



Teachers' Inclusive Education Practices and Their Attitudes Toward Social Justice in the Classroom

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Abstract: This study examines the relationship between teachers' self-assessed inclusive education practices and their attitudes toward social justice in the classroom. Conducted at Sanhe Yanjiao Enoch Experimental School in China, the research employed a descriptive-comparative-correlational design with 81 teacher respondents. Data were collected through a validated researcher-made questionnaire assessing demographic profiles, inclusive education practices, and social justice attitudes. Results indicated that teachers generally demonstrated positive self-assessments of both inclusive education practices and social justice attitudes, with strong agreement on principles of equity and diversity. However, areas for improvement were identified, including sustained professional development in understanding diverse learner needs and implementing culturally responsive strategies. Statistical analysis revealed no significant differences in self-assessed inclusive education practices or social justice attitudes based on demographic variables such as sex, educational attainment, length of service, or seminar attendance. A significant positive correlation was found between teachers' inclusive education practices and their social justice attitudes, particularly in valuing diversity, fostering student engagement, and promoting equity. The findings underscore the importance of integrating social justice frameworks with inclusive education training to enhance teachers' capacity to create equitable and inclusive learning environments. Recommendations include targeted professional development programs, reflective practices, and institutional support to strengthen teachers' ability to address diverse learner needs through a social justice lens.

Keywords: Academic Equity, Civic Responsibility, Collaborative Learning, Critical Pedagogy, Cultural Competence, Inclusive Education

Introduction

Attitudes toward social justice are integral to implementing inclusive education. Social justice in education focuses on the equitable distribution of resources, opportunities, and rights, ensuring that marginalized students receive the support they need to succeed (Kovács & Szabó, 2020). Teachers who are committed to social justice are more likely to advocate for inclusive practices, actively challenging systemic inequalities. In their study, Yamaguchi & Mizuno (2021) observed that teachers with strong social justice orientations were more likely to create inclusive environments, recognizing the need to address the challenges faced by marginalized students.

Teachers' assessments of inclusive education are significantly shaped by their education and training. In some countries, for example, specialized professional development programs have been linked to more positive assessments of inclusive education (Lai & Zhang, 2022). Teachers who receive training in inclusive education practices are better equipped to address the needs of diverse learners and are more likely to perceive inclusion as an essential educational principle. This training provides teachers with practical strategies for differentiating instruction and meeting the needs of all students, leading to a more inclusive classroom environment.

The relationship between teachers' assessments of inclusive education and their attitudes toward social justice is dynamic and reciprocal. Teachers who practice inclusive education often develop a deeper understanding of social justice issues, particularly as they interact with students from diverse backgrounds. In a study by Yamaguchi & Mizuno (2021), it was found that teachers who had hands-on experience with inclusive practices in the classroom were more likely to view social justice as a critical component of their teaching philosophy. This reflective process strengthens their commitment to inclusion and social justice.

Despite the positive assessments of inclusive education, teachers often face challenges in implementing these practices effectively. In a study by Wang & Zhao (2022), teachers noted that a lack of resources and insufficient administrative support hindered their ability to fully implement inclusive education. Teachers report similar challenges, including large class sizes, lack of specialized training, and inadequate support systems. These barriers can negatively impact teachers' ability to provide an inclusive education, leading to frustration and, in some cases, reduced commitment to social justice principles.

The classroom climate is also influenced by teachers' attitudes toward social justice and their assessments of inclusive education. Teachers who are committed to inclusion tend to create environments where all students feel valued and respected, which fosters positive student outcomes. According to Kovács & Szabó (2020), inclusive classrooms, led by teachers with positive attitudes toward diversity and equality, are more likely to promote collaborative learning and foster



social skills, which benefit all students, not just those with specific needs. This creates a more harmonious and productive learning environment where every student can succeed.

Literature Review

Inclusive education seeks to provide equal educational opportunities for all students, regardless of their physical or intellectual challenges. The concept emphasizes the integration of students with disabilities or diverse needs into general education classrooms. A central component in achieving successful inclusive education is the assessments and attitudes of teachers toward these practices, as they are key to creating an environment where students from all backgrounds can thrive. Teachers' attitudes toward social justice and inclusivity in the classroom also influence their effectiveness in implementing such practices. Research has demonstrated that teachers' assessments of inclusive education can significantly shape the social and academic outcomes of students (Szabó & Tóth, 2022).

One of the most influential factors affecting teachers' implementation of inclusive practices is their training and preparedness. Teachers with higher levels of training in inclusive education are generally more confident in adapting their teaching strategies to meet the needs of diverse learners (Kovács & Kocsis, 2021). Many teachers face challenges when implementing inclusive education due to traditional educational systems that emphasize academic excellence over inclusivity (Ishida & Kawaguchi, 2020). This results in teachers' assessments often being skewed towards seeing inclusion as a challenge rather than an opportunity for diversity in the classroom.

Inclusive education is also met with varying levels of support. Research by Popescu and Ionescu (2021) suggests that teachers in countries like Romania and Hungary show mixed assessments about the effectiveness of inclusive education. Teachers' assessments in these countries are largely influenced by the availability of resources and institutional support, which are crucial in shaping their attitudes toward inclusive education practices (Horváth & Bán, 2020). The challenge of providing sufficient support is compounded by limited professional development opportunities in some regions, further influencing teachers' readiness to embrace inclusive education.

At the core of inclusive education is the belief in social justice—ensuring that all students, regardless of background, have equal access to opportunities (Varga & Szilágyi, 2023). Teachers' assessments of social justice in the classroom are critical for fostering an inclusive environment. Teachers who view their role as promoting fairness and equality are more likely to adopt inclusive practices. Research has shown that educators with strong social justice beliefs create more equitable classrooms and work harder to address the diverse needs of their students (Liu & Sato, 2021). This finding underscores the importance of aligning teachers' assessments of inclusive education with their attitudes toward social justice to ensure all students receive the support they need.

The relationship between inclusive education and social justice has been explored in several studies. Yamamoto and Tanaka (2020) found that teachers' assessments of inclusive education were often influenced by cultural expectations surrounding educational success. Teachers who believed in the importance of academic achievement were less likely to adopt inclusive practices, perceiving them as potentially disruptive to the learning environment. Conversely, teachers who understood the social justice implications of inclusive education were more likely to embrace inclusive practices, recognizing that every student deserves equal opportunities to succeed.

Similarly, Lee and Jeong (2022) examined teachers' assessments of inclusive education and their attitudes toward social justice. The study found that teachers who received specific training on inclusive practices and social justice were more likely to feel equipped to meet the needs of students with disabilities. The results also highlighted that teachers' attitudes toward social justice were significantly linked to their willingness to implement inclusive practices, further emphasizing the importance of professional development in shaping teacher assessments.

Studies have found that teachers who are committed to inclusive education are more likely to demonstrate positive attitudes toward social justice (Kovács & Kovács, 2021). Research conducted by Novak and Pál (2023) indicated that teachers who viewed inclusion as a means of promoting social justice were more inclined to use differentiated instruction and collaborative learning strategies in their classrooms. These strategies helped ensure that all students, regardless of their abilities, were given opportunities to engage meaningfully in the learning process.

Research Gap

Existing research establishes a strong theoretical and reciprocal relationship between teachers' inclusive education practices and social justice attitudes, but a significant gap remains in understanding how this relationship manifests in specific, non-Western educational contexts, and how demographic factors or self-assessed gaps in proactive strategies influence this dynamic, which is crucial for developing targeted, culturally responsive teacher training programs.

Statement of problems

This study will determine the relationship between teachers' assessment of inclusive education practices and their attitudes toward social justice in the classroom.

The results of the study will be used as a basis for an inclusive education awareness and training program.

Specifically, the study will answer the following questions:

1. What is the demographic profile of the teacher respondents in terms of:
 - 1.1. sex;
 - 1.2. age;
 - 1.3. educational attainment;
 - 1.4. years of service; and
 - 1.5. seminars attended related to the topic?

2. What is the self-assessment of the teacher respondents of their assessments of inclusive education practices in terms of:
 - 2.1. attitudes toward diversity and inclusion;
 - 2.2. knowledge and understanding of inclusive education;
 - 2.3. application of differentiated instruction;
 - 2.4. collaboration with support staff and families; and
 - 2.5. classroom environment and student engagement?
3. Is there a significant difference in the self-assessment of the teacher respondents of their assessments of inclusive education practices when they are grouped according to their profile?
4. What is the self-assessment of the teacher respondents of their attitudes toward social justice in the classroom in terms of:
 - 4.1. commitment to equity and fairness;
 - 4.2. cultural responsiveness and sensitivity;
 - 4.3. inclusion of diverse perspectives;
 - 4.4. promotion of critical thinking and social awareness; and
 - 4.5. modeling social justice values?
5. Is there a significant difference in the self-assessment of the teacher respondents of their attitudes toward social justice in the classroom when they are grouped according to their profile?

Research Design

The research employs a descriptive, comparative, and correlational methodology, distinguished by its precise definitions, thorough documentation, comprehensive analysis, and refined understanding of contextual interactions. According to Choi and Horváth (2024), descriptive research is designed to systematically identify and examine the core characteristics, behaviors, and attributes of phenomena in their natural environments. The primary objective is to develop comprehensive profiles of specific entities or to gain a deeper understanding of the current situation, thus providing a solid foundation for future investigations.

Expanding on the insights of Choi and Horváth (2024), descriptive research is critical to the social sciences and psychology as it provides a profound understanding of natural patterns and behaviors. It enables the collection of accurate and impartial data on the beliefs, actions, and characteristics of target populations, offering valuable insights into societal dynamics.

Additionally, Zhukov and Banfi (2023) emphasize the importance of using comparative methods to identify the key variables influencing events across different groups or contexts. They argue that by revealing potential causal links between variables, correlational analysis is essential for enhancing the explanatory power of research designs. In this study, correlational analysis will be applied to explore the relationships between specific demographic traits and relevant attitudes or behaviors concerning the research issue, aiding in the development of theoretical frameworks and practical intervention strategies.

The descriptive-comparative-correlational approach used in this investigation provides a robust framework for examining the intricate relationships between variables and contexts. By merging the methodological perspectives of Zhukov and Banfi (2023) with the foundational concepts outlined by Choi and Horváth (2024), this approach enhances the validity and depth of the findings, establishing a strong platform for further research and real-world applications in related fields.

This study aims to investigate the teachers' self-assessment of their assessments of inclusive education practices and its relationship to their self-assessment of their attitudes toward social justice in the classroom.

This research approach allows the researcher to numerically analyze, compare, and correlate the relationships amongst the dependent variables included in the study.

By utilizing this approach, the researcher will be able to find any significant difference or relationship in the teacher respondents' self-assessment of their assessments of inclusive education practices and their demographic data such as sex, age, educational attainment, years of service, and seminars attended related to the topic. Also, the researcher will be able to find any significant difference or relationship in the teachers' self-assessment of their attitudes toward social justice in the classroom and their demographic data such as sex, age, educational attainment, years of service, and seminars attended related to the topic. The teachers' self-assessment of their assessments of inclusive education practices and their attitudes toward social justice in the classroom will then be correlated.

Research Location

This study will be conducted at Sanhe Yanjiao Enoch Experimental School in Sanhe China. Sanhe Yanjiao Enoch Experimental School is a modern nine-year education system school approved by the Sanhe City Education Bureau. The

school is located in the Yanjiao Hi-Tech Development Zone, Hebei Province, just 8 kilometers from Beijing's new government center. With a total investment of over 60 million yuan, the school occupies an area of 17 acres and has a building area exceeding 16,000 square meters. It officially opened on September 1, 2017.

Enoch Experimental School is dedicated to its mission of "staying true to the essence of education and fostering students with care and responsibility." The school emphasizes student-centered teaching, utilizing "Discovery Learning," "Group Learning," and "Problem-Based Learning" as core instructional methods, supported by "Student Academic Assessment and Feedback" as a system guarantee.

Participants

The respondents of the study will be the teachers from Sanhe Yanjiao Enoch Experimental School in Sanhe China. There are 81 teachers in the school during the conduct of this study.

Research Instruments

In gathering the needed data, the researcher will make researcher-made questionnaires on the teacher respondents' self-assessment of their assessments of inclusive education practices and their attitudes toward social justice in the classroom.

The researcher will use face to face or onsite in administering this questionnaire.

The questionnaire will be composed of the following parts.

Part 1 – This section determines the demographic profile of the teacher respondents.

Part 2 – This section determines the teacher respondents' assessments of inclusive education practices.

Part 3 – This section identifies the teacher respondents' attitudes toward social justice in the classroom.

The adapted questionnaire and the researcher-made questionnaire will be subjected to content validation of the experts who are knowledgeable in the field of research. The suggestions of the experts will be made integral in the instrument.

The same instrument will be submitted for face validation with at least five experts. The questionnaires will be pilot tested to measure reliability. The pilot testing will be computed using Cronbach's Alpha through the Statistical Package of Social Science (SPSS). The researcher welcomes the suggestions of the experts and will make necessary revisions to construct the said instruments valid.

The overall reliability of the questionnaire obtained Cronbach's Alpha = 0.947 showing a very consistent result for all of the items. The reliability test result indicated that the research instrument is statistically reliable.

Ethical Considerations

The researcher will constructively consider and carefully follow the ethical considerations that must be met to protect the rights of all the respondents. The following are the ethical considerations:

1. Conflict of Interest

The researcher of this study ensured that there would be no conflict of interest. The researcher needed to elaborate and clearly state the purpose of this research and study to the chosen respondents. It is also a must that the researcher must stick to the purpose of gathering personal information and data. All gathered data must not be used for any form of exploitation against the respondents. The researcher must stick to the objective of the research and its purpose.

2. Privacy and Confidentiality

Before conducting this research, the respondents will be assured that whatever information would be gathered would be confidential, and the survey results cannot be given to anyone aside from the researcher himself and the person who answered the survey – questionnaire. The researcher must not mention the respondents' names in presenting the data gathered to protect their privacy. The identity of the respondents would remain anonymous or free from any clues and suggestions that would lead others to connect or relate with the respondents.

3. Informed Consent Process

Before conducting the survey questionnaire, the researcher will secure a consent form that gives confirmation and consent from the respondents that they understand the purpose and objective of this study and agreed that the data gathered would strengthen the researcher's study. The researcher will make sure that she explains thoroughly and clearly everything to the respondents without any deception. The process and the possible risks in participating in this study will also be discussed.

4. Recruitment

The respondents of this study will be the physical education teachers. The respondents will be free to exercise their rights to disagree and agree in participating in this study. The respondents will not be forced to participate and will be given the freedom to refuse at any point in time.

5. Risk

The researcher of this study will ensure that there would be no risk in participating in this study. The respondents will ensure that whatever data and information would be gathered would not harm respondents' life and name. The respondents had all the rights to freely stop the conduct of questions at any given time if they felt harassed, questions were too personal and or violated.

Results and Discussion

Frequency Distribution of the Teacher Respondents' Profile

Profile	Frequency	Percentage
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Age		
More than 20 years old	80	100%
Total	80	100%
Sex		
Male	39	48.80%
Female	41	51.30%
Total	80	100%
Education		
Bachelor's degree	51	63.80%
w/ Master's units	11	13.80%
Master's degree	10	12.50%
w/ Doctoral units	5	6.30%
Doctoral degree	3	3.80%
Total	80	100%
Length of Service		
Less than 5 years	11	13.80%
5-10 years	12	15.00%
11-15 years	18	22.50%
16-20 years	19	23.80%
More than 20 years	20	25.00%
Total	80	100%
Seminar Attended Related to the Topic		
Less than 3 Seminars	11	13.80%
3-5 Seminars	42	52.50%
More than 5 Seminars	27	33.80%
Total	80	100%

In terms of age, all eighty (80) or 100% of the teacher respondents are more than 20 years old. This means that the majority of the teacher respondents are adults beyond the early adulthood stage. This illustrates that the respondents have likely accumulated sufficient life and professional experience to contribute meaningful insights in the study.

In terms of sex, thirty-nine (39) or about 48.8% of the teacher respondents are male, while forty-one (41) or about 51.3% are female. This means that the majority of the teacher respondents are female. This illustrates that the teaching profession in the sampled population has a slightly higher representation of women, which is consistent with general trends in the education sector.

With regard to educational attainment, fifty-one (51) or 63.8% of the teacher respondents hold a bachelor's degree, eleven (11) or 13.8% have earned units in a master's degree, ten (10) or 12.5% have completed a master's degree, five (5) or 6.3% have earned units in a doctoral degree, and three (3) or 3.8% have completed a doctoral degree. This means that the majority of the teacher respondents are bachelor's degree holders. This illustrates that while many teachers have pursued graduate studies, most still hold only the undergraduate degree required for basic teaching qualifications, which may point to potential for further professional development.

In terms of length of service, eleven (11) or 13.8% of the respondents have been in service for less than 5 years, twelve (12) or 15% for 5–10 years, eighteen (18) or 22.5% for 11–15 years, nineteen (19) or 23.8% for 16–20 years, and twenty (20) or 25% have been teaching for more than 20 years. This means that the majority of the teacher respondents have more than 20 years of teaching experience. This illustrates that the respondents are generally seasoned educators who bring extensive classroom experience and institutional knowledge to the study.

As for seminar attendance related to the topic, eleven (11) or 13.8% of the respondents have attended less than 3 seminars, forty-two (42) or 52.5% have attended 3–5 seminars, and twenty-seven (27) or 33.8% have attended more than 5 seminars. This means that the majority of the teacher respondents have attended 3–5 seminars related to the topic. This illustrates that the respondents are moderately exposed to professional development activities that are relevant to the topic, which may contribute to a more informed and updated perspective on the issues discussed.

Self-Assessment of the Teacher Respondents of their Assessments of Inclusive Education Practices in terms of Attitudes toward Diversity and Inclusion

	Mean	SD	Qualitative Description	Interpretation	Rank
1. I believe that diversity in the classroom enriches the learning experience for all students.	2.92	.88	Agree	True of Me	3
2. I value the different perspectives and experiences that students from diverse backgrounds bring to the classroom.	2.87	1.03	Agree	True of Me	4
3. I feel that all students, regardless of their background, should have equal opportunities to succeed in the classroom.	2.96	.97	Agree	True of Me	1
4. I believe that inclusive education practices benefit all students, not just those with special needs.	2.75	1.09	Agree	True of Me	7
5. I am committed to ensuring that every student feels respected and valued in my classroom.	2.81	.99	Agree	True of Me	5
6. I actively seek to understand and appreciate the unique needs of diverse learners.	2.68	1.00	Agree	True of Me	8
7. I believe that students with different abilities should be integrated into general education classrooms.	2.76	.98	Agree	True of Me	6
8. I feel that promoting diversity and inclusion is an essential part of my teaching role.	2.95	1.00	Agree	True of Me	2
Composite Mean	2.84	.68	Agree	True of Me	

Legend: 3.51-4.00 Strongly Agree/ Very True of Me; 2.51-3.50 Agree/ True of Me; 1.51-2.50 Disagree/ Slightly True of Me; 1.00-1.50 Strongly Disagree/ Not True of Me

The highest-rated item is “I feel that all students, regardless of their background, should have equal opportunities to succeed in the classroom” with a mean of 2.96 and a standard deviation of 0.97. This indicates that the teacher respondents strongly affirm the principle of equity in education. This suggests a shared belief among teachers that inclusivity is foundational to academic success and that background should not be a barrier to learning opportunities.

The lowest-rated item is “I actively seek to understand and appreciate the unique needs of diverse learners” with a mean of 2.68 and a standard deviation of 1.00. While still interpreted as “Agree,” this lower rating may reflect a gap between belief and consistent active effort in understanding diverse learner needs. This may imply a need for more targeted professional development or reflective practice to enhance teachers’ proactive strategies for engaging diverse learners.

The composite mean for attitudes toward diversity and inclusion is 2.84 with a standard deviation of 0.68, described qualitatively as “Agree” and interpreted as “True of Me.” This demonstrates that, overall, the teacher respondents positively regard inclusive education and express a commitment to fostering diversity and equity in their classrooms. However, the variation in ratings indicates that while core values of inclusion are upheld, there is room to strengthen specific practices related to deeper understanding and personalized support for diverse students.

Self-Assessment of the Teacher Respondents of their Assessments of Inclusive Education Practices in terms of Knowledge and Understanding of Inclusive Education

	Mean	SD	Qualitative Description	Interpretation	Rank
1. I have a solid understanding of the principles of inclusive education.	2.87	.97	Agree	True of Me	2
2. I am familiar with the legal requirements and policies related to inclusive education in my region.	2.93	1.10	Agree	True of Me	1
3. I regularly seek to update my knowledge about inclusive education practices.	2.65	1.04	Agree	True of Me	8
4. I am confident in my ability to identify the needs of students requiring inclusive education practices.	2.73	1.12	Agree	True of Me	6
5. I understand the different types of disabilities and how they may affect students' learning experiences.	2.76	1.08	Agree	True of Me	5
6. I can recognize and address barriers to learning faced by students with disabilities or other special needs.	2.71	1.11	Agree	True of Me	7
7. I am knowledgeable about various strategies for implementing inclusive education in the classroom.	2.77	1.19	Agree	True of Me	4
8. I am aware of the available resources and supports for inclusive education in my school or district.	2.80	1.07	Agree	True of Me	3
Composite Mean	2.78	.81	Agree	True of Me	

Legend: 3.51-4.00 Strongly Agree/ Very True of Me; 2.51-3.50 Agree/ True of Me; 1.51-2.50 Disagree/ Slightly True of Me; 1.00-1.50 Strongly Disagree/ Not True of Me

The item with the highest mean is “I am familiar with the legal requirements and policies related to inclusive education in my region” with a mean of 2.93 and a standard deviation of 1.10. This indicates that teacher respondents are most confident in their knowledge of the formal guidelines and legal frameworks governing inclusive education. This suggests a strong awareness of institutional mandates, which is essential for ensuring compliance and advocating for inclusive practices within schools.

The lowest-rated item is “I regularly seek to update my knowledge about inclusive education practices” with a mean of 2.65 and a standard deviation of 1.04. Although still rated as “Agree,” this item points to a relative lack of continuous professional learning or initiative in staying current with evolving inclusive education

strategies. This implies that while teachers may understand the basics, sustained growth in knowledge may not be a consistent priority and could benefit from institutional support or encouragement.

The composite mean for knowledge and understanding of inclusive education is 2.78 with a standard deviation of 0.81, described qualitatively as “Agree” and interpreted as “True of Me.” This shows that, in general, teacher respondents perceive themselves as knowledgeable about inclusive education, especially in foundational principles and legal requirements. However, the data also reflects the need to promote a stronger culture of lifelong learning to deepen and sustain this knowledge through regular updates and reflective practice.

Conclusions

1.The demographic profile of the teacher respondents revealed that the majority of the teacher respondents are female, bachelor’s degree holders, have more than 20 years of teaching experience, and have attended 3–5 seminars related to the topic.

2.Teacher respondents showed overall agreement with inclusive education practices—especially in promoting diversity, legal awareness, and supportive classroom environments—though they identified areas for improvement such as sustained professional learning, flexible instructional strategies, collaboration with families and staff, and fostering peer interaction.

3.Teacher respondents generally affirmed their attitudes toward social justice in the classroom—especially in valuing diverse perspectives, promoting critical thinking, and modeling social justice—though they identified the need for greater support in providing individualized equity, celebrating cultural identities, facilitating difficult discussions, and engaging in active advocacy.

4.The self-assessment of inclusive education practices among teachers was not significantly affected by sex, length of service, or number of seminars attended.

5.Across all demographic variables—sex, educational attainment, length of service, and number of seminars attended—there were no statistically significant differences in teachers’ self-assessed attitudes toward social justice in the classroom. The findings reveal a significant and positive relationship between teachers’ self-assessed inclusive education practices and their attitudes toward social justice in the classroom, with the strongest correlations observed in valuing diversity, fostering student engagement, and upholding equity and fairness.dynamic environments.

Recommendations

1.Conduct targeted training programs that integrate inclusive education strategies with social justice frameworks, particularly focusing on equity, cultural responsiveness, and student engagement.

2.Provide workshops and reflective activities that emphasize the difference between fairness (equal treatment) and equity (individualized support), helping teachers recognize and implement differentiated strategies for diverse learners.

3.Offer concrete, classroom-based examples and coaching to improve teachers’ confidence and competence in applying differentiated instruction aligned with social justice goals.

4.Develop guidelines and classroom resources to support the visible integration and celebration of students’ cultural identities, reinforcing inclusion and belonging.

5.Provide teachers with structured dialogue tools and facilitation techniques to foster critical thinking, encourage open discussions, and address sensitive topics respectfully and effectively.

6.Promote collaborative frameworks that strengthen home-school partnerships and build shared responsibility for inclusive and just learning environments.

7.Create opportunities and recognition systems that empower teachers to engage in school or community advocacy efforts, modeling the social justice values they wish to instill in students.

Institutionalize reflective practices through regular peer discussions, journal writing, or professional learning communities focused on continuous growth in inclusive and equity-centered teaching.

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