

# Assessing Teachers' Perspectives on Social Inclusion Policies and Their Effectiveness in Supporting Students' Emotional Well-Being

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## ABSTRACT

This study investigated the relationship between teachers' perspectives on social inclusion policies and their effectiveness in supporting learners' emotional well-being in the Kibawe East District during the 2025–2026 school year. Specifically, it assessed four implementation dimensions: teachers' knowledge and attitudes, availability of school resources, training and professional development, and administrative and community support. Using a quantitative, descriptive-correlational design, data were collected via a structured Likert-scale questionnaire from a purposively selected group of public-school teachers. Data were analyzed using means, frequencies, and Pearson's *r*. Findings revealed that teachers implement social inclusion policies to a very great extent across all dimensions, indicating a profound level of institutional readiness. Simultaneously, learners exhibited a very high level of emotional well-being, demonstrating exceptional emotional health and resilience. Crucially, a significant relationship was established between teachers' implementation perspectives and learners' emotional outcomes. The study concludes that social inclusion is not merely an administrative mandate but a lived classroom reality that serves as a protective shield for students, regardless of socioeconomic background. Recommendations include institutionalizing participatory managerial planning for school heads to ensure timely support and resource allocation. Teachers are encouraged to transition to professional learning communities to share best practices, while learners should continue to nurture a safe environment through peer empathy. Ultimately, the study proves that when institutional support and teacher knowledge are high, student psychological health flourishes, establishing social inclusion as a prerequisite for student thriving.

**Keywords:** Social Inclusion Policies, Emotional Well-being, Teacher Perspectives, Kibawe East District, Inclusive Pedagogy, School-Based Mental Health.

## INTRODUCTION

Educational mandates for social inclusion aimed to ensure that all learners, regardless of household resources, had fair access to high-quality learning opportunities. Within the Kibawe East District, many learners encountered substantial hurdles, including a shortage of materials, inconsistent home environments, and limited academic support, which affected their performance and social integration in schools.

Consequently, teachers, as the primary implementers of these mandates, held vital perspectives that illuminated both the advantages and the constraints of existing strategies. Recognizing how teachers perceived these regulations and their actual influence on learners' academic and social success remained fundamental. This inquiry evaluated whether social inclusion policies effectively addressed learners' specific requirements and pinpointed the sections that required refinement.

In connection with these objectives, several previous studies have investigated the role of social inclusion policies in education, specifically their effectiveness in supporting marginalized learners. For instance, Ballhysa and Flagler (2023) found that inclusive frameworks improved learners' sense of belonging and academic participation, yet they identified deficiencies in teacher preparation and the distribution of resources. In a similar vein, Avramidis and Kalyva (2007) emphasized that, while teachers usually favored inclusion, practical implementation difficulties hindered its implementation. Locally, reports from the Department of Education indicated that learners gained from inclusion initiatives when they received adequate support from prepared

teachers and suitable supplies (DepEd, 2020). These investigations highlighted the importance of teachers' viewpoints in evaluating policy success. However, they often lacked localized data specific to the Kibawe East District, rendering this current inquiry both opportune and essential.

Despite this literature, a significant gap existed regarding the specific outlooks and professional experiences of teachers serving in the Kibawe East District regarding social inclusion frameworks. Most existing works generalized their results without considering contextual factors such as local school resources, teacher readiness, and community involvement.

Furthermore, very little research has measured the literal effectiveness of these regulations from the standpoint of a teacher regarding academic achievement, social integration, and emotional support provided to marginalized learners. Examining these discrepancies through focused inquiry yielded significant insights for resolving policy implementation problems and guided localized actions tailored to the distinct challenges of the Kibawe East District.

Ultimately, conducting this study remained vital for improving learners' educational journey in the Kibawe East District by directly engaging the teachers who applied social inclusion policies. The results provided school leaders, policy creators, and educational partners with evidence-based data regarding the efficiency and the obstacles associated with these rules. This information assisted in enhancing teacher coaching programs, refining resource distribution, and creating methods that promoted fair education. In the end, the research sought to ensure that social inclusion policies evolved into robust support structures that advanced the academic achievements and social well-being of all learners while contributing to a more balanced and inclusive educational environment in the region.

This study is anchored on Albert Bandura's Social Cognitive Theory (SCT), specifically the model of reciprocal determinism. This framework posits that human functioning results from the continuous, dynamic interaction between cognitive factors, environmental influences, and behavior. In this research, teachers' internal perspectives (knowledge and attitudes) constitute the cognitive factors, while institutional elements (policies, resources, training, and support) constitute the environmental factors. These elements collectively shape teachers' implementation of inclusive practices (behavior), which ultimately affects learners' emotional well-being.

Ultimately, the learner's emotional well-being serves as the behavioral and cognitive outcome of this reciprocal system. When teachers effectively implement social inclusion policies, they create a supportive environment that fosters a student's sense of belonging and emotional regulation. Figure 1 presents the schematic Diagram of the study. The left box contains the Independent Variables (IVs) composed of the extent of the perspectives of teachers regarding the implementation of social inclusion policies aimed at supporting students from low-income families in terms of teachers' knowledge and attitudes, availability of school resources, training and professional development, and administrative and community support. The right box contains the Dependent Variable (DV), which is the level of the learner's emotional well-being.

Figure 1 Presents the Schematic Diagram of the Study

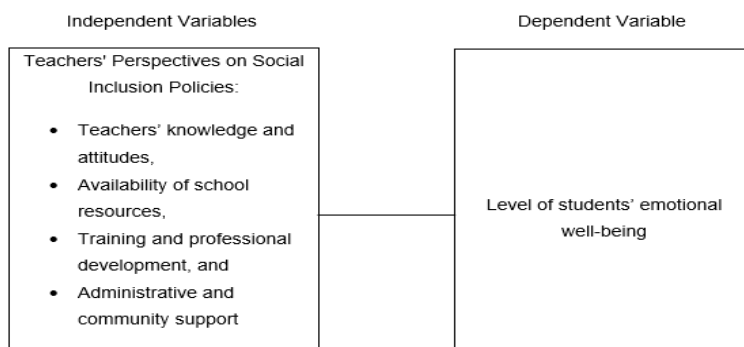


Figure 1. Schematic Diagram showing the Relationship of the Independent and Dependent Variables of the Study

This study aimed to assess the relationship between teachers' perspectives on social inclusion policies and the effectiveness of these policies in supporting students' emotional well-being in Kibawe East District, SY 2025-2026.

Specifically, this study answered the following questions:

1. What is the extent of the perspectives of teachers regarding the implementation of social inclusion policies aimed at supporting students in terms of teachers' knowledge and attitudes, availability of school resources, training and professional development, and administrative and community support?
2. What is the level of learners' emotional well-being?
3. Is there a significant relationship between the extent of the teachers' perspectives on the implementation of social inclusion policies and the level of support for learners' emotional well-being?

### **Hypothesis of the Study**

The hypothesis was tested at a 0.05 level of significance.

H<sub>0</sub>: There is no significant relationship between the extent of teachers' perspectives on the implementation of social inclusion policies and the level of support for learners' emotional well-being.

### **Delimitation of the Study**

The investigation focused specifically on evaluating teachers' perspectives on five distinct independent factors: their own knowledge and attitudes, the accessibility of school resources, the availability of training and professional development, and the level of administrative and community support. These specific elements were selected to comprehend their influence on the perceived success of social inclusion mandates. Furthermore, the dependent factor remained restricted to learners' emotional state, focusing on how teachers observed the emotional and psychological adaptation of learners from households with limited resources, as influenced by social inclusion initiatives.

Transitioning to the methodology, the study employed a structured survey instrument with Likert-scale items to quantify each independent and dependent factor through teachers' self-reports. The participants consisted of the teachers who were actively serving in selected public schools within the Kibawe East District at that time. These individuals were intentionally sampled to represent the professionals directly tasked with the execution of social inclusion policies in their respective classrooms.

In the data analysis, descriptive statistics, such as means and frequencies, were primarily used to summarize the identified variables. In addition to these measures, the study used inferential statistics and correlation analyses to investigate the specific relationships between the independent and dependent factors. This inquiry excluded the viewpoints of other stakeholders and failed to incorporate qualitative techniques, focusing solely on teachers' quantitative perceptions. Finally, the geographical scope remained strictly confined to the Kibawe East District.

## **METHODS**

This chapter presents the research methodology employed in the study. It includes the research design, research locale, study respondents, sampling procedure, research instrument, data-gathering procedure, scoring procedure, statistical treatment of data, and ethical considerations.

### **Research Design**

This study employed a descriptive–correlational research design to examine teachers' perspectives on the implementation of social inclusion policies and their effectiveness in supporting students from low-income families in the Kibawe East District, Division of Bukidnon, during the School Year 2025–2026. The descriptive approach collected quantifiable data on teachers' knowledge, attitudes, access to resources, training, and

administrative support, while the correlational component examined the relationships between these factors and learners’ emotional well-being. A structured questionnaire utilizing a five-point Likert scale was used to measure the variables of the study.

**Research Locale**

The study was conducted in the Kibawe East District, Municipality of Kibawe, Bukidnon, Philippines. The district includes several public elementary and integrated schools, namely: Natulongan Central School, Kikipot Integrated School, Bagong Silang Elementary School, Magsaysay Elementary School, Kisurang Elementary School, Sampaguita Elementary School, Silahis Elementary School, Kisawa Elementary School, Pinamula Integrated School, Bukang Liwayway Elementary School, Cagawasan Elementary School, Sanipon Integrated School, Mascariñas Elementary School, and Tumaras Integrated School. These schools serve diverse learners, including those from low-income and marginalized backgrounds, making the locale appropriate for the study.

**Respondents of the Study**

Table 1. Distribution of Respondents by School

School	Number of Respondents
Natulongan Central School	22
Kikipot Integrated School	8
Bagong Silang Elementary School	3
Magsaysay Elementary School	5
Kisurang Elementary School	3
Sampaguita Elementary School	9
Silahis Elementary School	4
Kisawa Elementary School	5
Pinamula Integrated School	21
Bukang Liwayway Elementary School	7
Cagawasan Elementary School	7
Sanipon Integrated School	8
Mascariñas Elementary School	6
Tumaras Integrated School	13
Total	121

The respondents consisted of 121 public school teachers who were directly involved in implementing social inclusion policies and addressing the needs of diverse learners.

**Sampling Procedure**

The study utilized complete enumeration, wherein all teachers in the Kibawe East District were included as respondents. This ensured full representation of the population and minimized sampling bias.

## Research Instrument

A researcher-developed questionnaire was used. Part I measured teachers’ perspectives on the implementation of social inclusion policies, while Part II assessed teachers’ ratings of learners’ emotional well-being. All items were structured using a five-point Likert scale.

## Validity and Reliability of the Instrument

The instrument underwent expert validation to ensure clarity and relevance. A pilot test was conducted among non-participants, and reliability testing using Cronbach’s alpha yielded a coefficient of 0.924, indicating high internal consistency.

## Data Gathering Procedure

Permission was secured from the Graduate School, the Schools Division Superintendent, the District Supervisor, and the school heads. Questionnaires were distributed with informed consent, and confidentiality was strictly maintained.

## Scoring Procedure

Responses were interpreted using the following Likert scales:

### Scoring for Teachers’ Perspectives on Social Inclusion Policies

Scale	Range	Qualitative Description	Qualifying Statement
5	4.20–5.00	To a Very Great Extent	Implementation is done almost always
4	3.40–4.19	To a Great Extent	Implementation is often observed
3	2.60–3.39	To a Moderate Extent	Implementation is sometimes observed
2	1.80–2.59	To a Small Extent	Implementation is rarely observed
1	1.00–1.79	To a Very Small Extent	Implementation is not observed

### Scoring for Learners’ Emotional Well-Being

Scale	Range	Qualitative Description	Qualifying Statement
5	4.20–5.00	Very High Level	Consistently demonstrates strong emotional well-being
4	3.40–4.19	High Level	Frequently demonstrates emotional well-being
3	2.60–3.39	Moderate Level	Occasionally demonstrates emotional well-being
2	1.80–2.59	Low Level	Rarely demonstrates emotional well-being
1	1.00–1.79	Very Low Level	Demonstrates emotional difficulty

Mean scores were used to determine the level of each variable.

## Statistical Treatment of Data

The mean and standard deviation were used to determine the extent of teachers’ perspectives and the level of learners’ emotional well-being. The Pearson Product–Moment Correlation Coefficient (Pearson r) was used to determine the significant relationship between the variables at a 0.05 level of significance.

## Ethical Considerations

Participation was voluntary, and informed consent was obtained from all respondents. Confidentiality and anonymity were ensured, and participants were allowed to withdraw at any time without penalty. All necessary approvals were secured to comply with institutional and ethical research standards.

This study is limited by its reliance on teacher self-reported data, which may be influenced by social desirability and professional expectations. Additionally, the absence of learner perspectives restricts the ability to fully validate the reported levels of emotional well-being.

Future research should incorporate data triangulation, including:

- learner self-reports
- classroom observations
- qualitative interviews

to provide a more comprehensive and accurate assessment of social inclusion practices. Expanding the study across multiple districts would also improve generalizability and allow for comparative analysis of implementation contexts.

## RESULTS AND DISCUSSION

This section presents, analyzes, and interprets the findings of the study based on the stated problems. The discussion focuses on the overall extent of teachers' perspectives on social inclusion policies, the level of learners' emotional well-being, and the relationship between these variables.

### Extent of Teachers' Perspectives on the Implementation of Social Inclusion Policies

Table 1. Overall Extent of Teachers' Perspectives on Social Inclusion Policies

Variable	Mean	SD	Interpretation
Teachers' Knowledge and Attitudes	4.57	0.345	Very Great Extent
Availability of School Resources	4.23	0.556	Very Great Extent
Training and Professional Development	4.46	0.494	Very Great Extent
Administrative and Community Support	4.50	0.527	Very Great Extent
Overall	4.44	0.481	Very Great Extent

The findings revealed that teachers' perspectives on the implementation of social inclusion policies are evident to a very great extent ( $M = 4.44$ ,  $SD = 0.481$ ). This indicates that teachers perceive themselves as highly competent, well-supported, and actively engaged in inclusive practices.

However, beyond this descriptive result, a more critical interpretation is necessary. The uniformly high ratings across all dimensions may reflect not only genuine institutional readiness but also potential systemic response tendencies, such as social desirability bias or professional compliance. Teachers, as policy implementers, may feel compelled to report favorable practices aligned with institutional expectations. Thus, while the results suggest strong implementation, they should be interpreted with caution, recognizing that self-reported data may overestimate actual classroom practices.

From the lens of Social Cognitive Theory (Bandura, 1986), the findings indicate alignment between cognitive factors (teachers’ knowledge and attitudes) and environmental factors (resources, training, and administrative support). This alignment likely facilitates the consistent enactment of inclusive behaviors. However, Bandura’s framework also emphasizes reciprocal influence, suggesting that perceived competence may be reinforced by institutional narratives rather than independently validated outcomes.

These findings support Ainscow (2020) and Boyle et al. (2020), who emphasized that effective inclusion depends on both teacher capability and systemic support. However, unlike previous studies that highlight gaps in implementation, the consistently high ratings in this study suggest either exceptionally strong local implementation or limitations inherent in perception-based measurement. This highlights a gap in the literature regarding the need to validate teacher-reported inclusion practices with external or multi-source data.

### Level of Learners’ Emotional Well-Being

Table 2. Overall Level of Learners’ Emotional Well-Being

Variable	Mean	SD	Interpretation
Learners’ Emotional Well-Being	4.41	0.543	Very High Level

The results indicate that learners demonstrate a very high level of emotional well-being ( $M = 4.41$ ,  $SD = 0.543$ ), suggesting that learners are perceived to feel secure, supported, and emotionally stable within the school environment.

While this finding is positive, it also warrants critical reflection. The uniformly high ratings may reflect indirect assessment bias, as emotional well-being was evaluated solely through teachers’ perceptions rather than direct learner input. Teachers may interpret observable behaviors (e.g., participation, compliance) as indicators of emotional well-being, potentially overlooking internal emotional struggles that are not outwardly visible.

Within Social Cognitive Theory, learners’ emotional outcomes are shaped by environmental conditions and modeled behaviors. Teachers who consistently implement inclusive practices create environments that promote belonging and emotional regulation. However, Bandura also emphasizes that outcomes are influenced by individual cognitive processing, which cannot be fully captured through external observation alone.

These findings align with Hofkens and Pianta (2022) and the American Psychological Association (2023), which highlight the role of supportive classroom environments in fostering emotional well-being. However, the absence of learner-reported data limits the ability to confirm whether the observed well-being reflects actual emotional states or perceived classroom harmony. This underscores the need for methodological triangulation in future research.

### Relationship Between Teachers’ Perspectives and Learners’ Emotional Well-Being

Table 3. Test of Significant Relationship Between Teachers’ Perspectives and Learners’ Emotional Well-Being

Variable	r-value	p-value	Interpretation
Teachers’ Knowledge and Attitudes	0.385	0.000	Significant
Availability of School Resources	0.622	0.000	Significant
Training and Professional Development	0.603	0.000	Significant
Administrative and Community Support	0.669	0.000	Significant
Overall	0.738	0.000	Significant

The findings revealed a very strong and significant relationship between teachers' perspectives on social inclusion policies and learners' emotional well-being ( $r = 0.738$ ,  $p = 0.000$ ). This suggests that higher levels of perceived implementation are associated with better emotional outcomes among learners.

From the perspective of Bandura's Social Cognitive Theory, this result supports the principle of reciprocal determinism, where cognitive factors (teacher beliefs), environmental conditions (resources and support), and behaviors (inclusive practices) interact to influence learner outcomes. The strong correlation indicates that when these elements are aligned, positive emotional outcomes are more likely to occur.

However, a critical perspective reveals that this strong relationship may also be influenced by common method bias, as both variables were measured using the same respondents and instrument. This methodological condition can artificially inflate correlations, as teachers' positive perceptions of their practices may be consistently reflected in their evaluation of learner outcomes.

Among the variables, administrative and community support showed the strongest relationship ( $r = 0.669$ ), emphasizing the importance of environmental factors. This finding supports Indraswari et al. (2025) and Deroncele-Acosta and Ellis (2024), who highlighted that institutional support strengthens inclusive practices and learner well-being. However, the relatively lower correlation for teachers' knowledge and attitudes ( $r = 0.385$ ) suggests that cognitive factors alone are insufficient without structural reinforcement, reinforcing Bandura's assertion that behavior emerges from the interaction of multiple determinants.

Importantly, this study contributes to the literature by demonstrating that in resource-constrained contexts, institutional support may exert a stronger influence on learner outcomes than individual teacher beliefs alone. This finding extends existing research by highlighting the critical role of systemic conditions in translating inclusive policies into meaningful learner experiences.

## CONCLUSION

The study concludes that teachers in the Kibawe East District perceive social inclusion policies to be implemented to a very great extent and view learners' emotional well-being as very high. A significant relationship between these variables suggests that inclusive practices are associated with positive emotional outcomes.

However, the findings must be interpreted with caution. The reliance on teacher-reported data introduces the possibility of perceptual bias and inflated estimates, which may not fully reflect actual classroom conditions or learner experiences. While the results indicate strong institutional alignment, they also highlight the limitations of single-source data in capturing complex educational outcomes.

Thus, the study underscores that while social inclusion policies are perceived as effective, their actual impact requires validation through multiple data sources and methodological approaches.

## RECOMMENDATIONS

Based on the insights gained from this study, the following actions and areas for future research are proposed:

Teachers should maintain this momentum by transitioning from basic policy implementation to sharing best practices through professional learning communities. By mentoring peers and refining inclusive pedagogical techniques, educators can ensure that their high level of knowledge and positive attitudes consistently translate into innovative, real-world classroom actions that sustain student success.

Learners should actively foster this safe environment by practicing empathy and supporting peers in their classrooms. By consistently engaging in open communication and inclusive social behaviors, students can strengthen their own emotional resilience and help maintain the school culture that protects their well-being and that of their classmates.

School heads should institutionalize "participatory managerial planning" to ensure teachers receive timely resources and administrative backing. By prioritizing a whole-school culture of inclusion and strengthening community partnerships, leaders can sustain the high implementation levels that are statistically proven to be the primary drivers of student emotional thriving and psychological health.

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