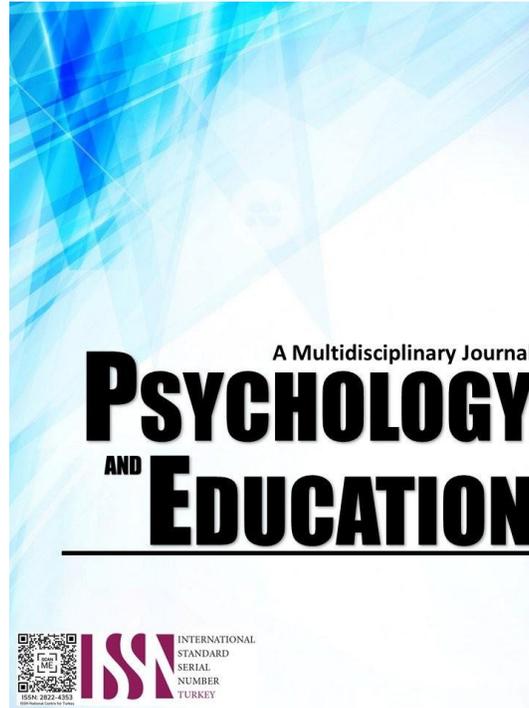


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Examining the Relationship Between Class Size and the Self-Efficacy of SPED Teachers in Implementing Inclusive Practices

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Abstract

This study examined the relationship between class size and Special Education (SPED) teachers' self-efficacy in implementing inclusive practices. It aimed to determine whether the number of students SPED teachers handle affects their confidence in inclusive instruction, collaboration, and behavior management. The study was anchored on Bandura's Social Cognitive Theory, Sweller's Cognitive Load Theory, and Bronfenbrenner's Ecological Systems Theory, which collectively explain how personal, cognitive, and environmental factors shape teacher efficacy in inclusive settings. A quantitative descriptive-correlational design was employed, involving 32 SPED teachers from Cebu Technological University – Main Campus during the Academic Year 2025–2026. Data were gathered using the Teacher Efficacy for Inclusive Practices (TEIP) Scale developed by Sharma et al. (2012) and analyzed using descriptive statistics (mean and standard deviation) and inferential statistics (Pearson's r) to determine relationships among variables. Findings revealed that SPED teachers demonstrated a high level of self-efficacy across all domains, particularly in collaboration and behavior management. However, results showed no significant relationship between class size and teachers' self-efficacy, suggesting that teacher confidence remains strong despite variations in class size. This indicates that other factors, such as training, experience, and institutional support, may play a more critical role in shaping teacher efficacy. The study recommends strengthening professional development programs, mentoring systems, and resource support to sustain high teacher efficacy and enhance the quality of inclusive education.

Keywords: *special education, class size, self-efficacy, SPED teachers, inclusive practices, inclusive education, quantitative descriptive correlation design, Philippines*

Introduction

Inclusive education is a fundamental principle that promotes equal access to quality learning experiences for all students, regardless of their abilities, backgrounds, or circumstances. It emphasizes the importance of creating supportive, flexible, and diverse learning environments where every learner feels valued and included (Debasu & Yitayew, 2024). Central to the effective implementation of inclusive practices is teacher self-efficacy, a concept introduced by psychologist Albert Bandura, known for his work on social cognitive theory, which refers to a teacher's belief in their ability to perform tasks necessary to achieve desired educational outcomes (Hussain et al., 2022). Teachers with high self-efficacy are more confident in addressing diverse needs, using differentiated instruction, and managing inclusive classrooms effectively (Kiel et al., 2020). They are also more resilient and open to inclusive strategies, fostering a positive learning environment (Woodcock & Hardy, 2023). In contrast, those with low self-efficacy may struggle to implement inclusive practices, which can affect student participation (Alharbi & Iqtadar, 2024). Therefore, strengthening teacher self-efficacy is essential for achieving inclusive education.

International studies have consistently highlighted class size as a crucial structural variable that significantly influences both teaching quality and student learning outcomes. One of the most well-known studies in this area, the Tennessee Student/Teacher Achievement Ratio (STAR) Project, provided strong empirical evidence that students in smaller classes demonstrate higher academic achievement, particularly in the early grades (Satish, 2022). This improvement is largely attributed to the ability of teachers in smaller classes to offer more personalized instruction, give timely feedback, and address individual student needs more effectively. Similarly, Blatchford and Russell (2019) emphasized that large class sizes pose multiple challenges in the classroom setting. These include difficulties in maintaining effective classroom management, reduced opportunities for meaningful student-teacher interactions, and a decline in overall student engagement.

Furthermore, the strain of managing a large, diverse group of learners can lead to increased teacher stress and lower morale. These factors are especially critical in inclusive classrooms, where differentiated instruction and attention to individual needs are essential (Khattak et al., 2025). These findings underscore the importance of considering class size when designing policies and support systems aimed at promoting inclusive and effective education for all learners.

Inclusive education in the Philippines is strengthened by laws such as DepEd Order No. 72, s. 2009 and Republic Act No. 11650, which mandate flexible curricula, supportive environments, and the integration of learners with disabilities into mainstream classrooms. Despite the presence of inclusive education policies in the Philippines, many SPED (Special Education) teachers continue to encounter significant barriers in effectively implementing inclusive practices. One of the most pressing structural issues is overcrowded classrooms, which limit a teacher's ability to provide individualized attention, implement differentiated instruction, and manage the diverse needs of students, particularly those with disabilities (Taghap & Pabalan, 2025). Recognizing this long-standing concern,

lawmakers earlier introduced House Bill No. 473, or the “Public School Class Size Law of 2016,” as a legislative measure to regulate class sizes in public schools. The bill proposes that the ideal class size should not exceed 35 students, with an absolute maximum of 50. By setting these limits, the bill recognizes the direct impact of class size on the quality of teaching and learning, especially in inclusive settings where students require specialized support. Smaller class sizes are seen as essential in creating a learning environment that allows SPED teachers to implement inclusive strategies more effectively, reduce teacher burnout, and ultimately improve educational outcomes for all learners (Domingo, 2020). The bill thus emphasizes the importance of structural reforms in supporting inclusive education goals.

If the persistent issues related to large class sizes remain unaddressed, the consequences could be detrimental both to teachers and learners. Study links heavier classroom demands, including larger classes, to higher teacher stress and burnout in K–12 settings (Bottiani et al., 2019). Burnout is associated with emotional exhaustion and impaired functioning, which can spill over into instruction and student outcomes; a recent systematic review finds teacher burnout is related to lower academic achievement and poorer student motivation (Skaalvik & Skaalvik, 2020). This situation can also undermine retention: contemporary evidence consistently ties chronic job stress and burnout to turnover intentions and withdrawal behaviors among teachers (Brunsting et al., 2025). Moreover, students with disabilities are especially sensitive to classroom conditions: evidence shows that smaller classes and better student-teacher ratios are preferred and beneficial for learners with special educational needs, whereas large classes constrain individualized support and effective classroom management, conditions that heighten risks of marginalization in practice (Bondebjerg et al., 2023; Candeias et al., 2020). These converging findings underscore the urgency of examining how structural variables like class size shape SPED teachers’ self-efficacy and the sustainability of inclusive education.

Several local studies have touched on similar themes. For instance, San Jose (2022) highlighted that many SPED teachers in public schools report low confidence when managing large, diverse classes, often citing a lack of support and overwhelming workloads. A study by Custodio (2025) found that overcrowded classrooms limited the ability of SPED teachers to deliver individualized instruction and manage behaviors effectively. Furthermore, Alcosero et al. (2023) reported that many Filipino SPED teachers feel underprepared for inclusive teaching due to inadequate training and the psychological burden of managing heterogeneous groups with limited resources.

While these studies provide valuable insights, there remains a significant gap in examining the direct relationship between class size and the self-efficacy of SPED teachers. Most study either focuses on perceptions of inclusive education or general barriers, without quantitatively exploring how structural factors like class size affect teachers’ confidence and competence in inclusive classrooms. Additionally, there is a limited study examining this relationship within the framework of national standards and proposed class size policies, such as those in House Bill No. 473.

To address this gap, the present study seeks to examine the relationship between class size and the self-efficacy of SPED teachers in implementing inclusive practices in Philippine public schools. The findings will serve as the basis for developing a SPED Teacher Self-Efficacy Framework that aims to strengthen teachers’ confidence and capabilities in three key areas: inclusive instructional strategies, collaboration with parents and co-teachers, and positive behavior management in diverse classrooms.

Research Questions

This study investigated the relationship between class size and the self-efficacy of SPED teachers in implementing inclusive practices during the academic year 2025-2026, as a basis for a SPED Teacher Self-Efficacy Framework. Specifically, this study aimed to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. age and gender;
 - 1.2. years of service;
 - 1.3. highest educational attainment;
 - 1.4. employment status;
 - 1.5. type of school;
 - 1.6. average size currently handled; and
 - 1.7. relevant training and seminars attended?
2. What is the average class size currently handled by SPED teachers in Cebu Technological University – Main Campus?
3. What is the level of self-efficacy of SPED teachers in implementing inclusive practices in terms of:
 - 3.1. inclusive instruction;
 - 3.2. collaboration; and
 - 3.3. managing behavior?
4. Is there a significant relationship between class size and the level of self-efficacy of SPED teachers in implementing inclusive practices?
5. Based on the findings, what SPED Teacher Self-Efficacy framework can be crafted?

Literature Review

Importance of Inclusive Education

Inclusive education is a fundamental principle that promotes equal access to quality learning experiences for all students, regardless of their abilities, backgrounds, or circumstances. It emphasizes the importance of creating supportive, flexible, and diverse learning environments where every learner feels valued and included (Debasu & Yitayew, 2024). Central to the effective implementation of inclusive practices is teacher self-efficacy, a concept introduced by psychologist Albert Bandura, known for his work on social cognitive theory, which refers to a teacher's belief in their ability to perform tasks necessary to achieve desired educational outcomes (Hussain et al., 2022). Teachers with high self-efficacy are more confident in addressing diverse needs, using differentiated instruction, and managing inclusive classrooms effectively (Woodcock & Hardy, 2023).

In contrast, those with low self-efficacy may struggle to implement inclusive practices, which can affect student participation (Alharbi & Iqtadar, 2024). Therefore, strengthening teacher self-efficacy is essential for achieving inclusive education. Furthermore, Alcosero et al. (2023) reported that many Filipino SPED teachers feel underprepared for inclusive teaching due to inadequate training and the psychological burden of managing heterogeneous groups with limited resources.

Inclusive Education is an Indispensable Tool

International studies have consistently highlighted class size as a crucial structural variable that significantly influences both teaching quality and student learning outcomes. One of the most well-known studies in this area, the Tennessee Student/Teacher Achievement Ratio (STAR) Project, provided strong empirical evidence that students in smaller classes demonstrate higher academic achievement, particularly in the early grades (Satish, 2022). This improvement is largely attributed to the ability of teachers in smaller classes to offer more personalized instruction, give timely feedback, and address individual student needs more effectively.

Similarly, Blatchford and Russell (2019) emphasized that large class sizes pose multiple challenges in the classroom setting. These include difficulties in maintaining effective classroom management, reduced opportunities for meaningful student-teacher interactions, and a decline in overall student engagement. (Khattak et al., 2025). These findings underscore the importance of considering class size when designing policies and support systems aimed at promoting inclusive and effective education for all learners.

Inclusive Education Plays a Critical Role in Academic Success

In the educational domain, teachers' self-efficacy is understood as their confidence in organizing, planning, and implementing the actions needed to achieve instructional goals. For example, Li (2023) described teacher self-efficacy as a person's belief in their ability "to organize, plan, and perform activities necessary to achieve specific educational objectives". Similarly, Lazarides and Warner (2020) found that teachers with higher self-efficacy exhibit stronger enthusiasm, better job satisfaction, and lower emotional exhaustion. These findings align with Bandura's (1997) assertion that efficacy beliefs affect both the nature and intensity of emotional experiences, influencing how individuals interpret stressors and maintain motivation.

Inclusive Education in the Philippine Education Context

Inclusive education in the Philippines is strengthened by laws such as DepEd Order No. 72, s. 2009 and Republic Act No. 11650, which mandate flexible curricula, supportive environments, and the integration of learners with disabilities into mainstream classrooms. Despite the presence of inclusive education policies in the Philippines, many SPED (Special Education) teachers continue to encounter significant barriers in effectively implementing inclusive practices. One of the most pressing structural issues is overcrowded classrooms, which limit a teacher's ability to provide individualized attention, implement differentiated instruction, and manage the diverse needs of students, particularly those with disabilities (Taghap & Pabalan, 2025).

Recognizing this long-standing concern, lawmakers earlier introduced House Bill No. 473, or the "Public School Class Size Law of 2016," as a legislative measure to regulate class sizes in public schools. The bill proposes that the ideal class size should not exceed 35 students, with an absolute maximum of 50. By setting these limits, the bill recognizes the direct impact of class size on the quality of teaching and learning, especially in inclusive settings where students require specialized support. Smaller class sizes are seen as essential in creating a learning environment that allows SPED teachers to implement inclusive strategies more effectively, reduce teacher burnout, and ultimately improve educational outcomes for all learners (Domingo, 2020). The bill thus emphasizes the importance of structural reforms in supporting inclusive education goals.

Identified Gap and Relevance of the Study

While these studies provide valuable insights, there remains a significant gap in examining the direct relationship between class size and the self-efficacy of SPED teachers. Most study either focuses on perceptions of inclusive education or general barriers, without quantitatively exploring how structural factors like class size affect teachers' confidence and competence in inclusive classrooms. Additionally, there is a limited study examining this relationship within the framework of national standards and proposed class size policies, such as those in House Bill No. 473.

To address this gap, the present study seeks to examine the relationship between class size and the self-efficacy of SPED teachers in

implementing inclusive practices in Philippine public schools. The findings will serve as the basis for developing a SPED Teacher Self-Efficacy Framework that aims to strengthen teachers' confidence and capabilities in three key areas: inclusive instructional strategies, collaboration with parents and co-teachers, and positive behavior management in diverse classrooms.

Methodology

Research Design

This study employed a quantitative descriptive-correlational research design to examine the relationship between class size and the self-efficacy of SPED (Special Education) teachers in implementing inclusive practices. This design was appropriate because it allowed for the systematic collection and analysis of quantifiable data to describe trends and to test relationships between variables without manipulating them.

To further examine the relationship between class size and self-efficacy, the correlational aspect of the study was conducted. This aimed to determine whether a statistically significant relationship existed between the number of students in a SPED teacher's class and their overall self-efficacy in delivering inclusive education. By doing so, the study sought to offer empirical evidence that could have informed policy and support mechanisms for inclusive education programs in the Philippines.

According to Creswell and Creswell (2018), *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th Edition, the combination of different approaches and how their distinctiveness plays out in the research process. All data were collected using a structured questionnaire with a six-point Likert scale, and the results were subjected to statistical analyses, including mean, standard deviation, and Pearson's correlation coefficient. This methodological approach ensured a rigorous and data-driven analysis of teachers' perceived capabilities and the possible influence of classroom size on their inclusive teaching practices.

Respondents

The respondents of this study were 32 Special Education (SPED) teachers enrolled at Cebu Technological University – Main Campus for the Academic Year 2025–2026. The respondents were predominantly female, with the teachers belonging to the 25–40 age group. Overall, the demographic profile reflects a relatively young and mostly female SPED teaching workforce.

This distribution revealed two major insights. First, SPED teaching in inclusive classrooms appears to be a female-dominated profession, at least within this sample. Second, most teachers fall within the 31–35 age range, potentially representing a professionally stable period with several years of experience. This age group may contribute more confidently to inclusive practices due to a balance of energy, training, and field exposure. However, the limited male representation could indicate a gender disparity in either hiring or interest in the SPED-inclusive education field, possibly impacting the generalizability of self-efficacy results across genders.

The researchers utilized complete enumeration sampling to include all SPED teachers assigned to the school during the conduct of the study. This ensured that the perspectives and experiences of the entire population of interest were taken into account.

Instrument

This study utilized an adapted questionnaire to examine the self-efficacy of Special Education (SPED) teachers in implementing inclusive practices, with particular focus on the effect of class size. The instrument was organized into three major parts.

The first part focused on the demographic profile of the respondents. It gathered essential background information, including age, gender, years of service in the teaching profession, and highest educational attainment. In addition to these, respondents were asked to indicate the average class size they handled in their inclusive classrooms. This data was considered vital in understanding potential correlations between class size and the teachers' perceived self-efficacy in inclusive education.

The second part of the instrument assessed the teachers' self-efficacy in implementing inclusive practices. It utilized the Teacher Efficacy for Inclusive Practices (TEIP) scale developed by Sharma et al. (2012) to measure the self-efficacy of Special Education (SPED) teachers in implementing inclusive practices. The TEIP scale was a validated and widely used instrument designed specifically to assess teachers' beliefs in their ability to successfully teach in inclusive classrooms. It was particularly appropriate for this study, which sought to determine the relationship between class size and teacher self-efficacy in inclusive education settings.

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The TEIP scale consists of 20 items grouped into three major domains: efficacy in using inclusive instruction, efficacy in managing behavior, and efficacy in collaboration. Each item is rated using a six-point Likert scale, where 1 indicates "No Self-Efficacy," and 6 indicates "Very High Self-Efficacy." This scale allows respondents to express the degree to which they feel confident in their ability to implement specific inclusive teaching practices. The response categories are interpreted as follows: 1.00–1.49 (No Self-Efficacy),

1.50–2.49 (Very Low Self-Efficacy), 2.50–3.49 (Low Self-Efficacy), 3.50–4.49 (Moderate Self-Efficacy), 4.50–5.49 (High Self-Efficacy), and 5.50–6.00 (Very High Self-Efficacy). Higher scores reflect greater levels of perceived self-efficacy in inclusive teaching.

SPED experts will review the instrument and pilot-test it among a small group of respondents before full deployment. The process will ensure that the questionnaire is valid, reliable, and culturally appropriate for use in the Philippine educational context. Revisions will be made as necessary to enhance clarity and alignment with the study objectives.

Procedure

The process of gathering data was conducted in three systematic phases: pre-data gathering, data gathering, and post-data gathering. Each phase was designed to uphold ethical standards, data accuracy, and participant confidentiality, in accordance with the Data Privacy Act of 2012 (RA 10173). Before the actual data collection, a formal letter of request was sent to the office of the school head of Cebu Technological University – Main Campus. This letter sought permission to conduct the study involving SPED teachers assigned to inclusive classes. Upon approval, coordination with school administrators was made to identify the eligible respondents and schedule a convenient time for survey administration. The respondents were oriented on the nature and purpose of the study, and an Informed Consent Form was distributed to ensure that their participation was voluntary and that they understood their rights, including the right to refuse or withdraw at any point.

The instrument was administered in either printed form or via a secure online platform, depending on the preference and availability of the respondents. The questionnaire consisted of two parts: Part I collected demographic data such as age, gender, highest educational attainment, years of teaching experience, and average class size; Part II consisted of the 20-item Teacher Efficacy for Inclusive Practices (TEIP) scale, adapted from Sharma et al. (2012). Respondents were allotted ample time to complete the questionnaire thoroughly and honestly. The researcher was present during the data gathering period to assist with clarifications and to ensure proper handling of the instrument. Once the data collection was complete, the responses were carefully reviewed and validated. This included checking for completeness, consistency, and legibility. The validated data were then encoded into a statistical software program for analysis.

Throughout the entire procedure, strict adherence to ethical study protocols was observed to ensure the protection of the participants' identities and the integrity of the collected data.

Data Analysis

The data were encoded into a Data Matrix, tabulated, and statistically analyzed using appropriate quantitative methods to ensure accurate and valid interpretation of the results. The study employed both descriptive statistics (such as frequency counts, percentages, means, and standard deviations) to summarize and describe the data, and inferential statistics (such as correlation analysis and significance testing) to determine relationships and draw conclusions beyond the sample.

Ethical Considerations

To ensure ethical integrity, this study is conducted with full adherence to principles of fairness, transparency, and respect for all participants. The rights, dignity, and welfare of the SPED teacher-respondents are prioritized throughout the study process. Careful measures are taken to avoid coercion, bias, misrepresentation, and any potential harm.

This study aligns with institutional ethical standards and national guidelines, particularly the Data Privacy Act of 2012 (Republic Act No. 10173). Before the data gathering commences, the complete study protocol will be submitted for review and approval by the institution's Ethics Review Committee to guarantee compliance with accepted ethical norms. Participation in the study is strictly voluntary. Each respondent will be given an Informed Consent Form that outlines the study's objectives, procedures, risks, and benefits, and the right to withdraw at any time without negative consequences.

Results and Discussion

This section showed the distribution of participants based on the program and campus of origin.

Distribution of Respondents

Complete enumeration, also referred to as census enumeration, involved collecting data from every member of the identified population rather than relying on a sample subset (Australian Bureau of Statistics, 2023). This method was especially suitable for study with a small, manageable, and accessible group of participants. By applying this approach, the study aimed to capture a comprehensive understanding of the class sizes handled by SPED teachers and their self-efficacy in implementing inclusive practices. Furthermore, this technique reduced potential sampling bias and enhanced the accuracy and validity of the study findings within the school's inclusive education setting.

Age and Gender

The table showed that the respondents were predominantly female, with most teachers belonging to the 31–35 age group. Overall, the demographic profile reflects a relatively young and mostly female SPED teaching workforce.



This distribution revealed two major insights. First, SPED teaching in inclusive classrooms appears to be a female-dominated profession, at least within this sample. Second, most teachers fall within the 31–35 age range, potentially representing a professionally stable period with several years of experience. This age group may contribute more confidently to inclusive practices due to a balance of energy, training, and field exposure. However, the limited male representation could indicate a gender disparity in either hiring or interest in the SPED-inclusive education field, possibly impacting the generalizability of self-efficacy results across genders.

Table 1. *Age and Gender*

Age Bracket	Gender		Frequency	Percentage
	Male	Female		
41 years old and above	0	6	6	18.8
36-40 years old	1	4	4	12.5
31-35 years old	1	12	13	40.6
26-30 years old	0	5	5	15.6
20-25 years old	0	3	3	9.38
Grand Total	2	30	32	100

The dominance of female teachers in the sample, coupled with the concentration of professionals in the early- to mid-career stages, may influence the interpretation of self-efficacy levels. Institutions may benefit from targeted recruitment and retention strategies that encourage more diverse gender representation in SPED. Additionally, age-specific professional development can be tailored, as younger teachers may need confidence-building in inclusive strategies. In comparison, older teachers might need upskilling in modern inclusive frameworks, especially in handling large or diverse classrooms.

Several studies support the notion that age and gender intersect with teacher self-efficacy. Unal and Unal (2025) suggest that mid-career teachers (30s) often demonstrate greater adaptability and confidence due to accumulated experience and updated training. Meanwhile, Zeb et al. (2024) found that gendered expectations and social norms influence how male and female teachers perceive their abilities and classroom control. Havik (2025) reported that younger teachers often feel less confident in inclusive settings due to limited exposure, while more experienced educators, particularly females, reported higher efficacy in managing differentiated instruction. These findings align with the current data trends and highlight the importance of personalized support mechanisms in professional development programs.

Years of Services

Table 2. *Years of services*

Years of Service	f	%
Above 6 years	15	46.9
4-6 years	3	9.38
1-3 years	9	28.1
Less than 1 year	3	9.38
None	2	6.25
Grand Total	32	100

The table showed that nearly half of the respondents had more than six years of teaching experience, indicating a predominantly seasoned SPED teaching workforce. A smaller proportion consisted of novice teachers with limited years of service.

The data revealed that nearly half of the respondents are highly experienced, suggesting a workforce largely composed of seasoned educators. This distribution is crucial, as existing literature correlates longer teaching tenure with higher levels of classroom competence and professional confidence. Notably, the second-largest group consists of early-career teachers (1–3 years), suggesting a healthy influx of new professionals. However, the presence of participants with no experience or less than one year may indicate early-career vulnerabilities, such as lower self-efficacy or difficulty adapting inclusive practices to varying class sizes.

This distribution has significant implications for teacher training and support. Experienced teachers may already possess the adaptive strategies required for managing large or diverse classes, while novice teachers may struggle with inclusive implementation due to a lack of exposure. Schools and departments may need to implement mentoring systems, pairing veteran SPED teachers with newer staff. Additionally, targeted professional development could focus on equipping less experienced teachers with tools for differentiation, behavior management, and inclusive planning, especially in larger or more complex classrooms.

Study consistently shows that teacher experience positively correlates with classroom management and inclusive practice efficacy. Duenas (2025) emphasized that teachers with more years in the field were more adept at integrating inclusive strategies across diverse learner profiles. Havik (2025) found that teaching experience acts as a buffer against the stress and burnout associated with large class sizes, indirectly reinforcing self-efficacy. Zeb et al. (2024) highlighted the importance of service years in developing effective classroom control and relational strategies. Furthermore, Baumann et al. (2024) discussed how experienced teachers navigate inclusion more intuitively, having developed resilience and flexibility over time. These findings support the current data and affirm the role of professional longevity in inclusive teaching success.

Highest Educational Attainment

Table 3. *Highest Educational Attainment*

<i>Years of Service</i>	<i>f</i>	<i>%</i>
Highest Educational Attainment	f	%
Doctorate Degree Holder	3	9.38
With Units in Doctor	3	9.38
Master's degree Holder	4	12.5
With Units in Main	16	50
Bachelor's degree Holder	6	18.8
Grand Total	32	100

The table indicated that most respondents had pursued postgraduate studies, with many already holding or working toward advanced degrees. This suggests a SPED teaching workforce with strong academic preparation.

The data suggested a positive trend in professional advancement among SPED teachers, with over 80% of respondents pursuing or holding postgraduate qualifications. This trend may have supported stronger self-efficacy in inclusive education settings, as teachers with advanced education likely encountered more opportunities to study pedagogical theories, inclusive strategies, and research-based practices. Furthermore, postgraduate education often involved action research or fieldwork, which could have enhanced reflective teaching and adaptive classroom management, particularly in varying class sizes.

The findings highlighted the value of postgraduate education in fostering teacher confidence. Teachers with higher academic attainment may have been better equipped to handle the complexities of inclusive education, regardless of class size. Schools and districts could support this by encouraging and subsidizing graduate studies, offering professional development credits, or partnering with universities for teacher education programs. Moreover, incorporating inclusive practice modules in both pre-service and in-service training would help ensure that all teachers, regardless of their academic background, have access to quality, research-based instruction in inclusion.

Recent studies have reinforced the connection between educational attainment and teacher self-efficacy in inclusive environments. Shepley et al. (2025) found that teachers who participated in professional training programs demonstrated higher self-efficacy in implementing inclusive strategies. Nissim and Shamma (2025) reported that academic preparedness, particularly when integrating cognitive and emotional domains, significantly enhanced teachers' confidence and perceived readiness for inclusion. Ismailos (2022) highlighted that pre-service teachers who engaged in reflective coursework and simulation-based training reported stronger self-efficacy in inclusive early childhood classrooms. Likewise, Anggrasari et al. (2025) noted that graduate-level project-based learning enhanced both instructional design and teacher confidence, especially in handling diverse learners.

Area of Specialization

Table 4. *Area of Specialization*

<i>Area of Specialization</i>	<i>f</i>	<i>%</i>
Early Childhood Education	0	0
Elementary Education	5	15.6
Secondary Education	0	0
Special Education	27	84.4
Grand Total	32	100

The table showed that the respondents were largely trained in Special Education, indicating strong alignment between their academic specialization and their current teaching roles.

The data revealed that most teachers had received formal training in Special Education, which may have positively influenced their confidence in managing inclusive classrooms of varying sizes. These teachers were likely equipped with pedagogical skills and theoretical knowledge specifically tailored for addressing diverse learner needs. In contrast, those trained in general elementary education may have lacked exposure to specialized inclusive strategies, potentially affecting their self-efficacy. The complete absence of early childhood and secondary educators suggested a limited scope of representation in these educational levels for this sample.

This specialization profile suggested that teacher preparation programs in SPED might have played a crucial role in enhancing self-efficacy for inclusive instruction. For broader inclusion success, professional development should also target general education teachers, especially in elementary and secondary settings, to close potential preparedness gaps. Ensuring cross-specialization training can foster a unified, confident teaching force across all levels.

Recent studies emphasized the importance of specialized training in boosting teachers' readiness for inclusive practice. Ismailos (2022) found that SPED-focused pre-service teachers reported significantly higher confidence levels in managing inclusive classrooms compared to their general education peers. Shepley and Duncan (2025) highlighted that field-specific training improved both classroom management and differentiated instruction strategies. Meanwhile, Hua et al. (2025) observed that SPED specialization enhanced teacher adaptability in response to class diversity and size pressures. Cesar (2023) also noted that educators with targeted SPED training demonstrated stronger self-efficacy in inclusive settings, citing familiarity with behavior intervention techniques and individualized

instruction.

Employment Status

Table 5. *Employment Status*

<i>Area of Specialization</i>	<i>f</i>	<i>%</i>
Full Time	26	81.25
Casual / Contractual	1	3.125
Part Time	4	12.5
Volunteer	1	3.125
Grand Total	32	100

The table indicated that most respondents were employed full-time, while only a small portion held part-time, contractual, or volunteer positions. This reflected a generally stable employment profile among the SPED teachers.

The data suggested that full-time employment was the most common status among the SPED teachers surveyed. Full-time roles often came with job security, regular professional development, and more consistent exposure to inclusive teaching experiences. These factors may have contributed to stronger self-efficacy, especially in handling varied class sizes. On the other hand, part-time, contractual, or volunteer teachers may have had fewer opportunities to develop consistent classroom strategies or build confidence through experience, which could impact their perceived readiness for inclusion.

These findings implied that employment stability may have been linked to higher self-efficacy among SPED teachers. Schools and educational systems may consider investing in secure, full-time appointments to support inclusion, as consistency in classroom roles appeared to reinforce teacher preparedness. Additionally, part-time and contractual teachers could benefit from equal access to professional development, mentoring, and inclusion-specific training to ensure all staff, regardless of employment status, could confidently manage class diversity and size.

Recent literature supported the connection between employment status and teacher self-efficacy in inclusive settings. Wright (2025) found that full-time teachers were more likely to engage in reflective practices and professional development, both of which positively influenced inclusive teaching confidence. Lumpkin (2025) emphasized that full-time employment offered educators more consistent opportunities for relationship-building and behavior intervention in diverse classrooms. Hasenhuetl et al. (2025) reported that temporary teachers often faced barriers in accessing institutional resources, leading to lower perceived efficacy. Anggrasari et al. (2025) also found that sustained teaching roles supported higher implementation fidelity in inclusive practices, particularly in managing larger class sizes.

Type of School

Table 6. *Type of School*

<i>Type of School</i>	<i>f</i>	<i>%</i>
Private Regular School	1	3.13
Public Regular School	30	93.8
Public SPED School	1	3.13
Grand Total	32	100

The table showed that nearly all respondents taught in public regular schools, indicating that most SPED teachers in the sample were working in inclusive mainstream settings.

The data revealed that inclusive education was primarily being implemented within public regular schools rather than in designated SPED environments. This trend suggested that public schools served as the primary setting for integrating learners with diverse needs. Given that inclusive classrooms in regular schools often vary in support resources and class size, these teachers may have experienced unique challenges that influenced their self-efficacy. Conversely, the minimal representation from SPED-dedicated schools may reflect limited availability of such institutions or staffing prioritization in regular schools to meet inclusion mandates.

The results implied that inclusive education was being operationalized predominantly in public regular schools, making these institutions critical to the success of inclusion policies. Given this context, public schools needed to be equipped with appropriate training, co-teaching models, and differentiated instruction resources to support teacher self-efficacy in managing student diversity.

Current literature emphasized the influence of school context on teacher self-efficacy in inclusive education. Adewumi and Mosito (2019) found that inclusive practices in regular schools often placed additional pressure on teachers due to larger class sizes and limited resources, which affected their confidence levels. Li and Ruppap (2021) argued that the organizational culture of public schools played a critical role in shaping inclusive teaching attitudes and success. Meanwhile, Fraser et al. (2024) highlighted that SPED-designated schools typically offered more structural and instructional support, allowing teachers to feel more competent in managing individual needs. Werner et al. (2021) reported that teacher self-efficacy in inclusion was directly tied to institutional support, regardless of the school type, underscoring the importance of professional development across all school settings.



Training and Seminar Attended

Table 7. *Training and Seminar Attended*

<i>Membership</i>	<i>f</i>	<i>%</i>
More than 4	12	37.5
1-3	17	53.1
None	3	9.38
Grand Total	32	100

The table indicated that most respondents had attended at least one professional training or seminar, reflecting active participation in capacity-building activities related to inclusive education.

The data revealed that most teachers had received at least minimal exposure to formal training on inclusive practices. Participation in even a few sessions may have contributed positively to their classroom confidence and adaptability, particularly in managing diverse student populations and varying class sizes. Teachers who had attended more than four trainings likely had broader knowledge and stronger professional networks, which could have reinforced their self-efficacy. Meanwhile, those with no participation may have felt less prepared to implement inclusive strategies effectively.

These findings emphasized the importance of continuous professional development in equipping SPED teachers for inclusive education. Institutions and education departments should prioritize making high-quality, inclusive education seminars accessible, especially to early-career or under-resourced educators. Moreover, training should go beyond awareness to include hands-on activities, simulations, and follow-up coaching to ensure long-term impact. Fostering a culture of lifelong learning among SPED teachers could enhance both instructional quality and classroom confidence.

Recent research confirmed that professional development played a pivotal role in enhancing teacher self-efficacy for inclusive classrooms. Coates et al. (2020) emphasized that targeted training significantly improved teachers’ ability to accommodate diverse learners. Basarmak and Geban (2021) found that interactive, constructivist-based seminars helped build self-efficacy, particularly in managing challenging classroom dynamics. Blume (2025) observed that the frequency and quality of inclusive education training directly influenced teachers’ confidence and strategy use. Similarly, Byrne et al. (2022) concluded that training programs that included reflection, mentoring, and practical application were more likely to produce long-term gains in self-efficacy.

Average Class Size

Table 8. *Class Size*

<i>Membership</i>	<i>f</i>	<i>%</i>
More than 4	12	37.5
1-3	17	53.1
None	3	9.38
Grand Total	32	100

The table showed that most respondents handled standard or large classes, indicating that SPED teachers generally work with student-to-teacher ratios.

Classroom support plays a substantial role in shaping the dynamics of inclusive classrooms. Teachers handling large or overcrowded classes may face challenges in individualizing instruction, behavior management, and maintaining inclusive participation. This can contribute to variations in self-efficacy. Conversely, smaller or standard-sized classes often allow for more focused support, potentially enhancing teacher confidence and effectiveness in implementing inclusive strategies. The data suggest that most teachers operate in environments that may strain their instructional capacity, possibly lowering their perceived efficacy.

These findings implied a need for interventions to optimize classroom support, especially in inclusive SPED settings. Reducing or increasing classroom support (e.g., co-teachers, aides) may improve not only instructional quality but also teachers' self-efficacy. Stakeholders should consider class size as a critical variable in inclusive education planning, particularly in professional development and school resourcing.

Recent studies consistently showed that class size plays a crucial role in teacher self-efficacy and inclusive practice. Kennedy et al. (2025) reported that larger classes heighten instructional stress and reduce teachers’ confidence, while Williams (2025) found that SPED teachers in big classrooms struggle more with differentiation and behavior management. Duenas (2025) noted that smaller, manageable classes improve engagement and support the effective use of inclusive strategies. Similarly, Amilusholihah et al. (2025) found that teacher morale and efficacy underscore the need for strong structural support in inclusive settings.

Efficacy of Using Inclusive Instruction

The table showed that teachers reported high self-efficacy in using inclusive instructional strategies, as reflected by the overall rating in the High Self-Efficacy range. This indicates strong confidence in adapting instruction, assessing diverse learners, and facilitating collaborative learning.



The data suggested that SPED teachers felt highly capable of adapting instruction to meet diverse student needs. Their confidence in group facilitation, alternative assessments, and differentiated instruction demonstrated readiness to implement inclusive strategies regardless of classroom complexity. However, slightly lower scores in assessment modification hinted at an area where teachers might need more targeted training or resources. Overall, this high level of self-efficacy reflects a professional teaching cohort that values inclusive pedagogy and is prepared to deliver instruction in diverse educational contexts.

Table 9. *Efficacy of Using Inclusive Instruction*

Indicators	Mean	SD	VD
1. I can use a variety of assessment strategies (for example, portfolio assessment, modified tests, performance-based assessment, etc.).	4.65	0.95	HSE
2. I can provide an alternate explanation or example when students are confused.	4.84	0.93	HSE
3. I am confident in designing learning tasks so that the individual needs of students with disabilities are accommodated.	4.71	0.97	HSE
4. I can accurately gauge student comprehension of what I have taught.	4.71	1.01	HSE
5. I can provide appropriate challenges for very capable students.	4.87	0.99	HSE
6. I am confident in adapting school-wide or state-wide assessment so that students with all disabilities can be assessed.	4.48	0.93	HSE
7. I am confident in my ability to get students to work together in pairs or in small groups	4.90	0.94	HSE
Grand Mean	4.74	0.96	HSE

Legend: Very High Self-Efficacy (VHSE): 5.50-6.00, High Self-Efficacy (HSE): 4.50-5.49, Moderate Self-Efficacy (MSE): 3.50-4.49, Low Self-Efficacy (LSE): 2.50-3.49, Very Low Self-Efficacy (VLSE): 1.50-2.49, No Self-Efficacy (NSE): 1.00-1.49

These results underscore the importance of reinforcing inclusive instructional training during both pre-service education and in-service professional development. Even with high self-efficacy, continuous support is essential, particularly in adapting large-scale assessments for students with disabilities. Educational leaders should capitalize on these strengths by promoting collaborative learning communities and providing opportunities for teachers to share inclusive practices. Additionally, state and school systems may benefit from reviewing assessment frameworks to ensure SPED teachers are supported in customizing them to suit all learners.

Recent research reinforces the findings from Table 9. Niyomves et al. (2023) emphasized that building teacher efficacy in hybrid and inclusive learning environments enhances instructional adaptability. Avramidis et al. (2019) found that teacher preparation in inclusive settings significantly improved confidence in instructional strategies and peer engagement. Stewart (2025) demonstrated that SPED teachers with sustained exposure to inclusion-based training reported higher levels of instructional efficacy—furthermore, Stewart (2025) highlighted that inclusive pedagogical knowledge, coupled with practical teaching opportunities, led to greater confidence in applying differentiated instruction techniques.

Efficacy in Collaboration

Table 10. *Efficacy in Collaboration*

Indicators	Mean	SD	VD
I can assist families in helping their children do well in school.	4.87	0.99	HSE
I am able to work jointly with other professionals and staff (e.g., aides, other teachers) to teach students with disabilities in the classroom.	4.94	0.93	HSE
I am confident in my ability to get parents involved in school activities of their children with disabilities.	4.87	0.92	HSE
I can make parents feel comfortable coming to school.	5.10	0.87	HSE
I can collaborate with other professionals (e.g., itinerant teachers or speech pathologists) in designing educational plans for students with disabilities.	4.97	0.91	HSE
I am confident in informing others who know little about laws and policies relating to the inclusion of students with disabilities.	4.97	0.87	HSE
Grand Mean	4.95	0.92	HSE

Legend: Very High Self-Efficacy (VHSE): 5.50-6.00, High Self-Efficacy (HSE): 4.50-5.49, Moderate Self-Efficacy (MSE): 3.50-4.49, Low Self-Efficacy (LSE): 2.50-3.49, Very Low Self-Efficacy (VLSE): 1.50-2.49, No Self-Efficacy (NSE): 1.00-1.49

The table indicated that teachers demonstrated high self-efficacy in collaboration, showing confidence in working with families and professionals involved in inclusive education. Overall, the results reflect strong collaborative capacity among SPED teachers.

The data reflected that teachers were confident in building collaborative relationships essential for inclusive education. High scores across indicators revealed strong beliefs in their ability to engage parents, communicate inclusion policies, and co-plan with other professionals. These capabilities are fundamental to maintaining inclusive practices across home and school environments. The consistency in high ratings also suggested that collaboration was an integrated part of their professional routine, regardless of classroom size or teaching context.

These findings emphasized the importance of fostering collaboration as a core component of inclusive education. Strong partnerships between teachers, parents, and specialists improve individual learning plans, promote shared responsibility, and boost inclusive outcomes. Educational institutions should further support collaboration through structured team meetings, cross-disciplinary planning sessions, and training that enhances interpersonal and communication skills specific to inclusive settings. These systems can help sustain and deepen teachers' collaborative confidence over time.



Recent studies have confirmed the central role of collaboration in strengthening teacher self-efficacy within inclusive education. Kargar et al. (2025) emphasized that interdisciplinary collaboration in primary education enhances both equity and teacher confidence, especially when inclusion is a shared responsibility. Brown (2023) reported that collaborative school climates directly support inclusive engagement and self-efficacy in both professional and parent-related partnerships. Similarly, Aksan (2021) showed that teacher collaboration with families improved both instructional design and learner support in inclusive contexts. These studies support the interpretation that high collaboration efficacy strengthens inclusive classroom outcomes.

Efficacy in Managing Behavior

Table 11. *Efficacy in Managing Behavior*

Indicators	Mean	SD	VD
1. I am confident in my ability to prevent disruptive behavior in the classroom before it occurs.	4.84	0.86	HSE
2. I can control disruptive behavior in the classroom.	4.74	0.82	HSE
3. I am able to calm a student who is disruptive or noisy.	4.74	0.86	HSE
4. I am able to get children to follow classroom rules.	4.97	0.87	HSE
5. I am confident when dealing with students who are physically aggressive.	4.65	0.80	HSE
6. I can make my expectations clear about student behavior.	4.87	0.92	HSE
7. I can improve the learning of a student who is failing.	5.03	0.87	HSE
Grand Mean	4.83	0.86	HSE

Legend: Very High Self-Efficacy (VHSE): 5.50-6.00, High Self-Efficacy (HSE): 4.50-5.49, Moderate Self-Efficacy (MSE): 3.50-4.49, Low Self-Efficacy (LSE): 2.50-3.49, Very Low Self-Efficacy (VLSE): 1.50-2.49, No Self-Efficacy (NSE): 1.00-1.49

The table showed that SPED teachers reported high self-efficacy in managing student behavior, reflecting strong confidence in preventing, addressing, and redirecting challenging behaviors in inclusive classrooms. Overall, the results suggest that teachers feel well-equipped to maintain a positive and orderly learning environment.

These results reflected the SPED teachers' strong sense of control and confidence in handling diverse behavioral challenges. High efficacy in managing disruptive behaviors, clarifying behavioral expectations, and maintaining student engagement indicated well-developed classroom management competencies. The slightly lower rating for dealing with physical aggression suggested a potential area for targeted support or training. Still, all indicators remained within the high range, suggesting that teachers were well-equipped emotionally and professionally to navigate inclusive classrooms.

These findings suggested that professional development programs for SPED teachers had been largely effective in building behavioral management skills. However, specialized training on addressing physically aggressive behavior may further enhance confidence and safety. Schools could strengthen these capacities by providing behavior intervention specialists, team support, or training on trauma-informed practices. High behavioral self-efficacy contributes directly to teacher retention, student outcomes, and the sustainability of inclusive education.

Scholarly evidence supported these findings. Natalini and Marini (2025) emphasized that developing self-efficacy in classroom behavior management is key to inclusive teaching success, especially in multicultural contexts. Ulla et al. (2025) confirmed that teacher self-efficacy and behavior management skills are significantly correlated, particularly in inclusive and linguistically diverse classrooms. Mohammed Abbas Al-Khateeb (2025) reported that behavioral self-efficacy in secondary schools predicted positive student interactions and teacher job satisfaction. Finally, Schmitt-Cerna et al. (2024) found that self-efficacy development in virtual and hybrid education settings also translated into improved behavioral support across inclusive environments.

Summary of Teachers' Self-Efficacy in Implementing Inclusive Practices

Table 12. *Summary Table*

Constructs	Mean	SD	VD
Efficacy to Use inclusive Instruction	4.74	0.96	HSE
Efficacy in Collaboration	4.95	0.92	HSE
Efficacy in Managing Behavior	4.83	0.86	HSE

Legend: Very High Self-Efficacy (VHSE): 5.50-6.00, High Self-Efficacy (HSE): 4.50-5.49, Moderate Self-Efficacy (MSE): 3.50-4.49, Low Self-Efficacy (LSE): 2.50-3.49, Very Low Self-Efficacy (VLSE): 1.50-2.49, No Self-Efficacy (NSE): 1.00-1.49

The table showed that SPED teachers demonstrated consistently high self-efficacy across all three constructs, indicating strong confidence in delivering inclusive instruction, collaborating with stakeholders, and managing student behavior.

The data suggested that while all domains showed high efficacy, collaboration emerged as the strongest area, indicating that SPED teachers were most confident in working with families, specialists, and school personnel. The lowest (though still high) mean in inclusive instruction could point to slight gaps in pedagogical differentiation or curriculum adaptation for diverse learners. Similarly, high but not maximum scores in behavior management reflected confidence with room for growth, especially in dealing with complex behavioral scenarios.

The overall high self-efficacy ratings implied that the surveyed SPED teachers were well-prepared to implement inclusive education across instructional, relational, and behavioral dimensions. However, focused professional development may still be required to

enhance instruction differentiation and behavior strategies further. Tailored support programs, particularly those involving coaching or mentoring, could elevate teacher confidence from “high” to “very high,” especially in schools with larger or more diverse classrooms.

Recent literature supported these interpretations. Choobforoushzadeh and Kargar (2025) found that teachers trained in self-regulation and empathy skills demonstrated strong collaboration and classroom engagement in inclusive environments. Orth (2025) highlighted the importance of trauma-informed practices in improving collaboration and teacher efficacy. Ulla et al. (2025) emphasized the role of inclusion-specific training in boosting efficacy across instruction and behavior management. Meanwhile, Schmitt-Cerna et al. (2024) noted that the lack of self-efficacy across these domains could significantly affect inclusion outcomes and student engagement.

Test of Relationship Between Classroom Support and Teachers’ Self-Efficacy

Table 13. Test of Significant Relationship between Classroom Support and Teachers’ Self-Efficacy in Inclusive Education

<i>Self-Efficacy Domain</i>	<i>r-value</i>	<i>Strength of Correlation</i>	<i>p-value</i>	<i>Decision</i>	<i>Result</i>
Efficacy in Inclusive Instruction	-0.179	Very Weak Negative	0.345	Fail to Reject Ho	Not Significant
Efficacy in Collaboration	-0.146	Very Weak Negative	0.441	Fail to Reject Ho	Not Significant
Efficacy in Managing Behavior	0.008	Very Weak Positive	0.967	Fail to Reject Ho	Not Significant

**Significant at $p < 0.05$ (two-tailed)*

The table showed the relationship between classroom support and the self-efficacy of SPED teachers in inclusive education. The findings revealed that classroom support has a very weak negative relationship with teachers’ efficacy in using inclusive instruction ($r = -0.179$, $p = 0.345$) and collaboration ($r = -0.146$, $p = 0.441$). This means that as classroom support changes, teachers’ confidence in these areas is not strongly affected. For efficacy in managing behavior, the relationship is very weakly positive ($r = 0.008$, $p = 0.967$), which also shows no meaningful effect. Since all p-values are greater than 0.05, the results are not statistically significant, suggesting that classroom support does not significantly affect SPED teachers’ self-efficacy in implementing inclusive practices. The findings implied that classroom support is not a determining factor of SPED teachers’ self-efficacy in implementing inclusive practices, as no significant relationships were found across the domains of instruction, collaboration, and managing behavior.

Although SPED teachers operated in classrooms of varying sizes, the results showed that their perceived self-efficacy remained relatively stable. The very weak negative correlations for both inclusive instruction and collaboration suggested that increases in classroom support were only slightly associated with decreases in self-efficacy. However, these relationships were not statistically meaningful. Interestingly, the behavior management domain showed a near-zero positive correlation ($r = 0.008$), indicating almost no association with classroom support. These patterns may reflect the possibility that other factors, such as experience, training, and support systems, played a more dominant role in shaping self-efficacy than classroom support alone.

The findings suggested that classes, on their own, might not significantly influence SPED teachers’ self-efficacy. While smaller classes are often assumed to facilitate more effective teaching and inclusion, these results suggest that the resilience or preparedness of the teachers in adapting is a key factor. However, the absence of statistical significance should not lead to dismissing classroom support as irrelevant; instead, it may indicate the need for a broader systems approach that includes professional development, resource availability, and peer collaboration. Educational leaders might consider focusing on strengthening these areas, regardless of class size, to support inclusive teaching.

Several recent studies aligned with the present findings. Duenas (2025) found that while overcrowded classrooms created instructional strain, the actual impact on teacher self-efficacy was the availability of a support system. Havik (2025) also reported that classroom support alone had limited predictive value on self-efficacy unless paired with workload and stress factors. Schlebusch and Drude (2025) emphasized that perceived efficacy in inclusive settings depended more on preparedness and training than on the number of students present. Similarly, Ramirez et al. (2021) found that while large class sizes influenced attitudes, they did not always translate to significant changes in self-efficacy levels unless paired with other stressors like policy misalignment or lack of support.

Conclusions

This study set out to examine whether class size affects the self-efficacy of SPED teachers in implementing inclusive practices, specifically in the domains of instruction, collaboration, and behavior management. Findings revealed that teachers consistently demonstrated high levels of self-efficacy across all domains, and their confidence remained stable regardless of variations in class size. This outcome directly addresses the research objective by showing that the number of students taught does not significantly determine teachers’ perceived capability to implement inclusive strategies.

Interpreting these results within the framework of existing literature, the findings reinforce Bandura’s (1997) Social Cognitive Theory, which highlights mastery experiences and reflective practice as central to the development of self-efficacy. Similarly, they align with Bronfenbrenner’s (1979) Ecological Systems Theory, emphasizing the importance of environmental supports in shaping teacher beliefs and behaviors. Taken together, these perspectives suggest that professional preparation, ongoing training, mentorship, and institutional support exert a stronger influence on teacher efficacy than structural factors such as class size.

The study contributes to the discourse on inclusive education by clarifying that while class size remains a relevant consideration in discussions of instructional quality, it does not directly affect SPED teachers’ confidence in inclusive practice. Instead, strengthening

professional support systems emerges as a critical pathway for sustaining high levels of teacher self-efficacy. Future research may build on these findings by exploring how specific forms of institutional support and professional development further enhance teacher confidence and effectiveness in inclusive settings.

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