Influence of Teacher Readiness and Classroom Environment on Self-Efficacy of Special and General Education Teachers in Implementing Inclusive Education

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DOI: https://doi.org/10.47772/IJRISS.2026.100500020

Received: 16 April 2026; Accepted: 21 April 2026; Published: 21 May 2026

ABSTRACT

Low self-efficacy stalls inclusive teaching success. The influence of teaching readiness and classroom environment on teacher self-efficacy in special and general education teachers was examined using a diagnostic research design. After analyzing survey data from 120 respondents selected via simple random sampling, the study found that the determinants, both independently and collectively (74.7%), influence the criterion, affirming Social Cognitive Theory. Future research may examine additional variables not covered in this study to explain the remaining variance. Educational leaders may implement programs relevant to teaching readiness and classroom environment to achieve optimal teacher self-efficacy.

Keywords: Influence of teacher readiness, classroom environment, self-efficacy, special and general education teachers, inclusive education

INTRODUCTION

Problem and Its Scope

Low teacher self-efficacy has become a pressing issue in the global educational landscape (Madina & Mara, 2025). Teachers with low self-efficacy experience difficulties with innovative teaching practices (Li et al., 2022). This concern has garnered attention worldwide as policymakers and educational researchers seek strategies to enhance teaching quality and student achievement (Pendergast et al., 2021).

In the United States, several studies have highlighted that a teacher with low self-efficacy struggles with classroom management and instructional delivery, limiting students' academic progress (Shah, 2023). In the United Kingdom, teachers with low self-efficacy have been identified (Gümüş & Bellibaş, 2023). Similarly, in Japan, low teacher self-efficacy has been reported from various educational institutions (Yada & Alnahdi, 2024).

In the Philippine context, low teacher self-efficacy remains a critical challenge, particularly in public schools where teachers face large class sizes and limited instructional resources (Abaya, 2025). Research has shown that many Filipino teachers have low self-efficacy (Saner & Villena, 2024). This situation underscores the importance of addressing teacher self-efficacy as part of broader educational reforms in the country (Gamuza et al., 2025).

The consequences of low teacher self-efficacy are substantial, affecting both teachers and students. Teachers with low self-efficacy are more likely to experience job dissatisfaction, burnout, and high turnover rates (Borres & Potane, 2024). For students, low teacher self-efficacy can lead to decreased academic engagement, lower achievement, and diminished motivation to learn. These consequences highlight the importance of addressing low self-efficacy. Hence, this study was conducted.

Significance of the Study

This study supports Sustainable Development Goal 4 (Quality Education) by demonstrating how teacher readiness and classroom environment enhance the self-efficacy of both special and general education teachers.

It also reflects HCDC's vision to empower learners, its mission to provide inclusive, self-efficacy-oriented education, and its goal to equip educators to foster safe, effective classrooms. Findings may offer policy insights for the Department of Education, guidance for school heads, and practical direction for teachers.

Statement of the Problem

The purpose of this study is to determine the influence of teacher readiness and the classroom environment on the teacher self-efficacy of special and general education teachers in implementing inclusive education. Specifically, it answered the following objectives:

1. To determine the levels of self-efficacy in terms of inclusive instructions, collaboration, and dealing with disruptive behaviors; teacher readiness in terms of classroom instructions, curriculum content, assessment of student performance, and evaluating and monitoring student progress; and classroom environment in terms of equal status, cooperation, common goals, acquaintance potential, disconfirming stereotypes, and institutional support.
2. To determine the significance of the relationship between teacher readiness and classroom environments, and teacher self-efficacy.
3. To determine the significance of the individual and collective contribution of teacher readiness and classroom environment on teacher self-efficacy.

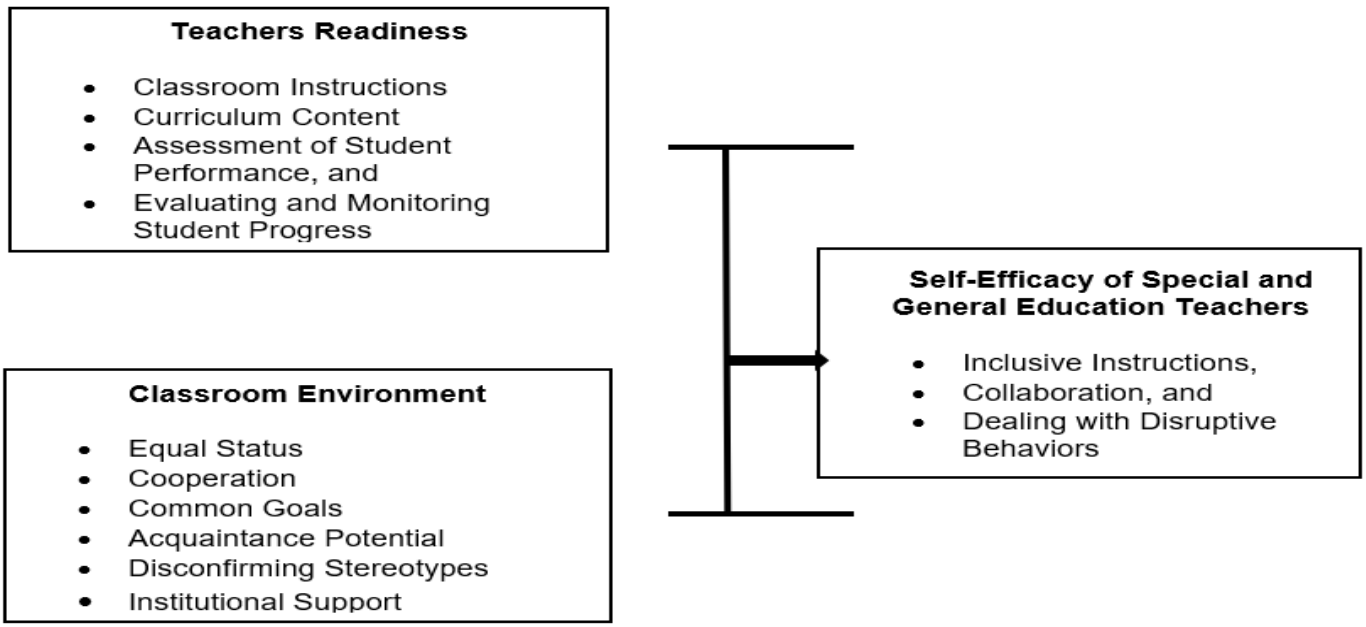
Hypotheses

H01: Teacher readiness and classroom environment do not significantly correlate with teacher self-efficacy.

H02: Teacher readiness and classroom environment, individually or collectively, do not significantly influence teacher self-efficacy.

THEORETICAL/CONCEPTUAL FRAMEWORK

This study is grounded in Bandura's (1986) Social Cognitive Theory, which posits that individual behavior is part of an inseparable triadic structure in which behavior, personal factors, and environmental factors constantly influence one another, reciprocally shaping each other (Bandura, 1999).



In this study, the teacher readiness variable, as indicated by classroom instruction, curriculum content, assessment of student performance, and evaluation and monitoring of student progress (Botezatu, 2024), represents the behavior factor mentioned in the theory. Moreover, the classroom environment variable, as

characterized by equal status, cooperation, common goals, potential for acquaintance, disconfirming stereotypes, and institutional support (van Vemde et al., 2023), is associated with the environmental factors outlined in theory. Lastly, the self-efficacy variable, as indicated by inclusive instructions, collaboration, and the management of disruptive behaviors (Sarkar & Kundu, 2021), relates to the individual behavioral aspects outlined in the theory. Hence, this study is delimited to behavior and environmental factors, as well as the individual behavior components of the theory. The personal factor included in the theory was excluded in this study.

METHODOLOGY

This section presents the research design, study locale, sample, and sampling technique, data-gathering procedure, data analysis, and ethical considerations.

Research Design

This study employed a quantitative diagnostic research design to examine the influence of teacher readiness and classroom environment on teachers' self-efficacy. Diagnostic research systematically investigates relationships among variables using numerical data (Gronmo, 2023). In this study, teacher readiness and classroom environment were independent variables, and self-efficacy was the dependent variable (Woodward, 2024).

Locale of the Study

The study was conducted in the Jose Abad Santos II District, Davao Occidental, under the Department of Education. The district implements inclusive education, including Special Education (SPED) programs in public elementary schools, and caters to learners from diverse backgrounds. Its established support for inclusive practices makes it a suitable setting for examining factors influencing teachers' self-efficacy.

Sample and Sampling Technique

The study involved 120 public school teachers, considered an adequate sample size for statistical analysis (Sapra, 2021). Respondents were selected based on the following inclusion criteria: (1) currently handling learners with disabilities for at least one year, (2) holding a permanent teaching position, and (3) actively implementing instructional practices for inclusive education. Teachers from private schools and those without permanent positions were excluded.

Simple random sampling was used to select respondents, ensuring that each member of the population had an equal and independent chance of being chosen. This method minimizes selection bias and enhances the representativeness, validity, and reliability of the study (Danie et al., 2024).

Data Gathering Technique

Data were collected using a survey questionnaire. This quantitative approach allowed for the efficient collection of standardized data on teachers' perceptions and experiences (Alordiah & Ossai, 2023).

The study used three adapted and modified instruments measuring teacher readiness, classroom environment, and self-efficacy, totaling 117 items. The teacher readiness scale (Cronbach's $\alpha = 0.877$) was adapted from Moon (2023), the classroom environment scale (Cronbach's $\alpha = 0.935$) from Cunningham (2015), and the self-efficacy scale (Cronbach's $\alpha = 0.926$) from Kazanopoulos et al. (2022). All instruments were validated and contextualized for the study. Responses were measured using a Likert scale, and reliability testing confirmed that all instruments were highly reliable**.**

Data Analysis Technique

This study employed three analyses: descriptive analysis, correlation, and regression analysis. Descriptive, correlation, and regression analyses are key statistical techniques used sequentially in research (Selvamuthu & Das, 2024). Descriptive analysis summarizes data through averages, frequencies, and percentages (Alabi &

Bukola, 2023). Correlation analysis examines the strength and direction of relationships between variables without implying causation (Murdock, 2022). Regression analysis models the effect of independent variables on a dependent variable, enabling hypothesis testing and prediction (Kulaylat et al., 2023). Together, they provide a structured approach from data description to explanation and forecasting (Jiang et al., 2025).

The following tables present the range of means, descriptive levels, and interpretations for each variable. Specifically, it measures the descriptive levels of teacher readiness, the classroom environment, and self-efficacy.

Scale	Level	Teacher Readiness	Classroom Environments	Self-Efficacy
3. 25 – 4.00	Very High	Very Good	Very Good	Very Good
2.50 - 3.24	High	Good	Good	Good
1.75- 2.49	Low	Poor	Poor	Poor
1.00 – 1.74	Very Low	Very Poor	Very Poor	Very Poor

Standard Deviation Value Ranges and Interpretation:

SD Value Range	Description	Interpretation
<0.50	Highly Consistent Responses	Strong Uniform Perception
0.51-1.00	Moderately Consistent Responses	Acceptable Consistency
1.01-1.50	Low Consistency Responses	Differing Views or Experiences
>1.50	Very Low Consistent Responses	High Variability and Lack of Consensus

The study used a standard descriptive guide for interpreting the Pearson r-value, as outlined by Guilford (1956). The following scale was applied:

Computed r	Descriptive Interpretation
+/- 1.00	Perfect correlation
Between +/-0.75-+/-0.99	High correlation
Between +/-0.51-+/-0.74	Moderate to high correlation
Between +/-0.31-+/-0.50	Moderate low correlation
Between +/-0.01-+/-0.30	Low correlation
0.00	No correlation

The study used a standard descriptive guide for interpreting Pearson's r-values, largely based on Guilford (1956). It adopted Cohen's (1988) and Hair et al.'s (2019) guidelines for interpreting the strength of Beta (B) coefficients.

β Value Range	Strength of Influence
+/-0.00-+/-0.09	Very Weak
+/-0.10-+/-0.29	Weak
+/-0.30-+/-0.49	Moderate
+/-0.50-+/-0.69	Strong
+/-0.70 and above	Very Strong

Ethical Considerations

In this study, ethical standards were strictly observed. Informed consent was obtained from all respondents, who signed an agreement indicating their voluntary participation after being fully informed of the study's purpose. Confidentiality was ensured by not requiring respondents to write their names on the questionnaires. Respect for respondents was upheld by seeking their permission before conducting the study. Rigor was maintained through the careful development of the research proposal and its evaluation and critique by a panel of experts. Furthermore, the researcher obtained approval from the SMILE ethics review board prior to conducting the study.

RESULTS

This section includes descriptive, correlational, and regression analyses, along with tabular presentations and the corresponding analysis and interpretation of the statistical results. It ends with a summary of findings.

Descriptive Results

Table 1 presents the descriptive statistics. It also includes the levels of the variables involved, namely teacher readiness, classroom environment, and self-efficacy, along with their respective indicators. It also includes the sample size, standard deviations, mean, and descriptive level.

Table 1. Descriptive Statistics (N= 120)

Variables	Sample Size	SD	Mean	Descriptive Level
Teachers' Readiness	120	0.31	3.65	Very High
Classroom Instructions	120	0.32	3.74	Very High
Curriculum Content	120	0.38	3.60	Very High
Assessment of Students' Performance	120	0.37	3.66	Very High
Evaluating and Monitoring of Students' Progress	120	0.40	3.60	Very High
Classroom Environment	120	0.31	3.68	Very High
Equal Status	120	0.38	3.65	Very High
Cooperation	120	0.36	3.68	Very High
Common Goals	120	0.35	3.69	Very High
Acquaintance to Potential	120	0.38	3.70	Very High
Disconfirming Stereotypes	120	0.44	3.61	Very High
Institutional Support	120	0.36	3.74	Very High
Self-Efficacy of Special and General Education Teachers	120	0.35	3.71	Very High
Inclusive Instructions	120	0.40	3.68	Very High
Collaboration	120	0.38	3.73	Very High
Dealing with Disruptive Behaviors	120	0.37	3.72	Very High

Table 1 shows that teacher readiness had a mean of 3.65, indicating very high readiness. It indicates that teacher readiness is very good. The table also shows that all indicators are described as very high. The corresponding standard deviation of 0.31 indicates that responses are highly consistent, indicating a strong, uniform perception.

Furthermore, the classroom environment had a mean of 3.68, indicating a very high level. It indicates that a classroom environment is very good. The table shows that all indicators are described as very high. The corresponding standard deviation of 0.31 indicates that responses are highly consistent, indicating a strong, uniform perception.

Finally, self-efficacy had a mean of 3.71, indicating very high self-efficacy. It indicates that self-efficacy is very good. The table shows that all indicators are described as very high. The corresponding standard deviation of 0.35 indicates that responses are highly consistent, suggesting strong, uniform perceptions.

The findings show that teacher readiness, classroom environment, and self-efficacy are all described as very high, indicating that these areas are consistently very good. The results also show highly consistent responses, suggesting a strong, uniform perception across all indicators.

Correlation Results

Table 2 shows the correlation results. It contains the independent and dependent variables. In addition, the table presents the corresponding r-values, p-values, the decision on the hypotheses, and the corresponding interpretation.

Table 2. Correlation Table *(N= 120)*

Variables		Self-Efficacy of Special and General Education Teachers		
	R	**p-value**	**Decision on H_o**	**Interpretation**
Teachers' Readiness	.785	.000	Reject	High Positive, Significant Correlation
Classroom Environment	.841	.000	Reject	High Positive, Significant Correlation

Level of Significance: 0.05

Decision Rule: Reject H_0 if $p < 0.05$

The table specifically shows that the correlation between teacher readiness and teacher self-efficacy obtained a p-value of 0.000, which is less than the 0.05 level of significance. Hence, the null hypothesis was rejected. It indicates that the correlation is significant. The corresponding r-value of 0.785 indicates a high correlation. It implies that for every unit change in teacher readiness, there is a corresponding unit change in teacher self-efficacy. Moreover, the correlation between classroom environment and teacher self-efficacy obtained a p-value of 0.000, which is less than the 0.05 level of significance. Hence, the null hypothesis was rejected. It indicates that the correlation is significant. The corresponding r-value of 0.841 indicates a high correlation. It implies that for every unit change in classroom environment, there is a corresponding unit change in teacher self-efficacy.

Teacher readiness is significantly related to teacher self-efficacy, and improvements in readiness are linked to higher self-efficacy. Classroom environment is also significantly related to self-efficacy, with better environments associated with higher self-efficacy.

Regression Results

Table 3 is the regression table. It contains the determinant variables and the criterion variable. It also includes the unstandardized and standardized Beta coefficients, the standard error, the t-value, the p-value, the decision on the null hypothesis, and the corresponding interpretation.

Table 3. Regression Table *(N = 120)*

Variables	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	p-value	Decision on H0	Interpretation
(Constant)	0.009	0.201	—	0.047	0.963	—	—
Teachers' Readiness	0.364	0.084	0.324	4.309	0.000	Reject	Positive Significant Influence
Classroom Environment	0.645	0.083	0.586	7.783	0.000	Reject	Positive Significant Influence

Dependent Variable: Self-Efficacy of Special and General Education Teachers.

Model Summary:

$R = 0.864 \mid R^2 = 0.747 \mid F(2,117) = 173.046 \mid p = 0.000$

Level of Significance: 0.05

Decision Rule: Reject H_0 if $p < 0.05$

Specifically, the table shows that the teacher readiness variable had a standardized beta coefficient of 0.324 for teacher efficacy. The corresponding p-value is 0.000, which is less than the 0.05 level of significance. Thus, the null hypothesis was rejected. This indicates that teacher readiness moderately contributes to teacher self-efficacy ($r = 0.324$). This implies that for every unit increase in teacher readiness, there is a corresponding 0.324-unit increase in teacher self-efficacy. Moreover, the classroom environment variable had a standardized beta coefficient of 0.586, indicating a strong contribution to teacher self-efficacy. The corresponding p-value is 0.000, which is less than the 0.05 level of significance. Thus, the null hypothesis was rejected. This indicates that the

classroom environment significantly influences teacher self-efficacy. This implies that for every unit increase in the classroom environment, there is a corresponding 0.586-unit increase in self-efficacy.

Teacher readiness has a significant contribution to self-efficacy, indicating that increases in readiness lead to higher self-efficacy. The classroom environment also makes a significant contribution, showing that improvements in the environment are associated with greater self-efficacy.

SUMMARY OF FINDINGS

Based on statistical results, it was specifically found that:

1. Teacher readiness and classroom environment significantly correlate with self-efficacy.

2. Teacher readiness and classroom environment, both individual and collective, significantly influence self-efficacy.

DISCUSSIONS

In this section, the study's findings are discussed. Likewise, the conclusion and recommendations are presented.

Correlation of Teachers' Readiness and Classroom Environment with Self-Efficacy of Special and General Education Teachers

This study found that teacher readiness and classroom environment are significantly associated with teachers' self-efficacy. This finding supports Sakitri et al. (2022), who reported that teacher readiness is strongly and positively correlated with self-efficacy, suggesting that better-prepared teachers tend to demonstrate greater instructional confidence. Similarly, the result aligns with the findings of Paisun and Masuwd (2024), who found that a positive classroom environment significantly enhances teacher self-efficacy. Their study further emphasized that teacher readiness, classroom environment, and self-efficacy are highly and significantly interrelated.

Beyond individual-level readiness and classroom conditions, these findings also reflect broader systemic factors such as the quality of teacher training, administrative support, and availability of instructional resources (Sulisworo et al., 2025). Teachers who receive effective professional training and consistent institutional support are more likely to develop greater readiness and confidence, which, in turn, enhances self-efficacy (Karaiskos et al., 2024). This highlights that teacher self-efficacy is not only an individual attribute but also shaped by organizational and structural conditions within the education system (Narayanan et al., 2023).

From the perspective of Bandura's Social Cognitive Theory, self-efficacy is influenced by a combination of personal, environmental, and behavioral factors. In this context, teacher readiness reflects personal and cognitive factors, while classroom environment represents environmental influences. The interaction of these factors explains the development of teachers' confidence in managing instructional tasks in inclusive settings.

In contrast, this present finding contradicts Helmer et al. (2025), who reported that while similar factors may support academic performance, they did not significantly influence academic resilience when socio-emotional variables were considered. This suggests that emotional and contextual factors may outweigh cognitive factors in some contexts. However, it is important to note that Helmer et al. (2025) involved only 97 respondents. In contrast, the present study included 120 teachers working in inclusive classrooms, which may account for differences in findings due to sample size and context.

Self-Efficacy as Influenced by Teachers' Readiness and Classroom Environment

This study further confirmed that both teacher readiness and classroom environment significantly influence teachers' self-efficacy. This finding supports Tahud et al. (2025), who emphasized that teacher readiness significantly enhances self-efficacy, as well-prepared teachers demonstrate higher confidence and instructional

competence. Likewise, Zhang et al. (2025) found that a supportive, well-structured classroom environment significantly strengthens teacher self-efficacy, underscoring the importance of positive learning conditions in shaping teacher confidence.

These results also underscore the importance of systemic educational support, particularly in professional development, administrative leadership, and resource allocation. When schools invest in high-quality training programs and provide adequate instructional materials and support systems, teachers are more likely to develop readiness and sustained self-efficacy in inclusive education settings.

In contrast, this finding differs from Mihai (2022), who argued that teacher resilience is more strongly influenced by socio-emotional factors, peer support, and coping strategies than by cognitive readiness alone. Mihai's study involved only 85 participants, including teachers and guidance counselors, while the present study focused on 120 teachers in inclusive classrooms, providing a more targeted context for understanding teacher self-efficacy.

CONCLUSION

Based on the findings, it is concluded that, individually, teachers' readiness and classroom environment significantly correlate with teacher self-efficacy; and that both determinants significantly contribute to teacher efficacy both individually and collectively (74.7%). Hence, the Social Cognitive Theory, which posits that individual behavior is part of an inseparable triadic structure in which behavior, personal factors, and environmental factors constantly influence one another, was affirmed.

RECOMMENDATIONS

Based on the conclusion, the following is recommended:

1. Future studies may examine additional variables not included in the present study to account for the remaining 25.3% of the variance in teachers' self-efficacy. These may include school climate, instructional leadership, access to resources, and teachers' emotional well-being to develop a more comprehensive explanatory model.
2. Researchers are encouraged to adopt a mixed-methods approach by integrating quantitative and qualitative designs. Quantitative data can identify significant influence, while qualitative methods such as interviews, focus group discussions, and classroom observations can provide deeper insights into contextual and experiential factors that influence teachers' self-efficacy.
3. Qualitative findings may be utilized to generate emerging themes that can inform the identification of new variables and guide the development of targeted interventions, particularly those aligned with teachers' needs in inclusive classroom settings.
4. Educational leaders and school administrators may design and implement evidence-based programs and sustained professional development initiatives that enhance teacher readiness, instructional competence, and adaptability in inclusive education.
5. Emphasizing professional development strategies grounded in research findings would enhance the study's practical impact by translating theoretical insights into actionable practices, thereby improving teachers' confidence, effectiveness, and overall quality of instruction in inclusive classrooms.

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