

Role of School Heads as Catalysts of Inclusive Education in The Classrooms: A Phenomenology

Leicel S. Bastida¹, Nancy B. Gonzales²

¹MAED, Teacher, Tagbaros Elementary School

²EdD, Professor, Education Program Supervisor DepEd – Tagum City

ABSTRACT

The purpose of this phenomenological study was to delve into the important role of school heads as a catalyst of inclusive education in the classrooms. It sought to uncover the challenges, strategies, and insights related to nurturing inclusive practices in educational settings. Employing purposive sampling, participants were chosen for in-depth interviews, allowing for rich, qualitative insights into their experiences and perceptions. The findings underscored the influence of school leadership in cultivating a supportive and inclusive school culture. Despite facing significant challenges such as limited resources and resistance from the community, school heads played a central role in driving inclusive education. Their leadership was instrumental in fostering an environment where all students, regardless of their backgrounds or abilities were accepted. Strategic planning emerged as a strategy for overcoming these challenges. School heads needed to develop comprehensive plans that addressed the specific needs of their schools, allocated resources efficiently, and set clear goals for inclusion. Additionally, professional development for teachers and staff was crucial. Ongoing training and support helped teachers implement inclusive practices effectively and adapt to the diverse needs of their students. Collaborative efforts also played a significant role in enhancing inclusive practices. School heads needed to foster a culture of collaboration, encouraging teachers, parents, and community members to work together towards common goals. This collaborative approach not only strengthened the implementation of inclusive education but also built a sense of shared responsibility and community support. The study highlighted the importance of proactive policies and supportive environments for diverse learners. Educational management had to prioritize inclusion, ensuring that policies were not only in place but also actively enforced and supported with the necessary resources and training. Future research should focus on longitudinal studies to examine the long-term outcomes of inclusive education in the classrooms. Additionally, comparative analyses across different educational content could provide valuable insights into refining inclusive strategies. Ultimately, the study revealed the transformative potential of inclusive education when school leadership was dedicated, informed, and proactive in their approach.

Keywords: educational leadership, implementation of inclusive education, school heads, qualitative-phenomenological inquiry, purposive sampling, thematic analysis, Maco South District, Division of Davao De Oro

INTRODUCTION

School heads face challenges in implementing tailored educational programs for learners with special needs and attention. A specific concern is public misconceptions, where societal misunderstandings about

the purpose and effectiveness of special schools impact the acceptance of their positive role within an inclusive education framework. This issue arises when the community perceives special schools as segregated rather than supportive, fostering resistance against inclusive practices. These challenges significantly affect the performance of special schools, particularly when benchmarks for schools are not well-established, making it difficult to showcase the benefits of tailored programs related to inclusive education. Addressing these issues falls within the role and obligations of school heads, which influence promoting inclusivity within the classroom amid persistent challenges related to misconceptions and recognition (Merrigan & Senior, 2023).

In Pakistan, there are 50 percent of the children population and school heads face problems in addressing prevalent behavioral and emotional disorders among these learners. School heads lack training to use good strategies for these learners. Aside from this, most learners are in poor economic status, and it's hard for school heads to give the right help to those who need it (Khalid et al., 2023). In addition, in another study in Indonesia, school heads face problems regarding including children with special needs in regular classes. Some stakeholders expressed concerns that the presence of these learners might demand excessive attention from teachers, potentially impacting the overall learning experience (Marentek, 2023). Further, the existing special education policy in Saudi Arabia lacks support for special education inclusion. This policy perceives students with special needs as inherently different from their peers in mainstream educational settings. It was found that approximately 70% of students with special education needs lack adequate educational provisions (Alsolami & Vaughan, 2023).

In the Philippines, school leaders face difficulties as catalysts of inclusive education. One big problem is that many school leaders don't feel ready or know enough about special education. This makes it hard for them to include learners with various learning needs in regular classrooms (Macabenta et al., 2023). A study conducted by Kilag et al. (2024) found that in Cebu City, Philippines, school heads faced challenges related to limited resources hindering the provision of necessary support for a diverse student population and constrained funding for staff professional development. Furthermore, resistance to change within the school community poses a formidable barrier, with some teachers and staff reluctant to embrace inclusive education initiatives.

In the Division of Davao de Oro, it is observable that school heads encounter difficulties in implementing inclusive education strategies due to limited resources, inadequate teacher training, and a lack of established policies that value the unique needs of learners. This challenge affects the integration of learners with special attention into regular classrooms and prevents the creation of an inclusive learning environment. As school heads deal with these challenges, we need to take some specific action to make education better for every learner. We need more money and support for schools, better teacher training, and a curriculum that helps all learners, especially those with different needs.

The existing literature on challenges in inclusive education predominantly focuses on the experiences of teachers, illuminating the stress and difficulties they encounter while implementing inclusive practices (Allam & Martin, 2021). While some studies, such as Pescasio (2023), offer actionable recommendations for addressing these challenges from a teacher-centered perspective, there remains a significant gap in understanding how these challenges directly impact the leadership role of school heads. Despite acknowledging broader issues within schools embracing inclusivity, there is a limited exploration of the specific leadership challenges school heads face in this context. Similarly, Syamsi and Dharma (2023) focus on identifying and managing specific learning difficulties experienced by students in inclusive elementary schools, yet they do not delve into the unique challenges that school heads encounter in

navigating inclusive education. Thus, there is a crucial need for an in-depth analysis of the distinct challenges faced by school heads in inclusive education and their role in addressing these challenges within classroom settings.

The urgency and social relevance of conducting this study were directly linked to ensuring equal opportunities for all learners and fostering social unity and equity. My study focused on addressing the challenges faced by school heads as catalysts of inclusive education. My research aimed to contribute significantly to advancing the inclusive education agenda and promoting social justice by comprehensively examining the specific leadership challenges inherent in fostering inclusivity within schools. By shedding light on these leadership challenges, I provide valuable insights into the challenges and opportunities of school leadership in inclusive education, which is crucial for enhancing support and guidance for school heads in their role as catalysts of inclusivity.

Furthermore, my multifaceted dissemination approach was designed to maximize the impact of my findings on fostering community engagement and shared responsibility for education. By engaging directly with educators, school heads, and researchers through academic conferences and seminars, I facilitated dialogue and knowledge exchange, thus contributing to the ongoing discourse on inclusive education leadership. Additionally, by making my research accessible to a broader audience, including policymakers, parents, and community members, I aimed to promote greater awareness and understanding of the importance of inclusive education.

The result of this study was helpful in determining the role of school heads as catalysts of inclusive education. By providing actionable insights and strategies for solving the challenges of inclusive education within institutions, the study aimed to create equitable educational environments which fostered a society where all learners have equal access to quality education. The results of this study were disseminated through various channels, including publication in reputable educational journals, workshops and seminars for school heads, teachers, and other stakeholders.

Purpose of the Study

The purpose of this phenomenological study was to describe the lived experiences of school heads as a catalyst of inclusive education among public schools of the Davao de Oro division. Further, this study aimed to gather findings that may allow school heads to develop appropriate leadership strategies to solve inclusive education challenges.

In this study, the general definition on the role of school heads as a catalyst in inclusive education was all about understanding their management strategies on the challenges related to their experiences as catalyst of inclusive education and how their leadership influenced the learning environment. By delving into their experiences, this research identified effective strategies and practices that school heads employed to overcome barriers and enhance inclusivity in schools.

Research Questions

1. What are the lived experiences of school heads as catalysts of inclusive education in the classrooms?
2. How do school heads cope with the challenges they encountered as catalyst of inclusive education in the classrooms?
3. What are the insights of school heads as catalysts of inclusive education in the classrooms that can be shared with others?

Theoretical Lens

My study was seen through the Transformational Leadership Theory (Burns, 1978). This theory emphasized the importance of a leader's ability to inspire and motivate other teachers to achieve higher

levels of performance and engagement. Transformational leaders were characterized by their ability to articulate a compelling vision, foster a supportive and empowering work environment, and cultivate strong relationships with their followers. This idea was also supported in the study of Abbas et al. (2024), who found that transformational leadership not only shaped the culture of institutions but also significantly influenced their innovative performance, ultimately advancing educational outcomes and organizational effectiveness.

In the context of my study, Transformational Leadership Theory helped understand how school heads, through their leadership practices, implemented inclusive education initiatives within classrooms. Transformational leadership, emphasizing inspiring vision, fostering supportive environments, and building strong relationships, provided a lens through which I examined how school heads effectively led inclusive educational practices. This theory underscored the critical role of school heads in shaping institutional culture and influencing educational outcomes. By exploring how transformational leadership principles were applied in the context of inclusive education, my study delved into the practical strategies that school heads could employ to create inclusive classroom environments, promoting positive educational outcomes for all students.

Moreover, this study was supported by Social Cognitive Theory (Bandura, 1997). This theory emphasized the importance of observational learning, self-efficacy, and social modeling in shaping individual behavior. School heads who embodied the principles of Social Cognitive Theory served as role models for their staff, demonstrating inclusive practices, promoting self-efficacy among teachers, and fostering a supportive and collaborative school culture.

In the context of this study, this theory saw school heads as role models for others by demonstrating inclusive practices in their interactions with students, teachers, and the wider school community. School heads provided a tangible example of inclusivity through their actions and behaviors, inspiring and motivating other teachers to emulate these practices. Additionally, by promoting self-efficacy among teachers, school heads empowered them to take ownership of inclusive practices and initiatives, fostering a sense of confidence and competence in their ability to create inclusive learning environments.

Furthermore, this study was also seen through the Distributed Leadership Theory of Spillane et al. (1999), which explained that leadership was not solely the responsibility of one individual, such as the school head, but was distributed across various members within an organization. It emphasized the importance of collaboration, shared decision-making, and collective responsibility in driving organizational change and improvement.

In the context of my study, Distributed Leadership Theory offered valuable insights into how leadership responsibilities could be effectively distributed among teachers to become a catalyst for inclusive education. By adopting Distributed Leadership Theory principles, school heads empowered teachers and other staff members to take on leadership roles as catalysts for inclusivity within the school community. This approach involved decentralizing leadership and promoting a culture of collaboration, where all teachers contributed their expertise and insights to address the diverse needs of all learners. Through this collaborative approach, school heads tapped into the collective wisdom of teachers, leading to more informed decision-making and more effective implementation of inclusive education practices.

Scope and Limitation of the Study

This study focused on the experiences of school heads as catalysts in inclusive education inside the classroom within public schools of Davao de Oro with at least three (3) years of meaningful experience who acknowledged having experienced challenges in giving quality education to learners through

inclusivity inside the classroom. Moreover, this research study was conducted from March to July for S.Y. 2023-2024.

The data gathered were limited to the perspectives of the selected school heads and may not fully represent all school heads in the division. Additionally, the absence of triangulation, such as corroborating findings with other data sources, may have limited the depth and validity of the conclusions. Contextual factors specific to Davao de Oro, such as local policies, resources, and community interactions, may also have influenced the applicability of the findings to other settings.

Importance of the Study

The findings of this study were used as a good source of information about the challenges faced by school heads as catalysts for inclusive education in the public schools of Davao de Oro, and the results of this study were highly beneficial to the following:

This study may help the **school heads**, as it can give a profound understanding of the problems and opportunities experienced by their colleagues for being catalysts in inclusive education. By understanding the experiences of school heads, they could extract valuable lessons that informed their decision-making processes within the institution. Learning from the successes and overcoming shared obstacles became a reference of knowledge, enabling administrators to fine-tune policies and practices within their institutions.

Further, this study may also benefit the **teachers** who found valuable insights into inclusive education practices they could implement in their classrooms. This served as a roadmap for public school teachers to gain access to the experiences of school heads who had mastered implementing inclusive education. Through the help of this study, teachers could generously share effective strategies, approaches to challenges, and the art of cultivating a classroom where every student felt valued and accepted.

As for students with **special needs**, this research may give them additional insights for creating inclusive policies, practices, and support mechanisms within classrooms, ensuring that learners with special needs could receive the proper attention, resources, and understanding they deserved. It offered a platform for sharing success stories and effective approaches, inspiring educators to adopt inclusive practices and guidance that welcomed diverse learning needs.

Moreover, this also may serve as a reference for **(DepEd) Department of Education Officials**, as it can give them comprehensive resources for informed decision-making. A detailed understanding of the pivotal role of school heads guided the development of targeted policies and interventions to enhance inclusive practices across classrooms. By delving into the phenomenology of school heads, the study equipped DepEd officials with a deeper awareness of the various needs related to inclusivity, fostering a more effective and responsive approach to shaping inclusive education policies and initiatives within the department.

Lastly, this study may be helpful to **future researchers** as it not only showed what was happening with inclusive education but also set a strong foundation for more research in the future. The practical tips, innovative strategies, and real challenges shared in this study gave future researchers an understanding of this topic. By exploring the detailed experiences of school heads in making inclusion happen, future researchers could spot new trends, see what they needed to know more, and figure out what else they could explore. It could be used as a guide for them to study further the recommendations revealed in this study.

REVIEW OF RELATED LITERATURE

Inclusive Education in the Classroom

School heads play an essential role as catalysts of inclusive education in the classroom by leading the transformation of attitudes and behaviors within the educational community. It is a dynamic process involving the concerted efforts of educators, administrators, and support staff to nurture the holistic development of students. School heads catalyze change, steering the institution toward fostering an inclusive environment through intentional teaching and training initiatives (Mansur et al., 2021). Similarly, their role encompasses not only the imparting of academic knowledge but also the cultivation of material intelligence, character, social behavior, interpersonal skills, and emotional processing in students. By championing these efforts, school heads empower children to align their behavior with societal norms and rules, thus contributing to a more inclusive and harmonious educational environment (Martanti et al., 2020).

In connection, inclusive education is a transformative approach that prioritizes the rights and needs of all students, including those with disabilities, and is supported by several international and national legal frameworks (Singh, 2024). One of the primary international documents advocating for inclusive education is the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD), adopted in 2006. Article 24 of the UN CRPD specifically emphasizes the right to inclusive education, asserting that states must ensure an inclusive education system at all levels and lifelong learning (Lee et al., 2024).

Subsequently, in the Philippines, the legal and policy frameworks for inclusive education are robust, reflecting a commitment to ensuring that all learners, including those with disabilities, have access to quality education. The 1987 Philippine Constitution guarantees the right to education for every citizen, while the Magna Carta for Disabled Persons (Republic Act No. 7277) mandates accessible and suitable educational services for persons with disabilities (Negre & Perez, 2023). The Enhanced Basic Education Act of 2013 (Republic Act No. 10533) further supports inclusive education by ensuring curriculum flexibility to meet diverse learner needs. The Department of Education (DepEd) has also issued policies such as DepEd Order No. 72, series of 2009, which outlines the implementation of inclusive education practices in public schools (Macabenta et al., 2023).

Furthermore, inclusive education aims to provide equal learning opportunities for all individuals, regardless of background or abilities. It revolves around creating an inclusive environment that ensures every learner has equal chances to succeed and reach their full potential. Equitable and inclusive education is a foundational pillar of a fair and just educational system, fostering a society that values diversity and eliminates barriers or discrimination. Embracing inclusive policies and practices enables the creation of a more equitable society where every learner can grow and contribute their unique talents and perspectives (Wakat et al., 2023).

Additionally, Ahid and Chamid (2021) emphasized that school heads must promote inclusive education by revisiting the curriculum, encompassing values, attitudes, skills, and knowledge to develop individual competencies. The traditional view of the curriculum as merely subject matter is changing, necessitating a more comprehensive understanding of the entire educational system created by stakeholders. In connection, school heads are tasked with ensuring that the curriculum reflects an inclusive approach, addressing the unique requirements of each student while fostering an optimal education (Susanti & Rokhman, 2022).

Subsequently, Andriana and Evans (2020) argue that inclusive education necessitates a curriculum that develops learning programs tailored to learners with special attention. The school must develop a planned

sequence of curriculum that emphasizes the experiences based on standards that become the guiding document for educators, guaranteeing that every learner, regardless of ability, has access to a rigorous academic experience (Pakpahan & Habibah, 2021).

Similarly, school heads play an important role in supervising the evaluation process for the inclusive education curriculum, which assesses the effectiveness of instructional services provided to students with various special needs. School leaders drive creating and implementing inclusive education curricula that foster a learning environment where all learners can thrive academically and personally (Nira & Fauziyah, 2021). As a result, school heads play an essential role in the evaluation process, ensuring that it fosters an inclusive teaching and learning environment. The evaluation process provides educational institutions with essential data for demonstrating the efficacy of the learning process to stakeholders. This validates respect for diversity initiatives and promises transparency in demonstrating the impact of inclusive education (Genareo, 2022).

In addition, inclusive education in the classrooms requires the school head to view the evaluation process as an individual professional activity for educators. Ongoing self-evaluation becomes integral to continuously reviewing and enhancing the school learning process. By cultivating a culture of self-reflection and improvement, the school principal ensures that educators are equipped to address the diverse needs of students within an inclusive framework (Rosyidi & Rosikh, 2022). In this broader interpretation, educational evaluation becomes a means to measure student progress and reform the education system, aligning it with the principles of inclusivity and increasing accountability for results (Beach, 2020).

Furthermore, recognizing education as a fundamental human right ensures that children with special needs, such as the blind, deaf, mentally disabled, quadriplegic, and inclusive children, have equal access to education. In alignment with human rights principles, educators, under the guidance of School Heads, become more active in expanding educational access to students from various backgrounds (Ikramullah & Sirojuddin, 2020). Similarly, school heads must provide opportunities for children with disabilities to access education in public schools, representing a breakthrough that fosters an educational landscape in which children with special needs are integrated into mainstream public schools, challenging the conventional norms of segregation (Rusmono, 2020).

Consequently, promoting an inclusive education system requires school heads to champion the ideals of a just society where equality and harmonious diversity are emphasized. School heads play a pivotal role in fostering an environment where these differences are celebrated as potential catalysts for societal advancement (Iqbal et al., 2021). In line with the humanist concept of education, inclusive education embodies this principle by striving to create a learning environment where all students, regardless of their abilities, backgrounds, or circumstances, are provided with equitable access to education. School heads, as leaders and catalysts of inclusive education, must exercise equality by integrating significant values into the core of learning activities (Kuok et al., 2022).

On the contrary, as leaders, school heads play a pivotal role in ensuring that must go beyond theoretical understanding. This means that school heads integrate values into every subject, translating theoretical concepts into lived experiences aligned with the curriculum's principles (Tuhuteru, 2023). In this role, school heads become the architects of an inclusive education system that goes beyond the mere imparting of knowledge. They instill essential values that are the bedrock for a just and harmonious society, shaping students' academic qualities and the learning community's character (Malik et al., 2021).

In this regard, school heads must promote inclusive education rather than segregated education, which isolates students with special needs in a separate class. This enables school leaders to recognize the

shortcomings of this approach and identify the concept of inclusive education emerging as a transformative solution, aiming to address issues of educational equality for students with special needs (Francisco et al., 2020). In addition, Inclusive education, as a concept, views every individual as equal, embracing both strengths and weaknesses. It requires cultivating an inclusive attitude among all educational community members to foster equality. This attitude teaches people to remain peaceful with their differences (Calp, 2020).

Similarly, school heads are crucial in championing this inclusive mindset, ensuring it values the entire educational system. By promoting an inclusive attitude, school heads contribute to creating an educational environment where children with disabilities are afforded a life without discrimination. This shift away from discriminatory attitudes is essential to preventing the systematic segmentation of education and avoiding the political alienation of minority groups (Medina-García et al., 2020). However, in promoting inclusive education, it is also essential to recognize that teachers do not merely accept education policies; their acceptance often aligns with teachers' perspectives and intuitions shaped by their experiences. Creative teachers play a crucial role in adapting policies through democratic education and implementing autonomous actions that address diverse challenges. Therefore, the educational vision should be oriented toward solving various problems and adapting to paradigm changes (Susilorini et al., 2022).

Hence, adjustments and alignment with the community's knowledge and skill needs, considering their unique characteristics, are imperative for the effective implementation of inclusive education policies. Numerous Madrasah schools have yet to attain accreditation, highlighting the importance of addressing these disparities and ensuring equal access to quality education (Sumandya et al., 2022). Today, discussing academic reform reveals a significant and massive impact on the sustainability of other Islamic-based formal education institutions nationwide. Implementing the learning process requires preparing superior education management for effective outcomes (Aini & Yulianingsih, 2021). In connection, school heads play a pivotal role in promoting collaborative approaches that embrace models of inclusion. One notable example is co-teaching. This model involves the collaboration of teachers, including special educators, in designing and delivering instruction within inclusive classrooms (Iacono et al., 2021).

Furthermore, in the Philippines, the concept of inclusive education, advocating for equal access to quality learning regardless of the learner's background or abilities, resonates with Madrasahs' unique cultural and religious context (Ahmad, 2020). Recognizing the significance of cultural and religious inclusivity, the research emphasizes incorporating inclusive teaching practices tailored to meet Madrasah students' diverse cultural and religious needs (Kuyini et al., 2020). Additionally, addressing varying learning needs within Madrasahs aligns with the principles of inclusive education, stressing differentiated instruction to accommodate diverse learning styles (Nurtamam et al., 2023).

In addition, integrating special education (SPED) practices is paramount to inclusive education. Inclusive education involves actively participating in regular classrooms with learners with various learning needs, including those with special disabilities (Stanczak et al., 2023). Similarly, SPED, as an integral component, offers specialized instructional strategies, accommodations, and support to facilitate the meaningful inclusion of students with disabilities (Judilla et al., 2022).

Meanwhile, Maher et al. (2023) examined the pivotal role of school heads' preparation and professional development in nurturing inclusive practices. Their research underscores educators' need to possess theoretical knowledge and practical strategies, emphasizing the demand for a diverse skill set to effectively address the spectrum of learning needs. In addition, there is a need for school heads to develop collaborative teaching approaches in inclusive classrooms, stressing the essential alignment between

general and special educators to establish cohesive and supportive environments for all students (Uleanya, 2023).

Moreover, to effectively implement inclusive practices, literature underscores the importance of teacher professional development programs for educators in Madrasahs, providing them with the necessary skills and knowledge. Involving parents and the community is also vital, focusing on building strong partnerships to support inclusive initiatives (Leider et al., 2021). Furthermore, policy frameworks and leadership support cannot be overstated, advocating for inclusive educational policies and active leadership engagement to create an inclusive environment in Madrasahs (Brock et al., 2023). However, inclusive education in the classroom faces persistent challenges, as revealed in the context of Alternative Learning System (ALS) instruction. Despite continued approaches to enhance access to basic education, support mechanisms for ALS instruction, including instructional materials, facilities, equipment, financial resources, and stakeholder participation, remain problematic (Acido et al., 2020).

Furthermore, ALS has low participation and passing rates, posing challenges to widespread adoption (Thomas & Thomas, 2020). On the contrary, a recent study found that many students successfully passed the ALS Accreditation and Equivalency (A&E) test and graduated from college. The findings highlight the pivotal role of school heads' leadership in continuing learning resilience in inclusive classrooms amidst curriculum shortcomings, technological gaps, inadequate instructional materials, unmotivated students, facility and equipment limitations, and insufficient financial and stakeholder support (Shohel et al., 2020). In connection, meticulously crafted IEPs serve as indispensable guides for educators, providing a structured framework to meet the distinctive learning requirements of students. To achieve successful inclusive education, school heads must make broader systemic changes and encourage transformative shifts in school culture, policies, and structures to foster environments that embrace diversity and ensure the success of inclusive practices (Ainscow et al., 2021). On the other hand, diverse and inclusive methodological strategies are deemed necessary but insufficient for achieving the educational inclusion of students with disabilities. Fostering the participation and success of all students is not just an option but a matter of responsibility and social justice (Pérez-Carbonell, 2021).

Similarly, to ensure effective inclusion of students with disabilities, a humane and practical learning approach is essential. School heads play a pivotal role in fostering a respectful and inclusive classroom environment by maintaining close relationships with students and demonstrating a genuine commitment to their needs (Ehlinger & Ropers, 2020). In this context, school heads must navigate a dual role. They can be potential barriers to inclusivity if they do not adopt appropriate strategies, but they are also crucial contributors to preventing student dropout and ensuring academic success. By providing diverse ways for students to demonstrate their learning competencies, school heads can effectively support all students and promote a more inclusive educational environment (Nieminen & Pesonen, 2022).

In contrast, positive actions taken by school leaders to contribute to student inclusion include designing accessible spaces, providing teaching materials in advance, employing peer support, and implementing exams with reasonable adjustments (Sandoval et al., 2021). On the other hand, relevant adaptation measures, such as establishing a mentoring system and collaborating with disability services, highlight strong institutional support and continuous evaluation for success (Wells & Kommers, 2020).

Furthermore, concerns about inclusive education can often be linked to the attitudes of school heads, which adds complexity to the task of fostering effective inclusive practices. To address these concerns, school heads must embrace diversity through differentiated instruction, adapting their approaches to meet the growing diversity within student populations (Yada & Savolainen, 2023). Collaboration among school

heads emerges as a critical factor in the successful implementation of differentiated instruction. This collaboration highlights the complex and multi-dimensional nature of special education, as effective differentiated instruction often requires coordinated efforts and shared strategies among educational leaders (Ghedin & Aquario, 2020).

Challenges Faced by School Heads in Inclusive Education

School heads face challenges in inclusive education, including proper balancing of the different needs of learners with disabilities alongside their peers in mainstream classrooms (Gordon-Gould & Hornby, 2023). Similarly, their challenges extend beyond theoretical considerations, encompassing practical strategies and resource allocation to meet the unique needs of diverse learners within the school community (Merrigan & Senior, 2023). On the other hand, school heads, positioned as leaders in the institution, are tasked with successfully addressing challenges and require understanding these challenges for effective leadership practices. The lack of comprehension regarding the various aspects of fostering inclusivity hampers their ability to implement necessary structural changes and provide the required support systems for special education teachers (Dube, 2020).

Similarly, to address this, there is a pressing need for additional support mechanisms that allow school heads to navigate administrative complexities while prioritizing effective leadership in inclusive education (Masyhum, 2021). In addition, a significant obstacle school heads face in promoting inclusive education lies in their limited understanding of laws and regulations in special education. These are often viewed as barriers rather than guiding principles; these regulations may prevent school heads from fully committing to inclusive practices and hinder the implementation of essential structural changes. The lack of comprehension regarding special education laws creates a barrier to progress (Paloniemi et al., 2023).

On the contrary, the school head's success in implementing inclusive education is optimizing human resources to form flexible and capable teams. The availability of trained special educators across schools regularly demonstrates a reliance on teachers without vital experience, qualifications, and certifications (Coviello & DeMatthews, 2021). In connection, school heads also encounter challenges like insufficient knowledge and engagement with special education, significantly impacting their leadership roles in supporting students with special needs. Such limitations may impede the progress of inclusive practices within educational institutions under their leadership. Targeted professional development initiatives and support mechanisms are urgently needed to address this pressing issue (Slee, 2023).

Roles of School Head as catalysts of Inclusive Education in the Classroom

The role of school heads as catalysts of inclusive education within the classroom entails breaking down barriers and promoting equal access to education for all students. Regarding inclusive leadership, the school heads go beyond traditional hierarchical management, actively engaging in community participation (Parmigiani et al., 2021). Similarly, in recognizing the limitations of conventional power structures, the school head empowers communities to contribute to policy development, curriculum design, and interventions that benefit every child in the school community. They also play an essential role in shaping an inclusive classroom environment for all students (Bourke & Titus, 2020).

Furthermore, James et al. (2020) emphasized that school heads catalyze inclusive practices, assuming their role as empathic and visionary leaders. Moya et al. (2020) critically investigated those existing systems improves school culture, student progress, and teacher's well-being, fostering an inclusive and supportive educational environment. In addition, cultivating inclusive school cultures is paramount, particularly in advancing diversity and equity and establishing safe learning environments for all students (DeMatthews et al., 2020).

Evidently, Jurs et al. (2023) emphasized that efficient resource allocation is crucial for the academic success of students with disabilities. Licwinko (2023) argues that the swift processing of funding enables schools to promptly address any deficiencies in learning resources. Moreover, Schmeisser and Courtad (2023) found that technology is vital in supporting all learners, including those with disabilities, by providing assistive tools and accessible digital resources. Furthermore, Maqueda et al. (2023) found that integrating cost-effective and universally accessible technological components into educational resources can promote student autonomy and independence, enriching the overall inclusive educational experience. In addition, Padden (2023) supported the idea that collaboration among educators is essential for creating a unified approach to inclusion, which effectively supports diverse learners and fosters a cohesive educational environment. Onrubia et al. (2022) also found that through ongoing dialogue and teamwork, educators can more effectively address the unique needs of each student, thereby enhancing the inclusion process's effectiveness and impact. Finneran et al. (2023) found that student voice initiatives are crucial for empowering students by involving them in decision-making processes. Nautiyal and Professor (2023) found that cultivating a school culture that values diversity and inclusion is crucial for boosting student engagement, improving academic performance, and reducing discrimination. Similarly, De La Peña et al. (2023) emphasize the importance of deeply integrating these principles into the school's core values and operational frameworks.

Likewise, Boubée et al. (2023) emphasized that creating a supportive and welcoming school culture is vital for fostering a positive educational environment, which in turn enhances student well-being and academic success. Their research highlights the essential role of school leadership in fostering supportive behaviors that aid in school development and improve student outcomes. Similarly, Barker et al. (2023) discovered that schools are increasingly seen as crucial in addressing students' mental health issues.

Additionally, the significant influence of school culture on establishing norms, values, and academic achievement highlights the importance of fostering a collaborative and positive environment among school staff, as revealed by studies using school culture inventories (Ardiyan et al., 2023). In the end, focusing on core values like respect, empathy, and understanding within educational settings is essential for creating a safe, inclusive, and supportive atmosphere that enables students to thrive both academically and emotionally (Stanley & Nāthke, 2022).

However, the school head catalyzes meaningful improvements through these efforts (Ainscow, 2020). School heads must proactively delegate responsibilities to create an inclusive learning environment (Wilson et al., 2020). Subsequently, Nyaaba et al. (2023) found that continuous professional development (CPD) is crucial for enhancing educators' teaching practices. In connection, Donath et al. (2022) highlighted the importance of ongoing training programs focused on inclusive education practices. Similarly, Koh (2022) found that collaboration between general and special education teachers improves classroom interaction. Moreover, Houchens et al. (2023) revealed that a positive school climate—characterized by high levels of students' subjective well-being and a nurturing atmosphere—correlates with improved student outcomes.

Also, Rompho and Pattamaroj (2023) emphasized the importance of monitoring and evaluating the implementation of inclusive education to achieve its objectives and enhance educational outcomes for all students. Continuously assessing and adjusting inclusive practices is essential for effectively meeting the diverse needs of students. Additionally, Koneva et al. (2023) revealed that collaboration among educators, special education staff, and families in developing and implementing Individualized Education Plans (IEPs) is crucial for providing personalized support and ensuring student success in inclusive

environments. Breyer and Gasteiger-Klicpera (2023) found that implementing regular monitoring and evaluation processes allows schools to identify areas where inclusive education strategies can be improved.

Consequently, school heads must actively set goals, establish clear performance expectations, and cultivate persistence and drive in others (Maponya, 2020). In connection, effective school leadership in inclusive education requires a comprehensive perspective that aligns with the intricate complexities of catering to the diverse needs of learners. The accessible and inclusive environment encompasses leadership abilities that promote cooperation, making the school head a central figure in influencing the effectiveness of inclusive education initiatives (Mahoney et al., 2021).

Kamran et al. (2023) indicated that inclusive education faces significant challenges due to resistance from teachers and the community. Halder (2023) noted that teachers' concerns about new teaching methods and increased workloads present major obstacles. Furthermore, Allan (2022) revealed that knowing the biases and misunderstandings of teachers about inclusivity and disabilities is essential for fostering an inclusive school culture that benefits all students. Similarly, Expósito (2022) found that overcoming parental skepticism towards inclusive education necessitates effective communication and engagement strategies to dispel misconceptions and build trust.

Oskarsdottir et al. (2020) found that effective school leadership entails team collaboration in decision-making. Savolainen et al. (2020) revealed that identifying barriers to implementing inclusive education becomes critical for school heads for positive educational initiatives. A study by Jurs et al. (2023) echoed these findings, highlighting the necessity of balancing resources within budget constraints to effectively support the diverse needs of students. Singh et al. (2023) observed that limited access to professional development opportunities affected the ability of teachers to acquire the skills and training needed to support students with diverse needs. Furthermore, Nam (2021) found that resource constraints often prevent teachers from implementing differentiated instruction and assessment methods. Prathama et al. (2022) emphasized the importance of staying informed about relevant laws and policies related to inclusive education.

Moreover, in championing inclusivity within the classroom, school heads assume a central role that extends beyond traditional leadership responsibilities. To promote inclusive education, school heads must prioritize three key aspects: increasing participation, transferring a visionary approach, and instigating meaningful change that resonates with the various needs of students (Asamoah, 2023). Similarly, the pivotal role of school heads is to provide authentic and impactful leadership beyond administrative tasks. In this way, the school head becomes a key advocate for promoting inclusive education in the classroom, ensuring that diversity is acknowledged and embraced as an integral part of the educational experience (Saleem et al., 2020).

On the other hand, leadership catalyzes collaboration within educational institutions, creating an open space where trust and teamwork can flourish across diverse academic community levels (Abu Nasra & Arar, 2020). On the other hand, recognizing the inadequacy of conventional approaches, the school head becomes an advocate for fostering an inclusive environment that goes beyond mere compliance with teachers' instructions. It involves creating a space where educators are motivated to enhance their students' performance through advanced learning techniques that cater to higher-order thinking abilities (Avidov-Ungar, 2022).

Correspondingly, within the contemporary educational landscape, school leaders face the unique challenge of promoting inclusive learning, a task intricately linked to the dedication of teachers working diligently

to impart relevant knowledge (Scull et al., 2020). Oetjen (2023) found that allocating resources for inclusive education is essential to ensure that all students have equitable access to educational opportunities. Additionally, Leifler (2023) emphasized that a collaborative effort involving stakeholders such as parents, community members, and educational specialists is crucial for gathering valuable insights and resources that enhance inclusive practices. Abrol (2023) also supported the idea that a collaborative approach not only helps educators meet the diverse needs of students but also fosters an inclusive and supportive learning environment.

Means of Coping the Challenges as a Catalyst to Inclusive Education in the Classrooms

Abbas et al. (2020) that school heads serve as transformative educational leaders, addressing global challenges and championing educational inclusivity. The school head's influence encompasses academic and cultural reforms, focusing on pivotal aspects like increasing participation, transferring vision, and instigating change. Shoab et al. (2023) supported the idea that the effectiveness of school heads proves importance in achieving institutional goals, emphasizing authentic leadership that fosters the professional development of educators. Volosnikova (2023) highlighted that collaboration among teachers, staff, parents, and the community is essential to overcoming challenges in inclusive education. Raudeliūnaitė and Gudžinskienė (2023) found that addressing behavioral barriers and advocating for sensitivity among stakeholders are key to fostering inclusivity. Leading by example in inclusive behaviors encourages the wider adoption of inclusive practices, embedding inclusivity within the school culture.

Similarly, Nejati and Shafaei (2023) emphasized that inclusive leadership practices are essential for effectively managing cultural diversity, promoting collaboration, recognizing students' cultural backgrounds, and cultivating an inclusive school culture based on social justice and diversity management through community involvement. Massouti et al. (2023) highlighted the pivotal role of school leaders in promoting inclusivity within educational settings through a multifaceted approach. Albadawi (2023) found that implementing student-centered learning approaches ensures that teaching methods accommodate a variety of learning styles and abilities. Developing inclusive policies that promote equity, such as anti-bullying measures, helps create a welcoming environment for all students.

Additionally, Chhogyel et al. (2023) revealed that providing emotional support to students and staff fosters an atmosphere where challenges can be openly discussed. Opoku et al. (2022) explained that inclusive education is recognized as a beneficial policy to support the learning of all students in a single classroom. Khoirunnisa and Rahma (2023) found that effective collaboration among educators, administrators, and stakeholders is essential for the successful implementation of inclusive education, fostering a shared vision and cohesive strategies. Eminyan and Baghdasaryan (2023) also found that engaging families and community organizations is vital, as partnerships with these groups provide additional resources and support networks, promoting inclusivity and addressing the holistic needs of students.

In addition, the promotion of school heads in inclusive education presents a unique challenge beyond the classroom. It requires a profound shift in organizational culture, policies, and practices. To foster a truly inclusive environment, school heads must embrace systemic change, resource allocation, and cultivating a culture that values diversity and supports the learning needs of every student (Mitchell & Sutherland, 2020). Consequently, school heads also face problems with administrative burdens, often overshadowing the critical aspects of fostering inclusivity. The balance between resource management, strategic planning, and conflict resolution demands significant time and energy from school heads (Lambrecht et al., 2020). Furthermore, Rousey et al. (2022) revealed that collaborative efforts between schools and community organizations offer essential services and opportunities that further support inclusivity, emphasizing the

importance of partnerships in creating a comprehensive and supportive educational environment for all students. While Zaorska (2022) highlighted the need for joint seminars and training for both administrative and pedagogical staff to enhance collaboration and understanding of inclusive education practices. Similarly, De Oliveira (2023) found that collaborative practices among teachers, especially in the exchange of strategies and resources, are crucial for supporting diverse learners and enhancing the effectiveness of inclusive education. Shand and Batts (2023) emphasized that through collaborative mentoring projects and the creation of communities of practice. Doroshenko and Tsina (2022) found that Individual Education Plans (IEPs) are essential for tailoring educational programs to meet the unique needs of students with special needs, thereby increasing the effectiveness of inclusive education.

Meanwhile, in Pakistan, the effective inclusion of children with special needs in the educational system relies on fostering their active involvement in evaluation and intervention processes (Shaikh et al., 2023). Consequently, as school heads lead effectively, they cultivate collaboration within educational institutions (Baldanza et al., 2023). Subsequently, the ongoing shift towards inclusive education necessitates innovative teaching methods and positive teacher-student relationships (Pozo-Rico et al., 2020). In addition, various studies underscore the critical role of teaching methodologies and resources in shaping the inclusivity of learners (Oliveira et al., 2022). Hence, coping with these challenges requires proactive measures by school heads, such as investing in ongoing professional development to stay abreast of innovative teaching methodologies and advocating for policy changes that support inclusivity to diverse learning needs (Garzon Artacho et al., 2020).

Furthermore, implementing innovative policies and adopting fair educational practices are critical for enhancing the schools' productivity (Kistyanto et al., 2022). Likewise, school heads must navigate the complexities of policy development by employing strategic planning and leveraging historical data to inform inclusive policies (Eckert & Morgan, 2023). On the other hand, the positive relationship between school heads and teachers is a coping mechanism, fostering mutual understanding and collaboration (Lenart-Gansiniec & Sułkowski, 2022). In addition, coping with challenges as catalysts for inclusive education requires school heads to showcase inspirational leadership (Herman et al., 2023).

The above literature review underscores the indispensable role of school heads as a catalyst in inclusive education within classroom settings. Their leadership qualities, including visionary approaches, empathetic engagement, and transformative leadership styles, are crucial in fostering an inclusive school culture and facilitating meaningful change. However, despite recognizing the pivotal role of school heads, the literature also highlights various challenges they face, such as balancing diverse learner needs, navigating administrative burdens, and addressing limited understanding of special education laws. While existing literature offers valuable insights into the challenges faced by school heads as catalysts of inclusive education, there remains a gap in understanding their specific experiences and coping strategies as catalysts for inclusive education within classroom settings. Therefore, this study aimed to address this gap by exploring school heads' experiences and coping mechanisms as catalysts for inclusive education within public schools of Davao de Oro.

METHODOLOGY

Research Design

In this study, a qualitative research design was used. A qualitative inquiry lay in the interpretation and understanding of words and observations. This shift allowed the researchers to uncover meanings, contexts, and patterns inherent in the data. A diverse array of data sources, encompassing audio recordings,

text, and images, facilitated a comprehensive understanding of the phenomena under examination (Ritter et al., 2023).

In the context of this study, I used interpretation and understanding of words and observations. This approach allowed me to delve into the meanings of data, contexts, and patterns. I also employed diverse data sources, including audio recordings, text, and images. This varied data collection strategy provided a comprehensive understanding of the phenomena I investigated. This approach enabled me to explore and analyze the research questions in a rich and context-specific manner, giving me the flexibility to capture the important data in my study.

Similarly, I employed phenomenology to delve into the experiences of school heads acting as catalysts for inclusive education within public schools in the Davao de Oro division. Utilizing the qualitative-phenomenological method, I aimed to uncover school heads' challenges and opportunities in advancing inclusive education. Additionally, I explored the coping strategies employed by school heads to maintain inclusivity in the face of various challenges in the realm of inclusive education.

Research Participants

The participants for this study consisted of one to nine (1-9) school heads from public schools, specifically those overseeing public schools within Davao de Oro. The number of participants was determined following Creswell's guidelines for phenomenological studies, where he recommended a range of 5 to 25 participants (Daelman et al., 2020). Additionally, it was acknowledged that a sample size as small as nine (9) could be considered fair, given the importance of quality over quantity in qualitative research (Pyo et al., 2023).

The participants were chosen through purposive sampling. Purposive sampling involved deliberately selecting participants based on specific characteristics, such as their level of education or expertise in a particular area of interest. This approach included identifying and choosing individuals or groups with the necessary qualifications for the study (Alessi & Kahn, 2023).

Moreover, I ensured a clear understanding of the research purpose of this study, allowing me to select and approach qualified participants based on established inclusion criteria. Participants were chosen regardless of age, gender, and school category. Nevertheless, participants had to meet the following criteria: a) be a school head in a public school assigned in the division of Davao de Oro; b) have been a school head for at least three years; c) have implemented inclusive education in the classrooms. On the other hand, school heads not assigned in Davao de Oro division, serving less than 3 years, and not having implemented inclusive education in the classroom were not participants of this study.

Role of the Researchers

In this qualitative research, my role as the researcher involved ensuring the ethical conduct of the study, being an interviewer during IDIs, ensuring the proper recording of interviews, transcribing with confidentiality, translating responses accurately, and conducting primary data analysis (Bibi et al., 2021). As an interviewer during in-depth interviews (IDIs), I facilitated and guided participants through a reflective and introspective exploration of their perspectives. With a focus on individual responses, I also created a comfortable and open environment that encouraged participants to delve deeply into their thoughts and experiences. Through thoughtful questioning and active listening, I aimed to elicit rich and detailed narratives, allowing participants to articulate their viewpoints with clarity and depth.

Furthermore, in ensuring the integrity of data recording for this study, I meticulously implemented a comprehensive approach. Firstly, I employed audio recording devices to capture the entire interview, promoting transparency and safeguarding against potential researcher bias. This preserved the originality

of participants' responses and facilitated accurate transcription. To further enhance reliability, I adopted a systematic coding system, ensuring consistency in data analysis and enabling fellow researchers to replicate the study effortlessly.

Moreover, as a transcriber, I meticulously transformed spoken words into written text, maintaining accuracy and confidentiality in transcriptions. In addition, I also emphasized my role as a member checker. I returned to the participants with the transcripts, seeking their feedback to ensure their responses were accurately represented. It was a valuable step in maintaining the credibility of the data and respecting the participants' perspectives in the research process.

In addition, in the translation process, I carefully preserved the meaning of participants' responses, ensuring accurate delivery of their thoughts and feelings while maintaining cultural sensitivity. I also sought feedback from participants to ensure the validity and accuracy of translations.

Lastly, as a data analyst, I was committed to objectivity; I also fostered themes and patterns aligned with the data without preconceived biases. I also employed qualitative analysis techniques, such as thematic coding and constant comparison.

Data Sources

In this qualitative study, I recognized the efficacy of in-depth interviews (IDIs) and emphasized the transparency of using this method to delve into participants' thoughts, feelings, and behaviors on significant issues. In this study, there were commonly utilized data sources, and I primarily relied on in-depth interviews, considering it a valuable method for obtaining detailed information (Creswell, 2017).

The primary data source was face-to-face interviews involving nine (9) research participants who were school heads in public schools of the specified district. These interviews were conducted personally, providing an in-depth exploration of participants' perspectives.

The data were collected from participants within the context of public schools in the Davao de Oro Division, emphasizing a generic description of the place to maintain confidentiality. The decision to opt for virtual interviews through platforms like Google Meet and Zoom underscored the evolving nature of research methods in response to technological advancements. These platforms played a crucial role, mainly when participants could not attend face-to-face interviews, ensuring flexibility and accessibility in data collection.

Furthermore, this study was based on secondary sources such as articles, journals, and books cited in the related literature review. As noted by Halldorsson et al. (2023), secondary sources provided interpretations, analyses, and commentary based on information derived from primary sources, offering valuable insights and supporting the study's findings.

In summary, the data sources for this qualitative research encompassed responses from in-depth interviews (IDI) and observations within the generic setting of public schools in the specified district. Additionally, secondary sources, including articles, journals, and books, augmented and supported the study's findings.

Data Collection Procedure

The data collection procedure involved ethical considerations by seeking permission from authorities, securing consent from participants through Informed Consent Forms (ICF) to ensure voluntary engagement, conducting orientation sessions, preparing an interview guide, conducting In-Depth Interviews (IDIs), and providing supporting literature on qualitative data collection methods. This ensured a methodologically sound and ethical approach to gathering information and gaining insights into the researched phenomenon (Lok & Adams, 2023).

In the context of this study, I meticulously followed a step-by-step process to ensure thematic, ethical, and

confidential data collection. Firstly, the paper was reviewed by the St. Mary's College Research Ethics Committee (SMCTI-REC) office to ensure participant safety and adherence to ethical standards during the study. Following that, an approval letter from their office was requested.

Secondly, an endorsement letter was obtained from the Dean of the Graduate School Program at St. Mary's College of Tagum, Inc. The Dean's endorsement letter and the REC's certificate of permission were used as proof of permission to conduct the research. Similarly, the structured interview was sent to assigned instrument validators to ensure the questions were relevant to the study's purpose and research questions. Following that, communication was established for approval by the school division superintendent of the Division of Davao de Oro. An approval letter was delivered to the Maco South District, Division of Davao de Oro, along with the letter of intent to conduct the study among school heads of the nine (9) public elementary schools where participants were assigned.

Thirdly, participants' consent forms were secured, requesting permission to participate in the study. The forms confirmed their acceptance and willingness to participate. Respondents were notified individually, and I personally delivered a copy of the approved letters granting permission to conduct the research and obtained their signatures. The Informed Consent Forms (ICF) were also provided, including a provision requesting participants to record in-depth interviews through suitable means. Before the face-to-face interviews, participants underwent an orientation to ensure a thorough understanding of the purpose of the research and their involvement.

Fourth, in-depth interviews with school heads were conducted through personal meetings, briefings, or presentations in person. Additionally, supplementary methods like messenger or email distribution complemented in-person recruitment efforts to ensure appropriate scheduling based on participants' availability. Before the interviews, participants were re-oriented to ensure their comfort with the process. The assigned validators employed and validated a semi-structured interview guide. Throughout the interviews, precautions were taken to avoid questions leading to the revelation of personal profiles or identifiable features. Participants were addressed using codes instead of real names, and any pictures taken for verification purposes had faces blurred.

After completing the individual interviews, responses were audio-recorded, with each session lasting approximately 60-90 minutes. The data were then transcribed and analyzed with the participants' consent to identify themes and patterns. This analysis phase took about three weeks. Following data analysis, the summarized findings were shared with the participants during the member-checking phase. Participants were invited to review the findings and were encouraged to provide feedback on their accuracy and representativeness. This process was facilitated through in-person orientation, allowing participants to offer their perspectives and suggest any adjustments or clarifications to ensure the credibility and trustworthiness of the study findings. Their input was carefully considered and incorporated into the final analysis, enhancing the validity of the research outcomes.

Data Analysis

I adopted a thematic analysis to extract meaningful insights from the gathered data in this qualitative research. Thematic analysis was the next step in the analytical process, focusing on identifying, analyzing, and reporting patterns or themes in the data. This approach distilled the rich qualitative data gathered through in-depth interviews. By systematically organizing and coding the data, the goal was to uncover recurring patterns and thematic elements emerging from participants' narratives, contributing to a better understanding of the phenomenon under investigation (Nandiyanto et al., 2023).

Villeneuve and Bouchamma (2023) highlighted key processes that were integral to the research methodology in connection with a comprehensive analysis of the collected data. The first step involved effective raw data management, emphasizing the need for systematic organization and storage to ensure accessibility and coherence throughout the analysis phase. Data reduction followed, focusing on condensing the collected information to identify essential patterns and relevant themes. On the other hand, coding and theming played a pivotal role in this process, involving the systematic labeling and categorization of data to discover the underlying patterns and trends. Finally, data representation involved translating the coded and themed data into a format that facilitated a meaningful and insightful interpretation, contributing to a comprehensive understanding of the research phenomenon.

Firstly, raw data management was followed by meticulously transcribing the gathered data. This was performed by listening to the recorded interviews, using Microsoft Word for transcription, and formatting the transcript according to established guidelines.

Subsequently, data reduction was undertaken, a crucial step in enhancing data quality before analysis. This involved carefully eliminating unusable or irrelevant portions of the transcript, ensuring that the retained data was meaningful for analysis.

Third, coding was used to classify and categorize text, creating a framework for thematic concepts and their relationships. In this study, the coding process involved reading through the data multiple times, segmenting the text, labeling segments with codes, reducing overlap or redundancy, categorizing codes, and collapsing codes into major themes. Colored pens and highlighters were also used to identify repeating themes and analyze the text. Responses with similar core ideas were selected and grouped to form larger themes, ensuring each theme contained at least three core ideas to be considered legitimate.

Finally, a table was written that included major themes identified during the results. The first column corresponded to core ideas, and the second column expanded on major themes through a textual discussion. Verbatim statements extracted from participants and actual responses obtained during the research process supplemented the discussion.

Trustworthiness of the Study

Ensuring the trustworthiness of qualitative research findings was crucial for establishing the study's quality, authenticity, and sincerity. Trustworthiness involved a reader's confidence or trust in the outcomes. In this study, trustworthiness involved credibility, dependability, confirmability, and transferability (Pratt et al., 2023).

Credibility referred to the belief in the veracity of the results of the study (McKim, 2023). In this study, credibility was enhanced through multiple measures, including member checking, iterative questioning, and the utilization of well-established methods. This iterative approach allowed for a more comprehensive understanding of participants' experiences and perspectives, thereby enriching the data collection process. Furthermore, the member-checking technique was integral to ensuring the credibility and accuracy of the findings. Participants were actively engaged in the validation process by being presented with data or findings derived from their interviews. This method served as a means of validation and fostered participant involvement in the research process. Specifically, in this study, member checking involved revisiting participants' responses and allowing them to cross-check their answers from the recorded interviews. Participants were provided with a printed copy of the transcribed data from their interviews to facilitate this process. This approach enabled them to review and verify the transcription's accuracy in real-time. Each participant received a physical copy of the data, and ample time was allotted for thorough assessment to ensure their feedback was fully considered.

During the face-to-face member-checking session, participants were encouraged to provide any corrections, clarifications, or additional insights regarding the transcribed data. If discrepancies or inaccuracies were identified, adjustments were made in real time to ensure the accuracy of the information. Following the review, participants were asked to sign a certification or validation form confirming that they had thoroughly evaluated the transcribed data during the session and expressed their approval of the results. Participating actively in the member-checking process enhanced the credibility and authenticity of the study's findings.

In connection, the respondents were selected from various public elementary schools in Maco South District, Division of Davao de Oro. To gain a comprehensive understanding of the issues, the interviews involved probing questions to elicit detailed responses from the participants. Moreover, rigorous adherence to well-established research methods and procedures was maintained throughout the study.

Dependability pertained to the uniformity and repeatability of research findings (Duval et al., 2023). In the context of this study, overlapping methods were employed, focusing solely on in-depth interviews. This approach improved dependability by addressing potential weaknesses in one process through the supplementary data collected during the in-depth interviews. Repetitive observations and thorough questioning about the phenomenon under investigation were integrated to enhance the study's dependability.

In addition, the audit trail in this study involved ongoing evaluation of the research process and its outcomes, with researchers being held accountable for all decisions and actions taken throughout the study. This mechanism validated the data by demonstrating how it was gathered, documented, and evaluated. Furthermore, a crosschecking procedure was implemented to determine which files were utilized and collected, including raw data, interview and observation notes, documentation, and audio recordings from in-depth interviews. The audit trail detailed the techniques employed to collect data, analyze interviews, interpret findings, and make decisions. To ensure the integrity of the process, all collected data and records were systematically examined, checked, and assessed under the supervision of my advisor, an expert in this field. Seeking guidance and feedback from the advisor provided valuable insights and assistance throughout the research endeavor, further enhancing the study's dependability.

Confirmability was essential for ensuring the credibility and trustworthiness of the study's findings (Gästrin & Gisslén, 2021). This research demonstrated confirmability through a transparent presentation of theoretical, methodological, and analytical choices made throughout the study. By clearly articulating the rationale behind these decisions, readers could verify and understand the research process. Detailed records of any unique or noteworthy observations made during data collection were maintained to facilitate this. Moreover, triangulation enhanced the confirmability of the study by utilizing various data sources and methodologies, including in-depth interviews, observations, and document analysis. This approach ensured that the findings were supported by multiple lines of evidence, increasing confidence in the study's conclusions. Triangulation enabled other researchers to corroborate the results, thereby enhancing the overall validity of the research.

Before conducting the in-depth interviews, thorough checks and evaluations were undertaken to uphold the integrity and ethical standards of the research process. This involved comprehensive research protocol reviews by ethical review boards and subject matter experts. Additionally, validation forms and interview questions were scrutinized and refined with input from experienced researchers to improve their reliability and validity. Furthermore, implementing an audit trail provided more confirmability in the research process. Through meticulous documentation of research decisions, actions, and data sources, the audit trail

ensured transparency and accountability. It enabled independent verification of the study's procedures and findings, bolstering confidence in the research outcomes without redundancy.

Transferability was prioritized in this study by comprehensively describing the methodology and the phenomenon under investigation. Detailed accounts of the research site, participants, and procedures were provided to enable other researchers to assess the applicability of the findings to different contexts.

Furthermore, to enhance transferability, thick descriptions were created throughout the study. These descriptions provided rich, detailed accounts of the research context, participants' characteristics, and the research process. They helped readers understand the study's complexities, facilitating their ability to apply findings to other contexts. Moreover, diligent data management practices were implemented to safeguard the credibility and transferability of the study. All documents, including interview transcripts, observation notes, and relevant records, were securely stored in soft and hard copy formats. These data were organized systematically and password-protected to ensure confidentiality and accessibility. Maintaining backup copies of the data on separate devices further enhanced data security and accessibility.

Ethical Consideration

To uphold ethical standards in this research, approval was sought from the St. Mary's College Inc. Ethics Committee, ensuring alignment with ethical principles. Necessary ethical procedures were diligently adhered to when engaging with participants throughout the research process. This included responding to study-related concerns, obtaining informed consent, and maintaining the anonymity of research findings. Strict adherence was maintained to the ten dimensions of ethical considerations, which encompassed ensuring social value, obtaining informed consent, considering the vulnerability of research participants, identifying and controlling risks, maximizing benefits, ensuring privacy and confidentiality, promoting justice and transparency, displaying researcher qualifications, ensuring appropriate facilities, and involving the community and the public in the research process. Through this rigorous approach, a responsible and respectful study was conducted that prioritized participants' well-being and rights, maintained research integrity, and ethically contributed to the broader academic community.

Social value was significant as it shed light on critical aspects of leadership and resilience as catalysts of inclusive practices within schools. By delving into school heads' experiences and effective strategies, the research aimed to inform policy recommendations and inspire targeted leadership programs to enhance inclusivity within the educational system.

Moreover, the study's findings had the potential to catalyze positive change within schools, inspiring school heads to refine their leadership styles and cultivate environments that prioritized inclusivity, fairness, and understanding. By influencing teachers and school personnel to adopt similar approaches, the study aimed to foster a culture of inclusivity that extended beyond the immediate scope of the research and positively impacted the broader educational landscape.

Informed consent in this study upheld the ethical principles of ensuring the rights and well-being of research participants. Informed consent was fundamental to research ethics, emphasizing respect for individuals' autonomy, dignity, and privacy. Before conducting the study, comprehensive orientation sessions provided participants with a clear understanding of the study's research objectives, procedures, and potential implications. Additionally, participants were provided with a copy of the Data Privacy Notice for Research Respondents. This notice served as a crucial document outlining various components essential for ensuring the protection of participants' data. Apart from detailing the informed consent process, the Data Privacy Notice explained the methods employed for data collection, storage, and

analysis. It also discussed participants' rights concerning their personal information, including the option to withdraw consent and the procedures for data retention and disposal.

Moreover, collecting and processing personal information from participants played a pivotal role in securing informed consent and facilitating effective communication throughout the research process. Details such as name, age, and contact information were indispensable for participant identification and engagement, while including sensitive data like medical history or socio-demographic characteristics was essential for shaping the methodologies and tailoring interventions of the study. Safeguarding this information with strict adherence to ethical guidelines and data protection regulations was necessary to uphold participants' rights, preserve confidentiality, and mitigate any associated risks. Transparent communication regarding the purpose, scope, and management of personal data fostered trust and encouraged active involvement, thereby enhancing the integrity and impact of the research process.

In addition, the **vulnerability of research participants** referred to the possibility that participants might encounter challenges or risks during the study, which could have affected their well-being, privacy, or emotions. In this study, participants had the autonomy to decide whether to participate in the interviews. Participation was voluntary, and individuals could choose not to participate without repercussions. If participants opted to take part, they were required to sign the informed consent form. Participants also retained the right to withdraw from the study at any point, even after signing the consent form, without providing a reason.

Subsequently, the decision to withdraw from the study did not affect any existing relationship with the researcher. In the event of withdrawal before data collection was complete, participants could rest assured that their data would be handled in accordance with legal requirements to prevent unauthorized access or disclosure. Data was returned to participants, deleted, or destroyed as prescribed by law. To prevent undue influence, the principal investigator allocated sufficient time to explain the research study, giving participants adequate time to consider the information before deciding to participate.

However, alternative methods, such as online platforms, were offered to participants who expressed concerns or preferences for remote participation. This flexible approach accommodated participants' needs and preferences, ensuring their comfort and safety during the research. By proactively addressing vulnerabilities and offering alternative options, the study sought to uphold ethical standards and prioritize the welfare of all participants involved.

Ensuring participants' **risks, benefits, and safety** was paramount in this study. No known risks were associated. Participants may have experienced discomfort or inconvenience due to the time commitment required, but efforts were made to minimize any potential discomfort. Although participation did not offer direct benefits, involvement significantly contributed to the study's success in understanding school heads' challenges as catalysts in inclusive education. As a token of appreciation for their participation, a small gift was provided to express gratitude for their time and effort. Any expenses incurred during participation, such as travel or internet usage, were reimbursed.

To protect the privacy of vulnerable participants, such as members of the LGBTQI community, pregnant or nursing mothers, or senior citizens, measures were implemented to conceal their identities. Participants were encouraged to wear face masks, caps, or other materials for online interactions to hide their identities. Technology was used to alter or de-identify their voices during audio-recorded sessions. During in-person interviews, locations were carefully selected to ensure participants' safety, convenience, and comfort, free from disturbances, while upholding and protecting their privacy.

Respecting respondents' **privacy and confidentiality** was a fundamental principle of this study. Transpa-

rent, legitimate, and proportional practices were adhered to in collecting, retaining, and processing personal information, maintaining the highest privacy standards in alignment with legal and ethical considerations. Participants' privacy was protected by conducting the research in private settings, and appropriate security measures were implemented for online research or survey platforms. Similarly, participants were not coerced into revealing personal information they did not wish to disclose to the researcher. The data or information provided by participants was treated with complete anonymity and utmost confidentiality through discrete coding. Individual identities were not used in any reports, presentations, or publications resulting from the research study.

Moreover, all research data or information was securely stored in locked files (for material copies) or password-protected folders (for electronic copies). Only the principal investigator had direct access to the files. However, the Research Ethics Committee and other regulatory bodies were granted access to the information and data to verify and validate procedures and research data. Upon completion of the research study, the data collected was securely destroyed to prevent unauthorized access, use, or disclosure to any other party or the public or as prescribed by law. The data collected was used solely for the purposes outlined in this research study, including presentation at research forums, conferences, and seminars, publication in academic journals or other scholarly publications, and informing educational policies or practices. Handling and disseminating the data responsibly and ethically was imperative, as well as maintaining the confidentiality and protecting participants' privacy.

Justice was observed by employing appropriate sampling techniques when selecting the participants in this research's quantitative and qualitative phases. The research was carried out with the utmost validity and expert knowledge, ensuring that the respondents were fairly chosen and that the study was completed in the appropriate environment with adequate facilities and professionalism. Furthermore, all participants were treated justly, regardless of their rank or position in the school. Additionally, as participants devoted time and effort to the study, they received corresponding tokens of gratitude or any other reasonable incentive.

Transparency was a critical component of this study. Participants were informed about the study's primary goal: to investigate their journey and experiences in promoting inclusive education in classrooms. They were actively involved in the data-gathering phase through participation in the IDI, answering interview guide questions. Participants were also informed about potential risks and discomforts throughout the process. This ethical consideration included disclosing research findings to participants, ensuring they understood the significance of the information they shared in improving various programs, projects, and activities at the governance level. The study results were communicated adequately, comprehensively, and accurately to participants. Additionally, participants were informed that expenses incurred in this research endeavor were covered. Proper communication was observed before conducting the study, with written permission obtained from the Division Office and the nine (9) schools within Davao de Oro.

Qualification of the Researcher. As the researcher in full control of this study, I foresaw the vital role that personal attributes and qualifications played in ensuring the success and ethical conduct of my research. I took responsibility for displaying personal integrity, scientific competence, social awareness, cultural sensitivity, intellectual humility, diligence, and safety readiness. I prioritized securing the necessary credentials, expertise, and training to meet these requirements.

Moreover, I was devoted to enhancing my research proficiency through targeted professional development in school management and human resource practices. Similarly, I sought alternative avenues for skill

enrichment, including enrolling in relevant educational management courses, participating in workshops on leadership in academic settings, and attending seminars focused on effective strategies for fostering inclusivity in school environments. Consequently, acknowledging the significance of continuous learning and guidance in research, I was fortunate to have been under the mentorship of a seasoned research adviser. Her wealth of knowledge and valuable insights played a crucial role in maintaining the quality and validity of the study. This collaborative approach ensured that the research significantly met the established standards and objectives.

Furthermore, I implemented a detailed research design reflecting careful attention to ethical, cultural, and social aspects. Similarly, the scope and limitations of the research were clearly defined, demonstrating intellectual humility by acknowledging potential areas where future expertise might have been limited. Regular consultations with my research adviser were integral, leveraging her experience to align my methodology with scientific competence.

Adequacy of Facilities. This referred to the critical aspect of research methodology, emphasizing the importance of a thorough literature review and access to diverse resources. The availability of books, journals, and unpublished dissertations was a valuable repository of information for the researcher. In ensuring the adequacy of facilities for this study, I focused on providing an array of resources, including books, journals, and dissertations, to support comprehensive literature reviews (Ogunode & Ade, 2023). In the context of this study, I ensured the availability of interview spaces and associated resources. Additionally, I prioritized well-equipped, private, and comfortable interview rooms equipped with recording devices, note-taking materials, and necessary technology to ensure an effective interview process. Measures to minimize external disturbances were implemented to foster a focused and confidential exchange of information during in-person interviews. The accessibility of relevant literature within the interview space was considered, providing immediate access to books, journals, and materials to address on-the-spot questions and facilitate in-depth discussions based on existing literature.

Community involvement encompassed active engagement with stakeholders at various levels to ensure their input and participation in the research process. A letter was sent to the Division of Davao de Oro to initiate community involvement, seeking permission and endorsement. Efforts were made to establish rapport and collaboration with school division superintendents, administrators, teachers, and other relevant community members. Once permission was obtained, efforts were made to engage with school leaders and educators through informational sessions, workshops, or meetings. These sessions provided an opportunity to discuss the research objectives, methodology, and potential outcomes. Feedback from these stakeholders was sought to ensure that the research design aligned with the needs and priorities of the community.

During data collection, participants were given ample information about the study and its objectives, allowing them to contribute their perspectives and experiences. This participatory approach ensured that the research was grounded in the realities and contexts of the community. Furthermore, disseminating the study's findings involved active engagement with internal and external stakeholders. Communication channels such as the DepEd Davao de Oro Office, school district offices, school learning action cells (LAC) sessions, coaching and training course programs, and other initiatives were utilized to share research outcomes and facilitate discussions on how these findings could inform practice and policy

RESULTS/DISCUSSION

Lived Experiences of School Heads as Catalysts of Inclusive Education in the Classrooms

School heads shared their lived experiences and the challenges they encountered, of being a catalyst in inclusive education which five (5) major themes had emerged from their responses, namely: Creating a Supportive and Welcoming School Culture; Experiencing Resistance from Teachers and Community; Addressing Limited Resources for Professional Development; and Having Difficulty of Allocating Resources.

Creating a Supportive and Welcoming School Culture

Creating a supportive and welcoming school culture began with promoting values of respect, empathy, and understanding among all members of the school community. By implementing policies that prioritized respect, understanding, and acceptance of every student, regardless of their background or abilities, schools fostered an environment where diversity was celebrated and bullying was actively prevented, especially for students with disabilities. Connecting deeply with students and teachers to comprehend their unique experiences and challenges further strengthened this inclusive culture, ensuring everyone felt valued and supported.

In connection, Boubée et al. (2023) highlighted that establishing a supportive and welcoming school culture is essential for fostering a positive educational environment that promotes student well-being and academic success. The research underscores the critical role of school leadership in cultivating supportive behaviors that contribute to school development and improved student outcomes. Barker et al. (2023) also found that schools are increasingly recognized as pivotal in addressing students' mental health challenges, emphasizing creating a positive school culture that enhances mental well-being through nurturing relationships, safety, and conducive learning environments.

Moreover, the influential impact of school culture on shaping norms, values, and academic performance underscores the need for a collaborative and positive atmosphere among school staff, as highlighted by insights from studies utilizing school culture inventories (Ardiyan et al., 2023). Ultimately, prioritizing core values such as respect, empathy, and understanding within educational settings is crucial for establishing a safe, inclusive, and supportive climate that empowers students to excel academically and emotionally (Stanley & Nätke, 2022).

Experiencing Resistance from Teachers and Community

Experiencing teacher and community resistance presented significant challenges in implementing inclusive education initiatives. Teachers' unfamiliarity with new teaching approaches and concerns about increased workload often hindered progress, requiring targeted support and professional development. Convincing parents and guardians to embrace inclusive education was equally challenging, as it involved addressing misconceptions and fears about their children's educational experience. Additionally, establishing effective co-teaching models for regular and special education required collaborative efforts and clear communication to ensure successful implementation despite initial resistance.

As a matter of fact, Kamran et al. (2023) supported the idea that inclusive education encounters substantial challenges stemming from teacher and community resistance. Halder (2023) supports that teachers' apprehensions regarding new teaching methods and increased workloads pose significant barriers that necessitate targeted professional development and support to overcome.

In addition, addressing teachers' biases and misunderstandings about inclusivity and disabilities is crucial for nurturing an inclusive school culture that benefits all students (Allan, 2022). Similarly, Expósito (2022) revealed that overcoming parental skepticism towards inclusive education requires effective

communication and engagement strategies to dispel misconceptions and build trust. This also requires the achievement of practical collaborative teaching approaches for both regular and special education to develop teamwork and well-defined communication methods.

Addressing Limited Resources for Professional Development

Encountering problems with limited resources for professional development in handling inclusive classrooms presented significant challenges for educators. Balancing resources within budget constraints to adequately support the diverse needs of students was a critical challenge, significantly when facilitating teachers who lacked the necessary skills to support these students. Additionally, providing training on differentiated instruction and assessment methods proved difficult, including the need for updated knowledge of relevant laws and policies related to inclusive education, which were essential for ensuring compliance and effective classroom practices.

A study by Jurs et al. (2023) closely aligned with the above findings as they found a need to balance resources within budget constraints to support the diverse needs of students. Singh et al. (2023) found that limited access to professional development opportunities impedes educators from effectively acquiring the necessary skills and training to support students with diverse needs.

Additionally, resource constraints often hinder educators from implementing differentiated instruction and assessment methods, impacting the quality of education provided to students (Nam, 2021). Prathama et al. (2022) express that staying updated on relevant laws and policies related to inclusive education is essential but can be challenging without sufficient resources for ongoing training and professional development.

Having Difficulty of Allocating Resources

Having difficulty allocating resources for inclusive education was a significant challenge. However, it was essential to create an educational environment where every student, including those with special needs, could thrive. By sending teachers to seminars and training focused on effectively handling diverse student needs in their classrooms, schools aimed to equip educators with the knowledge and skills necessary to provide tailored support. Despite these efforts, the challenge of resource allocation persisted, making it difficult to provide the necessary support consistently.

A study by Oetjen (2023) found that allocating resources for inclusive education is necessary to ensure that every student has fair educational opportunities. Recent studies underscore the effectiveness of sending teachers to specialized seminars and training sessions, which equip them with essential skills to meet the diverse needs of students with disabilities in mainstream classrooms, fostering supportive learning environments tailored to individual requirements. Furthermore, Leifler (2023) supported those collaborative efforts involving stakeholders such as parents, community members, and educational specialists are essential for gathering valuable insights and resources that enhance inclusive practices, promoting a comprehensive approach to inclusive education. Abrol (2023) further supported that the collaborative approach not only supports educators in meeting the diverse needs of students but also cultivates an inclusive and supportive learning environment.

Coping Strategies of School Heads as a Catalyst of Inclusive Education in the Classrooms

During the interview, participants shared their ways of coping with the challenges as a catalyst for inclusive classroom education. They also shared their leadership styles, effective techniques, and approaches that helped them solve the problem, and their responses provided (5) major themes that emerged from the transcriptions, namely: Showing Collaborative Environment; Promoting Inclusivity in the School; Building Partnerships that Support Inclusive Education; Supporting Teachers with Knowledge

and Skills on Inclusive Education Practices; and Allocation of Budget.

Showing Collaborative Environment

In fostering a strong relationship within an educational community, it was essential to cultivate a collaborative environment among teachers, staff, and parents. This collaboration enriched the educational experience and exemplified leadership by showing respect and understanding for all students. By organizing regular meetings and feedback sessions with parents about their children's education, addressing behavioral barriers sensitively across teachers, students, and staff, and embodying a mantra of inclusive behavior in daily interactions, a model of a strong relationship was established, ensuring a supportive and cohesive learning environment for all stakeholders involved.

The above result is supported by Volosnikova (2023), who emphasized that collaboration among teachers, staff, parents, and the community is needed to address challenges in inclusive education. School leaders are instrumental in fostering inclusivity through policies and practices that promote equity and respect for all students. In addition, building strong relationships with parents through regular communication and collaborative efforts is essential for effectively supporting students with diverse needs. Raudeliūnaitė and Gudžinskienė (2023) revealed that addressing behavioral barriers and advocating for sensitivity among stakeholders is crucial in promoting inclusivity. Leading by example in inclusive behaviors encourages broader adoption of inclusive practices, embedding inclusivity in the school culture.

In connection, Nejati and Shafaei (2023) highlighted that inclusive leadership practices are crucial for effectively managing cultural diversity, promoting collaboration, acknowledging students' cultural backgrounds, and cultivating an inclusive school culture grounded in social justice and diversity management through community participation. Their study underscores their significance in fostering organizational learning behavior, creating a fearless organization, and driving social transformation at various organizational levels.

Promoting Inclusivity in the School

Promoting inclusivity in the school began with a proactive approach to enforcing clear policies and guidelines that demonstrated the institution's unwavering commitment to inclusivity. Implementing student-centered learning approaches enhanced inclusivity by catering to diverse learning needs and fostering a supportive educational environment. Advocating for policy changes, funding, resources, and legislative support for inclusive education strengthened the school's commitment to providing equitable and accessible learning experiences for every student.

Similarly, Massouti et al. (2023) emphasized that school leaders play a pivotal role in promoting inclusivity in educational settings through a multifaceted approach. This includes emphasizing the importance of clear and enforceable inclusive education policies to outline the school's commitment and provide guidelines for diverse learners. Albadawi (2023) also found that implementing student-centered learning approaches ensures teaching methods accommodate varied learning styles and abilities. Developing inclusive policies that promote equity, such as anti-bullying measures, creates a welcoming environment for all students.

Additionally, providing emotional support to students and staff fosters an open discussion of challenges. Advocating for policy changes at higher administrative levels secures crucial resources and legislative support for inclusive education practices (Chhogyel et al., 2023). Opoku et al. (2022) explain that inclusive education is recognized as a beneficial policy to support the learning of all students in a single classroom, regardless of their challenges or differences. Hence, school leaders play a crucial role as change agents in promoting inclusive education by leading the process within schools.

Building Partnerships that Support Inclusive Education

Building partnerships that supported inclusive education was essential for creating a collaborative and supportive educational environment. Effective communication with school stakeholders ensured the successful implementation of inclusive education practices, fostering shared goals and responsibilities and connecting with the broader community, including parents and local organizations, and enhanced inclusivity by leveraging diverse perspectives and resources to create a more inclusive environment. Establishing partnerships with community organizations strengthened support networks and expanded opportunities for inclusive practices.

Effective collaboration among educators, administrators, and stakeholders is crucial for the successful implementation of inclusive education, fostering a shared vision and cohesive strategies (Khoirunnisa & Rahma, 2023). Continuous communication and cooperative planning are key elements that support diverse learners and enhance educational outcomes. Engaging families and community organizations is vital, as partnerships with these groups provide additional resources and support networks, promoting inclusivity and addressing the holistic needs of students (Eminyan & Baghdasaryan, 2023).

Moreover, collaborative efforts between schools and community organizations offer essential services and opportunities that further support inclusivity, highlighting the significance of partnerships in creating a comprehensive and supportive educational environment for all students (Rousey et al., 2022). On the contrary, Zaorska (2022) suggested joint seminars and training for administrative and pedagogical staff to enhance collaboration and understanding of inclusive education practices. The research underscores the significance of intra-school supervision and development and introduces necessary tools, like mastering ICT tools, for supporting inclusive education initiatives.

Supporting Teachers with Knowledge and Skills in Inclusive Education Practices

Supporting teachers with the necessary knowledge and skills in inclusive education practices was essential for fostering an inclusive learning environment. This involved encouraging SPED teachers to share effective strategies and resources that supported diverse learners, providing ongoing professional development through workshops and training sessions focused on inclusive education, and ensuring the implementation and monitoring of Individual Education Plans (IEPs) tailored to each student's unique needs.

Similarly, collaborative practices among teachers, particularly in exchanging strategies and resources, are vital for bolstering support for diverse learners and advancing effective inclusive education (De Oliveira, 2023). Through collaborative mentoring projects and establishing communities of practice, teachers can jointly develop inclusive teaching methods, enhance professional relationships, and cultivate a culture of continuous knowledge and skill sharing (Shand & Batts, 2023). In addition, Doroshenko and Tsina (2022) revealed that Individual Education Plans (IEPs) are essential for customizing educational programs to address the unique needs of students with special needs, thereby improving the effectiveness of inclusive education.

Allocation of Budget

Allocating a budget for facilities and learning resources is needed to support inclusive education and ensure all students have the tools they need to succeed. Schools must prioritize the swift processing of funding for additional learning resources for learners with disabilities, ensuring that resources are allocated to meet the diverse needs of students. This includes providing classrooms, necessary materials, and equipment and promoting policies that secure adequate funding and resources for inclusive education initiatives.

A study by Jurs et al. (2023) emphasized that efficient allocation of resources is essential for the academic success of students with disabilities. Their research highlights the importance of the timely provision of support and resources tailored to meet the specific needs of these students, thereby enhancing their educational outcomes. In addition, Licwinko (2023) argues that the quick processing of funding allows schools to promptly address any deficiencies in learning resources, thereby cultivating an inclusive and adaptable learning environment.

Moreover, technology is crucial in supporting all learners, including those with disabilities, through providing assistive tools and accessible digital resources (Schmeisser & Courtad, 2023). Furthermore, Maqueda et al. (2023) found that integrating cost-effective and universally accessible technological components into educational resources can promote student autonomy and independence, enriching the inclusive educational experience.

Insights of School Heads as a Catalyst of Inclusive Education in the Classrooms

School heads shared their role in driving inclusive education within classrooms, acting as catalysts for change and improvement. Their leadership, vision, and strategic initiatives are essential for fostering an environment, and during the data analysis, there were (4) four major themes had emerged from the responses of the participants, namely: Encourage Stakeholders to Support Inclusive Education; Promotion of Positive School Climate; Provision of Continuous Professional Development; and Monitor and Evaluate the Implementation of Inclusive Education.

Encourage Stakeholders to Support Inclusive Education

Engaging stakeholders includes fostering open communication and teamwork among teachers, staff, and students, as well as effectively communicating inclusive education practices to all school community members. Moreover, it is essential to encourage parents and community members to actively participate in school activities and involve them in developing and implementing inclusive education practices.

In addition, collaboration among educators is crucial for developing a unified approach to inclusion, which effectively supports diverse learners and fosters a cohesive educational environment (Padden, 2023). Through continuous dialogue and teamwork, educators can better address the unique needs of each student, thereby enhancing the effectiveness and impact of the inclusion process (Onrubia et al., 2022).

Similarly, as numerous studies have shown, Finneran et al. (2023) found that student voice initiatives are important for empowering students by involving them in decision-making processes. Embracing student voices allows schools to address students' unique needs more effectively, resulting in increased engagement, motivation, and a heightened sense of agency and self-efficacy among learners.

Promotion of Positive School Climate

A positive school climate is essential for nurturing a supportive and inclusive educational atmosphere. This includes promoting effective collaboration among teachers, staff, and administrators to improve communication and decision-making, embracing diversity within the school community to foster mutual respect and understanding, and fostering a school culture that prioritizes diversity and inclusion as fundamental principles. These efforts aim to create a secure and respectful environment where students are empowered to excel academically and socially.

Cultivating a school culture that values diversity and inclusion is essential for enhancing student engagement, improving academic outcomes, and reducing instances of discrimination (Nautiyal & Professor, 2023). Similarly, De La Peña et al. (2023) state the significance of integrating these principles deeply into the school's values and operational frameworks, which can be achieved through implementing

inclusive policies, adopting equity-focused practices, and providing professional development opportunities in cultural competence.

Provision of Continuous Professional Development

Continuous professional development plays a crucial role in enhancing educators' growth and effectiveness, focusing on inclusive education practices. Implementing co-teaching models, where general and special education teachers collaborate, improves classroom dynamics and effectively supports the diverse needs of students. Moreover, leading initiatives to revamp curricula by incorporating diverse perspectives and catering to varied learning styles fosters a more inclusive educational setting, facilitating academic success for all students.

Subsequently, continuous professional development (CPD) is essential for improving educators' teaching practices and enhancing student outcomes (Nyaaba et al., 2023). Ongoing training programs focusing on inclusive education practices are particularly emphasized in research, as they enhance teacher efficacy and positively influence student achievement (Donath et al., 2022). Similarly, Koh (2022) supported the idea that collaboration between general and special education teachers improves classroom interaction and effectively addresses diverse learning needs, fostering inclusive learning environments.

Moreover, Houchens et al. (2023) revealed that a positive school climate, characterized by students' high levels of subjective well-being, supportive interactions between students and faculty, and a nurturing atmosphere, correlates with improved student outcomes. It establishes a secure and supportive learning environment where students feel valued, respected, and supported by peers and staff.

Monitor and Evaluate the Implementation of Inclusive Education

Monitoring and evaluating the implementation of inclusive education is necessary to ensure its effectiveness and improve student outcomes. School leaders supervise the collaboration among teachers, special education staff, and families in developing Individualized Education Plans (IEPs) that meet each student's specific needs. Establishing mechanisms for ongoing monitoring and evaluation of inclusive education practices enables schools to continuously assess their effectiveness and adjust enhance service delivery and support.

This is supported by Rompho and Pattamaroj (2023), who emphasized that monitoring and evaluating the implementation of inclusive education is necessary for achieving its objectives and improving educational outcomes for all students. Continuously assessing and adjusting inclusive practices is crucial to effectively meeting students' diverse needs.

In addition, collaboration among educators, special education staff, and families in developing and implementing Individualized Education Plans (IEPs) is pivotal for providing personalized support and ensuring student success in inclusive environments (Koneva et al., 2023). Regular monitoring and evaluation processes enable schools to identify areas where inclusive education strategies can be enhanced, promoting ongoing growth and enriching the overall educational experience for students with varying learning needs (Breyer & Gasteiger-Klicpera, 2023).

Implication for Inclusive Education Practices

The result of the study highlighted the significant improvement in student engagement, academic performance, and overall school climate. The result indicates the importance of fostering a supportive and inclusive environment where every student feels valued and respected. Participants revealed that inclusive education benefits students with diverse needs and enriches the learning experience for all learners, promoting empathy, collaboration, and acceptance within the school community.

Secondly, for educational institutions, the result of this study suggests that adopting inclusive practices can lead to better student outcomes and a more cohesive learning environment. This could mean promoting collaborative work cultures, accommodating diverse perspectives, and ensuring equitable opportunities for all employees or stakeholders. By embracing inclusivity, organizations can enhance creativity, innovation, and productivity while cultivating a positive reputation as socially responsible entities.

Thirdly, challenges such as initial resistance or lack of resources for implementing inclusive practices emerged. To address these issues, it is suggested that ongoing training and professional development maybe provided for teachers, school heads, and staff. Lastly, fostering partnerships with parents, community organizations, and policymakers can help secure necessary resources and support.

Recommendation for Further Research

For future researchers, several key areas within inclusive education require future study to deepen our understanding and improve practices. Firstly, investigating the long-term impact of inclusive education practices on students' academic achievement, social-emotional development, and post-educational outcomes is crucial.

Secondly, comparative studies across diverse educational settings and geographical contexts would provide valuable insights into the effectiveness of inclusive education practices. By examining variations in cultural norms, socioeconomic conditions, policy frameworks, and community attitudes, researchers can identify factors that influence the successful implementation and outcomes of inclusive education initiatives.

Thirdly, there is a need to discover the effectiveness of professional development programs designed for teachers and support staff in inclusive classrooms. Research may evaluate the impact of specific training models, ongoing support mechanisms, and collaborative teaching strategies on teachers' confidence, competence, and job satisfaction.

Given the rapid evolution of technology, research may explore how assistive technologies and digital tools can optimize inclusive education. This includes assessing the accessibility of educational technology for students with diverse needs, evaluating the effectiveness of adaptive learning platforms, and exploring innovative applications of technology to facilitate personalized learning experiences in inclusive classrooms.

Concluding Remarks

The role of school heads as catalysts of inclusive education in classrooms is important, as evidenced by the insights gleaned from the study on inclusive education practices. Throughout the exploration of various dimensions within inclusive education, it became evident that school leaders play a central role in fostering environments where all students, regardless of their abilities or backgrounds, can thrive academically, socially, and emotionally.

Furthermore, examining school heads' responsibilities, it became clear that their leadership extends beyond administrative duties to encompass advocacy, policy implementation, and the cultivation of a supportive school culture. Initiatives such as ongoing professional development, facilitating co-teaching models, and redesigning curricula to include diverse perspectives highlighted the proactive approach needed from future school heads. Future studies must delve deeper into the long-term impact of inclusive education, comparative effectiveness across diverse contexts, and innovative parental and community engagement strategies.

I have realized a lot after conducting this research. One significant realization is the transformative potential of inclusive education when supported by committed and knowledgeable school leadership.

Effective school heads are strategic planners and empathetic collaborators who prioritize the well-being and success of every student.

REFERENCES

1. Abbas, A., Saud, M., Usman, I., and Ekowati, D. (2020). Servant leadership and religiosity: An indicator of employee performance in the education sector. *Int. J. Innov. Creativity Change* 13, 391–409.
2. Abbas, S., Dr. Khawaja Hisham-Ul-Hassan, & Raza, S. (2024). The Role of Transformational Leadership on Employees Innovative Performance in Colleges in Punjab. *INTERNATIONAL JOURNAL OF HUMAN AND SOCIETY*, 4(1), 46-63. Retrieved from <http://www.ijhs.com.pk/index.php/IJHS/article/view/359>
3. Abrol, M. (2023). Role of Teacher in Promoting Inclusive Education. *International Journal for Multidisciplinary Research*, 5(2). <https://doi.org/10.36948/ijfmr.2023.v05i02.1626>
4. Abu Nasra, M., & Arar, K. (2020). Leadership style and teacher performance: mediating role of occupational perception. *International Journal of Educational Management*, 34(1), 186-202.
5. Acido, B., Muega, G., & Oyzon, L. (2018). Elements of a radio-based literacy program: towards a community-responsive pre-service teacher education. *Asian Journal of Social Sciences and Humanities*, 2(1), 196-201.
6. Ahid, N., & Chamid, N. (2021). Implementation of Indonesian National Qualification Framework Based Curriculum in Higher Islamic Education. *Jurnal Pendidikan Islam*, 7(1), Art. 1. <https://doi.org/10.15575/jpi.v7i1.12425>
7. Ahmad, G. (2020). Revitalization of work-oriented vocational education management system. *Research, Society and Development*, 9(4). <https://doi.org/10.33448/rsd-v9i4.2753>
8. Aini, W. N., & Yulianingsih, W. (2021). Fulfillment of Labor Rights for Persons with Disabilities in Getting a Job (Study at the East Java Manpower and Transmigration Office). *Journal of the Indonesian Revolution*, vol. 1, no. 8, pp. 835–53.
9. Ainscow, M. (2020). Promoting inclusion and equity in education: lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7-16.
10. Ainscow, Mel & Messiou, Kyriaki. (2021). Inclusive Inquiry: An Innovative Approach for Promoting Inclusion in Schools. *Revista latinoamericana de educación inclusiva*. 15. 23-37. [10.4067/S0718-73782021000200023](https://doi.org/10.4067/S0718-73782021000200023).
11. Albadawi, B. I. (2023). Leadership Change for the Development Policy of Inclusive Education. In *Advances in mobile and distance learning book series* (pp. 201–214). <https://doi.org/10.4018/978-1-6684-3595-3.ch010>
12. Alessi, E. J., & Kahn, S. (2023). Toward a trauma-informed qualitative research approach: Guidelines for ensuring the safety and promoting the resilience of research participants. *Qualitative Research in Psychology*, 20(1), 121-154.
13. Allam, F. C., & Martin, M. M. (2021). Issues and challenges in special education: A qualitative analysis from teacher's perspective. *Southeast Asia Early Childhood Journal*, 10(1), 37-49. <https://doi.org/10.37134/saecj.vol10.1.4.202>
14. Allan, J. (2022). Challenges and Dilemmas in Inclusive Education. In *Routledge eBooks* (pp. 23–35). <https://doi.org/10.4324/9781003263425-3>

15. Alsolami, A., & Vaughan, M. R. (2023). Teacher attitudes toward inclusion of students with disabilities in Jeddah elementary schools. *PLOS ONE*, 18(1), e0279068. <https://doi.org/10.1371/journal.pone.0279068>
16. Andriana, E., & Evans, D. (2020). Listening to the voices of students on inclusive education: Responses from principals and teachers in Indonesia. *International Journal of Educational Research*, 103, 101644. <https://doi.org/10.1016/j.ijer.2020.101644>
17. Antoniou, A. S., Charitaki, G., & Mastrogiannis, D. (2023). Supporting in-Service Special Educational Needs Teachers to Stay Engaged: A Two-Step Hierarchical Linear Regression Analysis. *Technology, Knowledge and Learning*, 1-17.
18. Ardiyan, L., Lubis, Z., Pangaribuan, W., & Sinaga, O. (2023). Studi Eksplorasi Budaya Sekolah SMP Negeri 3 Lubuk Pakam. *Journal on Education/Journal on Education*, 5(2), 2830–2839. <https://doi.org/10.31004/joe.v5i2.931>
19. Asamoah, E., Tam, C. H. L., & Cudjoe, E. (2023). *A systematic review of the roles of social workers in inclusive education for children with disabilities. International Social Work*, 66(1), 36-51.
20. Astuti, R. W., Fitria, H., & Rohana, R. (2020). The influence of leadership styles and work motivation on teacher's performance. *Journal of Social Work and Science Education*, 1(2), 105-114.
21. Avidov-Ungar, O., Shamir-Inbal, T., & Blau, I. (2022). Typology of digital leadership roles tasked with integrating new technologies into teaching: Insights from metaphor analysis. *Journal of Research on Technology in Education*, 54(1), 92-107.
22. Baldanza, M., Barry, A., Brinkmann, J., Cash, C., Clark, K., Crawford, C., & Catalfamo, H. (2023). *Editorial Review Board* (Updated November, 2023).
23. Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman and Company.
24. Barker, R., Hartwell, G., Egan, M., & Lock, K. (2023). The importance of school culture in supporting student mental health in secondary schools. Insights from a qualitative study. *British Educational Research Journal*, 49(3), 499–521. <https://doi.org/10.1002/berj.3853>
25. Beach, D. (2020). Maybe one in a hundred or one in a thousand in the neoliberal, new-managerial university! Aesthetics of experience and the question of transgressive critical thinking. *Ethnography and Education*, 15(3), 363–376. <https://doi.org/10.1080/17457823.2020.1719856>
26. Bibi, R., Saeed, Y., Zeb, A., Ghazal, T. M., Rahman, T., Said, R. A., ... & Khan, M. A. (2021). Edge AI-based automated detection and classification of road anomalies in VANET using deep learning. *Computational intelligence and neuroscience*, 2021, 1-16.
27. Boubée, N., Courbières, C., Dillaerts, H., Mazzone, F., Sandri, E., & Slouma, M. (2023). Introduction. *Balisages*, 5. <https://doi.org/10.35562/balisages.996>
28. Bourke, J., & Titus, A. (2020, March 6). The key to inclusive leadership. *Harvard Business Review*. <https://hbr.org/2020/03/the-key-to-inclusive-leadership>
29. Breyer, C., & Gasteiger-Klicpera, B. (2023). The relative significance of contextual, process and individual factors in the impact of learning and support assistants on the inclusion of students with SEN. *International Journal of Inclusive Education*, 1–17. <https://doi.org/10.1080/13603116.2023.2184510>
30. Brock, S. J., Miller, B. C., Hollett, N., Grimes, J. R., & Moore, M. (2023). Providing Support to First-Year Graduate Teaching Assistants: What Do They Really Need. *Journal of Teaching in Physical Education*, 1(aop), 1-10.
31. Burns JM (1978) *Leadership*. New York: Harper & Row.

32. Calp, Ş. (2020). Peaceful and happy schools: How to build positive learning environments. *International Electronic Journal of Elementary Education*, 12(4), 311–320. <https://doi.org/10.26822/iejee.2020459460>
33. Chhogyel, P., Tshering, S., & Nyendo, N. (2023). SUCCESSFUL INCLUSION IN LEADER'S ATTITUDE. *International Journal of Education and Social Science Research*, 06(02), 122–128. <https://doi.org/10.37500/ijessr.2023.6211>
34. Coviello, J., & DeMatthews, D. E. (2021). Failure is not final: principals' perspectives on creating inclusive schools for students with disabilities. *Journal of Educational Administration*, 59(4), 514–531. <https://doi.org/10.1108/jea-08-2020-0170>
35. Creswell, J. and Poth, C. (2017). *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. Sage, London.
36. Daelman, S., De Schauwer, E., & Van Hove, G. (2020). Becoming-with research participants: Possibilities in qualitative research with children. *Childhood*, 27(4), 483-497.
37. De La Peña, A. A., De Haro Rodríguez, R., & Belmonte, R. S. (2023). Barreras que menoscaban la inclusión en las culturas y políticas educativas del centro escolar. *Revista Electrónica Interuniversitaria De Formación Del Profesorado*, 26(2), 179–191. <https://doi.org/10.6018/reifop.560121>
38. De Oliveira, E. G. R. (2023). COLLABORATIVE TEACHING FROM THEORY TO PRACTICE. *Revista Género E Interdisciplinaridade*, 4(03), 300–318. <https://doi.org/10.51249/gei.v4i03.1434>
39. DeMatthews, D. E., Kotok, S., & Serafini, A. (2020). Leadership preparation for special education and inclusive schools: Beliefs and recommendations from successful principals. *Journal of Research on Leadership Education*, 15(4), 303-329.
40. Donath, J. L., Lüke, T., Graf, E., Tran, U., & Götz, T. (2022). Does Professional Development Effectively Support the Implementation of Inclusive Education? A Systematic Review and Meta-Analysis. *Research Square (Research Square)*. <https://doi.org/10.21203/rs.3.rs-2333341/v1>
41. Doroshenko, E., & Tsina, V. (2022). Features of the organization and implementation of inclusive out-of-school education for children with special needs. *Vitoki Pedagogičnoi Majsternosti*, 30, 89–96. <https://doi.org/10.33989/2075-146x.2022.30.270652>
42. Dube, B. (2020). Rural online learning in the context of COVID 19 in South Africa: Evoking an inclusive education approach. *REMIE: Multidisciplinary Journal of Educational Research*, 10(2), 135-157.
43. Duval, D., Pearce-Smith, N., Palmer, J. C., Sarfo-Annin, J. K., Rudd, P., & Clark, R. (2023). Critical appraisal in rapid systematic reviews of COVID-19 studies: implementation of the Quality Criteria Checklist (QCC). *Systematic Reviews*, 12(1), 1-4.
44. Eckert, J., & Morgan, G. (2023). Collective leadership: A catalyst for school improvement. *Education Policy Analysis Archives*, 31.
45. Ehlinger, E., & Ropers, R. (2020). It's all about learning as a community: facilitating the learning of students with disabilities in higher education classrooms. *Journal of College Student Development*, 61(3), 333–349. <https://doi.org/10.1353/csd.2020.0031>
46. Eminyan, G., & Baghdasaryan, L. (2023). The Need for Effective Cooperation between Teaching and Administrative Staff in Public Educational Institutions. *Vanadzori Petakan Hamalsarani Gitakan Teghekagir. Humanitar Ev Hasarakakan Gitut'yunner*, 488–495. <https://doi.org/10.58726/27382915-2023.1-488>

47. Expósito, A. J. G. (2022). Strategies for Presuming Competence in the Inclusive School. In *Advances in higher education and professional development book series* (pp. 22–34). <https://doi.org/10.4018/978-1-6684-4812-0.ch003>
48. Ferdig, R. E., Baumgartner, E., Hartshorne, R., Kaplan-Rakowski, R., & Mouza, C. (2020). *The Teaching, technology, and teacher education during the COVID-19 pandemic: Stories from the field*. Waynesville, New York City: Association for the Advancement of Computing in Education.
49. Finneran, R., Mayes, E., & Black, R. (2023). Student Voice, Inequalities, and Class. *Oxford Research Encyclopedia of Education*. <https://doi.org/10.1093/acrefore/9780190264093.013.1902>
50. Francisco, M. P. B., Hartman, M., & Wang, Y. (2020). Inclusion and special education. *Education Sciences*, 10(9), 1–17. <https://doi.org/10.3390/educsci10090238>
51. Garzon Artacho, E., Martínez, T. S., Ortega Martin, J. L., Marin Marin, J. A., & Gomez Garcia, G. (2020). Teacher training in lifelong learning—The importance of digital competence in the encouragement of teaching innovation. *Sustainability*, 12(7), 2852. <https://doi.org/10.3390/su12072852>
52. Gästrin, H., & Gisslén, D. (2021). *Critical Success Factors When Implementing Failure Mode and Effects Analysis (FMEA)*. A Case Study of Process-FMEA at a Global Automotive Manufacturing Company.
53. Genareo, V. (2022). *Methods and Models for Literacy Program Evaluations*. In *A Field Guide to Community Literacy*. Routledge.
54. Ghedin, E., & Aquario, D. (2020). Collaborative teaching in mainstream schools: Research with general education and support teachers. *International Journal of Whole Schooling*, 16(2), 1–34.
55. Gordon-Gould, P., & Hornby, G. (2023). *Inclusive education at the crossroads: exploring effective special needs provision in global contexts*. Taylor & Francis.
56. Halder, S. (2023). Preparing Teacher Educators for Inclusive Classroom. In *Routledge eBooks* (pp. 3–24). <https://doi.org/10.4324/9781003266068-2>
57. Halldorsson, B., Waite, P., Harvey, K., Pearcey, S. & Creswell, C. (2023). The Moment of Social experiences and perceptions of children with social anxiety disorder: A qualitative study. *British Journal of Clinical Psychology*, 62(1), 53-69.
58. Herman, K. C., Sebastian, J., Eddy, C. L., & Reinke, W. M. (2023). School Leadership, Climate, and Professional Isolation as Predictors of Special Education Teachers' Stress and Coping Profiles. *Journal of Emotional and Behavioral Disorders*, 31(2), 120-131.
59. Houchens, N., Harrod, M., & Saint, S. (2023). A Safe, Supportive Environment. In *Oxford University Press eBooks* (pp. 54–71). <https://doi.org/10.1093/oso/9780197639023.003.0005>
60. Iacono, T., Landry, O., Garcia-Melgar, A., Spong, J., Hyett, N., Bagley, K., & McKinstry, C. (2021). A systematized review of co-teaching efficacy in enhancing inclusive education for students with disability. *International Journal of Inclusive Education*, 27(13), 1454–1468. <https://doi.org/10.1080/13603116.2021.1900423>.
61. Ikramullah, I., & Sirojuddin, A. (2020). Optimalisasi Manajemen Sekolah Dalam Menerapkan Pendidikan Inklusi di Sekolah Dasar. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 1(2), 131–139. <https://doi.org/10.31538/tijie.v2i1.19>
62. Iqbal, M., Sukristyanto, A., & Darmawan, A. (2021). Implementation of inclusive education for children with special needs in regular schools in North Sumatera Province. *Journal of Public Policy and Administration*, 5(1), 1.

63. James, E., Anthony, C., & Creary, S. (2020, December 1). *How to be an inclusive leader. The Wharton School*. <https://knowledge.wharton.upenn.edu/article/how-to-be-an-inclusiveleader/>.
64. Johnson, A., & Barker, E. (2022). Understanding differential growth during school years and summers for students in special education. *Journal of Education for Students Placed at Risk (JESPAR)*, 28(2), 179–203. <https://doi.org/10.1080/10824669.2022.2051145>.
65. Judilla, E. B., Balucan, S. F. O., Ogahayon, A. M. C., & Cagape, W. E. (2022). Inclusive Education Practices at General Santos City SPED Integrated School. *International Journal of Research Publications*, 116(1). <https://doi.org/10.47119/ijrp1001161120234420>
66. Jurs, P., Ročāne, M., & Ekša, L. (2023). Pedagogical Prerequisites for Supporting Students with Learning Difficulties in Inclusive Education. *Sabiedrība, Integrācija, Izglītība/Sabiedrība. Integrācija. Izglītība/Society. Integration. Education*, 2, 169–179. <https://doi.org/10.17770/sie2023vol2.7158>
67. Kamran, M., Siddiqui, S., & Adil, M. S. (2023). Breaking Barriers: The Influence of Teachers' Attitudes on Inclusive Education for Students with Mild Learning Disabilities (MLDs). *Education Sciences*, 13(6), 606. <https://doi.org/10.3390/educsci13060606>
68. Khalid, A., Fazil, H., Amanat, A., Rasool, U., Nawaz, H. S., & Iqbal, M. N. (2023). Gaps between General and Special Education Policies and their Implications Regarding Inclusive Education in Pakistan: A Qualitative Study. *Al-Qantara*, 9(1), 278-298.
69. Khoirunnisa, S. C., & Rahma, V. Z. (2023). The Positive Impact of Collaboration: Best Practices in Managing School and Community Relations in Primary Schools. *Aurelia*, 2(2), 1045–1049. <https://doi.org/10.57235/aurelia.v2i2.626>
70. Kilag, O. K. ., Diano, Jr., F., Bulilan, R., Moralista, R., Allego, L., & Cañizares, M. C. (2024). Leadership Strategies for Building Inclusive School Communities: The Challenges of Managing Diversity in Schools. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE) - ISSN: 3028-032X*, 1(1), 92-100. <https://risejournals.org/index.php/imjrise/article/view/10>
71. Kistyanto, A., Rahman, M. F. W., Adhar Wisandiko, F., & Setyawati, E. E. P. (2022). Cultural intelligence increase student's innovative behavior in higher education: the mediating role of interpersonal trust. *International Journal of Educational Management*, 36(4), 419-440. <https://doi.org/10.1108/IJEM-11-2020-0510>
72. Koh, W. (2022). Continuing Professional Development (CPD). In *Routledge eBooks* (pp. 289–306). <https://doi.org/10.4324/9781003171973-19>
73. Koneva, E. V., Roschina, G. O., & Rusanova, L. S. (2023). Communicative aspects in indicators of inclusive education monitoring. *Vestnik Ároslavskogo Gosudarstvennogo Universiteta Imeni P.G. Demidova. Seriâ, Gumanitarnye Nauki/Vestnik Ároslavskogo Gosudarstvennogo Universiteta Im. P. G. Demidova. Seriâ, Gumanitarnye Nauki*, 17(2), 288. <https://doi.org/10.18255/1996-5648-2023-2-288-297>
74. Kornegay, B. K. (2023). *Principals and Assistant Principals' Perceptions of Performance Pay for Teachers in Mississippi* (Doctoral dissertation, Mississippi College).
75. Kuok, A. C., Teixeira, V., Forlin, C., Monteiro, E., & Correia, A. (2022). The effect of self-efficacy and role understanding on teachers' emotional exhaustion and work engagement in inclusive education in Macao (SAR). *International Journal of Disability, Development and Education*, 69(5), 1736-1754.

76. Kuyini, A. B., Desai, I., & Sharma, U. (2020). Teachers' self-efficacy beliefs, attitudes and concerns about implementing inclusive education in Ghana. *International Journal of Inclusive Education*, 24(14), 1509-1526.
77. Lambrecht, J., Lenkeit, J., Hartmann, A., Ehlert, A., Knigge, M., & Spörer, N. (2020). The effect of school leadership on implementing inclusive education: How transformational and instructional leadership practices affect individualized education planning. *International Journal of Inclusive Education*. <https://doi.org/10.1080/13603116.2020.1752825>
78. Lee, H., Kim, M., & Gu, E. (2024). A Comparative Study on the Laws of Inclusive Education in South Korea and Japan: Focused on Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD). *Bi'gyo Gyoyug Yeon'gu*, 34(1), 75–111. <https://doi.org/10.20306/kces.2024.3.31.75>
79. Leider, J. P., Kronstadt, J., Yeager, V. A., Hall, K., Saari, C. K., Alford, A., ... & Kuehnert, P. (2021). Application for public health accreditation among US local health departments in 2013 to 2019: impact of service and activity mix. *American journal of public health*, 111(2), 301-308.
80. Leifler, E. K. (2023b). Towards Equity and Inclusion Excellence Using Diverse Interventions. In *Advances in educational technologies and instructional design book series* (pp. 59–79). <https://doi.org/10.4018/978-1-6684-7370-2.ch004>
81. Lenart-Gansiniec, R., & Sułkowski, Ł. (2022). *Crowdsourcing for Innovation in Higher Education*. Taylor & Francis.
82. Licwinko, K. N. (2023). Making Learning Environments More Inclusive for All Students With Educational Technology. In *Advances in educational technologies and instructional design book series* (pp. 250–266). <https://doi.org/10.4018/978-1-6684-6092-4.ch015>
83. Lok, T. K., & Adams, D. (2023). A Phenomenological Case Study on Leadership Opportunities for Students with Disabilities. *Qualitative Research with Diverse and Underserved Communities*, 347.
84. Macabenta, J. M., Manubag, C. V., Tabanag, J. C., Villegas, N. B., Villegas, T. M., & Cabanilla, A. J. (2023). Inclusive Education: Lived Experiences of 21st century Teachers in the Philippines. *International Journal for Research in Applied Science and Engineering Technology*, 11(4), 454–462. <https://doi.org/10.22214/ijraset.2023.48982>
85. Macabenta, J. M., Manubag, C. V., Tabanag, J. C., Villegas, N. B., Villegas, T. M., & Cabanilla, A. J. (2023). Inclusive Education: Lived Experiences of 21st-century Teachers in the Philippines. *International Journal for Research in Applied Science and Engineering Technology*, 11(4), 454–462. <https://doi.org/10.22214/ijraset.2023.48982>
86. Maher, A., van Rossum, T., & Morley, D. (2023). Assessing the learning of pupils with special educational needs and disabilities in mainstream school physical education. *British Educational Research Journal*, 49(1), 110-125.
87. Mahoney, J. L., Weissberg, R. P., Greenberg, M. T., Dusenbury, L., Jagers, R. J., Niemi, K., ... & Yoder, N. (2021). Systemic social and emotional learning: Promoting educational success for all preschool to high school students. *American Psychologist*, 76(7), 1128.
88. Malik, F., Abduladjid, S., GedeSudikaMangku, D., PutuRaiYuliantini, N., Gusti Made AryaSutaWirawan, I., Ronny AnggaMahendra, P., & AbdurrachmanKelGambesiKec Kota Ternate Utara Provinsi Maluku Utara Indonesia, J. (2021). Legal Protection for People with Disabilities in the Perspective of Human Rights in Indonesia. In *International Journal of Criminology and Sociology* (Vol. 10).

89. Mansur, H., Yasin, M. H. B. M., Warni, H., & Utama, A. H. (2021). The Development of Model Design Inclusive Education Learning. *Psychology and Education Journal*, 58(1), 4087-4095.
90. Maponya, T. (2020). The instructional leadership role of the school principal on learners' academic achievement. *African Educational Research Journal*, 8(2), 183–193. <https://doi.org/10.30918/AERJ.82.20.042> <https://doi.org/10.3390/su12135375>.
91. Maqueda, A. S., Olais-Govea, J. M., Cuellar-Reynaga, D. A., Salas, E. J. R., Zafra, E. T., Sayavedra, Y. Y. F., Aguilar-Mejía, J. R., & Reynaga-Peña, C. G. (2023). Application of RFID Technology to Create Inclusive Educational Resources. In *Lecture notes in computer science* (pp. 405–416). https://doi.org/10.1007/978-3-031-35897-5_29
92. Marentek, L. K. M. (2023). *Inclusive education as an effort to fulfill the learning needs of children with special needs in Indonesia*. Novateur Publications, 79-83.
93. Martanti, F., Sugiyem, S., Jumintono, J., Sudadi, S., Suparno, D., Susanti, T., & Gunawan, A. A. N. (2023). *The role of digital transformation and innovation on organizational performance: an empirical study on Indonesian schools*.
94. Massouti, A., Shaya, N., & Abukhait, R. (2023). Revisiting Leadership in Schools: Investigating the Adoption of the Dubai Inclusive Education Policy Framework. *Sustainability*, 15(5), 4274. <https://doi.org/10.3390/su15054274>
95. Masyhum, M. A. (2021). Headmasters Leadership On Task Load And Job Satisfaction Of Special Education Teachers In Malaysia. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(11), 5294-5299.
96. Mbua, E. M. (2023). Principal leadership: raising the achievement of all learners in inclusive education. *American Journal of Education and Practice*, 7(1), 1-25.
97. McKim, C. (2023). Meaningful Member-Checking: A Structured Approach to Member-Checking. *American Journal of Qualitative Research*, 7(2), 41-52.
98. Medina-García, M., Doña-Toledo, L., & Higuera-Rodríguez, L. (2020). Equal opportunities in an inclusive and sustainable education system: An explanatory model. *Sustainability (Switzerland)*, 12(11). <https://doi.org/10.3390/su12114626>.
99. Merrigan, C., & Senior, J. (2023). Special schools at the crossroads of inclusion: do they have a value, purpose, and educational responsibility in an inclusive education system?. *Irish Educational Studies*, 42(2), 275-291.
100. Mitchell, D., & Sutherland, D. (2020). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Routledge.
101. Moya, E. C., Molonia, T., & Cara, M. J. C. (2020). Inclusive leadership and education quality: Adaptation and validation of the questionnaire “inclusive leadership in schools” (LEI-Q) to the Italian context. *Sustainability*, 12(13).
102. Nam, N. K. K. (2021). Implementing Lesson Study for special education professionals. In *Routledge eBooks* (pp. 151–163). <https://doi.org/10.4324/9781315668581-8-8>
103. Nandiyanto, A. B. D., Al Husaeni, D. F., & Ragadhita, R. (2023). Bibliometric data analysis of research on resin-based brake-pads from 2012 to 2021 using vosviewer mapping analysis computations. *ASEAN Journal for Science and Engineering in Materials*, 2(1), 35-44.
104. Nautiyal, M., & Professor, A. (2023). *The Intersection of Diversity, Equity, and Inclusion in Management Practices: A Descriptive Study*. 55(1). <https://doi.org/10.48047/pne.2018.55.1.74>

105. Negre, F. M., & Perez, J. Q. (2023). The state of intellectual property protection in the Philippines: What lies ahead? In *Edward Elgar Publishing eBooks* (pp. 80–127). <https://doi.org/10.4337/9781035308392.00009>
106. Nejati, M., & Shafaei, A. (2023). The role of inclusive leadership in fostering organisational learning behaviour. *Management Research Review*, 46(12), 1661–1678. <https://doi.org/10.1108/mrr-10-2022-0716>
107. Nieminen, J. H., & Pesonen, H. V. (2022). Anti-ableist pedagogies in higher education: A systems approach. *Journal of University Teaching & Learning Practice*, 19(4). <https://ro.uow.edu.au/jutlp/vol19/iss4/08>.
108. Nira, R. D., & Fauziyah, Y. (2021). Development of Arabic Curriculum in Improving Pedagogic Competence of Lecturer Ma'had Umar Bin Al-Khattab. Nazhruna: *Jurnal Pendidikan Islam*, 4(2), Art. 2. <https://doi.org/10.31538/nzh.v4i2.1480>.
109. Nurtamam, M. E., Santosa, T. A., Ilwandri, I., & Rahman, A. (2023). Meta-analysis: The Effectiveness of Iot-Based Flipped Learning to Improve Students' Problem-Solving Abilities. *Edumaspu: Jurnal Pendidikan*, 7(1), 1491-1501.
110. Nyaaba, R. A., Abdul-Gafaar, S., Akulga, C. A., & Kwakye, D. O. (2023). Assessing the Impact of Continuous Professional Development of Teachers and its Effects on Satisfaction, Achievement, and Engagement: Colleges of Education, Northern Ghana. *Journal of Education and Teaching Methods*, 2(2), 41–57. <https://doi.org/10.58425/jetm.v2i2.178>
111. Oetjen, B. (2023). Why Inclusive Resources Matter—The Importance of Inclusive Internal Resources for Strain and Intended Inclusive Practices of Pre-Service Teachers. *Education Sciences*, 13(5), 523. <https://doi.org/10.3390/educsci13050523>
112. Ogunode, N. J., & Ade, T. I. (2023). Research Programme in Public Universities in Nigeria. *Best Journal of Innovation in Science, Research and Development*, 2(3), 1-13.
113. Oliveira, G. G., Barcelos, R. P., & Siqueira, L. d. O. (2022). Analysis of correlation of glucose dosage by glycosimeter, laboratory dosage, and artificial intelligence equipment. *Jornal Brasileiro de Patologia e Medicina Laboratorial*, 58. DOI:10.1900/JBPML.2022.58.414
114. Onrubia, J., Lago, J. R., & Parrilla, N. (2022). Strategies for Improving Educational Practices in an Inclusive Direction: Collaborative Consultation and Participatory Research. In *Inclusive learning and educational equity* (pp. 83–95). https://doi.org/10.1007/978-3-031-11476-2_6
115. Opoku, M. P., Nketsia, W., Amponteng, M., Odame, L., Belbase, S., & Nuaimi, A. A. (2022). Inclusive Education Leadership in Non-Western Contexts. In *Advances in early childhood and K-12 education* (pp. 233–249). <https://doi.org/10.4018/978-1-6684-4680-5.ch014>
116. Oskarsdottir, E., Donnelly, V., Turner-Cmuchal, M. and Florian, L. (2020), “Inclusive school leaders – their role in raising the achievement of all learners”, *Journal of Educational Administration*, Vol. 58 No. 5, pp. 521-537.
117. Padden, L. (2023). From national collaboration to grassroots implementation. In *Routledge eBooks* (pp. 99–109). <https://doi.org/10.4324/9781003253631-16>
118. Pakpahan, P. L., & Habibah, U. (2021). Manajemen Program Pengembangan Kurikulum PAI dan Budi Pekerti dalam Pembentukan Karakter Religius Siswa: Management of IRE Curriculum Development Program and Character in Forming Student's Religious Character. *Tafkir: Interdisciplinary Journal of Islamic Education*, 2(1), Art. 1. <https://doi.org/10.31538/tijie.v2i1.19>.

119. Paloniemi, A., Pulkkinen, J., Kärnä, E., & Björn, P. M. (2023). The work of special education teachers in the tiered support system: The Finnish case. *Scandinavian Journal of Educational Research*, 67(1), 35-50.
120. Parmigiani, D., Benigno, V., Giusto, M., Silvaggio, C., & Sperandio, S. (2021). E-inclusion: online special education in Italy during the Covid-19 pandemic. *Technology, pedagogy and education*, 30(1), 111-124.
121. Pérez-Carbonell, A., Ramos-Santana, G., & Usarralde, M. J. M. (2021). Comparative inclusion: What Spanish higher education teachers assert. *Social Inclusion*, 9(3), 94–105. <https://doi.org/10.17645/si.v9i3.4030>
122. Pescasio, M. P. (2023). Embracing Diversity: Rethinking Inclusive Education at De La Salle-College of Saint Benilde. *International Journal of Higher Education Pedagogies*, 4(4), 16–32. <https://doi.org/10.33422/ijhep.v4i4.582>
123. Pozo-Rico, T., Gilar-Corbí, R., Izquierdo, A., & Castejón, J.-L. (2020). Teacher training can make a difference: tools to overcome the impact of COVID-19 on primary schools. An experimental study. *International Journal of Environmental Research and Public Health*, 17(22), 8633. <https://doi.org/10.3390/ijerph17228633>
124. Prathama, S. K., Kusumaningrum, S. R., & Dewi, R. S. I. (2022). Problems with the Implementation of Inclusive Education Policies for Students with Special Needs in Public Schools. *Sentri*, 1(4), 986–995. <https://doi.org/10.55681/sentri.v1i4.316>
125. Pratt, J. M., Stewart, J. L., Reisner, B. A., Bentley, A. K., Lin, S., Smith, S. R., & Raker, J. R. (2023). Measuring student motivation in foundation-level inorganic chemistry courses: a multi-institution study. *Chemistry Education Research and Practice*, 24(1), 143-160.
126. Pyo, J., Lee, W., Choi, E. Y., Jang, S. G., & Ock, M. (2023). Qualitative research in healthcare: necessity and characteristics. *Journal of preventive medicine and public health*, 56(1), 12.
127. Raudeliūnaitė, R., & Gudžinskienė, V. (2023). *The Importance of the Cooperation between Parents and a Primary School to Achieve Success in the Inclusive Education of Children with Autism Spectrum Disorder*. <https://doi.org/10.51508/intcess.202353>
128. Ritter, C., Koralesky, K. E., Saraceni, J., Roche, S., Vaarst, M., & Kelton, D. (2023). Invited review: Qualitative research in dairy science—A narrative review. *Journal of Dairy Science*, 106(9), 5880–5895. <https://doi.org/10.3168/jds.2022-23125>.
129. Rompho, N., & Pattamaroj, K. (2023). Uses of OKRs for Inclusive Education. In *International perspectives on inclusive education* (pp. 219–232). <https://doi.org/10.1108/s1479-363620230000020014>
130. Rosyidi, M. H., & Rosikh, F. (2022). The Role of The Head of Madrasah in Improving Discipline of Educators in Paciran Lamongan. Nazhruna: *Jurnal Pendidikan Islam*, 5(2), Art. 2. <https://doi.org/10.31538/nzh.v5i2.2145>
131. Rousey, J. G., Fredrick, D., Rowe, D. A., & Mazzotti, V. L. (2022). Involving Key Community Partners in the Implementation of Effective Practices. *Teaching Exceptional Children*, 54(6), 388–391. <https://doi.org/10.1177/00400599221114943>
132. Rusmono, D. O. (2020). Optimalisasi pendidikan inklusi di sekolah: literature review. *Kelola: Jurnal Manajemen Pendidikan*, 7(2), 209-217.
133. Saleem, A., Aslam, S., Yin, H. B., and Rao, C. (2020). Principal leadership styles and teacher job performance: viewpoint of middle management. *Sustainability* 12, 3390. doi: 10.3390/su12083390.

134. Sandoval, M., Muñoz, Y., & Márquez, C. (2021). Supporting schools in their journey to inclusive education: Review of guides and tools. *Support for Learning*, 36(1), 20-42.
135. Savolainen, H., Malinen, O., & Schwab, S. (2020). Teacher efficacy predicts teachers' attitudes towards inclusion – a longitudinal cross-lagged analysis. *International Journal of Inclusive Education*, 26(9), 958–972. <https://doi.org/10.1080/13603116.2020.1752826>
136. Schmeisser, A., & Courtad, C. A. (2023). Using Technology to Enhance Learning for Students with Learning Disabilities. In *Advances in special education* (pp. 15–28). <https://doi.org/10.1108/s0270-401320230000037002>
137. Scull, J., Phillips, M., Sharma, U., & Garnier, K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. *Journal of education for teaching*, 46(4), 497-506. <https://doi.org/10.1080/02607476.2020.1802701>
138. Shaikh, K., Ghaffar, S. A., Ujjan, A. A., & Lashari, A. A. (2023). A Perspective Of General Education Teachers And Special Education Teachers: Inclusive Education In Pakistan. *Journal of Positive School Psychology*, 7(5), 52-66.
139. Shand, R., & Batts, J. (2023). Toward More Inclusive Professional Learning Communities. *Journal of Education Human Resources*, 41(1), 110–141. <https://doi.org/10.3138/jehr-2021-0058>
140. Shoaib, M. H., Sikandar, M., Yousuf, R. I., Parkash, M., Kazmi, S. J. H. , Ahmed, F. R., ... & Zaidi, S. H. (2023). *Graduate and postgraduate educational challenges during the COVID-19 pandemic period, its impact and innovations: A systematic review using PRISMA-2020*.
141. Shohel, M. M. C., Mahmud, A., Urmee, M. A., Anwar, M. N., Rahman, M. M., Acharya, D. R., & Ashrafuzzaman, M. (2021). *Education in emergencies, mental wellbeing and E-learning*. E-learning and digital education in the twenty-first century, 1-22.
142. Singh, G. K. S., Ahmad, I. Y. B., Baharudin, S. N. A., & Ngadni, I. (2023). Challenges Faced by Teachers in Inclusive Classrooms in Early Childhood Education (ECE) Setting. *International Journal of Academic Research in Progressive Education and Development*, 12(2). <https://doi.org/10.6007/ijarped/v12-i2/17267>
143. Singh, S. (2024). Inclusive Education: Promoting Equity and Access for Students with Disabilities. *Global International Research Thoughts*, 12(1), 30–35. <https://doi.org/10.36676/girt.v12.i1.109>
144. Slee, R. (2023). 'Inclusion in practice': Does practice make perfect?. *Mapping the Field: 75 Years of Educational Review, Volume II*, 174.
145. Soun, S., Hunter, K. F., & Dahlke, S. (2023). Nursing Care Management of Responsive Behaviors for Persons Living With Dementia in Acute Care Settings: An Integrative Review. *Journal of Gerontological Nursing*, 49(2), 19-25.
146. Spillane, J. P., Halverson, R., & Diamond, J. B. (1999). *Distributed leadership: Toward a theory of school leadership practice*. Evanston, IL: Institute for Policy Research, Northwestern University.
147. Stanczak, A., Jury, M., Aelenei, C., Pironom, J., Toczek-Capelle, M. C., & Rohmer, O. (2023). Special education and meritocratic inclusion. *Educational Policy*, 08959048231153606.
148. Stanley, L., & Nāthke, I. (2022). *School of Life Sciences Culture Strategy 2022-2025*. <https://doi.org/10.20933/100001258>
149. Sumandya, I. W., Widana, I. W., & Nugraha, I. N. B. S. (2022). The Skills of High School Mathematic Teachers in Utilizing the Merdeka Belajar Plafform. *Indonesian Research Journal in Education| IRJE|*, 6(2), 455-464.

150. Susanti, S., & Rokhman, M. (2022). Fostering Learners' Interpersonal Intelligence through Religious Extracurricular Activities: A Case Study in An Islamic School. *Tafkir: Interdisciplinary Journal of Islamic Education*, 3(1), Art. 1. <https://doi.org/10.31538/tijie.v3i1.115>
151. Susilorini, T. E., Kuswati, K., Wahyuni, R. D., Surjowardojo, P., & Suyadi, S. (2022). Production of Feed Crops for Local Dairy Goats Using an Integrated Farming System. *AGRIVITA, Journal of Agricultural Science*, 44(2), 344-354.
152. Syamsi, I., & Dharma, D. S. A. (2023). Identification and Academic Assessment Models for Students with Specific Learning Difficulties in Inclusive Elementary Schools. *Jurnal Prima Edukasia*, 11(1), 16–29. <https://doi.org/10.21831/jpe.v11i1.51927>
153. Thomas, M., & Thomas, S. W. (2023). Leveraging the W.H.O.L.E. experience framework to elevate inclusive learning. *Journal of Educational Research and Practice*, 12(0), 113–125. <https://doi.org/10.5590/JERAP.2022.12.0.08>
154. Tuhuteru, L. (2023). The Role Of Citizenship Education In Efforts To Instill Democratic Values. *International Journal Of Humanities Education And Social Sciences (IJHESS)*, 2(4), 1251–1263. <https://ijhess.com/index.php/ijhess/>
155. Uleanya, C. (2023). Reconceptualising Disabilities and Inclusivity for the Postdigital Era: Recommendations to Educational Leaders. *Education Sciences*, 13(1), 51.
156. Villeneuve, A., & Bouchamma, Y. (2023). Data-driven decision making using local multi-source data: Analysis of a teacher-researcher's professional practice. *Teaching and Teacher Education*, 132, 104198.
157. Volosnikova, L. M. (2023). Leadership in inclusive education: contemporary discourse. *Vestnik Nižnevartovskogo Gosudarstvennogo Universiteta*, 62(2), 17–25. <https://doi.org/10.36906/2311-4444/23-2/02>
158. Wakat, G. S., Paulino, F. B., Cagaoan, S. T., & Ulla, M. B. (2023). Of tongues and ties: Surfacing inclusive strategies in linguistically diverse classrooms. *Cogent Education*, 10(2), 2268462.
159. Wells, R. S., & Kommers, S. (2020). Graduate and Professional Education for Students with Disabilities: Examining Access to STEM, Legal, and Health Fields in the United States. *International Journal of Disability, Development, and Education*, 69(2), 672–686. <https://doi.org/10.1080/1034912x.2020.1726299>
160. Wilson, C., Marks Woolfson, L., & Durkin, K. (2020). School environment and mastery experience as predictors of teachers' self-efficacy beliefs towards inclusive teaching. *International journal of inclusive education*, 24(2), 218-234.
161. Yada, T., & Savolainen, H. (2023). Principal self-efficacy and school climate as antecedents of collective teacher efficacy. *School Effectiveness and School Improvement*, 34(2), 209-225.
162. Zaorska, M. (2022). Cooperation of teachers and specialist teachers in the context of effective inclusive education of students with special educational needs. *Problemy Opiekuńczo-Wychowawcze*, 610(5), 66–76. <https://doi.org/10.5604/01.3001.0015.8633>.