

Graduate Students' Perception on their Competence and the Benefits of Inclusive Education

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ABSTRACT

Inclusive education has gained significant attention as a means to foster equitable and accessible learning environments for students with diverse backgrounds abilities. This study adopted a descriptive-correlational approach to assessed the perceived competence of the Graduate Students' and the advantages of inclusion for Learners with and without Special Educational Needs to provide equal opportunities for all regardless of their abilities or disabilities. There were 102 respondents in the Graduate Students' Education for Masters in Special Education responded to the survey questionnaires that evaluated their perceptions of their own competency and the advantages of inclusive education. The results aim to explore graduate students' perceptions regarding their competence in inclusive education and the perceived advantages associated with this educational approach. It can be concluded that the both Graduate Students' Competence and Benefits of Inclusion to Learners without Special Educational Needs, and Graduate Students' Competence and Benefits of Inclusion to Learners with Special Educational Needs (LSEnS) is *highly beneficial* to both type of learners. They believed they were very competent and asserted in handling both Learners with Special Educational Needs and Learners without Special Educational Needs. Additionally, the advantages of inclusive education for Learners with Special Educational Needs and Learners without Special Educational Needs are strongly correlated with their perceived competence.

Keywords: Special Education, Inclusive Education, Descriptive-Correlational Design, Cebu City, Philippines.

INTRODUCTION

Inclusive education, a critical aspect of modern academic discourse, shapes our society towards a more equitable future. This educational philosophy nurtures a culture of acceptance and equality, profoundly impacting learners by facilitating their journey towards their goals. Understanding the indispensable role of educators in the implementation of inclusive education, the researcher undertakes an exploration of graduate students' perceptions at Cebu Technological University-Main Campus for the Academic Year 2022-2023. These graduate students, the imminent frontrunners of this educational paradigm, hold critical insights about their competence in handling inclusive classrooms and their understanding of its benefits.

Further, this study underscores the principle of inclusivity, which forms the bedrock of equitable educational opportunities for all learners. The guiding concept of inclusive education, as defined by UNESCO, that inclusive education is a continuous process of educational transformation, and a clear set of equity indicators UNESCO (2017) can support inclusive education implementation. Measuring the success of inclusive education should go beyond merely counting students to evaluate access, but should include measures of educational quality, outcomes, and experiences. This approach aligns with the United Nations' Convention on the Rights of Persons with Disabilities United Nations (2018) The right to inclusive education encompasses a transformation in culture, policy and practice in all educational environments to accommodate the differing requirements and identities of individual students, together with a commitment to remove the barriers that impede that possibility. In the context of the Philippines, the Policy Guidelines on Inclusive Education set forth by the Department of Education (2017) highlight the crucial role of inclusive education. These guidelines spotlight the need for competent teachers with a profound understanding of disability and diversity, comprehensive knowledge of differentiated instruction, expertise in the use of assistive technology, and

aptitude for collaboration and teamwork. Each of these elements is essential in establishing an inclusive educational environment that effectively caters to the diverse needs of all learners.

The endeavor to realize effective inclusive education, however, is not without challenges. It requires the competence of teachers and an awareness of the benefits associated with inclusive education. The abilities of teachers to meet varied student needs, foster an affirmative classroom environment, enhance learning outcomes, encourage social integration and empathy, and create lifelong advocates for inclusion are pivotal. Consequently, an exploration of graduate students' perceptions of their competence in implementing inclusive education, along with their awareness of its benefits, offers a rich context for improving these practices.

The present study is vital on multiple fronts. Primarily, it scrutinizes the readiness and potential obstacles facing future educators—the torchbearers of inclusive education in their forthcoming careers. Their perceptions can offer insights into their preparedness, potential challenges, and the effectiveness of current training programs in readying them for implementing inclusive education, thereby informing the development of future teacher training curricula and policies.

The study seeks to understand the benefits and barriers associated with implementing inclusive education from the viewpoint of these future educators. The importance of inclusive education extends beyond academic achievement; it also entails fostering an environment that promotes full social and cultural participation, mutual respect, and diversity, thereby nurturing an inclusive society.

Moreover, the investigation into graduate students' perceptions and experiences contributes to the ongoing dialogue around inclusive education in the Philippines. It offers empirical data that could potentially influence policy, practice, and further research in this area, resulting in improved outcomes for all learners.

Finally, the study aligns with the broader objective of building an inclusive society that respects and values diversity. By identifying and addressing the perceptions and experiences of graduate students regarding their competence and the benefits of inclusive education, we can create a more inclusive, equitable, and just educational system that respects and appreciates the diversity of all learners.

This study aims to contribute significantly to the discourse on inclusive education in the Philippines by investigating graduate students' perceptions of their competence in implementing inclusive education and its benefits. The goal is to enhance the learning environment and teaching practices, fostering a society that respects and values the diversity of all learners, ultimately promoting an inclusive society.

Objective of the Study

The general objective of this study was to research determined the extent of graduate students' competence in handling inclusive classes and the benefits of inclusive education to the learners at Cebu Technological University-Main Campus for Academic Year 2022-2023 as basis for a proposed Inclusive Education Enhancement Plan.

Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 age and gender;
 - 1.2 length of service?
2. As perceived by the respondents, what is the extent of their competence in handling Inclusive classes?
3. As perceived by the respondents, what is the extent of the benefits of inclusive education to the:
 - 3.1 learners without special education needs, and
 - 3.2 learners with special educational needs?
4. Is there a significant relationship between the teachers' competence in handling inclusive classes and the benefits of inclusive education to the learners?
5. Based on the findings, what enhancement plan can be designed?

RESEARCH METHODOLOGY

This section presented the method used, the flow of the study, the research environment, research respondents, research instruments, and data gathering procedure, statistical treatment of the data, and scoring procedure.

Design

This study used the Descriptive Correlational research design to gather the needed data on the perception of competence in handling inclusive classes and the benefits of inclusive education to the intellectual disability learners and their academic achievement. To obtain the target data, the respondents of this study are the students taking up Diploma in Education and Master of Arts in Education major in Special Education students in Cebu Technological University Main campus.

Respondents

The respondents were students taking up DSPED and MAED SPED in the Graduate Teacher Education Program in College of Education during school year 2022-2023. Most are teachers in the Department of Education, while the rest are in different private schools.

Table 1 Distribution of Respondents

Respondents	No. teachers	%
MSPED	38	37.25
DSPED	64	62.75
Total	102	100.00

Instrument

The instrument of the study is a survey questionnaire adapted from the contents of Teachers' perceptions on their competence and the benefits of inclusive education. It is composed of three parts. The first part is about the demographic profile of the respondents. Part 2 is about the teachers' competence on inclusive education. The Part 3 is about the benefits of inclusion composed of two parts. A part Children without Special Needs part B Children with special Needs.

RESULTS OF THE DATA GATHERED

Demographic Profile

This section provides information about the respondents' age, gender, respondents' number of years of teaching experience. These demographic details were essential to better understand the context how their experiences might have influenced their attitudes, beliefs, and usage of technology in their teaching methods were better understood with the use of these demographic characteristics.

Age and Gender of the Respondents

Age and gender are crucial factors to establish in this study because they might help to explain the findings. The data collected is shown in Table 2 below, as shown in Table 2, the age of the respondents varies, 49 or 48.04 percent under the age bracket of 20-29, followed by 30-39 with a frequency of 39 or 38.24 percent, while 40-49 has a frequency of 12 or 11.76 percent. For 50-59 has a frequency of two or 1.96 percent. The gender of the respondent 89 are female of 87.25 percent, while male respondents have 13 or 12.75 percent.

Table 2 Age and Gender of the Respondents

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
50-59	2	1.96	0	0.00	2	1.96
40-49	9	8.82	3	2.94	12	11.76
30-39	35	34.31	4	3.92	39	38.24
20-29	43	42.16	6	5.88	49	48.04
Total	89	87.25	13	12.75	102	100.00

This signified that there are more female teachers who are pursuing graduate studies than the male teachers. Female teachers often have more positive attitudes towards inclusion compared to their male counterparts. And majority are young professional as show in their age Lautenbach & Heyder (2019).

Younger teachers who have been exposed to inclusive practices during their own education may generally have more positive attitudes towards inclusion. However, this is not always the case, as attitudes can also be influenced by personal experiences and ongoing professional development regardless of age Saloviita (2020).

Number of Years of Teaching Experience

The number of years of teaching experience of the respondents is vital on the respondent's perception on their

Table 3 Respondents' Number of Years of Teaching Experience

Years of Teaching Experience	f	%
20 and above	7	6.86
16-20	3	2.94
11-15	9	8.82
6-10	19	18.63
0-5	64	62.75
Total	102	100.00

competence and the benefits of inclusive education.

For the respondents' number of years of teaching experience, as shown in Table 3, for the 0-5 years a frequency of 64 or 62.75 percent, followed by 6-10 years with a frequency of 19 or 18.63 percent, while 11-15 years has a frequency of 9 or 8.82 percent, for 16-20 has a frequency of three or 2.94 percent, and 20 and above has a frequency of seven or 6.86 percent.

This reflected that majority of the teacher respondent has limited years with their teaching experience. In the study of Moberg et al. (2020), reveals that teachers who have experience in inclusive education are knowledgeable about differentiated instruction techniques and strategies to adapt the curriculum to meet individual student needs.

With their expertise, these teachers can provide appropriate accommodations, modifications, and support that promote academic progress for all learners. It is also supported in the study of Nilsen (2020), that experienced teachers can help create a more inclusive and accepting society both to the regular learners and LSENs.

Extent Of Their Competence In Handling Inclusive Classes

These will test the extent of the respondent's competence in handling inclusive classes. As elucidated in Table 4, the findings revealed compelling insights into the diverse indicators used to measure competence in handling inclusive classes. Notably, the indicator denoted as "Providing an atmosphere that is friendly to both learners with and without special needs" exhibited the highest weighted mean, standing at an impressive 4.69.

This exceptional score was accompanied by a verbal description categorizing it as highly competent, indicating a remarkable proficiency in fostering an inclusive and welcoming atmosphere.

Conversely, the indicator related to "Implementing the process on how to handle a class catering to learners with special needs" registered a slightly lower weighted mean of 4.37, though still falling within the highly competent range. This variance in scores underscored the nuanced nature of competence, with certain aspects potentially requiring more focused attention or refinement.

The aggregate weighted mean for the overall extent of respondents' competence in handling inclusive classes was calculated at 4.54, further reinforcing the overarching classification as highly competent. This comprehensive evaluation encompassed a spectrum of competencies, ranging from creating an inclusive atmosphere to implementing specific processes for learners with special needs.

Table 4 Extent of the Respondents' Competence in Handling Inclusive Classes

S/N	Indicators	WM	Verbal Description
1	Modifying my teaching strategies to cater children with special needs.	4.50	Highly Competent
2	Handling behavior of learners with special needs in an inclusive classroom	4.38	Highly Competent
3	Implementing the process on how to handle a class catering learner with special needs.	4.37	Highly Competent
4	Using assistive technology for learners with special needs	4.38	Highly Competent
5	Using appropriate assessment tools for learners with special needs	4.53	Highly Competent
6	Motivating learners with special needs to participate in class activities	4.62	Highly Competent
7	Catering to the needs of the learners with disability	4.57	Highly Competent
8	Providing interventions of any learner with special needs	4.58	Highly Competent
9	Identifying the strengths and weaknesses of learners with special needs	4.60	Highly Competent
10	Providing atmosphere that is friendly to both learners with and without special needs	4.69	Highly Competent
11	Collaborating strategies and techniques in handling learners with special needs with my colleagues	4.49	Highly Competent
12	Coordinating with well-trained teachers with regards to the strategies I apply inside the classroom to address the needs of the learners	4.62	Highly Competent
13	Establishing partnership with parents to monitor the progress of the child	4.59	Highly Competent
14	Preparing anecdotal records of the learners with special needs	4.54	Highly Competent
15	Pursuing advanced studies to enrich my knowledge on handling learners with special needs	4.65	Highly Competent
Aggregate Weighted Mean		4.54	Highly Competent
Legend: 4.21-5.00-Highly Competent; 3.41-4.20- Competent; 2.61-3.40-Moderately Competent; 1.81-2.60-Less Competent; 1.00-1.80-Not Competent			

This implies that the respondents are highly competent in handling inclusive classes. In the study of Rasmitadila et al. (2020) reveals that highly competent teachers in handling inclusive classes possess a range of skills, qualities, and strategies that enable them to effectively support and meet the diverse needs of all students. Highly competent teachers in handling inclusive classes are committed to providing equitable opportunities for all students to succeed academically, socially, and emotionally. They create an environment where every student feels valued, supported, and empowered to reach their full potential Vantieghem et al. (2020).

Benefits of Inclusive Education to the Learners without Special Educational Needs

This will look into the perception of the respondents to the extent of benefits of inclusive education to the learners without special educational needs.

As presented in table 5, the indicator that says “Learn to respect for other people” has the highest weighted mean is 4.78 with a verbal description of highly beneficial, while the indicator that says “Be prepared for adult life in an inclusive society” has the lowest weighted mean of 4.62 with a verbal description of highly beneficial. The aggregate weighted mean for extent of benefits of inclusive education to the learners without special educational needs is 4.67 with a verbal with a verbal description of highly beneficial.

This implies that the respondents perceived that the learners without special educational needs benefits of inclusive education base on the statistical treatment of the data that has been gathered and interpreted. Inclusive classrooms provide opportunities for learners without special needs to engage with diverse peers.

Table 5 Extent of benefits of Inclusive Education to the Learners without Special Educational Needs			
S/N	Indicators	WM	Verbal Description
1	Establish meaningful friendships with children with special needs	4.64	Highly Beneficial
2	Increase their appreciation and acceptance of individual differences	4.75	Highly Beneficial
3	Improve their self-esteem in peer-tutoring situations	4.65	Highly Beneficial
4	Learn to value children with diverse abilities in inclusive classrooms	4.70	Highly Beneficial
5	Be prepared for adult life in an inclusive society	4.62	Highly Beneficial
6	Have opportunities to master activities by practicing and teaching others	4.64	Highly Beneficial
7	Enjoy improved technologies and instructional resources for everyone	4.57	Highly Beneficial
8	Increased their understanding and acceptance of diversity	4.73	Highly Beneficial
9	Learn to respect for other people	4.78	Highly Beneficial
10	Have the opportunity to learn additional skills such as Braille or sign language	4.69	Highly Beneficial
Aggregate Weighted Mean		4.67	Highly Beneficial
Legend: 4.21-5.00-Highly Beneficial; 3.41-4.20-Beneficial; 2.61-3.40-Moderately Beneficial; 1.81-2.60-Less Beneficial; 1.00-1.80-Not Beneficial			

This can lead to increased academic motivation, improved critical thinking skills, and enhanced problem-solving abilities through collaborative learning and exposure to different perspectives Heyder et al. (2020). It is supported in the study of Byrd & Alexander (2020) , Inclusive classrooms provide learners without special needs with the opportunity to interact and communicate with students of varying abilities and learning styles. This exposure helps develop effective.

Benefits of Inclusive Education to the Learners with Special Educational Needs

The extent of benefits of inclusive education to the learners with special educational needs as perceived by the respondents will look into with table 6.

Table 6 Extent of benefits of Inclusive Education to the Learners with Special Educational Needs			
S/N	Indicators	WM	Verbal Description
1	Demonstrate high levels of social interaction with non-disabled peers in inclusive setting when compared with segregated setting.	4.51	Highly Beneficial
2	Improve social competence and communication skills	4.68	Highly Beneficial
3	Establish friendship with peers	4.65	Highly Beneficial
4	Be assisted in the development of General Knowledge	4.55	Highly Beneficial
5	Succeed on the main motto of inclusive education i.e., ‘learn to live together’	4.63	Highly Beneficial

6	Have greater access to general curriculum	4.46	Highly Beneficial
7	Benefit on peer role models for academic, social and behavior skills	4.53	Highly Beneficial
8	Have increased achievement of Individualized Education Program (IEP) goals	4.54	Highly Beneficial
9	Enjoy increased parental participation	4.56	Highly Beneficial
10	Have higher expectations	4.22	Highly Beneficial
11	Improve confidence and display qualities of self-efficacy	4.54	Highly Beneficial
12	Enjoy assistance from peers on class activities	4.61	Highly Beneficial
Aggregate Weighted Mean		4.54	Highly Beneficial

As revealed in table 6, the indicators that says “Improve social competence and communication skills” highest weighted mean 4.68 with a verbal description of highly beneficial, while that indicator that says “Have higher expectations” has the lowest weighted mean of 4.22 with a verbal description of highly beneficial. For the aggregate weighted mean of the extent of benefits of inclusive education to the learners with special educational needs is 4.54 with a verbal description of highly beneficial.

The study of Goldan et al. (2021) reveals that inclusive education promotes a positive self-concept among learners with special needs. By being part of a diverse classroom community, they experience acceptance, support, and recognition for their abilities and contributions, leading to improved self-esteem and self-confidence. The implication suggested that the respondent’s perception to the extent of benefits of inclusive education to the learners with special educational needs is very advantageous to LSENs. Inclusive education provides learners with special educational needs access to the general education curriculum and high-quality instruction. They have opportunities to learn alongside their peers without special needs, benefiting from differentiated instruction, accommodations, and support services tailored to their individual learning requirements Florian (2019).

The Significant Relationship Between the Teachers’ Competence in Handling Inclusive Classes and The Benefits Of Inclusive Education to the Learners

The exploration of the significant relationship between teachers' competence in handling inclusive classes and the benefits of inclusive education to learners is a pivotal aspect of this study. This investigation delves into the interconnection between educators' proficiency in inclusive teaching practices and the positive outcomes experienced by learners participating in inclusive educational settings.

Through rigorous analysis, it was established that a substantive correlation exists between teachers' competence in managing inclusive classes and the accrued advantages associated with inclusive education for the learners. The degree of teachers' adeptness in addressing the diverse needs of students in inclusive settings was found to be intricately linked to the realization of benefits spanning academic achievements, socio-emotional development, and overall well-being.

The findings underscore the integral role played by teacher competence in shaping the inclusive educational experience for learners. Educators who demonstrated a higher level of proficiency in adapting instructional strategies, accommodating diverse learning styles, and fostering an inclusive environment were associated with a greater realization of benefits for the students under their guidance.

Table 7 Test of relationship between the teachers’ competence in handling inclusive classes and the benefits of inclusive education to the learners

Variables	r-value	Strength of Correlation	p - value	Decision	Result
Teachers’ Competence and Benefits of Inclusion to Learners without Special	0.646*	Moderate Positive	0.000	Reject Ho	Significant

Educational Needs					
Teachers' Competence and Benefits of Inclusion to LSENs	0.661*	Moderate Positive	0.000	Reject Ho	Significant
*significant at $p < 0.05$					

In table 7, shown to the test of relationship between the teachers' competence in handling inclusive classes and the benefits of inclusive education to the learners. For the respondent's competence and benefits of inclusion to learners without special educational needs, has an r-value of 0.646 which has a $p < 0.05$ it is significant. While for the Graduate Students' competence and benefits of inclusion to LSENs, has r-value of 0.661 which has a $p < 0.05$ it is significant. It implies that the Graduate Students' competence is significant in handling inclusive classes. Both learners without special educational needs and with LSENs benefits of inclusion. Positive correlation between teachers' perceived competence in managing inclusive classrooms and their perception of the advantages of inclusive education for learners' academic achievement. Smith, et al. (2022)

FINDINGS

In the study there were 89 female respondents and there are 13 male respondents. For the age of the respondents 20-29 is the highest. With the respondents' number of years of teaching experience 0-5 has the highest of 69. To the extent of the respondents' competence in handling inclusive classes is **High Competent**. For the extent of benefits of inclusive education to the learners without special educational needs **Highly Beneficial**. While for **extent** of benefits of inclusive education to the learners with special educational needs **Highly Beneficial**.

According to the test of relationship between the Graduate Students' competence in handling inclusive classes and the benefits of inclusive education to the learners. Graduate Students' Competence and Benefits of Inclusion to Learners without Special Educational Needs is **Significant**. For Graduate Students' Competence and Benefits of Inclusion to Learners with Special Educational Needs (LSENs) is also **Significant**.

CONCLUSION

It can be concluded that both the competence of Graduate Students and the benefits of inclusive education, both for learners without Special Educational Needs and for learners with Special Educational Needs (LSENs), are highly advantageous for both types of learners. The graduate students expressed a strong belief in their competence and confidence in handling both learners with Special Educational Needs and learners without Special Educational Needs.

Graduate students generally perceive themselves as more competent educators when exposed to inclusive education practices. Embracing inclusive practices not only enhances students' academic and social development but also fosters personal and professional growth as educators. The graduate students acknowledge the value of catering to diverse learning needs and appreciate the opportunity to develop a wide range of teaching skills.

In summary, the research findings affirm the positive impact of inclusive education on both the competence of graduate students and the benefits derived by learners, irrespective of their Special Educational Needs status. This supports the notion that embracing inclusive practices is not only beneficial for the diverse student population but also contributes significantly to the professional development and efficacy of graduate students as educators.

RECOMMENDATION

It is recommended that the output derived from this study, specifically the Enhancement Plan, be strategically utilized to contribute to the continuous improvement of both the competence of graduate students and the benefits associated with inclusive education for learners without Special Educational Needs and learners with Special Educational Needs (LSENs).

The Enhancement Plan, developed as a result of comprehensive research and analysis, stands as a valuable roadmap for refining and advancing the skills and capabilities of graduate students. By integrating the insights garnered from this study, educational institutions can tailor professional development initiatives that specifically target the enhancement of graduate students' competence in effectively handling the diverse needs of both learners with and without Special Educational Needs.

Moreover, the recommendations outlined in the Enhancement Plan can serve as a foundation for the ongoing improvement of inclusive education practices, fostering an environment that maximizes benefits for all students. This includes refining teaching methodologies, adapting curriculum materials, and strengthening the overall support systems in place for both types of learners.

In essence, the utilization of the Enhancement Plan is envisioned as a dynamic process, evolving over time to address emerging challenges and capitalize on new opportunities within the realm of inclusive education.

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