Leadership Education Program: Promoting Equality in the Delivery of Inclusive Education

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Abstract

This study investigates the potential of leadership education programs in mitigating disparities in inclusive education, particularly in resource-constrained contexts like the Division of Camarines Norte. Despite global commitments, significant disparities persist in educational opportunities and outcomes for students with disabilities, often more pronounced in low-resource settings where schools face substantial challenges in implementing inclusive practices. The research focuses on the experiences and viewpoints of 75 elementary teachers within the Labo West District in the Division of Camarines Norte, who play a pivotal role in the practical implementation of inclusive education. The study aims to address research queries regarding the fundamental elements of effective leadership education programs, their influence on teachers' attitudes towards inclusive education, the challenges teachers encounter when implementing inclusive practices, and the impact of these programs on the academic outcomes of students with disabilities.

The research questions guiding this study include the extent of teachers' awareness regarding the key components of effective leadership education programs, the extent to which these programs shape teachers' attitudes toward inclusive education, the challenges teachers face in implementing inclusive education in their classroom management, and the perceived impact of these programs on the educational outcomes of students with disabilities. The study also explores viable modifications for tailoring these programs to meet the specific needs of various schools, the relationship between the impact of the programs and the modifications of viable programs tailored to meet the specific needs of various schools, and the interventions that can be proposed to further promote equality in the delivery of inclusive education. The findings from this study are expected to enhance comprehension regarding the capacity of leadership education programs to bolster school leaders in fostering equality within the provision of inclusive education and to extract valuable perspectives on the efficacy and obstacles associated with these programs in advancing inclusive education practices.

Keywords: Leadership Education Programs; Inclusive Education; Implementation Challenges; Teachers' Attitudes; Academic Outcomes; Program Tailoring; School and Community Requirements; Classroom Management; Equality in Education

1. Introduction

Inclusive education, globally recognized as a strategy to promote educational equality for students with disabilities, is built around the idea that "every learner matters and matters equally" (UNESCO, n.d.). This approach, rooted in social justice and human rights principles, emphasizes equal access to quality education for every learner, regardless of their abilities or disabilities (United Nations, 2006; Salend, 2016). However, despite

global commitments, significant disparities persist in educational opportunities and outcomes for students with disabilities, especially in low-resource settings (UNESCO, n.d.; Ainscow, et al., 2006).

These disparities are often due to challenges in implementing inclusive practices, such as insufficient funding, inadequate teacher training, a lack of specialized materials, and limited support structures within schools. In regions like the Philippines, students with disabilities encounter formidable barriers to accessing quality education, including physical infrastructure that does not accommodate diverse needs, a scarcity of specialized educational resources, and a shortage of trained educators (Booth and Ainscow, 2011; Pijl, et al., 2015).

Leadership plays a crucial role in the successful implementation of inclusive education, with effective school leadership being critical to providing students with disabilities with learning opportunities in inclusive schools (Billingsley, et al., 2018). However, implementing inclusive education is not without challenges, including inflexible school curriculum, inappropriate communication, lack of inclusive learning environment, irresponsible attitude of the government, social and cultural stereotyping, lack of knowledge of local services, and misinterpreted concept of inclusive education (StudyQuirK, n.d.). Additional challenges relate to resources and facilities, specialized staff, teacher training, pedagogical techniques, supportive leadership, and cultural attitudes (Childhood Education International, n.d.).

Leadership education programs, designed to equip educational leaders with the knowledge, skills, attitudes, and strategies necessary to promote and effectively implement inclusive education practices, assume a pivotal role within this complex and challenging context (Alquraini and Gut, 2012; Shoho and Barnett, 2011). Despite these challenges, research has shown that students with disabilities achieve better academic outcomes and social integration when studying in a mainstream environment than students studying in segregated or specialized classes (UNESCO, 2021).

In light of the distinctive challenges encountered by schools in the Division of Camarines Norte and similar resource-constrained contexts, there is a pressing call to investigate the potential of leadership education programs in mitigating disparities in inclusive education. This research, focusing on the experiences and viewpoints of 75 elementary teachers within the Labo West District in the Division of Camarines Norte, aims to address research queries regarding the fundamental elements of effective leadership education programs, their influence on teachers' attitudes towards inclusive education, the challenges teachers encounter when implementing inclusive practices, the impact of these programs on the academic outcomes of students with disabilities, and how these programs can be tailored to cater to the distinct requirements of various schools and communities.

1.1. Objective of the Study

This study is centered on enhancing the understanding of the potential of leadership education programs to empower school leaders in promoting equality in the delivery of inclusive education. It focuses on the experiences of 75 elementary teachers in the Labo West District in the Division of Camarines Norte, aiming to gain valuable insights into the effectiveness and challenges associated with these programs in advancing inclusive education practices.

The research seeks to determine the extent of teachers' awareness of the key components of effective leadership education programs based on the domains and strands of the Philippine Professional Standards for Teachers (PPST) as outlined in DepEd Memorandum No. 050, s. 2020. These components include Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth and Professional Development. The study also explores how these programs shape teachers' attitudes toward

inclusive education and the challenges they face in implementing inclusive education in their classroom management.

Furthermore, the research aims to understand the perceived impact of these programs on the educational outcomes of students with disabilities and the possible modifications that can be made to tailor these programs to meet the specific needs of various schools. It also investigates whether there is a significant relationship between the impact of the programs and the modifications of viable programs tailored to meet the specific needs of various schools. Lastly, the study proposes interventions that can further promote equality in the delivery of inclusive education, particularly in the future development and implementation of leadership education programs.

2. Methodology

This study adopted a quantitative method using a descriptive-correlational research design to examine the capacity of leadership education programs to promote equality in the delivery of inclusive education. The study used a survey questionnaire as the main instrument for data collection. The questionnaire was divided into five parts: (1) teachers' awareness of the key components of effective leadership education programs based on the PPST domains and strands, (2) teachers' attitudes toward inclusive education, (3) teachers' perceived impact of leadership education programs on educational outcomes of students with disabilities, (4) modifications of leadership education programs to meet the specific needs of schools and communities, and (5) challenges in implementing inclusive education. The questionnaire used a five-point Likert scale to measure the respondent's level of agreement or disagreement with each statement. The questionnaire was validated through a dry run conducted by the researcher on a sample of teachers in Labo East District before the actual administration.

2.1. Population, Sample Size, and Sampling Technique

The study targeted 75 elementary teachers from the Labo West District in Camarines Norte, Philippines, who were involved in leadership education programs, aligning with the research questions to ensure relevance to the study's objectives. The inclusion criteria focused on teachers actively participating in or exposed to leadership education programs promoting inclusive education practices, with a sample size that allowed for in-depth exploration while maintaining feasibility (Dörnyei, 2007). Employing a total enumeration sampling technique, the study captured diverse perspectives on awareness, attitudes, challenges, and perceived impacts associated with leadership education programs (Fraenkel, et al., 2018; Palinkas et al., 2015). The respondents, selected based on their participation in professional development initiatives focused on inclusive education and leadership, represented a diverse range of teaching experiences, educational backgrounds, and roles, which was crucial for a comprehensive understanding of how leadership education programs influence inclusive education practices (Creswell, 2017). Their insights were instrumental in addressing the research questions, particularly their awareness of effective leadership education program components, attitudes towards inclusive education, challenges in implementation, and perceptions of the impact on educational outcomes for students with disabilities.

2.2. Data Gathering Procedures

The initiation of this study on leadership education programs in the Labo Districts of Camarines Norte involved meticulous preparation and ethical considerations. Initially, a dry run with 20 elementary teachers from Labo East District validated the survey questionnaire. Formal requests to the Department of Education -

Schools Division Office of Camarines Norte and subsequent communications with school district heads secured the necessary permissions, emphasizing the study's aim to evaluate the effectiveness of leadership programs in fostering inclusive education. The researcher then personally invited the participants, ensuring the voluntary and confidential nature of their involvement. In-person interviews conducted at the schools adhered to ethical standards, with respondents having the right to withdraw or decline to answer sensitive questions. The study promised minimal risk, with the benefit of contributing to a deeper understanding of leadership education's role in promoting inclusive practices. Recordings of the survey, made with consent, were securely stored, and participants were assured access to the study's findings, maintaining transparency and trust throughout the research process.

2.3. Statistical Treatment of Data

The analysis of survey results was conducted using IBM SPSS Statistics Version 20, a tool known for its precision in coding, organizing, and processing data. The methodological approach was designed to provide detailed insights into various aspects of leadership education programs. Teachers' awareness of key components of these programs was assessed (SOP 1), as well as the influence of such programs on their attitudes towards inclusive education (SOP 2), both analyzed through frequency counts, percentages, and weighted means. Challenges faced by teachers in implementing inclusive education (SOP 3), the impact of leadership programs on students with disabilities across academic and social parameters (SOP 4), and potential modifications to enhance the effectiveness of these programs (SOP 5) were also evaluated using the same statistical methods.

In SOP 6, the inquiry concentrated on elucidating the association between the efficacy of leadership education programs and the extent of modifications to leadership education programs. Spearman's rho correlation analysis was used because it is a nonparametric measure of correlation, suitable for data that do not necessarily follow a normal distribution and may have a monotonic but not linear relationship. The formula for Spearman's rho correlation is:

$$\rho = 1 - \frac{6\sum d_i^2}{n(n^2 - 1)}$$

For SOP 7, the interventions that could be proposed to further promote equality in the delivery of inclusive education, particularly in the future development and implementation of leadership education programs, the output was based on the results of the data analysis of the present study's data gathering and the literature review. The interventions were aligned with the study's theoretical framework, which is based on the Inclusive Education Theory, Leadership Development Theory, and Social Cognitive Theory. The interventions were also relevant and applicable to the context and needs of the teachers, students, schools, and communities involved in the study.

3. Results and Discussion

3.1. Teacher Awareness and Leadership in Inclusive Education

The educational landscape is constantly evolving, demanding teachers to not only impart knowledge but also to spearhead the transformation of learning environments towards greater inclusivity. The Philippine Professional Standards for Teachers (PPST) form a competency framework for 21st-century teachers, and this study explores teachers' awareness levels regarding the essential components of effective leadership education programs that equip them with the skills to navigate inclusive education.

Table 1. Teachers' Awareness of Leadership Education Programs

Indicators	Weighted Mean	Verbal Interpretation
Content Knowledge and Pedagogy		
1.1 Modelling exemplary practices to improve the applications of content knowledge within and across curriculum teaching areas.	4.12	Very Aware
1.4 Modelling a comprehensive selection of effective teaching strategies that promote learner achievement in literacy and numeracy.	4.11	Very Aware
1.5 Leading colleagues in reviewing, modifying, and expanding the range of teaching strategies that promote critical and creative thinking, as well as other higher-order thinking skills	3.93	Very Aware
1.6 Showing exemplary skills in and advocating the use of Mother Tongue, Filipino, and English in teaching and learning to facilitate the learners' language, cognitive, and academic development and to foster pride in their language, heritage, and culture.	4.24	Extremely Aware
Learning Environment		
2.1 Applying comprehensive knowledge of and acting as a resource person for, policies, guidelines, and procedures that relate to the implementation of safe and secure learning environments for learners	3.95	Very Aware
2.6 Providing leadership in applying a wide range of strategies in the implementation of positive and nonviolent discipline policies/procedures to ensure learning-focused environments	4.03	Very Aware
Diversity of Learners		
3.1 Leading colleagues to evaluate differentiated strategies to enrich teaching practices that address learners' differences in gender, needs, strengths, interests, and experiences	4.04	Very Aware
3.3 Leading colleagues in designing, adapting, and implementing teaching strategies that are responsive to learners with disabilities, giftedness, and talents	3.79	Very Aware
3.4 Modelling a range of high-level skills responsive to the special educational needs of learners in difficult circumstances, including geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement, or disasters; child abuse and child labor practices	3.67	Very Aware
3.5 Showing comprehensive skills in delivering culturally appropriate teaching strategies to address the needs of learners from indigenous groups	3.80	Very Aware
Curriculum and Planning		
4.1 Modelling exemplary practice and leading colleagues in enhancing current practices in the planning and management of developmentally sequenced teaching and learning processes	3.85	Very Aware
4.2 Setting achievable and appropriate learning outcomes that are aligned with learning competencies.	4.27	Extremely Aware
4.5 Modelling exemplary skills and leading colleagues in the development and evaluation of teaching and learning resources, including ICT, for use within and beyond the school	4.03	Very Aware
Assessment and Reporting		
5.1 Leading initiatives in the evaluation of assessment policies and guidelines that relate to the design, selection, organization, and use of effective diagnostic, formative, and summative assessment consistent with curriculum requirements	4.09	Very Aware
5.2 Providing advice on, and mentoring colleagues in the effective analysis and use of learner attainment data	3.93	Very Aware
Community Linkages and Professional Engagement		
6.1 Modelling exemplary practice and empowering colleagues to establish and maintain effective learning environments that are responsive to community contexts	4.00	Very Aware
6.2 Leading in consolidating networks that strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process	4.05	Very Aware
6.3 Leading colleagues in the regular review of existing codes, laws, and regulations that apply to the teaching profession, and the responsibilities as specified in the *Code of Ethics for Professional Teachers*.	4.04	Very Aware
6.4 Complying with and implementing school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.	4.32	Extremely Aware
Personal Growth and Professional Development		
7.2 Acting as a role model and advocate for upholding the dignity of teaching and learning culture within and beyond the school	4.31	Extremely Aware
7.3 Taking a leadership role in supporting colleagues' engagement with professional networks within and across schools to advance knowledge and practice in identified areas of need	4.04	Very Aware
7.5 Leading reforms in enhancing professional development programs based on in-depth knowledge and understanding of the Philippine Professional Standards for Teachers	4.04	Very Aware

Legend of the Verbal Interpretation of the Weighted Mean:

4.20 To 5.00	Extremely Aware
3.40 To 4.19	Very Aware
2.60 To 3.39	Moderately Aware
1.80 To 2.59	Somewhat Aware
1.00 To 1.79	Not at All Aware

This investigation assessed teachers' understanding of the PPST's seven domains and 22 strands. The findings reveal a significant level of awareness among teachers regarding the crucial aspects of leadership education programs. Notably, teachers demonstrated a strong understanding of the use of Mother Tongue, Filipino, and English in fostering learners' development, aligning with research by Channing (2020) on the importance of language proficiency in educational leadership for inclusive practices.

Teachers also exhibited a high level of awareness concerning the strategies and policies necessary for establishing positive and secure learning spaces. This awareness is vital for inclusive education, as it empowers teachers to cultivate environments conducive to learning for all students. Research by Lambrecht et al. (2022) reinforces this notion, highlighting the influence of leadership styles on implementing individualized education plans (IEPs) in inclusive settings.

The Diversity of Learners Domain analysis indicated a comprehensive understanding among teachers regarding differentiated teaching strategies. Educators displayed a strong awareness of the need to cater to diverse learner profiles, which aligns with the findings of Sharma et al. (2012) emphasizing the importance of equipping educators with the necessary knowledge and skills for inclusive classrooms.

The Curriculum and Planning Domain results highlighted teachers' high awareness of setting clear learning goals, utilizing various resources, and improving teaching methods. This suggests that teachers possess the knowledge and skills for effective leadership education programs, as supported by Lambrecht et al. (2020) who found that school leaders significantly influence the inclusion of students with special needs.

Similar to the Curriculum and Planning Domain, the Assessment and Reporting Domain findings indicated a high level of teacher awareness. This aligns with research by Woodcock et al. (2023) revealing that teachers who believe in inclusive education reported higher self-efficacy, highlighting the importance of teacher beliefs in implementing inclusive practices.

The Community Linkages and Professional Engagement Domain analysis showcased a strong teacher awareness of fostering partnerships and ethical compliance for successful inclusive education. This focus on collaboration aligns with research by Mapp and Kuttner (2013) and Epstein and Sanders (2006) emphasizing the positive impact of partnerships and community-responsive practices on student outcomes.

Finally, the Personal Growth and Professional Development Domain results underscored the importance of teachers' commitment to continuous learning and advocacy. The findings resonate with the study by Pantic and Florian (2015) which highlights the significance of ongoing professional development in equipping educators for inclusive classrooms.

3.2. Teachers' Attitudes Towards Inclusive Education

This section evaluates the influence of leadership education programs on teachers' attitudes toward inclusive education, utilizing the Teachers' Attitude Towards Inclusion Scale (TAIS) developed by Saloviita (2015). Modified to align with the Philippine Professional Standards for Teachers (PPST) framework, the study employs a 5-point Likert scale to measure teachers' attitudes, addressing the second research question. The data presented in Table 2 reveals a strong positive attitude among teachers toward inclusive education, with indicators such as the belief in placing each child with special educational needs in a classroom that best suits them receiving high-weighted means (Singh et al., 2020).

Table 2. Teachers' Attitudes Towards Inclusive Education

	Indicators	Weighted Mean	Verbal Interpretation
1.	Children with special educational needs learn best in their own special education classes where they have specially trained teachers.	4.63	Strongly Agree
2.	The education of children with emotional and behavioral problems should be arranged in mainstream classrooms with the provision of adequate support.	4.24	Strongly Agree
3.	It is the right of a child with special educational needs to get into a special education classroom.	4.49	Strongly Agree
4.	Children with attention-deficit/hyperactivity disorder (ADHD) should be admitted to mainstream classrooms with adequate support.	4.16	Agree
5.	Teachers' workload should not be augmented by compelling them to accept children with special educational needs in their classrooms.	4.01	Agree
6.	The best result is achieved if each child with special educational needs is placed in a special education classroom that best suits him/her.	4.65	Strongly Agree
7.	The education of learners with special educational needs should be arranged as far as possible in mainstream classrooms.	3.93	Agree
8.	Integrated children with special educational needs create extra work for teachers in mainstream classrooms.	4.11	Agree
9.	A child with special educational needs should be moved to a special education classroom in order not to violate his/her legal rights.	4.08	Agree
10.	The learning of children with special educational needs can be effectively supported in mainstream classrooms as well.	4.08	Agree
	Overall	**4.24**	**Strongly Agree**

Legend of the Verbal Interpretation of the Weighted Mean:
4.20 To 5.00 Strongly Agree; 3.40 To 4.19 Agree; 2.60 To 3.39 Neutral Attitude; 1.80 To 2.59 Strong Negative Attitude; 1.00 To 1.79 Very Strong Negative Attitude

While the data indicates a positive attitude towards inclusive practices, concerns about increased workload due to integrating children with special educational needs into mainstream classrooms were also evident. These findings suggest a need for leadership education programs to address practical challenges related to workload and resource allocation (Singh et al., 2020). The overall weighted mean of 4.24, with a verbal interpretation of Very Strong Positive Attitude, underscores the importance of enhancing teachers' attitudes toward inclusive education through targeted training and professional development opportunities, ensuring effective promotion of equality in inclusive education delivery.

In conclusion, while teachers generally exhibit a strong positive attitude towards inclusive education, there remains a need for leadership education programs to provide support and resources to manage workload effectively and implement inclusive education practices. Addressing practical challenges and enhancing teachers' positive attitudes towards inclusive education through training and professional development initiatives are essential steps towards fostering equality in the delivery of inclusive education.

3.3. Perceived Impact of Leadership Education Programs on Educational Outcomes of Students with Disabilities

This section aimed to evaluate the perceived impact of leadership education programs on various educational outcomes for students with disabilities, based on 16 indicators aligned with the Philippine Professional Standards for Teachers (PPST) domains and strands. The data was collected using a 5-point Likert scale, and the analysis involved calculating frequency counts, percentages, and weighted means to provide a comprehensive overview of the teachers' perceptions. The data suggests that leadership education programs strongly encourage positive behavior and attitude among students with disabilities (weighted mean of 4.32), improve the quality and equity of education within schools and divisions (weighted mean of 4.27), and promote

the self-esteem and confidence of students with disabilities (weighted mean of 4.25).

Table 3. Perceived Impact of Leadership Education Programs on Educational Outcomes of Students with Disabilities

	Indicators	WM	Verbal Interpretation
1.	Leadership education programs have improved the academic performance of learners with disabilities in my classroom.	3.87	Agree
2.	Leadership education programs have increased the motivation and interest of learners with disabilities in learning.	4.09	Agree
3.	Leadership education programs have enhanced the critical thinking and problem-solving skills of learners with disabilities.	4.01	Agree
4.	Leadership education programs have developed the creativity and innovation of learners with disabilities.	4.15	Agree
5.	Leadership education programs have fostered the social and emotional well-being of learners with disabilities.	4.20	Strongly Agree
6.	Leadership education programs have promoted the self-esteem and confidence of learners with disabilities.	4.25	Strongly Agree
7.	Leadership education programs have cultivated the resilience and coping skills of learners with disabilities.	4.17	Agree
8.	Leadership education programs have encouraged the positive behavior and attitude of learners with disabilities.	4.32	Strongly Agree
9.	Leadership education programs have facilitated the social interaction and communication of learners with disabilities with their peers and teachers.	4.15	Agree
10.	Leadership education programs have increased the participation and engagement of learners with disabilities in classroom and school activities.	4.19	Agree
11.	Leadership education programs have enabled the inclusion and belonging of learners with disabilities in the school community.	4.15	Agree
12.	Leadership education programs have prepared learners with disabilities for their future lives and careers.	4.17	Agree
13.	Leadership education programs have improved my teaching effectiveness and satisfaction.	4.12	Agree
14.	Leadership education programs have improved the learning environment and culture of my classroom and school.	4.16	Agree
15.	Leadership education programs have improved the collaboration and relationships among teachers, learners, parents, and other stakeholders.	4.25	Strongly Agree
16.	Leadership education programs have improved the quality and equity of education in my school and division.	4.27	Strongly Agree
	Overall	**4.16**	**Agree**

Legend of the Verbal Interpretation of the Weighted Mean:
4.20 To 5.00 Strongly Agree; 3.40 To 4.19 Agree; 2.60 To 3.39 Neither Agree nor Disagree; 1.80 To 2.59 Disagree; 1.00 To 1.79 Strongly Disagree

Furthermore, educators express very strong beliefs in the positive impact of leadership education programs on improving collaboration and relationships among stakeholders (weighted mean of 4.25). The table also highlights the perceived positive impact of these programs on various other aspects of student development and classroom dynamics, such as fostering the social and emotional well-being of students (weighted mean of 4.20), increasing participation and engagement (weighted mean of 4.19), cultivating resilience and coping skills (weighted mean of 4.17), and preparing students for future lives and careers (weighted mean of 4.17).

Lastly, while the table indicates a slightly lower weighted mean score for the impact of leadership education programs on improving academic performance (weighted mean of 3.87), the overall consensus remains strong (overall weighted mean of 4.16). This suggests that while educators may perceive leadership education programs as highly beneficial across various domains, they may not view academic improvement as the sole or primary measure of success. A related study by Adams, et al. (2023) supports these implications, emphasizing that principals, as leaders, drive the culture and focus of schools and are instrumental figures in promoting school equality and equity. In conclusion, the implications of the data underscore the multifaceted

benefits of leadership education programs in promoting holistic development, fostering inclusive environments, and enhancing the overall quality of education. Modifications of Leadership Education Programs to Meet the Specific Needs of Schools and Communities

3.4. Modifications of Leadership Education Programs to Meet the Specific Needs of Schools and Communities

This section examined the respondents' adaptability to the distinct needs of various schools and communities. It included 12 statements that assessed the potential for program adjustments based on contextual factors relevant to the PPST domains and strands. Table 4 revealed a strong consensus among educators on the importance of tailoring these programs to the diverse needs of schools and communities. The highest level of agreement was seen in the endorsement of collaborative and participatory approaches, with a weighted mean of 4.63, reflecting the critical role of involving teachers, students, parents, and other stakeholders in both the design and delivery of the programs (Billingsley et al., 2018). Close behind, with a weighted mean of 4.56, were the indicators highlighting the need for programs to be both flexible in resource availability and evaluative in monitoring their effectiveness. The adaptability of programs to changes and innovations in the education system and society was also strongly endorsed, with a weighted mean of 4.53, as was the respect for religious and moral values, which received a weighted mean of 4.52. The sustainability and scalability of programs, ensuring their longevity and growth, were also highly valued, with a weighted mean of 4.49. Sensitivity to cultural and linguistic diversity and alignment with curriculum standards relevant to all students, including those with disabilities, were similarly endorsed with weighted means of 4.44 and 4.43, respectively.

Table 4. Modifications of Leadership Education Programs to Meet the Specific Needs of Schools and Communities

	Indicators	WM	Verbal Interpretation
1.	Leadership education programs should be tailored to the specific learning needs and preferences of learners with and without disabilities in my classroom.	4.32	Strongly Agree
2.	Leadership education programs should be aligned with the curriculum standards and learning competencies that are relevant and appropriate for learners with and without disabilities in my school.	4.43	Strongly Agree
3.	Leadership education programs should be responsive to the assessment tools and techniques that can measure the learning progress and outcomes of learners with and without disabilities in my division.	4.39	Strongly Agree
4.	Leadership education programs should be compatible with the reporting and feedback mechanisms that can communicate the learning achievements and challenges of learners with and without disabilities in my region.	4.36	Strongly Agree
5.	Leadership education programs should be sensitive to the cultural and linguistic diversity of the learners and families in my school.	4.44	Strongly Agree
6.	Leadership education programs should be respectful of the religious and moral values of the learners and families in my community.	4.52	Strongly Agree
7.	Leadership education programs should be aware of the socio-economic and political issues that affect the learners and families in my area.	4.41	Strongly Agree
8.	Leadership education programs should be flexible to the availability and accessibility of resources and facilities in my school.	4.56	Strongly Agree
9.	Leadership education programs should be adaptable to the changes and innovations in the education system and society.	4.53	Strongly Agree
10.	Leadership education programs should be collaborative and participatory in involving the teachers, learners, parents, and other stakeholders in the design and delivery of the programs.	4.63	Strongly Agree
11.	Leadership education programs should be evaluative and reflective in monitoring and improving the quality and effectiveness of the programs.	4.56	Strongly Agree
12.	Leadership education programs should be sustainable and scalable in ensuring the continuity and expansion of the programs.	4.49	Strongly Agree
	Overall	**4.47**	**Strongly Agree**

Legend of the Verbal Interpretation of the Weighted Mean:
4.20 To 5.00 Strongly Agree; 3.40 To 4.19 Agree; 2.60 To 3.39 Neither Agree nor Disagree; 1.80 To 2.59 Disagree; 1.00 To 1.79 Strongly

Disagree

Awareness of socio-economic and political issues, responsiveness to assessment tools, and compatibility with reporting and feedback mechanisms were also strongly supported, with weighted means ranging from 4.36 to 4.41. The indicator with the lowest, yet still robust, weighted mean of 4.32 emphasized the importance of tailoring programs to the specific learning needs and preferences of students, both with and without disabilities. Overall, the domain's weighted mean of 4.47 indicates a very strong endorsement of the adaptability of leadership education programs, suggesting a shared commitment to developing programs that are responsive, inclusive, and reflective of the diverse educational landscapes they serve. This collective perspective aligns with the overarching aim of the study to promote equality in the delivery of inclusive education through effective leadership education programs.

A related study conducted by Adams, et al. (2023) explored the role of school principals and their senior leadership teams in promoting equity and providing equal learning opportunities for all students, finding that inclusive leadership is a vital element in the effective implementation of inclusive education. Similarly, a study by Billingsley, et al. (2018) outlined factors that promoted and impeded inclusive schools in the United States, emphasizing the need for widely understood and shared leadership practices and the need to link such practices to initial and ongoing leadership development.

3.5. Significant Relationship Between the Impact of the Programs and the Modifications of Viable Programs Tailored to Meet the Specific Needs of Various Schools Education

The study in SOP 6 utilized Spearman's rho correlation analysis to understand the relationship between the effectiveness of leadership education programs and the degree to which these programs were modified. The null hypothesis for this analysis was that there was no correlation between the impact of the leadership education initiatives and the modifications implemented in these programs. These modifications were specifically designed to cater to the unique needs of various schools (Frost, 2021). The results of this correlation analysis, presented in Table 5, indicated a weak positive relationship between the perceived impact of leadership education programs and the extent of modifications made to these programs to meet the specific needs of different schools.

Table 5. Significant Relationship Between the Impact of the Programs and the Modifications of Viable Programs Tailored to Meet the Specific Needs of Various Schools

Variables Tested	Spearman's rho Correlation Coefficient	Interpretation	p-value	Decision Rule	Decision	Interpretation
Perceived Impact of Leadership Education Programs and *Modifications of Leadership Education Programs*	0.247	Weak Positive Relationship	0.033	Reject Ho if the p-value is less than or equal to alpha (0.05)	Reject Ho	Significant Relationship

The p-value associated with this correlation was 0.033, which is less than the alpha level of 0.05. Therefore, the study rejected the null hypothesis, concluding that there was a significant relationship between the perceived impact of leadership education programs and the extent of their modifications. This significant relationship, although weak, underscored the importance of customizing leadership education programs to enhance their effectiveness, particularly in the context of inclusive education where the needs of students with disabilities were a central concern.

The study's conclusion aligns with the findings of Lambrecht et al. (2020), who examined the effect of school leadership on implementing inclusive education. Their study found medium relations between transformational and instructional leadership and structures for collaboration, as well as a medium effect from structures to collaboration on the implementation of individualized education planning (IEP). The findings from the present study and the related research by Lambrecht et al. (2020) highlight the significance of customizing leadership education programs to cater to the specific needs of various schools. This customization is not only recognized but also perceived to have a meaningful impact on the educational outcomes of students with disabilities. By acknowledging and addressing the unique characteristics of schools and communities, leadership education programs can better equip school leaders and teachers with the knowledge, skills, and strategies necessary to foster inclusive practices and support the educational outcomes of students with disabilities.

3.6. Proposed Interventions to Promote Equality in the Delivery of Inclusive Education

The study findings revealed that the lack of training in inclusive education was the most significant challenge faced by teachers in implementing inclusive practices (85.33%). Additionally, the lack of knowledge of inclusive education principles (45.33%) was also identified as a major obstacle. To address these issues, it is essential to implement comprehensive and ongoing professional development programs for teachers and school leaders. Professional development should begin at the pre-service level, with teacher education programs incorporating inclusive education principles, strategies, and practices. This aligns with the findings of Sharma et al. (2012), which highlighted the positive impact of teacher education programs focused on developing inclusive pedagogical knowledge and skills on pre-service teachers' attitudes and self-efficacy toward inclusive education.

Given the dynamic nature of inclusive education, ongoing professional development opportunities should be provided to in-service teachers and school leaders. These opportunities can include workshops, seminars, coaching, and mentoring programs focused on various aspects of inclusive education, such as differentiated instruction, behavior management, assistive technology, and collaboration with parents and other stakeholders. Professional development should foster collaboration and the creation of communities of practice, where teachers and school leaders can share best practices, engage in reflective discussions, and learn from one another's experiences.

The study identified the lack of resources for inclusive education (60%) and struggles with the workload of implementing inclusive education (41.33%) as significant challenges. To address these issues, it is crucial to allocate adequate resources and establish support systems for teachers and school leaders. Adequate funding should be allocated to schools and districts to ensure the availability of necessary resources for inclusive education, such as instructional materials, assistive technologies, and support personnel (e.g., special education teachers, paraprofessionals, and therapists).

The study highlighted the importance of leadership in fostering inclusive education practices and promoting equality in educational outcomes. To support effective inclusive leadership, specialized leadership development programs should be designed and implemented. Leadership development programs should focus on cultivating transformational and instructional leadership skills, as these leadership styles have been found to positively influence the implementation of inclusive education practices (Lambrecht et al., 2022). Emphasis should be placed on developing collaborative leadership skills, enabling school leaders to foster an environment of shared decision-making, open communication, and collaborative problem-solving among stakeholders (teachers, parents, students, and community members).

The study emphasized the importance of community linkages and professional engagement, as well as the need for collaborative and participatory approaches in leadership education programs. To foster inclusive

education practices, it is vital to engage and collaborate with various stakeholders. Establishing effective communication channels and partnerships with parents and families is crucial. This can include parent education programs, regular meetings, and opportunities for parents to provide input and feedback on inclusive education practices.

4. Conclusion and Recommendations

The culmination of this study presents several key findings that shed light on the efficacy and potential enhancements of leadership education programs in promoting equality within inclusive education delivery: 1) revealing high teacher awareness on effective program components for inclusive education, aligning with research on positive program impacts (Billingsley et al., 2018); 2) exhibiting strong positive teacher attitudes toward inclusive principles while voicing concerns on workload and resources, underscoring needs for support systems and strategies; 3) identifying challenges like lack of training, resources, support, and behavior management difficulties, highlighting needs for comprehensive professional development, resource allocation, and supportive environments; 4) perceiving significant positive program impacts on students with disabilities' behavior, self-esteem, social-emotional well-being, and future preparation beyond academics; 5) showing strong consensus on tailoring programs through collaborative, participatory, flexible, culturally-responsive approaches for diverse needs; 6) unveiling a weak positive relationship between perceived program impact and extent of modifications for specific school needs, aligning with research on collaboration and tailoring for inclusive implementation (Adams et al., 2023); and 7) proposing interventions like ongoing professional development, resource allocation, inclusive leadership development, community engagement, and continuous evaluation for promoting equality in inclusive education delivery, fostering inclusive environments, and catering to all learners' diverse needs.

Based on the findings and analysis of this study, the following recommendations are proposed to further promote equality in the delivery of inclusive education, particularly in the future development and implementation of leadership education programs: enhancing teachers' awareness of effective program components through targeted professional development at pre-service and in-service levels, covering inclusive pedagogy, curriculum adaptation, assessment strategies, and community engagement; implementing interventions like workshops, seminars, reflective activities, support and mentoring to shape positive teacher attitudes, increase empathy and promote inclusive practices; providing additional resources and support systems, including training in inclusive classroom management, assistive technologies, support networks, and clear policies on behavior management, individualized planning and collaboration; prioritizing program development to positively impact educational outcomes, foster supportive environments and promote academic/social success for students with disabilities; enabling flexibility and adaptability to accommodate diverse needs through opportunities for customizing content, methods and support structures based on unique contexts; strengthening collaboration and partnerships with parents, community organizations and stakeholders through communication mechanisms, joint decision-making and interagency collaborations; and establishing continuous evaluation and improvement systems through stakeholder feedback, research, evaluation studies, action projects and knowledge-sharing platforms to advance inclusive education and leadership development (Adams et al., 2023; Billingsley et al., 2018). Future research should explore nuanced training needs, innovative delivery methods, enduring effects of attitude interventions, tailored support strategies, longitudinal program impacts, models of customization/collaboration, and evaluation methodologies.

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