



RESEARCH ARTICLE

Toward Inclusive Education: Establishing Relationship Between Pre-Service Teachers' Self-Efficacy and Them Multidimensional Attitude

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ABSTRACT

Even with the right to equal education set for all types of learners through inclusive education, it has still been elusive in the Philippines. As teachers play a vital role in the implementation and success of inclusive education, there is a need to understand their self-efficacy and attitudes regarding it. This research aims to determine the self-efficacy of pre-service teachers and their attitudes toward inclusive education. The study utilized the Teacher Efficacy for Inclusive Practices (TEIP) to measure pre-service teachers' self-efficacy for inclusive practices and the Multidimensional Attitudes Towards Inclusive Education Scale (MATIES) to determine the attitudes of pre-service teachers toward inclusive education. Forty-two (42) pre-service teachers participated in the research from the University of Rizal System College of Education, Morong Campus. Results of the research showed that while pre-service teachers generally agree that they were confident of their self-efficacy for inclusive practices, there is much more to be improved in terms of two dimensions: (1) increasing acceptance of the critical and positive effects of other stakeholders and (2) understanding different forms of disabilities to overcome learning-related issues. Results of the multi-dimensional attitudes scale showed that pre-service teachers score well on the behavioral dimension, showing their willingness to encourage, adapt, and modify their approaches to implement inclusive education. However, results were lower for the cognitive aspect of the attitudes, which are linked to the development of effective teaching methods, and the affective aspect of attitudes, which are heavily reliant on social and emotional skills. To improve these dimensions overall, the researcher recommends the implementation and offering of BSNEd, or the Bachelor of Special Needs Education, which aims to provide mastery opportunities, as well as holistic training to pre-service teachers, readying them for the proper and excellent realization of inclusive education.

INTRODUCTION

Inclusive education, as promoted by UNESCO (2020) refers to the education systems that eliminate barriers that limit learner participation and achievement, remove all forms of discrimination, as well as respect the varied characteristics, abilities, and needs of every learner.

Guaranteeing equal opportunities for each individual to achieve educational progress continues to be a global challenge, as governments and global groups strive to create all-inclusive programs and policies that prohibit any form of exclusion from the right to an education (UNESCO 2020).

Additionally, the World Education Forum, a forum organized by the most well-known institutions in the world such as UNESCO, UNICEF, UN Women, UNDP, UNFPA, The World Bank, and UNHCR emphasized in its *Education 2030 Framework for Action* that quality education foundations rely on equity and inclusion (UNESCO, 2016). This makes inclusive education an indispensable aspect of quality education that warrants the attention of institutions. As teachers are the actors who play a vital role in the implementation of inclusive programs and policies in any country, their beliefs in terms of ethnicity, disability, concerns, attitudes, as well as opinions greatly influence inclusion practices. It is stressed that the attitudes of teachers in mainstream schools affect the successful implementation of inclusive education (Ewing et al. 2018). Furthermore, apart from teacher beliefs, the self-efficacy of teachers is vital to the success of the students and classroom practices (Metsala & Harkins, 2020). This is why a multidimensional understanding of their attitudes in terms of behavioural, affective, and cognitive attitude components, as well as the understanding of an educator's self-efficacy, is fundamental to the proper implementation of inclusive education.

In the Philippine Setting, few studies have delved into inclusive education with most of the studies creating their own sets of qualitative and quantitative questionnaires, with a focus on the exploration of knowledge, ethics, values, and skills (Raguindin, 2020; Alsehaimi et al., 2023) and knowledge and involvement of parents with special needs children, administrators, and teachers (Muega, 2016; Al-Khresheh et al., 2024). On another note, self-efficacy was investigated in the Philippine special education setting in terms of instructor demographic factors and competencies in the implementation of inclusive education (Olayvar, 2022; Jam et al., 2018). This study aims to contribute to the existing literature in the Philippine setting regarding inclusive education by measuring the multidimensional attitudes and self-efficacy of pre-service teachers (incoming teachers) of the college of education in the University of Rizal system to provide insight regarding the multidimensional attitudes and provide observations of self-efficacy of incoming teachers regarding inclusive education, which can be utilized to create policies and programs aimed at improving the behavioral, cognitive, and affective attitude components.

Objectives

General

Identify how the multidimensional attitudes of the College of Education pre-service teachers towards Inclusive Education relate to their self-efficacy for inclusive practices.

Specific:

1. Determine the pre-service teachers' self-efficacy for inclusive practices.
2. Determine the attitudes toward inclusive education of the pre-service teachers.
3. Determine the relationship between self-efficacy and attitudes toward inclusive education of the pre-service teachers.

LITERATURE REVIEWS

Attitudes refer to our evaluation of an idea, an object, or a person and can be positive or negative. According to Rosenberg & Hovland (1960), the attitude has three components: (1) belief and knowledge, the cognitive component; (2) feelings, the affective component; and (3) impact of attitude on behaviour, the behavioural component. The cognitive component consists of perceptions and information that are created through a combination of experiences (Chowdhury & Salam, 2015; Al-Khresheh et al., 2022). Additionally, the cognitive component also pertains to the knowledge, beliefs, assumptions, and even facts about the object of attitude (Ariffin et al., 2020). The affective component refers to the feelings or emotions of an individual in terms of the object of attitude (Chowdhury & Salam, 2015). Furthermore, the affective component also is related to the individual's subjective perception of feelings, both positive and negative, which are created by interactions with their

surroundings (Ortiz et al, 2017). Lastly, the behavioural component is related to the tendency for someone to act on an object of attitude (Chowdhury & Salam, 2015) and is also related to the behavioural intention.

The theory of planned behaviour is one of the main frameworks for this study, which extends from the Theory of Reasoned Action, which expresses that intention has an additional aggregate in the form of perceived control over behaviour achievement (Ajzen, 1985). This theory of Planned Behaviour provides the framework to understand the outcomes of different factors in the form of relationships between intention and behaviour, attitudes toward behaviour, normative beliefs, as well as perceived control of

behaviour. The theory further stresses that the most fundamental determinant of the behaviour of a person is behaviour intent. Behaviour intent expresses three distinct intention determinants: extent of perceived control of behaviour, subjective norms, and attitudes towards the behaviour.

Mahat (2008) utilizes the theory of planned behaviour in the creation of an instrument that measures multi-dimensional attitudes toward inclusive education. This is the Multidimensional Attitudes Towards Inclusive Education Scale (MATIES). Mahat (2008) postulates that intention formation within inclusive education is impacted by (1) perceived difficulty/ ease of performing behaviour, the perceived behavioural control; (2) the perceived social pressure to perform the said behaviour (subjective norms); and (3) the multidimensional attitudes toward the behaviour. These are reflected by previous and newly obtained knowledge and experience. This means that the individual's intention to perform behaviour is stronger when the perceived control behaviour is great and when the attitudes and subjective norm are favourable (Mahat, 2008).

Self-Efficacy

On another note, the idea of self-efficacy is derived from the social learning theory by Bandura (1971) which expresses that individuals utilize observations to gain knowledge. Bandura (1971) further communicates that self-efficacy relates to people's personal beliefs with regard to their capacity to do something, which in turn influences behaviours, emotions, and thoughts. In the context of teachers, a definition was provided by Guskey and Passaro (1994) regarding self-efficacy, and defined it as a teacher's confidence in the extent of influence he or she can provide in terms of students' school success.

Bandura (1977) disputed that the conceptualization and measurement of self- efficacy are best when utilizing a multidimensional construct. From this, Bandura (1990) created the MSPSE, the Multidimensional Scales of Perceived Self-Efficacy, where he tapped self-efficacy in nine different domains: academic achievement, soliciting social resources, extra-curricular and leisure-time skills, self-regulated learning, self-regulatory efficacy, self-efficacy in terms of meeting other people's expectations, self-assertive efficacy, enlisting community and parental support, and social self-efficacy. Using these main concepts, the Teacher Efficacy for Inclusive Practices (TEIP) scale was created by Sharma, Loreman & Forlin (2012) to effectively measure the self-efficacy of teachers, especially in the context of inclusive education.

Studies have been made aimed at understanding pre-service teachers' self- efficacy through the use of the TEIP scale in Pakistan (Sharma, Shaukat, & Furlonger,) and in-service teachers in the Southeast Asian context of Filipino and Thailand (Raguindin, Ping, Duereh, & Lising, 2020).

Inclusive Education

UNESCO (2020) defines inclusive education as systems of education that eliminate limiting barriers to achievement and participation of learners, remove all types of discrimination, and establish respect in terms of the differences in needs, characteristics, and abilities of every learner. In the Philippines, Department of Education (DepED) Order No. 72, S. 2009 defines inclusive education as the

philosophy of acceptance of all children regardless of ability, shape, size, color, race, or disability with the support of the parents, other students, school staff, as well as the community. More recently, the Enhanced Basic Education Act of 2013 through DepED Order No. 43, S. 2013 refers to the target groups of inclusive education as: madrasa learners, talented and gifted children, learners with disabilities, the indigenous, as well as the learners under “difficult” circumstances such as learners with chronic illness, geographical isolation, armed conflict, displacement due to disaster, resettlement, or armed conflict, and abused children.

Inclusive Education in the Philippines

There are several studies regarding Inclusive Education within the Philippines, with each study different from the other. For this research, only a couple of studies from 2017 up to the present were found to be related to measuring teacher perceptions of inclusive education, with none of them utilizing a standard instrument of measurement, as the authors of previous studies created their own.

Barnido (2018) observed the views of 12 English teachers in the implementation of inclusive education in a Public National High School in Panabo City and found that the teachers encountered several challenges in terms of the (1) lack of training and educational preparation; (2) the deficiency in terms of classroom management strategies and instructional materials; (3) inadequate orientation regarding inclusive education; (4) the heavy workload associated with the implementation; (5) the barriers when it comes to communication; (6) the attitudes regarding learner diversity and class population; (7) and the emotional attachment or admiration teachers have on the learners with exceptionalities. Moreover, the study expressed that teachers are inclined to develop positive attitudes regarding inclusive education given the right conditions.

The perception of inclusive education to administrators, teachers, and parents of children with special needs was studied by Muega, 2016 in Inclusive schools in Quezon City through a quantitative and qualitative study of 91 participants. Results found that all respondents neither questioned nor resisted inclusion practices in their respective educational systems. However, it was stressed that respondents were unsure of their understanding of inclusive education and if their understanding conforms to its accepted and standard definitions. Moreover, respondents were doubtful, especially in terms of whether their claimed practices are effective enough to conform to the higher standards set in inclusive education. Respondents were quick to express that the lack of training provided to teachers for inclusive education is one of the main problems and that this training must begin at the “pre-service” level.

While the study by Marzo & Pascua (2012) is a little older, the author believes that it may be utilized to compare the results of this older study to the results of the present study in terms of comparing new teachers and seasoned teachers. It was found that teachers who were newer in service were reluctant to use inclusive education due to the lack of training or education and lack of experience in teaching children with disabilities, as compared with seasoned teachers with relevant experience in teaching special needs.

Synthesis

From the review of the literature, it is clear that success in inclusive education has been elusive. In terms of the Philippines, much study is needed to increase current knowledge regarding the most important factor in the implementation of this program—the teacher. This study bridges gaps in the literature in terms of providing results through the use of a standardized instrument in the form of the Multidimensional Attitudes towards Inclusive Education Scale (MATIES) on multidimensional attitudes of pre-service teachers, as well as the Teacher Efficacy for Inclusive Practices (TEIP) to ensure their outlook regarding inclusive education, as well as measuring their self-efficacy even before they start teaching. As one of the vital foundations of quality learning, understanding pre-service teacher attitudes regarding inclusive education is imperative to its success.

Moreover, as the researcher did not find any study measuring the self-efficacy of pre-service teachers for inclusive education in the Philippine setting, the results of this study can contribute to the existing literature by providing initial benchmarks for future studies regarding Filipino pre-service teachers' self-efficacy for inclusive education.

Conceptual Framework

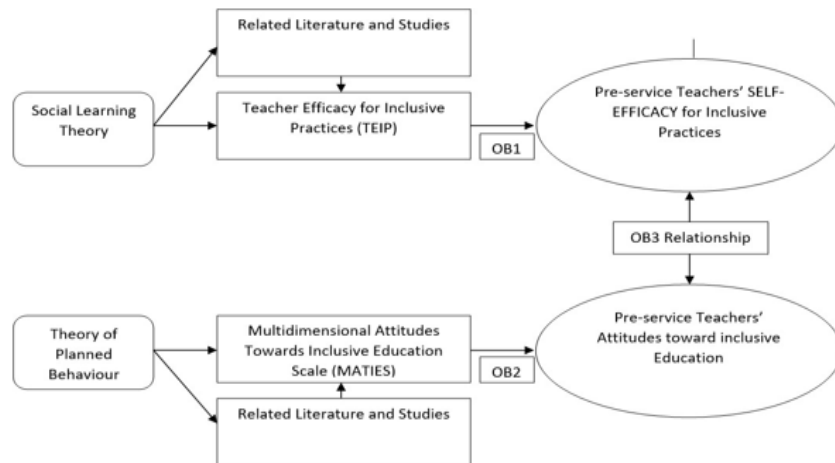


Figure 1. Pre-Service Teachers' Self-Efficacy and Attitudes Towards Inclusive Education

Figure 1 presents the framework for the study. The pre-service teachers' self-efficacy for inclusive practices and their attitudes toward inclusive education are the dependent variables in the study. In order to determine these objectives, two sets of questionnaires are utilized: (1) the Teacher Efficacy for Inclusive Practices (TEIP) and the (2) Multidimensional Attitudes Towards Inclusive Education Scale (MATIES). These questionnaires are derived through existing related literature and based on established theories. The Teacher Efficacy for Inclusive Practices (TEIP) is based on the Social Learning theory, while the Multidimensional Attitudes Towards Inclusive Education Scale (MATIES) is based on the Theory of Planned Behaviour. The third objective is derived by determining the relationship between the results through the use of Pearson Correlation.

METHODOLOGY

The study utilizes a quantitative method for gathering data. The author aims to utilize the Multidimensional Attitudes Towards Inclusive Education Scale (MATIES) designed by Mahat (2008), as well as the Teacher Efficacy for Inclusive Practices (TEIP) scale designed by Sharma et al. (2012) to gather quantitative data from 42 pre-service teachers. The author chose these scales as they have been tested and have successfully met standards for content, construct, criterion, and convergent validity, as well as internal reliability. Moreover, this scale was purposely created to measure teachers' attitudes toward inclusive education, as well as teachers' self-efficacy for inclusive education which are exactly the main objectives of the current study. The instrument itself is designed to gather quantitative data in the form of a Likert Scale.

The respondents were 42 pre-service teachers under the Bachelor of Elementary Education and Bachelor of Secondary Education. The author had a pre-survey to the preservice teachers who had experienced of handling learners with disabilities during their pre-service training.

The researcher tested the reliability of the scales. The alpha coefficient of the items for the TEIP scale is .880, while the alpha coefficient of the 18 items for the MATIES scale is .875 which suggests that the items have a relatively high internal consistency. This expresses that the survey is reliable.

Interpretations of the TEIP and MATIES Scales

Table 1. Interpretation of the TEIP 6 Point Scale

Likert Scale	Interval	Difference	Description
1	1.00-1.82	0.82	Strongly disagree
2	1.84-2.67	0.83	Disagree
3	2.68-3.51	0.83	Somewhat Disagree
4	3.52-4.35	0.83	Somewhat Agree
5	4.36-5.19	0.83	Agree
6	5.20-6.00	0.80	Strongly Agree

Table 2. Interpretation of the MATIES 6 Point Scale

Likert Scale	Interval	Difference	Description
1	1.00-1.82	0.82	Strongly Agree
2	1.84-2.67	0.83	Agree
3	2.68-3.51	0.83	Somewhat Agree
4	3.52-4.35	0.83	Somewhat Disagree
5	4.36-5.19	0.83	Disagree
6	5.20-6.00	0.80	Strongly Disagree

The respondents of the study are the pre-service teachers of the College of Education, University of Rizal System - Morong. The pre-service teachers qualified for this research should be duly enrolled and taking BEE and BSE programs of the College of Education. The number of participants from both groups will be dependent on their qualifications.

RESULTS AND DISCUSSIONS

This chapter presents and analyzes the study results to answer the specific questions that aim to achieve the objectives of the research. From the presentation and analysis of the results, discussions will be provided to express their implications.

Table 3. Pre-service Teachers' Self-Efficacy for Inclusive Practices

Statement	Mean	Interpretation
S1 I can make my expectations clear about student behaviour.	4.86	Agree
S2 I am able to calm a student who is disruptive or noisy.	4.57	Agree
S3 I can make parents feel comfortable coming to school.	5.43	Strongly Agree
S4 I can assist families in helping their children do well in school.	5.14	Agree
S5 I can accurately gauge student comprehension of what I have taught.	4.86	Agree
S6 I can provide appropriate challenges for very capable students.	4.71	Agree
S7 I am confident in my ability to prevent disruptive behaviour in the classroom before it occurs.	5	Agree

S8 I can control disruptive behaviour in the classroom.	4.86	Agree
S9 I am confident in my ability to get parents involved in the school activities of their children with disabilities.	4.57	Agree
S10 I am confident in designing learning tasks so that the individual needs of students with disabilities are accommodated.	4.86	Agree
S11 I can get children to follow classroom rules.	5.29	Strongly Agree
S12 I can collaborate with other professionals (e.g itinerant teachers or speech pathologists) in designing educational plans for students with disabilities	4.86	Agree
S13 I can work jointly with other professionals and staff (e.g. aides, other teachers) to teach students with disabilities in the classroom.	4.86	Agree
S14 I am confident in my ability to get students to work together in pairs or in small groups.	5.14	Agree
S15 I can use a variety of assessment strategies (for example, portfolio assessment, modified tests, performance-based assessment, etc.)	5.14	Agree
S16 I am confident in informing others who know little about laws and policies relating to the inclusion of students with disabilities.	5.14	Agree
S17 I am confident when dealing with students who are physically aggressive.	4.86	Agree
S18 I am able to provide an alternate explanation or example when students are confused.	5.43	Strongly Agree
OVERALL	4.98	Agree

Table 3 shows the Self-Efficacy of pre-service teachers for inclusive education. Results show that with an overall rating of 4.98, pre-service teachers agree on the statements regarding their perceived self-efficacy, expressing that they have a high level of confidence in their skills.

Pre-service teachers rated their self-efficacy highest in two statements, statement 1 and 18. They rated their self-efficacy in terms of making parents feel comfortable coming to school as the highest, at 5.43, showing the high level of confidence in this aspect of inclusive learning. This was tied with the pre-service teachers being able to provide alternate explanations or examples when students are

confused, also at 5.43. This shows that the pre-service teachers are confident that they are able to offer much clearer explanations to students when they are confused about a certain topic.

The lowest values in the self-efficacy scale come from two items: statement 2 and statement 9; both having a mean value of 4.57. This shows that while pre-service teachers are secure of their self-efficacy in terms of calming noisy or disruptive behaviour and their confidence in getting parents involved in their disabled children's school activities, there is still much room for development in this aspect as it scored the lowest mean value for all statements.

Table 4. Attitudes toward Inclusive Education of Pre-service Teachers

Statement	Mean	Interpretation
S1 I believe that an inclusive school permits academic progression of all students regardless of their ability.	1.36	Strongly Agree
S2 I believe that students with a disability should be taught in special education schools.	2.21	Agree
S3 I believe that inclusion facilitates socially appropriate behaviour amongst all students.	1.5	Strongly Agree
S4 I believe that any student can learn in the regular curriculum of the school if the curriculum is adapted to meet their individual needs.	1.64	Strongly Agree
S5 I believe that students with a disability should be segregated because it is too expensive to modify the physical environment of the school.	3.5	Somewhat Agree
S6 I believe that students with a disability should be in special education schools so that they do not experience rejection in the regular school.	2.64	Agree
S7 I get frustrated when I have difficulty communicating with students with a disability.	3.5	Somewhat Disagree
S8 I get upset when students with a disability cannot keep up with the day-to-day curriculum in my classroom.	4.21	Somewhat Disagree
S9 I get irritated when I am unable to understand students with a disability.	4.43	Disagree
S10 I am confident in designing learning tasks so that the individual needs of students with disabilities are accommodated.	4.21	Somewhat Disagree
S11 I am disconcerted that students with a disability are included in the regular classroom, regardless of the severity of the disability.	3.93	Somewhat Disagree
S12 I get frustrated when I have to adapt the curriculum to meet the individual needs of all students.	4.14	Somewhat Disagree

S13 I am willing to encourage students with a disability to participate in all social activities in the regular classroom.	1.64	Strongly Agree
S14 I am willing to adapt the curriculum to meet the individual needs of all students regardless of their ability.	1.36	Strongly Agree
S15 I am willing to physically include students with a severe disability in the regular classroom with the necessary support.	1.64	Strongly Agree
S16 I am willing to modify the physical environment to include students with a disability in the regular classroom.	1.57	Strongly Agree
S17 I am willing to adapt my communication techniques to ensure that all students with an emotional and behavioural disorder can be successfully included in the regular classroom.	1.36	Strongly Agree
S18 I am willing to adapt the assessment of individual students in order for inclusive education to take place.	1.43	Strongly Agree

Table 4 presents the pre-service teacher's attitudes toward inclusive education through the use of the MATIES scale. The MATIES Scale is not read as an overall value of mean, but through scoring of three dimensions. These dimensions are expressed in table 5.

Pre-service teachers scored highest in three statements in the scale: statements 1, 14, and 17. They "strongly agree," with a mean of 1.36 that inclusive schools permit the academic progression of all students regardless of their ability. They also "strongly agree," with a mean of also 1.36, that they are willing to adapt the curriculum to meet the individual needs of all students regardless of their ability. Moreover, pre-service teachers also

"strongly agree," with a mean of 1.36 that they are willing to adapt their communication techniques to ensure that all students with an emotional and behavioural disorders can be successfully included in the regular classroom.

Lowest on the mean scale was found on statement 7, where the pre-service teachers "somewhat disagree" to getting frustrated when I have difficulty communicating with students with a disability. Other statements such as statement 9, where pre-service teachers disagree that they get irritated when they are unable to understand students with a disability, were found to have a mean score of 4.43. Statement 8 with a mean score of 4.21, somewhat disagree, shows that pre-service teachers get upset when students with a disability cannot keep up with the day-to-day curriculum in their classroom. Moreover, statement 10, with a mean score of 4.21, somewhat disagree, expresses that pre-service teachers are confident in designing learning tasks so that the individual needs of students with disabilities are accommodated. This low mean score only means that pre-service teachers are not confident in designing tasks to meet the individual needs of students with disabilities.

Table 5. Multi-dimensional Teacher Attitudes

Dimension	Items	Reverse Continuum	Response	Score
Cognitive	1-6	Statements 1, 3 and 4		24.85 / 36
Affective	7-12	None		24.42 / 36
Behavioural	13-18	All statements		33 / 36

Scoring the results of the MATIES scale test aims to also measure three distinct dimensions of teacher's attitudes. Table 5 expresses the three scales that define the multidimensional attitudes being measured. Scoring expresses 6 to be the lowest value, and 36 to be the highest. The pre-service teachers scored highest in their behavioural attitudes towards inclusive education, scoring 33/ 36, with 36 being the highest value. This expresses that the pre-service teachers' behavioural dimension in terms of inclusive education is high, with them willing to go over and beyond their capability to enforce inclusive education in their classrooms.

The cognitive dimension scores second, with a significantly bigger gap than the behavioural dimension, scoring 24.85/36. Scoring lowest in this dimension is statement 5, pre-service teachers only "somewhat agree" that students with a disability should be segregated because it is too expensive to modify the physical environment of the school.

Lastly, the Affective dimension scores last, with a score slightly lower than the cognitive dimension, at 24.42/36. The lowest scores came from several statements: 7, 8, 10, 11, and 12, interpreted as "somewhat disagree."

Table 6. Relationship between Self-Efficacy and Attitudes toward Inclusive Education of Pre-service Teachers

Aspect	Pearson Correlation	Sig	Ho	VI
Self-Efficacy VS MATIES	0.388	0.011	R	S

Table 6 expresses the relationship between the pre-service teachers' self-efficacy and attitudes toward inclusive education. With a Pearson correlation of 0.388, it shows a correlation of moderate positive degree or medium correlation.

DISCUSSION

The results from the TEIP Scale aiming to show the self-efficacy of pre-service teachers towards inclusive education shows an overall score of "agree" with the value of 4.98 against a maximum of 6 expressing that pre-service teachers are confident of their skills and efficacy in terms of inclusive education to be able to provide a high self-rating. The results are similar to the study of Raguindin et al. (2020) for in-service teachers in the Philippines, which had a very close and slightly lower value of 4.95 but also scored high on the efficacy of inclusive practices. The results show that pre-service teachers have high perceived self-efficacy skills in terms of inclusive practices.

The MATIES Scale measured the multi-dimensional attitudes of pre-service teachers and found the Behavioural dimension to be highest in the rating of 33/36, Cognitive at 24.85/36, and Affective at 24.42/36. This shows that while pre-service teachers are confident of their abilities in terms of the behavioural aspects of inclusive education, much work is needed especially in terms of the affective dimension. Pre-service teachers are only at the border of disagreeing and somewhat agreeing to feelings of frustration when having difficulty communicating with students with a disability, getting

upset when students are not able to keep up daily, feeling disconcerted when students with disabilities are included in normal classrooms, and even getting frustrated when having to adapt the curriculum to meet individual student needs. These feelings within the affective dimension affect the overall attitude of the teacher when it comes to students with disabilities or inclusive education in general.

In the journey of learning, the three H's for education pertain to the head, the heart, and the hand. Learning is believed to originate from the head as new knowledge is developed. Through the formation of values, this knowledge goes to the heart, where compassion and passion are created. From this, the heart progresses to the hand, where the service is extended to others. Looking at the MATIES scale, the cognitive dimension can be seen as the head, where teachers' belief of inclusive education is measured. The affective dimension is the heart, where the teachers' feelings toward inclusive education are measured. Lastly, the behavioural dimension may pertain to the hands, where teachers' willingness to modify, adopt, and encourage inclusive education is measured. While the results of the study can be seen as conflicting to the results of the MATIES scale, there are several points to consider. As the behavioural factor expresses the teachers' readiness to promote inclusive education, and is related to the analogy of "hands," it may be notable to understand why this is so. Teachers are willing to adapt, modify, and encourage inclusive education, but get frustrated and uncomfortable, as well as have uncertain beliefs towards it. While there may be a multitude of reasons for the results, further recommendations and future studies must be centered on understanding this phenomenon and create programs that aim to boost teachers' beliefs towards inclusive education as well as equip them with effective methods and strategies to battle frustration and avoid uncomfortable situations in the classroom.

Finally, the results of the relationship between the TEIP and the MATIES results have a positive medium correlation, showing that self-efficacy has a moderate relationship with attitudes toward inclusive education. A positive relationship between TEIP and the MATIES results signify that the two variables move in the same way. If the results of the TEIP sway in one direction, the MATIES results sway in the same direction. The medium correlation signifies that the relationship between the TEIP and the MATIES results have a moderate connection with each other. In other words, both variables tend to go up or down in response to one another moderately. This does not mean causation though, as even though the variables are related, it does not mean one variable is causing or causes changes in another. Other variables may be related to these two variables to cause them to either increase or decrease. Further studies can be done to learn more about this relationship.

SUMMARY AND CONCLUSIONS

The current study investigated pre-service teachers' self-efficacy through the TEIP Scale and their multi-dimensional attitudes using the MATIES Scale. From the results, the researcher sought to determine the relationship between the two scales in the context of pre-service teachers.

The pre-service teachers were found to have high confidence in their self-efficacy in terms of inclusive education. In terms of Multidimensional attitudes, pre-service teachers scored highest in the behavioural dimension, and significantly lower for the other two dimensions: cognitive and affective, with affective having the lowest values.

Correlations between self-efficacy and attitudes of pre-service teachers are found to be moderate.

Implications and Recommendations

From the results of these scales, several insights can be implied.

Pre-service teachers are confident of their self-efficacy. The results are promising, expressing that new teachers coming in to teach the next generation are confident of their skills and capabilities. However, there is still room for improvement. Some statements that "agree" have the lowest mean scores and need improvements to go to the next level. Examples of the statements are related to: the

ability to calm noisy or disruptive students, the confidence to gain the involvement of parents of children with disabilities, and providing appropriate challenges for capable students. 16 out of 18 questions were answered as “agree,” while only 2 statements were answered as “strongly agree.” Researcher’s recommendations are to improve the ratings of the lowest mean value statements relating to: efficacy in cooperation with other stakeholders and efficacy in the management of the behavior of the learners. To do this, improvements must be done in terms of the creation of strong policies and procedures not just in the teachers’ professional workplace, but in the curriculums that shape them to be inclusive teachers. A better understanding and acceptance of other stakeholders’ critical and positive effects on learners and understanding different forms of disabilities to overcome learning-related issues are vital to the improvement of these dimensions of self-efficacy.

Pre-service teachers scored well in the behavioural dimension of attitudes, implying their willingness to go the extra mile to provide encouragement, adapt, and modify to implement inclusive education. However, a significant difference can be seen in the other two aspects: the cognitive aspect and the affective aspect of their attitudes. Improving the cognitive understanding of teachers helps them develop effective teaching methods, which are vital in the inclusive classroom. This can be done through a strong foundation, the constant creation of new and progressing activities, and providing consistent feedback for improvement. As pre-service teachers, it is vital to have improving curriculums that incorporate best practices in inclusive education. The government must acknowledge this and compel schools, whether public or private to apply the practices in their respective institutions.

Affective attitudes, which are shown as equally important, must also be improved. One of the recommended ways to do this is for institutions to share with pre-service teachers how important social and emotional skills are to become better teachers. Moreover, teaching pre-service and in-service teachers to regularly reflect and assess their affective and emotional skills when faced with difficult situations in the context of inclusive learning empowers them to improve their overall affective skills.

In the context of the University of Rizal Sytem, Morong Campus, specifically the College of Education, a program that addresses barriers to inclusive education is recommended by the researcher to improve the attitudes and self-efficacy of pre-service teachers toward inclusive education. In 2009, Special Education courses were offered on campus. However, this was removed in 2014. As we gear towards a more inclusive education system for all as a basic right, a course or program focusing on providing pre-service teachers understanding of the psychology of learners with special needs, equipping them with proper and effective teaching approaches and strategies, and enabling them the use of appropriate learning materials is recommended. This is possible through the establishment and offering of the Bachelor of Special Needs Education (BSNEd), a four-year undergraduate program aiming to provide holistic training and mastery opportunities for aspiring teachers of pedagogical content knowledge in the subject of special needs education on top of the general education courses that aim to improve aspiring teachers’ core skills.

Finally, the researcher recommends future researchers conduct similar studies utilizing the same methodology in order to complement or challenge the results of the study and contribute to the existing literature on inclusive education in the Philippine setting.

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