PROBING TEACHERS' APPROACHES FOR PROMOTING EQUITY AND FAIRNESS IN SCHOOLS: EXPLORATORY APPROACH

AIZA ESTRELLA
Central Mindanao Colleges, Kidapawan City, Philippines.
Corresponding email: aestrella@cmc.edu.ph

ABSTRACT

This study determined the probing Teachers' approaches for promoting equity and fairness in schools. The exploratory sequential mixed methods design was utilized that started with qualitative phase then followed by quantitative data collection and analysis. More specifically, it aimed to probe Teachers' approaches for promoting equity and fairness in schools. In the qualitative phase, there were ten (10) teachers who participated in the in-depth interview and seven (7) teachers participated in the focus group discussion. Moreover, a total of 200 teachers have been selected as respondents in quantitative phase. Meanwhile, the data were analyzed using the thematic analysis and exploratory factor analysis (EFA). The results show that a total of five themes have emerged in the qualitative findings that put emphasis on providing equal opportunities, listening to their ideas/ better communication, valuing their contribution, treating all with respect, and establish an inclusive environment. . On the other hand, the EFA results showed four underlying dimension of promoting equity and fairness, strategies for ensuring inclusive education and equal opportunities for all students.

Keywords: *Equity and Fairness in Schools, Teachers, Exploratory Sequential Design, Kidapawan City, Philippines*

INTRODUCTION

Many initiatives at the school level are necessary to promote equity and inclusion for all students, especially those from diverse backgrounds or who exhibit diverse identities. Without a clear focus from schools on the needs and limitations of these students, their ability to fulfill their potential may be hindered. On the other hand, it is necessary to use careful and focused efforts to make all children feel that they are in school, which can improve their well-being and sense of motivation and increase their chances of receiving a good education.

It is possible to establish a fair and just social system by providing educational opportunities to everyone, regardless of age, disability, race, creed, or ethnicity (Ellis & Rowe, 2020; Okeohor et al., 2019; Sen & Tasioulas, 2018). Education enhances individual potential and is an important tool for development. It gives freedom to all and opens opportunities for individuals and communities (Roy, 2018). It is a way that allows the community to free itself from discrimination, poverty, and exclusion (Datzberger, 2018; Frank, 2018). Children with disabilities and those with disabilities, in particular, can be empowered (Eryong & Xiuping, 2018).

Regarding the educational participation of children with disabilities, the International Conference on Special Education states that every child has the right to be included in the basic education system, to be supported in their learning and to participate in all aspects of school. lead. In line with this idea, there is currently a process to integrate students with disabilities into the mainstream education system (Jury, M. et al., 2021). According to the International Conference on Special Education, the 2030 Agenda for Sustainable Development offers a unique opportunity to build an equitable society. According to Gallego-Ortega and Rodrguez-Fuentes (2021), inclusive education based on the concept of equality, discrimination and the needs of students should be the starting point in this regard.

The proposed SDG 4, "Ensure that quality education is inclusive and equitable and promote life-long learning opportunities for all," and its goals fully participate in the new vision for education on the horizon in 2030. It responds to global and national educational challenges, both changing and global. and talks about the "unfinished business" of the EFA and MDG processes related to education. It is based on people's ideas about education and development that are based on weight, human justice, inclusion, protection, and diversity of culture, language, and ethnicity, as well as human rights. Man and the Mountain (UNESCO, 2021).

However, despite these initiatives, there are still many aspects of the education system that make full inclusion difficult, such as stigma or discrimination against people with disabilities, a lack of social inclusion education, or a lack of physical, communication, and financial training. an obstacle. According to information from the Ministry of Education and Vocational Training (2022), 748,054 students (9.3% of all students) received other than normal educational attention in the academic year 2020-2021, of which 30.5% have special educational needs. associated with disabilities or severe problems encountered (UNESCO, 2021).

In addition, there are so few special schools that many students with special educational needs attend mainstream schools to learn with their peers. There are many difficulties, although this is common in various European and North American countries. More importantly, math education is not well understood. Different opinions are shared by researchers, policymakers, and educators (Van Mieghem et al., 2018; Kivirand et al., 2020), from the idea that special education is n 'itself the type of education included in the observation that many children are. I study with peers in a participatory environment (Kiviand et al., 2020).

In addition, there is evidence that inclusive education is a complex issue (Slee, 2018). The debate about what education entails is controversial and intense. The idea of education being included through human rights and social justice has led to different policies and results across countries, affecting its progress (Boyle and Anderson, 2020; Schwab et al., 2018). Moreover, opinions still differ among educationalists about the importance of an inclusive education system for all children (Krischler et al., 2019). Exclusion and segregation continue to dominate inclusive education policies, although great progress has been made around the world to ensure equal access to education for all children, including those with disabilities (Boyle & Anderson, 2020). Inability to identify the causes of exclusion, establish rights, equity, equality, and non-discrimination, and reduce policy gaps affecting inclusive education policy (Potter, 2019; Slee, 2018).

Additionally, the Department of Education in the Philippines is the organization in charge of carrying out all special education-related activities. The Department of Education (DepEd) continues to offer special education programs to students with specific disabilities through the Special Education Program (SpEd), in keeping with the department's aim to provide inclusive and high-quality basic education for everyone. As of right now, 471 elementary students and 177 secondary students are served by the 648 Sped institutions and full-time schools that DepEd has listed as offering the program (Kenneth & Sales, 2019).

Also, little is known about the application process in the Philippines. There is no formal education system in the country that is open to all students, indicating that a strong conceptual basis for inclusive education (IE) has yet to be established. This lack of a foundation for good IE practice makes it difficult to define the extent of involvement that school members should have in the education of children with special needs (CSN). The nature of the IA should take into account that the following are questions that are not resolved to the satisfaction of the interested IA leaders (Muega, M., 2019).

In particular, there is still no clear understanding of inclusive education. Researchers, policymakers, and educators have different opinions (Van Mieghem et al., 2018; Kivirand et al., 2020), based on the idea that special education is itself a type of education that includes the observation that all children are, for the most part, learning together in the same situation (Kivirand et al., 2020). Magnússon (2019) concludes that "the implementation, interpretation, and interpretation of the concept vary both in research and practice, between and even within countries.".

Some researchers have found that inclusive education in the Philippines is in the early stages of development, suggesting that the policy on this issue is still new and needs support, while recent research supports the restructuring of the educational system. accepted many times. a few years ago (Rouf, 2021). Also, there is growing research on inclusive education, but there is not enough research on promoting equity and justice, ensuring that education is inclusive, and providing opportunities for all students. Most of the studies use only qualitative or quantitative design, while this study will use mixed-methods design. This study was designed to examine the ways teachers promote equity and justice in schools and strategies to ensure inclusive education to give all students equal opportunities for better educational outcomes. Therefore, this finding helps principals, teachers, students, and curriculum designers to develop or design programs that will strengthen teachers' abilities, especially to manage students differently.

Research Questions

This study aims to examine the basic structure of teachers' views on promoting equity and justice in schools, ensuring inclusive education and equal opportunities for all students in primary schools in two districts of Kidapawan. City Division. This study mainly aims to answer the following questions:
1. What are the themes that emerged from the interview with teachers regarding equity and fairness and inclusive education?
2. What are the underlying dimensions of teachers in promoting equity and fairness and ensuring inclusive education?

3. What is the reliability of the dimensions of teachers in promoting equity and fairness and ensuring inclusive education scale?
4. Based on the findings, what tool can be developed to measure dimensions of teachers' in promoting equity and fairness and ensuring inclusive education?

FRAMEWORK

The theoretical anchor of the study is Allport's contact theory (1954), which states that contact and information not only promote good behavior but can also reduce bad behavior such as rejection and avoidance in educational matters (RRademaker et al., 2020). Social participation, which is considered important for the development of students, includes acceptance, good interpersonal relationships, and the acceptance of classmates, especially in terms of inclusive education (Pepler et al., 2018). The study recognizes the diversity of contact, emphasizing that formal or superficial relationships can strengthen illusions rather than destroy them (Aberson, 2015). The effectiveness of face-to-face contact in reducing prejudice and promoting positive attitudes has been well documented in the literature (Rademaker et al., 2020).

METHODS

Research Design

A mixed-methods design was used in this study. This includes the first phase of collecting and analyzing qualitative data. Next comes the second part of the numerical analysis, which draws on the results of the first stage. " Weight is usually given to the first section, the data is combined through the link between qualitative data analysis and quantitative data collection. It may or may not be implemented through a clear conceptual framework (see Figure 2.1).

In addition, the researcher begins by using qualitative data in research analysis, and then uses the results in quantitative data (Creswell, 2014). The aim of this project is to develop better methods and statistical models of the population and to see if data from a small number of people (in qualitative terms) can be generalized to a large number of people in the population (in quantitative terms).

Qualitative data is appropriate when variables have not been identified or theories have not been developed (Morrow, 2007). This includes content analysis that assumes that people have beliefs or opinions about fairness and justice in schools and to ensure that education is inclusive and that these can be obtained based on the analysis of the content. they say (Wilkinson, 2004). Therefore, one of the objectives of the content analysis is to find out the views of the participants in promoting equality and justice, and to ensure that education is inclusive and has equal opportunities for all students. Content analysis involves grouping people's comments into a collective, coherent group of ideas; it can be quite a process. With this design, the original material is kept based on the interviews with the participants.

Messick, 1989, said that the qualitative approach involves the construction of support to determine the structure or measure. Validation is considered a general term for evaluating the measurement system used to measure a given construct, as it includes many other types of validation that support the assessment of the construct. It is for this

reason that manufacturing rules are considered as the method you follow to verify the accuracy of the measurement system, while many other types of validation are methods (or tools) that you use in - check carefully whether the measuring system is equal. Given constructs (Wainer & Braun, 1988).

Research Participants

A total of ten (10) public elementary school teachers were invited for an in-depth interview, and the results were used to identify the specified variables with the help of the other seven (7) teachers for the focus group discussion that determined the need to go into a follow-up as well as the content to generate the questionnaire.

The constructed survey questionnaire from the qualitative interviews was disseminated to 200 teachers of public elementary schools in the two districts in Kidapawan City Division for exploratory factor analysis. This study involved stratification of the population before selecting the sample. According to Fowler (2009), in order to stratify the population prior to choosing a sample, it is necessary to have knowledge of the characteristics of its members. The following criteria are set: it should be a regular full-time classroom teacher in a public elementary school, and it should have at least 1 year of service. After the conduct of 200 questionnaires, another 30 participants are requested for a reliability test.

Research Instrument

During grading, the researcher developed an interview guide that asked questions about equity and justice in schools and ensuring inclusive education and equal opportunities for all students. The interviews provided insight into how teachers think about promoting equality and justice and ensuring that education is inclusive, diverse views and opinions on the subject, as well as similarities and differences in their beliefs, experiences and practices at school.

This question is built based on how often it occurs as a result of group discussions.

Building a tool through classification reflects the views of teachers on promoting equality and justice in schools and ensuring inclusive education. This tool is kept in a reduced dimension to analyze the factors that make up the ideas of the teachers of promoting equality and justice and ensuring that education is inclusive.

The researcher also invited five experts to verify the content validity of the interview questions and check the importance of the factors that capture the views of the teachers to promote equality and justice and ensure inclusive education. This is to ensure reading and understanding of the questionnaire.

Data Collection

Here is the process for collecting data: The first step is to submit a letter of consent to the Dean of Graduate Studies to conduct research. Next, the distribution of certificates to DepEd officials, namely: Superintendents of Schools, District Superintendents of Public Schools, and Principals/Principals. After the approval received, the researcher with the help of the representatives should contact the teachers of the desired schools and request

the date of data collection without disrupting the class and also give enough time to prepare the teaching of the answer to the question.

On the day of data collection, respondents were asked to sign a letter of consent specifying their voluntary participation in the study. Only those who signed the consent letter were considered as part of this study. Respondents are assured that their responses will remain confidential and that their names will not appear in any part of this study. Once the data is retrieved, coding of the data is done with the appropriate symbols.

Data Analysis

The data obtained from the in-depth interviews were analyzed using thematic analysis. This process focuses on identifying, analyzing, and documenting patterns (or "themes") in the data. Environments are patterns distributed across data sets that are important for the interpretation of phenomena and are linked to specific research questions (Boyatzis, 1998).

For quantitative data, factor analysis was used in the study. It determines how many constructs, latent variables, or factors support a particular factor. Causal analysis is a multivariate research method that seeks to explain the relationship between large variables (factors) in a series of independent ways. This statistical method can be an important tool to support the design of the instrument (Nunnally, 1978; Carpenter, 2006). It is emphasized that analysis is not only a specific statistical method but is a large type of method to design a summary of changes that involve mathematical processes. for assigning changes to certain groups. Hare et al. (1998) defined factor analysis as the name given to a mathematical method that can be used to analyze the relationship between a large number of variables and to describe these variables in terms of their common dimensions (objects).

The method involves summarizing the information contained in many original variables into small parts (items) and less information. The preliminary process involves testing the strength of the data using KMO (Kaiser-Meyer-Okin size of sampling adequacy), which indicates in advance whether the sample size is large enough to extract the results with confidence (Field, 2009) and Bartlett's test. testing the robustness of the data. a detailed description of the connections in the connection matrix (Hare, 1998).

The next step involved identifying the unvaried components of the data from the initial extraction using exploratory factor analysis (EFA) principal axis factoring. The first half of the data is used in this case. Only variables or objects appearing in the raster data and having a mean value of 0.40 were included. After that, it's a matter of converting the objects using the Promax converter. Object conversion is used to simplify object processing. It is at this point that the number of parts or objects is determined using Kaiser's law. Due to this method, only the extracted factors whose eigenvalues are greater than or equal to 1 are kept. In addition, the Cattel scree criterion is used for the eigenvalue of any component or component displayed in the graph.

The screen confirms the number of parts to be delivered or kept. Eigenvalues are defined by the number of carriers (carriers). These factors are the number of correlations between factors or variables presented in rows and factors or factors presented in columns, known as the correlation matrix (Carpenter, 2006). This step looks at the factors underlying teachers' perceptions of promoting equity and justice in schools and ensuring

inclusive education. Derivatives or parts are classified according to the common theme of the same thing.

RESULTS AND DISCUSSION

Emerging Themes of Teacher's Promote Equity, Fairness and Inclusive Education in Schools

There are five themes that emerge from in-depth interview and focus group discussion with the selected public elementary school teachers in the City of Kidapawan that put emphasis on providing equal opportunities, listening to their ideas/ better communication, valuing their contribution, treating all with respect, and establish an inclusive environment.

__Providing Equal Opportunities.__ Many participants stated that to promote equity and fairness teachers should provide equal opportunities to students. They need to see to it that all children had to learn a lot specially those struggling students. They expressed that providing equal opportunities fosters a sense of belonging for all students, and equity ensures that each student has an equal opportunity to thrive in this inclusive environment. These are evident in the following quotes from the participants:

> *"Equity in inclusive education guarantees that every student, regardless of their background, receives the tailored support necessary for optimal learning and development."*
> (IDI-Participant 1)

> *"Inclusive education with an equity focus ensures that no student is left behind, creating a learning environment that values diversity and promotes equal educational opportunities."*
> (IDI-Participant 5)

> *"Equity in inclusive education is vital for creating a classroom where all students feel acknowledged, respected, and empowered to reach their full potential, regardless of their background or abilities."*
> (FGD-Participant 6)

This result implies that mostly of the teachers provide equal opportunities which promotes a culture of empathy and understanding, where every student feels valued and supported. Provide a fair chance for every student to succeed regardless of their individual circumstances. This supported by Kapur, R. (2019), stated that equal rights and opportunities in education is one of the factors that is of utmost significance for enhancing the system of education, promoting effective growth and development of the students and facilitating the achievement of goals and objectives. Moreover, when all the members of the educational institutions, including educators, staff members and students are provided with equal rights and opportunities and are not discriminated against, then it is adequately understood that within the system of education, there are provision of equal rights and opportunities to all (Romansky, L. et al., 2021).

Listening to their Ideas/ Better Communication. Most of the participants stated the as a teacher they need to listen to the ideas of their students and have better communication. They should communicate clearly and encourage students to share their perspective in a supportive environment and have an open communication to address any concerns. These views are presented by the quotes of the participants as discussed below:

"Promote open discussion about diversity, equity, and inclusion to foster understanding among students."
(IDI-Participant 8)

"Encourage open dialogue about fairness and equity, fostering awareness and understanding."
(IDI-Participant 10)

"Encourage students to express their thoughts and concerns openly, fostering a culture of communication and trust."
(IDI-Participant 5)

The findings imply that listening to the ideas of learners and having a better communication has a big impact in education especially in learners. Participants stated that they need to encourage students to share their thoughts and ideas, use variety of teaching techniques that accommodate the diverse backgrounds, learning styles and abilities of students. This supported by Kelly (2019), an excellent teacher will also have this awareness and be prepared to spend the time necessary to connect with pupils who don't exhibit particularly great aptitudes in a given subject. Only a patient teacher can demonstrate such a high level of regard for their students.

Valuing their Contribution. Most of the participants expressed that they need to value the contribution of their learners. They should involved students in decision making processes to make them feel part of the learning community. These views are presented by the quotes of the participants as discussed below:

"Celebrate and recognize diverse achievements and contributions within the school community."
(FGD-Participant 1)

"Implement peer support systems or buddy programs to encourage students to look for each other. Varied strategies promote critical thinking skills, allowing students to approach problems and topics from different angles."
(FGD-Participant 2)

"Involve students in decision making processes to make them feel part of the learning community."
(FGD-Participant 4)

The findings imply that to promote equity and fairness and to ensure inclusive education teachers should value students' contribution by recognizing their achievements and giving every students' a voice for them to be more involve and participative. This supported by Solar, et al. (2022), equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome. In addition, according to Kelly (2019), a teacher's top priority should be the success of their students. Success for some pupils may consist of earning a high grade. Others could experience more participation in the classroom. Regardless of how they define success, teachers can assist all students in realizing their full potential.

Treating All with Respect. Most of the participants elaborated that equity, fairness and inclusive education can be achieved by treating all with respect. Every child is given a chance to improve and have a realization to study more and to ensure that all children have access to a good education no matter their background or circumstances. The participant explained these ideas as follows:

> *"Foster an inclusive and welcoming school culture where all students, regardless of background or identify, feel valued and respected."*
> (IDI-Participant 1)

> *"Promote a culture of respect, understanding, and acceptance among students and staff."*
> (IDI-Participant 6)

> *"Creating safe space for open dialogue on equity-related issues."*
> (FGD-Participant 1)

The findings imply that treating all with respect has a great purpose in education of all children and to guarantee the protection of child's fundamental right to quality education. This is supported Ellis & Rowe (2020), stated that establish an equitable and just social system by offering educational opportunities to everyone, regardless of age, handicap, caste, creed, or ethnicity. Education promotes individual rights and is a necessary instrument for development. It provides freedom to all and opens openings for individuals and communities (Roy, 2018).

Establish an Inclusive Environment. Most of the participants elaborated that promoting equity and fairness and ensuring inclusive education can be achieved by establishing an inclusive environment. In an inclusive environment student have a safe space to express their opinions and share their unique perspectives. The participant explained these ideas as follows:

> *"Create a classroom environment where everyone feels valued and respected."*
> (IDI-Participant 5)

> *"Promoting inclusive involves creating a learning environment where all students, regardless of their background or identity have equal access to educational opportunities and feel safe, valued and respected."*

(IDI-Participant 3)

　　　"Celebrate cultural events and holidays to recognize and appreciate the diversity within the classroom. Collaborate with community organizations to extend diversity initiatives beyond the school."
(FGD-Participant 3)

　　　The findings imply that inclusive environment provide students a positive classroom culture with clear behavior expectations and promote open discussions about diversity, equity, and inclusion to foster understanding among students. This is supported by Timba (2019), inclusive education main goal is to give every kid a fair, equal, and meaningful chance to get a top-notch education and achieve. This is made possible by the use of academic exams, teacher preparation and training, difficult curricula, and enough and suitable instructional materials, all of which will help kids do well on the demanding state academic requirements that they must all achieve proficiently.

Construction of Promote Equity, Fairness and Inclusive Education in Schools Scale

　　　The promote equity, fairness and inclusive education in schools' scale items, which were chosen based on their frequency of occurrence from the responses in qualitative interviews, are presented in Table 1 based on the participant narratives. Using exploratory factor analysis, a data reduction strategy was applied to this 60-item survey (EFA). So, based on the a priori qualitative analysis dimensions, the number of elements was set at five.

Table 1
Promote Equity, Fairness and Inclusive Education in Schools Scale Items

ITEM	
1	I ensure that every student receives the tailored support necessary for optimal learning and development.
2	I ensure that each student has an equal opportunity to thrive in this inclusive environment.
3	I meet the diverse needs of my students and create a level playing field.
4	I ensure that no student is left behind, creating a learning environment that value diversity and promote equal educational opportunities.
5	I recognize and accommodate the unique strengths and challenges of each students, fostering a supportive and inclusive classroom.
6	I actively work towards eliminating discrimination.
7	I provide a fair chance for every student to succeed regardless of their individual circumstances.
8	I promote social justice by addressing systemic inequalities in all students regardless of their background.
9	I ensure that all students have access to the resources and give the support they need.

10   I cultivate a learning environment where diversity is celebrated, creating a foundation for mutual respect and understanding among students.

11   I dismantle barriers that may hinder marginalized students from accessing the same education opportunities and experiences as their peers.

12   I value the unique contribution of each student, promoting environment that embraces diversity and promotes academic success for all.

13   I develop teaching methods that cater to the individual needs of students, fostering a more inclusive and accessible learning environment.

14   I provide fair opportunities for learning, recognize and accommodate the diverse needs of students to promote academic success.

15   I create a classroom where all students feel acknowledge, respected, and empowered to reach their full potentials, regardless of their background or abilities.

16   I contribute to the overall enrichment of the educational experience for all.

17   I ensure that my students are prepared for more inclusive society.

18   I foster an inclusive classroom where every student feels valued and supported.

19   I adapt teaching methods that address diverse learning needs and styles.

20   I implement fair assessment practices and criteria.

21   I advocate for inclusive policies at school and district level.

22   I provide equal access to resources for all students.

23   I build cultural competence and embracing diversity.

24   I encourage collaborative learning and peer support.

25   I involve parents and guardians in understanding students need.

26   I incorporate diverse perspectives and materials into lessons to reflect various backgrounds and experiences.

27   I promote open discussions about diversity, equity and inclusion to foster understanding among students.

28   I foster open communication to address any concerns or misunderstandings related to inclusivity.

29   I regularly assess and adjust the curriculum to ensure it reflects cultural diversity and inclusivity.

30   I encourage collaborative activities that promote teamwork and understanding among students.

31   I provide additional support for students with different learning needs to ensure their success.

32   I involve students in decision-making processes to make them feel part of the learning community.

33   I offer diverse examples and role models to inspire and relate to students from various backgrounds.

34   I foster an inclusive and welcoming school culture where all students, regardless of background or identity, feel valued and respect.

35   I implement policies that ensure equal opportunities for all students.

36   I establish transparent and unbiased evaluation criteria for assessment and activities.

37	I ensure that extracurricular activities are accessible and inclusive for all students.
38	I establish clear process for reporting and addressing any instances of bullying or bias.
39	I establish and communicate clear and fair classroom policies that apply to all students equally.
40	I adapt teaching materials that reflect cultural backgrounds of students.
41	I am trained for diverse to promote inclusive school.
42	I provide opportunities for students to share aspects of their culture, traditions or experiences.
43	I used different strategies for an inclusive learning environment for all students.
44	I establish bond with my students that takes time creating opportunities for students to share their interest, struggles, and aspiration.
45	I allow flexible groupings for diverse student collaboration.
46	I used strategies that tailor instruction to individual needs, accommodating different abilities and backgrounds.
47	I include cultural events and holidays in the school calendar.
48	I encourage students to share their thoughts and ideas.
49	I used variety of techniques that accommodate the diverse backgrounds, learning styles and abilities of students.
50	I promote collaboration and understanding among students.
51	I Implement peer support systems or buddy programs to encourage students to look out for each other.
52	I used strategies that help break down barriers to learning, ensuring that every student, regardless of their background or abilities, has equal access to education.
53	I involve students in the process of setting classroom rules to create a sense of ownership.
54	I set clear and consistent expectations for behavior, creating a positive and structured environment.
55	I encourage students to express their thoughts and concerns openly, fostering a culture of communication and trust.
56	I have a zero-tolerance policy for bullying and address any incidents promptly, ensuring the safety of all students.
57	I employ language that is inclusive and avoid stereotypes, making all students feel seen and respected.
58	I use restorative practices to address conflicts, focusing on understanding, accountability, and repairing relationship.
59	I recognize and address emotional needs by offering support and resources for students facing challenges.
60	I integrate activities that promote self-awareness, empathy, and relationship-building.

Promote Equity, Fairness and Inclusive Education in Schools Scale

Testing of the 60-item* Promote Equity, Fairness and Inclusive Education in Schools *Scale. The Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and the Bartlett's test of sphericity were carried out to confirm that the construction may be tested for factor analysis. Table 2 reveals that the KMO value is .918, which is higher than the recommended value of .5, proving that the sample is deserving and suitable for factor analysis. According to Kaiser (1974), values greater than .5 should be accepted. Moreover, numbers between .7 and .8 are good, values between .8 and .9 are excellent, and values between .5 and .7 are poor (Kaiser, 1974).

To see if there is any redundancy among the variables that we can sum up with a few numbers of factors, the Bartlett's test was conducted in the meantime. The findings showed that the p-value is significant (p.05), indicating that the data exhibits structured associations and that factor ability is presumable. Tabachnick and Fidell (2007) underline the need for the Bartlett's Test of Sphericity to be substantial in order for factor analysis to be appropriate.

Table 2
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.918
Bartlett's test of Sphericity	Approx. Chi-Square	20500.060
	df	1830
	Sig.	.000

The 60-item promote equity, fairness and inclusive education in schools scale is suitable and sufficient for factor extraction, as demonstrated in the preliminary analysis, and is therefore prepared for factor analysis.

Derivation of the Number of Factor Structure. The scree plot, which shows four factors where the eigenvalue starts to level out, was used to determine the derivation of the factor structure.

Meanwhile, the items with factor loading below .4 are reduce from the model and from 60 items, 50 items passed the criteria then subjected for rotation and analysis. This is supported by Field (2005) that the suppression of loading less than .4 and ordering variables by loading size will make interpretation easier because there's no need to scan the matrix to identify substantive loadings.

After which, the 50-item construct is then subjected for rotation. The Promax rotation was used since the factors seem to be correlated with a coefficient above .50 which reflects that the data is not assumed as orthogonal.

The pattern matrix generated by Principal Axis Factoring utilizing the Promax rotation method and Kaiser Normalization is shown in Table 3. The results show that the loadings of the items in the four variables are greater than .4. Field (2005) provides evidence that .4 is both advised and required in order to achieve the desired characteristics. Also, it is evident that there is either no item cross-loading or no loading at all, indicating that the items accurately reflect their components. Hair et al. (1998) emphasize that loadings show how closely a variable and a factor resemble one another, with greater loadings indicating that the variable is a good proxy for the factor.

Table 3
Rotated Factor Matrix Four-Factor Model

		Factor			
		1	2	3	4
1	I establish transparent and unbiased evaluation criteria for assessment and activities.	.951			
2	I establish clear process for reporting and addressing any instances of bullying or bias.	.917			
3	I incorporate diverse perspectives and materials into lessons to reflect various backgrounds and experiences.	.900			
4	I regularly assess and adjust the curriculum to ensure it reflects cultural diversity and inclusivity.	.889			
5	I establish and communicate clear and fair classroom policies that apply to all students equally.	.731			
6	I ensure that extracurricular activities are accessible and inclusive for all students.	.658			
7	I promote open discussions about diversity, equity and inclusion to foster understanding among students.	.657			
8	I provide equal access to resources for all students.	.633			
9	I implement policies that ensure equal opportunities for all students.	.615			
10	I am trained for diverse to promote inclusive school.	.606			
11	I encourage collaborative activities that promote teamwork and understanding among students.	.593			
12	I adapt teaching materials that reflect cultural backgrounds of students.	.567			
13	I used strategies that tailor instruction to individual needs, accommodating different abilities and backgrounds.	.531			
14	I Implement peer support systems or buddy programs to encourage students to look out for each other.	.528			
15	I foster an inclusive and welcoming school culture where all students, regardless of background or identity, feel valued and respect.	.518			
16	I employ language that is inclusive and avoid stereotypes, making all students feel seen and respected.	.512			
17	I encourage students to share their thoughts and ideas.	.479			
18	I provide fair opportunities for learning, recognize and accommodate the diverse needs of students to promote academic success.	.473			

19	I promote collaboration and understanding among students.	.457			
20	I involve parents and guardians in understanding students need.	.455			
21	I implement fair assessment practices and criteria.	.409			
22	I cultivate a learning environment where diversity is celebrated, creating a foundation for mutual respect and understanding among students.		.961		
23	I dismantle barriers that may hinder marginalized students from accessing the same education opportunities and experiences as their peers.		.865		
24	I ensure that my students are prepared for more inclusive society.		.741		
25	I value the unique contribution of each student, promoting environment that embraces diversity and promotes academic success for all.		.639		
26	I provide opportunities for students to share aspects of their culture, traditions or experiences.		.559		
27	I foster open communication to address any concerns or misunderstandings related to inclusivity.		.528		
28	I encourage collaborative learning and peer support.		.522		
29	I offer diverse examples and role models to inspire and relate to students from various backgrounds.		.412		
30	I involve students in decision-making processes to make them feel part of the learning community.		.408		
31	I contribute to the overall enrichment of the educational experience for all.		.401		
32	I recognize and address emotional needs by offering support and resources for students facing challenges.			.850	
33	I integrate activities that promote self-awareness, empathy, and relationship-building.			.833	
34	I have a zero-tolerance policy for bullying and address any incidents promptly, ensuring the safety of all students.			.802	
35	I encourage students to express their thoughts and concerns openly, fostering a culture of communication and trust.			.796	
36	I use restorative practices to address conflicts, focusing on understanding, accountability, and repairing relationship.			.708	
37	I set clear and consistent expectations for behavior, creating a positive and structured environment.			.556	

38	I build cultural competence and embracing diversity.			.537	
39	I foster an inclusive classroom where every student feels valued and supported.			.499	
40	I include cultural events and holidays in the school calendar.			.472	
41	I recognize and accommodate the unique strengths and challenges of each students, fostering a supportive and inclusive classroom.				.781
42	I ensure that no student is left behind, creating a learning environment that value diversity and promote equal educational opportunities.				.679
43	I used strategies that help break down barriers to learning, ensuring that every student, regardless of their background or abilities, has equal access to education.				.645
44	I meet the diverse needs of my students and create a level playing field.				.642
45	I involve students in the process of setting classroom rules to create a sense of ownership.				.592
46	I used different strategies for an inclusive learning environment for all students.				.490
47	I actively work towards eliminating discrimination.				.481
48	I provide additional support for students with different learning needs to ensure their success.				.477
49	I ensure that each student has an equal opportunity to thrive in this inclusive environment.				.470
50	I establish bond with my students that takes time creating opportunities for students to share their interest, struggles, and aspiration.				.437

The item loadings of each item to their factor indicate sufficient correlation between factors and variables, and thus can be considered as component of the factor. By using the EFA, the four-factor model of promote equity, fairness and inclusive education in schools with 45 items was developed as shown in table 5, namely: providing equal opportunities, valuing their contribution, establish an inclusive education, and treating all with respect.

Moreover, the items that do not fit with the factor were removed in the final questionnaire. More specifically, the items *"I involve parents and guardians in understanding students' needs; "I ensure that my students are prepared for more inclusive society"; "I foster open communication to address any concerns or misunderstanding related to exclusivity"; "I contribute to the overall enrichment of the educational experiences for all";* and *"I have zero tolerance policy for bullying and address any incidents promptly, ensuring the safety of all students".*

Reliability Test of the Scale

In order to ascertain the items' internal consistency, the instrument's reliability was assessed. Table 4 shows that there is strong overall reliability with a Cronbach's alpha score of .803. The subscale or dimension likewise meets the criterion for reliability above.70 alpha; in particular, factors 1 with Cronbach's alpha values of .879, factor 2 with Cronbach's alpha values of .772, factor 3 with Cronbach's alpha values of .792 and factor 4 have Cronbach's alpha values of .758. This suggests that the tool's internal consistency is strong. Nunnally (1978), who stated that instruments used in basic research should have dependability of at least .70, supports this.

Table 4
Reliability Analysis of Promote Equity, Fairness and Inclusive Education in Schools Scale

Factor	Cronbach's alpha
Factor 1	.879
Factor 2	.772
Factor 3	.792
Factor 4	.758
OVERALL	**.803**

Final Version of Promote Equity, Fairness and Inclusive Education in Schools Model

The output of this study, the final version of the instrument, is displayed in the format shown in Table 5. Based on the factor loadings on the items and having a .40 above, forty-five (45) items passed the validity test. According to Hair et al. (2010), the components in the model that make no sense and are not indicative of the factor can be eliminated. Also, the researcher can adjust the Hair et al. (2010) loading coefficient to choose only the items that accurately reflect the factor; items with low coefficients might not be included in the factor structure.

By using the EFA, Promote Equity, Fairness and Inclusive Education in Schools Questionnaire was developed. This tool is consisting of 45 items which consist of four themes. A total of four themes was developed which are providing equal opportunities with twenty items; valuing their contribution with seven items; establish an inclusive education with eight items; and treating all with respect with ten items. The 5-point Likert-scale from 5-strongly agree to 1-strongly disagree is shown below.

Table 5
Promote Equity, Fairness and Inclusive Education in Schools Questionnaire

ITEMS	
	PROVIDING EQUAL OPPORTUNITIES
1	I establish transparent and unbiased evaluation criteria for assessment and activities.
2	I establish clear process for reporting and addressing any instances of bullying or bias.
3	I incorporate diverse perspectives and materials into lessons to reflect various backgrounds and experiences.

4	I regularly assess and adjust the curriculum to ensure it reflects cultural diversity and inclusivity.
5	I establish and communicate clear and fair classroom policies that apply to all students equally.
6	I ensure that extracurricular activities are accessible and inclusive for all students.
7	I promote open discussions about diversity, equity and inclusion to foster understanding among students.
8	I provide equal access to resources for all students.
9	I implement policies that ensure equal opportunities for all students.
10	I am trained for diverse to promote inclusive school.
11	I encourage collaborative activities that promote teamwork and understanding among students.
12	I adapt teaching materials that reflect cultural backgrounds of students.
13	I used strategies that tailor instruction to individual needs, accommodating different abilities and backgrounds.
14	I Implement peer support systems or buddy programs to encourage students to look out for each other.
15	I foster an inclusive and welcoming school culture where all students, regardless of background or identity, feel valued and respect.
16	I employ language that is inclusive and avoid stereotypes, making all students feel seen and respected.
17	I encourage students to share their thoughts and ideas.
18	I provide fair opportunities for learning, recognize and accommodate the diverse needs of students to promote academic success.
19	I promote collaboration and understanding among students.
20	I implement fair assessment practices and criteria.
	VALUING THEIR CONTRIBUTION
21	I cultivate a learning environment where diversity is celebrated, creating a foundation for mutual respect and understanding among students.
22	I dismantle barriers that may hinder marginalized students from accessing the same education opportunities and experiences as their peers.
23	I value the unique contribution of each student, promoting environment that embraces diversity and promotes academic success for all.
24	I provide opportunities for students to share aspects of their culture, traditions or experiences.
25	I encourage collaborative learning and peer support.
26	I offer diverse examples and role models to inspire and relate to students from various backgrounds.
27	I involve students in decision-making processes to make them feel part of the learning community.
	ESTABLISH AN INCLUSIVE EDUCATION
28	I recognize and address emotional needs by offering support and resources for students facing challenges.

29	I integrate activities that promote self-awareness, empathy, and relationship-building.
30	I encourage students to express their thoughts and concerns openly, fostering a culture of communication and trust.
31	I use restorative practices to address conflicts, focusing on understanding, accountability, and repairing relationship.
32	I set clear and consistent expectations for behavior, creating a positive and structured environment.
33	I build cultural competence and embracing diversity.
34	I foster an inclusive classroom where every student feels valued and supported.
35	I include cultural events and holidays in the school calendar.
	TREATING ALL WITH RESPECT
36	I recognize and accommodate the unique strengths and challenges of each students, fostering a supportive and inclusive classroom.
37	I ensure that no student is left behind, creating a learning environment that value diversity and promote equal educational opportunities.
38	I used strategies that help break down barriers to learning, ensuring that every student, regardless of their background or abilities, has equal access to education.
39	I meet the diverse needs of my students and create a level playing field.
40	I involve students in the process of setting classroom rules to create a sense of ownership.
41	I used different strategies for an inclusive learning environment for all students.
42	I actively work towards eliminating discrimination.
43	I provide additional support for students with different learning needs to ensure their success.
44	I ensure that each student has an equal opportunity to thrive in this inclusive environment.
45	I establish bond with my students that takes time creating opportunities for students to share their interest, struggles, and aspiration.

Legend:
   5- Strongly Agree
   4- Agree
   3- Moderately Agree
   2- Disagree
   1- Strongly Disagree

CONCLUSIONS

In the light of the study, the following conclusions were drawn:
1. The emerging themes highlight teacher's dimension on promote equity and fairness, strategies for ensuring inclusive education and equal opportunities for all students' which put emphasis on providing equal opportunities, listening to their ideas/ better

communication, valuing their contribution, treating all with respect, and establish an inclusive environment.

2. The results derived from factor analysis indicate that promote equity and fairness, strategies for ensuring inclusive education and equal opportunities for all students' have four factors that include providing equal opportunities, valuing their contribution, treating all with respect, and establish an inclusive environment.

3. Reliability test revealed the results on promote equity and fairness, strategies for ensuring inclusive education and equal opportunities for all students' that the overall Cronbach's Alpha was .803 which interpreted as high. It means that the validity of the instruments was high and suitable for using the instrument as a tool.

4. Promote Equity, Fairness and Inclusive Education in Schools Questionnaire with 45 items was developed to measure teachers' dimension on promote equity and fairness, strategies for ensuring inclusive education and equal opportunities for all students.

REFERENCES

Boyle, C., & Anderson, J. (2020). The justification for inclusive education in Australia. Prospects, 49, 203–217. https://doi.org/10.1007/s11125-020-09494-x

Datzberger, S. (2018). Why education is not helping the poor. Findings from Uganda. World Development, 110, 124–139. https://doi.org/10.1016/j.worlddev.2018.05.022

Ellis, S. & Rowe, A., 2019. Literacy, social justice and inclusion: a large-scale design experiment to arrow the attainment gap linked to poverty. DOI: 10.1111/1467-9604.12324

Eryong, X., & Xiuping, Z. (2018). Education and anti-poverty: Policy theory and strategy of poverty alleviation through education in China. Educational Philosophy & Theory, 50(12), 1101–1112. https://doi.org/10.1080/00131857.2018.1438889

Jarvis, J.M., & Henderson, L. (2014). Defining a coordinated approach to gifted education. Australasian Journal of Gifted Education, 23 (1), 5-14. https://www.researchgate.net/publication/307928828_Defining_a_coordinated_approach_to_gifted_education/stats

Kelly, M. (2019). 8 things teachers can do to help students succeed. Tips on fostering students' achievement

Kivirand, T., Leijen, Ä., Lepp, L., and Malva, L. (2020). Kaasava hariduse tähendus ja tõhusa rakendamise tegurid Eesti kontekstis: õpetajaid koolitavate või nõustavate spetsialistide vaade [The meaning of inclusive education and factors for effective implementation in the Estonian context: A view of specialists who train or advise teachers]. Eesti Haridusteaduste Ajakiri. Estonian J. Educ. 8, 48–71. doi: 10.12697/eha.2020.8.1.03

Krischler, M., Powell, J. J., & Pit-Ten Cate, I. M. (2019). What is meant by inclusion? On the effects of different definitions on attitudes toward inclusive education. European Journal of Special Needs Education, 35(4), 632-648. https://doi.org/10.1080/08856257.2019.1580837

Magnússon G, Göransson K, Lindqvist G. Contextualizing inclusive education in educational policy: The case of Sweden. Nordic Journal of Studies in Educational Policy. 2019;5(2):67–77. https://doi.org/10.1080/20020317.2019.1586512

Meuga, M. (2019). Inclusive Education in the Philippines: Through the eyes of teachers, administrators, and parents of children with special needs. Social Science Dilimian

McMillan, J. H., & Schumacher, S. (2014). Research in education: Evidence based Inquiry. Pearson Education

Rodríguez Fuentes, María Jesús Caurcel Cara, José Luis Gallego Ortega & Antonia Navarro Rincón (2021) Comparative study about inclusive education among working and trainee teachers, International Journal of Inclusive Education, DOI: 10.1080/13603116.2021.1958262

Romansky, L., Garrod, M., Brown, K., and Deo, K. (2021). How to Measure Inclusion in the Workplace. Harvard Business Review. Boston, MA.

Sharma, U., Aiello, P., Pace, E., Round, P., & Subban, P. (2018). In-service teachers' attitudes, concerns, efficacy and intentions to teach in inclusive classrooms: an international comparison of Australian and Italian teachers. European Journal of Special Needs Education, 33(3), 437–446. https://doi.org/10.1080/08856257.2017.1361139

Slee, R. (2018). Inclusive education isn't dead, it just smells funny. Routledge. https://doi.org/10.4324/9780429486869

Timbal, M.A. (2019). Analysis of Students at Risk of Dropping Out (SARDO) Using decision tree: An Intelligent predictive model for education

UNESCO. 2019. *E: 2030: Migration, displacement and education. Building bridges not walls.* Global Education Monitoring Report 2019, Paris, UNESCO.

UNESCO (2021). Inclusion in early childhood care and education : brief on inclusion in education

UNESCO. 2022. Sub-Education Policy Review Report: Inclusive Education. Available online: https://en.unesco.org/sites/default/files/inclusive_education_final__january_202 1.pdf (accessed on 12 November 2022).

Van Mieghem, Karine Verschueren, Katja Petry & Elke Struyf (2020) An analysis of research on inclusive education: a systematic search and meta review, International Journal of Inclusive Education, 24:6, 675-689, DOI: 10.1080/13603116.2018.1482012

Wong, V. W., Ruble, L. A., Yu, Y. & McGrew, J. H.(2017)'Too stressed to teach? Teaching quality,student engagement, and IEP outcomes.'ExceptionalChildren., 83 (4), pp. 412–27.

Wong, M., Cook, T. D., & Steiner, M. (2015). Adding design elements to improve time series designs: No child left behind as an example of causal-pattern matching. Journal of Research on Educational Effectiveness, 8(2), 245–279. https://doi.org/10.1080/19345747.2013.878011

Zelina, M. (2020). Interviews with Teachers about Inclusive Education. Acta Educationis Generalis, 10(2), 95-111.

Kouneiher, F., & Barbachoux, C. (2017). Pragmatism: A new paradigm for our time. International Journal of Qualitative Methods, 16(1), 1609406917733905.