommendations
The following conclusions were drawn from the findings of the study:
The status of Teacher Efficacy among general education teachers who have handled LSEN is very high; this implies that the teacher efficacy for inclusive practices is always evident. Specifically, it was found out that indicators related to this variable has the following conclusions; efficacy to use inclusive instruction is very high, efficacy in collaboration is very high; and efficacy in managing behavior is very high.

The status of Attitude in Inclusive Education among general education teachers who have handled LSEN is very high; this implies that the attitude of teachers toward inclusive education is always demonstrated. Specifically, it was found out that indicators related to this variable has the following conclusions; cognitive is very high, affective is very high, behavioral is very high.

The status of Readiness for Inclusive Education among general education teachers who have handled LSEN is very high; this implies the readiness of teachers for inclusive education is always observed. Specifically, it was found out that indicators related to this variable has the following conclusions; curriculum instruction is very high, curriculum content is very high, assessment of students; progress is very high, and evaluating and monitoring students' performance is very high.

Teacher Efficacy and the Attitude in Inclusive Education significantly influence the Readiness for Inclusive Education among public elementary general education teachers in Region XI. Moreover, the two predictors in the study which are teacher efficacy and attitude in inclusive education are both significant factors or reasons why general education teachers are highly ready in teaching inclusive practices.

Standpoints of the participants on the variables revealed confirmed very high rating. Particularly, the theme emerged are; confirmed very high rating on teacher efficacy: confirmed very high rating on efficacy to use inclusive instruction, confirmed very high rating on efficacy in collaboration, confirmed very high rating on efficacy in managing behavior; confirmed very high rating on attitude in inclusive education: confirmed very high rating on cognitive, confirmed very high rating on

affective, confirmed very high rating on behavioral; and confirmed very high rating on readiness for inclusive education: confirmed very high rating on curriculum instruction, confirmed very high rating on curriculum content, confirmed very high rating on assessment on students' performance and confirmed very high rating on evaluating and monitoring students' progress.

As to the data integration, connecting-merging was found to exist between the two sets of research findings of all the variables and indicators. Hence, the quantitative results are generally supported by the qualitative outcomes.

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