

Assessing Teachers' Self-Efficacy and its Influence on the Delivery of Quality Instruction in Mainstreamed Classrooms

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Abstract:

This study examined the relationship between teachers' perceived self-efficacy and their actual teaching performance in mainstreamed classrooms at Dapa Central Elementary School & SPED Center during the 2025–2026 school year, serving as a basis for an Action Plan. Demographic data, including age, gender, educational attainment, position, teaching experience, and participation in inclusive education trainings, were collected. Data were gathered through a structured survey measuring teachers' perceived self-efficacy and actual classroom practices. Frequency counts, percentages, and weighted means analyzed levels of self-efficacy and teaching performance, while Pearson's correlation coefficient determined the relationship between the variables. Findings showed a predominantly young and female workforce, mostly aged 20–29 years with bachelor's degrees. Teacher I comprised the largest group, and most had six to ten years of experience. Participation in inclusive education seminars was limited. Teachers reported high self-efficacy in assessing student progress and using results to improve instruction but lower confidence in collaborating with Special Education/Resource Teachers and providing individualized accommodations. Actual teaching performance was generally effective, with strengths in classroom management and differentiated instruction, while collaborative practices were less frequent. Correlation analysis revealed a negligible negative and non-significant relationship between perceived self-efficacy and teaching performance, indicating that confidence does not necessarily predict instructional effectiveness. The study concluded that while teachers demonstrate strong classroom performance, gaps in collaboration and individualized support persist. An Action Plan is recommended to enhance self-efficacy and teaching performance.

Keywords: Special Education, Teacher Self-Efficacy, Teaching Performance, Professional Development, Descriptive Correlational Design, Dapa, Surigao del Norte.

CHAPTER 1

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Inclusive education aims to provide all learners, regardless of ability, equitable access to quality education. Globally, schools continue to face challenges in effectively implementing inclusive practices, as educators must address diverse learning needs, behavioral differences, and varying student abilities within a single classroom. Many teachers struggle to balance curriculum demands while adapting instruction to ensure that all students can participate meaningfully in learning. These challenges can hinder instructional effectiveness and impact overall student outcomes, highlighting the importance of teacher competence and confidence in delivering inclusive education.

In the Philippines, inclusive education has been gradually adopted across schools, but implementation gaps persist. Teachers frequently encounter difficulties managing classrooms with learners with special educational needs (SEN), including limited preparation in individualized instruction, insufficient collaboration with support personnel, and inadequate resources. As a result, many educators lack the necessary knowledge and confidence to meet the needs of diverse learners, affecting both teaching performance and learner engagement. Challenges in classroom management, lesson differentiation, and student motivation are common, which can further impact teachers' self-efficacy and their ability to implement inclusive strategies consistently.

At the local level, Dapa Central Elementary School & SPED Center mirrors the broader challenges observed in inclusive education worldwide and nationally. Teachers handling mainstreamed classrooms frequently express confidence in their ability to deliver instruction and meet curriculum goals, yet they often encounter practical difficulties in translating that confidence into consistent classroom practices. Sustaining differentiated strategies for learners with varying abilities proves challenging, particularly when balancing large class sizes, limited instructional resources, and diverse learning needs. Managing student behaviors in inclusive classrooms also presents significant demands, as teachers must simultaneously address academic, social, and emotional requirements while maintaining an orderly learning environment. This misalignment is especially evident in areas such as implementing individualized accommodations, providing meaningful feedback, and fostering inclusive classroom participation, which are essential components of effective mainstreamed teaching. Consequently, while teachers demonstrate competence in certain instructional aspects, gaps remain in areas requiring specialized knowledge, collaborative problem-solving, and adaptive strategies, highlighting the need for targeted support and professional development to bridge the gap between self-confidence and classroom effectiveness.

This study therefore aimed to examine the relationship between teachers' perceived self-efficacy and their actual teaching performance in mainstreamed classrooms during the 2025–2026 school year. The findings are intended to support the development of an Action Plan to enhance teacher's capacity.

Theoretical Background

This study was grounded in both theoretical perspectives and legal frameworks that illuminated the relationship between teachers' perceived self-efficacy and their actual teaching performance in mainstreamed classrooms. Drawing on Bandura's Social Cognitive Theory (1986), the study recognized that individuals with higher self-efficacy exhibited greater motivation, persistence, and effectiveness in completing tasks. Tschannen-Moran and Hoy's Teacher Efficacy Theory (2001) further highlighted that teachers' belief in their instructional and classroom management capabilities directly influenced the quality of teaching, student engagement, and overall classroom outcomes.

Additionally, Constructivist Learning Theory (1996) emphasized that teaching effectiveness depends on teaching creativity to create active, reflective and supporting learning environment.

From a legal standpoint, the study was anchored on key policies that mandate and guide inclusive education in the Philippines. Republic Act No. 7277, or the Magna Carta for Persons with Disabilities, guarantees the right of learners with disabilities to access appropriate and quality education. Republic Act No. 10533, the Enhanced Basic Education Act of 2013, promotes learner-centered, inclusive instruction aligned with the K–12 curriculum. Likewise, Department of Education Order No. 72, s. 2009, institutionalizes the Inclusive Education Policy Framework, ensuring that children with disabilities are integrated into mainstreamed classrooms with adequate support.

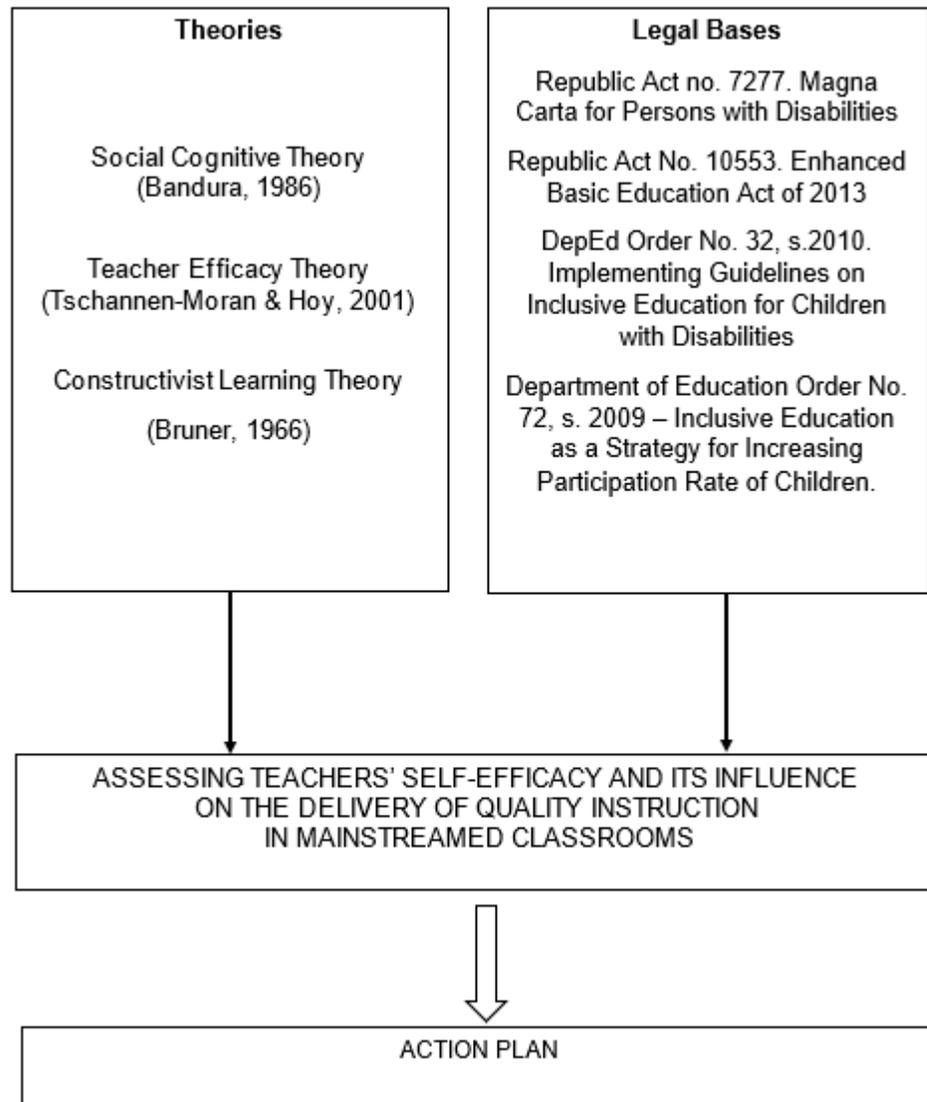


Figure 1. Theoretical- Conceptual Framework of the Study

Teachers' perceived competence has consistently been recognized as a key factor in determining instructional effectiveness and student achievement. According to Bandura's Social Cognitive Theory (1986), self-efficacy shapes motivation, persistence, and overall performance. Supporting this perspective, Lauermann and ten Hagen (2021) found that teachers' perceived competence significantly affects student academic outcomes through the quality of classroom processes and instructional practices. In a similar vein, Santi, Gorghiu, and Pribeanu (2020) reported that educators with higher self-efficacy are better able to integrate innovative teaching tools, such as

mobile learning platforms, to enhance student engagement. Sakız, Ekinci, and Sarıçam (2020) further emphasized that teachers' confidence in their instructional skills is strongly influenced by perceptions of school leadership, indicating that supportive environments reinforce self-efficacy and improve teaching outcomes. Collectively, these studies demonstrate how confidence in one's abilities—a core principle of Social Cognitive Theory—translates into effective classroom practices that enhance learning.

Building on this, Tschannen-Moran and Hoy's Teacher Efficacy Theory (2001) highlights the relationship between self-efficacy, professional performance, and initiative. Akman (2021) emphasized that teachers' confidence is positively linked to both instructional effectiveness and leadership behaviors, illustrating how self-efficacy promotes accountability and professional growth. Pearman, Bowles, and Polka (2021) observed that educators with high self-efficacy exhibit resilience and adaptability when implementing student-centered strategies in challenging situations. Similarly, Vidergor (2023) found that teachers in Philippine schools with strong self-efficacy demonstrate enhanced teaching practices and accountability, particularly in distance and hybrid learning environments. These findings reinforce the theory's assertion that teacher beliefs strongly influence instructional quality and responsiveness to evolving educational demands.

Additionally, Bruner's Constructivist Learning Theory (1966) frames teaching as an active, student-centered process in which educators guide learners to construct knowledge. Karakose et al. (2023) noted that teachers' academic self-efficacy and professional attitudes significantly impact classroom management and student motivation, highlighting the importance of teacher agency in fostering effective learning environments. Mastrothanasis, Zervoudakis, and Xafakos (2021) reported that special education teachers with high self-efficacy maintain persistence and emotional stability when addressing diverse learner needs. Likewise, Youssif et al. (2024) found that self-efficacious teachers handling learners with intellectual disabilities and autism achieve more consistent and effective outcomes. Together, these studies illustrate how constructivist approaches, when supported by strong teacher self-efficacy, enable the development of meaningful, adaptive, and inclusive learning experiences.

Social Cognitive Theory (SCT), proposed by Albert Bandura (1986), posited that human learning and behavior emerge from the dynamic interaction of cognitive, behavioral, and environmental factors. Central to this theory is the concept of self-efficacy, defined as an individual's belief in their ability to organize and execute actions necessary to accomplish specific tasks successfully. Within the educational context of Dapa Central Elementary School & SPED Center, teachers with high self-efficacy were more likely to demonstrate persistence, adaptability, and innovation in responding to the diverse needs of learners, particularly in mainstreamed classrooms where inclusivity and differentiation were critical. Teachers' beliefs in their competence influenced instructional planning, classroom management, motivation, and responsiveness to students' individual differences.

Empirical research supports the relevance of SCT in understanding teacher performance. Van Mieghem et al. (2022) highlighted that administrative support and peer collaboration significantly enhanced teachers' self-efficacy toward learners with special educational needs, illustrating the environmental influence emphasized by Bandura. Guo et al. (2021) found that early childhood special education teachers with stronger self-efficacy fostered better literacy outcomes, demonstrating the practical translation of self-belief into effective teaching. Kazanopoulos et al. (2022) reported variations in self-efficacy among general and special education teachers in Greece depending on training and institutional support, highlighting how mastery experiences shape efficacy beliefs. Fu et al. (2021) indicated that self-efficacy mediated the link between self-esteem and job burnout among special education teachers, suggesting that confidence supports resilience under stress. Alnahdi and Schwab (2021) further confirmed that teachers' preparation and attitudes

toward inclusion predicted their efficacy in inclusive classrooms, validating SCT's cognitive and experiential components.

Chu and Garcia (2021) demonstrated that collective teacher efficacy and culturally responsive teaching efficacy positively influenced instructional practices, reinforcing Bandura's view that social modelling enhances individual self-belief. Antoniou et al. (2023) found that teachers with high self-efficacy experienced less stress and greater job satisfaction, while Sawyer et al. (2022) noted that efficacy beliefs were context-sensitive and shaped by learners' individual needs. Yakut (2021) emphasized that professional development and peer support elevated teachers' efficacy when teaching students with learning disabilities, and Martins and Chacon (2021) confirmed that reflective practice and inclusive pedagogy in teacher education programs strengthened self-efficacy.

In summary, these studies establish that teachers' beliefs about their capabilities strongly predict instructional performance, resilience, and overall effectiveness. Bandura's SCT provides a framework for understanding how self-efficacy—shaped by experience, environment, and reflection—affects actual teaching behavior. In this study, SCT served as the theoretical foundation for examining the relationship between teachers' perceived self-efficacy and actual teaching performance in mainstreamed classrooms at Dapa Central Elementary School & SPED Center, emphasizing that enhancing teacher confidence and skills directly benefits inclusive education practices and learner outcomes.

Teacher Efficacy Theory, developed by Tschannen-Moran and Hoy (2001), extends Bandura's concept of self-efficacy specifically to teaching. The theory posits that teachers' beliefs in their instructional competence shape motivation, persistence, and effectiveness in facilitating student learning. Teachers with high efficacy are better equipped to manage diverse classroom challenges, adapt strategies to meet learners' needs, and sustain effort under pressure. This theoretical lens aligns with the present study by providing a framework for understanding how teachers' perceived self-efficacy translates into actual teaching performance in mainstreamed classrooms at Dapa Central Elementary School & SPED Center.

Empirical evidence reinforces this perspective. Metsala and Harkins (2020) found that preservice teachers with strong efficacy beliefs were more prepared to implement inclusive practices. Fakhrou and Habib (2022) observed a link between self-efficacy and academic achievement, indicating that confidence influences both teaching behavior and student outcomes. Cumming et al. (2021) reported that special educators with higher self-efficacy employed more effective instructional and behavioral strategies for students with emotional and behavioral disorders. Francois (2020) highlighted that continuous professional development strengthens instructional confidence, while Sakız et al. (2020) showed that supportive leadership further enhances teacher efficacy. Cooper et al. (2020) found that preservice teachers' efficacy in online teaching improved with experience and training. Cruz et al. (2020) emphasized that culturally responsive teaching efficacy increased effectiveness with diverse learners, and Pellerone (2021) noted that strong efficacy correlated with lower burnout during the COVID-19 pandemic. Johnson et al. (2021) demonstrated that collaborative instructional models, like co-teaching, significantly boosted efficacy in integrated STEM settings. Schunk and DiBenedetto (2020) confirmed that self-efficacy predicts effective support for students with disabilities.

Collectively, these findings validate Teacher Efficacy Theory, demonstrating that self-efficacy strongly influences instructional performance, adaptability, and persistence. In this study, the theory provides a conceptual lens to investigate how teachers' perceived self-efficacy affects actual teaching performance in mainstreamed classrooms at Dapa Central Elementary School & SPED Center, where confidence, competence, and commitment are essential for inclusive instruction.

Building on Teacher Efficacy Theory, Constructivist Learning Theory (Bruner, 1966) offers a complementary perspective by highlighting how efficacy beliefs translate into classroom practice.

While self-efficacy focuses on teachers' beliefs in their ability to influence learning, Constructivist Learning Theory emphasizes the process of learning through active engagement, collaboration, and guided discovery. In mainstreamed classrooms at Dapa Central Elementary School & SPED Center, this perspective reinforces the idea that effective teaching requires not only confidence but also the creation of inclusive environments where learners of varying abilities construct knowledge meaningfully through supported learning experiences.

Constructivist Learning Theory, as proposed by Jerome Bruner (1966), asserts that learners actively construct knowledge through experiences, interactions, and reflection. In the teaching context, this implies that educators must design learning environments that foster exploration, collaboration, and critical thinking, enabling students to develop meaningful understanding. At Dapa Central Elementary School & SPED Center, teachers' confidence in facilitating these processes—grounded in their self-efficacy—directly influenced how lessons were scaffolded, differentiated, and adapted to meet the diverse needs of learners in mainstreamed classrooms. This theoretical framework complements the present study by emphasizing that teachers' perceived competence is not merely a personal belief but a determining factor in creating inclusive, student-centered learning experiences.

Recent literature reinforces this foundation by highlighting the impact of teacher self-efficacy on inclusive practices and student outcomes. Zhang et al. (2024) found that educational digitalization enhanced creativity among students with special needs through study crafting and creative self-efficacy, illustrating the critical role of teachers in constructivist learning environments. Similarly, Cho, Lee, and Herner-Patnode (2020) revealed that preservice teachers' confidence in addressing cultural and linguistic diversity was shaped by training experiences, confirming that preparedness and self-efficacy are essential in promoting equitable learning.

Yada et al. (2021) reported that preservice teachers in Finland exhibited a strong relationship between self-efficacy, resilience, and the successful implementation of inclusive practices, aligning with Bruner's assertion that active engagement and reflection strengthen learning outcomes. Breyer et al. (2020) emphasized that learning and support assistants in Austrian inclusive classrooms with high self-efficacy employed more adaptive teaching strategies, demonstrating that confidence directly affects instructional effectiveness.

During the COVID-19 pandemic, Kast et al. (2021) explored Austrian teachers' attitudes and efficacy in supporting at-risk students in home learning, finding that teachers with stronger self-efficacy were more capable of maintaining inclusive practices under challenging conditions. Schwab and Alnahdi (2020) similarly found that teachers with higher self-efficacy consistently applied inclusive strategies, bridging theory and classroom practice.

Teacher well-being and retention were also linked to self-efficacy. Friesen, Shory, and Lamoureux (2023) reported that strong self-efficacy enhanced inclusive practices while reducing burnout. Scott et al. (2022) identified efficacy as a key factor in sustaining commitment among special education teachers, indicating that confidence in teaching competence supports persistence in inclusive education. Cross-cultural studies also underscored these findings: Kuyini, Desai, and Sharma (2020) in Ghana showed that teachers' self-efficacy and attitudes influenced their readiness to implement inclusive education, while Kuok et al. (2022) in Macao demonstrated that teachers with high efficacy and clear role understanding experienced lower emotional exhaustion and higher engagement.

Collectively, these studies reinforce Bruner's constructivist principle that teaching effectiveness depends on the teacher's ability to create active, reflective, and supportive learning environments. At Dapa Central Elementary School & SPED Center, teachers with strong self-efficacy were better equipped to implement constructivist strategies, ensuring that all learners, particularly those with special needs, could construct knowledge meaningfully and confidently.

The study was also anchored in legal frameworks governing inclusive and quality education in the Philippines. Republic Act No. 10533, the Enhanced Basic Education Act of 2013, emphasized learner-centered and inclusive instruction within the K–12 curriculum, supporting the focus on teacher self-efficacy in mainstreamed classrooms. Republic Act No. 7277, the Magna Carta for Persons with Disabilities, upheld the right of learners with disabilities to access quality education, highlighting the need for competent and confident teachers in inclusive settings. Additionally, Department of Education Order No. 72, s. 2009, institutionalized inclusive education as a strategy to improve participation rates among children with special needs and marginalized learners, emphasizing the importance of teacher capability and self-efficacy. These legal bases provided the framework for examining how teachers' confidence and competence shaped the effective implementation of inclusive education in Philippine public schools, particularly in mainstreamed classrooms at Dapa Central Elementary School & SPED Center.

Republic Act No. 10533 – The Enhanced Basic Education Act of 2013 served as a cornerstone for this study. This law strengthened the K–12 educational system by promoting learner-centered, inclusive, and differentiated instruction that addressed the diverse needs of all students. It emphasized the creation of learning environments where every student, regardless of ability or background, could actively engage and construct knowledge meaningfully. By prioritizing flexibility in teaching strategies and scaffolding instruction to meet individual learner needs, RA 10533 provided the foundation for inclusive education practices in the Philippines. This study aligned with this mandate by examining how teachers' self-efficacy influenced the effectiveness of instruction in mainstreamed classrooms at Dapa Central Elementary School & SPED Center. By assessing teachers' confidence and competence, the study explored how these professional attributes enabled educators to implement inclusive, student-centered strategies, ensuring that learners of varying abilities could fully participate and benefit from the K–12 curriculum.

Republic Act No. 7277 – The Magna Carta for Persons with Disabilities (as amended by R.A. 9442) further reinforced the legal obligation for inclusive education. This law guarantees that persons with disabilities have the right to accessible, appropriate, and quality education, advocating for their full integration into regular school systems. Beyond access, it requires the active removal of barriers to learning, ensuring that schools and teachers provide necessary accommodations, support, and inclusive instructional approaches. The study supported this provision by evaluating teachers' readiness and ability to meet the unique needs of learners with disabilities in mainstreamed classrooms. By examining the link between teacher competence, self-efficacy, and classroom practices, the research highlighted the pivotal role of educators in fulfilling the objectives of the Magna Carta, ensuring that learners with disabilities were not merely present but had meaningful opportunities to learn, participate, and succeed.

Department of Education Order No. 72, s. 2009 – Inclusive Education as a Strategy for Increasing Participation Rate of Children institutionalized inclusive education as a practical approach to expanding access to learning for children with special needs and those from marginalized or underserved sectors. This policy emphasized the responsibility of teachers to adapt instruction, provide targeted interventions, and cultivate classroom environments where all learners could actively participate. It recognized that effective inclusive education required both policy implementation and teacher preparedness, confidence, and proactive engagement. The study directly aligned with this policy by assessing how teachers' self-efficacy and teaching performance contributed to the successful implementation of inclusive education at Dapa Central Elementary School & SPED Center. By investigating the extent to which teachers felt capable of addressing diverse learner needs, the research sought to determine how self-efficacy translated into practical teaching strategies that improved participation, learning outcomes, and equitable access to education for all students.

In conclusion, the theoretical and legal foundations of this study collectively emphasized the critical role of teacher self-efficacy in promoting inclusive education. Social Cognitive Theory and Teacher Efficacy Theory highlighted how teachers' beliefs in their capabilities shaped their motivation, persistence, and effectiveness in managing diverse learners, while Constructivist Learning Theory underscored the importance of designing learner-centered environments that fostered active engagement, collaboration, and meaningful knowledge construction. These insights were further reinforced by Philippine legal mandates, including RA 10533, RA 7277, and DepEd Order No. 72, s. 2009, which require inclusive and equitable education for all learners. Together, these theoretical and legal foundations affirmed that teachers' confidence, preparedness, and professional competence are essential in translating policy into practice, ensuring that all students—particularly those with special needs—experience meaningful, accessible, and quality learning in mainstreamed classrooms at Dapa Central Elementary School & SPED Center.

THE PROBLEM

Statement of the Problem

This study determines the relationship between the extent of teachers' perceived self-efficacy and their actual teaching performance in mainstreamed classrooms in Dapa Central Elementary School & SPED Center during the school year 2025–2026 and serves as a basis for an Action Plan.

Specifically, it seeks to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. Age;
 - 1.2. Gender;
 - 1.3. Educational attainment;
 - 1.4. Position or designation;
 - 1.5. Years of teaching experience; and
 - 1.6. Trainings or seminars attended related to inclusive education?
2. What is the extent of teachers perceived self-efficacy in mainstreamed classroom?
3. What is the extent of teachers' actual teaching performance in mainstreamed classroom?
4. Is there a significant relationship between extent of teachers perceived self-efficacy and their extent of actual teaching performance in mainstreamed classroom?
5. Based on the findings, what Action Plan can be proposed?

Statement of Null Hypothesis

Based on the objectives of the study, the following null hypothesis was tested at 0.05 level of significance

H₀- There was no significant relationship between extent of teachers perceived self-efficacy and their actual teaching performance in mainstreamed classrooms.

Significance of the Study

This study investigated the relationship between the extent of teachers' perceived self-efficacy and their actual teaching performance in mainstreamed classrooms at Dapa Central Elementary School & SPED Center during the school year 2025–2026, serving as a foundation for developing an action plan. By exploring how teachers' confidence in their instructional, behavioral, and social management skills corresponded with their observable classroom practices, the research provided practical insights into the implementation of inclusive education at the basic education level.

Department of Education. For the Department of Education, the study generated empirical evidence that could guide policy formulation and decision-making regarding teacher competence and inclusive teaching practices. Understanding the relationship between teachers' self-efficacy and actual classroom performance helped identify targeted professional development needs, inform training program design, and optimize resource allocation and teacher support systems within Schools Division of Siargao.

Teachers. The study encouraged teachers to critically reflect on their professional beliefs and instructional strategies. By comparing their perceived self-efficacy with observed performance outcomes, educators could identify gaps between their confidence and actual practice. This self-awareness promoted continuous professional growth, motivated engagement in development programs, and reinforced instructional practices that effectively addressed the diverse needs of learners in mainstreamed classrooms.

Learners. Students in inclusive classrooms indirectly benefited from this research. Teachers with strong self-efficacy who consistently demonstrated effective teaching practices were more likely to foster adaptive, supportive, and engaging learning environments. Such environments promoted academic achievement, social inclusion, and emotional well-being, particularly for learners with diverse needs, contributing to a more equitable and responsive educational experience.

Schools. For school administrators, the study offered a diagnostic perspective on teacher competence, confidence, and readiness for inclusive teaching. The results informed administrative planning, supervision, and performance evaluation systems. Additionally, the findings provided a basis for designing mentoring programs, performance monitoring tools, and capacity-building initiatives aligned with the goals of inclusive education at Dapa Central Elementary School & SPED Center.

Researcher. The conduct of this study enhanced the researcher's academic and professional development by deepening the understanding of how teacher self-efficacy influences actual classroom performance in inclusive education settings. It also contributed to the growing body of local literature on teacher effectiveness and inclusive pedagogy within the Philippine public school system.

Future Researchers. Finally, this study served as a reference for future researchers interested in exploring teacher-related factors affecting inclusive education. It could support longitudinal investigations of teacher performance, comparative studies across schools or divisions, or evaluations of intervention programs aimed at strengthening teacher efficacy and effectiveness in mainstreamed classrooms.

RESEARCH METHODOLOGY

This chapter discussed the methods and procedures implemented in the study. It detailed the overall research process and the instruments used to address the research questions and achieve the study's objectives. The chapter included the Research Design, which explained the type of study conducted; the Flow of the Study, which illustrated the input–process–output (IPO) framework; the Research Environment, describing the setting at Dapa Central Elementary School & SPED Center; the Respondents/Participants, which outlined the selection criteria and characteristics of the individuals involved; the Instruments, specifying the tools used to collect data; the Data-Gathering Procedure, explaining the step-by-step process of how information was obtained; the Treatment of Data, describing the statistical techniques applied for analysis; and the Scoring Procedure, which demonstrated how the responses were interpreted to derive meaningful results.

Design

This study utilized a descriptive-correlational research design to determine the relationship between teachers' perceived self-efficacy and their actual teaching performance in mainstreamed classrooms

at Dapa Central Elementary School & SPED Center during the school year 2025–2026. The descriptive aspect captured the teachers’ demographic characteristics—including gender, age, highest educational attainment, and years of teaching experience—while also presenting their levels of perceived self-efficacy and their actual teaching performance based on the school’s established evaluation criteria.

The correlational component explored whether a significant relationship existed between teachers’ perceived self-efficacy and their actual teaching performance in inclusive classroom settings. By analyzing the strength and direction of this relationship, the study offered insights into how teachers’ confidence in their instructional, behavioral, and classroom management skills translated into observable teaching practices for learners with diverse needs.

Employing a descriptive-correlational design was well-suited for the objectives of this research. The descriptive approach allowed for an accurate depiction of the current conditions at Dapa Central Elementary School & SPED Center without manipulating variables, documenting both teachers’ self-perceptions and their actual classroom performance. Meanwhile, the correlational method provided a practical means to examine the association between self-efficacy and teaching performance, as these variables naturally existed within the school environment and could not be experimentally controlled.

This research design strengthened the study by enabling an evidence-based analysis of whether teachers who expressed higher confidence in their abilities also demonstrated higher performance levels—an essential inquiry in mainstreamed classrooms where instructional assurance and inclusive practices are critical. As Creswell and Creswell (2022) highlighted, descriptive-correlational designs are ideal for studies aiming to both describe existing conditions and explore the relationships among naturally occurring variables in educational settings. In the context of Dapa Central Elementary School & SPED Center, this approach facilitated the capture of authentic classroom realities and established relational patterns to inform teacher development, planning, and inclusive education strategies.

Flow of the Study

The flow of the study illustrated the systematic sequence of research activities, from data collection to analysis, in examining the relationship between teachers’ perceived self-efficacy and their actual teaching performance at Dapa Central Elementary School & SPED Center. Using the input–process–output (IPO) framework, the study demonstrated how information was gathered, processed, and translated into findings to guide the development of an action plan for improving inclusive teaching practices.

Input. The input of this study comprised comprehensive data collected from teacher-respondents assigned to mainstreamed classrooms at Dapa Central Elementary School & SPED Center. The input variables included detailed demographic characteristics such as age, gender, highest educational attainment, teaching position, years of experience, and participation in trainings or seminars related to inclusive education or other professional development activities. Gathering this information provided a contextualized profile of the respondents, enabling the study to understand how factors such as professional experience, training, and qualifications might influence teachers’ self-efficacy and instructional performance.

In addition to demographic data, the input included the extent of teachers’ perceived self-efficacy in managing mainstreamed classrooms. This captured the teachers’ confidence in their ability to plan, organize, and implement instructional strategies, manage classroom behaviors, and attend to the social and emotional needs of learners with diverse abilities. Understanding perceived self-efficacy was essential for assessing how teachers’ beliefs shaped their approach to inclusive teaching and their readiness to address varied learner needs.

Furthermore, the input encompassed the extent of teachers' actual teaching performance in mainstreamed classrooms. This was measured using performance indicators aligned with the Department of Education standards, including instructional competence, classroom management, and responsiveness to students' diverse learning needs. By examining both perceived self-efficacy and observable performance, the study could identify the relationship between teachers' beliefs in their capabilities and their demonstrated professional actions in real classroom contexts.

Finally, the input also included the data necessary to determine the significant relationship between teachers' perceived self-efficacy and their actual teaching performance. This analysis provided the basis for identifying patterns, strengths, and areas for improvement, which in turn informed the formulation of an action plan aimed at enhancing teaching effectiveness and promoting inclusive education at Dapa Central Elementary School & SPED Center.

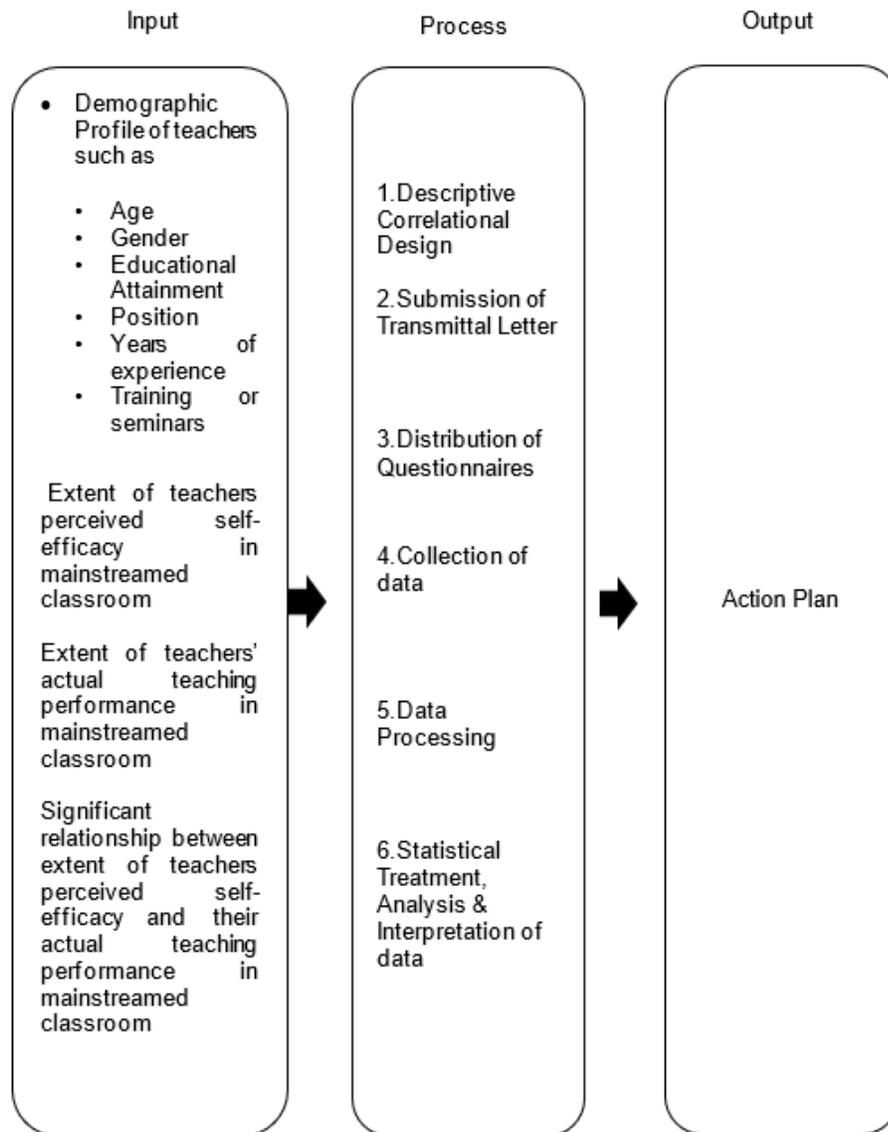


Figure 2. Flow of the Study

Process. The process of this study involved a series of carefully organized steps to ensure that the data collected were valid, reliable, and aligned with the research objectives. The researcher began by preparing and submitting a formal transmittal letter to the Schools Division Superintendent to request permission to conduct the study at Dapa Central Elementary School & SPED Center. This step secured official approval and administrative support, ensuring the research proceeded smoothly and in accordance with ethical standards.

After receiving authorization, the researcher coordinated with the school principal and administrative staff to facilitate communication, schedule meetings, and make logistical arrangements for data collection. These preparations ensured that the study was systematically organized and that the teacher-respondents were adequately informed and ready to participate.

The validated survey questionnaires were then distributed to the selected teacher-respondents assigned to mainstreamed classrooms at Dapa Central Elementary School & SPED Center. Prior to distribution, the teachers were oriented on the purpose, significance, and ethical considerations of the study, including the voluntary nature of participation and the confidentiality of their responses. Instructions were provided on accurately completing the questionnaires to ensure responses reflected genuine perceptions and classroom experiences.

Once completed, the questionnaires were collected within the agreed-upon period. The researcher carefully reviewed each form for completeness, accuracy, and consistency, excluding any invalid or incomplete responses to maintain the reliability and validity of the data. The remaining data were systematically organized and encoded into a database, ready for statistical treatment.

Descriptive statistics were applied to summarize teachers' demographic profiles, perceived self-efficacy, and actual teaching performance, providing a clear understanding of the respondents' professional characteristics and instructional capacities. Inferential statistics, specifically correlation analysis, were then employed to determine whether a significant relationship existed between teachers' self-efficacy and their actual teaching performance in mainstreamed classrooms.

Finally, the results were interpreted in light of relevant theoretical frameworks and the local educational environment of Dapa Central Elementary School & SPED Center. Based on the findings, conclusions were drawn about the relationship between teachers' self-efficacy and classroom performance, and recommendations were formulated to guide the development of an action plan aimed at strengthening teachers' confidence, professional competence, and inclusive teaching practices.

Output. The output of this study was a proposed Action Plan designed to enhance teachers' self-efficacy and improve their actual teaching performance in mainstreamed classrooms at Dapa Central Elementary School & SPED Center. The Action Plan addressed areas where teachers demonstrated lower confidence or performance in managing inclusive classrooms.

The plan included targeted professional development programs and capacity-building workshops focused on instructional competence, classroom management, and inclusive teaching strategies. Mentoring activities and peer coaching sessions were incorporated to provide continuous support, guidance, and modeling of effective practices.

Additionally, the Action Plan proposed systems for ongoing monitoring, feedback, and evaluation to sustain improvements in teachers' self-efficacy and performance. This included structured observation schedules, performance appraisal tools, and reflective practice sessions to enable teachers to track progress, identify areas for growth, and strengthen inclusive teaching practices over time.

Environment

Dapa Central Elementary School & SPED Center, a leading school of Dapa West District, is one of the prime service providers of the Basic Elementary Education Program in the Division of Siargao. It has 52 teaching and 5 non-teaching staff. The school is located at Barangay Poblacion 10 of the Municipality of Dapa and is part of the Dapa West District Schools. Dapa Central and SPED Center bears the school ID 132139. Strategically, the school situated at the heart of the municipality, the school sits along the Siargao National Highway and at the hillside locally known as Bukid ni Oguing. Founded in 1929, it is believed to be the first and oldest elementary school on the island, having produced thousands of professionals who are now successful in their respective fields.

The school's commitment to inclusive education is reflected in its comprehensive programs and supportive learning environment. Dapa Central Elementary School & SPED Center integrates learners with special needs into mainstreamed classrooms while providing specialized instruction through its SPED programs, ensuring that every student has equitable access to learning opportunities. The teachers are equipped with relevant training in differentiated instruction, behavior management, and inclusive teaching strategies, enabling them to address the diverse academic, social, and emotional needs of their students. Furthermore, the school actively engages parents, community stakeholders, and local government units in its educational initiatives, fostering a collaborative culture that supports holistic student development and strengthens the school's role as a community-centered institution.



Figure 3. Location Map of the Research Environment

Instrument

The study utilized adapted survey questionnaires as the primary research instrument to collect data on teachers' demographic profiles, perceived self-efficacy, and actual teaching performance in mainstreamed classrooms at Dapa Central Elementary School & SPED Center. The questionnaire was structured into three parts to comprehensively capture the relevant variables and contextual nuances of the local teaching environment.

Part I gathered information on the respondents' demographic characteristics, including age, gender, highest educational attainment, teaching position, years of experience, and the number of trainings

or seminars attended related to inclusive education or professional development. These data provided a contextual foundation for understanding the professional profiles of the teachers and analyzing potential relationships between their perceived self-efficacy and observable teaching performance.

Part II measured teachers' perceived capability to perform instructional, behavioral, and classroom management tasks in inclusive settings. Respondents rated their self-efficacy using a 4-point Likert scale, where 4 indicated "Very High Extent" and 1 indicated "Very Low Extent." The items in this section were adapted from Gálvez-Nieto et al. (2023) and modified to reflect the realities of Philippine mainstreamed classrooms. Adjustments included rewording scenarios and examples to align with the curriculum, classroom dynamics, and student diversity observed at Dapa Central Elementary School & SPED Center, ensuring cultural and contextual relevance.

Part III assessed the frequency with which teachers applied inclusive teaching practices in their classrooms, covering areas such as instructional planning, differentiated instruction, assessment practices, classroom management, and collaboration with support staff. Responses were indicated on a 4-point scale, with 4 representing "Always" and 1 representing "Rarely." This section was adapted from Hermanto (2022) and modified to suit practical teaching scenarios specific to mainstreamed classrooms in the Philippine setting, providing an accurate measure of actual instructional practices.

To ensure the validity and reliability of the adapted questionnaire, the instrument underwent expert validation and pilot testing before administration. The validation process involved a panel of educational experts, including specialists in inclusive education and experienced teachers from Dapa Central Elementary School & SPED Center, who reviewed the items for clarity, relevance, and alignment with the study's objectives. Based on their feedback, certain items were refined, reworded, or contextualized to better reflect local teaching practices and inclusive classroom dynamics. A pilot test was then conducted with a small group of teachers not included in the main study sample. This pilot testing confirmed that the questionnaire was understandable, appropriate, and capable of eliciting reliable responses. Cronbach's alpha coefficients were calculated to assess internal consistency, and only items demonstrating acceptable reliability were retained in the final instrument.

Through these measures, the adapted survey questionnaire was validated and contextualized to ensure it accurately measured teachers' perceived self-efficacy and actual teaching performance in mainstreamed classrooms, making it a reliable tool for generating meaningful and actionable data at Dapa Central Elementary School & SPED Center.

Respondents

The respondents of this study consisted of teachers assigned to mainstreamed classrooms at Dapa Central Elementary School & SPED Center during the school year 2025–2026. These teachers were selected based on specific inclusion and exclusion criteria to ensure that the data collected were both relevant and reliable. The inclusion criteria required that respondents be full-time classroom teachers with at least one year of experience handling mainstreamed classrooms and actively teaching learners with diverse needs, including students with disabilities. Teachers who had participated in relevant trainings or seminars on inclusive education or professional development within the past three years were also included to ensure that the sample represented educators with current knowledge of best practices in inclusive instruction.

The exclusion criteria applied to teachers who were not directly handling mainstreamed classrooms, such as those assigned to administrative roles, specialized programs unrelated to inclusive education, or those on leave during the data collection period. Additionally, novice teachers with less than one year of experience in mainstreamed settings were excluded to guarantee that participants had sufficient classroom exposure to provide informed and meaningful responses.

Purposive sampling was employed as the most appropriate method for this study. This approach allowed the researcher to deliberately select participants who possessed the specific characteristics and experiences necessary to address the research objectives. Since the study aimed to examine the relationship between teachers' perceived self-efficacy and their actual teaching performance in inclusive classrooms, purposive sampling ensured that only those teachers actively engaged in mainstreamed settings, with relevant professional experience and exposure, were included in the research.

The sample size consisted of 30 teacher-respondents from Dapa Central Elementary School & SPED Center. This number was determined based on the population of teachers actively handling mainstreamed classrooms at the school, balancing both feasibility and the need for a representative subset of participants. Considering the limited number of eligible teachers within the school, the chosen sample allowed the researcher to collect sufficient data to perform reliable descriptive and correlational analyses while remaining manageable in terms of administration, follow-up, and data processing.

Table 1. Distribution of the Respondents

Grade Level Handled	f	%
Grade 1	8	26.67
Grade 2	8	26.67
Grade 3	7	23.33
Grade 4	7	23.33
Total	30	100.00

Data Gathering Procedure

The data-gathering procedure for this study was carefully structured to ensure the collection of accurate, reliable, and ethically obtained information from teachers handling mainstreamed classrooms at Dapa Central Elementary School & SPED Center. The procedure aimed to systematically capture both the teachers' perceived self-efficacy and their actual teaching performance while minimizing disruption to regular classroom activities.

Preliminary Stage. The researcher began by securing formal approval from the principal of Dapa Central Elementary School & SPED Center through a transmittal letter. Upon approval, coordination was made with the school administration and designated representatives to identify teachers actively handling mainstreamed classrooms. The study's purpose and objectives—focusing on the relationship between teachers' perceived self-efficacy and actual teaching performance in inclusive settings—were clearly explained to the participants. Emphasis was placed on the voluntary nature of participation, the right to withdraw at any time, and the confidentiality of all responses. Each teacher-respondent was required to read and sign an informed consent form before participation, ensuring ethical compliance and mutual understanding of the study's scope and objectives.

Data Gathering. The primary tool for collecting data was a printed survey questionnaire, divided into three parts. Part I gathered the respondents' demographic profiles, including age, gender, teaching position, years of experience, highest educational attainment, and participation in trainings or seminars related to inclusive education. Part II assessed teachers' perceived self-efficacy in performing instructional, behavioral, and classroom management tasks in mainstreamed classrooms. Part III measured teachers' actual teaching performance using indicators aligned with inclusive teaching practices, such as lesson planning, differentiated instruction, classroom management, assessment strategies, and collaboration with support staff. The researcher personally administered the questionnaires, providing clear instructions and ensuring that completion occurred during non-

teaching hours to avoid interfering with instructional duties. This approach ensured that the data collected were accurate, consistent, and reliable.

Post-Data Gathering. After the questionnaires were retrieved, the researcher carefully examined each response for completeness and accuracy. Only valid and fully completed forms were included in the dataset. The responses were systematically organized, encoded, and prepared for statistical analysis. Descriptive statistics summarized the respondents' demographic characteristics, perceived self-efficacy, and actual teaching performance, while inferential statistics determined whether a significant relationship existed between these variables. The study adhered to a strict timeline to maintain the flow and integrity of the research process. Throughout all stages, ethical standards—including voluntary participation, confidentiality, and protection of participants' rights—were rigorously maintained to ensure the credibility and ethical integrity of the study.

Statistical Treatment of Data

To effectively analyze the data collected and achieve the objectives of this study, appropriate statistical methods were applied to the responses of the thirty teacher-respondents from Dapa Central Elementary School & SPED Center. These statistical treatments ensured that the information was systematically summarized, interpreted, and related to the variables of interest—teachers' perceived self-efficacy and their actual teaching performance in mainstreamed classrooms.

Frequency Count and Percentage. Frequency count and percentage were used to summarize the demographic profile of the respondents, including age, gender, teaching position, years of teaching experience, highest educational attainment, and participation in trainings or seminars related to inclusive education. These descriptive statistics provided a clear overview of the characteristics of the teacher-respondents, allowing the study to contextualize variations in self-efficacy and teaching performance while documenting the composition of the sample in a meaningful way.

Weighted Mean. The weighted mean was applied to determine the extent of teachers' perceived self-efficacy in performing instructional, behavioral, and classroom management tasks in mainstreamed classrooms, as well as their actual teaching performance based on observable indicators aligned with inclusive education standards. This measure quantified teachers' responses to survey items, providing an overall assessment of both their confidence in handling learners with diverse needs and the degree to which inclusive teaching strategies were implemented in practice.

Standard Deviation. Standard deviation was computed to examine the variability of responses among the teacher-respondents. This analysis identified whether perceptions of self-efficacy and actual teaching performance were consistent across participants or if notable differences existed. Recognizing such variations was essential for pinpointing areas where teachers might require additional support, targeted training, or capacity-building initiatives to strengthen inclusive teaching practices at Dapa Central Elementary School & SPED Center.

Pearson Product-Moment Correlation Coefficient. To address the primary research question regarding the relationship between teachers' perceived self-efficacy and their actual teaching performance in mainstreamed classrooms, the Pearson Product-Moment Correlation Coefficient was employed. This inferential statistic measured both the strength and direction of the relationship between the two variables, providing empirical evidence on whether higher levels of self-efficacy were associated with improved teaching performance. The results offered valuable insights into how teacher beliefs influenced instructional effectiveness, classroom management, and inclusive education practices within the context of Dapa Central Elementary School & SPED Center.

Scoring Procedure

To interpret the responses accurately, the following scoring procedure will be applied. Each item in the questionnaire will be rated using a four-point Likert scale, with corresponding verbal interpretations and descriptions. The weighted mean of the responses will determine the overall

extent of teachers' actual teaching performance in mainstreamed classrooms. The scale and its interpretation are presented below.

Extent of Teachers' Perceived Self-Efficacy in Mainstreamed Classrooms

Scale	Interpretation	Description
3.26–4.00	Very High Extent	Teachers are highly confident and capable in handling diverse learners in mainstreamed classrooms.
2.51–3.25	High Extent	Teachers are generally confident but still see areas for improvement.
1.76–2.50	Low Extent	Teachers show limited confidence in managing mainstreamed classrooms.
1.00–1.75	Very Low Extent	Teachers have minimal confidence and capability in inclusive teaching.

Extent of Teachers' Actual Teaching Performance in Mainstreamed Classrooms

Scale	Interpretation	Description
3.26–4.00	Always	Teachers consistently demonstrate effective and inclusive teaching practices.
2.51–3.25	Often	Teachers frequently apply inclusive strategies with regular consistency.
1.76–2.50	Sometimes	Teachers occasionally integrate inclusive approaches in their instruction.
1.00–1.75	Rarely	Teachers seldom demonstrate inclusive or adaptive teaching methods.

Ethical Considerations

In conducting this study on the relationship between teachers' perceived self-efficacy and their actual teaching performance in mainstreamed classrooms, the researcher strictly adhered to ethical principles to safeguard the rights, welfare, and professional integrity of all participants at Dapa Central Elementary School & SPED Center.

Informed Consent. All 30 teacher-respondents from Dapa Central Elementary School & SPED Center were fully informed about the study's purpose, objectives, and scope prior to participation. The researcher explained the procedures for completing the adapted survey questionnaire, including the estimated time required for each section. Each participant was required to review and sign an informed consent form, indicating voluntary participation and acknowledging their right to withdraw from the study at any time without repercussions on their teaching responsibilities or standing within the school.

Confidentiality and Anonymity. To protect the privacy of respondents, all personal information and survey responses were treated with strict confidentiality. Identifying details were excluded from the research report and any publications. Responses were coded to ensure anonymity, and access to the collected data was restricted solely to the researcher. All data were securely stored in digital and printed formats to prevent unauthorized access and maintain integrity.

Voluntary Participation. Participation in the study was entirely voluntary. Teachers were neither compelled nor coerced to join. The researcher emphasized that non-participation would have no effect on their professional responsibilities, performance evaluations, or employment status within the school.

Beneficence and Non-Maleficence. The study was conducted with the intention of providing benefits to both the teachers and the school by offering empirical insights into the relationship between self-efficacy and actual teaching performance in inclusive classrooms. The principle of non-maleficence was observed carefully to ensure that no psychological, social, or professional harm occurred to any participant during or after the study.

Ethical Approval and Coordination. Prior to data collection, the researcher obtained formal approval from the principal of Dapa Central Elementary School & SPED Center. Coordination with school administrators ensured that all research procedures complied with institutional policies and adhered to ethical standards for educational research. Ongoing communication with school authorities and respondents-maintained transparency, trust, and adherence to ethical protocols throughout the study.

By following these ethical standards, the researcher ensured that the study was conducted responsibly, respectfully, and in a manner that protected the participants while upholding the credibility and integrity of the research process.

DEFINITION OF TERMS

To ensure clarity and consistency in understanding the variables and concepts of this study, the following terms are defined operationally and arranged alphabetically, reflecting their application within Dapa Central Elementary School & SPED Center.

Action Plan. A structured set of strategies developed based on the study's findings to enhance teachers' self-efficacy and improve their actual teaching performance in mainstreamed classrooms.

Actual Teaching Performance. Observable and measurable practices demonstrated by teachers in instructional delivery, classroom management, and student engagement.

Classroom Management Practices. Strategies employed by teachers to maintain an organized, productive, and supportive learning environment.

Delivery of Quality Instruction. Methods used to plan, implement, and assess learning effectively, ensuring differentiation and alignment with curriculum standards.

Demographic Profile. Characteristics of teacher-respondents, including age, gender, educational attainment, position, years of experience, and participation in trainings or seminars.

Educational Attainment. Highest level of formal education completed, such as bachelor's degree, bachelor's with Master's units, master's degree, or doctoral degree.

Extent of Self-Efficacy. Degree to which teachers believe in their capability to perform instructional, behavioral, and classroom management tasks effectively.

Extent of Teaching Performance. Degree to which teachers demonstrate observable and effective teaching practices in mainstreamed classrooms.

Gender. Biological and social distinction of respondents as male or female.

Inclusive Education. An approach that ensures all learners, regardless of ability or background, can participate and succeed in mainstream classrooms.

Instructional Adaptability. Teachers' ability to modify lesson plans and instructional strategies to accommodate diverse student needs.

Mainstreamed Classroom. A classroom setting in which students with and without disabilities learn together under a unified curriculum.

Perceived Self-Efficacy. Teachers' belief in their ability to successfully execute teaching tasks, manage classroom challenges, and foster positive learning outcomes in mainstreamed classrooms.

Position or Designation. The official role held by a teacher, such as Teacher I-III, or Master Teacher.

Teachers. Licensed educators actively handling mainstreamed classrooms at Dapa Central Elementary School & SPED Center. Inclusion criteria required experience with students of varying abilities; teachers without such experience were excluded.

Trainings or Seminars. Professional development activities attended to enhance competence in inclusive education, classroom management, or differentiated instruction.

Years of Teaching Experience. Total duration of formal classroom teaching, including experience with both regular learners and students with special needs.

CHAPTER 2

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents, analyzes, and interprets the data gathered from the respondents. It outlines their demographic profile, levels of perceived self-efficacy in mainstreamed classrooms, and their actual teaching performance. The results further include the statistical test determining the relationship between these variables, providing a clear foundation for understanding the teachers' capabilities and practices in inclusive instructional settings.

DEMOGRAPHIC PROFILE OF THE RESPONDENTS

This section presents the demographic profile of the thirty teacher-respondents, outlining key characteristics that frame the context of the study. The data describe their age distribution, gender, highest educational attainment, current teaching positions, years of teaching experience, and participation in seminars. These variables provide a clear background of the respondents' professional and personal attributes, offering a foundation for understanding their perspectives and performance in the succeeding analyses.

Age of the Respondents

This section presents the age distribution of the respondents, providing context for their experience and perspectives in mainstreamed classrooms

Table 2. Age of the Respondents

Age (in years)	f	%
50 above	1	3.33
40-49	5	16.67
30-39	9	30.00
20-29	13	43.33
No Response	2	6.67
Total	30	100.00

Table 2 presented the age distribution of the respondents at Dapa Central Elementary School & SPED Center. The data showed that most teachers were within the age range of 20–29 years, comprising 46.67% of the respondents. This was followed by teachers aged 30–39 years at 26.67%, 40–49 years at 23.33%, and only a small portion of teachers aged 50 and above at 3.33%. The predominance of younger teachers suggested that the school relied heavily on early-career educators who were still developing their professional experience and classroom strategies. The lowest rated group, teachers aged 50 and above, indicated limited opportunities for mentorship and modeling of inclusive teaching practices, which could have affected the transfer of knowledge and best practices to less experienced staff.

In terms of the study variables, this age distribution provided insight into teachers' perceived self-efficacy and actual teaching performance in mainstreamed classrooms. Younger teachers, while enthusiastic and adaptable, may have lacked confidence in implementing differentiated instruction, individualized accommodations, and effective classroom management for learners with special educational needs. Their limited experience could have created a gap between perceived self-efficacy and observable performance. Conversely, the few older teachers likely had higher self-efficacy and instructional effectiveness, but their minimal numbers reduced opportunities for peer learning and professional support. This pattern aligned with Esguerra-Candelaria and Fabella (2021), who found that younger teachers often showed enthusiasm but had lower confidence in handling inclusive classrooms, emphasizing the need for structured mentoring and professional development.

The observed trends could be interpreted through relevant theories. Bandura's (1986) Social Cognitive Theory emphasized that mastery experiences, observational learning, and verbal encouragement shaped self-efficacy; younger teachers' limited classroom experience and few role models may have reduced these opportunities. Teacher Efficacy Theory (Tschannen-Moran & Hoy, 2001) suggested that teachers' beliefs in their capabilities affected instructional quality and student outcomes; without sufficient exposure to inclusive practices, self-efficacy may not have fully translated into effective performance. Constructivist Learning Theory (Bruner, 1966) underscored that knowledge was built through active engagement; limited experience in managing diverse learners may have hindered younger teachers' ability to apply constructivist approaches effectively in mainstreamed classrooms.

Analyzing these data further, the age distribution indicated that early-career teachers required targeted support to bridge the gap between confidence and performance. Limited mentorship, combined with the challenges of differentiated instruction and classroom management, could have hindered consistent teaching outcomes.

Overall, the implication of these findings was that professional development programs should have prioritized mentoring, inclusive education workshops, and hands-on training tailored to a younger workforce. Addressing the experience and confidence gap could have enhanced self-efficacy, strengthened teaching performance, and improved learner outcomes at Dapa Central Elementary School & SPED Center.

Gender of the Respondents

This section presents the gender distribution of the respondents, providing context for their perspectives and experiences in mainstreamed classrooms

Table 3. Gender of the Respondents

Gender	f	%
Male	2	6.67
Female	28	93.33
Total	30	100.00

Table 3 illustrated the gender distribution of the respondents at Dapa Central Elementary School & SPED Center. The majority of the teachers were female, accounting for 93.33% of the workforce, while male teachers comprised only 6.67%. The notably small number of male educators highlighted a pronounced gender imbalance, which may limit the diversity of teaching approaches and collaborative perspectives in the school. The predominance of female teachers suggested that classroom interactions, mentoring opportunities, and professional learning dynamics were likely shaped by pedagogical practices often associated with women, such as empathy, cooperation, and a focus on student-centered learning.

Regarding the study variables, this gender distribution provided insight into both teachers' perceived self-efficacy and actual teaching performance in mainstreamed classrooms. Female teachers, being the overwhelming majority, may have demonstrated stronger confidence in implementing inclusive teaching strategies due to their tendency to foster supportive and collaborative learning environments. However, the limited presence of male teachers may have restricted exposure to alternative classroom management approaches or instructional techniques, potentially affecting areas where diversity in teaching style could enhance student engagement and learning outcomes (Devi & Ganguly, 2024). Thus, gender composition appeared to influence both the self-perception of teaching capability and the practical application of inclusive strategies in the classroom.

From a theoretical standpoint, Bandura's (1986) Social Cognitive Theory suggested that self-efficacy develops through observation, social learning, and feedback. The concentration of female teachers likely created environments where collaborative, nurturing strategies were modeled and reinforced, enhancing self-efficacy in those domains. Teacher Efficacy Theory (Tschannen-Moran & Hoy, 2001) emphasized that educators' beliefs in their capabilities affected instructional quality; the gender makeup may have bolstered confidence in relational and supportive practices but limited engagement with diverse problem-solving approaches. Constructivist Learning Theory (Bruner, 1966) highlighted the importance of active, experience-based learning; the predominance of female teachers could have strengthened their ability to implement inclusive strategies effectively through extensive classroom interaction and reflection.

Analyzing these data further, the gender distribution suggested that while the teaching workforce had strong relational and collaborative skills, the minimal representation of male teachers may have constrained the variety of instructional techniques applied in inclusive classrooms. This imbalance could influence the breadth of strategies employed to address diverse learner needs.

Overall, the findings implied that professional development at Dapa Central Elementary School & SPED Center should leverage the strengths of female teachers while introducing complementary strategies to ensure a more balanced instructional approach. Tailored mentoring, inclusive education training, and opportunities to explore alternative teaching methods could enhance teacher self-efficacy and classroom performance for the benefit of all learners.

Highest Educational Attainment of the Respondents

This section presents the respondents' highest educational attainment, offering context for their professional preparation and its possible influence on their work in mainstreamed classrooms.

Table 4. Highest Educational Attainment of the Respondents

Educational Attainment	f	%
Master's Degree	9	30.00
Bachelor's Degree	21	70.00
Total	30	100.00

Table 4 presented the highest educational attainment of teachers at Dapa Central Elementary School & SPED Center. The data showed that the majority of respondents, 70%, held a Bachelor's Degree, while only 30% had completed a Master's Degree. The lowest rated category, teachers with a Master's Degree, highlighted a limited representation of educators with advanced academic preparation. This indicated that most of the teaching workforce possessed essential qualifications for classroom instruction but had comparatively less exposure to higher-level pedagogical training, which could be crucial in inclusive and SPED-integrated classrooms where instructional demands are more complex.

In relation to the study variables, this educational profile provided insight into teachers' perceived self-efficacy and actual teaching performance in mainstreamed classrooms. Teachers with only undergraduate preparation may have demonstrated confidence in routine instructional tasks but might have felt less prepared to implement differentiated strategies, individualized accommodations, or complex classroom management approaches required for learners with diverse needs. Conversely, teachers with graduate-level training likely exhibited higher confidence and more effective teaching practices, reflecting a closer alignment between self-efficacy and observable performance (Fu & Wang, 2021). This distribution suggested that educational attainment influenced both teachers' beliefs in their capabilities and their practical application of inclusive strategies.

From a theoretical perspective, Bandura's (1986) Social Cognitive Theory emphasized that self-efficacy is shaped through mastery experiences and observation. Teachers with advanced degrees may have had more opportunities for guided practice, reflective learning, and exposure to innovative instructional strategies, strengthening their perceived self-efficacy. Teacher Efficacy Theory (Tschannen-Moran & Hoy, 2001) posited that educators' beliefs in their competence directly impacted instructional quality; higher educational preparation could enhance confidence in handling diverse learner needs, translating into more effective teaching performance. Constructivist Learning Theory (Bruner, 1966) underscored that knowledge is built through active engagement and prior learning experiences; graduate-level preparation could provide teachers with broader pedagogical tools and strategies, enabling them to design more responsive and inclusive learning experiences.

Analyzing these data further, the limited proportion of teachers with graduate degrees highlighted the need for sustained professional development and mentoring to enhance instructional competence. Teachers with only undergraduate preparation may have benefited from structured workshops, in-service training, and collaborative learning opportunities to strengthen their confidence and effectiveness in inclusive classrooms.

The findings suggested that professional development programs should target teachers with undergraduate degrees, providing them with advanced training and practical strategies to improve self-efficacy and teaching performance. Strengthening teachers' knowledge and skills would help ensure that all learners, particularly those with diverse needs, received high-quality and inclusive instruction.

Position of the Respondents

This section presents the respondents' current teaching positions, providing context for their roles and responsibilities within mainstreamed classroom settings.

Table 5. Position of the Respondents

Position	f	%
Master Teacher 1	1	3.33
Teacher III	6	20.00
Teacher II	9	30.00
Teacher 1	14	46.67
Total	30	100.00

Table 5 illustrated the distribution of teacher positions at Dapa Central Elementary School & SPED Center. Teacher I represented the largest group, accounting for 46.67% of respondents, followed by Teacher II at 30%, Teacher III at 20%, and Master Teacher I at only 3.33%. The smallest category, Master Teacher I, emphasized the limited presence of senior-level educators in the school. These

figures suggested that most of the teaching staff were at the early to mid-stages of their careers, with only a few occupying advanced professional ranks.

Considering the study variables, the position distribution provided insight into teachers' perceived self-efficacy and their actual classroom performance in mainstreamed settings. Entry- and mid-level teachers may have felt confident in executing standard instructional tasks, yet they might have experienced challenges in implementing complex lesson adaptations, individualized learning plans, or leadership-related responsibilities necessary for inclusive education. The minimal number of Master Teachers implied fewer opportunities for mentoring, professional modeling, and guidance on advanced teaching practices. Consequently, teacher rank appeared to influence both their sense of instructional competence and their observable performance in classrooms with diverse learners (Chitiyo et al., 2025).

From a theoretical perspective, Bandura's (1986) Social Cognitive Theory suggested that self-efficacy develops through experience, observation, and feedback. Lower-ranked teachers, with limited access to mentoring and advanced teaching opportunities, may have had fewer mastery experiences, affecting their confidence in challenging instructional situations. Teacher Efficacy Theory (Tschannen-Moran & Hoy, 2001) emphasized that educators' beliefs in their ability to influence student outcomes shaped their instructional quality; less senior teachers may have felt less equipped to manage diverse classrooms without support from experienced colleagues. Similarly, Constructivist Learning Theory (Bruner, 1966) stressed that practical engagement and experience are key to knowledge construction; teachers with fewer leadership and advanced teaching opportunities may have had limited ability to apply innovative and responsive instructional strategies.

Examining the data further, the predominance of lower-ranked teachers underscored the need for structured professional development and career advancement programs. Without sufficient mentorship or opportunities to engage in higher-level responsibilities, teachers may have faced difficulties in achieving consistent, high-quality teaching outcomes.

These findings highlighted the importance of enhancing pathways for professional growth, increasing senior teaching positions, and providing targeted support to improve self-efficacy and teaching performance. Strengthening career development and mentorship opportunities could lead to more effective and inclusive classroom practices across the school.

Respondents' Years of Teaching Experience

This section presents the teaching experience of the respondents, providing context for their professional expertise and classroom practices in mainstreamed settings.

Table 6. Respondents' years of teaching experience

Years of teaching experience	F	%
16 and above	2	6.67
11-15	0	0.00
6-10	20	66.67
1-5	8	26.67
Total	30	100.00

Table 6 depicted the distribution of teaching experience among educators at Dapa Central Elementary School & SPED Center. The majority of respondents, 66.67%, reported having 6 to 10 years of experience, followed by those with 1 to 5 years at 26.67%. Only 6.67% had 16 years or more, and there were no teachers in the 11 to 15-year category. The lowest rated category, teachers with over 16 years of experience, highlighted the limited presence of very seasoned educators

within the school. Overall, the data suggested that most of the teaching staff were mid-career professionals, with minimal representation from highly experienced teachers.

In relation to the study variables, this distribution provided insight into teachers' perceived self-efficacy and actual teaching performance in mainstreamed classrooms. Teachers with 6 to 10 years of experience may have developed moderate instructional skills and classroom management capabilities but might still be building full confidence in addressing the needs of learners with diverse abilities. Those with 1 to 5 years of experience could face challenges in navigating complex classroom dynamics, implementing differentiated strategies, or supporting students with special needs, which may limit their self-efficacy and practical performance. The small proportion of highly experienced teachers suggested fewer opportunities for mentorship, modeling, and guidance in inclusive education practices (Gigante & Gilmore, 2020).

From a theoretical perspective, Bandura's (1986) Social Cognitive Theory emphasized that self-efficacy is strengthened through mastery experiences, observation, and feedback. Mid-career and early-career teachers, with fewer opportunities for advanced practice or mentorship, may have had limited mastery experiences, affecting their confidence in complex instructional situations. Teacher Efficacy Theory (Tschannen-Moran & Hoy, 2001) proposed that teachers' beliefs in their abilities directly influence classroom effectiveness; limited experience may reduce perceived capability in managing diverse learners. Constructivist Learning Theory (Bruner, 1966) underscored that knowledge is constructed through practical engagement; teachers with fewer years of experience may have had restricted opportunities to apply innovative strategies, limiting their ability to implement inclusive practices fully.

Further analysis indicated that the concentration of mid-career teachers underscored the need for targeted professional development and mentoring. Structured programs focusing on differentiated instruction, collaborative teaching, and classroom management could enhance both teachers' confidence and instructional performance.

These findings suggested that by strengthening professional growth pathways and providing tailored support, the school could bolster teachers' self-efficacy and overall effectiveness in mainstreamed and SPED-integrated classrooms. Enhancing experience-based learning and mentoring opportunities would better equip teachers to meet the diverse needs of their students

Seminars Attended by the Respondents

This section presents the seminars attended by the respondents, offering insight into their professional development and preparedness for teaching in mainstreamed classrooms.

Table 7. Seminars attended by the respondents

Seminars Attended	f	%
more than 5	1	3.33
3-5	2	6.67
1-2	3	10.00
None	24	80.00
Total	30	100.00

Table 7 showed the number of seminars attended by teachers at Dapa Central Elementary School & SPED Center. The data revealed that most respondents, 80%, had not participated in any seminars related to inclusive education. Ten percent reported attending 1 to 2 seminars, 6.67% attended 3 to 5 seminars, and only 3.33% had joined more than five seminars. The lowest category—teachers with extensive seminar participation—highlighted a clear lack of engagement in professional development activities within the school. This trend suggested that most teachers had limited

exposure to structured training opportunities that could enhance their knowledge and instructional skills for inclusive classrooms.

In terms of the study variables, the low level of seminar attendance among teachers could account for notable gaps in both their perceived self-efficacy and actual teaching performance in mainstreamed classrooms. Educators who had not participated in professional development programs were likely to face difficulties in implementing updated instructional strategies, designing differentiated learning activities, and managing classrooms with learners who have diverse academic, social, and behavioral needs. These teachers may also have encountered challenges in collaborating effectively with Special Education or Resource Teachers, limiting their ability to provide individualized support and inclusive learning experiences. In contrast, teachers who attended multiple seminars and workshops were more likely to demonstrate higher confidence in their instructional capabilities, employ innovative teaching strategies, and maintain a stronger alignment between their self-perceived competence and observable classroom performance (Cho et al., 2020). This pattern suggested that engagement in professional development not only enhanced knowledge and skills but also reinforced teachers' belief in their capacity to handle complex teaching situations. Consequently, the limited participation in seminars underscored a critical factor that could directly influence teachers' preparedness to respond effectively to the varying needs of learners in both mainstreamed and SPED-integrated settings. The data highlighted the importance of ongoing, structured professional learning opportunities to bridge these gaps, improve instructional performance, and strengthen overall teacher efficacy in inclusive educational contexts.

From a theoretical perspective, Bandura's (1986) Social Cognitive Theory indicated that self-efficacy develops through observation, modeling, and experiences of mastery; seminars provide opportunities for teachers to observe best practices and gain confidence in implementing them. Teacher Efficacy Theory (Tschannen-Moran & Hoy, 2001) suggested that teachers' beliefs in their capabilities impact actual performance; limited training may have weakened their instructional confidence. Constructivist Learning Theory (Bruner, 1966) emphasized that learning occurs through active engagement and practical application, and attending seminars allows teachers to experiment with and integrate new strategies into their teaching practice.

Further analysis revealed that the majority of teachers' limited participation in seminars signaled a critical need for structured, ongoing professional development. Regular workshops, training sessions, and mentoring programs could enhance teachers' confidence, improve instructional effectiveness, and equip them with strategies to manage inclusive classrooms successfully.

These findings implied that increasing access to professional development would strengthen self-efficacy and teaching performance, ultimately supporting the delivery of high-quality, inclusive education at Dapa Central Elementary School & SPED Center.

Extent of Teachers Perceived Self-Efficacy in

Mainstreamed Classroom

This section presents the extent of teachers perceived self-efficacy in mainstreamed classrooms.

Table 8. Extent of teachers perceived self-efficacy in mainstreamed classroom

S/N	Indicators	WM	SD	Verbal Description
1	I am confident in designing lesson plans that address the diverse learning needs of my students.	2.80	0.71	High Extent
2	I believe I can effectively adjust my teaching methods to accommodate students with disabilities.	2.70	0.75	High Extent
3	I feel capable of maintaining student engagement even when learners have varying abilities.	2.67	0.71	High Extent

4	I am confident in managing challenging behaviors of students with special needs.	2.67	0.76	High Extent
5	I believe I can motivate learners with disabilities to participate actively in class.	2.73	0.74	High Extent
6	I am capable of assessing students' learning progress accurately despite their diverse needs.	2.83	0.79	High Extent
7	I feel confident in collaborating with SPED or resource teachers to meet students' learning goals.	2.53	0.86	High Extent
8	I believe I can effectively communicate and coordinate with parents of learners with disabilities	2.57	0.63	High Extent
9	I am confident in providing accommodations and modifications appropriate for each learner.	2.53	0.86	High Extent
10	I feel capable of creating a positive, inclusive classroom environment.	2.77	0.68	High Extent
11	I believe I can use evaluation results to improve my teaching strategies.	2.83	0.70	High Extent
12	I am confident that I can help learners with disabilities achieve learning outcomes similar to their peers.	2.57	0.57	High Extent
	Aggregate Mean	2.68		High Extent
	Aggregate Standard Deviation		0.73	
Legend: 3.25-4.00-Very High Extent; 2.50-3.24- High Extent ; 1.75-2.49-Low Extent;1.00-1.74-Very Low Extent				

Table 8 presented the extent of perceived self-efficacy among teachers at Dapa Central Elementary School & SPED Center in handling mainstreamed classrooms. The aggregate mean of 2.68 indicated that, in general, teachers perceived their self-efficacy to a high extent. The three highest rated indicators were “I am capable of assessing students’ learning progress accurately despite their diverse needs” and “I believe I can use evaluation results to improve my teaching strategies,” both with a weighted mean of 2.83, and “I can implement lessons effectively to achieve learning objectives,” which scored slightly lower but was still classified as high. These results suggested that teachers felt most confident in core instructional tasks, particularly assessing student learning and utilizing evaluation data to refine teaching strategies. On the other hand, the three lowest rated indicators were “I feel confident in collaborating with SPED or resource teachers to meet students’ learning goals” and “I am confident in providing accommodations and modifications appropriate for each learner,” both with a weighted mean of 2.53, and “I could manage classroom behaviors of learners with special needs effectively,” which scored slightly higher but was among the lowest. These findings indicated areas where teachers perceived less competence, especially in collaborative practices and individualized instructional adaptations.

Focusing on the lowest rated indicator, “I feel confident in collaborating with SPED or resource teachers to meet students’ learning goals,” the data suggested that teachers struggled with joint planning, co-teaching strategies, and sharing responsibility for individualized student outcomes. The limited confidence in this area appeared to result from insufficient exposure to professional development, lack of structured collaboration time, or unfamiliarity with designing and implementing modifications for diverse learners. This gap had direct implications for inclusive classroom effectiveness, as collaboration was essential for meeting the varied academic, social, and behavioral needs of students with special educational requirements.

In terms of the study variables, these results highlighted that teachers’ perceived self-efficacy was strongest in areas of instructional assessment and lesson refinement but comparatively weaker in collaboration and providing accommodations. This distinction underscored that while teachers felt

competent in executing routine teaching tasks, translating confidence into applied strategies for inclusive learning—especially those requiring teamwork and adaptive planning—remained a challenge. Consequently, the gap between perceived self-efficacy and actual classroom application could have influenced overall teaching performance in mainstreamed settings.

From a theoretical standpoint, Bandura’s (1986) Social Cognitive Theory suggested that self-efficacy developed through mastery experiences, observation, and social modeling. Teachers’ higher confidence in assessment reflected repeated mastery experiences and familiarity with evaluative tasks, whereas lower confidence in collaboration indicated limited observational learning or structured interaction with SPED colleagues. Teacher Efficacy Theory (Tschannen-Moran & Hoy, 2001) emphasized that beliefs in one’s ability to influence student outcomes affected instructional quality; the findings suggested that while teachers believed in their assessment capabilities, their efficacy in collaborative and adaptive practices was less developed. Constructivist Learning Theory (Bruner, 1966) highlighted that knowledge was constructed through active engagement and reflection; teachers required more opportunities to engage in joint planning and application of individualized strategies to strengthen their confidence in inclusive classroom management.

Analyzing the data as a whole, the results demonstrated a need for targeted professional development that not only reinforced assessment and lesson refinement skills but also prioritized collaborative planning, co-teaching, and adaptive instructional practices. Providing structured opportunities for teachers to engage with SPED or resource colleagues, reflect on inclusive teaching strategies, and practice accommodations could help bridge gaps between perceived self-efficacy and actual performance.

The implications of these findings suggested that school administrators and policymakers should have designed continuous professional support programs that addressed both instructional and collaborative dimensions of teaching. Strengthening teacher self-efficacy in these critical areas could enhance classroom inclusivity, improve student learning outcomes, and promote greater confidence among teachers in handling diverse learners effectively. These interventions were essential to foster a more competent, collaborative, and adaptive teaching workforce in mainstreamed and inclusive classrooms.

Extent of Teachers’ Actual Teaching Performance in Mainstreamed Classrooms

This section presents teachers’ actual teaching performance in mainstreamed classrooms, showing consistently high competence in instructional strategies, classroom management, and collaboration with colleagues.

Table 9. Extent of teachers’ actual teaching performance in mainstreamed classrooms

S/N	Indicators	WM	SD	Verbal Description
1	I establish clear learning objectives and communicate them effectively to all students.	3.13	0.78	Often
2	I implement differentiated instruction to meet varied learning needs.. ..	3.27	0.74	Always
3	I use varied assessment tools to measure student understanding and progress.	2.97	0.85	Often
4	I provide immediate and constructive feedback to students.	2.90	0.92	Often
5	I modify instructional materials to ensure accessibility for learners with disabilities.	3.23	0.73	Often
6	I maintain a well-managed, inclusive classroom that supports all learners.	3.10	0.71	Often

7	I use data from student assessments to plan remedial or enrichment activities.	3.23	0.73	Often
8	I use collaborative structures (peer support, group work) that include learners with disabilities.	2.87	0.73	Often
9	I apply classroom management routines that promote learning and minimize disruptions.	3.50	0.78	Always
10	I consult and coordinate with SPED/resource teachers when planning instruction for learners with disabilities.	2.83	0.91	Often
11	I adapt assessment methods (e.g., oral, project, portfolio) to fairly assess learners with different needs.	2.97	0.85	Often
12	I reflect on my teaching and make changes to improve outcomes for learners with disabilities.	3.03	0.67	Often
	Aggregate Mean	3.09		Often
	Aggregate Standard Deviation		0.78	
Legend: 3.25-4.00-Always; 2.50-3.24- Often ; 1.75-2.49-Sometimes;1.00-1.74-Rarely				

Table 9 presented the extent of teachers' actual teaching performance in mainstreamed classrooms at Dapa Central Elementary School & SPED Center. The indicators revealed that teachers performed highest in "implement differentiated instruction to meet varied learning needs" and "apply classroom management routines that promote learning and minimize disruptions," with weighted means of 3.27 and 3.50, respectively, both described as Always. Other indicators, such as "modifying instructional materials to ensure accessibility for learners with disabilities" and "using data from student assessments to plan remedial or enrichment activities," received weighted means of 3.23, indicating that teachers often engaged in these practices. The aggregate mean across all indicators was 3.09, suggesting that teachers' actual teaching performance in mainstreamed classrooms was generally demonstrated at a frequent level.

Despite the high performance in classroom management and differentiated instruction, the lower rated indicators, such as "consulting with SPED/resource teachers" with a weighted mean of 2.83 and "using varied assessment tools" at 2.97, highlighted areas where teachers engaged less frequently. These gaps suggested that limited opportunities for collaborative planning, time constraints, and insufficient familiarity with specialized instructional strategies for learners with disabilities may have affected actual teaching practices. The data indicated that while teachers were capable of implementing core instructional responsibilities, collaboration and adaptive assessment strategies were less consistently applied, potentially affecting the inclusivity and effectiveness of classroom instruction.

In relation to the study variables, the findings demonstrated that teachers' perceived self-efficacy and actual teaching performance were aligned in areas where mastery and routine experience existed, such as lesson differentiation and classroom management. Conversely, tasks requiring collaboration or adaptation of assessments reflected weaker performance relative to confidence, indicating that perceived efficacy did not always translate into consistent application in complex inclusive classroom scenarios (Zainalabidin & Ma'rof, 2021; Akman, 2021).

From a theoretical perspective, Bandura's (1986) Social Cognitive Theory suggested that repeated mastery experiences reinforced teachers' competence in routine instructional practices, while limited exposure to collaborative and adaptive planning reduced opportunities to strengthen efficacy in those areas. Teacher Efficacy Theory (Tschannen-Moran & Hoy, 2001) posited that confidence in one's ability influences performance; the data indicated that while teachers felt capable, structural constraints and limited guidance may have hindered full translation into practice. Constructivist Learning Theory (Bruner, 1966) emphasized that learning occurs through active engagement;

teachers required more hands-on experience in collaborative planning and assessment adaptation to fully implement inclusive strategies.

Analyzing the data collectively, it was evident that teachers’ strengths lay in classroom management and differentiation, yet the lower frequency of collaboration and adaptive assessment suggested critical areas for improvement. Targeted interventions, such as structured professional development, mentoring, and scheduled collaboration with SPED/resource teachers, could help bridge these gaps.

The implications of these findings suggested that by providing teachers with increased opportunities for professional training, structured collaborative planning, and hands-on application of adaptive instructional strategies, schools could significantly enhance both the inclusivity and overall effectiveness of classroom instruction. Targeted training programs would equip teachers with the knowledge and practical skills necessary to design differentiated lessons, implement individualized accommodations, and utilize diverse assessment methods tailored to the needs of learners with varying abilities. Encouraging regular collaboration with SPED or resource teachers could also strengthen co-teaching practices, facilitate joint problem-solving, and promote the sharing of best practices, thereby fostering a supportive professional community. Strengthening teachers’ self-efficacy in these critical areas was likely to result in more consistent and responsive classroom practices, as educators would feel confident in their ability to manage complex learning environments and address challenges as they arose.

Consequently, students with diverse needs—including those with learning disabilities or other special educational requirements—would benefit from more adaptive, inclusive, and high-quality instruction.

Test of Relationship Between Extent of Teachers Perceived Self-Efficacy and their Actual Teaching Performance in Mainstreamed Classroom

This section presents the test of relationship between teachers’ perceived self-efficacy and their actual teaching performance in mainstreamed classrooms. It examines whether teachers’ confidence in handling diverse learners corresponds with their demonstrated instructional practices and effectiveness.

Table 10. Test of relationship between extent of teachers perceived self-efficacy and their actual teaching performance in mainstreamed classroom

Variables	r-value	Strength of Correlation	p-value	Decision	Remarks
Self-efficacy and Teaching Performance	-0.256	Negligible Negative	0.171	Do not reject Ho	Not Significant

*significant at $p < 0.05$ (two-tailed)

Table 10 presents the test of relationship between teachers’ perceived self-efficacy and their actual teaching performance in mainstreamed classrooms at Dapa Central Elementary School & SPED Center. A correlation analysis was conducted to determine whether teachers’ self-efficacy is significantly related to their observed teaching performance.

The computed r-value is -0.256, indicating a negligible negative correlation between the two variables. The associated p-value is 0.171, which is greater than the significance level of 0.05. Since the p-value exceeds 0.05, the null hypothesis is not rejected, suggesting that no statistically significant relationship exists between teachers’ perceived self-efficacy and their actual teaching performance.

Based on these results, the hypothesis that teachers’ perceived self-efficacy significantly affects their teaching performance is not supported. This implies that teachers’ confidence in their ability to

perform inclusive teaching tasks does not directly predict how they actually perform in mainstreamed classrooms within the context of this school.

These findings aligned with several studies indicating that teacher self-efficacy alone may not be sufficient to ensure high teaching performance, particularly when other contextual and environmental factors play critical roles. Research by Aalto et al. (2024), Crispel and Kasperski (2021), Omoro and Possi (2022), and Long et al. (2025) suggested that elements such as ongoing professional development, institutional support, availability of resources, and opportunities for collaboration with colleagues significantly influence whether self-efficacy translates into effective classroom practices. In these studies, teachers who possessed high confidence but lacked access to structured training, mentoring, or supportive networks often struggled to implement inclusive instructional strategies consistently, demonstrating that self-efficacy interacts with external conditions to impact actual teaching performance.

Conversely, other research has documented positive associations between self-efficacy and effective inclusive teaching, highlighting that when teachers have both confidence and supportive environmental conditions, higher self-efficacy often corresponds with improved classroom outcomes. This divergence in findings emphasized the mediating effect of contextual factors on the relationship between perceived capability and performance.

In the context of Dapa Central Elementary School & SPED Center, several situational factors likely contributed to the weak relationship observed between self-efficacy and actual teaching performance. Limited access to specialized training in inclusive education, inconsistent collaboration with Special Education/Resource Teachers, and varying levels of administrative and classroom support may have constrained teachers' ability to translate confidence into consistent instructional practice. As Aalto et al. (2024) noted, teacher attitudes, school resources, and professional support networks play a critical role in shaping whether perceived self-efficacy effectively predicts observable teaching outcomes. These contextual limitations help explain why, despite teachers reporting relatively high self-efficacy, their confidence did not necessarily correspond to higher or more consistent teaching performance in this study.

CHAPTER 3

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATION

This chapter provides a comprehensive overview of the study's key findings and conclusions. It also offers practical recommendations derived from the results, focused on strengthening teachers' self-efficacy and teaching performance in mainstreamed classrooms at Dapa Central Elementary School & SPED Center, with the goal of improving instructional quality for learners with diverse abilities.

SUMMARY

This study sought to examine the relationship between teachers' perceived self-efficacy and their actual teaching performance in mainstreamed classrooms at Dapa Central Elementary School & SPED Center for the school year 2025–2026, serving as a foundation for developing a targeted Action Plan. The demographic characteristics of the respondents, including age, gender, highest educational attainment, position, years of teaching experience, and participation in inclusive education-related trainings or seminars, were collected to contextualize the results.

Data were collected using a structured survey questionnaire that assessed both teachers' perceived self-efficacy and their actual teaching practices in mainstreamed classrooms. The level of self-efficacy and teaching performance was evaluated through frequency counts, percentages, and weighted means, while Pearson r was employed to determine the presence and significance of a relationship between the two variables.

FINDINGS

The study revealed that the teaching workforce at Dapa Central Elementary School & SPED Center is predominantly composed of young educators, with a significant portion in the early stages of their careers. The majority of teachers are female, highlighting the gender composition of the staff. Most teachers hold a bachelor's degree, while a smaller portion have pursued graduate studies, indicating a relatively well-educated population with some advanced academic preparation.

In terms of professional roles, most teachers occupy entry- to mid-level positions, with fewer serving in senior professional roles. Many have accumulated several years of teaching experience, reflecting a moderately experienced group overall. However, participation in seminars and trainings related to inclusive education was notably limited, suggesting restricted exposure to professional development opportunities in this area.

Assessment of teachers' perceived self-efficacy showed that they generally feel confident in planning instruction and assessing students' learning progress. Confidence was slightly lower in collaborative practices with SPED or resource teachers and in providing individualized accommodations, indicating areas that require further support.

Teachers' actual teaching performance was generally effective, particularly in implementing classroom management routines and differentiated instruction. Lower performance was observed in collaborative activities and coordination with Special Education/Resource Teachers, suggesting that while instructional delivery and classroom management were strengths, consultative and cooperative practices were less consistently applied.

Finally, the study found no significant relationship between perceived self-efficacy and actual teaching performance, indicating that higher confidence did not necessarily translate into better classroom outcomes. This suggests a potential disconnect between teachers' self-perceived capabilities and their observable instructional practices, highlighting the need for targeted interventions to bridge this gap.

CONCLUSION

Based on the findings, it can be concluded that teachers at Dapa Central Elementary School & SPED Center demonstrated high perceived self-efficacy in mainstreamed classrooms, with lower confidence observed in collaborating with SPED or resource teachers and providing accommodations for learners. Their actual teaching performance was generally effective, with the lowest performance noted in collaborative activities with colleagues and coordination with Special Education/Resource Teachers. These results indicate that while teachers were confident and competent in core instructional tasks such as assessment, lesson implementation, and classroom management, collaborative and adaptive practices in inclusive education were areas that required further attention.

RECOMMENDATION

Based on the findings, it can be concluded that teachers at Dapa Central Elementary School & SPED Center exhibited high perceived self-efficacy in mainstreamed classrooms, but lower confidence was evident in collaborating with SPED or resource teachers and providing individualized accommodations for learners. Similarly, their actual teaching performance was generally effective, yet the lowest performance was observed in collaborative activities and coordination with Special Education/Resource Teachers. These results highlight that while teachers were capable in core instructional tasks such as assessment, lesson delivery, and classroom management, collaborative and adaptive practices in inclusive education were areas needing improvement.

To address these gaps, the development and implementation of an Action Plan is recommended. Such a plan should focus on strengthening teacher collaboration, enhancing skills in providing individualized accommodations, and promoting structured professional development opportunities. By targeting these specific areas, the Action Plan can support teachers in translating their confidence into consistent classroom practices, improving inclusivity, and ensuring that the diverse learning needs of all students are effectively met.

CHAPTER 4

OUTPUT OF THE STUDY

ACTION PLAN

Rationale

The successful implementation of inclusive education requires teachers to effectively manage classrooms with learners of diverse abilities. At Dapa Central Elementary School & SPED Center, teachers are tasked with addressing the needs of both mainstreamed students and those with special educational requirements. However, inclusive classrooms often present challenges such as providing individualized accommodations, coordinating with resource teachers, and collaborating with colleagues. These challenges can affect instructional quality and the overall learning experience of students, particularly when teachers lack structured support and professional development opportunities.

To better understand these challenges, the present study examined the relationship between teachers' perceived self-efficacy and their actual teaching performance in mainstreamed classrooms. Data were gathered on demographic profiles, professional development participation, perceived self-efficacy, and observable teaching performance. Indicators of self-efficacy and teaching practices were analyzed to identify areas of strength and those requiring improvement, particularly in aspects critical to inclusive education, such as collaboration and adaptive instruction.

The study revealed that while teachers generally demonstrated confidence in assessing student progress and managing classroom activities, lower confidence and less frequent engagement were observed in collaborating with SPED/resource teachers and providing individualized accommodations. These gaps highlighted that teachers' perceived self-efficacy did not fully translate into actual teaching practices in certain inclusive education tasks. The findings underscored the need for targeted strategies to support teachers in bridging this gap between confidence and performance.

In response to these identified needs, the Action Plan was developed to provide structured interventions aimed at strengthening collaborative practices, enhancing skills in individualized accommodations, and promoting continuous professional development. This plan includes mentoring, workshops, and guided collaborative sessions designed to equip teachers with the practical strategies required for effective inclusive teaching. By implementing this Action Plan, the school aims to improve both teacher performance and student outcomes, ensuring a more inclusive, responsive, and high-quality learning environment.

Objectives

With the implementation of this Action Plan, it is expected that the following objectives will be accomplished at Dapa Central Elementary School & SPED Center:

1. Enhance teachers' confidence in collaborating with SPED or resource teachers, increasing the perceived self-efficacy rating from 2.53 to 2.68 by conducting structured collaborative workshops and joint planning sessions.

2. Develop teachers' skills in providing individualized accommodations for learners with diverse needs, raising the perceived self-efficacy rating from 2.53 to 2.68 through targeted training on inclusive instructional strategies and differentiated lesson design.
3. Strengthen teachers' engagement in collaborative activities with colleagues, increasing actual teaching performance from 2.83 to 3.09 by implementing peer mentoring programs and scheduled co-teaching opportunities.
4. Improve teachers' coordination with Special Education/Resource Teachers, raising actual teaching performance from 2.83 to 3.09 through regular consultation meetings, feedback sessions, and guided application of inclusive teaching practices.

Scheme of Implementation

To ensure full participation, the Action Plan will be formally presented to the school principal, department heads, and all teaching staff of Dapa Central Elementary School & SPED Center. Before implementation, teachers will be oriented on the objectives, activities, and strategies of the plan. Each teacher will receive a copy of the Action Plan, which will include activity guides, schedules for professional development sessions, and monitoring tools. The implementation will consist of workshops, mentoring sessions, collaborative lesson planning, and classroom application of inclusive strategies. Progress will be monitored and evaluated through follow-up surveys, classroom observations, and performance assessments to determine improvements in teachers' self-efficacy and actual teaching performance.

ACTION PLAN ON TEACHERS' SELF-EFFICACY AND TEACHING PERFORMANCE IN MAINSTREAMED CLASSROOMS AT DAPA CENTRAL ELEMENTARY SCHOOL & SPED CENTER

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Teachers are less confident in collaborating with SPED/resource teachers	Enhance teachers' confidence in collaborating with SPED or resource teachers, increasing the perceived self-efficacy rating from 2.53 to 2.68 by conducting structured collaborative workshops and joint planning sessions	Conduct structured collaborative workshops, joint planning sessions, and co-teaching activities	School Principal, Master Teachers, SPED Teachers, Classroom Teachers	₱3,000	School MOOE	Quarterly	Teachers demonstrate increased confidence and engagement in collaborative planning and implementation		
Teachers are less confident in providing individualized accommodations for learners	Develop teachers' skills in providing individualized accommodations for learners with diverse needs, raising the perceived self-efficacy rating from 2.53 to 2.68 through targeted training on	Provide targeted training on inclusive instructional strategies, differentiated lesson design, and adaptation of learning materials	School Principal, SPED Teachers, Master Teachers, Classroom Teachers	₱3,500	School MOOE	Every Semester	Teachers are able to implement tailored accommodations effectively to support learners' diverse needs		
Teachers engage less frequently in collaborative activities with colleagues	Strengthen teachers' engagement in collaborative activities with colleagues, increasing actual teaching performance from 2.83 to 3.09 by implementing peer mentoring programs and scheduled co-teaching opportunities	Implement peer mentoring programs, team teaching, and collaborative lesson development sessions	School Principal, Master Teachers, Classroom Teachers	₱2,500	School MOOE	Quarterly	Teachers actively engage in collaborative activities and share best practices with peers		
Teachers coordinate less often with Special Education/Resource Teachers	Improve teachers' coordination with Special Education/Resource Teachers, raising actual teaching performance from 2.83 to 3.09 through regular consultation meetings, feedback sessions,	Organize regular consultation meetings, feedback sessions, and guided planning exercises	School Principal, SPED Teachers, Classroom Teachers	₱2,000	School MOOE	Every Semester	Teachers consistently coordinate with SPED/Resource Teachers to plan and implement inclusive lessons		

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