EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2026): 8.752 ISSN: 2348 – 814X
Volume: 13 | Issue:6 | June 2026 -Peer Reviewed Journal

INCLUSIVE PRACTICES AS PREDICTORS OF CURRICULUM EFFICACY IN THE DIVISION OF DAVAO DEL NORTE

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Article DOI: https://doi.org/10.36713/epra28271
DOI No: 10.36713/epra28271

ABSTRACT

This study determined the relationship between inclusive practices and curriculum efficacy among Grade 9 teachers in the medium schools of the Division of Davao del Norte. Specifically, it examined the extent of inclusive practices in terms of personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies, as well as the extent of curriculum efficacy in terms of curriculum development knowledge, applicability according to student, and assessment and evaluation knowledge. A quantitative descriptive-correlational research design was employed involving 158 teacher-respondents selected through Slovin's formula. Data were collected using validated survey questionnaires and analyzed using weighted mean, standard deviation, Pearson product-moment correlation, and multiple regression analysis at a 0.05 level of significance. Findings revealed that both inclusive practices and curriculum efficacy were at an extensive level, indicating that these were oftentimes evident among teachers. A significant relationship was found between inclusive practices and curriculum efficacy, suggesting that higher levels of inclusive practices were associated with improved curriculum efficacy. Regression analysis further showed that inclusive practices significantly predicted curriculum efficacy, with personalized instructional strategies and collaboration and assessment strategies demonstrating stronger influence, while communicative scaffolding strategies contributed to a lesser extent. It is recommended that higher education officials strengthen professional development programs on inclusive teaching, school heads intensify collaborative learning structures, and teachers continuously enhance personalized and communicative instructional approaches to improve curriculum implementation.

KEYWORDS: *Inclusive practices; curriculum efficacy; Division of Davao del Norte*

INTRODUCTION

Education thrives when learning environments embrace diversity and respond to the unique needs of students. Within this context, inclusive practices such as personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies have become essential approaches in ensuring equitable learning opportunities. Equally important is curriculum efficacy, which entails curriculum development knowledge, applicability according to students, and assessment and evaluation knowledge. Examining the relationship between these two dimensions is crucial, as inclusive practices provide the pedagogical foundation that supports the effectiveness of the curriculum, ensuring that every learner has access to meaningful and impactful education.

Globally, the pursuit of inclusive education has been recognized as a cornerstone of global educational reform. However, a recurring problem is the uneven implementation of inclusive practices across schools worldwide, often resulting from limited teacher preparation and insufficient resources (Florian & Camedda, 2020). Teachers in many countries struggle to adapt lessons and modify materials to meet the diverse learning needs of their students, thereby limiting the success of inclusive education. Such gaps prevent learners from marginalized groups from fully engaging in classroom instruction.
A related global challenge is the lack of alignment between inclusive practices and curriculum frameworks. Despite strong advocacy for inclusive education, many curriculum systems remain rigid, content-driven, and unresponsive to the varied needs of learners (Savolainen et al., 2022). This rigidity makes it difficult for educators to fully integrate inclusive practices into classroom instruction, creating tension between educational policies and day-to-day teaching realities. As a result, inclusion risks becoming a superficial practice instead of a transformative approach to teaching and learning.

In the Philippines, inclusive education has been strengthened by recent legislative frameworks, such as the Inclusive Education Act, which seeks to guarantee access to quality education for all learners. Yet a pressing issue lies in the teachers' limited capacity to translate these policies into actual classroom practice, mainly due to insufficient training and professional development opportunities (Magno & Cueto, 2022). Teachers often face difficulties in modifying instruction or creating personalized strategies that cater to students' diverse backgrounds, particularly those from disadvantaged groups.

Another national problem concerns the gap in curriculum applicability and evaluation, as many teachers continue to rely on traditional instructional and assessment methods. Such reliance hinders their ability to design lessons that are responsive to students' individual needs and learning styles (Mateo & Esmero, 2020). This mismatch between inclusive ideals and

curriculum practices highlights the necessity of strengthening both teacher competencies and curriculum systems to ensure the inclusivity of Philippine education.
These national and international challenges but with context-specific issues that directly impact schools. Teachers in the division often encounter difficulties in integrating collaboration and assessment strategies that support inclusive practices, particularly in areas such as test accommodations, family engagement, and peer collaboration. Limited resources, large class sizes, and inadequate opportunities for professional collaboration exacerbate these challenges, reducing teachers' ability to adapt curriculum to meet learners' needs (Alieto & Vergara, 2021).

Many educators in the division struggle to apply assessment and evaluation knowledge that reflects student diversity, as indicated in the research instruments. The lack of differentiated assessment strategies and insufficient collaboration with families and colleagues create gaps in addressing diverse learning needs. This problem highlights the research gap: while inclusive education is promoted nationally, there is insufficient empirical evidence on how inclusive practices influence curriculum efficacy in the Division of Davao del Norte. This gap justifies the need for a study that contextualizes inclusive education within local realities to provide evidence-based recommendations.

The scientific value of this study lies in its potential to bridge the gap between inclusive practices and curriculum efficacy by generating empirical data at the local level. By analyzing how personalized instruction, scaffolding, and collaboration strategies affect curriculum development, applicability, and assessment, the research will offer insights that directly respond to the challenges faced by teachers. Such findings can inform local training initiatives, curriculum adjustments, and policy development within the Division of Davao del Norte.

THE STUDY'S OBJECTIVES

This study aimed to determine the relationship between inclusive practices and curriculum efficacy of teachers.
Specifically, it sought to:

1. Determine the extent of inclusive practices in terms of:
    1.1. Personalized instructional strategies;
    1.2. Communicative scaffolding strategies; and
    1.3. Collaboration and assessment strategies.
2. Determine the extent of curriculum efficacy in terms of:
    2.1. Curriculum development knowledge;
    2.2. Applicability according to student; and
    2.3. Assessment and evaluation knowledge.
3. Establish whether there is a significant relationship between the inclusive practices and curriculum efficacy.
4. Identify which of the domains of the inclusive practices significantly influence curriculum efficacy.

METHODOLOGY

This chapter presents the methodological framework of the study. It outlines the research design, the respondents who provided the data, and the instruments used for data collection. It also describes the procedures undertaken to ensure accurate, reliable, and ethical data gathering, as well as the techniques used in analyzing the data to answer the research questions. The major sections of this chapter include research design, ethical considerations, research respondents, research instruments, data gathering procedure, and data analysis.

Method Used

In this study, a quantitative research approach was employed, specifically adopting a descriptive correlational design. Quantitative research emphasized the systematic collection of numerical data and its subsequent statistical analysis to examine patterns, relationships, and trends in a given context (Creswell & Creswell, 2018). By using this approach, the study aimed to evaluate the relationship between inclusive practices as the independent variable and curriculum efficacy as the dependent variable, presenting results that were objective, measurable, and generalizable to the population under study.

The descriptive component of this design focused on providing a detailed account of the existing practices of teachers in terms of personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies, as well as their levels of curriculum development knowledge, applicability according to student, and assessment and evaluation knowledge. Descriptive research did not manipulate variables but sought to capture the natural state of the phenomenon, providing clarity on the extent of implementation and perceived effectiveness (Bhandari, 2022). This helped establish a comprehensive picture of the educational environment and instructional practices in the Division of Davao del Norte.

The correlational aspect of the design, on the other hand, investigated the association between inclusive practices and curriculum efficacy to determine whether variations in one variable corresponded to changes in the other (Privitera & Ahlgrim-Delzell, 2019). This made the design appropriate as it allowed the study to identify the strength and direction of

the relationship between the two variables without interfering with classroom settings or altering teacher behavior. In line with Fraenkel et al. (2021), this methodological approach was fitting since it enabled researchers to draw meaningful conclusions about how inclusive practices influenced curriculum efficacy, thereby informing local educational policies and practices.

Sources of Data

The research respondents of this study were selected from the total population of 261 Grade 9 teachers in the medium schools of Davao del Norte Division. To determine the appropriate number of respondents, Slovin's formula was applied where n was the sample size, N was the population size, and e was the margin of error. Thus, the sample size was computed to be 158 respondents, ensuring a representative group for the study while keeping the data collection manageable (Sevilla et al., 2019; Taherdoost, 2017).

In determining the inclusion criteria, only licensed Grade 9 teachers in medium schools within the division were considered. Additionally, teachers with at least three years of teaching experience were prioritized, as this level of professional engagement provided sufficient exposure to inclusive practices and curriculum implementation. Experienced teachers were generally more adept at evaluating instructional strategies, curriculum applicability, and assessment practices due to their accumulated expertise (Ingersoll & Strong, 2011; Klassen & Durksen, 2019).

Focusing on Grade 9 teachers was particularly significant since this level represented a critical transition in junior high school, where students were consolidating foundational skills in preparation for senior high school. Teachers in this grade often faced diverse learning needs, making them key informants for exploring the relationship between inclusive practices and curriculum efficacy. By selecting respondents through this process, the study ensured validity and reliability of the findings, as the data were drawn from educators directly engaged in contexts where the study variables were most applicable (Creswell & Creswell, 2017).

Data Gathering Instrument

The primary instrument for data collection was a structured questionnaire designed to measure both, inclusive practices and curriculum efficacy. The questionnaire consisted of closed-ended questions with Likert-scale items to quantify perceptions and experiences.

For data collection, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set focused on the extent of inclusive practices. The second set focused on the extent of curriculum efficacy.

The inclusive practices questionnaire was adapted from Sharma, et. al. (2021). The instrument consisted of 26 items. It had three indicators namely; personalized instructional strategies (1-8), communicative scaffolding strategies (1-10), and collaboration and assessment strategies (1-8).

The inclusive practices questionnaire adapted from Sharma et al. (2021), consisting of 26 items across three indicators personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies was subjected to pilot testing to ensure reliability and clarity of the items. The pilot test yielded a Cronbach's alpha coefficient of 0.83, suggesting that the items have a relatively high internal consistency. This implies that the instrument is reliable in capturing the perceptions of Grade 9 teachers regarding inclusive practices, making it suitable for use in the actual data collection phase. Below was the grading scale of the extent of inclusive practices.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	The inclusive practices of teachers are always evident.
3.40 - 4.19	Extensive	The inclusive practices of teachers are oftentimes evident.
2.60 - 3.39	Moderately Extensive	The inclusive practices of teachers are occasionally evident.
1.80 - 2.59	Less Extensive	The inclusive practices of teachers are seldom evident.
1.00 – 1.79	Not Extensive	The inclusive practices of teachers are never evident.

The curriculum efficacy questionnaire was adapted from Göksu, D. Y., & Gelişli, Y. (2022). The instrument consisted of 35 items. It had three indicators namely; curriculum development knowledge (1-11), applicability according to student (1-15), and assessment and evaluation knowledge (1-9).

The curriculum efficacy questionnaire adapted from Göksu and Gelişli (2022), consisting of 35 items covering curriculum development knowledge, applicability according to student, and assessment and evaluation knowledge, was also subjected to pilot testing. The results revealed a Cronbach's alpha coefficient of 0.86, indicating excellent internal consistency. This suggests that the instrument consistently measures the construct of curriculum efficacy and ensures that the findings derived from the responses were dependable and valid for addressing the study's objectives. Below was the grading scale of the extent of curriculum efficacy.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	Curriculum efficacy is always evident.
3.40 - 4.19	Extensive	Curriculum efficacy is oftentimes evident.
2.60 - 3.39	Moderately Extensive	Curriculum efficacy is occasionally evident.
1.80 - 2.59	Less Extensive	Curriculum efficacy is seldom evident.
1.00 – 1.79	Not Extensive	Curriculum efficacy is never evident.

The instruments in this study were contextualized to achieve the purpose of this study. The researcher integrated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

Sampling Technique

The study employed a stratified random sampling technique to ensure that the selected respondents adequately represented the population of Grade 9 teachers in the medium schools of the Division of Davao del Norte. The total population consisted of 261 teachers, from which a sample size of 158 respondents was determined using Slovin's formula with an appropriate margin of error. Stratified random sampling was utilized by grouping teachers according to their respective schools and proportionally selecting respondents from each group. This method ensured that all schools were fairly represented in the study, thereby minimizing sampling bias and enhancing the generalizability of the findings (Etikan & Bala, 2017; Taherdoost, 2016).

This approach was particularly suitable for the present study because it allowed for balanced representation across different medium schools, capturing diverse perspectives on inclusive practices and curriculum efficacy. By proportionally distributing the sample, the study ensured that variations in school contexts, teaching environments, and instructional practices were adequately reflected in the data. Compared to simple random sampling, this technique strengthened the accuracy of the results by considering the structure of the population.

The sampling technique was further guided by clearly defined inclusion and exclusion criteria. Participants were required to be licensed Grade 9 teachers currently assigned in medium schools within the Division of Davao del Norte, with at least three years of teaching experience, and willing to participate voluntarily in the study. Teachers who did not meet these criteria were excluded to ensure that respondents had sufficient experience and exposure to inclusive practices and curriculum implementation.

The use of stratified random sampling ensured that the study obtained reliable, representative, and comprehensive data. This strengthened the validity of the findings regarding the relationship between inclusive practices and curriculum efficacy, as the selected respondents accurately reflected the characteristics of the target population.

Procedure of the Study

The data gathering procedure for this study follows a systematic and ethically guided process to ensure the accuracy, reliability, and integrity of the research results. The procedure includes securing the ethics compliance certificate, obtaining the endorsement letter from the dean, requesting the permit to conduct the study from the Schools Division Superintendent (SDS), sending letters to the school principals, and validating the research instruments prior to the administration of the questionnaires. The data collection is conducted among respondents in the Division of Davao del Norte.

Ethics Review

Prior to the conduct of the study, the researcher secures an Ethics Compliance Certificate on November 11, 2025. This process ensures that the study adheres to the ethical standards required for research involving human participants. The ethics review confirms that the rights, dignity, and welfare of the respondents are protected throughout the research process. Ethical principles such as voluntary participation, informed consent, confidentiality of responses, and proper handling of collected data are strictly observed in accordance with the provisions of the Data Privacy Act of 2012. The issuance of the certificate signifies that the study meets the required ethical guidelines and is permitted to proceed with the subsequent stages of the research.

Validation of the Instrument

Prior to the actual administration of the research instruments, the questionnaire underwent expert validation on January 23 and 26, 2026. The researcher provides validation sheets to selected experts who evaluate the research instruments in terms of clarity, relevance, appropriateness of content, and alignment with the research variables. The experts record their comments and suggestions in the validation sheets, which are carefully reviewed by the researcher. Necessary revisions are incorporated

to improve the quality of the questionnaire before the final administration to the respondents. This process ensures that the instrument is valid, reliable, and capable of accurately measuring the variables included in the study.

Endorsement from the Dean

After securing the ethics compliance certificate, the researcher requested an endorsement letter from the Dean of the Graduate School of Rizal Memorial Colleges, Inc. on November 22, 2025. The endorsement confirms that the research has undergone proper academic review and is aligned with the requirements of the graduate program. It also verifies that the study is legitimate, academically sound, and appropriate for implementation in the identified research setting. This endorsement serves as an official institutional support that allows the researcher to formally request permission from the Schools Division Office to conduct the study.

Permit to Conduct the Study

With the endorsement letter from the dean, the researcher submits a formal request for a Permit to Conduct the Study addressed to the Schools Division Superintendent (SDS) of the Division of Davao del Norte on January 29, 2026. The request includes the research title, objectives of the study, the target respondents, and the procedures for data collection.

Supporting documents such as the endorsement letter, research instruments, and other required attachments are also submitted for review. Upon approval, the permit grants the researcher official authorization to conduct the study within the schools under the jurisdiction of the said division.

Permission from the Principals

After receiving the permit from the Schools Division Superintendent, the researcher prepares and sends letters to the school principals of the identified schools in Davao del Norte Division on January 16 and March 2, 2026. The letter informs the school heads about the purpose of the research, the respondents involved, and the procedures for administering the research instruments. Coordination with the principals is conducted to schedule the appropriate time for the distribution and retrieval of the questionnaires while ensuring that the regular school activities will not be disrupted. Their cooperation is essential in facilitating smooth communication with the respondents and ensuring an organized data collection process.

Statistical Treatment

For a comprehensive interpretation and analysis of the data, the following statistical tools were employed:
To answer the first problem on the extent of inclusive practices in terms of personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies, descriptive statistics such as weighted mean and standard deviation were used. The weighted mean was employed to determine the average level of teachers' responses for each indicator, while the standard deviation was used to measure the variability or consistency of responses around the mean. A lower standard deviation indicated that the responses of the respondents were closely clustered around the mean, signifying consistency, whereas a higher standard deviation indicated greater variability among responses. In addressing the second problem on the extent of curriculum efficacy, the same descriptive statistics were applied to describe both the central tendency and dispersion of teachers' responses across the indicators.

To answer the third problem, which tested the significance of the relationship between inclusive practices and curriculum efficacy, Pearson's product-moment correlation coefficient was utilized. This statistical tool determined the direction and strength of the relationship between the two variables. The computed r-value indicated whether the relationship was positive or negative, while the corresponding p-value determined the significance of the relationship at the 0.05 level.

For the fourth problem, which sought to identify which of the domains of inclusive practices significantly influence curriculum efficacy,multiple regression analysis was applied. This technique was used to determine the predictive power of each domain of inclusive practices on curriculum efficacy. The standardized coefficients indicated the relative contribution of each independent variable, while the unstandardized coefficients showed the magnitude of influence. The R and R^2 values were used to determine the overall strength and explanatory power of the model, while the F-value and significance level assessed the overall fit of the regression model.

Ethical Consideration

The ethical consideration section of this study addressed the key principles that ensured the protection, dignity, and well-being of the teacher-respondents involved. This included adherence to confidentiality, informed consent, and the voluntary nature of participation, ensuring that the research was conducted with integrity and respect for the rights of all respondents. *Social Value*. This study held significant social value as it examined the relationship between inclusive practices and curriculum efficacy in the Division of Davao del Norte, focusing specifically on Grade 9 teachers. By investigating how teachers applied personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies, the study highlighted practices that directly influenced curriculum development, applicability, and evaluation. The findings provided evidence-based insights that improved teaching approaches, strengthened curriculum implementation, and enhanced student outcomes within local schools. The broader benefit lay in creating a more equitable and inclusive educational system that addressed diverse learner needs while supporting the professional growth of teachers in the division.

Informed Consent. All Grade 9 teacher-respondents were asked to participate voluntarily in the study through written informed consent. They were provided with clear and detailed information about the purpose, procedures, benefits, and potential risks of the study in language that was accessible and easy to understand. Teachers were assured that their participation was voluntary and that they could withdraw from the study at any point without facing negative consequences. Consent forms were distributed prior to data collection, ensuring adequate time for respondents to review the details and ask questions before agreeing to participate. This process ensured respect for the autonomy and decision-making rights of all respondents.

Vulnerability of Research Respondents. Although Grade 9 teachers were professionals, their role within the hierarchical structure of schools made them vulnerable to perceived pressure or authority from administrators when asked to participate in research. To safeguard their rights, the study ensured that participation was voluntary and free from administrative coercion. Teachers were assured that their responses would not affect their teaching evaluations, employment status, or professional reputation. By acknowledging these vulnerabilities, the study prioritized ethical responsibility to protect respondents from undue influence or harm while maintaining a safe and supportive research environment.

Privacy and Confidentiality. The study strictly adhered to the Data Privacy Act of 2012 in handling respondent information. Teachers' identities remained anonymous through the use of coding systems in data collection and reporting, ensuring that personal identifiers were not disclosed. All gathered data were securely stored in password-protected digital files and were accessible only to the researcher. Any findings published or presented were presented in aggregate form, ensuring that no individual respondent or school was identifiable. By prioritizing privacy and confidentiality, the research fostered trust and ensured that respondents felt safe in sharing their honest perspectives.

Risk, Benefits and Safety. The risks in this study were minimal, primarily involving the possibility of discomfort if teachers felt evaluated or judged based on their instructional practices. To mitigate this, survey questions were designed neutrally, focusing on teaching strategies rather than personal performance. On the other hand, the benefits were substantial as the study's findings informed curriculum improvement, teaching support, and school policies in the Division of Davao del Norte.

For safety, the study ensured that all interactions were professional and non-intrusive, with respondents completing questionnaires in an environment that respected their comfort and autonomy.

Justice. The principle of justice was upheld by ensuring equitable selection of Grade 9 teachers from various schools in the Division of Davao del Norte. No group of teachers was unfairly excluded, and all participants had equal opportunity to contribute to and benefit from the research findings. This ensured that the advantages of the study, such as improved curriculum practices and inclusive teaching strategies, were distributed fairly across the educational system. Justice also required that teachers were not burdened with unnecessary tasks; therefore, the instruments were concise and respectful of their workload.

Transparency. Transparency was maintained throughout the research process by openly communicating the goals, scope, and procedures of the study to respondents and stakeholders. Teachers were informed about how the results would be analyzed, reported, and shared with the Division of Davao del Norte. At the conclusion of the research, the findings were disseminated not only through academic outputs but also by providing summaries accessible to teachers and school administrators. This openness reinforced accountability and ensured that the study contributed meaningfully to the educational community.

Qualification of the Researcher. The researcher demonstrated adequate qualifications to conduct the study with integrity and responsibility. The researcher graduated with a Bachelor of Science in Education and had prior experience in classroom teaching. The researcher attended institutional research colloquia, seminars on quantitative research methods, and training workshops on statistical data analysis using SPSS. The researcher also participated in research writing seminars and ethics orientation programs conducted by Rizal Memorial Colleges, which strengthened competencies in research design, data handling, and ethical compliance. In addition, the researcher sought guidance from the RMC Research Ethics Committee to ensure adherence to institutional and national ethical standards. These experiences equipped the researcher with the necessary knowledge and skills to manage both the technical and ethical aspects of the study effectively.

Conflict of Interest. To prevent conflict of interest, the researcher declared no personal or financial ties that could influence the outcomes of the study. For instance, the researcher did not hold any supervisory or evaluative position over the teacher-respondents that could create a power imbalance. Any potential conflict was disclosed transparently to participants and stakeholders, ensuring impartiality and objectivity in data analysis and reporting. The study's findings were based solely on collected data and were not influenced by external pressures or personal interests.

Adequacy of Facilities. The study utilized accessible school facilities and basic resources within the Division of Davao del Norte for data collection. Questionnaires were distributed in classrooms, faculty offices, or through secure digital platforms, ensuring convenience for respondents. For analysis, statistical software such as SPSS was used, supported by computers and secure data storage systems. These facilities were sufficient to conduct the study effectively, ensuring accuracy, confidentiality, and professional handling of data.

Community Involvement. Community involvement was integral to the success of this study, as it ensured that the research was rooted in the real needs of schools in the Division of Davao del Norte. School principals and local education officials were informed of the study's objectives and were consulted for input on implementation. By engaging with these stakeholders, the study strengthened its relevance and responsiveness to local educational contexts. Furthermore, sharing the results with teachers, principals, and the wider school community ensured that the findings directly contributed to improving teaching practices and curriculum implementation in the local setting.

Results

The study found that teachers' **inclusive practices** were extensive, with an overall mean of **3.94**. Among the indicators, **collaboration and assessment strategies** obtained the highest mean (**M = 3.97**), followed by **communicative scaffolding strategies** (**M = 3.94**) and **personalized instructional strategies** (**M = 3.92**). This indicates that teachers frequently apply inclusive strategies through varied instruction, peer interaction, feedback, family engagement, classroom management, and appropriate assessment accommodations.

The study also revealed that teachers' **curriculum efficacy** was extensive, with an overall mean of **4.00**. The highest indicator was **applicability according to students** (**M = 4.02**), followed by **curriculum development knowledge** (**M = 4.00**) and **assessment and evaluation knowledge** (**M = 3.97**). These results suggest that teachers are capable of designing, adapting, and evaluating curriculum practices based on learners' needs, readiness, and learning outcomes.
Correlation analysis showed a **strong and significant relationship** between inclusive practices and curriculum efficacy (**r = .826, p = .001**). This means that teachers who demonstrate stronger inclusive practices tend to show higher curriculum efficacy. All domains of inclusive practices were significantly related to curriculum efficacy, confirming that inclusive teaching supports effective curriculum implementation.

Regression analysis further showed that inclusive practices significantly predicted curriculum efficacy (**R = .826, R^2 = .682, F = 110.295, p < .001**). This means that **68.2% of the variance in curriculum efficacy** was explained by inclusive practices. Among the predictors, **personalized instructional strategies** had the strongest influence (**β = .439**), followed by **collaboration and assessment strategies** (**β = .278**) and **communicative scaffolding strategies** (**β = .126**).

Overall, the findings confirm that inclusive practices play a vital role in strengthening curriculum efficacy. Teachers who personalize instruction, promote communication, collaborate with stakeholders, and use varied assessment strategies are more capable of implementing responsive, equitable, and effective curricula. These results highlight the need for continued professional development on inclusive instruction, curriculum adaptation, and assessment practices to sustain effective teaching in diverse classrooms.

Summary

The main focus of the study was to determine the significance of the relationship between inclusive practices and curriculum efficacy among teachers. The study was conducted among one hundred fifty-eight (158) Grade 9 teachers in the medium schools of the Division of Davao del Norte. A quantitative research approach was employed, specifically utilizing a descriptive correlational design, to examine the extent of inclusive practices and curriculum efficacy, as well as the relationship between these variables. The research utilized adapted survey questionnaires, which were validated by a panel of experts and subjected to pilot testing to ensure reliability and consistency. The statistical tools used in the analysis of data included weighted mean and standard deviation to determine the extent of the variables, Pearson product moment correlation to establish the relationship between inclusive practices and curriculum efficacy, and multiple regression analysis to identify which domains of inclusive practices significantly influence curriculum efficacy. The hypotheses of the study were tested at a 0.05 level of significance.

1. The major findings of the study revealed that the extent of inclusive practices among teachers is extensive, indicating that teachers frequently implement personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies in their classrooms. Among these, collaboration and assessment strategies emerged as the most evident, followed by communicative scaffolding strategies and personalized instructional strategies.
2. Likewise, the extent of curriculum efficacy of teachers was also found to be extensive, demonstrating that teachers are highly capable of designing, implementing, and evaluating curriculum through curriculum development knowledge, applicability according to student, and assessment and evaluation knowledge. Among the indicators, applicability according to student ranked highest, followed by curriculum development knowledge and assessment and evaluation knowledge.
3. Further, the study found that there is a significant relationship between inclusive practices and curriculum efficacy. This indicates that teachers who demonstrate higher levels of inclusive practices tend to exhibit stronger curriculum efficacy.

The findings suggest that the effective implementation of inclusive teaching strategies enhances teachers' ability to design and deliver curriculum that is responsive to diverse learners. Moreover, the results of the regression analysis revealed that inclusive practices significantly predict curriculum efficacy, with personalized instructional strategies and collaboration and assessment strategies showing stronger influence, while communicative scaffolding strategies also contribute but to a lesser degree.

4. Therefore, the hypotheses stating that there is no significant relationship between inclusive practices and curriculum efficacy, and that none of the domains of inclusive practices significantly influence curriculum efficacy, were both rejected. These findings highlight that inclusive practices play a crucial role in strengthening teachers' curriculum efficacy, emphasizing the importance of promoting adaptive instruction, collaborative engagement, and responsive assessment in enhancing effective curriculum implementation in diverse classroom settings.

Conclusions

The conclusions of this study are drawn based on the results obtained in relation to the statement of the problem. 1. The findings revealed that the extent of inclusive practices in terms of personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies is extensive. This indicates that teachers consistently demonstrate inclusive teaching behaviors that address diverse learner needs. Such a result affirms the principles of Inclusive Education Theory, which posits that effective teaching must be adaptive, equitable, and responsive to learner diversity. The consistent manifestation of these practices suggests that teachers are able to create inclusive classroom environments where all learners are actively engaged and supported through differentiated and flexible instructional approaches.

2. The study found that the extent of curriculum efficacy in terms of curriculum development knowledge, applicability according to student, and assessment and evaluation knowledge is also extensive. This implies that teachers possess strong competence in designing, implementing, and evaluating curriculum that is aligned with student needs and learning outcomes. This finding supports the Universal Design for Learning framework, which emphasizes that effective curriculum must be flexible and accessible to all learners. The high level of curriculum efficacy suggests that teachers are capable of integrating inclusive principles into curriculum processes, ensuring that instruction remains relevant, meaningful, and responsive to diverse classroom contexts.

3. The results confirmed that there is a significant relationship between inclusive practices and curriculum efficacy, leading to the rejection of the null hypothesis stating that no significant relationship exists. This indicates that improvements in inclusive practices are associated with corresponding increases in curriculum efficacy. This conclusion is consistent with Bronfenbrenner's ecological systems theory, which highlights that learning is influenced by interactions within multiple environments. The integration of inclusive practices enables teachers to consider contextual factors affecting learners, thereby enhancing their ability to implement effective curriculum. It can therefore be concluded that inclusive practices serve as a critical foundation in strengthening teachers' curriculum-related competencies.

4. The regression analysis established that the domains of inclusive practices significantly influence curriculum efficacy, resulting in the rejection of the second null hypothesis. Among the domains, personalized instructional strategies and collaboration and assessment strategies emerged as stronger predictors, while communicative scaffolding strategies also contributed positively. This outcome supports Distributed Leadership Theory, which underscores the importance of collaboration, shared responsibility, and collective expertise in improving instructional practices. It can be concluded that curriculum efficacy is not solely dependent on individual teacher competence but is strengthened through collaborative engagement and adaptive instructional approaches.

Recommendations

In the light of the foregoing findings and conclusions, the following recommendations are offered:

It is highly recommended that higher officials in the Department of Education intensify policy support and capacity-building programs that directly enhance inclusive practices, particularly in areas with comparatively lower manifestations such as personalized instructional strategies and communicative scaffolding strategies. Structured professional development programs should be designed to deepen teachers' skills in differentiating instruction, adapting learning materials, and aligning teaching approaches with students' diverse cognitive and affective needs. Curriculum guides may be enriched with explicit models and exemplars of inclusive lesson design anchored in Universal Design for Learning to strengthen teachers' ability to translate inclusive principles into classroom practice. Monitoring and evaluation mechanisms may also be strengthened to ensure that inclusive practices are consistently implemented and supported through technical assistance, mentoring systems, and resource allocation, especially in schools with limited access to instructional materials.

For the school principals, it is recommended that they establish a strong culture of instructional support by promoting collaborative planning, peer mentoring, and regular classroom observations focused on inclusive practices. School heads may organize learning action cells that specifically address gaps in communicative scaffolding strategies, such as improving questioning techniques, providing timely feedback, and fostering safe and participatory classroom environments. Instructional supervision should prioritize guiding teachers in designing personalized learning activities that address individual student differences. School leaders may also strengthen partnerships with parents and stakeholders to enhance collaboration and assessment strategies, ensuring that learner support extends beyond the classroom and contributes to improved curriculum implementation.

For the teachers, it is recommended that they continuously refine their instructional practices by strengthening areas that require improvement, particularly in the consistent application of personalized instructional strategies and communicative scaffolding techniques. Teachers may enhance their ability to tailor instruction by conducting regular learner assessments, identifying individual strengths and needs, and designing differentiated learning tasks that promote engagement and mastery. Greater emphasis may be placed on the use of varied questioning strategies, constructive feedback, and interactive learning activities to improve classroom communication and student participation. Teachers are also encouraged to integrate diverse assessment methods and reflective practices to better monitor student progress and adjust instruction accordingly, thereby improving overall curriculum efficacy.

For the future researchers, it is recommended that they conduct further investigations that explore additional variables influencing curriculum efficacy, such as teacher professional development, leadership support, and availability of instructional resources. Studies may also focus on specific dimensions that yielded relatively lower results, particularly communicative scaffolding strategies, to identify targeted interventions that can enhance these practices. Longitudinal and experimental research designs may be employed to examine the sustained effects of inclusive practices on curriculum outcomes over time.

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