

School Heads Educational Leadership and Support Mechanism on the Implementation of Inclusive Education: A Basis for Advocacy Campaign Framework

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Abstract—This study aimed to determine the extent of school head educational leadership in promoting inclusive education and its relationship to the school head support mechanisms and the implementation of inclusive education. Specifically, it examined educational leadership and assessed the level of support for school heads. Furthermore, the study evaluated the extent of inclusive education implementation across participation and engagement, culturally responsive teaching, collaborative teaching, valuing diversity, teacher self-efficacy and competence, and peer acceptance and social inclusion. Lastly, it tested the significant relationship between the school head's educational leadership and the mechanisms for implementing inclusive education. The study employed a descriptive-correlational research design to test the hypotheses. Quantitative data were collected through a structured survey questionnaire and analyzed using appropriate statistical techniques to determine the relationships among the variables. The study's respondents consisted of 5 elementary school principals and 306 regular and SPED teachers, for a total of 311 participants from selected schools in the School Division Office of Laguna. Based on the data gathered, the following are the study's findings: school heads demonstrated a very high level of educational leadership practices and support mechanisms, and the implementation of inclusive education was also rated very high across key indicators. The results further showed that both the educational leadership and the support mechanisms of school heads have a significant relationship with the effective implementation of inclusive education, highlighting the important roles of leadership and teacher support in promoting inclusive practices in schools. It confirms that the educational leadership of school heads is significantly related to inclusive education; therefore, the hypothesis was rejected. This demonstrates that effective educational leadership and strong support mechanisms from school heads contribute significantly to the successful implementation of inclusive education in the school setting. Based on these findings, the study recommends strengthening inclusive classroom participation among learners, enhancing teachers' professional development in inclusive practices, sustaining strong educational leadership and support mechanisms among school heads, integrating inclusive principles in curriculum planning, and conducting further studies to explore other factors influencing inclusive education implementation.

Keywords— Inclusive Education, Educational Leadership, Support Mechanisms, Teacher Efficacy, School Leadership, Inclusive Practices.

I. INTRODUCTION

Inclusive education is the principle that all learners, regardless of ability, socio-economic background, ethnicity, language, or other characteristics, should learn together in equitable, quality, and learner-centered environments is now a core objective of global education policy and practice. International agencies and scholars emphasize that genuine inclusion requires systemic change across policy, curriculum, pedagogy, school culture, and resources and, centrally, effective school-level leadership (UNESCO, 2021; UNESCO, n.d.). (UNESCO)

Across international contexts, inclusive education aims to promote participation, achievement, well-being, and a strong sense of belonging for every learner. This requires school heads to transcend traditional administrative responsibilities, embracing collaborative and distributed leadership models that engage multiple stakeholders and adapt to evolving educational landscapes (European Agency for Special Needs and Inclusive Education, 2020). Effective inclusive school leadership entails setting strategic directions, building organizational capacity, and fostering human development to integrate inclusion into pedagogy, policy implementation, and community engagement (European Agency, 2021).

School heads play a pivotal role in translating inclusive education policy into everyday practice. The literature identifies several leadership functions that support inclusion: setting a shared vision and mission for inclusion, allocating and targeting resources, enabling teacher collaboration and professional learning, fostering a positive and responsive school climate, and monitoring instructional quality and student progress (European Agency, 2018). Transformational and instructional leadership approaches are frequently highlighted leaders who communicate a clear inclusion vision, model inclusive values, and create structures for teacher support and distributed decision-making produce stronger inclusive outcomes.

Beyond broad leadership styles, recent literature focuses on support mechanisms that school heads can enact: formal professional development and coaching for teachers, establishment of inclusive school policies and referral pathways, creation of inclusive learning resource spaces,

partnerships with parents and community services, and systems for data-informed decision-making about learner needs. Studies find that when these mechanisms are weak (limited training, scarce resources, poor parent–school collaboration), the implementation of inclusive practices stalls despite supportive national-level policy.

The Philippines, through the Department of Education (DepEd), has institutionalized policies that promote inclusivity, reinforcing the principle that every learner has the right to access and fully participate in education. However, despite progressive policies, the full realization of inclusive education remains a challenge due to insufficient teacher preparation, resource limitations, societal biases, and leadership inadequacies (Torres & Mercado, 2020).

Given these realities, understanding how school leaders drive the implementation of inclusive education is crucial to bridging the gap between policy and practice. Investigating leadership strategies in the Philippine context can inform the development of targeted training programs, policy refinements, and resource allocation approaches that enhance inclusive education outcomes. By examining the mechanisms that school heads employ to support inclusive education, this research contributes to broader efforts to ensure that all students receive meaningful, high-quality learning experiences within their local communities (European Agency, 2019; Department of Education Philippines, 2023).

By investigating the leadership mechanisms supporting inclusive education, this study aims to provide a foundation for an advocacy campaign framework that empowers school heads to champion inclusive practices, strengthen teacher engagement, and enhance educational equity.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to determine the extent to which school heads' educational leadership and support mechanisms influence the implementation of inclusive education, providing a basis for an advocacy campaign framework in the province of Laguna.

Specifically, it sought to answer the following questions:

1. What is the extent of School Heads educational leadership in promoting inclusive education as perceived by school heads and teachers in terms of:
 - 1.1 Instructional Leadership;
 - 1.2 vision for inclusive;
 - 1.3 support for teachers' development;
 - 1.4 resource management;
 - 1.5 policy implementation; and
 - 1.6 data-driven decision-making?
2. What is the level of the school heads support mechanism in terms of:
 - 2.1 Mentorship and coaching;
 - 2.2 professional development programs;
 - 2.3 psychosocial support;
 - 2.4 teacher workload management;
 - 2.5 monitoring, evaluation systems; and
 - 2.6 stakeholder collaboration?

3. What is the level of the implementation of inclusive education in terms of:
 - 3.1 Participation and engagement;
 - 3.2 culturally responsive teaching;
 - 3.3 collaborative teaching;
 - 3.4 evaluation of diversity;
 - 3.5 teacher self-efficacy, competence; and
 - 3.6 peer acceptance and social inclusion?
4. Do the School Heads educational leadership significantly correlate with the implementation of Inclusive education?
5. Does the School Heads support mechanism significantly correlate with the implementation of inclusive education?

II. METHODOLOGY

The study employed a descriptive-correlational research design to test the hypotheses. Quantitative data were collected through a structured survey questionnaire and analyzed using appropriate statistical techniques to determine the relationships among the variables. The study's respondents consisted of 5 elementary school principals and 306 regular and SPED teachers, for a total of 311 participants from selected schools in the School Division Office of Laguna.

III. RESULTS AND DISCUSSION

This part presents the study's findings, including the collected data, their analysis, and interpretation. The study was conducted to determine the school heads' educational leadership and support mechanisms on the implementation of inclusive education as a basis for an advocacy campaign framework. The presentation of the findings followed the order of the questions enumerated in the problem statement.

Extent of Educational Leadership

The educational leadership practices in promoting inclusive education, as perceived by the school heads and teachers, emphasize the vital role of leadership in fostering equitable and supportive learning environments. In the context of contemporary educational reforms, school leaders are expected to champion inclusive policies, cultivate a culture of respect for diversity, and implement strategic initiatives that address the varied needs of all learners, including those with disabilities and marginalized backgrounds.

The findings aimed to contribute to the enhancement of leadership approaches that strengthen collaboration, promote shared responsibility, and ensure that inclusive principles are translated into meaningful classroom practices.

This study examines key leadership variables that influence the promotion of inclusive education. These include instructional leadership, vision for inclusion, support for teachers' development, resource management, policy implementation, and data-driven decision-making, which uses learner data to guide planning and improve inclusive outcomes.

The following tables confirmed the results of the educational leadership practices in promoting inclusive education as perceived by the respondents. It also shows the statements, the mean, the standard deviation, and the remarks.

Table 1. Extent of Educational Leadership in Promoting Inclusive Education in terms of instructional leadership

STATEMENTS	MEAN	SD	REMARKS
The school head ...			
...ensures that teaching strategies address the diverse needs of learners.	6.78	0.41	Strongly Agree
...monitors classroom practices to support inclusive instruction.	6.77	0.42	Strongly Agree
...provides feedback that helps teachers improve inclusive teaching	6.75	0.43	Strongly Agree
...promotes differentiated instruction for learners with varied abilities.	6.77	0.42	Strongly Agree
...encourages the use of inclusive learning materials.	6.77	0.43	Strongly Agree
...supports teachers in adapting curriculum for learners with disabilities.	6.76	0.43	Strongly Agree
...prioritizes inclusive practices in classroom supervision.	6.75	0.44	Strongly Agree
Overall mean		6.76	
SD		0.43	
Verbal Interpretation			Very High Extent

Table 1 presents the level of educational leadership practices in promoting inclusive education, as perceived by school heads and teachers, in terms of instructional leadership. It contains various statements that define how school heads implement inclusive education in the classroom.

The finding shows that the respondents strongly agree that school heads implement instructional leadership practices that support inclusive education. These practices include ensuring that teaching strategies are responsive to the needs of diverse learners, supervising classroom practices to support inclusive teaching, using effective feedback to support teachers, encouraging the use of differentiated teaching to serve learners with different abilities, encouraging the use of inclusive learning materials, supporting teachers to modify the curriculum for learners with disabilities, and giving priority to inclusive practices during classroom supervision. Teachers have a very positive perception of how the school heads support inclusive education in their school.

The weighted mean of 6.76 with the standard deviation of 0.43 showed that the school head had observed a Very High Extent of instructional leadership practices in promoting inclusive education. This finding reveals that the school heads are demonstrating exemplary leadership qualities in guiding teachers to adopt inclusive teaching strategies. It also underscores the importance of effective instructional leadership in fostering an inclusive learning environment where all students, regardless of ability or need, are treated equally and given equal opportunities to succeed in their education.

The findings of the study showed that school heads are demonstrating very high level of instructional leadership practices in promoting inclusive education. The efforts of school heads in guiding teachers to adopt inclusive teaching strategies are significant contributions to addressing the needs of diverse learners. This underscores the importance of leadership practices in fostering inclusive education in the school.

Table 2 presents the extent of school head educational leadership regarding inclusive education vision. It highlights

how school heads articulate and embody inclusive values within the school setting.

Table 2. Extent of School Head Educational Leadership in terms of Vision for Inclusive Education

STATEMENTS	MEAN	SD	REMARKS
The school head...			
...communicates a clear vision of inclusivity in education.	6.76	0.43	Strongly Agree
...inspires teachers to embrace inclusive values.	6.73	0.44	Strongly Agree
...sets goals aligned with inclusive education principles.	6.73	0.44	Strongly Agree
...fosters a school culture that values diversity.	6.74	0.44	Strongly Agree
...advocates for equal learning opportunities for all students.	6.70	0.46	Strongly Agree
...Prioritizes inclusivity in the school's goals and programming.	6.59	0.50	Strongly Agree
...encourages stakeholders to promote inclusive practices.	6.73	0.44	Strongly Agree
Overall mean		6.71	
SD		0.45	
Verbal Interpretation			Very High Extent

The findings show that respondents strongly agree that school heads communicate a clear vision of inclusivity, inspire teachers to embrace inclusive values, set goals aligned with inclusive education principles, foster a school culture that values diversity, advocate for equal learning opportunities for all students, prioritize inclusivity in school goals and programming, and encourage stakeholders to promote inclusive practices. These actions reflect a leadership approach that integrates inclusivity into the school's vision and operational priorities.

The overall weighted mean of 6.71, with a standard deviation of 0.45 and a verbal interpretation of Very High Extent, indicates that school heads are consistently demonstrating strong leadership in shaping and promoting a vision of inclusive education. This reflects their commitment to embedding inclusivity into the school's mission, culture, and practices, ensuring that diversity and equity are central to educational goals.

The findings emphasize that school heads are practicing a very high level of visionary leadership in advancing inclusive education. Their efforts in communicating and operationalizing inclusive values are vital to building a school environment where diversity is respected, equal opportunities are championed, and inclusivity becomes a guiding principle for all stakeholders.

Extent of School Heads Educational Leadership in terms of Support of Teacher's Development

Table 3 presents the extent of school heads' educational leadership in terms of support for teachers' development. It highlights how school heads provide opportunities and guidance that strengthen teachers' capacity to implement inclusive education.

The findings show that respondents strongly agree that school heads provide training opportunities on inclusive education, encourage teachers to attend seminars and workshops, mentor teachers in handling diverse learning

needs, facilitate peer learning and collaboration, support teachers in accessing professional development programs, recognize teachers who demonstrate inclusive teaching practices, and build teachers' confidence in implementing inclusive strategies. These actions reflect a leadership approach that prioritizes continuous professional growth and equips teachers with the skills necessary to foster inclusivity in the classroom.

Table 3. Extent of School Heads Educational Leadership in terms of Support of Teacher's Development

STATEMENTS	MEAN	SD	REMARKS
The school head...			
...provides training opportunities on inclusive education.	6.82	0.38	Strongly Agree
...encourages teachers to attend seminars and workshops on inclusivity.	6.84	0.37	Strongly Agree
...mentors' teachers on handling diverse learning needs.	6.81	0.39	Strongly Agree
...facilitates peer learning and collaboration for inclusivity.	6.76	0.43	Strongly Agree
...supports teachers in accessing professional development programs	6.68	0.47	Strongly Agree
...recognizes teachers who demonstrate inclusive teaching practices.	6.75	0.43	Strongly Agree
...builds teachers' confidence in implementing inclusive strategies.	6.81	0.39	Strongly Agree
Overall mean		6.78	
SD		0.41	
Verbal Interpretation			Very High Extent

The overall weighted mean of 6.78, with a standard deviation of 0.41 and a verbal interpretation of Very High Extent, indicates that school heads are consistently demonstrating strong leadership in supporting teacher development for inclusive education. This reflects their commitment to empowering teachers through training, mentoring, recognition, and collaboration, ensuring that educators are well-prepared to meet the needs of diverse learners.

The findings emphasize that school heads are practicing a very high level of leadership in advancing teacher development. Their efforts in providing professional growth opportunities and building teacher confidence play a crucial role in sustaining inclusive practices, thereby strengthening the school's capacity to deliver equitable and quality education for all learners.

Table 4 presents the extent of school heads' educational leadership in terms of resource management. It highlights how school heads ensure that resources are effectively allocated and utilized to promote inclusive education.

The findings show that respondents strongly agree that school heads ensure learning materials support inclusive education, allocate resources equitably among students with diverse needs, secure additional resources to enhance inclusive practices, provide assistive devices and technologies for learners with disabilities, manage funds to prioritize inclusive education programs, mobilize community resources to support inclusive practices, and ensure classrooms are physically accessible for all learners. These actions reflect a leadership approach that centers inclusivity in resource planning and utilization.

Table 4. Extent of School Heads Educational Leadership in terms of Resource Management

STATEMENTS	MEAN	SD	REMARKS
The school head...			
...ensures that learning materials support inclusive education.	6.60	0.55	Strongly Agree
...allocates resources equitably among students with diverse needs.	6.61	0.53	Strongly Agree
...secures additional resources to enhance inclusive practices.	6.53	0.54	Strongly Agree
...provides assistive devices and technologies for learners with disabilities.	6.44	0.54	Strongly Agree
...manages funds to prioritize inclusive education programs.	6.55	0.54	Strongly Agree
...mobilizes community resources to support inclusive practices.	6.59	0.53	Strongly Agree
...ensures classrooms are physically accessible for all learners	6.61	0.54	Strongly Agree
Overall mean			6.56
SD			0.54
Verbal Interpretation			Very High Extent

The overall weighted mean of 6.56, with a standard deviation of 0.54, and a verbal interpretation of Very High Extent, indicates that school heads are consistently demonstrating strong leadership in managing resources to advance inclusive education. This reflects their commitment to ensuring that both material and financial resources are directed toward supporting diverse learners and sustaining inclusive practices.

The findings emphasized that school heads are practicing a very high level of leadership in resource management. Their efforts in securing, allocating, and mobilizing resources are crucial to strengthening inclusive education programs, ensuring accessibility, and providing equitable opportunities for all students to thrive in the school environment.

Table 5. Extent of School Heads Educational Leadership in terms of Policy Implementation

STATEMENTS	MEAN	SD	REMARKS
The school head...			
...enforces policies that protect the rights of learners with disabilities.	6.92	0.28	Strongly Agree
...ensures compliance with inclusive education policies.	6.89	0.31	Strongly Agree
...disseminates policies on inclusivity to teachers and stakeholders.	6.87	0.33	Strongly Agree
...integrates inclusive education policies into school plans.	6.82	0.39	Strongly Agree
...advocates for full implementation of inclusive education mandates.	6.79	0.41	Strongly Agree
...aligns school programs with national inclusive education policies.	6.79	0.41	Strongly Agree
...monitors adherence to inclusive education policies in the school.	6.75	0.44	Strongly Agree
Overall mean			6.83
SD:			0.37
Verbal Interpretation:			Very High Extent

Table 5 presents the extent of school heads' educational leadership in terms of policy implementation. It highlights how school heads enforce and integrate inclusive education policies within the school system.

The findings show that respondents strongly agree that school heads enforce policies protecting the rights of learners

with disabilities, ensure compliance with inclusive education policies, disseminate policies on inclusivity to teachers and stakeholders, integrate inclusive education policies into school plans, advocate for full implementation of inclusive education mandates, align school programs with national inclusive education policies, and monitor adherence to inclusive education policies in the school. These actions reflect a leadership approach that embeds inclusivity in both policy and practice.

The overall weighted mean of 6.83, with a standard deviation of 0.37 and a verbal interpretation of Very High Extent, indicates that school heads are consistently demonstrating strong leadership in implementing policies that advance inclusive education. This reflects their commitment to ensuring that policies are not only enforced but also actively integrated into school operations, thereby strengthening inclusivity across all levels of the educational process. The findings emphasize that school heads are practicing a very high level of leadership in policy implementation. Their efforts in enforcing, disseminating, and monitoring inclusive education policies are crucial for safeguarding learners' rights, ensuring compliance, and embedding inclusivity as a fundamental principle in the school's vision and programs.

Table 6. Extent of School Heads Educational Leadership in terms of Data-Driven Decision Making

STATEMENTS	MEAN	SD	REMARKS
The school head...			
...uses student performance data to guide inclusive practices.	6.79	0.40	Strongly Agree
...analyzes data to identify learners who need additional support.	6.78	0.42	Strongly Agree
...bases instructional improvements on data analysis.	6.76	0.43	Strongly Agree
...evaluates program success using evidence and reports.	6.76	0.43	Strongly Agree
...encourages teachers to use data to inform inclusive teaching.	6.70	0.46	Strongly Agree
...reviews attendance and participation data for learners at risk.	6.76	0.43	Strongly Agree
...ensures decisions are informed by reliable data sources	6.77	0.42	Strongly Agree
Overall mean		6.76	
SD		0.43	
Verbal Interpretation			Very High Extent

Table 6 presents the extent of school heads' educational leadership in data-driven decision-making. It highlights how school heads utilize evidence and information to strengthen inclusive education practices.

The findings show that respondents strongly agree that school heads use student performance data to guide inclusive practices, analyze data to identify learners needing additional support, base instructional improvements on data analysis, evaluate program success using evidence and reports, encourage teachers to use data to inform inclusive teaching, review attendance and participation data for learners at risk, and ensure decisions are informed by reliable data sources. These actions reflect a leadership approach that emphasizes evidence-based strategies in promoting inclusivity.

The overall weighted mean of 6.76 with a standard deviation of 0.43, with a verbal interpretation of Very High

Extent, indicates that school heads are consistently demonstrating strong leadership in applying data-driven decision-making to advance inclusive education. This reflects their commitment to using reliable information to guide instructional practices, monitor learner progress, and evaluate program effectiveness.

The findings emphasize that school heads are practicing a very high level of leadership in data-driven decision-making. Their efforts in analyzing and applying data are crucial to ensuring that inclusive practices are responsive, targeted, and effective, thereby fostering equitable learning opportunities for all students.

Table 7. Level of School Head Support Mechanism in terms of Data Driven Mentorship and Coaching

STATEMENTS	MEAN	SD	REMARKS
The school head...			
...provides regular coaching to help teachers improve classroom practices.	6.90	0.30	Strongly Agree
...assigns mentors to guide beginning teachers.	6.90	0.29	Strongly Agree
...encourages peer coaching among teachers.	6.92	0.28	Strongly Agree
...monitors mentoring activities to ensure effectiveness.	6.89	0.32	Strongly Agree
...offers constructive feedback to teachers through coaching.	6.74	0.44	Strongly Agree
...makes time for one-on-one mentoring sessions with teachers.	6.73	0.44	Strongly Agree
...fosters a culture of continuous improvement through mentorship.	6.79	0.40	Strongly Agree
Overall mean			6.74
SD			0.35
Verbal Interpretation mechanism			Very High support

Table 7 presents the level of school head support mechanisms in terms of data-driven mentorship and coaching. It highlights how school heads provide structured guidance and support to teachers to strengthen inclusive classroom practices.

The findings show that respondents strongly agree that school heads provide regular coaching to help teachers improve classroom practices, assign mentors to guide beginning teachers, encourage peer coaching among teachers, monitor mentoring activities to ensure effectiveness, offer constructive feedback through coaching, make time for one-on-one mentoring sessions, and foster a culture of continuous improvement through mentorship. These actions reflect a leadership approach that prioritizes teacher growth and collaboration, ensuring that mentorship and coaching are integral to professional development.

The overall weighted mean of 6.74 with a standard deviation of 0.35, with a verbal interpretation of Very High support mechanism, indicates that school heads are consistently demonstrating strong leadership in mentoring and coaching teachers through data-driven approaches. This reflects their commitment to building teacher capacity, enhancing instructional quality, and embedding inclusive practices in everyday teaching.

The findings emphasize that school heads are practicing a very high level of support mechanisms in mentorship and

coaching. Their efforts in providing structured guidance, peer collaboration, and constructive feedback play a crucial role in empowering teachers, sustaining inclusive education, and fostering a culture of continuous improvement within the school.

School support mechanisms play a vital role in strengthening teachers' professional practice and ensuring the effective implementation of inclusive education. In contemporary educational settings, school heads are expected not only to provide instructional leadership but also to establish comprehensive support systems that address teachers' professional, emotional, and organizational needs. These mechanisms commonly include mentoring and coaching, professional development programs, psychosocial support, workload management, monitoring and evaluation systems, and stakeholder collaboration.

When effectively implemented, such support structures enhance teacher competence, motivation, and resilience, ultimately contributing to improved student outcomes and inclusive learning environments.

This study includes mentorship and coaching, professional development programs, psychological support, teacher workload management, mentoring and evaluation systems, and stakeholders' collaboration.

Table 8. Level of School Head Support Mechanism in terms of Professional Development Programs

STATEMENTS	MEAN	SD	REMARKS
The school head...			
...organizes professional development activities relevant to teachers' needs.	6.87	0.34	Strongly Agree
...encourages teachers to attend seminars and workshops.	6.87	0.33	Strongly Agree
...ensures that professional development is aligned with school goals.	6.86	0.35	Strongly Agree
...provides access to training on innovative teaching strategies.	6.77	0.42	Strongly Agree
...motivates teachers to pursue further studies or higher education.	6.77	0.43	Strongly Agree
...allocates resources for teachers' professional development.	6.64	0.48	Strongly Agree
...evaluates the effectiveness of training programs provided to teachers.	6.81	0.40	Strongly Agree
Overall mean		6.80	
SD		0.39	
Verbal Interpretation:			Very High Support Mechanism

Table 8 presents the level of school head support mechanisms in terms of professional development programs. It highlights how school heads provide opportunities and resources that strengthen teachers' professional growth and capacity to implement inclusive education.

The findings show that respondents strongly agree that school heads organize professional development activities relevant to teachers' needs, encourage teachers to attend seminars and workshops, ensure that professional development is aligned with school goals, provide access to training on innovative teaching strategies, motivate teachers to pursue further studies or higher education, allocate resources for professional development, and evaluate the effectiveness of training programs. These actions reflect a leadership

approach that prioritizes continuous learning and ensures that professional development is both responsive and purposeful. The overall weighted mean of 6.80, with a standard deviation of 0.39, and a verbal interpretation of Very High Support Mechanism indicate that school heads are consistently demonstrating strong leadership in advancing professional development programs. This reflects their commitment to equipping teachers with the knowledge, skills, and resources necessary to foster inclusive education and improve instructional practices.

The findings emphasize that school heads are implementing very high levels of support mechanisms for professional development. Their efforts in organizing, resourcing, and evaluating training programs play a crucial role in empowering teachers, sustaining inclusive practices, and aligning professional growth with the broader goals of the school.

Table 9. Level of School Head Support Mechanism in terms of Psychosocial Support

STATEMENTS	MEAN	SD	REMARKS
The school head...			
...provides emotional support to teachers during stressful times.	6.89	0.32	Strongly Agree
...fosters a safe space where teachers can share concerns.	6.89	0.31	Strongly Agree
...promotes wellness programs for teachers' mental health.	6.89	0.31	Strongly Agree
...ensures that counseling services are available when needed.	6.82	0.38	Strongly Agree
...addresses teacher burnout through support initiatives.	6.77	0.42	Strongly Agree
...recognizes teachers' achievements to boost morale.	6.77	0.42	Strongly Agree
...shows empathy and concern for teachers' well-being.	6.82	0.38	Strongly Agree
Overall mean			6.83
SD			0.36
Verbal Interpretation			Very High Support Mechanism

Table 9 presents the level of school head support mechanisms for psychosocial support. It highlights how school heads provide care and initiatives that promote teachers' well-being and resilience in the school environment.

The findings show that respondents strongly agree that school heads provide emotional support to teachers during stressful times, foster a safe space where teachers can share concerns, promote wellness programs for mental health, ensure counseling services are available when needed, address teacher burnout through support initiatives, recognize teachers' achievements to boost morale, and show empathy and concern for teachers' well-being. These actions reflect a leadership approach that values teachers' holistic well-being and acknowledges the importance of psychosocial support in sustaining effective teaching.

The overall weighted mean of 6.83, with a standard deviation of 0.36, and a verbal interpretation of Very High Support Mechanism, indicates that school heads are consistently demonstrating strong leadership in providing psychosocial support. This reflects their commitment to creating a supportive environment where teachers feel valued, cared for, and motivated to perform their roles effectively.

The findings emphasize that school heads are practicing a very high level of support mechanisms in psychosocial care. Their efforts in fostering wellness, empathy, and recognition play a crucial role in strengthening teacher morale, reducing stress and burnout, and cultivating a school culture that prioritizes both professional growth and personal well-being.

Level of School Head Support Mechanism in terms of Teacher Workload Management

Table 10 presents the level of support mechanisms for school heads in teacher workload management. It highlights how school heads ensure tasks and responsibilities are distributed fairly and managed effectively, thereby reducing pressure on teachers.

The findings show that respondents strongly agree that school heads ensure teaching loads are distributed fairly among teachers, consider teachers' capacity when assigning tasks, prevent teachers from being overburdened with non-teaching responsibilities, delegate responsibilities equitably among staff, support teachers in balancing academic and administrative duties, simplify required paperwork to allow teachers to focus on students, and create support systems to minimize workload pressure. These actions reflect a leadership approach that values fairness, efficiency, and teacher well-being in workload management.

Table 10. Level of School Head Support Mechanism in terms of Teacher Workload Management

STATEMENTS	MEAN	SD	REMARKS
The school head...			
...ensures that teaching loads are distributed fairly among teachers.	6.51	0.51	Strongly Agree
...considers teachers' capacity when assigning tasks.	6.50	0.50	Strongly Agree
...keeps teachers from being overburdened with non-teaching tasks	6.36	0.52	Strongly Agree
...delegates responsibilities equitably among staff.	6.29	0.53	Strongly Agree
...supports teachers in balancing academic and administrative duties.	6.51	0.53	Strongly Agree
...simplifies required paperwork to let teachers concentrate on students.	6.57	0.54	Strongly Agree
...creates support systems to minimize workload pressure on teachers.	6.57	0.54	Strongly Agree
Overall mean		6.47	
SD		0.52	
Verbal Interpretation			Very High Support Mechanism

The overall weighted mean of 6.47, with a standard deviation of 0.52, and a verbal interpretation of Very High Support Mechanism, indicates that school heads are consistently demonstrating strong leadership in managing teacher workload. This reflects their commitment to promoting balance in teachers' responsibilities, ensuring that instructional quality is not compromised by excessive administrative demands.

The findings emphasize that school heads are practicing a very high level of support mechanisms in workload management. Their efforts in distributing tasks equitably, simplifying processes, and creating support systems play a crucial role in reducing stress, enhancing teacher productivity,

and fostering a school environment where teachers can concentrate on delivering quality education to their students.

Level of School Head Support Mechanism in terms of Monitoring and Evaluation System

Table 11 presents the level of support mechanisms for school heads in terms of monitoring and evaluation systems. It highlights how school heads establish processes that regularly assess teacher performance and use it to strengthen professional growth.

The findings show that respondents strongly agree that school heads implement regular monitoring of teaching performance, use evaluation results to provide developmental feedback, ensure transparency in performance evaluation, align teacher evaluation with professional standards, use monitoring data to design support programs for teachers, provide recognition based on evaluation results, and ensure that evaluation fosters professional growth rather than fear. These actions reflect a leadership approach that emphasizes accountability, fairness, and continuous improvement.

Table 11. Level of School Head Support Mechanism in terms of Monitoring and Evaluation System

STATEMENTS	MEAN	SD	REMARKS
The school head...			
...implements regular monitoring of teaching performance.	6.90	0.31	Strongly Agree
...uses evaluation results to provide developmental feedback	6.89	0.31	Strongly Agree
...ensures transparency in performance evaluation.	6.87	0.34	Strongly Agree
...aligns teacher evaluation with professional standards.	6.82	0.39	Strongly Agree
...uses monitoring data to design support programs for teachers.	6.78	0.43	Strongly Agree
...provides recognition based on evaluation results.	6.81	0.40	Strongly Agree
...ensures that evaluation fosters professional growth rather than fear.	6.83	0.38	Strongly Agree
Overall mean			6.84
SD			0.37
Verbal Interpretation			Very High Support Mechanism

The overall weighted mean of 6.84, with a standard deviation of 0.37, and a verbal interpretation of Very High Support Mechanism, indicates that school heads are consistently demonstrating strong leadership in monitoring and evaluation. This reflects their commitment to using evaluation not only as a measure of performance but also as a tool for professional development and motivation.

The findings emphasize that school heads are practicing a very high level of support mechanisms in monitoring and evaluation. Their efforts to ensure transparency, align with standards, and use data for constructive feedback play a crucial role in enhancing teacher performance, promoting professional growth, and sustaining a culture of inclusivity and excellence within the school.

Table 12 presents the level of school head support mechanisms regarding stakeholders' collaboration. It highlights how school heads engage parents, community members, and external organizations to strengthen inclusive education and teacher support.

Table 12. Level of School Heads Support Mechanism in terms of Stakeholders' Collaboration

STATEMENTS	MEAN	SD	REMARKS
The school head...			
...builds strong partnerships with parents and community members.	6.89	0.31	Strongly Agree
...involves stakeholders in decision-making about school programs.	6.87	0.35	Strongly Agree
...encourages community participation in school initiatives.	6.85	0.36	Strongly Agree
...mobilizes stakeholders to support teachers' needs.	6.79	0.41	Strongly Agree
...establishes linkages with external organizations for teacher support.	6.70	0.46	Strongly Agree
...values stakeholders' contributions to improving education.	6.79	0.41	Strongly Agree
...promotes open communication between the school and stakeholders.	6.82	0.38	Strongly Agree
Overall mean		6.82	
SD		0.38	
Verbal Interpretation	Very High Support Mechanism		

The findings show that respondents strongly agree that school heads build strong partnerships with parents and community members, involve stakeholders in decision-making about school programs, encourage community participation in school initiatives, mobilize stakeholders to support teachers' needs, establish linkages with external organizations for teacher support, value the contributions of stakeholders in improving education, and promote open communication between the school and stakeholders. These actions reflect a leadership approach that recognizes the importance of collaboration in sustaining inclusive practices and enhancing school effectiveness.

The overall weighted mean of 6.82, with a standard deviation of 0.38, and a verbal interpretation of Very High Support Mechanism, indicates that school heads are consistently demonstrating strong leadership in fostering stakeholder collaboration. This reflects their commitment to building inclusive partnerships that contribute to the success of both teachers and learners.

The findings emphasize that school heads are practicing a very high level of support mechanisms in stakeholder collaboration. Their efforts to engage parents, communities, and external organizations are crucial to strengthening inclusive education, ensuring shared responsibility, and cultivating a school culture where collaboration and open communication drive continuous improvement.

Level of Implementation of Inclusive Education

Inclusive education ensures that all learners, regardless of ability, background, or individual differences, have equitable opportunities to participate and succeed in the learning process. The effective implementation of inclusive education requires not only supportive policies but also responsive teaching practices, collaborative efforts, and a school culture that values diversity and belongingness. It encompasses key dimensions such as active student participation, culturally responsive teaching, collaborative instruction, valuation of diversity, teacher competence, and positive peer relationships. This study includes participation and engagement, culturally

responsive teaching, collaborative teaching, valuation of diversity, teacher self-efficacy and competence, and peer acceptance and social inclusion.

Table 13 presents the level of inclusive education implementation in terms of participation and engagement. It highlights how teachers ensure that all learners are actively involved in classroom and school activities.

The findings show that respondents strongly agree that teachers provide equal opportunities for students to participate in classroom activities, encourage learners with different needs to contribute to class discussions, motivate students to join school programs and activities that promote inclusivity, design lessons that actively engage both fast and struggling learners, ensure that no student is left behind during group activities, and provide multiple ways for students to demonstrate learning. These actions reflect teaching practices that prioritize equity, active participation, and inclusivity in the learning process.

Table 13. Level of Implementation of Inclusive Education in terms of Participation and Engagement

STATEMENTS	MEAN	SD	REMARKS
The teacher...			
...given equal opportunities to students to participate in classroom activities.	6.91	0.28	Strongly Agree
...different learning needs of the students are encouraged to contribute to class discussions.	6.91	0.29	Strongly Agree
...motivated the students to join school programs and activities that promote inclusivity.	6.90	0.30	Strongly Agree
...promote learning activities to actively participate in both fast and struggling learners.	6.87	0.34	Strongly Agree
...design lessons that actively engage all learners.	6.83	0.38	Strongly Agree
...ensure that no student is left behind during group activities.	6.79	0.41	Strongly Agree
...provide multiple ways for students to demonstrate learning.	6.75	0.43	Strongly Agree
Overall mean		6.85	
SD		0.35	
Verbal Interpretation	Very High Implementation		

The overall weighted mean of 6.85, with a standard deviation of 0.35 and a verbal interpretation of Very High Implementation, indicates that teachers are consistently demonstrating strong practices in promoting participation and engagement. This reflects their commitment to ensuring that all learners, regardless of ability or background, have meaningful opportunities to participate in learning activities and school programs.

The findings emphasize that teachers are practicing a very high level of inclusive education implementation in terms of participation and engagement. Their efforts in motivating, involving, and supporting students are crucial to fostering an inclusive learning environment where every learner is valued, encouraged, and empowered to succeed.

Table 14 presents the level of implementation of inclusive education in terms of culturally responsive teaching. It highlights how teachers integrate respect for cultural diversity into classroom practices and learning activities.

Table 14. Level of Implementation of Inclusive Education in terms of Culturally Responsive Teaching

STATEMENTS The teacher...	MEAN	SD	REMARKS
...make the student feel that their cultural identity is recognized in school activities.	6.77	0.42	Strongly Agree
...promote lessons that show respect for cultural differences among students.	6.78	0.42	Strongly Agree
...respect and value different cultural perspectives during classroom discussions.	6.76	0.43	Strongly Agree
...use examples and materials that reflect students' cultural backgrounds.	6.73	0.45	Strongly Agree
...integrate local culture and traditions into lessons when appropriate.	6.70	0.46	Strongly Agree
...avoid stereotypes and biases in teaching.	6.67	0.47	Strongly Agree
...create a classroom environment where all cultures are valued.	6.69	0.46	Strongly Agree
Overall mean	6.73		
SD	0.44		
Verbal Interpretation	Very High Implementation		

The findings show that respondents strongly agree that teachers make students feel their cultural identity is recognized in school activities, promote lessons that respect cultural differences, value diverse cultural perspectives during classroom discussions, use examples and materials that reflect students' cultural backgrounds, integrate local culture and traditions into lessons when appropriate, avoid stereotypes and biases in teaching, and create a classroom environment where all cultures are valued. These actions reflect teaching practices that foster inclusivity by acknowledging and respecting learners' cultural diversity.

The overall weighted mean of 6.73 with a standard deviation of 0.44, with a verbal interpretation of Very High Implementation, indicates that teachers are consistently demonstrating strong practices in culturally responsive teaching. This reflects their commitment to embedding cultural awareness and respect into instructional strategies, ensuring that all learners feel represented and valued.

The findings emphasize that teachers are practicing a very high level of inclusive education, particularly culturally responsive teaching. Their efforts to recognize cultural identities, integrate traditions, and avoid bias play a crucial role in building an inclusive classroom environment where diversity is celebrated, and all learners are given equitable opportunities to succeed.

Level of Implementation of Inclusive Education in terms of Collaborative Teaching

Table 15 presents the level of implementation of inclusive education in terms of collaborative teaching. It highlights how teachers collaborate and share strategies to strengthen inclusive classroom practices.

The findings show that respondents strongly agree that teachers help students benefit from collaborative efforts, encourage peer collaboration guided by teachers, practice team-teaching approaches to address different learning needs, demonstrate collaboration between general education and special education teachers, share strategies and resources to

implement inclusive practices, work together to support diverse learners in the classroom, and consult colleagues to improve strategies for inclusive education. These actions reflect teaching practices that emphasize teamwork, shared responsibility, and collective support for inclusivity.

Table 15. Level of Implementation of Inclusive Education in terms of Collaborative Teaching

STATEMENTS The teacher...	MEAN	SD	REMARKS
...help students benefit from their collaborative efforts.	6.93	0.25	Strongly Agree
...encourage the students to participate in peer collaboration guided by teachers.	6.93	0.25	Strongly Agree
...practice team-teaching approaches to address different learning needs.	6.90	0.30	Strongly Agree
... collaboration between general education and special education teachers is evident.	6.87	0.34	Strongly Agree
...share strategies and resources to implement inclusive practices	6.77	0.42	Strongly Agree
...work together to support diverse learners in the classroom.	6.77	0.42	Strongly Agree
...consult colleagues to improve strategies for inclusive education.	6.80	0.40	Strongly Agree
Overall mean	6.85		
SD	0.34		
Verbal Interpretation	Very High Implementation		

The overall weighted mean of 6.85, with a standard deviation of 0.34 and a verbal interpretation of Very High Implementation, indicates that teachers are consistently demonstrating strong collaborative-teaching practices. This reflects their commitment to working together to support diverse learners through joint efforts, shared expertise, and coordinated instructional approaches.

The findings emphasize that teachers are practicing a very high level of inclusive education implementation, particularly in collaborative teaching. Their efforts in team-teaching, peer collaboration, and resource sharing play a crucial role in fostering an inclusive learning environment where educators' cooperation enhances student engagement, equity, and success.

Table 16. Level of Implementation of Inclusive Education in terms of Valuation of Diversity

STATEMENTS The Teacher...	MEAN	SD	REMARKS
...teach students to respect individual differences.	6.84	0.37	Strongly Agree
...feel proud of their individuality in the learning environment.	6.82	0.38	Strongly Agree
...recognize diversity as an asset in the classroom.	6.81	0.39	Strongly Agree
...promote classroom activities that appreciate the uniqueness of students.	6.78	0.41	Strongly Agree
...highlight the strengths of learners with diverse abilities.	6.75	0.43	Strongly Agree
...provide equal learning opportunities regardless of gender, culture, or disability.	6.74	0.44	Strongly Agree
...celebrate the achievements of students with different learning needs.	6.83	0.37	Strongly Agree
Overall mean	6.80		
SD	0.40		
Verbal Interpretation	Very High Implementation		

Table 16 illustrates the level of school operations in relation to the reduced learning poverty rate.

The findings show that respondents strongly agree that teachers teach students to respect individual differences, make learners feel proud of their individuality, recognize diversity as an asset in the classroom, promote classroom activities that appreciate uniqueness, highlight the strengths of learners with diverse abilities, provide equal learning opportunities regardless of gender, culture, or disability, and celebrate the achievements of students with different learning needs. These actions reflect teaching practices that foster inclusivity by valuing diversity as a foundation for equitable learning.

The overall weighted mean of 6.80, with a standard deviation of 0.40 and a verbal interpretation of Very High Implementation, indicates that teachers are consistently demonstrating strong practices in valuing diversity. This reflects their commitment to creating a classroom environment where differences are respected, celebrated, and leveraged to enhance learning experiences.

The findings emphasize that teachers are practicing a very high level of inclusive education implementation in terms of valuing diversity. Their efforts to promote respect, equity, and the recognition of diverse strengths play a crucial role in cultivating an inclusive school culture where every learner feels valued, supported, and empowered to succeed.

Table 17. Level of Implementation of Inclusive Education in terms of Teacher Self-efficacy and Competence

STATEMENTS The Teacher...	MEAN	SD	REMARKS
...feel confident in handling students with diverse learning needs.	6.86	0.35	Strongly Agree
...efficient in using differentiated instructional strategies.	6.87	0.34	Strongly Agree
...adapt their teaching to meet the needs of struggling learners.	6.87	0.34	Strongly Agree
...can manage inclusive classrooms effectively.	6.84	0.37	Strongly Agree
...continuously improve their competence in inclusive education.	6.77	0.42	Strongly Agree
...apply inclusive teaching practices consistently.	6.73	0.44	Strongly Agree
...are motivated to improve their teaching skills for inclusive education.	6.76	0.43	Strongly Agree
Overall mean			6.81
SD			0.38
Verbal Interpretation	Very High Implementation		

Table 17 presents the level of implementation of inclusive education in terms of teacher self-efficacy and competence. It highlights how teachers demonstrate confidence and capability in managing diverse learning needs within inclusive classrooms.

The findings show that respondents strongly agree that teachers feel confident in handling students with diverse learning needs, are efficient in using differentiated instructional strategies, adapt their teaching to meet the needs of struggling learners, manage inclusive classrooms effectively, continuously improve their competence in inclusive education, apply inclusive teaching practices consistently, and remain motivated to enhance their teaching skills for inclusivity. These actions reflect teaching practices that emphasize professional confidence, adaptability, and commitment to continuous growth.

The overall weighted mean of 6.81, with a standard deviation of 0.38 and a verbal interpretation of Very High Implementation, indicates that teachers are consistently demonstrating strong self-efficacy and competence in inclusive education. This reflects their ability to integrate inclusive strategies effectively while maintaining confidence in addressing diverse learner needs.

The findings emphasize that teachers are practicing at a very high level of inclusive education in terms of self-efficacy and competence. Their efforts to adapt strategies, improve skills, and consistently apply inclusive practices are crucial to ensuring that classrooms are equitable, supportive, and responsive to the needs of all learners.

Table 18. Level of Implementation of Inclusive Education in terms of Peer Acceptance and Social Inclusion

STATEMENTS The Teacher...	MEAN	SD	REMARKS
...shows respect toward students with different abilities.	6.88	0.32	Strongly Agree
...include students with special needs in group activities.	6.86	0.35	Strongly Agree
...support peers who need help in learning tasks.	6.85	0.36	Strongly Agree
...value cooperation over competition in the classroom.	6.83	0.38	Strongly Agree
...uses social interactions among students to promote inclusivity.	6.73	0.44	Strongly Agree
...encourage friendships among students with diverse backgrounds.	6.77	0.42	Strongly Agree
...foster a classroom climate where everyone feels they belong.	6.72	0.45	Strongly Agree
Overall mean			6.80
SD			0.39
Verbal Interpretation	Very High Implementation		

Table 18 presents the level of implementation of inclusive education in terms of peer acceptance and social inclusion. It highlights how teachers foster respect, cooperation, and a sense of belonging among students with diverse abilities and backgrounds.

The findings show that respondents strongly agree that teachers show respect toward students with different abilities, include students with special needs in group activities, support peers who need help in learning tasks, value cooperation over competition in the classroom, use social interactions to promote inclusivity, encourage friendships among students with diverse backgrounds, and foster a classroom climate where everyone feels they belong. These actions reflect teaching practices that prioritize social inclusion and peer acceptance as essential components of inclusive education.

The overall weighted mean of 6.80, with a standard deviation of 0.39 and a verbal interpretation of Very High Implementation, indicates that teachers are consistently demonstrating strong practices in promoting peer acceptance and social inclusion. This reflects their commitment to building a classroom environment where diversity is respected, collaboration is valued, and all learners feel supported and included.

The findings emphasize that teachers are practicing a very high level of inclusive education implementation in terms of peer acceptance and social inclusion. Their efforts to

encourage friendships, promote cooperation, and foster belonging play a crucial role in creating a positive, inclusive school culture where every learner is embraced and empowered to thrive.

Correlation between School Heads Educational Leadership and the Implementation of Inclusive Education

Educational leadership plays a critical role in shaping school practices and promoting inclusive learning environments. School heads influence instructional quality,

teacher motivation, policy implementation, and the overall school climate, all of which are essential in advancing inclusive education. Their leadership functions such as articulating a clear vision, supporting teacher development, managing resources effectively, implementing policies, and using data to inform decisions serve as key drivers in ensuring that inclusive principles are translated into daily classroom practices.

Table 19. Correlation between School Heads Educational Leadership and the Implementation of Inclusive Education

School Heads Educational Leadership		Level of the Implementation of Inclusive Education					
		P&M	CRT	CT	VD	TSE	PA&SI
Instructional Leadership	Pearson Correlation	.213**	.289**	.212**	.288**	.152**	.261**
	Sig. (2-tailed)	.000	.000	.000	.000	.007	.000
Vision for Inclusive Education	Pearson Correlation	.358**	.374**	.331**	.310**	.326**	.354**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
Support for Teachers' Development	Pearson Correlation	.320**	.306**	.343**	.294**	.344**	.230**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
Resource Management	Pearson Correlation	.215**	.231**	.253**	.244**	.286**	.177**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.002
Policy Implementation	Pearson Correlation	.447**	.252**	.382**	.300**	.388**	.272**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
Data-Driven Decision-Making	Pearson Correlation	.386**	.333**	.315**	.317**	.389**	.266**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000

Table 19 presents the correlation between school heads' educational leadership and the level of implementation of inclusive education across various domains, including participation and engagement, culturally responsive teaching, collaborative teaching, valuation of diversity, teacher self-efficacy and competence, and peer acceptance and social inclusion

The results reveal that all dimensions of school head leadership Instructional Leadership, Vision for Inclusive Education, Support for Teachers' Development, Resource Management, Policy Implementation, and Data-Driven Decision-Making have significant positive correlations ($p < 0.01$) with each domain of inclusive education implementation. Instructional Leadership, for instance, demonstrated moderate correlations with all domains, with Pearson r values ranging from 0.152 to 0.289, indicating that practices such as monitoring classroom teaching, providing feedback, and promoting differentiated instruction contribute meaningfully to the implementation of inclusive education, particularly in culturally responsive teaching ($r = 0.289$) and peer acceptance and social inclusion ($r = 0.261$).

Resource Management demonstrated significant correlations ($r = 0.177-0.286$), indicating that equitable resource allocation, availability of learning materials, and provision of assistive devices enhance the implementation of inclusive practices, particularly in promoting teacher self-efficacy and competence ($r = 0.286$).

Policy Implementation and Data-Driven Decision-Making showed the highest correlations in specific domains, with Policy Implementation correlating most strongly with participation and engagement ($r = 0.447$) and collaborative teaching ($r = 0.382$). Data-Driven Decision-Making was

significantly correlated with all domains (ranging from 0.266 to 0.389), illustrating that using evidence to guide instructional and administrative decisions enhances the effectiveness of inclusive education practices.

Generally, the findings indicate that school heads' educational leadership significantly correlates with the implementation of inclusive education across all measured domains. This underscores the importance of visionary, supportive, policy-driven, and data-informed leadership to ensure inclusive education is consistently and effectively practiced, creating equitable and supportive learning environments for all learners.

School Heads Support Mechanism Significantly Correlates with the Implementation of Inclusive Education

Support mechanisms established by school heads are essential in strengthening teachers' capacity to implement inclusive education effectively. Beyond leadership direction, school heads provide structured support through mentoring and coaching, professional development programs, psychosocial assistance, workload management, monitoring and evaluation systems, and stakeholder collaboration. These mechanisms create an enabling environment where teachers feel guided, empowered, and equipped to address diverse learner needs.

The results in Table 20 demonstrate that school heads' support mechanisms significantly correlate with the implementation of inclusive education, and these findings align meaningfully with DepEd Order No. 24, s. 2025, which provides guidelines on the expanded career progression system for teachers and school heads. This policy emphasizes structured mentoring, continuous professional development,

psychosocial support, and stakeholder collaboration as critical components of leadership and teacher growth.

Table 20. Correlation Between School Heads Support Mechanism and the Implementation of Inclusive Education

Support Mechanism Of the School Heads		Level of the Implementation of Inclusive Education					
		P&M	CRT	CT	VD	TSE	PA&SI
Mentoring and Coaching	Pearson Correlation	.464**	.301**	.455**	.267**	.544**	.294**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
Professional Development Programs	Pearson Correlation	.443**	.322**	.382**	.272**	.349**	.416**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
Psychosocial Support	Pearson Correlation	.586**	.313**	.443**	.338**	.474**	.385**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
Teacher Workload Management	Pearson Correlation	.096	.323**	.185**	.309**	.158**	.187**
	Sig. (2-tailed)	.089	.000	.001	.000	.005	.001
Mentoring and Evaluation System	Pearson Correlation	.444**	.257**	.487**	.301**	.494**	.338**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
Stakeholder Collaboration	Pearson Correlation	.435**	.213**	.346**	.308**	.408**	.337**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000

As shown, the school heads’ support mechanisms significantly correlate with the implementation of inclusive education, and these findings align closely with what recent literature emphasizes

Mentoring and coaching demonstrate moderate positive correlations ($r = .267-.544, p < .001$), which supports Florian and Black-Hawkins’ (2019) assertion that inclusive pedagogy thrives when teachers receive structured guidance and reflective mentoring. Professional development programs also yield moderate correlations ($r = .272-.443, p < .001$).

Psychosocial support emerges as the strongest predictor ($r = .313-.586, p < .001$), highlighting the critical role of teacher well-being in sustaining inclusive practices.

Teacher workload management shows weaker correlations ($r = .096-.323$), with one non-significant result ($r = .096, p = .089$). This suggests that while workload adjustments may ease teacher stress, they are not sufficient predictors of inclusive education unless combined with mentoring, training, and psychosocial support. Mentoring and evaluation systems ($r = .257-.494, p < .001$) reinforce the importance of structured feedback and accountability, aligning with Sharma et al.’s (2019) emphasis on evaluation mechanisms that strengthen teacher efficacy. Stakeholder collaboration ($r = .213-.435, p < .001$) also demonstrates moderate correlations. The results signify that school heads’ support mechanisms particularly psychosocial support, professional development, and mentoring are essential drivers of inclusive education. The alignment with international research underscores that leadership support is not only statistically significant but also theoretically and practically validated. These results suggest that school leaders must adopt a holistic approach that prioritizes teacher well-being, continuous professional growth, structured mentoring, and collaborative governance to ensure inclusive education is effectively realized.

IV. CONCLUSION AND RECOMMENDATIONS

There is a significant relationship between the school heads’ educational leadership and the implementation of inclusive education across all domains. Therefore, the null is rejected. Therefore, it concludes that school heads’ educational leadership significantly influences the

implementation of inclusive education, highlighting the importance of strong, supportive, and visionary leadership in promoting equitable and inclusive learning environments.

There is a significant relationship between the school heads’ support mechanisms and the implementation of inclusive practices. Therefore, the null coaching, continuous professional development, psychosocial support, and stakeholder collaboration are essential in equipping teachers to address diverse learner needs and foster an inclusive learning environment.

Based on the results and findings of this study, the following recommendations are proposed:

Learners should be encouraged to actively participate in inclusive classroom activities that promote respect for diversity, cooperation, and peer acceptance. Schools may strengthen programs that support social inclusion, collaborative learning, and equitable participation to ensure that all learners, regardless of ability or background, experience a supportive, inclusive learning environment.

Teachers should continue to enhance their competencies in inclusive education by participating in professional development programs focusing on differentiated instruction, culturally responsive teaching, and collaborative learning strategies. They should also engage in peer mentoring, reflective practice, and collaboration with colleagues to effectively address learners’ diverse needs.

School heads should sustain and strengthen their educational leadership practices by providing clear vision, instructional guidance, and data-driven decision-making that support inclusive education. They should also maintain effective support mechanisms such as structured mentoring and coaching, psychosocial support for teachers, monitoring and evaluation systems, and active stakeholder collaboration to ensure the successful implementation of inclusive practices in schools

Curriculum planners should integrate inclusive education principles into curriculum design, instructional materials, and assessment strategies. Emphasis should be placed on developing learning resources and guidelines that support culturally responsive teaching, differentiated instruction, and equitable learning opportunities for all students.

Future researchers may conduct studies exploring other variables that influence the implementation of inclusive education, such as school climate, teacher self-efficacy, or parental involvement. Longitudinal and mixed-method studies may also be undertaken to further examine the long-term impact of school leadership and support mechanisms on inclusive education outcomes and student achievement.

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