

School Heads' Attributes, Leadership Practices, and the Implementation of Inclusive Education: Basis for Advocating Inclusive Policies

Ritchie Bere Agarao

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Email address: julierosemendoza002@gmail.com

Abstract—This study investigates the relationship between leader attributes, leadership practices, and the implementation of inclusive education in the Division of Laguna. It specifically examines the levels of school heads' attributes—adherence to moral principles, decision-making ability, openness to change, responsibility, motivational capability, and innovative thinking—as well as their leadership practices, including vision setting, effective communication, work ethics, task delegation, relationship building, and professionalism. Employing a descriptive research method, data were collected from 167 special education teachers and receiving teachers across various municipalities, including Bay, Biñan, and Santa Rosa. Quantitative data were analyzed using mean, standard deviation, and Pearson product-moment correlation. Key findings indicate that school heads exhibit exceptional attributes and practices, which correlate positively with the full implementation of inclusive education. The study reveals a strong positive relationship between the attributes and practices of school heads and the effectiveness of inclusive education strategies. The findings underscore the necessity for school heads to enhance their commitment to inclusive education within their educational frameworks. It is recommended that cohesive policies and strategies be established to address implementation challenges. Future research could expand on these findings by utilizing similar methodologies on a broader scale to explore potential solutions for enhancing inclusive education practices.

Keywords—Leadership Attributes, Inclusive Education, School Heads Leadership Practices, Curriculum Adaptation.

I. INTRODUCTION

Inclusive education is increasingly recognized as a fundamental human right that promotes equity and active participation among all learners, regardless of their backgrounds and abilities. The United Nations' Sustainable Development Goal 4 (SDG 4) emphasizes the need for inclusive and equitable quality education, aiming to eliminate educational disparities and ensure equal access for vulnerable populations, including individuals with disabilities and indigenous communities. Beyond merely providing access, inclusive education fosters an environment where all students can thrive academically and socially, benefiting not only those with disabilities but also enhancing the educational experience for all learners through diversity, tolerance, and collaboration. School leaders play a critical role in advancing inclusive education by creating a culture of acceptance, facilitating professional development for teachers, and advocating for necessary resources. They establish policies that support

diverse learning needs, integrate inclusive principles into curricula, and develop learning environments that accommodate all students. By acting as facilitators of collaboration among educators, students, parents, and the community, school leaders foster a shared commitment to inclusivity. Their responsibilities also include providing instructional guidance and emotional support to teachers, enabling them to effectively implement inclusive pedagogical strategies.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to scrutinize the relationship between attributes and leadership practices and the level of implementation of inclusive education by the school heads in advocating for inclusive policies. Specifically, it was sought to address the following questions:

1. What is the level attributes of school heads attributes in terms of:
 - 1.1 Adherence to moral principles,
 - 1.2 Ability to make decisions,
 - 1.3 Openness to change,
 - 1.4 Taking responsibility,
 - 1.5 Capability to motivate, and
 - 1.6 Innovative thinking?
2. What is the level of leadership practices employed by school heads to advocate for inclusive education in the following areas:
 - 2.1 Setting vision and goal,
 - 2.2 Effective communication,
 - 2.3 Demonstrate work ethics,
 - 2.4 Empower and delegate tasks,
 - 2.5 Build a strong relationship, and
 - 2.6 Initiates professionalism?
 - 2.6.1 To what level do school heads implement inclusive education within their schools concerning:
 - 2.7 Adapting curriculum instruction,
 - 2.8 Modify the learning environment,
 - 2.9 Foster collaboration,
 - 2.10 Individualize support plan,
 - 2.11 Promote a positive culture, and
 - 2.12 Monitor progress.

3. Is there a significant relationship between the attributes of school heads and the implementation of inclusive education?
4. Is there a significant relationship between leadership practices of the school heads and the implementation of inclusive education?

II. METHODOLOGY

Employing a descriptive research method, data were collected from 167 special education teachers and receiving teachers across various municipalities, including Bay, Biñan, and Santa Rosa. Quantitative data were analyzed using mean, standard deviation, and Pearson product-moment correlation

III. RESULTS AND DISCUSSION

In this chapter, the result of the study is presented. It also presents any data collected, as well as its analysis and interpretation. The study aimed to find out the association of the school leadership practices with the level of implementation of inclusive education by the school heads in championing inclusive policies in the elementary public schools in the division of Laguna. Results were presented in the order of the questions outlined in the problem statement.

Level of Attributes of School Heads

It is the school leaders who are primarily responsible for the success of a school. A good school principal is capable of exercising major implications in different aspects: the leadership, teaching materials house-they already had reference to that. Research shows, for example, that a school head of high capability can have a powerful impact on several areas of work--leadership, teaching method improvement, resource management practice, and the changing school.

Good school leaders create an environment where teachers can develop. By sharing information, forging good relationships, and acting as an adviser to others, they contribute to a better atmosphere of studying. This, in turn, strengthens a teacher's sense of fulfilment and leads to improved student performance. Studies also demonstrate that teachers' performance under school heads with strong instructional supervision skills has increased significantly and that this is an important factor.

TABLE 1. Level of School Heads' Attributes in Terms of Adherence to Moral Principles

STATEMENTS	MEAN	SD	REMARKS
1. The school head consistently demonstrates fairness in all decisions.	6.53	.93	Exceptional Attributes
2. Ethical considerations are a priority in the actions of the school head.	6.53	.93	Exceptional Attributes
3. The school head acts with integrity, even in difficult situations.	6.57	.89	Exceptional Attributes
4. The leadership ensures that inclusive education policies are implemented fairly and justly	6.58	.88	Exceptional Attributes
5. The school head promotes a culture of respect for all students, including those with special needs.	6.66	.82	Exceptional Attributes
Overall mean:	6.58		
Overall SD:	0.84		
Interpretation			Exceptional Attributes

Table 1 presents the level of leader attributes in terms of adherence to moral principles. The table includes statements, mean scores, and standard deviations.

The school head promotes a culture of respect for all students, including those with special needs. The mean (M = 6.66), indicates that respondents' Exceptional Attributes in this area. The school head consistently demonstrates fairness in all decisions, and Ethical considerations are a priority in the actions of the school head. While the mean (M = 6.53) is slightly lower, it still indicates strong manifestation among respondents. The level of leader attributes in terms of adherence to moral principles attained a weighted mean of 6.58 and a standard deviation of 0.48, revealing that the participants of the study strongly agreed with its exceptional attributes.

These results support the findings of Leithwood and Sun (2020), who emphasize that strong leadership attributes are crucial in inclusive education, as school heads play a key role in ensuring equal learning opportunities for all students. Essential qualities such as ethical decision-making, openness to change, responsibility, motivation, and innovation contribute to fostering an inclusive school culture.

Likewise, Leithwood and Jantzi (2006) emphasize that inclusive leadership boosts student engagement, encourages positive social interactions, and fosters a supportive learning atmosphere. These insights highlight the crucial role of school leaders in advancing equity and respect, which are vital for a high-quality educational experience.

This illustrates the significance of school leaders in establishing a fair and inviting environment for all students. Their effective leadership promotes a sense of inclusion, respect, and increased engagement in learning. Engelbrecht, Heine, and Mahembe (2017) also note that ethical leadership builds trust, satisfaction, and commitment among teachers and staff, thereby enhancing the school's moral environment.

To sum up, strong leadership is essential for creating inclusive education. School leaders are essential in ensuring that all students have the same chance to learn. Important qualities like ethical decision-making, openness to change, and motivation help build a welcoming school culture. Inclusive leadership not only increases student engagement and positive interactions but also promotes fairness and respect. This shows how important school leaders are in creating a supportive environment where everyone feels included and valued. Additionally, ethical leadership helps build trust and commitment among teachers and staff, improving the overall atmosphere of the school.

Table 2 illustrates the level of leader attributes about the ability to make decisions. Also shows the statements, mean, standard deviation, and remarks.

The school head is confident and decisive in addressing issues related to inclusive education. The mean (M = 6.61) shows that respondents highly supported this aspect. The school's decision-making procedures are transparent and include the necessary parties. While the mean (M = 6.56) is moderately lower, it still indicates a strong presence among respondents. The level of leader attributes in terms of the ability to make decisions achieved a weighted mean of 6.59,

and a standard deviation of 0.89 shows that the ratings depict exceptional attributes.

TABLE 2. Level of School Heads' Attributes in Terms of Ability to Make Decisions

STATEMENTS	MEAN	SD	REMARKS
1. The school head makes timely decisions that benefit inclusive education.	6.58	.89	Exceptional Attributes
2. Decision-making processes in the school are transparent and involve relevant stakeholders.	6.56	.90	Exceptional Attributes
3. The school head is confident and decisive in addressing issues related to inclusive education.	6.61	.84	Exceptional Attributes
4. Leadership decisions are based on comprehensive data and feedback.	6.58	.87	Exceptional Attributes
5. Decisions made by the school head are well-informed and aim to improve inclusive education.	6.59	.86	Exceptional Attributes
Overall mean:	6.59		
Overall SD:	0.89		
Interpretation:	Exceptional Attributes		

The ability of school heads to make informed decisions is crucial for advancing inclusive education. Tsirantonaki and Vlachou (2024) found that leaders who prioritize inclusivity in decision-making, especially in resource allocation and teaching practices, create more accommodating environments for students with disabilities. Murwanto (2023) noted that principals with inclusive leadership styles are better at supporting diverse students through curriculum adjustments and resource allocation. Together, these studies illustrate that effective decision-making practices among school leaders are essential for implementing inclusive education policies.

In the Philippine context, similar findings emerge, with Tsirantonaki and Vlachou (2024) reiterating that school leaders prioritizing inclusivity in decision-making better support students with disabilities. Murwanto (2023) again highlights the effectiveness of inclusive leadership styles in addressing diverse student needs.

TABLE 3. Level of School Heads' Attributes in Terms of Openness to Change

STATEMENTS	MEAN	SD	REMARKS
1. The school head embraces new approaches to improve inclusive education.	6.57	.86	Exceptional Attributes
2. Leadership is open to suggestions for changing current inclusive education practices.	6.59	.87	Exceptional Attributes
3. The school head encourages staff to explore innovative solutions for inclusive learning.	6.60	.85	Exceptional Attributes
4. Leadership adapts quickly to changes in inclusive education policies or requirements.	6.60	.84	Exceptional Attributes
5. The school head promotes a culture of flexibility and openness to new ideas.	6.61	.84	Exceptional Attributes
Overall mean:	6.60		
Overall SD:	0.82		
Interpretation:	Exceptional Attributes		

Table 3 presents the level of leader attributes in terms of Openness to Change. Also shows the statements, mean, standard deviation, and remarks.

The school head promotes a culture of flexibility and openness to new ideas. The mean (M = 6.61) displays that respondents firmly agree on this part. The school head embraces new approaches to improve inclusive education. While the mean (M = 6.57) is somewhat lower, it continues to

reflect a strong response from the respondents. The level of leader attributes concerning openness to change achieved a weighted mean of 6.60, and a standard deviation of 0.82 demonstrates that the respondents completely agreed that the results were exceptional attributes.

The finding expresses a high manifestation of the school heads' attributes in terms of openness to change. This proposes that when leaders are open to new ideas, good things follow. People feel free to suggest improvements, the group works better together, and everyone is better prepared for what comes next. It creates a place where things are always getting better. If leaders don't like change, however, things don't improve as much.

Being open to change is a vital attribute for school heads that influences their effectiveness in promoting inclusive education. This trait enables school leaders to adapt to evolving educational needs and to foster an environment where inclusivity flourishes. Both international and Philippine studies provide valuable insights into how school leaders receptive to change are more adept at navigating the complexities of implementing inclusive education practices. These studies demonstrate that a school leader's openness can significantly impact the adoption of inclusive policies and the overall success of inclusive education initiatives.

In a comprehensive study by Jones et al. (2023), Australian school leaders who embraced change were found to be more effective in implementing inclusive strategies, showing flexibility in adjusting curricula and infrastructures to meet diverse learning needs. Similarly, Simmons and Blackwell (2022) revealed that UK principals who encouraged innovative teaching methods and technologies fostered inclusive education and cultivated a collaborative culture among teachers. Liu et al. (2021) focused on Chinese school heads, demonstrating that those open to changing leadership practices and pursuing professional development not only improved inclusion outcomes but also kept their staff informed of best practices. While all three studies emphasize the significance of adaptability in leadership for the success of inclusive education, Jones et al. focus on infrastructural adjustments. Collectively, these studies illustrate that school leaders' openness to change is crucial for effectively navigating the complexities of inclusive education, ultimately contributing to enhanced educational experiences for all students.

TABLE 4. Level of School Heads' Attributes in Terms of Capability to Motivate

STATEMENTS	MEAN	SD	REMARKS
1. The school head motivates staff to engage fully in inclusive education practices.	6.59	.86	Exceptional Attributes
2. Leadership fosters enthusiasm and commitment toward inclusive education among teachers.	6.59	.87	Exceptional Attributes
3. The school head recognizes and rewards efforts that contribute to inclusive education.	6.60	.85	Exceptional Attributes
4. Teachers feel encouraged by the school head to improve their work with learners with special needs continuously.	6.60	.84	Exceptional Attributes
5. The leadership promotes a positive and supportive environment for implementing inclusive education.	6.61	.84	Exceptional Attributes
Overall mean:	6.59		
Overall SD:	0.84		
Interpretation:	Exceptional Attributes		

Table 4 presents the level of leader attributes in terms of the capability to motivate. Also shows the statements, mean, standard deviation, and remarks.

Leadership fosters enthusiasm and commitment toward inclusive education among teachers. The mean ($M = 6.62$) displays that respondents firmly agree on this part. The leadership promotes a positive and supportive environment for implementing inclusive education. While the mean ($M = 6.54$) is somewhat lower, it continues to reflect a strong response from the respondents. The level of leader attributes concerning the capability to motivate achieved a weighted mean of 6.59, and a standard deviation of 0.84 demonstrates that the respondents completely agreed that the results were exceptional attributes.

The ability to motivate teachers is an essential attribute for school heads that significantly impacts the success of implementing inclusive education practices. Research from both international and Philippine contexts has consistently highlighted the influence of school leaders' motivational strategies in fostering inclusive learning environments.

Internationally, studies such as those by Sutherland (2022), Johnson (2020), and Lee and Kim (2022) emphasize the critical role of motivational leadership in advancing inclusive education. Sutherland (2022) found that school leaders who actively recognized teachers' efforts and provided regular feedback significantly enhanced teachers' commitment to inclusive practices, resulting in better educational environments for students with disabilities. Johnson (2020) similarly noted that principals who communicated the importance of inclusivity and acknowledged contributions from staff fostered confidence and motivation among teachers, directly benefiting student outcomes. Lee and Kim (2022) reinforced these findings by demonstrating that school heads who invested in motivating staff through professional development and recognition initiatives significantly improved teachers' inclusive practices. While all three studies underscore the significance of leadership motivation, Sutherland focuses on feedback and recognition, Johnson emphasizes communication and acknowledgment, and Lee and Kim highlight professional development, collectively illustrating that effective motivational leadership is essential for implementing successful inclusive education practices.

In the Philippine context, studies by Delos Santos (2023), De Guzman and Bautista (2024), and Morales and Ramos (2022) highlight the significance of motivational leadership in advancing inclusive education. Delos Santos found that school leaders who motivated their staff fostered a positive climate, improving teachers' attitudes toward inclusivity. De Guzman and Bautista emphasized that principals who involved teachers in decision-making and provided ongoing support were more effective in implementing inclusive education policies. Meanwhile, Morales and Ramos noted that recognition and personalized support from school heads significantly enhanced teachers' willingness to adapt strategies for diverse learners.

Together, these studies underscore the critical role of motivational leadership in enhancing inclusive education practices. These studies are interconnected in their emphasis on the importance of innovative leadership in fostering

inclusivity, yet they distinguish themselves by focusing on different aspects and contexts.

TABLE 5. Level of School Heads' Attributes in Terms of Taking Responsibility

STATEMENTS	MEAN	SD	REMARKS
1. The school head takes accountability for implementing inclusive education policies.	6.61	.81	Exceptional Attributes
The leadership is transparent about the outcomes and the effectiveness of the inclusive education program.	6.53	.88	Exceptional Attributes
3. Leadership acknowledges and addresses shortcomings in inclusive education practices.	6.57	.86	Exceptional Attributes
4. The school head encourages staff to take ownership of their role in supporting inclusive education.	6.56	.86	Exceptional Attributes
5. When issues arise, the school head takes prompt and responsible action.	6.56	.88	Exceptional Attributes
Overall mean:	6.57		
Overall SD:	0.82		
Interpretation			Exceptional Attributes

Table 5 illustrates the school heads' level of leader attributes as observed by teachers in terms of taking responsibility. Also shows the statements, mean, standard deviation and remarks. As reflected in the table, the school head takes accountability for implementing inclusive education policies. The mean ($M=6.61$) indicates a very highly manifested level of an exceptional leader attributes in terms of taking responsibility.

Having a slightly lower mean ($M=6.53$) still indicates a very highly manifested conflict resolution approach in terms of taking responsibility. The level of leader attributes as perceived by the teachers in terms of taking responsibility attained a weighted mean of 6.57 and a standard deviation of 0.82 and was verbally interpreted as very high among the respondents.

The role of school heads in taking responsibility for inclusive education is crucial in shaping the overall effectiveness of inclusive practices within schools. The capacity of school leaders to assume responsibility influences the development of inclusive school cultures and the success of educational strategies for students with special needs.

The crucial role of school leaders' accountability in fostering inclusive education is highlighted by international studies by Ainscow and Sandhill (2021), Sharma and Sokal (2022), and Ferguson and Phelps (2023). Ainscow and Sandhill found that effective leaders who embrace responsibility in areas like resource allocation foster schools that value diversity. Similarly, Sharma and Sokal noted that principals who integrate inclusive practices into curricula and ensure necessary resources achieve positive outcomes for all students. Ferguson and Phelps reinforced this by showing that principals who take ownership of inclusive education are more likely to allocate resources effectively and set clear expectations, emphasizing the importance of leadership accountability. Collectively, these studies illustrate that leadership responsibility is essential for creating inclusive environments where all students, particularly those with disabilities, can thrive.

In the Philippine context, studies by Tiburcio (2021), De Guzman and Ramos (2022), and Santos and Reyes (2023) support these findings, emphasizing the impact of school leaders' responsibility on inclusive education. Tiburcio found that school heads who took responsibility for inclusive education effectively integrated individualized learning plans for students with disabilities. Santos and Reyes indicated that school leaders who developed individualized education plans and ensured the availability of resources significantly enhanced the implementation of inclusive education, demonstrating that accountability and proactive leadership are crucial for fostering effective practices. Together, these studies deepen the understanding of how school leaders' responsibility influences the successful execution of inclusive education policies across various contexts.

TABLE 6. Level of School Heads' Attributes in Terms of Innovative Thinking

STATEMENTS	MEAN	SD	REMARKS
1. The school head encourages creative problem-solving to address challenges in inclusive education.	6.61	.86	Exceptional Attributes
2. Leadership implements new ideas to improve the inclusion of learners with special needs.	6.60	.85	Exceptional Attributes
3. The school head proactively finds innovative solutions for diverse learning needs.	6.61	.85	Exceptional Attributes
4. Teachers are supported in experimenting with innovative teaching strategies for inclusivity.	6.57	.89	Exceptional Attributes
5. The school head seeks new approaches and technologies to enhance inclusive education.	6.60	.87	Exceptional Attributes
Overall mean:	6.60		
Overall SD:	0.84		
Interpretation:	Exceptional Attributes		

Table 6 displays the level of a leader's attributes as viewed by the teachers in terms of innovative thinking. It also presents the statements, mean, standard deviation, and remarks.

Leadership fosters enthusiasm and commitment toward inclusive education among teachers. The mean (M=6.61) indicates a very highly manifested leader attributes in terms of innovative thinking. Teachers are supported in experimenting with innovative teaching strategies for inclusivity. The mean (M=6.57) is a bit lower it still indicates a very highly manifested level of leader attributes in terms of the capability to innovative thinking as perceived by the teachers attained a weighted mean of 6.60 and a standard deviation of 0.84 and were described verbally as very high among the respondents. Additionally encouraging participatory approaches fostered through communal engagements yielding fruitful partnerships forged extending far beyond singular academic institutions facilitating holistic growth trajectories corresponding enriching experiences afforded collectively across disciplines integrating real-world applications, benefitting students ranging broadly throughout unique circumstances commonly experienced therein (Gross 20XX).

Actualizing these frameworks calls forth dynamic methodologies grounding firmly situated considerations producing tailored individualized plans designed specifically aligning precisely meeting varying learner requirements necessitating thoughtful responsiveness ensuring equitable participation each child regardless encountered background

learning capabilities likewise faced previously unaddressed (Dempsey).

In conclusion: Innovative thought patterns emerge prominently, establishing critical mechanisms driving forward progress, ongoing enhancements prompted directly related initiatives focused keenly prioritizing establishing authentic connections, bridging gaps observed previously hindered traditionally accepted constructs shaping perceptions held widely amongst traditional systems operating outside confines established predominantly throughout sectorial interests alone!

Leadership Practices

In today's fast-paced environment, having good leadership is essential to fostering a successful atmosphere. A good leader starts by setting a clear vision and specific goals that motivate and inspire their team. Everyone on the team may comprehend their role and collaborate thanks to this vision.

In addition to having strong communication skills, a good leader is also able to communicate effectively. Leaders need to share their ideas clearly and listen to their team members, encouraging open discussions and teamwork. This builds trust and ensures everyone is on the same page. When leaders demonstrate dedication, honesty, and responsibility, their team members are more likely to adopt these values. By empowering team members through delegation, leaders not only lighten their workload but also help individuals grow and take ownership of their tasks. Building strong relationships and promoting professionalism creates a supportive and productive work environment.

TABLE 7. Level of School Heads' Practices in Terms of Setting Vision and Goals.

STATEMENTS	MEAN	SD	REMARKS
1. The school head clearly communicates a shared vision for inclusive education to all staff.	6.57	.90	Exceptional Attributes
2. The leadership establishes measurable and realistic goals to support inclusive education.	6.57	.86	Exceptional Attributes
3. The school prioritizes the needs of students with diverse learning needs when setting goals for inclusive education.	6.58	.86	Exceptional Attributes
4. The school head regularly monitors and evaluates progress toward achieving inclusive education goals.	6.57	.88	Exceptional Attributes
5. Teachers are actively involved in the planning and implementation of inclusive education goals.	6.55	.90	Exceptional Attributes
Overall mean	6.57		
Overall SD:	.84		
Interpretation:	Exceptional Practice		

Table 7 revealed the School Heads' level of leadership practices in terms of setting vision and goals. Also shows the mean, standard deviation, and remarks. The school prioritizes the needs of students with diverse learning needs when setting goals for inclusive education. The mean (M=6.58) indicates that teachers strongly agree on leadership practices in terms of setting vision and goals. Also, teachers are actively involved in the planning and implementation of inclusive education goals. While the mean is slightly lower (M=6.55), it still indicates that teachers strongly agree on the exceptional leadership practices in terms of setting vision and goals. The level of leadership practices in terms of setting vision and

goals attained a weighted mean of 6.57 and a standard deviation of .84, and was verbally interpreted as very high among the respondents. This indicates that the school leadership is effectively fostering an environment that prioritizes inclusivity and actively involves teachers in goal-setting processes.

In the Philippines, school leaders provided specific instructions for educating disabled children, emphasizing the need for distinct educational policies for inclusive education. Bautista and Garcia (2024) found that leaders who clearly articulated supportive policies fostered greater enthusiasm among teachers for inclusive practices. As a result, when teachers engaged within a structured framework, they adopted integrated teaching methods more effectively, leading to improved student performance regardless of learning abilities.

TABLE 8. Level of School Heads' Practices in Terms of Effective Communication.

STATEMENTS	MEAN	SD	REMARKS
1. The school head effectively communicates inclusive education policies to staff.	6.56	.89	Exceptional Practice
2. Leadership encourages open and ongoing communication between teachers and parents about inclusive education.	6.61	.85	Exceptional Practice
3. Information about changes in inclusive education practices is shared clearly by the school head.	6.56	.89	Exceptional Practice
4. The school head listens to feedback from teachers and staff on inclusive education issues.	6.58	.85	Exceptional Practice
5. Teachers feel comfortable raising concerns or suggestions about inclusive education with the school head.	6.58	.86	Exceptional Practice
Overall mean:	6.58		
Overall SD:	0.82		
Interpretation			Exceptional Practice

Table 8 presents the school heads' leadership practices regarding effective communication, with a mean score of 6.58 and a standard deviation of 0.82, indicating a very high level of agreement among teachers. They believe that school leaders foster open communication about inclusive education and convey policies and changes. Although the mean for communication about inclusive education policies is slightly lower at 6.56, it still reflects teacher agreement that the ratings show the leaders' exceptional practice in terms of effective communication. Effective communication is essential for successfully implementing inclusive education and aligning goals with educators, students, parents, and the community.

Fisher and Plowright (2021) studied how effective communication strategies among school leaders in the United Kingdom can promote inclusive education goals. They found that principals who facilitated regular discussions, workshops, and feedback with staff fostered a more inclusive school culture. This approach helped teachers understand their roles in supporting students with disabilities and adopt more inclusive teaching methods.

In the context of the Philippines, the practices of communication are also viewed as crucial in the promotion of inclusive education. As an illustration, Reyes and Cruz (2021) noted that Filipino school heads who were able to articulate a vision of inclusive education were more successful at

reorienting school resources to match the diverse needs of their pupils. The study showed how clearly articulated inclusivity by school leaders resulted in teachers and parents feeling a shared ownership over the school's approach to inclusivity.

To conclude, the evidence indicates that effective communication is a cornerstone of successful inclusive education leadership.

TABLE 9. Level of School Heads' Practices in Terms of Demonstrating Work Ethics.

STATEMENTS	MEAN	SD	REMARKS
1. The school head demonstrates a strong work ethic in the implementation of inclusive education policies.	6.61	.85	Exceptional Practice
2. The school head ensures that all decisions related to inclusive education are guided by high ethical standards.	6.58	.88	Exceptional Practice
3. The school head is dedicated and committed to fostering an inclusive learning environment for all students.	6.51	.93	Exceptional Practice
4. Teachers feel motivated and supported by the school head's work ethic to prioritize inclusive education in their teaching practices.	6.60	.84	Exceptional Practice
5. The school head promotes a culture of integrity, ethical responsibility, and inclusiveness among the staff.	6.59	.88	Exceptional Practice
Overall mean:	6.58		
Overall SD:	0.84		
Interpretation:			Exceptional Practice

Table 9 reveals the school heads' level of leadership practices in terms of demonstrating work ethics. Also shows the statements, mean, standard deviation and remarks.

The school head demonstrates a strong work ethic in the implementation of inclusive education policies. The mean (M=6.61) depicts that the respondents strongly agree on the leadership practices in the context of demonstrating work ethics. On the other hand, the school head is dedicated and committed to fostering an inclusive learning environment for all students. While the mean is slightly lower (M=6.51), it says teachers strongly agree with leadership exceptional practices in terms of demonstrating work ethics. The level of leadership practices in terms of demonstrating work ethics attained a weighted mean of 6.58 and a standard deviation of 0.84, and was verbally interpreted as exceptional attributes among the respondents. This indicates that leaders exhibit a robust work ethic, which not only serves as a positive role model for their teams but also cultivates a culture of responsibility and commitment throughout the organization.

Table 10 shows the school heads' level of leadership practices in terms of empowering and delegate tasks. Also shows the statements, mean, standard deviation, and remarks. The school head empowers teachers to make decisions related to inclusive education in their classrooms. The mean (M=6.64) indicates that teachers strongly agree with leadership practices in terms of empowering and delegate tasks. While on the other hand, the school head trusts staff to carry out inclusive education practices independently. While the mean is slightly lower (M=6.60), it still indicates that the teachers strongly agree with exceptional leadership practices in terms of

empowering and delegate tasks. The level of leadership practices in terms of empowering and delegate tasks attained a weighted mean of 6.64 and a standard deviation of 0.79, and was verbally interpreted as very high among the respondents. This indicates that leadership practices have a positive impact on empowering and delegate tasks. It encourages teachers to assume greater ownership of their roles, which increases their motivation and accountability, both crucial components for fostering inclusive education Leithwood et al., (2017).

TABLE 10. Level of School Heads' Practices in Terms of Empowering and Delegate Tasks.

STATEMENTS	MEAN	SD	REMARKS
1. The school head empowers teachers to make decisions related to inclusive education in their classroom	6.64	.80	Exceptional Practice
2. Leadership effectively delegates responsibilities for inclusive education initiatives	6.61	.81	Exceptional Practice
3. The school head trusts staff to carry out inclusive education practices independently.	6.60	.84	Exceptional Practice
4. Teachers are given the autonomy to adjust their teaching methods to meet the needs of all learners.	6.63	.82	Exceptional Practice
5. The school head clearly defines the roles and responsibilities of staff in supporting inclusive education.	6.61	.83	Exceptional Practice
Overall mean:	6.64		
Overall SD:	0.79		
Interpretation:	Exceptional Practice		

Table 11 shows the school heads' level of leadership practices in terms of building strong relationships. Also shows the statements, mean, standard deviation, and remarks.

TABLE 11. Level of School Heads' Practices in Terms of Building Strong Relationships.

STATEMENTS	MEAN	SD	REMARKS
1. The school head builds strong, collaborative relationships with staff to support inclusive education.	6.61	.83	Exceptional Practice
2. Leadership fosters teamwork between general education and special education teachers.	6.62	.84	Exceptional Practice
3. The school head promotes strong partnerships with parents to enhance inclusive education practices.	6.61	.84	Exceptional Practice
4. Teachers and staff feel supported by leadership in their efforts to create inclusive classrooms	6.62	.86	Exceptional Practice
5. The school head encourages a culture of collaboration and mutual support for inclusive education initiatives.	6.62	.86	Exceptional Practice
Overall mean	6.62		
Overall SD:	0.82		
Interpretation:	Exceptional Practice		

The leadership fosters teamwork between general education and special education teachers, and the teachers and staff feel supported by leadership in their efforts to create inclusive classrooms, additionally, the school head encourages a culture of collaboration and mutual support for inclusive education initiatives. The mean (M=6.62) indicates that the teachers strongly agree with the leadership practices in terms of building relationships. Also, the school head builds strong, collaborative relationships with staff to support inclusive education, and the school head promotes strong partnerships

with parents to enhance inclusive education practices. While the mean is slightly lower (M=6.61), it still indicates that the respondents strongly agree with the level of leadership practices in terms of building strong relationships. The level of leadership practices in terms of building strong relationships attained a weighted mean of 6.62 and a standard deviation of 0.82, and was verbally interpreted as exceptional practice among respondents in terms of building strong relationships.

Strong relationships help break down communication barriers, ensuring that all parties involved in the educational process feel supported and valued.

This study echoes the conclusions of Harrison & Hargreaves (2020) reveal that school leaders who build trust and develop positive relationships with all stakeholders create a collaborative and supportive atmosphere. This collaboration is essential for addressing the diverse needs of students, as it enables stakeholders to share responsibility in implementing inclusive education initiatives. School heads who engage in relationship-building not only create a sense of community but also encourage teachers, students, and parents to take an active role in the process of inclusion.

TABLE 12. Level of School Heads' Practices in Terms of Initiating Professionalism.

STATEMENTS	MEAN	SD	REMARKS
1. The school head actively promotes continuous professional development for teachers to enhance their skills in inclusive education.	6.66	.81	Exceptional Practice
2. School leadership provides structured opportunities for staff to enhance their knowledge and skills in inclusive education.	6.63	.84	Exceptional Practice
3. The school head ensures that teachers uphold professional standards in addressing the needs of learners with diverse abilities.	6.63	.81	Exceptional Practice
4. Teachers receive ongoing guidance and support from the leadership in implementing inclusive education strategies.	6.61	.85	Exceptional Practice
5. The school head advocates for and prioritizes professional learning opportunities to strengthen inclusive education practices.	6.63	.83	Exceptional Practice
Overall mean	6.63		
Overall SD:	0.81		
Interpretation	Exceptional Practice		

Table 12 shows the level of leadership practices in terms of initiating professionalism. Also shows the statements, mean, standard deviation, and remarks.

The school head actively promotes continuous professional development for teachers to enhance their skills in inclusive education. The mean (M=6.66) indicates that the teachers express strong agreement with the leadership practices in terms of initiating professionalism. Teachers receive ongoing guidance and support from the leadership in implementing inclusive education strategies. While the mean is slightly lower (M=6.61), it still demonstrates a very strong consensus on the level of leadership exceptional practices in terms of initiating professionalism.

The level of leadership practices in terms of building strong relationships obtained a weighted mean of 6.63 and a standard deviation of 0.81, and was verbally interpreted as an exceptional practice.

Research by Sullivan and Rous (2020) and Ouyang and Zeng (2021) highlights the vital role of professionalism in educational leadership for fostering inclusive education. Sullivan and Rous focus on the ethical and behavioral dimensions, while Ouyang and Zeng emphasize continuous improvement and lifelong learning among educators. Both studies converge on the importance of professionalism in equipping teachers to meet the diverse needs of all students, particularly those with disabilities. Ultimately, they demonstrate that effective leadership rooted in professionalism is essential for enhancing educational quality and inclusivity.

Implementation of Inclusive Education

TABLE 13. School Heads' Level of Implementation of Inclusive Education in Terms of Adapting Curriculum Instruction

STATEMENTS	MEAN	SD	REMARKS
1. Teachers are supported by the school head to adapt their teaching methods for learners with special needs.	6.58	.85	Exceptional Practice
2. The school head encourages modifications to the curriculum to accommodate diverse learners	6.58	.79	Exceptional Practice
3. Inclusive education policies are reflected in how curriculum instruction is delivered	6.59	.79	Exceptional Practice
4. Leadership ensures that all students can access and engage with the curriculum regardless of ability.	6.55	.84	Exceptional Practice
5. Teachers feel confident adapting their instructional strategies to meet the needs of students with special needs.	6.57	.82	Exceptional Practice
Overall mean:	6.58		
Overall SD:	0.79		
Interpretation:	Fully Implemented		

Table 13 presents the school heads' level of implementation of inclusive education in terms of adapting curriculum instruction. Also shows the statements, mean, standard deviation, and remarks. Inclusive education policies are reflected in how curriculum instruction is delivered. The mean (M=6.59) indicates that teachers strongly agree with the implementation of inclusive education and interpret it as fully implemented in terms of adapting curriculum instruction. While on the other hand, leadership ensures that all students can access and engage with the curriculum regardless of ability. While the mean is slightly lower (M=6.55), it still indicates that the teachers strongly agree with the level of implementation of inclusive education in terms of adapting curriculum instructions. The level of implementation of inclusive education in terms of adapting curriculum instructions achieved a weighted mean of 6.58 and a standard deviation of 0.79 and was verbally interpreted as very high among the respondents. This indicates that the implementation of inclusive education has a positive impact on adapting curriculum instructions.

Table 14 shows the School Heads' level of implementation of inclusive education in terms of modifying the learning environment. Also shows the statements, mean, standard deviation, and remarks.

The school head ensures that the physical learning environment is accessible to all students, including those with special needs. and leadership support necessary modifications to classrooms for inclusive learning. The mean (M=6.61)

recommended that the level of implementation of inclusive education in terms of modifying the learning environment was highly agreed. Also, Teachers are encouraged to create learning environments accommodating diverse student needs. While on the other hand, the school head promotes flexibility in the arrangement of classrooms to facilitate inclusion. While the mean is slightly lower (M=6.56), it still indicates that the level of implementation of inclusive education in terms of modifying the learning environment shows the highest approval.

TABLE 14. School Heads' Level of Implementation of Inclusive Education in Terms of Modifying the Learning Environment'

STATEMENTS	MEAN	SD	REMARKS
1. The school head ensures that the physical learning environment is accessible to all students, including those with special needs.	6.61	.80	Exceptional Practice
2. Leadership supports necessary modifications to classrooms for inclusive learning	6.61	.80	Exceptional Practice
3. Teachers are encouraged to create learning environments accommodating diverse student needs	6.56	.82	Exceptional Practice
4. The school head promotes flexibility in the arrangement of classrooms to facilitate inclusion.	6.56	.84	Exceptional Practice
5. The learning environment in the school reflects inclusive education principles.	6.57	.81	Exceptional Practice
Overall mean:	6.58		
Overall SD:	0.79		
Interpretation:	Fully Implemented		

The level of implementation of inclusive education in terms of modifying the learning environment attained a weighted mean of 6.58 and a standard deviation of 0.79, and was verbally interpreted as fully implemented among the respondents.

The result showed that modifying the learning environment significantly enhances student engagement and improves academic performance, as it creates a more adaptable and supportive atmosphere that caters to diverse learning styles and needs.

Graham & Harris (2020) state that creating an inclusive learning environment is very important for the success of inclusive education. The way classrooms are set up and taught can greatly affect how well students can engage with the material and take part in activities. Changing the learning environment to meet different learning needs includes several things, such as making physical changes to the classroom and using assistive technologies.

Table 15 presents the School Heads' level of implementation of inclusive education in terms of foster collaboration. Also shows the statements, mean, standard deviation, and remarks.

Applies a variety of effective tactics for maintaining learning environments to drive learners to work successfully by taking responsibility for their learning. The mean (M=6.58) indicates that the respondents strongly agree with the level of implementation of inclusive education in terms of foster collaboration. On the other hand, it facilitates learning, maintains learning environments that promote fairness, respect, and concern. While the mean is slightly lower (M=6.56), it still indicates that the respondents strongly agree

with the level of implementation of inclusive education in terms of foster collaboration. The level of implementation of inclusive education in terms of fostering collaboration attained a weighted mean of 6.58 and a standard deviation of 0.64, and was verbally interpreted as fully implemented among the respondents. This suggests that the implementation of inclusive education has a positive impact on fostering collaboration. These relationships help teachers work together, sharing ideas and resources to help all students learn. When leaders talk openly and show respect, everyone works together. This also helps teachers improve their skills and find new ways to teach everyone.

TABLE 15. School Heads' Level of Implementation of Inclusive Education in Terms of Foster Collaboration

STATEMENTS	MEAN	SD	REMARKS
1. Establishes safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures.	6.57	.84	Fully Implemented
2. Facilitates learning, maintains learning environments that promote fairness, respect, and concern.	6.56	.84	Fully Implemented
3. Maintains learning environments in which learners are nurtured and inspired to engage, cooperate, and contribute in their ongoing learning.	6.57	.83	Fully Implemented
4. Applies a variety of effective tactics for maintaining learning environments to drive learners to work successfully by taking responsibility for their learning.	6.58	.81	Fully Implemented
5. Creates, adapts, and implements instructional methodologies for different kind of learners.	6.57	.83	Fully Implemented
Overall mean:	6.58		
Overall SD:	0.84		
Interpretation:	Fully Implemented		

This study agrees with both global and local research on the importance of strong relationships in inclusive education. Harrison & Hargreaves (2020) highlight that trust and teamwork among different groups are essential for successful inclusion, which is also supported by Robinson (2018). In the Philippines, Manansala (2020) and Rivera (2022) stress that good leadership helps teachers and communities work together on inclusive programs. Additionally, Acosta et al. (2021) and Tan (2023) point out that strong relationships help keep students engaged and solve conflicts. This research backs the study's focus on how school leaders play a role in inclusive education.

Table 16 presents the school heads' level of implementation of inclusive education in terms of Individualizing Support Plans. Also shows the statements, mean, standard deviation, and remarks.

The school head ensures that each student with special needs has an individualized education plan (IEP). The mean (M=6.61) indicates that the respondents strongly agree with the level of implementation of inclusive education in terms of individualizing support plans. On the contrary, Individualized plans are tailored to meet the unique learning needs of each student. While the mean is slightly lower (M=6.57), it still indicates that the respondents strongly agree on the fully implementation with the level of implementation of inclusive education in terms of individualizing support plans.

TABLE 16. School Heads' Level of Implementation of Inclusive Education in Terms of Individualizing Support Plans

STATEMENTS	MEAN	SD	REMARKS
1. The school head ensures that each student with special needs has an individualized education plan (IEP).	6.61	.80	Fully Implemented
2. Leadership monitors the implementation of IEPs for students with special needs.	6.58	.81	Fully Implemented
3 Teachers feel supported in creating and applying individualized student support plans.	6.58	.81	Fully Implemented
4. The school head regularly reviews the progress of students with special needs based on their IEPs..	6.55	.83	Fully Implemented
5. Individualized plans are tailored to meet the unique learning needs of each student.	6.57	.82	Fully Implemented
Overall mean:	6.58		
Overall SD:	0.78		
Interpretation	Fully Implemented		

The school heads' level of implementation of inclusive education in terms of individualizing support plans attained a weighted mean of 6.58 and a standard deviation of 0.78 and was verbally interpreted as very high among the respondents. This indicates that the implementation of inclusive education has a positive impact on individualizing support plans. With the right accommodations and modifications, students become more engaged and confident in their learning, leading to better academic performance and overall well-being. Additionally, an inclusive environment where their needs are recognized and addressed fosters a sense of belonging, reducing feelings of isolation. This approach involves tailoring instruction Anderson & Green, (2022). that helps provide multiple avenues for students to engage with the content, such as varying the complexity of tasks or offering alternative ways of presenting information.

To ensure success, school leaders must continue to provide adequate resources, training, and support systems for teachers, allowing them to effectively cater to students with special needs.

TABLE 17. School Heads' Level of Implementation of Inclusive Education in Terms of Promoting Positive Culture

STATEMENTS	MEAN	SD	REMARKS
1. The school head promotes a positive and inclusive culture for all students and staff.	6.58	.87	Fully Implemented
2. Leadership encourages respect for diversity in all aspects of school life.	6.57	.88	Fully Implemented
3. Teachers actively contribute to a positive and inclusive classroom environment.	6.60	.87	Fully Implemented
4. The school head addresses behaviors that may undermine inclusivity within the school.	6.56	.92	Fully Implemented
5. Inclusive education principles are integrated into the school's overall culture and values.	6.59	.85	Fully Implemented
Overall mean:	6.58		
Overall SD:	0.78		
Interpretation:	Fully Implemented		

Table 17 presents the school heads' level of implementation of inclusive education in terms of promoting a positive culture. Also shows the statements, mean, standard deviation, and remarks.

Leadership encourages respect for diversity in all aspects of school life. The mean (M=6.60) indicates that the

respondents strongly agree with the level of implementation of inclusive education in terms of promoting positive culture. On the other hand, the school head addresses behaviors that may undermine inclusivity within the school. While the mean is slightly lower (M=6.56), it still indicates that the respondents strongly agree with the fully implementation of inclusive education in terms of promoting a positive culture.

The School Heads' level of implementation of inclusive education in terms of promoting a positive culture attained a weighted mean of 6.58 and a standard deviation of 0.78 and was verbally interpreted as very high among the respondents. This indicates that the implementation of inclusive education has a positive impact on promoting a positive culture. The result indicates the evident efforts of the school heads to promote a positive school culture where all students, staff, and teachers are valued.

According to the study of Miller et al., (2021). A school culture that emphasizes respect, acceptance, and inclusivity is vital for the effectiveness of inclusive education. Numerous studies indicate that educational institutions that cultivate an environment supportive of diversity and inclusion greatly improve both the academic performance and social involvement of students, especially those with disabilities. When students perceive a sense of belonging and value within their school community, they tend to engage more actively in classroom activities, participate in discussions, and collaborate with peers in learning experiences.

As highlighted by Arnett (2022), positive school climates have been linked to reduced incidents of bullying, discrimination, and exclusion, creating a safer space where students can learn and grow together. This, in turn, creates an inclusive environment where all students, regardless of their abilities or background, feel accepted and motivated to succeed.

In classrooms that prioritize inclusivity and embrace diversity, students with special needs tend to establish healthier connections with their classmates. This environment fosters enhanced social interactions and diminishes feelings of loneliness.

Table 24 conveys the school heads' level of implementation of inclusive education in terms of monitoring progress. Also shows the statements, mean, standard deviation, and remarks.

School heads ensure that systems are in place to assess the success of inclusive education policies and make improvements. Also, teachers use data to track the academic and social development of students with disabilities. The mean (M=6.60) shows that the respondents strongly agree with the level of implementation of inclusive education in terms of monitoring progress. On the other hand, Regular assessments are conducted to monitor how well students are responding to individualized support plans. While the mean is slightly lower (M=6.57), it still displays that the respondents strongly agree with the level of implementation of inclusive education in terms of monitoring progress.

The School Heads' level of implementation of inclusive education in terms of monitoring progress attained a weighted mean of 6.59 and a standard deviation of 0.82 and was

verbally interpreted as very high among the respondents. This indicates that the implementation of inclusive education has a positive impact on monitoring progress. Monitoring progress is an essential component of successful inclusive education implementation.

TABLE 18. School Heads' Level of Implementation of Inclusive Education in Terms of Monitoring Progress

STATEMENTS	MEAN	SD	REMARKS
1. The school regularly monitors the progress of students with special needs and evaluates the effectiveness of the support provided.	6.58	.85	Fully Implemented
2. Teachers use data to track the academic and social development of students with disabilities.	6.60	.82	Fully Implemented
3. School heads ensure that systems are in place to assess the success of inclusive education policies and make improvements.	6.60	.83	Fully Implemented
4. Regular assessments are conducted to monitor how well students are responding to individualized support plans.	6.57	.87	Fully Implemented
5. The school leadership uses feedback from students and parents to enhance inclusive education programs.	6.58	.85	Fully Implemented
Overall mean:	6.59		
Overall SD:	0.82		
Interpretation:	Fully Implemented		

The findings reflect the study of Sharma et al. (2019), ongoing assessment extends beyond merely gauging academic achievement; it encompasses the comprehensive growth of students, which includes their social integration and emotional health. These findings are also supported by the study of Baker and Garton (2020), who highlight the necessity of monitoring both academic and social advancements to promote inclusivity.

As stated in the study of Miller et al. (2021), these practices play an essential role in fostering a culture of ongoing enhancement. By utilizing data and insights from monitoring systems, educators are enabled to adjust their teaching methods, thus making education more personalized and accessible to meet the diverse needs of students.

Therefore, monitoring progress is important for ensuring continuous improvement and success in education. It helps students receive the right support, allows teachers to adjust their teaching methods, and enables school leaders to make informed decisions.

Test of Relationship between the Attributes of School Heads and the Implementation of Inclusive Education

To test the Significant Relationship between the Attributes of School Heads and the Implementation of Inclusive Education in terms of adherence to moral principles, ability to make decisions, openness to change, taking responsibility, and capability to motivate, they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product-moment correlation coefficient.

The findings displayed in Table 19 reveal a strong connection between the characteristics of school leaders and the execution of inclusive education, as demonstrated by the perfect positive correlation coefficients associated with various leadership traits. This highlights the essential role that

competent leadership plays in promoting inclusive educational settings. The correlation values ($r = 1.000$) with a significance level of .000 suggest that an increase in the leadership qualities of school heads is directly associated with a proportional enhancement in the effectiveness of inclusive

education practices. This implies that leaders who excel in decision-making, are receptive to change, and can encourage collaboration are more likely to implement inclusive education strategies successfully.

TABLE 19. Test of the Relationship between the Attributes of School Heads and the Implementation of Inclusive Education

Leadership Practices		Implementation of Inclusive Education					
		Adapting curriculum instruction	Modify the learning environment	Foster collaboration	Individualized support plan	Promote positive culture	Monitor progress
Setting Vision and Goal	Pearson Correlation	.799**	.797**	.770**	.762**	.794**	.772**
	Significance (2-Tailed)	.000	.000	.000	.000	.000	.000
	N	178	178	178	178	178	178
Analysis		Sig	Sig	Sig	Sig	Sig	sig
Effective Communication	Pearson Correlation	.810**	.806**	.770**	.754**	.773**	.752**
	Significance (2-Tailed)	.000	.000	.000	.000	.000	.000
	N	178	178	178	178	178	178
Analysis		Sig	Sig	Sig	Sig	Sig	sig
Demonstrate Work Ethics	Pearson Correlation	.810**	.806**	.770**	.740**	.791**	.765**
	Significance (2-Tailed)	.000	.000	.000	.000	.000	.000
	N	178	178	178	178	178	178
Analysis		Sig	Sig	Sig	Sig	Sig	sig
Empower and Delegate Task	Pearson Correlation	.802**	.783**	.785**	.768**	.775**	.778**
	Significance (2-Tailed)	.000	.000	.000	.000	.000	.000
	N	178	178	178	178	178	178
Analysis		Sig	Sig	Sig	Sig	Sig	sig
Build strong Relationships	Pearson Correlation	.818**	.805**	.774**	.776**	.768**	.762**
	Significance (2-Tailed)	.000	.000	.000	.000	.000	.000
	N	178	178	178	178	178	178
Analysis		Sig	Sig	Sig	Sig	Sig	sig
Initiates Professionalism	Pearson Correlation	.796**	.793**	.748**	.758**	1.000**	.745**
	Significance (2-Tailed)	.000	.000	.000	.000	.000	.000
	N	178	178	178	178	287	178
Analysis		Sig	Sig	Sig	Sig	Sig	sig

The specific characteristics examined include decision-making ability, willingness to embrace change, accountability, capacity to inspire, and innovative thinking. Effective decision-making is vital for adapting curricula and altering learning environments to accommodate diverse student needs. Leaders who are open to new ideas and practices are better equipped to adopt innovative inclusive strategies, while taking responsibility for educational outcomes ensures that inclusivity remains a priority. Motivating both staff and students can promote collaboration and foster a positive school culture that supports inclusivity, and leaders with creative thinking can develop effective solutions to the challenges associated with implementing inclusive education.

The rejection of the null hypothesis indicates a statistically significant link between the traits of school leaders and the implementation of inclusive education, which is crucial for educational policy and practice. This finding suggests that improving leadership qualities can lead to enhanced educational outcomes for all students. Recent research further supports these results; for example, Leithwood & Sun (2020) assert that effective leadership is fundamental in shaping educational practices, especially regarding inclusive education.

Their study emphasizes that the attributes of school leaders significantly impact their capacity to implement policies that

foster inclusivity. Likewise, Ainscow & Sandill (2020) advocate for the creation of inclusive environments that cater to diverse student needs, emphasizing that strong leadership is vital for ensuring equitable access to quality education. In summary, the data from Table 19 presents compelling evidence that the characteristics of school leaders are essential for the successful implementation of inclusive education. By cultivating key leadership traits such as decision-making, openness to change, and innovative thinking, educational leaders can establish environments that address the learning needs of all students. The alignment of these findings with recent studies highlights the importance of investing in leadership development as a means to enhance inclusive practices within schools.

Test of Significant Relationship between the Leadership Practices and the Implementation of Inclusive Education

To test the Significant Relationship between the leadership practices and the implementation of inclusive education in terms of Setting Vision and Goal Effective Communication, Demonstrate Work Ethics, Empower and Delegate Task, Build Strong Relationship, Initiates Professionalism, they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product-moment correlation coefficient.

TABLE 20. Test of Significant Relationship between the Leadership Practices and the Implementation of Inclusive Education

Leadership Practices		Implementation of Inclusive Education					
		ACI	MLE	FC	ISP	PPC	MP
Setting Vision and Goal	Pearson Correlation	.799**	.797**	.770**	.762**	.794**	.772**
	Significance (2-Tailed)	.000	.000	.000	.000	.000	.000
	N	178	178	178	178	178	178
	Analysis	Sig	Sig	Sig	Sig	Sig	sig
Effective Communication	Pearson Correlation	.810**	.806**	.770**	.754**	.773**	.752**
	Significance (2-Tailed)	.000	.000	.000	.000	.000	.000
	N	178	178	178	178	178	178
	Analysis	Sig	Sig	Sig	Sig	Sig	sig
Demonstrate Work Ethics	Pearson Correlation	.810**	.806**	.770**	.740**	.791**	.765**
	Significance (2-Tailed)	.000	.000	.000	.000	.000	.000
	N	178	178	178	178	178	178
	Analysis	Sig	Sig	Sig	Sig	Sig	Sig
Empower and Delegate Task	Pearson Correlation	.802**	.783**	.785**	.768**	.775**	.778**
	Significance (2-Tailed)	.000	.000	.000	.000	.000	.000
	N	178	178	178	178	178	178
	Analysis	Sig	Sig	Sig	Sig	Sig	sig
Build strong Relationships	Pearson Correlation	.818**	.805**	.774**	.776**	.768**	.762**
	Significance (2-Tailed)	.000	.000	.000	.000	.000	.000
	N	178	178	178	178	178	178
	Analysis	Sig	Sig	Sig	Sig	Sig	sig
Initiates Professionalism	Pearson Correlation	.796**	.793**	.748**	.758**	1.000**	.745**
	Significance (2-Tailed)	.000	.000	.000	.000	.000	.000
	N	178	178	178	178	287	178
	Analysis	Sig	Sig	Sig	Sig	Sig	Sig

The analysis derived from the data shown in Table underscores the essential function of leadership practices in the effective enactment of inclusive education. The results indicate a perfect positive correlation ($r = 1.000, p = .000$) between leadership practices and inclusive education strategies, implying that strong leadership is fundamental to cultivating an inclusive educational setting. As leadership practices advance, the implementation of inclusive education also improves, with correlations varying from 0.60 to 1.00. This robust relationship highlights the critical need for effective leadership in successfully integrating inclusive strategies, further supported by statistical significance at the 0.05 level.

Additionally, fostering strong relationships among staff encourages a collaborative atmosphere that nurtures inclusivity, and promoting professionalism sets high standards that positively affect the overall school culture.

Moreover, transformational leadership is recognized as an especially effective method for advancing inclusive practices. Research highlights that transformational leaders inspire and motivate staff, fostering a shared commitment to inclusivity. This leadership style promotes collaboration and a unified vision, both of which are essential for addressing the varied needs of students. The findings also suggest a necessity for specialized training for school leaders in inclusive practices, as effective leadership training can improve leaders' capabilities in creating supportive environments for diverse learners. This training should concentrate on developing skills in communication, relationship-building, and ethical leadership to ensure that leaders can effectively implement inclusive education strategies.

In summary, the insights drawn from Table 20 accentuate the vital role of leadership practices in the execution of inclusive education. The strong positive correlations between these practices and inclusive strategies underscore the

necessity of effective leadership in promoting an inclusive educational environment. Supported by contemporary literature, transformational leadership stands out as a critical element in fostering inclusive practices, highlighting the importance of investing in leadership development to improve educational outcomes for all students.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the findings, the following conclusions were drawn.

The finding emphasizes that effective leaders should be ethical, make good decisions, be able to adapt to change, be accountable, inspire others, and think outside the box.

The result highlights the importance of the strong agreement among school stakeholders regarding leadership practices and a collective commitment to fostering a vision-driven, communicative, and ethically grounded educational environment that empowers both staff and students.

This concludes that the strong agreement on the effectiveness of inclusive education practices, such as curriculum adaptation, environmental modification, collaboration, individualized support, positive culture promotion, and progress monitoring, underscores a robust commitment of the school head to meet the diverse student needs.

There is a significant relationship between the attributes of school heads and the implementation of inclusive education, leading to the rejection of the null hypothesis. The qualitative data suggests that effective leadership is crucial for fostering inclusive environments.

There is a significant relationship between leadership practices and the implementation of inclusive education, leading to the rejection of the null hypothesis. The data demonstrates a robust positive relationship between effective leadership practices and the successful implementation of

inclusive education, highlighting the essential role that strong leadership plays in fostering inclusive learning environments. Based on the findings and conclusions drawn, the following are hereby recommended:

Organizations are encouraged to create robust leadership training initiatives that emphasize ethical decision-making, adaptability, accountability, and motivational practices. Workshops and seminars aimed at enhancing creative thinking and problem-solving skills can also prove advantageous. Establishing mentorship programs that connect emerging leaders with seasoned professionals can cultivate these vital competencies. Building on these positive perceptions, school leaders should implement ongoing training and collaborative initiatives that further strengthen these leadership practices and enhance overall school performance.

Schools' ought to organize regular meetings with stakeholders, including staff, students, and parents, to discuss and synchronize their leadership practices and vision. Developing collaborative platforms, such as forums or committees, can improve communication and strengthen commitment to a unified vision, ensuring that every voice is acknowledged and respected within the educational setting.

It is essential for school leaders to focus on implementing inclusive educational strategies by offering continuous training for teachers regarding curriculum adaptation and personalized support. Ongoing evaluations of the school environment should be conducted to pinpoint areas needing adjustment, and collaborative initiatives should be promoted to encourage a positive culture and effective progress tracking.

Schools should regularly assess the leadership qualities of school heads and their effects on inclusive education. This could involve gathering feedback from staff and students through surveys, as well as conducting performance reviews that evaluate leadership effectiveness in promoting inclusive settings. Such evaluations can guide tailored professional development opportunities.

Institutions should embed leadership practices within the training programs for school heads, highlighting the link between effective leadership and inclusive education. Leadership development initiatives should encompass modules that teach how to apply inclusive practices effectively and foster a supportive learning atmosphere for all students.

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