



ATTITUDES TOWARD INCLUSIVITY AND WORK ENGAGEMENT AS PREDICTORS OF TEACHER READINESS IN INCLUSIVE EDUCATION

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ABSTRACT

Teacher unpreparedness in inclusive education is alarming. The significance of attitudes and work engagement as predictors of teacher readiness in inclusive education was established. Using predictive design, surveying 250 samples selected through random sampling, and analyzing data using multiple linear regression, the results showed that teacher attitudes toward inclusive education and work engagement strongly predict readiness to implement inclusive practices (61.5%), partially supporting the Theory of Planned Behavior. Future research may include additional factors of teacher readiness, while schools may enhance attitudes and engagement through professional development.

KEYWORDS: *Attitudes towards inclusivity, work engagement, predictors of teacher readiness, inclusive education*

INTRODUCTION

The Problem and Its Scope

Globally, teacher unpreparedness in inclusive education is widely acknowledged as a significant problematic situation. It also reveals that, despite decades of international policies advocating inclusive education, many educators report moderate to limited preparedness to translate theoretical principles into classroom practice (Lucena-Rodríguez et al., 2025).

In Kenya, studies on teacher attitudes and perceived readiness for inclusive settings indicate that many educators feel only somewhat prepared to implement inclusive practices (Mucherah, 2023). Research in South Africa consistently notes that primary school teachers are not well prepared to implement inclusive education effectively (Mokhampanyane, 2024). In Kuwait, preservice teachers' perceptions indicate that many do not view themselves as sufficiently prepared to teach students with disabilities or to implement differentiated strategies in inclusive classrooms (ALAZEMI & Larkins, 2025).

In the Philippine educational setting, teachers' unpreparedness in inclusive education remains problematic, as reflected in local empirical findings showing moderate levels of knowledge and uneven professional preparedness among general education teachers tasked with inclusive responsibilities (Karaan Jr. et al., 2025).

Teachers' unpreparedness in inclusive education carries significant consequences for students, schools, and the broader educational system. Teachers' limited readiness has been linked to reduced learning outcomes among students with diverse needs, ineffective classroom management in inclusive settings, and missed opportunities to promote equitable educational access (Lucena-Rodríguez et al., 2025; Mucherah, 2023). At the systemic level, ongoing unpreparedness undermines policy objectives for inclusive education, perpetuating gaps in educational quality and equity and limiting the achievement of Sustainable Development Goal 4 for inclusive and equitable education for all learners (Karaan Jr. et al., 2025). These consequences triggered the conduct of this study.

Significance of the Study

By examining teacher attitudes toward inclusivity and work engagement, this study provides a data-driven foundation for sustaining educator readiness and advancing inclusive education within the Tarragona District while offering administrators and policymakers vital insights for designing targeted capacity-building programs and strengthening regional support systems to ensure that learners with special needs receive high-quality, equitable support.

Statement of the Problem

This study aimed to determine the significance of attitudes toward inclusivity and work engagement as predictors of teacher readiness in inclusive education. Specifically, it aimed to determine:

1. The levels of teacher attitudes toward inclusivity in terms of student variable, peer support, administrative support, collaboration, and Training; work engagement in terms of vigor, Dedication, and absorption; and teacher readiness in terms of classroom instruction, curriculum content, assessment of learners' performance, and monitoring of learners' progress.
2. The significance of the correlation between teacher attitudes toward inclusivity and work engagement, and teacher readiness.
3. The significance of the model for teachers' readiness using attitudes toward inclusivity and work engagement as predictors.



Hypotheses

This study aimed to determine whether teacher attitudes toward inclusivity and work engagement significantly predicted their readiness for inclusive education. The following hypotheses were tested at the 0.05 level of significance:

Ho1: There is no significant relationship between teacher attitudes toward inclusivity (as defined by student variables and support systems) and the readiness for inclusive education.

Ho2: There is no significant relationship between work engagement (vigor, dedication, absorption) and teacher readiness in inclusive education.

Ho3: Attitudes toward inclusivity and work engagement, when taken together, do not significantly predict teacher readiness in inclusive education.

Theoretical and Conceptual Framework

This study is anchored on the Theory of Planned Behavior (TPB) by Icek Ajzen (1991) explains that a person's behavior is primarily driven by their behavioral intention, which is influenced by three factors: attitude toward the behavior (whether they view the behavior positively or negatively), subjective norm (perceived social pressure from important others), and perceived behavioral control (their belief in their ability to perform the behavior). When individuals have a favorable attitude, supportive social norms, and strong perceived control, they develop a stronger intention, which increases the likelihood that the behavior will actually occur.

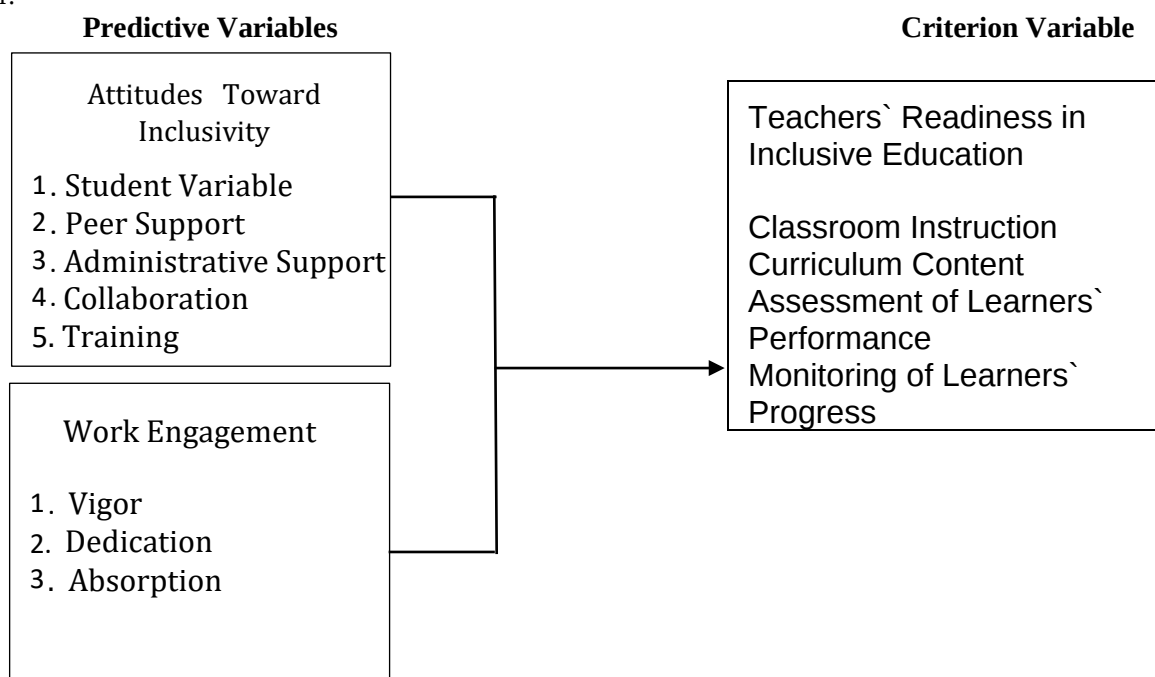


Figure 1. Conceptual Framework showing the variables of study based on Ajzen's Theory (1991).

In this study, Attitude toward inclusivity is directly linked to the theory's Attitude toward the Behavior, as indicated by students' perceptions of inclusive education, peer support, administrative support, collaboration, and specific Training on inclusive education (Kahn, 2012).

Furthermore, Work Engagement, indicated by vigor, Dedication, and absorption (Schaufeli et al., 2002), is utilized to represent Perceived Behavioral Control. Finally, Teachers' Readiness in Inclusive Education (Moon, 2023) serves as the Actual Behavior. It is measured through tangible professional actions, including classroom instruction, curriculum adaptation, and the assessment and monitoring of learners' progress.

This study is delimited by excluding Subjective Norms and Behavioral Intention as independent variables. By focusing on the direct relationship between Attitudes toward inclusivity and Work Engagement and Readiness in inclusive education, the study prioritizes the predictive power of a teacher's internal psychological state and professional capacity.

METHODOLOGY

This chapter includes the research design, the study locale, the sample and sampling, the data-gathering technique, data analysis, and ethical considerations.



Research Design

This study employed a predictive research design, specifically a predictive-correlational approach, with multiple regression analysis. This design is appropriate as it aims to determine the extent to which independent variables significantly predict a specific criterion variable. As established in the model study, the correlation is first used to assess the strength of the relationship. At the same time, the regression analysis identifies the most potent predictor of the outcome. It helps move beyond simple associations to obtain more realistic, comprehensive models of real-world relationships by accommodating multiple predictors simultaneously (Ruan, 2024; McGibney, 2023).

Locale of the Study

This study was conducted in Tarragona, Davao Oriental, Philippines. It is a municipality situated in the Davao Region (Region XI) of Mindanao in the southern Philippines. Tarragona is classified as a third-class municipality and has a land area of approximately 300.76 square kilometers, with a population of 26,996 people according to the 2020 census. In terms of education, public schools in Tarragona are supervised by the Department of Education (DepEd) through the Schools Division of Davao Oriental, an office under DepEd Region XI responsible for implementing basic education policies and programs in the province. The schools provide the context for this study, as they represent the local DepEd administered settings where teachers interact with learners of diverse needs, making Tarragona a relevant and representative locale for examining teachers' attitudes, work engagement, and readiness in inclusive education.

Sample and Sampling

The total potential population of this study consisted of 333 public school teachers from the elementary and secondary schools. From this population, a sample of 250 teachers was selected, providing the statistical power needed for a robust multiple regression analysis.

Considering the need for proportional representation across school levels, the stratified random sampling technique was employed. The population was stratified into two distinct groups: Elementary School Teachers (n=203) and Secondary School Teachers (n=130). The total sample of 250 was then distributed proportionally across strata, ensuring that the resulting data accurately reflected the distribution of the teaching population in the district.

Stratified random sampling is a probability sampling technique in which the population is first divided into distinct subgroups or strata based on a specific characteristic relevant to the study. Within each stratum, participants are then randomly selected to form the final sample. This ensures that all key subgroups are proportionally represented while maintaining randomness that minimizes selection bias (Creswell, 2014).

Data Gathering Technique

In this study, data were collected using survey questionnaires, a widely used quantitative research technique for gathering numerical data from participants to examine relationships among variables. Survey questionnaires are structured instruments composed of pre-determined questions designed to elicit measurable responses, allowing for statistical Analysis of constructs. The questionnaires were self-administered, enabling participants to respond independently and reducing the potential for interviewer influence or bias during data collection (Gray, Williamson, Karp, & Dalphin, 2017).

Responses were collected using a Likert scale, which facilitates quantification of subjective perceptions and supports statistical procedures such as correlation and regression analyses. Prior to the main data collection, the questionnaire underwent pilot testing to assess its clarity, validity, and reliability, ensuring that items measured the intended constructs and functioned effectively with the target population (Imam Kusmaryono, Wijayanti, & Maharani, 2022).

This method is appropriate for predictive-correlational research, as it yields numerical data suitable for examining the strength and direction of relationships and identifying significant predictors of the outcome variable (Aiken & West, 1991).

Data Analysis Technique

In this study, three statistical methods were used, namely descriptive, correlation, and regression analysis.

Descriptive statistics refers to a set of statistical procedures used to organize, summarize, and describe the basic features of numerical data in a study. It provides simple summaries about the sample and the measures, such as measures of central tendency (mean, median, mode) and measures of variability (standard deviation, range), which help researchers understand the distribution and general patterns in the data (Pallant, 2016).

The following matrices present the scale, descriptive level, and interpretation used in assessing the level of the study variables:



Scale	Level	Interpretation for Attitudes toward Inclusivity	Interpretation for Work Engagement
1.00 – 1.74	Very Low	Teachers show very minimal positive attitudes toward inclusivity	Teachers demonstrate very low engagement in their work
1.75 – 2.49	Low	Teachers show limited or inconsistent positive attitudes toward inclusivity	Teachers demonstrate low or inconsistent work engagement
2.50 – 3.74	High	Teachers show substantial and generally positive attitudes toward inclusivity	Teachers demonstrate high levels of work engagement
3.75 – 5.00	Very High	Teachers show exceptionally positive and supportive attitudes toward inclusivity	Teachers demonstrate very strong and consistent work engagement

Scale	Level	Interpretation for Readiness in Inclusive Education
1.00 – 1.79	Very Low	Teachers show no or very minimal readiness to implement inclusive education
1.80 – 2.59	Low	Teachers rarely demonstrate readiness for inclusive education practices
2.60 – 3.39	Moderate	Teachers sometimes demonstrate readiness for inclusive education
3.40 – 4.19	High	Teachers often demonstrate readiness to implement inclusive education
4.20 – 5.00	Very High	Teachers consistently show strong readiness to implement inclusive education

Standard Deviation Value Interpretation:

Range	Description	Interpretation
SD ≤ 0.50	Highly Consistent Responses	strong and uniform perception
SD = 0.51 – 1.00	Moderately Consistent Responses	acceptable consistency
SD = 1.01 – 1.50	Low Consistency Responses	differing views or experiences
SD > 1.50	Very Low Consistency Responses	high variability and lack of consensus

Correlation analysis is a statistical technique used in quantitative research to examine the strength and direction of relationships among two or more variables (Hinkle, Wiersma, & Jurs, 2003). It quantifies how variables change together without implying causation, indicating whether the association is positive, negative, or nonexistent. The correlation coefficient (often denoted r) ranges from -1.00 to $+1.00$, where values closer to ± 1 indicate stronger relationships and values near 0 indicate weak or no relationships.

For the correlation analysis, the descriptive interpretation of Pearson correlation coefficients (r) followed the guidelines of Guilford (1956)

Computed r	Descriptive Interpretation
+/- 1.00	Perfect correlation
Between +/- 0.75 – +/- 0.99	High correlation
Between +/- 0.51 – +/- 0.74	Moderately high correlation
Between +/- 0.31 – +/- 0.50	Moderately low correlation
Between +/- 0.01 – +/- 0.30	Low correlation
0.0	No correlation

Multiple regression analysis is a statistical technique used to examine the relationship between one dependent (criterion) variable and two or more independent (predictor) variables, allowing researchers to predict the value of the dependent variable based on the combined influence of the predictors and determine the strength and direction of these relationships (Cohen, Cohen, West, & Aiken, 2013).

For interpreting the strength of the standardized beta $\beta=0.692$ coefficients from the regression analysis, the study adopted the classification scheme proposed by Cohen (1988) and Hair et al. (2019):

β Value Range	Predictive Strength
$\pm 0.00 - \pm 0.09$	Very Weak
$\pm 0.10 - \pm 0.29$	Weak
$\pm 0.30 - \pm 0.49$	Moderate
$\pm 0.50 - \pm 0.69$	Strong
± 0.70 and above	Very Strong

Ethical Consideration

The study strictly adhered to established ethical principles to protect the dignity and rights of all participants throughout the research process. Formal approval was obtained from the Schools Division Office and participating school heads, while informed consent was secured from each educator after a clear explanation of their right to withdraw. Confidentiality and anonymity were rigorously maintained by omitting personal identifiers and utilizing data solely for academic purposes (Fraenkel, Wallen, & Hyun, 2019). No participant was exposed to physical or psychological harm, as the procedures complied with the ethical standards of the



American Educational Research Association and national data management regulations. Finally, adherence to the Society for Moral Integrity and Legal Ethics (SMILE) guidelines ensured a research environment grounded in transparency, trust, and accountability.

RESULTS

Included in this chapter are the descriptive, correlation, and regression analyses, along with the corresponding Analysis and interpretation of the statistical results. This chapter ends with a summary of findings.

Descriptive Results

Table 1 presents descriptive statistical results of the study, including the variables involved, namely teacher attitudes toward inclusivity, work engagement, and readiness in inclusive education, with their respective indicators. Likewise, the number of samples, standard deviation, mean, and descriptive level for each variable are provided in the table.

Table 1. Descriptive Analysis (n=250)

Variables	SD	Mean	Description
Teacher's attitude	0.403	3.22	High
Student Variable	0.37	3.12	High
Peer Support	0.65	3.34	High
Administrative Support	0.49	3.42	High
Collaboration	0.49	3.36	High
Training	1.06	2.87	High
Work engagement	0.451	3.48	High
Vigor	0.38	3.50	High
Dedication	0.51	3.41	High
Absorption	0.51	3.47	High
Readiness in inclusive education	0.391	3.40	High
Classroom Instruction	0.47	3.50	High
Curriculum Content	0.46	3.14	High
Assessment of Learners' Performance	0.51	3.48	High
Monitoring of Learners' Progress	0.47	3.50	High

Specifically, the table shows that the overall Teacher attitudes toward inclusivity had a mean described as high ($M = 3.22$, $SD = 0.403$), suggesting that teachers generally hold positive attitudes toward inclusive education. All indicators under this variable, including Student Variable, Peer Support, Administrative Support, and Collaboration, were rated as high, except for Training, which had the lowest mean.

Furthermore, the table shows that respondents demonstrated an overall high level of Work Engagement ($M = 3.48$, $SD = 0.451$), indicating that teachers perceive themselves as actively engaged and committed to their work. Among the sub-indicators, Vigor and Absorption achieved the highest mean ($M = 3.50$), reflecting high energy and mental resilience, while Dedication scored slightly lower but was still high.

Moreover, the results reveal that respondents obtained a high level of Readiness in Inclusive Education ($M = 3.40$, $SD = 0.391$), indicating that teachers perceive themselves as well-prepared to implement inclusive practices. Indicators such as Classroom Instruction and Monitoring of Learners' Progress were rated highest ($M = 3.50$), while Curriculum Content scored the lowest ($M = 3.14$).

Overall, the descriptive results suggest that teachers consistently reported high levels of Attitude, engagement, and readiness in inclusive education, with minor variations across specific sub-dimensions, reflecting areas of relative strength and those that may require further development.

Correlation Results

Shown in Table 2 are Teacher attitudes toward inclusivity and Work Engagement as predictor variables, and Readiness in Inclusive Education as the criterion variable. Likewise, the r -values, p -values, decision on the null hypothesis (H_0), and interpretation are presented.

Table 2. Correlations Between Measures

Variables	Readiness in Inclusive Education			
	r-value	p-value	Decision on H_0	Interpretation
Attitude	0.547	0.000	Reject H_0	Moderate positive correlation.
Work engagement	0.776	0.000	Reject H_0	Strong positive correlation



As shown, the correlation between Teacher attitudes toward inclusivity and Readiness in Inclusive Education obtained a p-value of ($p=0.000$), which is less than the 0.05 significance level; hence, the null hypothesis was rejected. This indicates that the correlation is significant. With an r-value of ($r=0.547$), the relationship is moderately positive, suggesting that teachers who demonstrate more favorable attitudes toward inclusive education also report higher levels of readiness.

Moreover, the correlation between Work Engagement and Readiness in Inclusive Education obtained a p-value of ($p=0.000$), which is less than the 0.05 level of significance, thus leading to the rejection of the null hypothesis. With an r-value of ($r=0.776$), the correlation is strongly positive, indicating that teachers who are more engaged in their work, exhibiting vigor, Dedication, and absorption, perceive themselves as better prepared for inclusive education.

Overall, the Pearson correlation analysis reveals significant positive relationships between the predictor variables and teacher readiness for inclusive education, with Work Engagement showing a stronger association than general Attitude.

Regression Results

Presented in Table 3 is the multiple linear regression analysis, with Attitudes toward Inclusivity and Work Engagement as predictor variables and Teacher Readiness in Inclusive Education as the criterion variable. The table contains the constant value, unstandardized and standardized beta coefficients, standard errors, t-values, p-values, decision on the null hypothesis (H_0), and the corresponding interpretations.

Table 3. Multiple Linear Regression on the influence of the Independent Variables on the Teacher Readiness on Inclusive Education

Variables	Teacher Readiness on Inclusive Education						
	Unstandardized Coefficient		Standardized Coefficient		Sig.	Decision on H_0	Interpretation
	B	Std. Error	B	T			
Constant	0.866		6.31	.000			
Attitude	0.139	0.143	0.321	.003		Reject H_0	Significant
Work Engage	0.599	0.071	0.692	14.24	.000	Reject H_0	Significant

Model Summary:

$R = 0.784$, $R^2 = 0.615$, Adjusted $R^2 = 0.612$, $p = 0.000$

Level of Significance = 0.05

Decision rule: Reject H_0 if $p < 0.05$

$TRIE = 0.139A + 0.599E + 0.866$

Specifically, the regression model for Teacher Readiness in Inclusive Education can be expressed as ($TRIE = 0.139A + 0.599E + 0.866$). This predictive model is significant with a p-value of ($p=0.000$), which is less than the 0.05 level of confidence. Furthermore, the coefficient of determination ($R^2 = 0.615$) indicates that the combined influence of Attitudes toward Inclusivity and Work Engagement explains 61.5% of the variance in teachers' readiness for inclusive education.

Individually, both predictor variables significantly contribute to the model. Work Engagement emerged as the dominant predictor, with a standardized beta coefficient of 0.692, compared to Attitudes, which had a standardized beta coefficient of 0.143. It indicates that for every one-unit increase in Work Engagement, readiness increases by 0.599 units, whereas a one-unit increase in Attitude results in a 0.139-unit increase. Overall, the findings suggest that while both factors are important, sustained professional engagement and Dedication are the key drivers of teachers' readiness for inclusive education.

Summary of Findings

Based on the statistical results, it was specifically found that

1. Teacher Attitudes toward Inclusivity and Readiness in Inclusive Education are significantly correlated.
2. Work Engagement and Teacher Readiness in Inclusive Education are significantly correlated.
3. The regression model predicting Teacher Readiness in Inclusive Education, with Teacher Attitudes toward Inclusivity and Work Engagement as predictors, is significant.

DISCUSSION

This chapter contains the discussion of the results of the study. Presented as well in this section are the conclusions and recommendations.

Teacher Attitudes toward Inclusivity, Work Engagement, and Readiness in Inclusive Education

This finding, stating the correlation between Teacher Attitudes toward Inclusivity and Work Engagement and the Readiness in Inclusive Education, aligns with the study of Arboiz and Aoanan (2024), who reported that teacher attitudes toward inclusivity significantly correlated with their readiness to implement inclusive practices, confirming that attitudinal factors meaningfully contribute to teachers' preparedness. Likewise, this finding affirms the study by Englis et al. (2025), which found that teachers' work



engagement, characterized by vigor, Dedication, and absorption, positively influences their perceived readiness to adopt inclusive teaching strategies. Similarly, the current findings affirm the assertion that favorable attitudes and professional engagement jointly enhance teachers' confidence and capacity to meet the needs of diverse learners (Zainalabidin & Ma'rof, 2022).

In contrast, this current finding opposes the results of Mabanag et al. (2024), who asserted that teachers' attitudes and engagement alone did not significantly predict readiness for inclusive classrooms.

Predicting Teacher Readiness through Attitude and Work Engagement

The finding of this current study, stating that the model involving teacher attitudes toward inclusivity and work engagement to predict teachers' readiness in inclusive education is significant, supports the study of Ospankulova et al. (2026), who showed that a multiple regression model including teacher attitudes, professional experience, and institutional support significantly predicted teachers' readiness for inclusive practices. It demonstrates that combined psychological and professional predictors meaningfully explain readiness outcomes. Likewise, this finding affirms the study by Foykas et al. (2025), which found that teacher engagement, along with self-efficacy and professional experience, significantly contributes to predicting readiness for inclusive education, reinforcing the importance of considering both attitudinal and professional engagement factors in readiness models. Moreover, the current findings affirm the assertion that models combining multiple predictors, including engagement and professional competence, explain a substantial portion of the variance in teacher readiness, highlighting that the interplay between psychological dispositions and professional involvement is critical for preparedness in inclusive classrooms (Paetsch et al., 2024).

In contrast, this current finding contradicts the study by Jada et al. (2025), which found that attitudes and work engagement alone were insufficient to predict readiness when other contextual factors, such as institutional support and resources, were included in the regression model. It underscores that while attitudes and engagement are significant predictors, environmental and systemic factors remain crucial in fully explaining teachers' readiness for inclusive education.

Conclusion

Based on the findings, it is concluded that the model's ability to predict readiness to implement inclusive practices, with teacher attitudes toward inclusivity and work engagement as predictors (61.5%), is strong. Hence, the Theory of Planned Behavior (1991), positing that Behavior is primarily guided by behavioral intention, shaped by attitudes toward the Behavior, perceived social norms, and perceived behavioral control, is partially affirmed.

Recommendations

Based on the conclusion, it is recommended that future research explore other variables not covered in the study to account for the remaining 38.5% of variance in teacher readiness in inclusive education not explained by Attitude toward inclusivity and work engagement. Qualitative studies can investigate additional contextual, systemic, or psychological factors that may influence teacher readiness in inclusive education, thereby further validating the Theory of Planned Behavior. Additionally, educational institutions may implement professional development programs, workshops, and engagement initiatives that foster teachers' work engagement and strengthen positive attitudes toward inclusive education, thereby enhancing teacher readiness in this area.

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APPENDICES

Appendix A: Map of the Research Locale

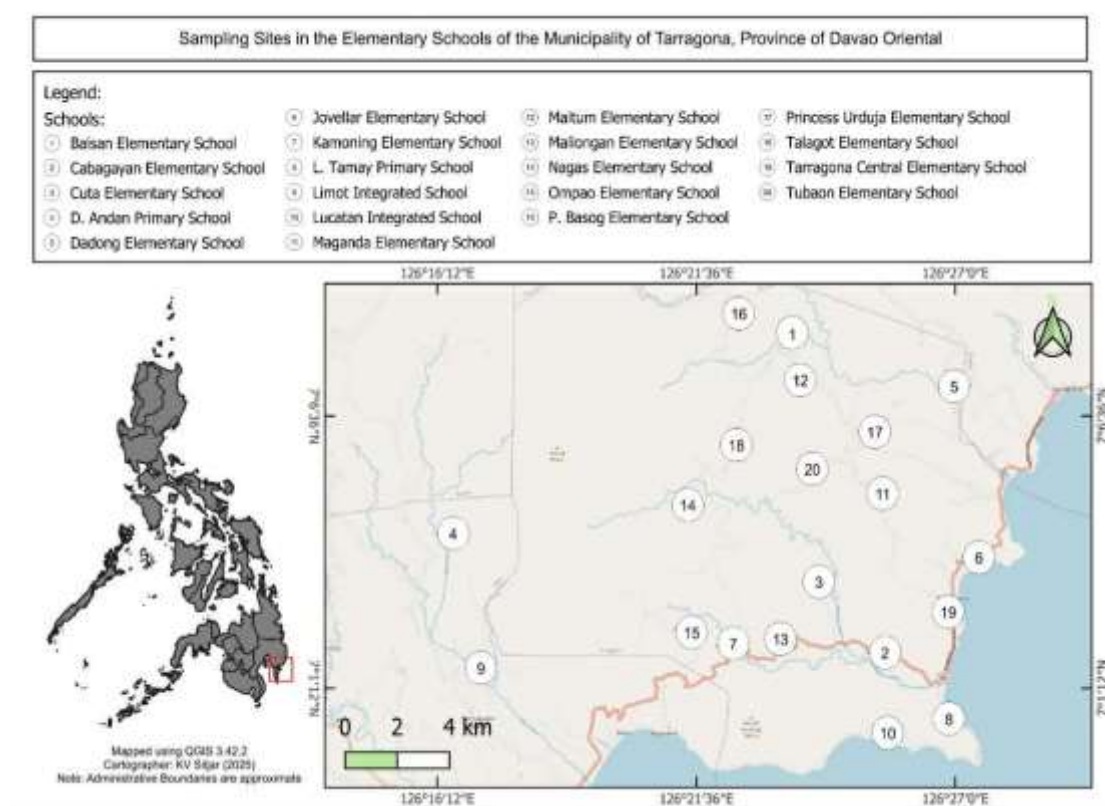


Figure 2. Map of the Philippines pointing the location of the sampling sites in the Elementary Schools of Tarragona Davao Oriental



Appendix B: Validation Result and Sheets for Quantitative Research

Indicators	Roselyn M. Ricaforte, PhD	Lolito G. Estrera, PhD	Philip John V. Millan, PhD	Mean
1. Clarity of Directions and Items- The vocabulary, language structure, and concepts suit the level of the respondents, and the items are written in a clear and understandable manner.	4	5	5	4.67
2. Presentation and Organization of Items- The items are presented and organized in a logical manner.	4	4	4	4.00
3. Suitability of the Items- The items are appropriate and represent the substance of the research. The statements are designed to determine the conditions, knowledge, perceptions, and/or attitudes to be measured.	5	5	4	4.67
4. Adequateness- The items adequately cover the research. The number of statements per area is representative of the questions needed.	4	5	5	4.67
5. Attainment of Purpose- The research tool as a whole fulfills the objectives for which it is constructed.	5	5	5	5.00
6. Objectivity- No aspect of the questionnaire suggests bias on the part of the researchers.	5	4	5	4.67
Average	4.50	4.67	4.67	4.61



Curriculum Vitae

MARY LOU S. LEMENTE

Central, Tarragona, Davao Oriental



Academic Background

Graduate School	Master of Arts in Education Major in Special Education Holy Cross of Davao College Sta. Ana Avenue, Davao City November 2025
College	BEED Major in Generalist Davao Oriental State College Of Science and Technology Guang-guang, Dahican, Mati City
High School	Tarragona National High School Central, Tarragona, Davao Oriental
Elementary	Tarragona Central Elementary School Central, Tarragona, Davao Oriental

Employment History

Title Position:	Special Education Teacher I
Institution:	DepEd Davao Oriental/Jovellar Elementary School
Date of Employment:	March 20, 2025, to Present
Title Position:	Teacher I
Institution:	DepEd Davao Oriental/Maitum Elementary School
Date of Employment:	March 26, 2020

Eligibility/Licensure

Examination:	Licensure Examination for Teachers
Date Taken:	September 30, 2018
Rating:	78.60

Relevant Seminars and Conferences

Title:	Seminar Workshop on American and Filipino Sign Language (ASL & FSL)
Date:	June 6, 2024
Venue:	Holy Cross of Davao College

Title:	Division Caravan on Deaf Awareness and Filipino Sign Language
Date:	October 18, 2024
Venue:	Boston Central Elementary School

Title:	Capacity Building of Teachers on the Academic Recovery and Accessible Learning (ARAL) Program Rollout
Date:	September 23-24, 2025
Venue:	Tarragona Central Elementary School