The Influence of Teachers' Perception of Students' Socioeconomic Status and Access to Teaching Resources on Instructional Strategies in Inclusive Classrooms

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ABSTRACT

Many teachers face challenges in selecting effective methods and techniques to support diverse learners in inclusive classrooms. This study aimed to determine the relationship between socioeconomic status and teaching resources on the teaching approaches used by teachers in inclusive classrooms during the 2024–2025 school year. A non-experimental, quantitative research design was employed, specifically utilizing a descriptive correlational method among 181 teachers with one year of service. Findings revealed that both socioeconomic status and teaching resources received very high mean scores in relation to teaching practices. Educators frequently implemented interactive, engaging, and collaborative activities tailored to various learning styles, resulting in an overall performance level interpreted as excellent. However, the results also indicated room for further improvement. A significant relationship was found between socioeconomic status and the availability of teaching resources, aligning with Bronfenbrenner's Ecological Systems Theory (1979). The study supports the assertion that teacher perception, access to resources, and chosen methods are interrelated. It is recommended that future research explore additional variables not included in this study to reinforce or challenge these findings and broaden the understanding of factors affecting educational outcomes.

Keywords: Instructional strategies; Socioeconomic Status; Teaching Resources and Inclusive Classrooms

INTRODUCTION

Teachers often face challenges in adapting their instructional strategies**,** particularly when addressing the needs of students from low socioeconomic status (SES) backgrounds (Van Petten, 2024). Many educators struggle with the confidence and skills required to implement differentiated and student-centered instructional strategies (Talain & Mercado, 2023).

In the United States, a study by LeGere (2023) emphasized that limited use of effective instructional strategies contributes to lower academic expectations and reduced access to enriched educational experiences for students. In many African contexts, teachers continue to use traditional, teacher-centered instructional strategies (Folashade, 2023). A recent study in Kenya found that the lack of effective instructional strategies for learners with hearing impairments has resulted in their marginalization (Chepkoech, M. 2023).

Meanwhile, in the Philippine context, a study by Lebeco and Verano (2023) highlighted the inadequate teaching resources and the challenges in addressing learning needs when implementing inclusive classrooms in Northern Samar. Similarly, Sinsay-Villanueva (2025) reported that insufficient resources and training are major obstacles to effective inclusion in San Juan and Baguio. Furthermore, Salvaña-Piansay and General (2025) noted that limited resources and inadequate professional development in adapting administrative practices and organizing teachers are common challenges in the country. Their study examined factors related to inclusive education implementation in Cebu Province, Philippines, emphasizing the need for improved teacher competencies and resource allocation.

Low expectations for disadvantaged students often lead to rigid, teacher-centered methods that reduce engagement and inclusivity (Raikhel 2025). In resource-limited settings across the U.S., Africa, and Southeast

Asia, the lack of adaptive, student-centered strategies marginalizes learners with diverse needs, including those with disabilities (Yadav- Sharma and Nghiem 2025). These challenges worsen educational inequities and weaken inclusive education. This study explores how perceptions of SES and resource access affect the quality and use of instructional strategies in diverse classrooms.

This study holds global relevance as it addresses the persistent challenge of providing quality instruction to students from low socioeconomic backgrounds. It aligns with the United Nations Sustainable Development Goal 4: Quality Education, which promotes inclusive and equitable education for all. This study supports teachers in reflecting on their biases and improving strategies for inclusive teaching, especially with limited resources. This study aims to investigate the influence of teachers' perceptions of students' socioeconomic status and their access to teaching resources on the instructional strategies used in inclusive classrooms. To examine the relationship between the Teacher's perception on Socio-economic Status, Teaching access and Instructional Strategies. The following hypothesis was formulated.Ho1: There is no significant effect the influence of teachers' perception of student's socioeconomic status and access to teaching resources on instructional strategies in inclusive classrooms

This study is grounded in Bronfenbrenner's Ecological Systems Theory (Crawford, M. 2020), which explains how human development is shaped by multiple environmental systems, including the microsystem (e.g., school, family), mesosystem, exosystem, macro system, and chronosystem (Bronfenbrenner, 1979). In the context of inclusive education, student outcomes are influenced by both immediate classroom interactions and broader systemic factors such as family income and parental background. Teachers, as part of the microsystem, interact directly with students and play a crucial role in shaping the learning environment. Their instructional strategies are influenced not only by their direct experiences but also by their perceptions, which are shaped by broader cultural and societal beliefs about poverty, social class, and inclusion elements of the macrosystem (Crawford, B. F., Snyder, K. E., & Adelson, J. L. 2020). Additionally, external factors such as school funding, government policies and community wealth components of the exosystem affect the resources available and, in turn, the instructional strategies teachers can implement. Teaching strategies are therefore a direct expression of these multi-layered influences, as they are applied within the classroom and form part of the child's immediate learning environment. This study focuses specifically on the microsystem, exosystem, and macrosystem to examine how these levels impact instructional practices in inclusive classrooms.

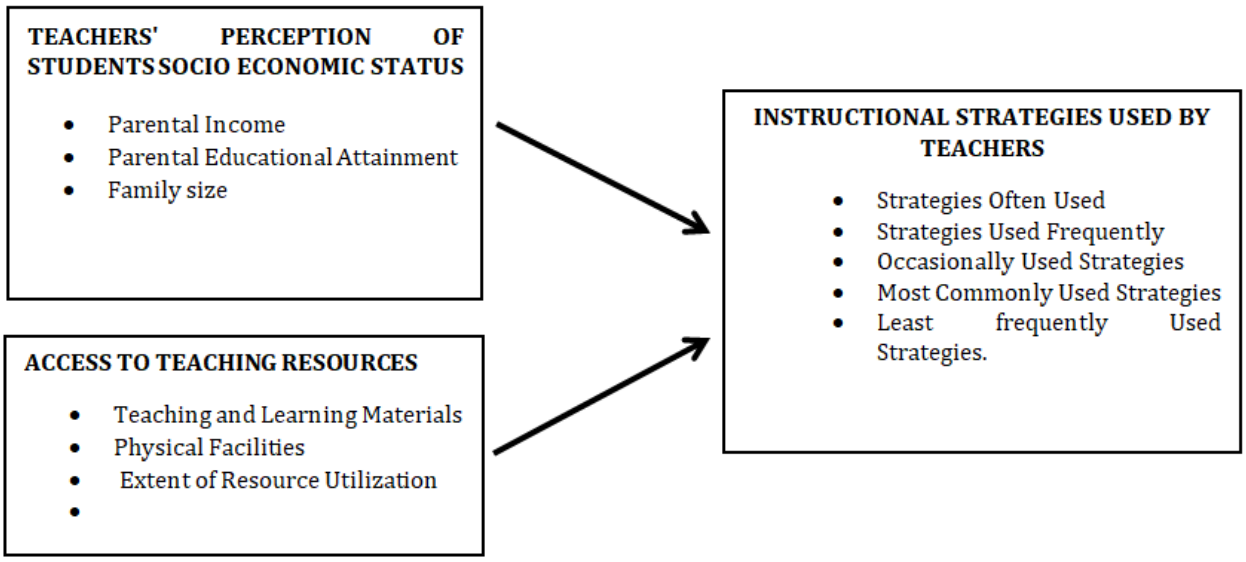

Figure1. Contextual framework of the study

METHOD

The researcher employed a quantitative correlational research design to investigate the influence of teachers' perceptions of students' socioeconomic status and access to teaching resources on instructional strategies in inclusive classrooms (Njabebuh, 2024). A structured questionnaire was used to gather data, focusing on teachers'

perceptions, access to resources, and instructional strategies. The responses were analyzed using descriptive statistics and correlational analysis. This research design aimed to provide a comprehensive understanding of teaching practices and conditions in inclusive educational settings, contributing valuable insights to the field of inclusive education (Dignath et al., 2022).

The study was conducted in Caraga North, within the Division of Davao Oriental, Philippines, serving both rural and semi-urban populations. The locale was characterized by varying socioeconomic conditions and levels of access to teaching resources, making it an ideal setting for exploring how teachers' perceptions of students' socioeconomic status and the availability of resources influenced instructional strategies in inclusive classrooms. By including these schools, the study captured a comprehensive picture of the teaching practices and challenges faced in this region.

The study used a total enumeration technique to select teachers who were currently assigned to inclusive classrooms. A total of 181 teachers in Caraga North District within the Division of Davao Oriental, Philippines, participated. Teachers were selected based on specific inclusion criteria, including at least one year of experience in inclusive education, direct interaction with students from diverse socio-economic backgrounds, and voluntary participation in the study. The questionnaire, undergone pilot testing to determine its reliability and its Cronbach alpha was 0.803 with excellent equivalent internal consistency.

Upon approval, the questionnaire was distributed to respondents both as a hard copy and through an online Google Form survey. The researcher thoroughly explained how to answer the questionnaire, with the full support of the school principal and administrators. In adherence to the Data Privacy Act of 2012, the researcher ensured the confidentiality and privacy of all respondents by safeguarding personal information and refraining from disclosing identities. Printed materials were securely stored in a secluded compartment, while electronic data were saved on a flash drive kept safe throughout the study.

This study adhered to ethical standards in educational research involving human participants. Formal approval and endorsement were obtained from the relevant authorities, including school principals in Caraga North, Davao Oriental. Informed consent was secured from all teacher participants, specifically those with at least one year of experience handling inclusive classroom settings. Clear explanations were provided regarding the study's purpose, procedures, duration, and the voluntary nature of participation. Confidentiality and anonymity were strictly maintained throughout the research. No identifying information was collected, and all responses were kept private. Data were used solely for academic purposes, with findings presented in aggregate form to ensure that no individual or institution was identifiable. The researcher affirmed that no harm, discomfort, or coercion was imposed, and all ethical guidelines for research involving human subjects were followed.

RESULTS

Table 1. Descriptive Table

Variables	*SD*	*MEAN*	Description
Teachers' Perception of Students Socio Economic Status	**0.542**	**3.47**	**Very High**
Parental Income	0.555	3.35	Very High
Parental Educational Attainment	0.544	3.51	Very High
Family Size	0.529	3.57	Very High
Access to Teaching Resources	**0. 512**	**3.62**	**Very high**
Teaching and Learning Materials (TLM)	0.534	3.49	Very high
Physical Facilities	0.513	3.68	Very high

Extent of Resources Utilization	0.491	3.71	Very high
Instructional Strategies	**0.533**	**3.54**	**Very high**
Strategies often Used	0.484	3.67	Very high
Strategies Used Frequently	0.482	3.70	Very high
Occasionally Used Strategies	0.585	3.36	Very high
Most Common Used Strategies	0.562	3.45	Very high
Least Frequently Used Strategies	0.552	3.55	Very high

Presented in Table 1 the descriptive statistics on teachers' perceptions of students' socio-economic status, access to teaching resources, and instructional strategies. The overall mean for teachers' perception of students' socio-economic status is 3.47, interpreted as very high. This suggests that teachers generally view their students as coming from relatively strong socio-economic backgrounds, indicating the presence of stable home environments that likely support learning. The standard deviation of 0.542 indicates a moderate level of variation in responses, meaning that while most teachers hold this positive view, some variation exist likely reflecting differences in students' actual family economic conditions. Within this variable, family size recorded the highest mean of 3.57, also interpreted as very high. This suggests a common perception of students coming from larger households, which may have implications for resource distribution, policy planning, and community support systems. The corresponding standard deviation of 0.529 indicates that teachers have relatively consistent views regarding family size as a stable and supportive factor in student welfare. On the other hand, parental income had the lowest mean of 3.35, yet still falls under the very high category. This reflects a general perception that students' families possess strong financial capacity, which may shape teachers' expectations for parental support and students' academic performance. However, the standard deviation of 0.555 points to slightly more variability in this perception, suggesting that not all students are seen as coming from equally affluent households.

In terms of access to teaching resources, the overall mean score of 3.62 indicates that teachers perceive the availability and use of teaching resources very positively, reflecting a generally well-supported teaching environment. The standard deviation of 0.512 suggests that teachers' views on this issue are fairly consistent, with minimal variation across respondents. The highest-rated item was the extent of resource utilization, which had a mean of 3.71, interpreted as very high. This indicates that teachers actively and effectively utilize the resources available to them in support of their instructional goals. The corresponding standard deviation of 0.491 implies a high level of agreement among teachers regarding this active resource use. In contrast, the lowest mean score was found in the item on teaching and learning materials, at 3.49, which, while still interpreted as very high, suggests that these materials are perceived as slightly less available or less frequently used compared to other resource-related factors. The standard deviation of 0.534 indicates some variability in how teachers perceive the availability or adequacy of teaching and learning materials, possibly reflecting differences in resource provision across schools.

Regarding instructional strategies, the overall mean of 3.54, interpreted as very high, indicates that teachers frequently employ a diverse range of instructional methods in their teaching. The standard deviation of 0.533 reflects a moderate level of variability, suggesting that the use of specific strategies may vary depending on factors such as subject area, teaching style, or classroom context. The highest mean score was recorded for frequently used strategies, with a value of 3.70, also interpreted as very high. This indicates that respondents consistently and actively implement these strategies, highlighting their perceived effectiveness and regular use in day-to-day instruction. A standard deviation of 0.482 suggests a high level of consistency in how these commonly used strategies are applied across different classrooms. Conversely, the lowest mean score was found in occasionally used strategies, at 3.36, which still falls under the very high interpretation. This implies that while these strategies are not used as often, they are still considered important and applied with relatively high frequency. However, the standard deviation of 0.585 points to greater variability, indicating that the use of these

less frequent strategies varies more widely, likely depending on individual teacher preferences, specific classroom needs, or instructional goals.

Table 2. Table of Relationship

Instructional Strategies				
Independent Variable	**R-value**	**p-value**	**Decision on H0**	**Interpretation**
Socioeconomic Status	.78	<. 001	Reject	Significant
Access to Teaching Resources	.55	<. 001	Reject	Significant

Presented in Table 2 the relationship between socioeconomic status, access to teaching resources, and instructional strategies. The analysis reveals that socioeconomic status has an R-value of 0.78, indicating a strong positive correlation with instructional strategies. The associated p-value is < .001, which is well below the conventional significance threshold (e.g., 0.05). This indicates that the relationship between socioeconomic status and instructional strategies is statistically significant, leading to the rejection of the null hypothesis. Similarly, access to teaching resources shows an R-value of 0.55, suggesting a moderate positive correlation with instructional strategies. The corresponding p-value of < .001 also indicates a statistically significant relationship, confirming that access to teaching resources is meaningfully associated with the instructional strategies employed by teachers.

Table 3. Test of Influence

Instructional Strategies					
Independent Variables	**r^2 –value**	**F-value**	**p-value**	**Decision on Ho**	**Interpretation**
Socioeconomic Status	57.4%	24.1	<.001	Reject	Significant
Access to Teaching Resources	38.1%	11.0	<.001	Reject	Significant
Combined Influence	**69%**	**20.7**	**<.001**	**Reject**	**Significant**

Presented in Table 3 the significant influence of socioeconomic status and access to teaching resources on instructional strategies. The analysis indicates that socioeconomic status accounts for 57.4% of the variance in instructional strategies, highlighting its critical role in shaping teaching practices. This relationship is statistically supported by an F-value of 24.1 and a p-value of .001, which is well below the standard significance level. Therefore, the null hypothesis is rejected, confirming that socioeconomic status has a significant influence on instructional strategies. Similarly, access to teaching resources explains 38.1% of the variance in instructional strategies, with an F-value of 11.0 and a p-value of < .001. This also leads to the rejection of the null hypothesis, indicating that access to teaching resources is a meaningful factor influencing instructional methods. When both variables were considered simultaneously in the model, their combined influence accounted for 69% of the variance in instructional strategies. This strong combined effect is supported by an F-value of 20.7 and a p-value of .001, further confirming the statistical significance of the model and reinforcing the importance of both socioeconomic status and access to resources in shaping instructional approaches.

DISCUSSION

The descriptive statistics reveal that teachers perceive students' socioeconomic status and access to teaching resources as very high, alongside the frequent use of diverse instructional strategies in inclusive classrooms. This strong awareness of parental income, educational attainment, family size, and ample teaching materials reflects educators' commitment to tailoring their instruction to meet student needs effectively (Theoharis, G. 2024). High ratings for physical facilities and the extent of resource utilization further underscore a supportive environment

conducive to inclusive teaching. These findings align with recent studies highlighting the critical role of teacher perceptions and resource availability in fostering equitable and responsive educational practices (Davis, et al., 2024).

The correlation analysis further strengthens this understanding by demonstrating significant positive relationships between socioeconomic status, teaching access, and instructional strategies. Teachers' perceptions of students' socioeconomic backgrounds appear to strongly influence their choice and application of instructional methods, suggesting that awareness of students' life circumstances informs pedagogical decisions (Goodman, & E. J. 2021). Meanwhile, the moderate correlation between teaching access and instructional strategies indicates that resource availability also plays a vital role in shaping effective teaching approaches. These results corroborate recent research emphasizing the importance of contextual and resource factors in adaptive teaching within inclusive education settings (Goei, S. L., Norwich, B., & Dudley, P. 2021).

Regression results provide additional insight by quantifying the influence of socioeconomic status and teaching access on instructional strategies. Socioeconomic status alone accounted for a substantial portion of variance in instructional methods, while teaching access also had a significant, albeit smaller, impact (Köhler, T. 2022). Notably, their combined effect explained a majority of the variance in instructional strategy use, highlighting the interplay between student background and resource availability. This finding supports contemporary evidence suggesting that multifaceted approaches considering both socioeconomic status (Higgins, J. A., Lands, M., Ufot, M., & McClelland, S. I. 2022).

In conclusion, the findings underscore that both teachers' perceptions of students' socioeconomic status and access to teaching resources significantly influence the selection and effectiveness of instructional strategies in inclusive classrooms. The strong and combined influence of these factors demonstrates the necessity for educational policies and interventions to address socioeconomic disparities and resource allocation simultaneously. By doing so, schools can better support teachers in implementing diverse and effective instructional methods that cater to the needs of all learners.

To support the achievement of Sustainable Development Goal 4 (SDG 4), future researchers are encouraged to ensure equitable access to teaching resources, strengthen teacher training programs that address socioeconomic diversity, promote inclusive instructional strategies, and foster awareness of students' varied backgrounds to create equitable learning environments; they should also employ both qualitative and quantitative methods to capture the complexity of teacher perceptions and practices, explore additional variables such as classroom climate, teacher-student rapport, and family involvement to explain the remaining 31% variance in student engagement, include diverse school settings to enhance generalizability, examine the effectiveness of professional development programs in reducing bias and improving inclusion, investigate the role of school leadership in the equitable distribution of resources to uncover structural influences, and encourage teachers to critically reflect on their assumptions about students' socioeconomic status while integrating student perspectives for a more comprehensive understanding of inclusive educational experiences.

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