

School Management and Support System Practices on the Teachers' Effectiveness, Preparedness and Instructional Adaptability in Diverse Classrooms: A Framework for Sustainable Inclusive Education

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Abstract—This study aims to investigate and explore the relationship between school management and support system practices and teachers' preparedness, effectiveness, and instructional adaptability in diverse classrooms, providing empirical evidence on how institutional leadership and support influence teaching practices and educational outcomes, and contribute to the broader discourse on educational equity and teacher development. It specifically answered questions regarding the level of school management and support system practices. Also, the level of teacher's effectiveness, preparedness and instructional skills. Also, to examine the significant relationship between these variables. Finally, this research sought to develop a framework for sustainable inclusive education. Employing quantitative research design, data were collected through total enumeration from 292 teachers and master teachers who are handling diverse learners in 15 public elementary schools in the Division of Santa Rosa City. Statistical tools such as mean, standard deviation and Pearson R were used to analyze the data, while casual interviews supported the quantitative findings. The finding showed that the school management and support system practices received very high results. Additionally, the level of teachers' effectiveness, readiness and instructional adaptability also rated very high. Furthermore, significant positive correlation was found between the school management and teachers' effectiveness, preparedness and instructional adaptability, and support system practices on teachers' effectiveness, preparedness and instructional adaptability. There is a significant positive relationship between school management practices and teachers' effectiveness, preparedness, and instructional adaptability in diverse classrooms, leading to the rejection of the hypothesis. Likewise, school support system practices are significantly related to teachers' effectiveness, preparedness, and instructional adaptability, also resulting in the rejection of the hypothesis. This implies that strong leadership, planning, monitoring, professional development, student support, and learning resources play a vital role in enhancing teacher performance and responsiveness to diverse learners, aligned with the framework for sustainable inclusive education that emphasizes continuous institutional support, capacity building, and resource provision to ensure long-term quality and equity in education. Despite the very high and positive results, ongoing assistance and continuous professional development are necessary to maintain and improve inclusive education. To guarantee the long-term, sustainable implementation of inclusive education, schools should continuously improve leadership techniques, broaden support systems and implement the use of the developed framework.

Keywords— School Management Practices, Support System Practices, Teacher Effectiveness, Teacher Preparedness,

Instructional Adaptability, Diverse Classroom, Inclusive Education, Sustainable Inclusive Education Framework.

I. INTRODUCTION

Education in the 21st century emphasizes the provision of quality education and equal learning opportunities for all learners. Guided by the United Nations Sustainable Development Goal for Quality Education (SDG 4), educational systems are mandated to deliver inclusive and equitable education, particularly for learners with special needs, to promote lifelong learning opportunities. The increasing diversity of today's classrooms characterized by differences in learners' abilities, cultural backgrounds, languages, and learning styles presents both opportunities and challenges for teachers. As such, teachers are expected to plan and implement instruction that is responsive to learners' varied needs, making teacher effectiveness a critical component of successful inclusive education.

In the Philippine educational context, the Department of Education (DepEd), through DepEd Order No. 72, s. 2009, underscores its commitment to inclusive education by ensuring equal access, participation, and success for all learners regardless of ability or background. The core philosophy of inclusive education advocates for the placement of learners with special needs in regular classrooms while providing appropriate instructional support and interventions.

Teachers play a vital role in translating this policy into practice, as their readiness, knowledge, skills, and instructional adaptability directly influence learning outcomes in diverse classrooms. Ensuring teachers' preparedness and effectiveness in managing classroom diversity is therefore a critical responsibility of school management.

School management and support systems serve as the backbone of an institution's capacity to develop and sustain teacher effectiveness. Effective school leadership provides a clear vision, allocates resources, offers professional development opportunities, and monitors implementation to support inclusive teaching practices. Teacher preparedness, in this context, refers to being equipped with the knowledge, skills, and confidence necessary for effective instructional planning and delivery in diverse learning environments. Strong management and support systems foster collaboration,

continuous professional growth, and instructional innovation, enabling teachers to adapt their practices to meet learners' diverse needs.

This study contributes to the field of educational leadership and management by providing data-driven insights into how school management and support system practices enhance teachers' preparedness, effectiveness, and instructional adaptability in diverse classrooms. It identifies leadership strategies that promote collaborative and supportive school environments, ensuring that teachers have access to adequate training and resources.

Ultimately, this research aims to investigate and explore the relationship between school management and support system practices and teachers' preparedness, effectiveness, and instructional adaptability in diverse classrooms, providing empirical evidence on how institutional leadership and support influence teaching practices and educational outcomes, and contributing to the broader discourse on educational equity and teacher development.

The study wants to determine the school management and support system practices on the teachers' effectiveness, preparedness and instructional adaptability in diverse classrooms.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aims to examine the role of school management and support system practices in teachers' effectiveness, preparedness and instructional adaptability in diverse classrooms

Specifically, the study sought answers to the following:

1. What is the level of school management practices in terms of
 - 1.1. Leadership and Governance;
 - 1.2. Planning and Organization; and
 - 1.3. Monitoring and Evaluation?
2. What is the extent of school support system practices in terms of
 - 2.1 Professional Development and Capacity Building;
 - 2.2 Student Support System; and
 - 2.3 Infrastructure and Learning Resources?
3. What is the level of teachers' effectiveness in diverse classrooms in terms of
 - 3.1 Instructional Delivery;
 - 3.2 Assessment and Feedback;
 - 3.3 Student Engagement; and
 - 3.4 Professional and Work Ethics?
4. What is the level of teachers' preparedness in diverse classrooms in terms of
 - 4.1 Content and Pedagogical Skills;
 - 4.2 Cultural and Inclusive Awareness;
 - 4.3 Use of Instructional Resources; and
 - 4.4 Individualized Education Program?
5. What is the level of teachers' adaptability in diverse classrooms in terms of
 - 5.1 Instructional Flexibility;
 - 5.2 Classroom Diversity Management;
 - 5.3 Response to challenges and Inclusive practices; and

5.4 Curriculum Modification?

6. Is there a significant relationship between the school management practices and teachers' effectiveness, preparedness and instructional adaptability in managing diverse classrooms?
7. Is there a significant relationship between the school support system practices and teachers' effectiveness, preparedness and instructional adaptability in managing diverse classrooms?

II. METHODOLOGY

Employing quantitative research design, data were collected through total enumeration from 292 teachers and master teachers who are handling diverse learners in 15 public elementary schools in the Division of Santa Rosa City. Statistical tools such as mean, standard deviation and Pearson R were used to analyze the data, while casual interviews supported the quantitative findings.

III. RESULTS AND DISCUSSION

This part presented the different results and discussed the results from treating the data gathered in this study. All specific questions in Chapter 1 under the statement of the problem were answered in this chapter supported by tables. A framework for sustainable inclusive education was also presented in this chapter including the response in casual interview. It presents the data gathered about the significant relationship between school management practices, school support system practices and teachers' effectiveness, preparedness and instructional adaptability in to create a framework for sustainable inclusive education in managing and addressing diverse classrooms and to provide the different needs of diverse learners according to their level, skills and background. In particular, the study sought to address the following:

Level of School Management Practices

In this study, the level of school management practices refers to Leadership and Governance, Planning and Organization, and Monitoring and Evaluation.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 1 shows the level of school management practices, including the statements, mean, standard deviation, and verbal interpretations. The highest-rated practice, providing ongoing professional development and support for teachers ($M = 6.45$, $SD = 0.73$), suggests a very high level of school management practices in terms of Leadership and Governance and indicates the school's strong commitment to enhancing teacher preparedness for diverse classroom environments.

Also, the practice of encouraging teachers to adapt instructional strategies to meet varied learning needs ($M = 6.32$, $SD = 0.80$), while slightly lower, still designates a very high perception of leadership effectiveness and support among respondents. The level of school management practices in terms of Leadership and Governance attained a weighted

mean score of 6.37 with a standard deviation of 0.62 and was verbally interpreted as very high.

Table 1. Level of School Management Practices in terms of Leadership and Governance

Statements	Mean	SD	Remarks
Promotes a shared vision that guides teachers in effectively addressing the needs of diverse learners.	6.35	0.76	Strongly Agree
Provides ongoing professional development and support that enhances teachers' preparedness for diverse classroom environments.	6.45	0.73	Strongly Agree
Encourages teachers to adapt instructional strategies to meet the varied learning needs of all students.	6.32	0.80	Strongly Agree
Ensures transparent decision-making processes that empower teachers to be effective and adaptable in their instructional roles	6.37	0.77	Strongly Agree
Monitors and provide constructive feedback to teachers, fostering continuous improvement in teaching effectiveness and adaptability.	6.35	0.76	Strongly Agree
Weighted Mean	6.37		
SD	0.62		
Verbal Interpretation	Very High		

To support the gathered data emphasize that leadership behaviors, clarity of direction, and management guidance shape their instructional decisions and classroom adaptability and view school management practices as foundational mechanisms that establish instructional priorities and expectations. Leadership clarity, monitoring structures, and governance practices were perceived to influence teachers' confidence and responsiveness to learner diversity.

In summary, the findings indicate that school leaders consistently demonstrate strong leadership and governance by promoting a shared vision, supporting professional development, ensuring transparent decision-making, and providing constructive feedback. These practices collectively foster an environment where teachers feel empowered, adaptable, and capable of meeting the diverse needs of their students.

Table 2 demonstrates the level of school management practices, including the statements, mean, standard deviation, and verbal interpretations. The highest-rated practice, actively involving teachers in designing strategies for managing and organizing diverse learning environments ($M = 6.27$, $SD = 0.81$), suggests a very high level of school management practices in terms of Planning and Organization and reinforces the school's commitment to collaborative and inclusive planning.

Likewise, ensuring teachers have access to well-organized resources and materials ($M = 6.19$, $SD = 0.95$), though slightly lower, still specifies a very high perception of organizational support that facilitates effective instruction in multicultural and inclusive classrooms. The level of school management practices in terms of Planning and Organization attained a weighted mean score of 6.24 with a standard deviation of 0.69 and was verbally interpreted as very high.

In summary, the findings indicate that school management demonstrates effective planning and organizational practices by systematically preparing teachers, providing access to

instructional resources, establishing clear routines, and offering supportive systems. These practices collectively enable teachers to deliver quality instruction and adapt effectively to the diverse learning needs of their students, ensuring a well-structured and inclusive educational environment.

Table 2. Level of School Management Practices in Terms of Planning and Organization

Statements	Mean	SD	Remarks
Develops structured professional development programs that tailored to the specific needs of teachers.	6.26	0.80	Strongly Agree
Ensures that teachers have access to well-organized resources for diverse learners.	6.19	0.95	Strongly Agree
Establishes clear routines and procedures that support teachers' effectiveness and adaptability in diverse classroom settings.	6.23	0.83	Strongly Agree
Plan processes within the school actively involve teachers in designing strategies for managing and organizing diverse learning environments.	6.27	0.81	Strongly Agree
Supports systems processes are in place to help teachers organize their classrooms and instructional approaches pedagogies to meet the varied needs of all students.	6.24	0.82	Strongly Agree
Weighted Mean	6.24		
SD	0.69		
Verbal Interpretation	Very High		

Table 3. Level of School Management Practices in terms of Monitoring and Evaluation

Statements	Mean	SD	Remarks
School management Conducts classroom observations and lesson plan assessment to support teachers' effectiveness in diverse classroom settings.	6.41	0.77	Strongly Agree
Provides teachers with constructive, data-driven feedback to enhance their instructional adaptability.	6.35	0.86	Strongly Agree
School leaders use student performance analysis and progress tracking to identify areas for teacher professional development and preparedness.	6.30	0.92	Strongly Agree
Evaluates processes and procedures reflecting teachers to improve teachers' practices for diverse classrooms.	6.29	0.81	Strongly Agree
Uses the result and findings of monitoring and evaluation to develop projects and programs	6.32	0.86	Strongly Agree
Weighted Mean	6.33		
SD	0.72		
Verbal Interpretation	Very High		

Table 3 displays the level of school management practices, including the statements, mean, standard deviation, and verbal interpretations. The highest-rated practice, regularly conducting classroom observations and lesson plan reviews to support teachers' effectiveness ($M = 6.41$, $SD = 0.77$), suggests a very high level of school management practices in terms of Monitoring and Evaluation and is maintained consistently across the school. Similarly, evaluation processes that are transparent and involve teachers in reflecting on and improving their teaching practices ($M = 6.29$, $SD = 0.81$), although slightly lower, still shows the school's strong commitment to fostering professional growth and instructional adaptability. The level of school management practices in

terms of Monitoring and Evaluation attained a weighted mean score of 6.33 with a standard deviation of 0.72 and was verbally interpreted as very high.

In summary, the findings indicate that school management effectively monitors and evaluates teaching practices through systematic classroom observations, data-driven feedback, performance tracking, and participatory evaluation processes. These practices ensure that teachers receive targeted support, enhance their instructional adaptability, and continuously improve their ability to meet the diverse needs of students, thereby sustaining a high standard of teaching and learning in the school.

Table 4. Composite of School Management Practices

Indicators	Weighted Mean	SD	Verbal Interpretation
Leadership and Governance	6.37	0.62	Very High
Planning and Organization	6.24	0.69	Very High
Monitoring and Evaluation	6.33	0.72	Very High
Weighted Mean	6.41		
SD	0.68		
Verbal Interpretation	Very High		

The level of school management practices in terms of Leadership and Governance, Planning and Organization, and Monitoring and Evaluation, arrived at a grand mean score of 6.41 and a standard deviation of 0.68 and was verbally interpreted as very high among the respondents. This means that the school management practices are consistently strong and effective, reflecting a well-rounded approach to leading the school. School leaders actively promote a shared vision, provide professional development, and encourage teacher adaptability. Organizational processes are systematic, ensuring teachers have access to resources, clear routines, and collaborative planning strategies. Additionally, monitoring and evaluation are conducted regularly, providing data-driven feedback, transparent evaluation processes, and targeted support programs. Collectively, these practices foster a supportive and inclusive learning environment, enhance teacher effectiveness, and enable the school to respond efficiently to the diverse needs of its students. These findings suggest that strong management practices contribute to sustained school improvement and continuous development, and it requires high standards in leadership commitment and innovation.

Extent of School Support System Practices

In this study, the extent of school support system practices refers to Professional Development and Capacity Building, Student Support System, and Infrastructure and Learning Resources.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 5 expresses the extent of school support system practices and also presents the statements, mean, standard deviation, and remarks. The highest-rated practice, facilitating regular collaboration and peer learning among teachers through meetings, LAC sessions, and FGDs to address diverse

classroom needs ($M = 6.42$, $SD = 0.78$), suggests a very high extent of school support system practices in terms of Professional Development and Capacity Building and is buoyed by the school's commitment to collaborative teacher growth. Correspondingly, providing ongoing professional development focused on inclusive and differentiated instructional strategies ($M = 6.30$, $SD = 0.75$), though slightly lower, still directs attention to the school's strong support in enhancing teachers' skills and preparedness. The extent of school support system practices in terms of Professional Development and Capacity Building attained a weighted mean score of 6.32 with a standard deviation of 0.65 and was verbally interpreted as very high.

Table 5. Extent of School Support System Practices in terms of Professional Development and Capacity Building

Statements	Mean	SD	Remarks
Provides ongoing professional development focused in inclusive and Universal Design for Learning.	6.30	0.75	Strongly Agree
Makes analysis and findings of the needs assessment.	6.24	0.82	Strongly Agree
Designs appropriate professional development programs for teachers. (LAC, FGD & INSET)	6.42	0.78	Strongly Agree
Executes professional development programs for teachers.	6.36	0.72	Strongly Agree
Evaluates and monitors the workplace application plan (WAP) of teachers.	6.28	0.77	Strongly Agree
Weighted Mean	6.32		
SD	0.65		
Verbal Interpretation	Very High		

Teachers consistently linked professional development with improved preparedness, instructional flexibility, and effectiveness. Capacity-building initiatives were perceived as equipping teachers with strategies necessary for addressing diverse learner needs. Across the interview 5 out of fifteen respondents repeatedly referenced training, seminars, workshops, Learning Action Cell (LAC) sessions, coaching, and mentoring as critical factors that strengthened their instructional competence and classroom adaptability.

In summary, the findings indicate that the school's support systems effectively promote professional growth and capacity building by offering continuous training, mentorship, collaborative learning opportunities, and feedback-driven improvement. These practices ensure that teachers are well-prepared, adaptable, and capable of meeting the diverse instructional needs of their students, ultimately contributing to the overall quality of teaching and learning in the school.

Table 6 illustrates the extent of school support system practices and also demonstrates the statements, mean, standard deviation, and remarks. The highest-rated practice, facilitating regular communication with families to support students' learning and inclusion in diverse classrooms ($M = 6.32$, $SD = 0.78$), suggests a very high extent of school support system practices in terms of Student Support System and is braced by the school's emphasis on family engagement and inclusive education. As well, encouraging collaboration between teachers and student support staff to develop effective strategies for diverse learners ($M = 6.31$, $SD = 0.80$) reinforces the school's commitment to teamwork and resource

sharing. Even though the mean is slightly lower, providing timely information from student support services about students' learning profiles and required accommodation ($M = 6.19$, $SD = 0.85$), it still signifies a very high perception of support provided to teachers for addressing varied student needs.

Table 6. Extent of School Support System Practices in terms of Student Support System

Statements	Mean	SD	Remarks
Provides access to specialists (e.g., Multi-Disciplinary Team) who assist teachers in meeting diverse student needs.	6.21	0.86	Strongly Agree
Receives timely information from student support services about students' learning profiles and required accommodations.	6.19	0.85	Strongly Agree
Collaborates between teachers and student support staff is encouraged to develop effective strategies for diverse learners.	6.31	0.80	Strongly Agree
Offers resources and interventions that help teachers adapt instruction for students with academic or behavioral challenges.	6.25	0.84	Strongly Agree
Facilitates regular communication with families to support students' learning and inclusion in diverse classrooms.	6.32	0.78	Strongly Agree
Weighted Mean	6.26		
SD	0.72		
Verbal Interpretation	Very High		

The extent of school support system practices in terms of Student Support System attained a weighted mean score of 6.26 with a standard deviation of 0.72 and was verbally interpreted as very high.

In summary, the findings indicate that the school's student support systems effectively assist teachers in addressing diverse learning needs through specialist services, timely information, collaborative planning, targeted interventions, and active family engagement. These practices enable teachers to provide inclusive, adaptive, and effective instruction, thereby promoting student success and well-being across varied classroom contexts.

Table 7. Extent of School Support System Practices in terms of Infrastructure and Learning Resources

Statements	Mean	SD	Remarks
Provides well-maintained classrooms and facilities that support effective teaching in diverse learning environments.	6.30	0.86	Strongly Agree
Teachers have access to age-appropriate and flexible learning spaces that allow for instructional adaptation to varied student needs.	6.22	0.88	Strongly Agree
Teachers have access to age-appropriate and flexible learning spaces that allow for instructional adaptation to varied student needs.	6.19	0.91	Strongly Agree
Teachers have access to age-appropriate and flexible learning spaces that allow for instructional adaptation to varied student needs.	6.23	0.87	Strongly Agree
Teachers receive support in utilizing digital tools and educational technology to enhance instruction in diverse classrooms.	6.29	0.85	Strongly Agree
Weighted Mean	6.25		
SD	0.73		
Verbal Interpretation	Very High		

Table 7 confirms the extent of school support system practices and also exposes the statements, mean, standard

deviation, and remarks. The highest-rated practice, providing well-maintained classrooms and facilities that support effective teaching in diverse learning environments ($M = 6.30$, $SD = 0.86$), suggests a very high extent of school support system practices in terms of Infrastructure and Learning Resources and stayed consistent with the school's commitment to a safe and functional learning environment. Moreover, teachers receiving support in utilizing digital tools and educational technology to enhance instruction ($M = 6.29$, $SD = 0.85$) highlights the school's dedication to integrating modern instructional resources. Despite the mean being slightly lower, ensuring the availability of essential learning resources, such as textbooks, technology, and specialized materials for all students ($M = 6.19$, $SD = 0.91$), it still denotes a very high perception of adequate infrastructure and resources supporting teaching and learning.

The extent of school support system practices in terms of Infrastructure and Learning Resources attained a weighted mean score of 6.25 with a standard deviation of 0.73 and was verbally interpreted as very high.

In summary, the findings indicate that the school provides a well-established infrastructure and access to diverse learning resources, including physical facilities, flexible learning spaces, essential materials, and digital tools. These practices create an environment that supports instructional adaptability, enhances teacher effectiveness, and ensures that students' varied learning needs are met effectively.

Table 8. Composite of School Support System Practices

Indicators	Weighted Mean	SD	Verbal Interpretation
Professional Development and Capacity Building	6.32	0.65	Very High
Student Support System	6.26	0.72	Very High
Infrastructure and Learning Resources	6.25	0.73	Very High
Weighted Mean	6.28		
SD	0.70		
Verbal Interpretation	Very High		

The extent of school support system practices in terms of Professional Development and Capacity Building, Student Support System, and Infrastructure and Learning Resources arrived at a grand mean score of 6.28 and a standard deviation of 0.70 and was verbally interpreted as very high among the respondents.

This means that the school support system practices are highly effective and comprehensive, providing teachers with continuous professional development, mentorship, and collaborative opportunities to enhance their instructional skills. The support systems also ensure that teachers receive timely information, specialized guidance, and interventions to address diverse student needs, while promoting collaboration with student support staff and family engagement. Additionally, the school provides well-maintained classrooms, flexible learning spaces, essential learning resources, and technology integration to facilitate adaptive and inclusive teaching.

Level of Teachers' Effectiveness in Teaching Diverse Classrooms

In this study, the level of teachers' effectiveness in teaching diverse classrooms refers to Instructional Delivery, Assessment and Feedback, Student Engagement, and Professional and Work Ethics.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 9. Level of Teachers' Effectiveness in Teaching Diverse Classrooms in terms of Instructional Delivery

Statements	Mean	SD	Remarks
Encourages teachers to use varied instructional strategies to address different learning styles and abilities.	6.47	0.77	Strongly Agree
Provides resources and training for teachers to implement inclusive and culturally responsive teaching methods.	6.33	0.81	Strongly Agree
Promotes the use of technology and flexible learning materials to support instructional adaptation in diverse classrooms.	6.33	0.84	Strongly Agree
Facilitate collaboration among teachers to share effective practices for engaging all students.	6.41	0.69	Strongly Agree
School management regularly reviews and supports instructional delivery to ensure it meets the needs of diverse learners.	6.32	0.78	Strongly Agree
Weighted Mean	6.37		
SD	0.68		
Verbal Interpretation	Very High		

Table 9 presents the level of teachers' effectiveness in teaching diverse classrooms and also reveals the statements, mean, standard deviation, and remarks. The highest-rated practice, encouraging teachers to use varied instructional strategies to address different learning styles and abilities ($M = 6.47$, $SD = 0.77$), suggests a very high level of teachers' effectiveness in teaching diverse classrooms in terms of Instructional Delivery and is sustained by the school's proactive support for adaptive teaching. Furthermore, facilitating collaboration among teachers to share effective practices for engaging all students ($M = 6.41$, $SD = 0.69$) highlights the importance of peer learning and resource sharing in enhancing teaching effectiveness. But the mean is slightly lower, regularly reviewing and supporting instructional delivery to ensure it meets the needs of diverse learners ($M = 6.32$, $SD = 0.78$), it still implies a very high perception of teachers' capability to provide inclusive and responsive instruction.

The level of teachers' effectiveness in teaching diverse classrooms in terms of Instructional Delivery attained a weighted mean score of 6.37 with a standard deviation of 0.68 and was verbally interpreted as very high.

In summary, the findings indicate that teachers are highly effective in delivering instruction in diverse classrooms by employing varied teaching strategies, integrating technology and flexible learning materials, utilizing support system resources, and engaging in collaborative practices. These efforts ensure inclusive, culturally responsive, and adaptive teaching that meets the diverse learning needs of all students while fostering engagement and academic growth.

Table 10. Level of Teachers' Effectiveness in Teaching Diverse Classrooms in terms of Assessment and Feedback

Statements	Mean	SD	Remarks
Encourages the use of varied and inclusive assessment methods to accommodate students' diverse learning needs.	6.39	0.72	Strongly Agree
Provides resources and training for teachers to implement culturally responsive and differentiated assessments.	6.35	0.71	Strongly Agree
Promotes timely, constructive, and personalized feedback practices to support all learners.	6.33	0.73	Strongly Agree
Facilitates collaboration among teachers and specialists to design fair and effective assessment strategies for diverse classrooms.	6.35	0.77	Strongly Agree
Assessment and feedback practices are regularly reviewed and improved by school management to ensure equity and effectiveness for all students.	6.32	0.78	Strongly Agree
Weighted Mean	6.35		
SD	0.67		
Verbal Interpretation	Very High		

Table 10 indicates the level of teachers' effectiveness in teaching diverse classrooms and also presents the statements, mean, standard deviation, and remarks. The highest-rated practice, encouraging the use of varied and inclusive assessment methods to accommodate students' diverse learning needs ($M = 6.39$, $SD = 0.72$), suggests a very high level of teachers' effectiveness in teaching diverse classrooms in terms of Assessment and Feedback and is held by the school's commitment to equitable and responsive evaluation. Besides, facilitating collaboration among teachers and specialists to design fair and effective assessment strategies ($M = 6.35$, $SD = 0.77$) highlights the importance of teamwork and shared expertise in improving assessment practices. However, the mean is slightly lower, regularly reviewing and improving assessment and feedback practices to ensure equity and effectiveness ($M = 6.32$, $SD = 0.78$), it still suggests a very high perception of teachers' capability to provide fair, timely, and constructive assessments for all students.

The level of teachers' effectiveness in teaching diverse classrooms in terms of Assessment and Feedback attained a weighted mean score of 6.35 with a standard deviation of 0.67 and was verbally interpreted as very high.

On the casual interview, 5 out of 15 respondents strongly believe that collaboration was perceived not merely as collegial interaction but as a structured support system promoting shared learning, instructional innovation, and collective problem-solving for diverse classrooms.

In summary, the findings indicate that teachers are highly effective in implementing assessment and feedback practices that are inclusive, equitable, and responsive to diverse student needs. Through varied assessment methods, constructive feedback, and collaborative planning with peers and specialists, teachers are able to accurately evaluate student learning, adapt instruction, and ensure that all learners receive support tailored to their abilities and cultural contexts.

Table 11 demonstrates the level of teachers' effectiveness in teaching diverse classrooms and also displays the statements, mean, standard deviation, and remarks. The highest-rated practice, encouraging teachers to use

collaborative and active learning strategies to engage all students ($M = 6.45$, $SD = 0.69$), suggests a very high level of teachers' effectiveness in teaching diverse classrooms in terms of Student Engagement and is carried by the school's emphasis on participatory learning. Additionally, promoting inclusive classroom practices that foster participation and a sense of belonging among all students ($M = 6.41$, $SD = 0.73$) reinforces the importance of creating an environment where every student feels valued and involved. Whilst the mean is slightly lower, regularly reviewing and improving practices to enhance student engagement in multicultural and inclusive settings ($M = 6.36$, $SD = 0.78$), it still reveals a very high perception of teachers' ability to motivate and actively involve all learners.

Table 11. Level of Teachers' Effectiveness in Teaching Diverse Classrooms in terms of Student Engagement

Statements	Mean	SD	Remarks
Encourages teachers to use collaborative and active learning strategies to engage all students in diverse classrooms.	6.45	0.69	Strongly Agree
Provides resources and training for teachers to connect lessons to students' interests, backgrounds, and experiences.	6.39	0.71	Strongly Agree
Promotes inclusive classroom practices that foster participation and a sense of belonging among all students.	6.41	0.73	Strongly Agree
Facilitates regular opportunities for teachers to share and implement effective student engagement strategies.	6.39	0.77	Strongly Agree
School management and support systems regularly review and improve practices to enhance student engagement in multicultural and inclusive settings.	6.36	0.78	Strongly Agree
Weighted Mean	6.40		
SD	0.68		
Verbal Interpretation	Very High		

The level of teachers' effectiveness in teaching diverse classrooms in terms of Student Engagement attained a weighted mean score of 6.40 with a standard deviation of 0.68 and was verbally interpreted as very high.

In summary, the findings indicate that teachers demonstrate strong effectiveness in engaging students through collaborative, inclusive, and culturally responsive strategies. With the support of school management and support systems, teachers are able to connect lessons to students' interests, promote participation, and sustain an inclusive classroom culture that motivates learning and fosters a sense of belonging for all students.

Table 12 displays the level of teachers' effectiveness in teaching diverse classrooms and also shows the statements, mean, standard deviation, and remarks. The highest-rated practice, promoting ethical conduct and professional standards among teachers working in diverse classrooms ($M = 6.47$, $SD = 0.73$), suggests a very high level of teachers' effectiveness in teaching diverse classrooms in terms of Professional and Work Ethics and is taken as evidence of the school's commitment to upholding professionalism. Likewise, facilitating ongoing training in professional responsibilities and culturally responsive work ethics ($M = 6.41$, $SD = 0.70$) highlights the role of support systems in sustaining teacher

integrity and accountability. At the same time, the mean is slightly lower, regularly reviewing and reinforcing policies that foster accountability, collaboration, and respect ($M = 6.35$, $SD = 0.76$), it still designates a very high perception of teachers' adherence to ethical and professional standards.

Table 12. Level of Teachers' Effectiveness in Teaching Diverse Classrooms in terms of Professional and Work Ethics

Statements	Mean	SD	Remarks
Promotes ethical conduct and professional standards among teachers working in diverse classrooms.	6.47	0.73	Strongly Agree
Provides guidance and resources to help teachers uphold integrity and respect for diversity in their professional practice.	6.39	0.69	Strongly Agree
Encourages teachers to reflect on their biases and act with fairness and empathy toward all students.	6.39	0.69	Strongly Agree
Facilitates ongoing training in professional responsibilities and culturally responsive work ethics.	6.41	0.70	Strongly Agree
School management and support systems regularly review and reinforce policies that foster accountability, collaboration, and respect in diverse educational settings.	6.35	0.76	Strongly Agree
Weighted Mean	6.40		
SD	0.66		
Verbal Interpretation	Very High		

The level of teachers' effectiveness in teaching diverse classrooms in terms of Professional and Work Ethics attained a weighted mean score of 6.40 with a standard deviation of 0.66 and was verbally interpreted as very high.

In summary, the findings indicate that teachers demonstrate exemplary professional and work ethics in diverse classroom settings. Through ethical conduct, culturally responsive practices, ongoing training, and adherence to school policies, teachers maintain integrity, fairness, and respect for all students.

Table 13. Composite of Teachers' Effectiveness in Teaching Diverse Classrooms

Indicators	Weighted Mean	SD	Verbal Interpretation
Instructional Delivery	6.37	0.68	Very High
Assessment and Feedback	6.35	0.67	Very High
Student Engagement	6.40	0.68	Very High
Professional and Work Ethics	6.40	0.66	Very High
Weighted Mean	6.38		
SD	0.67		
Verbal Interpretation	Very High		

The level of teachers' effectiveness in teaching diverse classrooms in terms of Instructional Delivery, Assessment and Feedback, Student Engagement, and Professional and Work Ethics arrived at a grand mean score of 6.38 and a standard deviation of 0.67 and was verbally interpreted as very high among the respondents. This means that the teachers' effectiveness in teaching diverse classrooms is consistently strong and comprehensive. Teachers are able to employ varied instructional strategies, integrate technology and flexible learning materials, and adapt their teaching to meet the diverse learning needs of students.

They implement inclusive and culturally responsive assessment methods, provide timely and constructive feedback, and collaborate with colleagues and specialists to enhance learning outcomes.

Moreover, teachers actively engage students through participatory and culturally relevant practices while upholding high professional and ethical standards.

Level of Teachers' Preparedness in Teaching Diverse Classrooms

In this study, the level of teachers' preparedness in teaching diverse classrooms refers to Content and Pedagogical Skills, Cultural and Inclusive Awareness, Use of Instructional Resources, and Individualized Education Program.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 14. Level of Teachers' Preparedness in Teaching Diverse Classrooms in terms of Content and Pedagogical Skills

Statements	Mean	SD	Remarks
Provides ongoing training to strengthen teachers' subject knowledge and culturally responsive pedagogy for diverse classrooms.	6.44	0.74	Strongly Agree
Offers resources and mentoring to help teachers integrate differentiated instructional strategies for students with varied backgrounds and abilities.	6.35	0.70	Strongly Agree
Encourages teachers to reflect on and adapt their content delivery to address the needs of all learners.	6.41	0.73	Strongly Agree
Facilitates collaboration among teachers to share effective content-specific and inclusive teaching practices.	6.38	0.73	Strongly Agree
School management and support systems regularly review and update professional development programs to enhance teachers' content and pedagogical skills for diverse classroom settings.	6.39	0.74	Strongly Agree
Weighted Mean	6.39		
SD	0.66		
Verbal Interpretation	Very High		

Table 14 expresses the level of teachers' preparedness in teaching diverse classrooms and also exhibits the statements, mean, standard deviation, and remarks. The highest-rated practice, providing ongoing training to strengthen teachers' subject knowledge and culturally responsive pedagogy ($M = 6.44$, $SD = 0.74$), suggests a very high level of teachers' preparedness in teaching diverse classrooms in terms of Content and Pedagogical Skills and stood as evidence of the school's commitment to professional growth. Similarly, facilitating collaboration among teachers to share effective content-specific and inclusive teaching practices ($M = 6.38$, $SD = 0.73$) highlights the role of peer learning and support systems in enhancing instructional readiness. Even as the mean is slightly lower, offering resources and mentoring to help teachers integrate differentiated instructional strategies for students with varied backgrounds and abilities ($M = 6.35$, $SD = 0.70$), it still specifies a very high perception of teachers' preparedness to meet the diverse needs of learners.

The level of teachers' preparedness in teaching diverse classrooms in terms of Content and Pedagogical Skills

attained a weighted mean score of 6.39 with a standard deviation of 0.66 and was verbally interpreted as very high.

In summary, the findings indicate that teachers are well-prepared to teach diverse classrooms by combining strong subject knowledge, culturally responsive pedagogy, differentiated instructional strategies, and collaborative practices. Through ongoing professional development, mentoring, and systematic support, teachers are able to effectively plan, deliver, and adapt lessons that address the academic and cultural needs of all students, ensuring inclusive, equitable, and high-quality learning experiences.

Table 15 illustrates the level of teachers' preparedness in teaching diverse classrooms and also presents the statements, mean, standard deviation, and remarks.

Table 15. Level of Teachers' Preparedness in Teaching Diverse Classrooms in terms of Cultural and Inclusive Awareness

Statements	Mean	SD	Remarks
Provides training for teachers to recognize and value students' diverse cultural backgrounds.	6.47	0.70	Strongly Agree
Offers resources that help teachers incorporate culturally relevant content and examples into their lessons.	6.32	0.73	Strongly Agree
Encourages teachers to use instructional strategies that are sensitive to students' cultural and linguistic differences.	6.40	0.71	Strongly Agree
Facilitates collaboration among teachers to share best practices for fostering cultural inclusivity in the classroom.	6.40	0.71	Strongly Agree
School management regularly reviews and updates policies to promote cultural awareness and inclusiveness in teaching practices.	6.33	0.81	Strongly Agree
Weighted Mean	6.38		
SD	0.66		
Verbal Interpretation	Very High		

The highest-rated practice, providing training for teachers to recognize and value students' diverse cultural backgrounds ($M = 6.47$, $SD = 0.70$), suggests a very high level of teachers' preparedness in teaching diverse classrooms in terms of Cultural and Inclusive Awareness and is kept consistent with the school's focus on cultural responsiveness. Correspondingly, facilitating collaboration among teachers to share best practices for fostering cultural inclusivity in the classroom ($M = 6.40$, $SD = 0.71$) underscores the role of teamwork and support systems in strengthening teachers' cultural competence. While the mean is slightly lower, offering resources that help teachers incorporate culturally relevant content and examples into their lessons ($M = 6.32$, $SD = 0.73$), it still shows a very high perception of teachers' preparedness to address cultural and linguistic diversity effectively.

The level of teachers' preparedness in teaching diverse classrooms in terms of Cultural and Inclusive Awareness attained a weighted mean score of 6.38 with a standard deviation of 0.66 and was verbally interpreted as very high.

In summary, the findings indicate that teachers are highly prepared to create culturally inclusive learning environments. Through training, resources, policy support, and collaborative practices, teachers are able to recognize and value diverse student backgrounds, integrate culturally relevant content, and employ instructional strategies that respect students' linguistic

and cultural differences. These practices ensure that all students feel included, respected, and supported, promoting equitable learning outcomes and fostering an inclusive classroom culture.

Table 16 confirms the level of teachers' preparedness in teaching diverse classrooms and also demonstrates the statements, mean, standard deviation, and remarks. The highest-rated practice, facilitating collaboration among teachers to share and develop instructional resources for differentiated learning ($M = 6.41$, $SD = 0.69$), suggests a very high level of teachers' preparedness in teaching diverse classrooms in terms of Use of Instructional Resources and is sustained by the school's emphasis on teamwork and resource-sharing.

Table 16. Level of Teachers' Preparedness in Teaching Diverse Classrooms in terms of Use of Instructional Resources

Statements	Mean	SD	Remarks
Ensures teachers have access to a wide range of instructional resources that support diverse learning needs.	6.36	0.77	Strongly Agree
Provides training for teachers to effectively use technology and digital tools in diverse classroom settings.	6.39	0.70	Strongly Agree
Encourages the use of culturally relevant materials and resources to enhance instruction for all students.	6.38	0.77	Strongly Agree
Facilitates collaboration among teachers to share and develop instructional resources for differentiated learning.	6.41	0.69	Strongly Agree
School management regularly reviews and updates available instructional resources to ensure they meet the needs of diverse learners.	6.32	0.78	Strongly Agree
Weighted Mean	6.37		
SD	0.66		
Verbal Interpretation	Very High		

As well, providing training for teachers to effectively use technology and digital tools in diverse classroom settings ($M = 6.39$, $SD = 0.70$) reinforces the role of support systems in enhancing instructional readiness. Though the mean is slightly lower, regularly reviewing and updating available instructional resources to ensure they meet the needs of diverse learners ($M = 6.32$, $SD = 0.78$), it still directs a very high perception of teachers' preparedness in utilizing a wide range of resources effectively.

The level of teachers' preparedness in teaching diverse classrooms in terms of Use of Instructional Resources attained a weighted mean score of 6.37 with a standard deviation of 0.66 and was verbally interpreted as very high.

Teachers associate resource availability with their ability to differentiate instruction and manage classroom diversity effectively. 5 out of 15 respondents in casual interview stated that material support was therefore perceived as a practical enabler of instructional adaptability.

In summary, the findings indicate that teachers are highly prepared to use instructional resources effectively in diverse classrooms. Through access to varied materials, training in technology, culturally relevant resources, and collaborative resource development, teachers are able to deliver differentiated, inclusive, and engaging instruction. These practices ensure that all students' learning needs are met,

fostering both instructional adaptability and equitable learning outcomes.

Table 17 appears the level of teachers' preparedness in teaching diverse classrooms and also parades the statements, mean, standard deviation, and remarks. The highest-rated practice, facilitating mentoring and coaching to help teachers achieve the objectives outlined in their individualized development plans ($M = 6.37$, $SD = 0.73$), suggests a very high level of teachers' preparedness in teaching diverse classrooms in terms of Individualized Education Program and is maintained through the support systems' focus on professional growth.

Table 17. Level of Teachers' Preparedness in Teaching Diverse Classrooms in terms of Individualized Education Plan

Statements	Mean	SD	Remarks
Encourages teachers to create and implement individualized development plans focused on addressing diverse classroom needs.	6.34	0.78	Strongly Agree
Provides guidance and resources for teachers to set specific goals and action steps in their individualized development plans.	6.29	0.81	Strongly Agree
School management regularly reviews and supports the progress of teachers' individualized development plans to enhance preparedness for diverse learners.	6.32	0.78	Strongly Agree
Facilitates mentoring and coaching to help teachers achieve the objectives outlined in their individualized development plans.	6.37	0.73	Strongly Agree
School management and support systems use feedback from classroom practice to update and improve teachers' individualized development plans for diverse classroom settings.	6.33	0.78	Strongly Agree
Weighted Mean	6.33		
SD	0.71		
Verbal Interpretation	Very High		

Moreover, regularly reviewing and supporting the progress of teachers' individualized development plans to enhance preparedness for diverse learners ($M = 6.32$, $SD = 0.78$) emphasizes the school's commitment to ongoing evaluation and improvement. Although the mean is slightly lower, providing guidance and resources for teachers to set specific goals and action steps in their individualized development plans ($M = 6.29$, $SD = 0.81$), it still signifies a very high perception of teachers' readiness to implement individualized strategies for diverse learners.

The level of teachers' preparedness in teaching diverse classrooms in terms of Individualized Education Program attained a weighted mean score of 6.33 with a standard deviation of 0.71 and was verbally interpreted as very high.

In summary, the findings indicate that teachers are well-prepared to implement individualized education plans tailored to meet the unique needs of each learner. Through mentoring, coaching, structured goal-setting, and continuous feedback, teachers can design, monitor, and adjust individualized strategies that support academic growth and inclusivity, ensuring that all students receive equitable and personalized learning experiences.

This means that the teachers' preparedness in teaching diverse classrooms is consistently strong and well-rounded. Teachers possess the necessary content knowledge and

pedagogical skills to plan and deliver lessons effectively, while also demonstrating cultural and inclusive awareness to address the diverse backgrounds and needs of their students. They are skilled in utilizing instructional resources, including technology and culturally relevant materials, to support differentiated learning, and can design and implement individualized education plans that cater to the specific needs of each learner. Collectively, these practices indicate that teachers are highly equipped, adaptive, and proactive in fostering an inclusive, engaging, and supportive learning environment that promotes equitable opportunities and academic growth for all students.

Table 18. Composite of Teachers' Preparedness in Teaching Diverse Classrooms

Indicators	Weighted Mean	SD	Verbal Interpretation
Content and Pedagogical Skills	6.39	0.66	Very High
Cultural and Inclusive Awareness	6.38	0.66	Very High
Use of Instructional Resources	6.37	0.66	Very High
Individualized Education Plan	6.33	0.71	Very High
Weighted Mean	6.37		
SD	0.67		
Verbal Interpretation	Very High		

Furthermore, differentiated instruction is improved by instructors' proficient use of educational resources, such as technology and culturally appropriate materials. Teachers may provide courses in a variety of formats because to this flexibility, which makes learning more approachable and interesting for students with a range of requirements. Deeper comprehension and ongoing student interest are also supported by the integration of diverse resources.

Lastly, teachers' dedication to individualized learning is demonstrated by their proficiency in creating and carrying out Individualized Education Programs (IEPs). This guarantees that students with particular needs receive focused assistance that is appropriate for their skills and difficulties. Overall, the results indicate that educators are very competent, flexible, and proactive in advancing inclusive education, which eventually promotes fair learning outcomes and aids in the holistic development of students.

Level of Teachers' Adaptability in Teaching Diverse Classrooms

In this study, the level of teachers' adaptability in teaching diverse classrooms refers to Instructional Flexibility, Classroom Diversity Management, Response to challenges and Inclusive practices, and Curriculum Modification.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 19 indicates the level of teachers' adaptability in teaching diverse classrooms and also exposes the statements, mean, standard deviation, and remarks. The highest-rated practice, encouraging teachers to adjust instructional methods in real time based on students' responses and needs (M = 6.40,

SD = 0.68), suggests a very high level of teachers' adaptability in teaching diverse classrooms in terms of Instructional Flexibility and is supported by the school's emphasis on responsive teaching. Furthermore, facilitating collaboration among teachers to share effective approaches for flexible instruction in diverse classrooms (M = 6.36, SD = 0.74) reinforces the role of support systems in promoting adaptive practices. Whereas the mean is slightly lower, regularly reviewing and supporting teachers' ability to implement flexible instructional practices that address individual student differences (M = 6.28, SD = 0.78), it still denotes a very high perception of teachers' instructional flexibility.

Table 19. Level of Teachers' Adaptability in Teaching Diverse Classrooms in terms of Instructional Flexibility

Statements	Mean	SD	Remarks
Encourages teachers to adjust instructional methods in real time based on students' responses and needs.	6.40	0.68	Strongly Agree
Provides resources and training for teachers to flexibly modify lesson content and activities for diverse learners.	6.30	0.73	Strongly Agree
Promotes the use of adaptive teaching strategies that allow teachers to respond to changing classroom dynamics.	6.29	0.75	Strongly Agree
Facilitates collaboration among teachers to share effective approaches for flexible instruction in diverse classrooms.	6.36	0.74	Strongly Agree
School management regularly reviews and supports teachers' ability to implement flexible instructional practices that address individual student differences.	6.28	0.78	Strongly Agree
Weighted Mean	6.33		
SD	0.68		
Verbal Interpretation	Very High		

The level of teachers' adaptability in teaching diverse classrooms in terms of Instructional Flexibility attained a weighted mean score of 6.33 with a standard deviation of 0.68 and was verbally interpreted as very high.

In summary, the findings indicate that teachers are highly adaptable in addressing the dynamic needs of diverse learners. Through flexible instructional strategies, real-time adjustments, collaborative sharing of best practices, and ongoing support from management and systems, teachers can effectively respond to individual student differences, creating a responsive and inclusive learning environment that maximizes student engagement and learning outcomes.

Table 20 shows the level of teachers' adaptability in teaching diverse classrooms and also reveals the statements, mean, standard deviation, and remarks. The highest-rated practice, facilitating collaboration among teachers to share effective practices for managing language, cultural, and academic differences (M = 6.38, SD = 0.72), suggests a very high level of teachers' adaptability in teaching diverse classrooms in terms of Classroom Diversity Management and is reinforced by the support systems' role in promoting inclusive strategies. Besides, promoting the use of differentiated instruction and flexible grouping to address diverse student needs in the classroom (M = 6.36, SD = 0.78) underscores the school management's commitment to responsive and flexible teaching practices. Even though the

mean is slightly lower, regularly reviewing and supporting teachers' approaches to creating positive, inclusive, and equitable classroom environments ($M = 6.31$, $SD = 0.79$), it still implies a very high perception of teachers' capability in managing diverse classrooms effectively.

Table 20. Level of Teachers' Adaptability in Teaching Diverse Classrooms in terms of Classroom Diversity Management

Statements	Mean	SD	Remarks
Promotes the use of differentiated instruction, Universal Design for Learning (UDL) and flexible grouping to address diverse student needs in the classroom.	6.36	0.78	Strongly Agree
Provides for teachers to implement culturally responsive classroom management strategies.	6.33	0.73	Strongly Agree
Encourages the establishment of inclusive classroom norms that respect and value student diversity.	6.32	0.81	Strongly Agree
Facilitates collaboration among teachers to share effective practices for managing language, cultural, and academic differences.	6.38	0.72	Strongly Agree
School management regularly reviews and supports teachers' approaches to creating positive, inclusive, and equitable classroom environments.	6.31	0.79	Strongly Agree
Weighted Mean	6.34		
SD	0.69		
Verbal Interpretation	Very High		

The level of teachers' adaptability in teaching diverse classrooms in terms of Classroom Diversity Management attained a weighted mean score of 6.34 with a standard deviation of 0.69 and was verbally interpreted as very high.

In summary, the findings indicate that teachers are highly adaptable in managing diverse classrooms. Through differentiated instruction, flexible grouping, culturally responsive management strategies, and collaborative sharing of effective practices, teachers can create inclusive, equitable, and positive learning environments. These adaptive practices enable teachers to respond effectively to students' academic, cultural, and linguistic differences, ensuring that all learners have equal opportunities to succeed.

Table 21. Level of Teachers' Adaptability in Teaching Diverse Classrooms in terms of Response to challenges and Inclusive practices

Statements	Mean	SD	Remarks
Encourages teachers to proactively address challenges and adapt instruction for students with diverse needs.	6.46	0.68	Strongly Agree
Provides resources and training for teachers to implement inclusive practices and respond effectively to classroom challenges.	6.38	0.73	Strongly Agree
Promotes the use of flexible teaching strategies to accommodate different learning styles and preferences.	6.38	0.73	Strongly Agree
Facilitates collaboration among teachers to share solutions for overcoming barriers to inclusion in the classroom.	6.42	0.71	Strongly Agree
School management regularly reviews and supports teachers' efforts to create equitable and inclusive learning environments for all students.	6.36	0.78	Strongly Agree
Weighted Mean	6.40		
SD	0.67		
Verbal Interpretation	Very High		

Table 21 demonstrates the level of teachers' adaptability in teaching diverse classrooms and also displays the statements, mean, standard deviation, and remarks. The highest-rated practice, encouraging teachers to proactively address challenges and adapt instruction for students with diverse needs ($M = 6.46$, $SD = 0.68$), suggests a very high level of teachers' adaptability in teaching diverse classrooms in terms of Response to Challenges and Inclusive Practices and is buoyed by the school's focus on proactive and flexible teaching.

Additionally, facilitating collaboration among teachers to share solutions for overcoming barriers to inclusion in the classroom ($M = 6.42$, $SD = 0.71$) highlights the support systems' role in promoting inclusive practices. Despite the mean being slightly lower, regularly reviewing and supporting teachers' efforts to create equitable and inclusive learning environments for all students ($M = 6.36$, $SD = 0.78$), it still suggests a very high perception of teachers' adaptability in responding to challenges effectively.

The level of teachers' adaptability in teaching diverse classrooms in terms of Response to Challenges and Inclusive Practices attained a weighted mean score of 6.40 with a standard deviation of 0.67 and was verbally interpreted as very high.

In summary, the findings indicate that teachers are highly capable of responding to classroom challenges while maintaining inclusive practices. Through proactive instructional adjustments, collaborative problem-solving, flexible teaching strategies, and ongoing support from school management and support systems, teachers can overcome barriers to learning and ensure that all students, regardless of their backgrounds or needs, have equitable access to a positive and inclusive educational experience.

This reflects their strong commitment to adapting instruction in ways that address diverse learner needs effectively. It also highlights the importance of sustained management support in strengthening teachers' capacity to deliver quality and inclusive education. Furthermore, such practices contribute to a more responsive and student-centered learning environment where improvement is continuous. Ultimately, these efforts reinforce the goal of inclusive education by ensuring that learning outcomes are achieved by all students.

A big hurdle comes from handling how differently each student learns. In every classroom, learners show unique patterns in how they absorb information, shaped by culture, ability, or experience. Teachers often struggle with this mix, as stated by (Larios and Zetlin, 2023). One way teachers help every learner is by adjusting how they present material.

According to Westwood (2018), classrooms work better when methods stay flexible and open to all. Take one method: lessons shaped around what each student needs. That kind of change happens more often when teaching responds to unique circumstances. This approach lets each learner connect with the subject using their personal strengths. What matters is finding what works.

Table 22 displays the level of teachers' adaptability in teaching diverse classrooms and also shows the statements,

mean, standard deviation, and remarks. The highest-rated practice, providing resources and training for teachers to implement curriculum adaptations, such as differentiated materials and flexible instructional strategies ($M = 6.42$, $SD = 0.71$), suggests a very high level of teachers' adaptability in teaching diverse classrooms in terms of Curriculum Modification and is braced by the support systems' role in facilitating effective curriculum adaptations.

Table 22. Level of Teachers' Adaptability in Teaching Diverse Classrooms in terms of Curriculum Modification

Statements	Mean	SD	Remarks
Encourages teachers to modify curriculum content and delivery to address students' diverse learning needs and abilities.	6.39	0.67	Strongly Agree
Provides resources and training for teachers to implement curriculum adaptations, such as differentiated materials and flexible instructional strategies.	6.42	0.71	Strongly Agree
Promotes the use of culturally relevant and accessible curriculum modifications for all learners.	6.35	0.72	Strongly Agree
Facilitates collaboration among teachers to share effective curriculum modification practices for diverse classrooms.	6.38	0.70	Strongly Agree
School management regularly reviews and supports teachers' efforts to individualize curriculum goals and outcomes for students with varying backgrounds and abilities	6.33	0.74	Strongly Agree
Weighted Mean	6.37		
SD	0.64		
Verbal Interpretation	Very High		

In addition, facilitating collaboration among teachers to share effective curriculum modification practices for diverse classrooms ($M = 6.38$, $SD = 0.70$) emphasizes the importance of professional collaboration in enhancing adaptive teaching practices. However, the mean is slightly lower, regularly reviewing and supporting teachers' efforts to individualize curriculum goals and outcomes for students with varying backgrounds and abilities ($M = 6.33$, $SD = 0.74$), it still reveals a very high perception of teachers' capability to modify curriculum effectively.

The level of teachers' adaptability in teaching diverse classrooms in terms of Curriculum Modification attained a weighted mean score of 6.37 with a standard deviation of 0.64 and was verbally interpreted as very high.

In summary, the findings suggest that teachers are highly adept at modifying curriculum to meet the diverse learning needs of students. Through professional guidance, collaborative sharing of best practices, and ongoing support from school management and support systems, teachers can adapt content, materials, and instructional strategies to ensure all learners, regardless of background or ability, have equitable access to meaningful and culturally responsive learning experiences.

According to Sleeter and Carmona (2017), curricula must move beyond their current form, they need to reflect varied voices and lives. Instead of uniform content, classrooms can hold materials shaped by student roots. Teachers play a role here, choosing tools and stories tied to who their learners are. Take books from many cultures, suddenly, some kids

recognize themselves inside the stories they read. Seeing their own background up on the page often pulls them deeper into what they're studying, lights a small fire in their interest. Representation shifts how learning feels, not just what it says.

Table 23. Composite of Teachers' Adaptability in Teaching Diverse Classrooms

Indicators	Weighted Mean	SD	Verbal Interpretation
Instructional Flexibility	6.33	0.68	Very High
Classroom Diversity	6.34	0.69	Very High
Management			
Response to challenges and	6.40	0.67	Very High
Inclusive practices			
Curriculum Modification	6.37	0.64	Very High
Weighted Mean	6.36		
SD	0.67		
Verbal Interpretation	Very High		

This means that the teachers' adaptability in teaching diverse classrooms is consistently strong, allowing them to respond effectively to the dynamic and varied needs of students. Teachers demonstrate the ability to adjust instructional methods in real time, implement differentiated instruction, foster inclusive classroom environments, and modify curriculum content to accommodate individual learner differences. Moreover, through collaborative problem-solving, support from school management, and access to professional resources, teachers are capable of overcoming classroom challenges and ensuring equitable learning opportunities. Collectively, these practices reflect a highly flexible, responsive, and culturally sensitive teaching workforce that promotes student engagement, learning, and success across diverse educational settings.

Test of Association between the School Management Practices and Teachers' Effectiveness, Preparedness and Instructional Adaptability in Managing Diverse Classrooms

To test the significant relationship between the school management practices and teachers' effectiveness, preparedness and instructional adaptability in managing diverse classrooms they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 24 presents the correlation between school management practices and teachers' effectiveness, preparedness, and instructional adaptability in managing diverse classrooms. The results include Pearson correlation coefficients (r-values), p-values, and sample size ($N = 292$) for each relationship.

Table 24 presents the correlation between school management practices and teachers' effectiveness, preparedness, and instructional adaptability in managing diverse classrooms. The results include Pearson correlation coefficients (r-values), p-values, and sample size ($N = 292$) for each relationship.

A moderate significant correlation was observed between Leadership and Governance and all aspects of teachers' effectiveness, preparedness, and adaptability. This implies that teachers who experience strong leadership practices, such as promoting a shared vision, supporting professional

development, and ensuring transparent decision-making tend to perform more effectively in instructional delivery, assessment, student engagement, professional and work ethics, content and pedagogical skills, cultural and inclusive awareness, use of instructional resources, individualized education programs, instructional flexibility, classroom diversity management, response to challenges, and curriculum modification.

Table 24. Significant Relationship between the School Management Practices and Teachers' Effectiveness, Preparedness and Instructional Adaptability in Managing Diverse Classrooms

		Teachers' Effectiveness				Teachers' Preparedness				Instructional Adaptability			
		Instructional Delivery	Assessment and Feedback	Student Engagement	Professional and Work Ethics	Content and Pedagogical Skills	Cultural and Inclusive Awareness	Use of Instructional Resources	Individualized Education Plan	Instructional Flexibility	Classroom Management	Response to challenges and inclusive	Curriculum Modification
Leadership and Governance	Pearson Correlation	.404 ^{***}	.439 ^{***}	.475 ^{***}	.445 ^{***}	.493 ^{***}	.411 ^{***}	.386 ^{***}	.440 ^{***}	.387 ^{***}	.431 ^{***}	.464 ^{***}	.425 ^{***}
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	292	292	292	292	292	292	292	292	292	292	292	292
Planning and Organization	Pearson Correlation	.321 ^{***}	.386 ^{***}	.400 ^{***}	.462 ^{***}	.388 ^{***}	.380 ^{***}	.422 ^{***}	.407 ^{***}	.459 ^{***}	.436 ^{***}	.430 ^{***}	.369 ^{***}
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	292	292	292	292	292	292	292	292	292	292	292	292
Monitoring and Evaluation	Pearson Correlation	.324 ^{***}	.321 ^{***}	.410 ^{***}	.372 ^{***}	.346 ^{***}	.291 ^{***}	.429 ^{***}	.341 ^{***}	.403 ^{***}	.360 ^{***}	.353 ^{***}	.369 ^{***}
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	292	292	292	292	292	292	292	292	292	292	292	292

Planning and Organization also showed moderate significant positive correlations with all dimensions of teacher performance and adaptability. This indicates that systematic planning, organized access to resources, and structured routines support teachers in preparing lessons, implementing culturally responsive strategies, engaging students, and adapting instruction for diverse learning needs.

Furthermore, Monitoring and Evaluation demonstrated significant positive relationships across all teacher-related variables. This suggests that regular classroom observations, data-driven feedback, and performance tracking help teachers improve instructional delivery, manage classroom diversity, respond effectively to challenges, and implement inclusive practices.

Overall, the results indicate that school management practices through strong leadership, careful planning, and consistent monitoring positively influence teachers' effectiveness, preparedness, and adaptability in managing diverse classrooms. Strengthening these practices can enhance teachers' capacity to deliver inclusive, flexible, and high-quality instruction that meets the needs of all learners.

Test of Association between the School Support System Practices and Teachers' Effectiveness, Preparedness and Instructional Adaptability in Managing Diverse Classrooms

To test the significant relationship between the school support system practices and teachers' effectiveness, preparedness and instructional adaptability in managing diverse classrooms they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 25. Significant Relationship between the School Support System Practices and Teachers' Effectiveness, Preparedness and Instructional Adaptability in Managing Diverse Classrooms

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		Teachers' Effectiveness			Teachers' Preparedness				Instructional Adaptability				
		Instructional Delivery	Assessment and Feedback	Student Engagement	Professional and Work Ethics	Content and Pedagogical Skills	Cultural and Inclusive Awareness	Use of Instructional Resources	Individualized Education Plan	Instructional Flexibility	Classroom Diversity Management	Response to Challenges and Inclusive Practices	Curriculum Modification
Professional Development and Capacity Building	Pearson Correlation	.388**	.398**	.425**	.434**	.482**	.280**	.432**	.483**	.419**	.458**	.426**	.378**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	292	292	292	292	292	292	292	292	292	292	292	292
Student Support System	Pearson Correlation	.348**	.501**	.546**	.450**	.459**	.435**	.593**	.589**	.558**	.510**	.425**	.486**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	292	292	292	292	292	292	292	292	292	292	292	292
Infrastructure and Learning Resources	Pearson Correlation	.356**	.419**	.427**	.385**	.411**	.382**	.473**	.482**	.479**	.399**	.485**	.486**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	292	292	292	292	292	292	292	292	292	292	292	292

Table 25 presents the correlation between school management practices and teachers' effectiveness, preparedness, and instructional adaptability in managing diverse classrooms. The results include Pearson correlation coefficients (r-values), p-values, and sample size (N = 292) for each relationship.

A moderate to strong significant correlation was observed between Professional Development and Capacity Building and all aspects of teachers' performance. This indicates that teachers who benefit from ongoing training, mentoring, and collaborative learning opportunities demonstrate higher effectiveness in instructional delivery, assessment and feedback, student engagement, professional and work ethics, content and pedagogical skills, cultural and inclusive awareness, use of instructional resources, individualized education programs, instructional flexibility, classroom diversity management, response to challenges, and curriculum modification.

The Student Support System exhibited the strongest significant positive relationships across nearly all teacher-related variables. This suggests that access to counselors, special educators, timely student information, collaboration, and family engagement enables teachers to effectively respond to diverse student needs, adapt instruction, manage classroom diversity, and implement inclusive practices. Teachers with

strong support systems are better equipped to foster equity, engagement, and individualized learning outcomes.

Furthermore, Infrastructure and Learning Resources also demonstrated significant positive correlations with all dimensions of teacher performance and adaptability. This implies that well-maintained classrooms, accessible learning materials, technology integration, and flexible learning spaces provide teachers with the environment and tools necessary to deliver effective, culturally responsive, and differentiated instruction.

Overall, the results indicate that comprehensive school support systems through professional development, student support services, and infrastructure resources positively influence teachers' effectiveness, preparedness, and adaptability in managing diverse classrooms. Enhancing these support structures can significantly improve teachers' ability to implement inclusive, flexible, and high-quality instruction that meets the needs of all learners.

IV. CONCLUSION AND RECOMMENDATIONS

There is a significant positive relationship between school management practices and teachers' effectiveness, preparedness, and instructional adaptability in managing diverse classrooms thus the hypothesis is rejected. The correlation results indicate that leadership and governance, planning and organization, and monitoring and evaluation are all significantly associated with instructional delivery, assessment and feedback, student engagement, professional and work ethics, content and pedagogical skills, cultural and inclusive awareness, use of instructional resources, individualized education programs, instructional flexibility, classroom diversity management, response to challenges, and curriculum modification in Division of Santa Rosa City. This suggests that stronger and well-implemented school management practices contribute to higher teacher effectiveness, preparedness, and adaptability in diverse learning environments.

There is a significant positive relationship between school support system practices and teachers' effectiveness, preparedness, and instructional adaptability leading to the rejection of the hypothesis. Practices such as professional development and capacity building, student support systems, and infrastructure and learning resources show significant correlations with all dimensions of teacher performance and adaptability in diverse classrooms. This implies that comprehensive and responsive support systems enhance teachers' ability to deliver effective instruction, prepare adequately, and adapt to the varied needs of learners. This implies that comprehensive and responsive support systems enhance teachers' ability to deliver effective instruction, prepare adequately, and adapt to the varied needs of learners. It further suggests that strengthening these support mechanisms can lead to more sustainable improvements in teaching quality and learner outcomes. Moreover, it highlights the importance of continuous institutional investment in teacher support to ensure long-term effectiveness in diverse educational settings.

Based on the findings of this study, the following recommendations are proposed to enhance the effectiveness, preparedness, and adaptability of teachers in managing diverse classrooms. Although the results show very high and positive outcomes, there is still a need for continuous support and development to sustain this achievement:

School leaders are encouraged to maintain inclusive, ethical, and transformational leadership that promotes collaboration among teachers. Participatory planning and organization should be reinforced to ensure that instructional resources, schedules, and teaching materials are systematically aligned with the needs of diverse learners. Continuous monitoring and evaluation systems are recommended to provide constructive feedback, inform professional development initiatives, and guide instructional improvements.

Schools should prioritize professional development programs that focus on inclusive, differentiated, and culturally responsive teaching strategies. Opportunities for peer mentoring, coaching, and collaborative learning should be expanded to share best practices among teachers. Student support systems must be strengthened through closer collaboration with specialists and regular communication with families to ensure holistic support for learners. Additionally, classrooms and learning resources should be maintained and upgraded to create flexible, accessible, and safe learning environments that accommodate diverse student needs.

Teachers are encouraged to employ varied and flexible instructional strategies, inclusive assessment methods, and culturally responsive content to engage all learners. Active learning approaches and collaborative teaching practices should be implemented to foster participation, a sense of belonging, and equity in the classroom. Teachers should continue to uphold professional and ethical standards while reflecting on and adapting their content delivery, pedagogical skills, and instructional resources to meet the needs of diverse learners.

It is recommended that school management and support systems work collaboratively to sustain a culture of continuous improvement. By providing ongoing training, feedback, and resources, and by encouraging innovation and adaptability, schools can enhance teachers' competencies, promote student success, and ensure that diverse classrooms are inclusive, equitable, and effective.

Future researchers are encouraged to expand the scope of study by investigating similar variables across multiple schools, regions, or levels of education. This will help determine if the findings on the relationship between school management and support system practices and teachers' effectiveness, preparedness, and instructional adaptability are consistent in different contexts.

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