

**Assessment of teachers' perceived competence in balancing academic and behavioral demands in inclusive classrooms**

**Cindy A. Tirdas**

Cebu Technological University - Main Campus

Cebu City, Cebu Philippines

Email: [aquinocindy248@gmail.com](mailto:aquinocindy248@gmail.com)

**ABSTRACT**

This study examined the extent to which teachers at Buanoy National High School were able to balance academic and behavioral demands in inclusive classrooms during the 2025–2026 school year, serving as the basis for a proposed Action Plan. It described the demographic characteristics of the respondents, including age, gender, educational attainment, years of teaching experience, and teaching position. The research assessed teachers' self-perceived competence in managing academic responsibilities. It also evaluated their ability to manage behavioral demands. Additionally, the study investigated whether a significant relationship existed between competence in handling academic and behavioral responsibilities. Data were collected from 30 teacher-respondents using structured survey questionnaires and analyzed using descriptive statistics, including frequency, percentage, weighted mean, and standard deviation, while Pearson's correlation coefficient was applied to determine the relationship between academic and behavioral competence. Findings revealed that teachers demonstrated high competence in balancing academic demands, particularly in adapting lesson plans and adjusting pacing to meet learners' needs. Competence in behavioral management was slightly lower, reflecting moderate confidence in applying consistent classroom management strategies and individualized interventions. The correlation analysis indicated no significant relationship between academic and behavioral competence, suggesting that proficiency in one domain did not necessarily predict strength in the other. These findings informed the development of an Action Plan aimed at enhancing teachers' overall competence.

**Keywords:** special education, academic demands, behavioral management, teachers' perceived competence, action plan, Buanoy National High School

Date Submitted: November 9, 2025

Date Accepted: November 27, 2025

Date Published: December 17, 2025

---

DOI: <http://doi.org/10.69651/PIJHSS0404632>

Recommended citation:

Tipdas, C. A. (2025). Assessment of teachers' perceived competence in balancing academic and behavioral demands in inclusive classrooms. *Pantao (The International Journal of the Humanities and Social Sciences)* 4 (4), 6886-6898. <http://doi.org/10.69651/PIJHSS0404632>

## INTRODUCTION

Teachers in inclusive classrooms are tasked with the complex responsibility of ensuring academic progress while simultaneously addressing diverse behavioral needs among learners with varying abilities, backgrounds, and learning challenges. Although inclusive education advances equity, participation, and access to quality education, it also intensifies the demands placed on teachers to demonstrate competence in both instructional delivery and classroom behavior management. This dual responsibility often creates substantial professional pressure, particularly in contexts where resources, support systems, and training may be limited. Assessing teachers' perceived competence is therefore critical, as it provides insight into how effectively inclusive practices are implemented and identifies the types of institutional, professional, and psychosocial support necessary to sustain inclusive education over time.

International research consistently highlights that effective inclusive education depends on teachers' combined instructional, emotional, and behavioral competencies. A systematic review by Calandri et al. (2025) emphasized that teacher emotional competence is central to managing overlapping academic and behavioral demands in inclusive settings. Similarly, Pang et al. (2024) found that teachers' beliefs and inclusive behaviors significantly influence their capacity to support learners with autism spectrum disorders, underscoring the complexity of balancing pedagogy with behavioral responsiveness. Donath et al. (2023) further demonstrated that continuous professional development strengthens teachers' ability to implement inclusive practices effectively, reinforcing the importance of structured and sustained training in enhancing both instructional quality and behavioral management in classrooms with diverse learners.

Within the Philippine context, inclusive education policies, including the MATATAG Curriculum, aim to align national practices with international standards; however, significant challenges persist at the level of classroom implementation. Gadaza et al. (2025) reported that despite the integration of cultural and contextual approaches in teacher education programs, many Filipino teachers continue to feel inadequately prepared for the multifaceted demands of inclusive classrooms. Related findings by Goldan et al. (2022) revealed that students' well-being and learning outcomes are closely linked to teacher competence, reflecting difficulties also evident in Philippine schools. Soares et al. (2022) further emphasized that effectively addressing learners with emotional and behavioral disorders requires responsive, school-wide practices, highlighting the gap between policy intentions and everyday classroom realities.

At the local level, contextual factors such as school culture, availability of support personnel, and access to instructional and psychosocial resources play a significant role in shaping teachers' perceived competence. Studies by Xue et al. (2023) demonstrated that inclusive school climates enhance teacher competence when teacher agency is supported, while Shutaleva et al. (2023) underscored that the lived experiences of teachers and learners with special needs directly affect the sustainability of inclusive education initiatives. Pelikan et al. (2021) further identified self-regulation and motivation as key determinants of perceived competence, suggesting that professional development programs must be responsive to local constraints, including class size, workload, time limitations, and resource availability. In schools such as Buanoy National High School, these contextual realities critically influence teachers' capacity to balance academic instruction with behavioral management.

Despite the growing body of literature on teacher competence and inclusive education, a notable gap remains in understanding how teachers simultaneously manage academic and behavioral demands within authentic classroom conditions. Many previous studies have examined

instructional competence or behavioral competence in isolation, leaving the dynamic interaction between these responsibilities underexplored. Addressing this gap is essential for developing holistic interventions that reflect the realities of inclusive teaching rather than fragmented aspects of practice. In response, this study sought to determine the extent to which teachers at Buanoy National High School balanced academic and behavioral demands during the 2025–2026 school year, with the goal of generating empirical evidence to inform the development of an Action Plan aimed at strengthening inclusive education practices, enhancing teacher competence, and guiding continuous professional development tailored to local classroom contexts.

The study was theoretically anchored in Bandura’s Social Cognitive Theory (1986), Bronfenbrenner’s Ecological Systems Theory (1979), and Deci and Ryan’s Self-Determination Theory (1985), which collectively provide a comprehensive framework for understanding teachers’ perceived competence in inclusive classrooms. Bandura’s Social Cognitive Theory emphasizes self-efficacy as a central determinant of teachers’ ability to plan, implement, and adapt instructional and behavioral strategies. Teachers with high self-efficacy are more likely to persist in addressing classroom challenges, adopt innovative approaches, and view difficulties as opportunities for growth, whereas low self-efficacy may result in stress, rigid practices, and diminished instructional effectiveness. The principle of reciprocal determinism further explains how personal beliefs, behaviors, and environmental conditions interact to shape teacher competence over time.

Bronfenbrenner’s Ecological Systems Theory complements this perspective by situating teacher competence within interconnected systems that influence classroom practice. At the microsystem level, inclusive classrooms require teachers to manage academic and behavioral needs concurrently. The mesosystem highlights the role of school–home partnerships and collegial collaboration in reinforcing teachers’ capacity to support learners. The exosystem includes school policies, professional development opportunities, and resource allocation that either facilitate or constrain inclusive practices, while the macrosystem encompasses cultural values and legislative frameworks that define societal expectations for inclusive education. The chronosystem captures the evolving nature of educational policies and reforms, including recent mental health and inclusion mandates, which expand teachers’ responsibilities beyond academic instruction to encompass emotional and behavioral support.

Deci and Ryan’s Self-Determination Theory further enriches the framework by emphasizing intrinsic motivation and the fulfillment of the psychological needs for competence, autonomy, and relatedness. In inclusive classrooms, teachers’ sense of competence strengthens their confidence in managing academic and behavioral demands, autonomy enables them to exercise professional judgment in adapting instruction and interventions, and relatedness fosters collaborative relationships that enhance resilience and professional well-being. Together, these theories highlight that perceived competence is shaped by both internal beliefs and external supports, reinforcing the need for systemic and individualized interventions.

These theoretical foundations are reinforced by key Philippine legislation that institutionalizes support for inclusive education and teacher development. Republic Act No. 12080, or the Basic Education Mental Health and Well-Being Promotion Act of 2024, mandates the integration of mental health and psychosocial support within schools, recognizing that teachers play a critical role in addressing students’ emotional and behavioral needs alongside academic instruction. Republic Act No. 11650, the Inclusive Education Act of 2022, ensures the meaningful participation of learners with disabilities in regular classrooms and emphasizes differentiated

instruction, behavioral support, and collaborative service provision. Republic Act No. 11713, the Excellence in Teacher Education Act of 2022, underscores the importance of continuous professional development to equip teachers with competencies required for inclusive and contemporary classrooms. Collectively, these legal mandates operationalize the theoretical principles underpinning this study, providing institutional structures that influence teachers' perceived competence.

By integrating theoretical and legislative perspectives, this study offers a holistic lens for examining how teachers at Buanoy National High School perceive their ability to balance academic and behavioral demands in inclusive classrooms. Focusing on both dimensions of teaching contributes to bridging gaps in the literature on holistic teacher competence and provides an evidence-based foundation for designing targeted professional development, mentorship, and support systems. Ultimately, the study aims to inform school-based interventions that strengthen teacher efficacy, enhance student learning outcomes, and promote a sustainable and supportive inclusive educational environment.

### Statement of the problem

This research seeks to determine the extent to which teachers are able to balance the academic and behavioral demands in inclusive classrooms in Buanoy National High School during the school year 2025–2026, and to use the findings as a basis for an Action Plan aimed at strengthening inclusive education practices. Specifically, this study seeks to answer the following research questions:

1. What is the demographic profile of the teacher-respondents in terms of age, gender, educational attainment, years of teaching experience, and teaching position?
2. What is the level of teachers' perceived ability to balance academic demands in inclusive education?
3. What is the level of teachers' perceived ability to manage behavioral demands in inclusive education?
4. Is there a significant relationship between teachers' perceived ability to balance academic demands and their perceived ability to balance behavioral demands?
5. Based on the findings of the study, what Action Plan can be proposed to support teachers in balancing academic and behavioral demands in inclusive education?

### METHODOLOGY

This chapter describes the methods and procedures employed in the conduct of the study at Buanoy National High School. It presents a comprehensive discussion of the research design, the conceptual flow of the study using the input–process–output model, the research locale, the selection of respondents, the research instrument, the data-gathering procedures, ethical considerations, and the statistical treatment of data. These methodological components were integrated to ensure systematic data collection, accurate analysis, and the ethical protection of all participants.

The study utilized a descriptive–correlational research design to examine teachers' perceived competence in balancing academic and behavioral demands in inclusive classrooms at Buanoy National High School during the 2025–2026 academic year. The descriptive aspect of the design focused on profiling the teacher-respondents in terms of gender, age, educational attainment,

years of teaching experience, and teaching position, as well as describing their perceived ability to address academic and behavioral demands in inclusive settings. The correlational component sought to determine whether a significant relationship existed between teachers' perceived ability to balance academic demands and their perceived ability to manage behavioral demands. This design was deemed appropriate as it allowed the study to describe existing conditions while simultaneously examining the relationship between key variables within a real-world educational context, consistent with the assertion of Creswell and Creswell (2022) that descriptive–correlational research is effective for capturing current phenomena and analyzing relationships among variables.

The study followed the input–process–output (IPO) model to provide a systematic structure for understanding the flow of the research. The inputs included the demographic characteristics of the teacher-respondents and their perceived competence in balancing academic and behavioral demands in inclusive classrooms. These inputs were subjected to a process that involved data collection, organization, and statistical analysis, leading to outputs in the form of empirical findings and a proposed Action Plan. The Action Plan was designed to strengthen inclusive education practices by addressing identified gaps in teachers' instructional and behavioral management competencies, thereby serving as a practical guide for school administrators and other stakeholders.

The research was conducted at Buanoy National High School, a public secondary school located in Barangay Buanoy, Balamban, Cebu. The school caters to a diverse student population from varying socioeconomic backgrounds and with differing academic and behavioral needs, making inclusive education both a priority and a continuing challenge. The institution offers both Junior High School and Senior High School programs, serving learners from Grades 7 to 12, which allowed the study to capture a broad perspective on inclusive practices across multiple grade levels. The school has implemented various initiatives aimed at supporting inclusive education, including differentiated instruction, peer mentoring, and values-based activities to promote positive discipline and learner engagement. Despite these efforts, teachers continue to face challenges in balancing instructional quality with effective behavioral management, making the school an appropriate and relevant locale for the study.

The respondents of the study were thirty public secondary school teachers from Buanoy National High School who were directly involved in handling inclusive classrooms. The respondents were selected through purposive sampling, as this technique allowed the researcher to intentionally choose participants who possessed relevant experience and exposure to inclusive teaching, including working with learners who exhibited diverse academic abilities and behavioral needs. The sample size was considered adequate for a descriptive–correlational study, as it provided sufficient representation of the target population while remaining manageable for detailed analysis. Moreover, the number of respondents closely reflected the total population of teachers handling inclusive classrooms in the school, thereby enhancing the contextual accuracy and reliability of the findings.

Data were gathered using an adapted survey questionnaire designed to assess teachers' perceived competence in balancing academic and behavioral demands in inclusive classrooms. The instrument was derived from validated international studies and modified to ensure cultural and contextual relevance to the Philippine secondary education setting. The section measuring academic demands was adapted from Lee et al. (2020), while the section assessing behavioral demands was based on the work of Moberg et al. (2020). The questionnaire consisted of three parts:

the first gathered demographic information; the second measured teachers' perceived ability to balance academic demands, including differentiated instruction and curriculum adaptation; and the third assessed teachers' perceived ability to manage behavioral demands, such as classroom discipline and positive behavior support. Responses were measured using a four-point Likert scale ranging from strongly disagree to strongly agree. Contextual modifications were made to reflect Philippine classroom realities, including alignment with the K to 12 curriculum, limited resources, and culturally appropriate behavioral management practices, thereby enhancing the content validity of the instrument.

The data-gathering procedure was conducted systematically to ensure ethical compliance and data accuracy. Prior to data collection, formal permission was obtained from the school principal through a transmittal letter, and coordination was made with school officials to identify eligible participants. An orientation was conducted to explain the purpose of the study, the procedures involved, and the ethical safeguards in place. Informed consent was secured from all participants, and only those who voluntarily agreed were included in the study. The questionnaires were personally administered by the researcher during free periods or designated breaks to minimize disruption to instructional activities. Completed questionnaires were retrieved promptly, reviewed for completeness, and prepared for data encoding and analysis.

The collected data were treated with strict confidentiality and analyzed using appropriate statistical tools. Frequency counts and percentages were used to describe the demographic profile of the respondents. Weighted mean scores were computed to determine the level of teachers' perceived competence in balancing academic and behavioral demands, while standard deviation was used to assess the variability of responses. To determine the relationship between teachers' perceived academic and behavioral competence, the Pearson product-moment correlation coefficient was employed. The scoring procedure was based on a four-point Likert scale, with higher scores indicating stronger perceived competence in managing academic and behavioral demands in inclusive classrooms.

Ethical considerations were strictly observed throughout the conduct of the study to protect the rights and welfare of the participants. Informed consent was obtained from all respondents, ensuring that they were fully aware of the purpose and procedures of the study and that their participation was voluntary. Confidentiality and anonymity were maintained by coding all responses and restricting access to raw data. The principles of beneficence and non-maleficence guided the research, ensuring that the study posed no harm and aimed to contribute positively to the improvement of inclusive education practices. Formal approval and coordination with school authorities were secured prior to data collection to ensure compliance with institutional policies and ethical standards.

## RESULTS AND DISCUSSION

This chapter presents the results and discussion of the study on teachers' perceived competence in balancing academic and behavioral demands in inclusive classrooms at Buanoy National High School. The data were gathered from thirty teacher-respondents who were purposively selected because they were directly involved in handling inclusive classrooms during the 2025–2026 school year. As described in the methodology, the study employed a descriptive–correlational design and utilized an adapted survey questionnaire to collect data on teachers' demographic characteristics, perceived academic competence, perceived behavioral competence, and the relationship between these two domains. The results are presented through integrated

analysis and interpretation to provide a clear understanding of teachers' profiles, strengths, and challenges in inclusive education.

### Demographic profile of the respondents

The demographic characteristics of the thirty teacher-respondents provide important context for interpreting their perceived competence in inclusive classrooms. In terms of age, the majority of teachers belonged to the younger age brackets, with 36.67% aged 20–25 years and 30.00% aged 26–30 years. Smaller proportions were found in the older age groups, with only 13.33% aged 31–35 years, 6.67% aged 36–40 years, 10.00% aged 41–45 years, and 3.33% aged 46–50 years. This distribution indicates that most respondents were early-career teachers who were relatively new to the profession. Such a profile suggests a workforce that is energetic, adaptable, and open to innovative practices, but potentially limited in long-term experience in managing complex instructional and behavioral demands inherent in inclusive classrooms.

In terms of gender, female teachers comprised 60.00% of the respondents, while male teachers accounted for 40.00%. This predominance of female teachers reflects broader trends in Philippine public secondary schools and may influence classroom dynamics through stronger emphasis on communication, empathy, and relational approaches to teaching. The combined age and gender profile highlights the importance of structured mentoring, sustained professional development, and institutional support to help younger teachers, particularly those early in their careers, effectively balance academic rigor with behavioral management in inclusive settings.

Educational attainment further contextualizes teachers' perceived competence. Half of the respondents (50.00%) held a bachelor's degree, while 16.67% had earned master's degree units and another 16.67% had completed a master's degree. None of the respondents reported doctoral-level study. This profile indicates that while the majority of teachers possessed foundational academic preparation, only a limited number had advanced graduate training. Teachers with higher educational attainment are generally expected to have greater exposure to research-based instructional strategies, differentiated instruction, and inclusive education frameworks. The findings therefore underscore the need for continuous professional development to supplement formal education and enhance teachers' capacity to address diverse academic and behavioral needs effectively.

The length of service of the respondents further illustrates the early-career nature of the teaching workforce. Most teachers (60.00%) had one to five years of teaching experience, followed by 26.67% with six to ten years of service. Only 10.00% had served for 11–15 years, and a very small proportion (3.33%) had more than 16 years of experience. This distribution suggests that while teachers may bring enthusiasm and adaptability to inclusive classrooms, many may still be developing confidence and practical expertise in managing diverse learners. Experienced teachers often possess deeper classroom management skills and instructional flexibility, whereas less experienced teachers may require targeted mentoring and hands-on support to effectively balance academic and behavioral demands.

With regard to teaching position, half of the respondents (50.00%) held the rank of Teacher II, while 20.00% were Teacher I, 10.00% were Teacher III, and 20.00% were Master Teachers. This distribution indicates a workforce largely composed of mid-level teachers, with fewer occupying senior instructional leadership roles. Teachers in higher positions, particularly Master Teachers, typically have greater responsibility for mentoring peers, leading instructional initiatives,

and modeling effective inclusive practices. In contrast, entry-level and mid-level teachers may depend more heavily on guidance, structured frameworks, and professional learning opportunities to strengthen their competence in inclusive classrooms.

Overall, the demographic findings suggest that teachers' perceived competence in balancing academic and behavioral demands is closely linked to their age, experience, educational background, and professional position. While the respondents demonstrate enthusiasm, adaptability, and relational strengths, the data point to the necessity of sustained professional development, mentorship, and institutional support to ensure effective and confident implementation of inclusive education practices.

### Balancing academic demands in inclusive classrooms

Teachers' perceived competence in balancing academic demands in inclusive classrooms was generally high, as reflected in an aggregate mean of 3.27, interpreted as strongly agree. The highest levels of agreement were observed in adapting lesson plans to meet diverse learning needs, which obtained a mean of 3.57, indicating that teachers felt highly capable of modifying instruction to accommodate learner diversity. Teachers also strongly agreed that they adjusted pacing and workload to ensure all students could succeed and provided additional support during assessments for students with special needs, both with means of 3.37. These findings suggest that respondents were confident in employing flexible instructional strategies that promote equitable learning opportunities while maintaining academic rigor.

Other indicators further reinforced teachers' academic competence in inclusive settings. Respondents strongly agreed that they collaborated with special education staff to modify academic content, utilized varied instructional strategies to support students with special needs, regularly monitored and adjusted teaching methods, and engaged in professional development to improve inclusive teaching practices, all of which obtained means above 3.25. These results indicate a proactive approach to inclusive instruction, characterized by collaboration, reflection, and continuous learning.

However, slightly lower mean scores were observed in differentiating assessments to accommodate students with disabilities (3.03), allowing learners to respond in different formats (3.13), and maintaining high academic expectations for all students regardless of ability (3.17), all of which were interpreted as agree rather than strongly agree. While these scores still indicate positive perceptions, they suggest areas where teachers may experience challenges, possibly due to limited experience, insufficient training in alternative assessment strategies, or constraints related to resources and time. These findings imply that although teachers demonstrate strong overall academic competence, further support is needed to enhance more nuanced instructional practices, particularly in assessment differentiation and flexible modes of learner expression.

The results indicate that teachers at Buanoy National High School are generally well-prepared to manage academic demands in inclusive classrooms. Their confidence in lesson adaptation, instructional flexibility, and learner support reflects a strong foundation for inclusive education. Nonetheless, the identified areas for improvement highlight the importance of targeted professional development focusing on assessment practices and inclusive evaluation strategies to further strengthen academic outcomes for diverse learners.

### Managing behavioral demands in inclusive classrooms



Teachers' perceived competence in managing behavioral demands in inclusive classrooms yielded an aggregate mean of 3.01, interpreted as agree. This indicates a moderate to strong level of confidence in handling student behavior, though not as high as their perceived academic competence. Teachers generally agreed that they implemented clear behavioral expectations, utilized positive reinforcement strategies, adapted classroom management techniques for students with disabilities, maintained structured classroom environments, and collaborated with support staff to address behavioral concerns. These findings suggest that teachers possess foundational skills in classroom management and are aware of the importance of structured and supportive behavioral practices in inclusive settings.

Despite these positive perceptions, the overall mean indicates that managing behavioral demands remains a more challenging aspect of inclusive teaching. Teachers also agreed that they provided individualized behavioral interventions, involved parents in addressing behavioral concerns, and regularly assessed and adjusted behavioral strategies, but these areas did not reach the level of strong agreement. This suggests that while teachers understand appropriate behavioral management principles, consistently implementing them in diverse and complex classroom contexts may be difficult. Such challenges may be attributed to limited experience, insufficient access to specialized behavioral training, or the inherent complexity of addressing diverse emotional and behavioral needs within inclusive classrooms.

The findings highlight the need for sustained support systems, including mentoring, professional development, and collaboration with guidance counselors and other specialists, to strengthen teachers' behavioral management competence. Enhancing teachers' skills in positive discipline, individualized interventions, and parent collaboration is essential for fostering a classroom climate that supports both academic learning and positive social behavior.

#### Relationship between managing behavioral demands and balancing academic demands

The relationship between teachers' perceived competence in managing behavioral demands and balancing academic demands was examined using Pearson's correlation coefficient. The analysis yielded an  $r$ -value of  $-0.32$ , indicating a negligible negative correlation, with a  $p$ -value of  $0.32$ , which exceeded the  $0.05$  level of significance. As a result, the null hypothesis was not rejected, indicating that there was no statistically significant relationship between the two variables.

This finding suggests that teachers' competence in managing behavioral demands does not necessarily correspond with their competence in balancing academic demands in inclusive classrooms. In practice, this implies that teachers may be proficient in adapting instruction and addressing academic diversity without being equally strong in behavioral management, or vice versa. The absence of a significant relationship underscores the idea that academic and behavioral competencies are distinct domains that require different skills, strategies, and forms of professional support.

These results highlight the complexity of inclusive teaching, where success in one area does not automatically translate to effectiveness in another. The findings emphasize the importance of comprehensive professional development programs that address academic adaptation and behavioral management as related but independent competencies. Strengthening both domains through targeted training, mentoring, and institutional support is essential for equipping teachers to meet the multifaceted demands of inclusive classrooms effectively and sustainably.

## CONCLUSION

The findings of this study indicate that teachers at Buanoy National High School generally possess a strong level of perceived competence in balancing academic and behavioral demands in inclusive classrooms during the 2025–2026 school year. Drawing from the results and discussion, the study revealed that the teaching workforce is predominantly young, early in their careers, and largely female, with most teachers holding bachelor's degrees and occupying mid-level teaching positions. This demographic profile reflects a group of educators who are energetic, adaptable, and open to inclusive practices, yet still in the process of developing extensive experience in managing the multifaceted challenges of inclusive education. These characteristics provide important context for understanding teachers' strengths and areas for growth in balancing instructional and behavioral responsibilities.

In terms of academic demands, teachers demonstrated a high level of perceived competence, particularly in adapting lesson plans, adjusting pacing and workload, collaborating with special education staff, and providing additional academic support to learners with special needs. The strong agreement across these indicators suggests that teachers are confident in implementing inclusive instructional strategies that promote equitable access to learning while maintaining academic standards. Their ability to modify instruction and engage in professional development reflects a solid foundation in inclusive teaching practices. However, the results also revealed comparatively lower confidence in more technical aspects of academic instruction, such as differentiating assessments and allowing multiple response formats, indicating the need for further enhancement of assessment-related competencies.

With respect to behavioral demands, teachers reported a moderate to strong level of perceived competence. They generally agreed that they were able to implement clear behavioral expectations, utilize positive reinforcement, maintain structured classroom environments, and collaborate with support staff. Nevertheless, the overall level of confidence in managing behavioral demands was lower than that observed for academic demands. This suggests that while teachers possess foundational classroom management skills, they encounter greater challenges in consistently applying individualized behavioral interventions, engaging parents in behavior-related concerns, and sustaining effective behavior management strategies over time. These findings underscore the complexity of behavioral management in inclusive classrooms and highlight the need for sustained guidance, mentoring, and access to specialized support.

Importantly, the study established that there was no significant relationship between teachers' perceived competence in managing behavioral demands and their perceived ability to balance academic demands. The negligible and non-significant correlation indicates that competence in one domain does not necessarily translate to competence in the other. This finding reinforces the notion that academic instruction and behavioral management are distinct yet equally critical components of inclusive teaching, each requiring specific skills, strategies, and forms of professional development. As such, effective inclusive education depends on strengthening both domains independently while recognizing their complementary roles in supporting student learning and well-being.

In light of these findings, the study concludes that while teachers at Buanoy National High School are generally well-prepared to meet the academic demands of inclusive classrooms, greater support is needed to enhance behavioral management competencies and technical assessment skills. To address these needs, the implementation of the proposed Action Plan is strongly recommended.

The Action Plan should focus on strengthening teachers' capacity to design and implement differentiated and modified assessments that accurately capture the progress of diverse learners, as well as improving consistency in the application of clear and structured behavioral expectations. Equally important is the promotion of active parent involvement and collaboration with support personnel to reinforce positive behavior and learner engagement.

By providing structured guidance, targeted training, and practical resources, the proposed Action Plan can support teachers in developing balanced competence across both academic and behavioral domains. Such initiatives are expected to enhance teachers' confidence, effectiveness, and resilience in inclusive classrooms, ultimately contributing to improved student learning outcomes, positive classroom climates, and the sustainable implementation of inclusive education practices at Buanoy National High School.

## REFERENCES

Calandri, E., Mastrokourou, S., Marchisio, C., Monchietto, A., & Graziano, F. (2025). Teacher emotional competence for inclusive education: A systematic review. *Behavioral Sciences*, 15(3), 359. <https://doi.org/10.3390/bs15030359>

Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.

Dill, A. L. (2022). *Balancing act: Exploring how teachers of students with emotional and behavioral disabilities balance workload demands and limited resources* (Doctoral dissertation, California State University, Long Beach). ProQuest Dissertations & Theses Global.

Donath, J. L., Lüke, T., Graf, E., Tran, U. S., & Götz, T. (2023). Does professional development effectively support the implementation of inclusive education? A meta-analysis. *Educational Psychology Review*, 35(1), Article 30. <https://doi.org/10.1007/s10648-022-09705-0>

Gadaza, A., Manera, A., Santos, S., Alih, C., & Caban, R. (2025). Reviving the past, teaching the future: The role of Philippine cultural heritage in curriculum development of teacher education programs. *International Journal on Culture, History, and Religion*, 7(SI2), 80–97.

Gainey, N. W. (2020). *Inclusive classrooms: Elementary regular classroom teachers' perceived stressors and supports needed to effectively teach students with special needs* (Doctoral dissertation, Southeastern University). ProQuest Dissertations & Theses Global.

Garrote, A., Felder, F., Krähenmann, H., Schnepel, S., Sermier Dessemontet, R., & Moser Opitz, E. (2020). Social acceptance in inclusive classrooms: The role of teacher attitudes toward inclusion and classroom management. *Frontiers in Education*, 5, 582873. <https://doi.org/10.3389/educ.2020.582873>

Goldan, J., Nusser, L., & Gebel, M. (2022). School-related subjective well-being of children with and without special educational needs in inclusive classrooms. *Child Indicators Research*, 15(4), 1313–1337. <https://doi.org/10.1007/s12187-022-09898-1>

- Ismailov, M., & Chiu, T. K. F. (2022). Catering to inclusion and diversity with universal design for learning in asynchronous online education: A self-determination theory perspective. *Frontiers in Psychology*, 13, 819884. <https://doi.org/10.3389/fpsyg.2022.819884>
- Lee, F. L. M., Yeung, A. S., Tracey, D., & Barker, K. (2020). Inclusion of children with special needs in early childhood education: What teacher characteristics matter. *Topics in Early Childhood Special Education*, 35(2), 79–88. <https://doi.org/10.1177/0271121413513032>
- Lindner, K. T., Nusser, L., Gehrler, K., & Schwab, S. (2021). Differentiation and grouping practices as a response to heterogeneity: Teachers' implementation of inclusive teaching approaches in regular, inclusive, and special classrooms. *Frontiers in Psychology*, 12, 676482. <https://doi.org/10.3389/fpsyg.2021.676482>
- Moberg, S., Muta, E., Korenaga, K., Kuorelahti, M., & Savolainen, H. (2020). Struggling for inclusive education in Japan and Finland: Teachers' attitudes toward inclusive education. *European Journal of Special Needs Education*, 35(1), 100–114. <https://doi.org/10.1080/08856257.2019.1643145>
- Nilholm, C., & Göransson, K. (2020). What is meant by inclusion? An analysis of European and North American journal articles with high impact. *European Journal of Special Needs Education*, 35(3), 321–334. <https://doi.org/10.1080/08856257.2019.1655685>
- Nilsen, S. (2020). Inside but still on the outside? Teachers' experiences with the inclusion of pupils with special educational needs in general education. *International Journal of Inclusive Education*, 24(9), 980–996. <https://doi.org/10.1080/13603116.2018.1503348>
- Pang, F., Yang, L., Tse, C. Y., & Sin, K. F. (2024). Assessing the relationship between teacher inclusive beliefs, behaviors, and competences of students with autism spectrum disorders. *Journal of Autism and Developmental Disorders*. Advance online publication. <https://doi.org/10.1007/s10803-024-06120-5>
- Pang, F., Yang, L., Tse, C. Y., & Sin, K. F. (2025). Assessing the relationship between teacher inclusive beliefs, behaviors, and competences of students with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 55(10), 3631–3646. <https://doi.org/10.1007/s10803-024-06120-5>
- Pelikan, E. R., Lüftenegger, M., Holzer, J., Korlat, S., Spiel, C., & Schober, B. (2021). Learning during COVID-19: The role of self-regulated learning, motivation, and procrastination for perceived competence. *Zeitschrift für Erziehungswissenschaft*, 24(2), 393–418. <https://doi.org/10.1007/s11618-021-01002-x>
- Rajendran, P., Athira, B. K., & Elavarasi, D. (2020). Teacher competencies for inclusive education: Will emotional intelligence do justice? *Shanlax International Journal of Education*, 9(1), 169–182. <https://doi.org/10.34293/education.v9i1.3455>

Sanchez-De Miguel, M., Orkaizagirre-Gomara, A., Izagirre-Otaegi, A., Badiola, I., Ortiz de Elguea-Díaz, F. J., Gomez-Gastiasoro, A., & Goudas, M. (2023). Association among university students' motivation, resilience, perceived competence, and classroom climate from the perspective of self-determination theory. *Education Sciences*, 13(2), 147. <https://doi.org/10.3390/educsci13020147>

Shutaleva, A., Martyushev, N., Nikonova, Z., Savchenko, I., Kukartsev, V., Tynchenko, V., & Tynchenko, Y. (2023). Sustainability of inclusive education in schools and higher education: Teachers and students with special educational needs. *Sustainability*, 15(4), 3011. <https://doi.org/10.3390/su15043011>

Soares, D. A., Harrison, J. R., Melloy, K., Baran, A., & Mohlmann, M. (2022). Practice-to-research: Responding to the complexities of inclusion for students with emotional and behavioral disorders with recommendations for schools. *NASSP Bulletin*, 106(2), 77–108. <https://doi.org/10.1177/01926365221092607>

Tiernan, B., Casserly, A. M., & Maguire, G. (2020). Towards inclusive education: Instructional practices to meet the needs of pupils with special educational needs in multigrade settings. *International Journal of Inclusive Education*, 24(7), 787–807. <https://doi.org/10.1080/13603116.2018.1542369>

Ulutorti, G. A., & Roseline, N. I. (2025). Assessment and evaluation of classroom management in teaching a class with acting-out students: A case study of an all-inclusive class. *Journal of Theoretical and Empirical Studies in Education*, 10(1), 108–125.

Xue, R., Chai, H., Yao, L., & Fu, W. (2023). The influence of school inclusive education climate on physical education teachers' inclusive education competency: The mediating role of teachers' agency. *Frontiers in Psychology*, 14, 1079853. <https://doi.org/10.3389/fpsyg.2023.1079853>