

Regular Teachers' Competence in Managing Conflicting Curriculum Demands in Inclusive Education

Bebegrace Dumagan

Cebu Technological University, Main Campus, cor. M.J. Cuenco Ave. & R. Palma St., Cebu City, Philippines

janetabella0928@gmail.com

Abstract:

This study examined the relationship between the workload of regular teachers and their ability to navigate conflicting curriculum demands in inclusive classrooms at Bago Elementary School during School Year 2025–2026. A descriptive-correlational research design was employed. The study involved regular teacher-respondents selected through purposive sampling. Data were gathered using an adapted survey questionnaire that measured teachers' ability to navigate conflicting curriculum demands and their workload in managing curriculum and classroom responsibilities. Frequency, percentage, weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient were used to analyze the data. Results showed that the respondents generally demonstrated the ability to navigate conflicting curriculum demands in inclusive classrooms, particularly in using differentiated instructional strategies, maintaining learner engagement, and adjusting teaching approaches. However, they experienced workload demands associated with balancing curriculum requirements and inclusive practices, preparing instructional materials, completing instructional tasks, and managing administrative responsibilities. The findings also showed that teachers had limited time for lesson planning, curriculum planning, and collaboration. Correlation analysis revealed a weak positive but statistically insignificant relationship between teachers' workload and their ability to navigate conflicting curriculum demands. The study concluded that workload was not significantly associated with teachers' perceived ability to manage conflicting curriculum demands. It recommended the development and implementation of an Action Plan addressing instructional adaptation, curriculum management, workload concerns, and support mechanisms for inclusive education.

Keywords: Special Education, Teachers' Workload, Conflicting Curriculum Demands, Action Plan, Descriptive-Correlational Research, Bago Elementary School

Introduction

The Problem and Its Scope

Rationale of the Study

Inclusive education had emphasized the provision of meaningful learning opportunities for learners with different abilities, characteristics, and educational needs. This approach had required teachers to consider learner diversity when planning instruction, implementing classroom activities, assessing learning, and responding to individual differences. In regular classrooms, teachers had been expected to maintain curriculum standards while making appropriate adjustments to ensure that learners could participate and progress according to their needs. Such responsibilities had required teachers to make instructional decisions while managing the different expectations associated with classroom teaching. The interaction between curriculum requirements, learner needs, and teachers' professional responsibilities had therefore become an important consideration in understanding the implementation of inclusive education.

Internationally, White, Fletcher[1] found that teachers in mainstream primary schools experienced difficulty balancing curriculum pacing with individualized support, with conflicts between standard curriculum requirements and inclusive practices reducing instructional quality. Magalong, Torreon[2] reported that high teaching workload adversely affected teacher well-being and performance, limiting time for lesson preparation and adaptive instruction. Ji[3] revealed that Chinese teachers faced dilemmas in inclusive classrooms when attempting to modify curriculum while attending to diverse learner needs, demonstrating that workload and curriculum adaptation pressures were global concerns. These findings indicated that teachers in different educational contexts encountered similar demands in balancing prescribed curriculum expectations with the need to provide responsive and inclusive instruction.

In the Philippine context, teachers had encountered challenges in aligning the K-12 curriculum with the specific needs of learners in inclusive classrooms. Elementary school teachers had been expected to prepare differentiated lesson plans, conduct continuous assessments, provide appropriate learner support, and address individual differences while meeting prescribed curriculum requirements. These responsibilities had added to the demands associated with regular classroom instruction, particularly when teachers had limited time and resources. The simultaneous management of instructional and non-instructional responsibilities had also required teachers to allocate their time and effort across several tasks. This situation had highlighted the practical importance of examining how teachers managed workload and curriculum-related demands within Philippine school environments.

At the national level, Pacaol[4] highlighted that intensified workload in Philippine primary schools compromised teaching quality, as teachers spent substantial time on administrative duties rather than lesson planning. Ambar[5] emphasized the challenges Filipino teachers faced in inclusive classrooms, particularly in balancing multiple responsibilities while adhering to curriculum standards. Yusuf[6] found that workload and professional expectations significantly influenced teachers' effectiveness and classroom management, illustrating the practical effects of heavy teaching responsibilities on instruction. These studies demonstrated that workload remained an important consideration in understanding teachers' capacity to fulfill instructional responsibilities while responding to the varied needs of learners. They also indicated that the demands associated with teaching extended beyond direct classroom instruction and included responsibilities that could affect the time and attention available for curriculum planning and learner support.

At Bago Elementary School, these concerns were relevant to regular teachers who had been expected to implement curriculum requirements while responding to learners with different abilities, learning needs, and levels of readiness. Teachers had managed lesson planning, instructional preparation, assessment, classroom management, documentation, and other school-related responsibilities while addressing the requirements of inclusive classroom instruction. They had also needed to make adjustments in instructional strategies and learning activities to accommodate learner differences without disregarding prescribed curriculum standards. These conditions had made the school an appropriate environment for examining the relationship between teachers' workload and their ability to navigate conflicting curriculum demands. Understanding the experiences of teachers in this specific school context provided a basis for identifying concerns that may have required appropriate instructional and organizational support.

Locally, Dorji, Wangchuk[7] reported that teachers' workload affected lesson delivery and support for diverse learners in primary classrooms in Bhutan, indicating similar regional trends in inclusive education. Sharma[8] noted that teachers' ability to adapt curriculum was critical for inclusive learning, yet high workload and limited planning time hindered effective implementation. Collectively, these studies underscored that workload and the ability to manage conflicting curriculum demands were important considerations in teachers' performance and instructional practices. The findings also emphasized the importance of examining how teachers managed competing responsibilities within actual school environments where curriculum expectations and learner needs had to be addressed simultaneously.

Despite the findings of previous studies, there was limited research in the Philippines that examined the relationship between teachers' workload and their ability to navigate conflicting curriculum demands in inclusive classrooms. Most existing studies had focused on workload or curriculum adaptation separately, leaving a gap in understanding how these concerns were experienced simultaneously by regular teachers. Although teachers' workload had been associated with instructional responsibilities and curriculum adaptation had been examined in relation to diverse learner needs, fewer studies had considered whether workload was significantly related to teachers' ability to manage competing curriculum expectations while addressing learner differences.

This limitation had made it difficult to determine whether teachers who experienced greater workload demands also differed in their perceived ability to navigate conflicting curriculum requirements. It had also limited the understanding of how teachers managed competing responsibilities when curriculum expectations had to be maintained while addressing differences in learners' abilities, readiness, and support needs. Examining these concerns together was important because workload and curriculum demands had occurred simultaneously within teachers' daily professional responsibilities. A clearer understanding of their relationship could have provided useful information on whether workload conditions were associated with teachers' capacity to modify instruction, balance curriculum requirements, and provide appropriate support to diverse learners. Addressing this gap was therefore important in developing a clearer understanding of the conditions surrounding inclusive classroom instruction and in identifying appropriate forms of support for teachers.

In response to this gap, the study aimed to examine the relationship between the workload of regular teachers and their ability to navigate conflicting curriculum demands in inclusive classrooms at Bago Elementary School during School Year 2025–2026. It also sought to provide a basis for an Action Plan addressing the identified instructional and workload-related concerns. By examining the two variables together, the study provided information on teachers' experiences in managing curriculum requirements, classroom responsibilities, and diverse learner needs. The findings were intended to provide a basis for developing an Action Plan that could support teachers in managing instructional demands, strengthening curriculum adaptation practices, and responding more effectively to the needs of learners in inclusive classrooms.

Theoretical Background

This study is anchored on Role Strain Theory, Self-Efficacy Theory, and Cognitive Load Theory to provide a framework for understanding the challenges faced by regular teachers in inclusive classrooms. These theories explain how teachers' workload, competence, and cognitive capacity affect their ability to manage conflicting curriculum demands. Role Strain Theory highlights pressures from fulfilling multiple, often competing roles; Self-Efficacy Theory emphasizes the influence of teachers' belief in their capabilities on adapting instruction; and Cognitive Load Theory illustrates the mental demands of balancing complex tasks with student-centered teaching. Together, they provide a lens to examine how workload and instructional demands shape teacher effectiveness in inclusive settings.

Complementing this theoretical framework, the study is guided by key legal bases for inclusive education. Republic Act No. 10533, the Enhanced Basic Education Act of 2013, mandates a learner-centered K-12 curriculum that supports inclusive instruction. Republic Act No. 9442, the Magna Carta for Persons with Disabilities, ensures equitable access and requires accommodations for learners with disabilities. The Convention on the Rights of Persons with Disabilities reinforces the right to quality, inclusive education internationally. Together, these theories and legal mandates provide both the conceptual and regulatory foundation for examining how teachers' workload, competence, and curriculum adaptation influence their ability to deliver effective inclusive instruction.

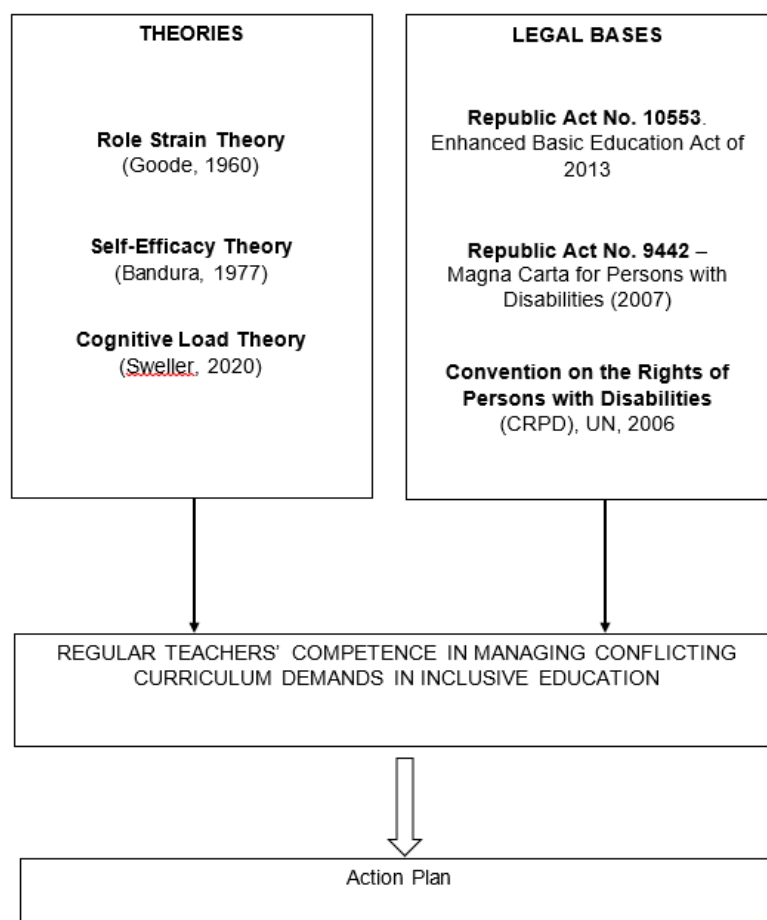


Figure 1. Theoretical Framework of the Study

William J. Goode proposed Role Strain Theory in 1960, explaining that individuals experience strain when they are required to fulfill multiple roles or expectations that compete for their limited time, energy, and resources. When the demands of these roles become excessive or conflicting,

individuals may struggle to perform them effectively, resulting in stress, reduced performance, or difficulty prioritizing responsibilities.

In the context of this study, Role Strain Theory helps explain the challenges faced by regular teachers in inclusive classrooms. Teachers are expected to fulfill several responsibilities simultaneously, including delivering the required curriculum, addressing diverse learner needs, managing classroom behavior, preparing instructional materials, completing administrative tasks, and collaborating with colleagues and parents. These overlapping responsibilities often create conflicting demands, particularly when teachers must modify instruction for learners with different abilities while still meeting prescribed curriculum standards.

The variable level of workload of regular teachers reflects the amount of professional responsibilities teachers must manage, such as lesson planning, assessment preparation, documentation, and participation in school programs. When workload becomes excessive, teachers may experience role strain because the time and effort required for each responsibility compete with one another. As a result, their ability to effectively adapt lessons, differentiate instruction, and balance curriculum requirements may be affected.

Similarly, the variable teachers' ability to navigate conflicting curriculum demands in inclusive classrooms represents how well teachers manage these competing expectations. According to Role Strain Theory, teachers who face heavy workload pressures may find it more difficult to adjust curriculum content, pace instruction, and accommodate the needs of learners with disabilities or learning differences. The theory therefore provides a framework for understanding how increased workload can influence teachers' capacity to respond to the complex instructional demands of inclusive education.

Thus, Role Strain Theory supports the assumption of this study that when teachers experience high workload and multiple role expectations, they may encounter difficulty in effectively navigating conflicting curriculum demands. Understanding this relationship can help inform strategies and action plans aimed at reducing role strain and supporting teachers in delivering effective instruction within inclusive classrooms.

White, Fletcher examined teachers' perceptions and experiences in implementing inclusive education in mainstream primary schools through a phenomenological study. Their findings revealed that teachers frequently encounter difficulties when attempting to balance curriculum standards with the diverse learning needs of students in inclusive classrooms. Many teachers reported that adapting lessons while meeting mandated curriculum expectations requires considerable time, effort, and instructional flexibility. The study further emphasized that teachers often experience tension between curriculum pacing and the need to provide individualized support for learners with disabilities. These findings support the present study as they demonstrate the challenges teachers face in navigating conflicting curriculum demands within inclusive learning environments.

Similarly, Magalong, Torreon investigated teaching workload management and its impact on teachers' well-being and effectiveness. The results indicated that excessive workload, including lesson preparation, documentation, and administrative responsibilities, significantly affects teachers' performance and overall instructional effectiveness. Teachers with heavier workloads reported experiencing higher levels of stress and reduced time for planning differentiated instruction. The study concluded that effective workload management is essential for maintaining teaching quality and teacher productivity. These findings support the variable concerning the level of workload of regular teachers and its possible influence on their ability to manage instructional demands in inclusive classrooms.

In another study, Ji explored the dilemmas faced by teachers in implementing inclusive education. The findings revealed that teachers often struggle with the challenge of modifying the curriculum

while simultaneously addressing the diverse abilities of learners. Factors such as limited training in inclusive education, large class sizes, and competing instructional responsibilities were identified as major barriers that hinder teachers' ability to effectively implement inclusive practices. This supports the present study by highlighting how multiple classroom responsibilities can create conflicting curriculum demands for teachers.

Dorji, Wangchuk examined teachers' workload and its influence on classroom teaching effectiveness in primary schools. The findings indicated that teachers who experience heavier workloads often encounter difficulties in maintaining instructional quality and preparing effective learning activities. Teachers reported that excessive teaching assignments, paperwork, and participation in school-related activities reduce the time available for lesson planning and instructional preparation. The study emphasized that managing teachers' workload is crucial in promoting effective teaching and improving classroom performance. This finding reinforces the importance of examining the level of workload among regular teachers.

Sharma highlighted the significance of curriculum adaptation and modification in creating effective inclusive learning environments. The study found that teachers who are capable of adjusting instructional strategies, materials, and learning activities are better able to address the diverse needs of learners in inclusive classrooms. However, the study also revealed that teachers often face difficulties in implementing curriculum modifications due to limited time, resources, and professional support. These findings support the variable concerning teachers' ability to navigate conflicting curriculum demands in inclusive classrooms.

Furthermore, Christogonus-Anyanwu, Imiruaye[9] investigated the relationship between teachers' workload and effective teaching. The findings revealed that an increase in teachers' workload negatively affects teaching performance and classroom effectiveness. Teachers who experience excessive workload tend to have limited time for student-centered instruction, instructional planning, and individualized learner support. The study concluded that heavy workload can hinder teachers' ability to effectively perform their teaching roles. This finding supports the assumption of the present study that workload may influence teachers' capacity to address the complex demands of inclusive instruction.

Self-Efficacy Theory, developed by Albert Bandura, explains that individuals' beliefs about their capabilities to perform specific tasks influence how they approach challenges, exert effort, and persist in difficult situations. According to this theory, people with strong self-efficacy are more likely to demonstrate confidence in managing complex responsibilities, while those with lower self-efficacy may experience difficulty coping with demanding tasks or competing expectations. Self-efficacy therefore plays a critical role in shaping behavior, decision-making, and performance in professional settings.

In the context of education, teachers' self-efficacy refers to their belief in their ability to effectively manage classroom instruction, address diverse student needs, and implement appropriate teaching strategies. Teachers with strong instructional self-efficacy tend to demonstrate greater flexibility in adapting their teaching methods, maintaining classroom organization, and responding to instructional challenges. This belief in their capability allows them to handle complex classroom situations more confidently and effectively.

In relation to the present study, Self-Efficacy Theory helps explain the variable regular teachers' ability to navigate conflicting curriculum demands in inclusive classrooms. Inclusive classrooms often require teachers to modify instruction, differentiate learning activities, and balance curriculum requirements while supporting students with varying abilities. Teachers who possess strong self-efficacy are more likely to feel capable of adapting the curriculum and implementing strategies that address diverse learner needs without compromising the intended learning competencies.

The theory is also relevant to the variable level of workload of regular teachers in managing curriculum and classroom responsibilities. When teachers experience heavy workload, including multiple teaching assignments, administrative duties, and classroom management responsibilities, their perceived ability to effectively perform these tasks may be challenged. However, teachers with high levels of self-efficacy are more likely to remain resilient and persistent despite these demands, allowing them to continue adapting instructional strategies and maintaining effective teaching practices.

Thus, Self-Efficacy Theory provides a useful framework for understanding how teachers' beliefs in their professional competence influence their ability to respond to the demands of inclusive education. It supports the assumption that teachers who possess stronger confidence in their teaching abilities are better equipped to manage workload pressures and successfully navigate conflicting curriculum demands in inclusive classrooms.

Olson, Roberts[10] explored the challenges encountered by special education teacher educators in preparing teachers for inclusive practice. Their findings revealed that educators face multiple institutional and instructional barriers when implementing inclusive education programs. These barriers include heavy teaching responsibilities, limited instructional resources, and the need to address diverse student needs simultaneously. The study emphasized that educators often struggle to balance curriculum expectations with the demands of inclusive teaching, which reflects the complexity of managing multiple responsibilities in educational settings. These findings support the present study by illustrating how competing professional demands can affect teachers' ability to navigate instructional requirements in inclusive classrooms.

Similarly, Nuwaha[11] examined the relationship between teachers' workload and their effectiveness in secondary schools in Uganda. The study found that increased workload negatively influenced teachers' teaching effectiveness, particularly when teachers were required to handle numerous instructional and administrative tasks. Teachers who reported excessive workload experienced limited time for lesson preparation and individualized student support. The study concluded that reducing workload pressures could improve teaching effectiveness and classroom performance. These findings support the variable concerning the level of workload of regular teachers in managing curriculum and classroom responsibilities.

Ambar investigated educators' perspectives on teaching English to inclusive students in regular classrooms. The findings indicated that teachers often experience difficulties in addressing the diverse learning needs of inclusive students while still meeting curriculum expectations. Teachers reported that adapting instructional strategies and materials requires significant time and preparation, particularly when classes include learners with varying language proficiency and learning abilities. The study highlighted that teachers' ability to adjust instruction is critical in ensuring inclusive learning, which aligns with the present study's focus on teachers' ability to navigate conflicting curriculum demands.

Angana, Abellana[12] evaluated the impact of workload and school environment on teachers' occupational strain. Their findings revealed that heavy workload, combined with demanding school responsibilities, contributes significantly to teachers' occupational stress and reduced job satisfaction. Teachers experiencing high workload reported difficulty maintaining instructional quality and balancing their professional responsibilities. The study emphasized that excessive workload can negatively influence teachers' teaching performance and their ability to effectively manage classroom tasks. This finding supports the assumption that workload may affect teachers' capacity to manage competing curriculum and classroom demands.

Mansouri[13] examined teachers' insights on cultivating inclusive education for students with complex support needs. The findings showed that teachers recognize the importance of inclusive practices but often face challenges in implementing them effectively due to time constraints, limited

training, and competing instructional responsibilities. Teachers reported that adapting the curriculum to accommodate students with complex needs requires careful planning and instructional flexibility. However, these efforts can be hindered by workload demands and limited institutional support. These findings reinforce the relevance of examining teachers' ability to manage curriculum adaptation in inclusive settings.

In another study, Pacaol conducted a qualitative case study on teachers' workload intensification and its implications on teaching quality. The study revealed that teachers often experience workload intensification due to additional responsibilities such as documentation, reporting, and extracurricular activities. As a result, teachers have less time to focus on instructional planning and student-centered learning activities. The study concluded that increasing workload pressures may compromise teaching quality and teachers' effectiveness in the classroom. This supports the present study's focus on the relationship between teachers' workload and instructional performance.

Büscher, Prediger[14] examined teachers' practices in integrating the challenging demands of inclusive mathematics education within a professional development program. The study found that teachers are required to simultaneously address curriculum standards and adapt instruction for learners with diverse needs. Teachers reported that balancing these instructional demands requires strong pedagogical skills and adequate support. However, without sufficient time and resources, teachers may struggle to implement inclusive teaching strategies effectively. These findings support the variable related to teachers' ability to navigate conflicting curriculum demands in inclusive classrooms.

Furthermore, Zydziunaite[15] investigated the challenges faced by teachers in leadership roles, particularly focusing on workload, time allocation, and self-esteem. The findings revealed that teachers frequently encounter difficulties in balancing instructional responsibilities with leadership and administrative duties. Excessive workload and limited time allocation were identified as major factors affecting teachers' professional effectiveness. The study emphasized that proper workload management is essential in supporting teachers' performance and well-being. These findings further support the importance of examining teachers' workload in relation to their professional responsibilities.

Cognitive Load Theory, as updated by John Sweller, emphasizes the limitations of human working memory when processing complex information. According to the theory, when individuals are presented with tasks that exceed their cognitive capacity, learning and performance are impaired. Cognitive load can arise from intrinsic factors (the complexity of the material), extraneous factors (inefficient instructional design), or germane factors (the effort required to construct meaningful understanding). Effectively managing cognitive load is essential to optimize learning and task performance.

In the context of this study, Cognitive Load Theory provides a useful framework for understanding the variable regular teachers' ability to navigate conflicting curriculum demands in inclusive classrooms. Inclusive classrooms require teachers to simultaneously manage diverse learner needs, modify instructional strategies, and meet curriculum standards. These demands increase the cognitive load on teachers, particularly when instructional planning, differentiation, and classroom management must occur under time constraints and resource limitations. Excessive cognitive load can therefore limit teachers' capacity to adapt lessons effectively, make instructional decisions, and address individual learner needs.

The theory is also relevant to the variable level of workload of regular teachers in managing curriculum and classroom responsibilities. A higher workload—such as multiple teaching assignments, administrative duties, and assessment responsibilities—contributes to extraneous cognitive load, reducing the mental resources available for instructional planning and curriculum adaptation. Teachers experiencing high workload may struggle to maintain instructional quality,

implement differentiated strategies, and respond to the diverse needs of learners in inclusive classrooms. Cognitive Load Theory thus helps explain why workload intensity can negatively affect teachers' ability to navigate conflicting curriculum demands.

Applying this theory to the present study, it can be inferred that teachers' cognitive capacity plays a central role in their instructional effectiveness. Those with strategies to manage cognitive load—such as structured lesson planning, prioritization of tasks, or use of instructional supports—are likely better able to balance curriculum requirements with inclusive teaching practices. Conversely, teachers with excessive workload or poorly managed instructional tasks may experience cognitive overload, reducing their effectiveness in navigating conflicting curriculum demands.

Therefore, Cognitive Load Theory supports the assumption of this study that teachers' workload and the complexity of inclusive classroom demands directly influence their ability to adapt instruction and implement curriculum effectively. It provides a theoretical lens to understand the interplay between workload, cognitive capacity, and instructional decision-making in inclusive education.

Khattak, Ullah, Imran[16] examined the role of emotional intelligence in supporting inclusive education. Their findings revealed that teachers with higher emotional intelligence are better able to manage classroom challenges, including diverse learner needs and conflicting curriculum demands. Teachers reported that being able to regulate their emotions and respond adaptively to student behaviors enhanced their capacity to implement differentiated instruction and balance multiple instructional expectations. This study supports the present research by showing that teachers' personal competencies, such as emotional and cognitive management, can influence their ability to navigate conflicting curriculum demands in inclusive classrooms.

Kanwal, Rafiq, Afzal[17] investigated the impact of workload on teachers' efficiency and students' academic achievement at the university level. The findings indicated that excessive workload reduces teachers' effectiveness in instructional delivery, lesson planning, and assessment. Teachers under high workload reported lower efficiency, which negatively affected students' learning outcomes. These results underscore the importance of studying the level of workload of regular teachers, as heavy workload can hinder their capacity to meet curriculum requirements and provide quality instruction.

Pugach[18] explored the role of curriculum theory in teacher education for inclusion. The study found that teachers often struggle to reconcile curriculum demands with the needs of diverse learners, especially when they lack preparation in inclusive instructional strategies. Teachers highlighted that insufficient understanding of curriculum adaptation principles limits their ability to navigate conflicting instructional demands. This supports the variable concerning teachers' ability to navigate conflicting curriculum demands, emphasizing that knowledge and training in curriculum theory are critical in inclusive classrooms.

Mukhatayev[19] presented a model for planning teachers' workload that accounts for risks and compliance with European higher education standards. Their findings showed that structured workload planning reduces stress and improves instructional effectiveness, while unplanned or excessive workload negatively impacts teacher performance. These results directly support the present study's focus on teachers' workload and its implications for their professional functioning and instructional management.

Pak[20] investigated the adaptive challenges of curriculum implementation in standards-based reform. The study revealed that teachers frequently encounter conflicts between curriculum mandates and the diverse needs of their students. Successful navigation of these demands required teachers to employ adaptive strategies and instructional modifications. These findings align with the present study's variable of teachers' ability to navigate conflicting curriculum demands.

Yusuf conducted a case study on elementary teachers' professionalism and workload. Their findings indicated that high workload intensifies pressure on teachers, limiting the time and attention available for lesson planning, classroom management, and instructional innovation. The study emphasized that workload is a critical factor affecting teachers' ability to maintain professional standards and deliver quality instruction, supporting the focus on teachers' workload in this study.

Naemy, Yoneda reviewed literature on students with intensive needs in inclusive education systems. The findings highlighted that teachers' ability to meet the needs of students with complex support requirements is often constrained by curriculum demands, large class sizes, and insufficient planning time. The study reinforces the importance of examining teachers' ability to navigate conflicting curriculum demands, as workload and instructional complexity are key barriers in inclusive classrooms.

Rashid[21] studied the impact of work-life balance, workload, and supervisory support on teachers' job performance. They found that excessive workload, compounded by poor support and imbalance between professional and personal responsibilities, negatively affects teachers' performance and instructional quality. This study supports the present research by linking teacher workload to the capacity for effective teaching in complex educational contexts.

Finally, Wang[22] explored the relationship between teachers' perceived workload, challenge-hindrance stress, and work engagement. The findings indicated that high perceived workload increases stress levels, which can hinder teachers' engagement and instructional effectiveness. Teachers who manage workload effectively report better engagement and a greater ability to adapt curriculum and instruction to meet diverse learner needs. This aligns closely with the variables of teachers' workload and ability to navigate conflicting curriculum demands in inclusive classrooms.

Complementing these theories, the legal bases—Republic Act No. 10533, Republic Act No. 9442, and the UN Convention on the Rights of Persons with Disabilities (2006)—establish the policy and rights-oriented context for inclusive education. They mandate that teachers provide equitable, learner-centered instruction while meeting curriculum requirements and supporting learners with diverse needs. Together, the theoretical and legal frameworks underscore the necessity of examining how workload and curriculum adaptation affect teachers' ability to implement inclusive instruction effectively, providing both the conceptual and regulatory rationale for the present study.

Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, mandates the implementation of the K-12 curriculum in the Philippines. It emphasizes a learner-centered and inclusive approach to education, requiring teachers to deliver instruction that meets the diverse needs of students while adhering to curriculum standards. In inclusive classrooms, this law directly affects teachers' workload and instructional responsibilities, as they are expected to plan lessons, assess learners, and differentiate instruction to accommodate students with varying abilities. The Act provides the legal framework for integrating curriculum adaptation into everyday teaching practice, making it essential to examine how teachers navigate conflicting curriculum demands.

The law also underscores the importance of teacher preparation, continuous professional development, and instructional support to ensure effective implementation. For regular teachers, this means managing multiple instructional roles while maintaining adherence to the K-12 curriculum. The requirements set by RA 10533 highlight the potential for role strain and cognitive load, particularly when teachers must balance classroom management, lesson planning, and individualized support for diverse learners. Understanding teachers' ability to manage these demands aligns with the theoretical foundations of Role Strain Theory, Self-Efficacy, and Cognitive Load Theory, providing a framework for investigating workload and curriculum adaptation in inclusive classrooms.

Republic Act No. 9442, the Magna Carta for Persons with Disabilities, ensures that learners with disabilities have equal access to educational opportunities. The law requires schools to provide

reasonable accommodations, support services, and accessible learning environments, thereby promoting equity and inclusion. For teachers, this legal mandate adds additional instructional responsibilities, such as adapting lesson materials, modifying assessment methods, and addressing the individual needs of learners with disabilities. These responsibilities contribute to teachers' overall workload and influence their capacity to balance curriculum demands with inclusive practices.

The law also emphasizes the professional obligation of teachers to implement inclusive strategies effectively. This creates a legal expectation for educators to demonstrate competence in managing diverse classrooms while meeting curriculum objectives. By highlighting teachers' responsibilities to support learners with disabilities, RA 9442 provides a policy foundation for investigating the relationship between workload and teachers' ability to navigate conflicting curriculum demands. The Act aligns with the study's variables, as it underscores both the legal and practical dimensions of inclusive education that affect instructional planning, classroom management, and curriculum adaptation.

The Convention on the Rights of Persons with Disabilities (CRPD), adopted by the United Nations in 2006, establishes the international legal framework for the rights of persons with disabilities, including the right to inclusive, equitable, and quality education. It mandates that education systems ensure learners with disabilities are not excluded and that reasonable accommodations are provided to facilitate meaningful participation. For teachers, this convention reinforces the necessity of modifying instructional approaches and adapting curriculum content to meet the needs of diverse learners, thus directly relating to the study's variables of workload and curriculum navigation.

The CRPD also calls for teacher training, capacity building, and supportive policies to enable effective inclusive education. By setting international standards, the convention emphasizes that teachers' professional competence, planning, and workload management are critical to ensuring equitable educational outcomes. This aligns with the theoretical framework of the study, as managing inclusive classrooms involves balancing curriculum demands with the cognitive and role-related pressures described in Role Strain Theory, Self-Efficacy Theory, and Cognitive Load Theory. The CRPD provides the global legal justification for examining how teachers' workload and instructional abilities impact their capacity to implement inclusive education effectively.

In conclusion, the theoretical and legal foundations of this study collectively highlight the complex interplay between teachers' workload, professional competencies, and the demands of inclusive education. Role Strain Theory, Self-Efficacy Theory, and Cognitive Load Theory provide a framework for understanding how teachers' cognitive capacity, confidence, and multiple role responsibilities influence their ability to navigate conflicting curriculum demands in inclusive classrooms. These theories emphasize that teachers' effectiveness is shaped not only by their skills and beliefs but also by the cognitive and time-related constraints imposed by workload and instructional responsibilities.

The Problem

Statement of the Problem

This study investigated the relationship between the workload of regular teachers and their ability to navigate conflicting curriculum demands in inclusive classrooms in Bago Elementary School during the School Year 2025–2026

Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the teacher-respondents in terms of:
 - 1.1 age and gender,
 - 1.2 years of teaching experience
 - 1.3 highest educational attainment?

2. What is the level of regular teachers' ability to navigate conflicting curriculum demands in inclusive classrooms?
3. What is the level of workload of regular teachers in managing curriculum and classroom responsibilities?
4. Is there a significant relationship between regular teachers' workload and their ability to navigate conflicting curriculum demands in inclusive classrooms?
5. Based on the findings, what Action Plan can be proposed to help teachers manage workload and effectively navigate conflicting curriculum demands in inclusive classrooms?

Statement of Null Hypothesis

Based on the objectives of the study, the following null hypothesis was tested at 0.05 level of significance.

H₀- There is no significant relationship between regular teachers' workload and their ability to navigate conflicting curriculum demands in inclusive classrooms

Significance of the Study

This research sought to determine the extent to which regular teachers at Bago Elementary School were able to manage workload and navigate conflicting curriculum demands in inclusive classrooms during the School Year 2025–2026.

Department of Education. The results provided the Department of Education (DepEd) with timely information on how teachers at Bago Elementary School managed both curriculum requirements and classroom responsibilities in inclusive settings. This evidence helped identify strengths and gaps in teacher capacity, informing policymaking, professional development programs, and resource allocation. In turn, DepEd could strengthen initiatives that promoted effective inclusive education and equitable access for all learners.

Teachers. For teachers at Bago Elementary School, the study provided an opportunity to reflect on their competence in balancing workload with the demands of curriculum adaptation in diverse classrooms. The findings highlighted areas of strength and areas needing improvement, enabling teachers to adopt more effective strategies for lesson planning, instructional delivery, and classroom management. Additionally, the study supported advocacy for in-service training, mentoring, and other professional development opportunities that enhanced their skills in inclusive education.

Learners. Students, particularly those with diverse learning needs, benefited when teachers were equipped to manage workload and adjust curriculum effectively. Competent management of these demands created more inclusive and supportive learning environments, fostering improved academic performance, engagement, and overall well-being.

School Administrators. School leaders at Bago Elementary School gained a clearer understanding of their teaching staff's ability to manage workload and navigate conflicting curriculum demands.

Researcher. For the researcher, this study contributed to personal and professional growth by deepening understanding of workload management, curriculum adaptation, and inclusive teaching in the Philippine context, particularly within Cebu Province. The research experience enhanced academic skills while generating insights that could improve teaching practices in inclusive classrooms.

Future Researchers. This study served as a reference for future scholars examining teacher workload, curriculum adaptation, and inclusive education. It provided a basis for further investigations on the long-term effects of workload on teacher performance, comparative studies across regions, policy evaluation, and the development of teacher support models for inclusive classrooms.

Methodology

This chapter presented the methods and procedures used in the study, detailing how the research addressed the questions and objectives concerning teachers' workload and ability to navigate conflicting curriculum demands in inclusive classrooms. It covered the research design, specifying the type of study; the flow of the study, illustrated using the input-process-output (IPO) model; the research environment, describing the school where the study was conducted; and the respondents, explaining the selection of respondents. Additionally, the chapter outlined the instruments for data collection, the data gathering procedure, the scoring and treatment of data, and the ethical considerations that ensured confidentiality, voluntary participation, and respect for participants' rights.

Design

This study utilized a descriptive-correlational research design to examine regular teachers perceived ability to navigate conflicting curriculum demands and manage workload in inclusive classrooms in selected public schools in Cebu Province for the School Year 2025–2026. The descriptive component profiled the respondents according to gender, age, educational attainment, years of teaching experience, and teaching position, as well as described their perceived workload and competence in handling multiple curriculum demands. This provided a clear understanding of the teachers' demographic characteristics and the extent to which they could manage both instructional and curriculum-related responsibilities.

The correlational component investigated whether a significant relationship existed between teachers' workload and their ability to navigate conflicting curriculum demands. This design was appropriate as it allowed the study not only to describe current practices and perceived competence but also to explore how workload might influence teachers' capacity to adapt and implement inclusive instruction effectively.

As Creswell, Creswell emphasized, descriptive-correlational research was suitable for capturing the present condition of a phenomenon while examining potential relationships between variables in real-world contexts. Applied to this study, this method provided evidence on how workload interacted with teachers' curriculum adaptation skills in inclusive classrooms.

Flow of the Study

The study follows the input-process-output (IPO) model

Input. The input of this study comprised the essential information and variables needed to achieve the research objectives and answer the research questions. First, it included the demographic profile of the teacher respondents, which covered their age, gender, years of teaching experience, and highest educational attainment. This demographic information was crucial for understanding how personal and professional characteristics might influence teachers' perceptions, workload management, and capacity to navigate curriculum demands.

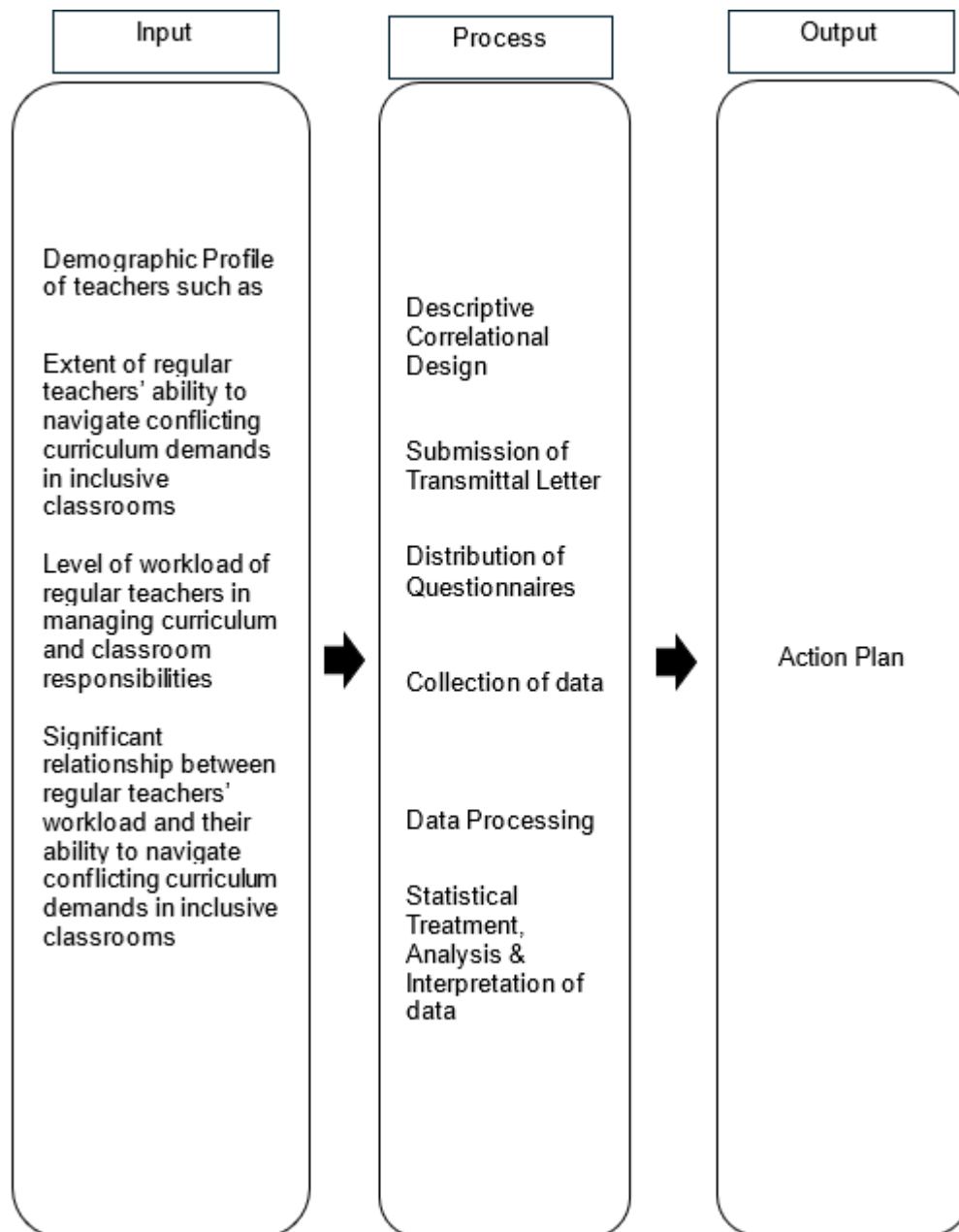


Figure 2. Flow of the Study

Second, the study gathered data on the extent of regular teachers' ability to navigate conflicting curriculum demands in inclusive classrooms, which reflected how effectively they adapted lessons, modified instructional strategies, and balanced the diverse learning needs of students while adhering to curriculum standards.

Third, it examined the level of workload of regular teachers in managing curriculum and classroom responsibilities, highlighting the time, effort, and cognitive demands placed on them as they fulfilled both administrative and instructional tasks. Finally, the input included the information necessary to determine the significant relationship between teachers' workload and their ability to manage conflicting curriculum demands, which provided insight into whether higher workload levels affected teachers' competence in curriculum adaptation and instructional delivery. Collectively, these inputs formed the foundation for the research process, ensuring that the study captured a comprehensive view of both teacher characteristics and professional challenges within inclusive classrooms.

Process. The process of this study followed the steps outlined in its descriptive-correlational design, ensuring systematic data collection and analysis. It began with the submission of the transmittal letter to the school administration, which served to secure permission to conduct the study and inform the stakeholders about its objectives and procedures. Once approval was obtained, the distribution of questionnaires to the selected teacher respondents took place, providing them with structured tools to report on their workload and ability to navigate conflicting curriculum demands. The respondents were informed about the purpose of the study and the manner in which the questionnaire was to be completed. They were also given sufficient time to provide their responses based on their actual experiences and perceptions in managing their workload and curriculum-related responsibilities. After allowing sufficient time for completion, the collection of data was carried out to ensure all responses were accounted for and properly retrieved. Following data gathering, the responses were organized and subjected to data processing, including coding and preparation for statistical analysis.

Finally, the study applied appropriate statistical treatments, analyzed the results, and interpreted the data to identify patterns, describe teacher characteristics, and determine whether a significant relationship existed between workload and teachers' ability to manage conflicting curriculum demands. The processed data were examined in relation to the research questions and objectives to ensure that the results directly addressed the concerns investigated in the study. The findings were then used as a basis for developing the Action Plan addressing the identified concerns related to workload management and the navigation of conflicting curriculum demands in inclusive classrooms.

Output. The output of this study was the Action Plan, which was developed based on the analysis and interpretation of the data collected. The Action Plan aimed to provide practical strategies and recommendations to support regular teachers in managing workload and navigating conflicting curriculum demands in inclusive classrooms.

Environment

Bago Elementary School, situated in Bago, Asturias, Cebu, provided a semi-urban educational environment where teachers managed regular instructional responsibilities alongside the diverse learning needs of pupils. The school environment required teachers to plan lessons, prepare instructional materials, conduct assessments, manage classroom activities, and address differences in learners' abilities, readiness, and learning needs. At the same time, teachers had to comply with curriculum requirements and other school-related responsibilities. These conditions made the school relevant to the study because they reflected the practical demands encountered by regular teachers in managing curriculum expectations while responding to diverse learners in inclusive classrooms.

The school was considered a fit environment for the study because it provided a context in which teachers' workload and their ability to navigate conflicting curriculum demands could be examined within their actual professional responsibilities. The interaction between lesson planning, curriculum implementation, classroom instruction, learner support, and other teaching-related tasks provided a basis for understanding how teachers managed competing demands. Examining these conditions at Bago Elementary School allowed the study to generate context-specific information on teachers' experiences in balancing workload with curriculum adaptation and inclusive instructional practices.



Figure 3. Location Map of the Research Environment

Instrument

The study utilized adapted survey questionnaires as the primary instrument for data collection, divided into three main parts.

Part I gathered the demographic profile of the respondents, including age, gender, length of teaching experience, and highest educational attainment.

Part II focused on the ability of teachers to navigate conflicting curriculum demands in inclusive classrooms, using a 4-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). This section included ten indicators measuring teachers' competence in modifying lesson content, balancing curriculum requirements, adapting instructional materials, using differentiated strategies, and integrating classroom management with curriculum adaptation. Items were adapted from Ainiyah.

Part III assessed the level of workload of regular teachers in managing curriculum planning, classroom responsibilities, and administrative tasks, also using a 4-point Likert scale. Ten indicators captured teachers' perceptions of time availability, task demands, administrative interference, collaboration, and support for non-instructional duties, adapted from Ndia.

To ensure validity and reliability, the instrument was reviewed by a panel of experts in inclusive education and curriculum management. The experts assessed the clarity, relevance, and alignment of the items with the study's objectives, and any items deemed unclear, redundant, or irrelevant were revised.

Respondent

The respondents of this study consisted of regular teachers from Bago Elementary School during School Year 2025–2026. The respondents were selected through purposive sampling to ensure that they possessed the specific characteristics relevant to the study, particularly experience in teaching diverse learners and managing curriculum and classroom responsibilities in an inclusive elementary classroom environment. This sampling approach was appropriate because the study required respondents who had direct experience with the conditions and responsibilities being examined. It allowed the researcher to focus on teachers who could provide direct and meaningful insights into the realities of inclusive education at the elementary level, particularly concerning workload and the ability to navigate conflicting curriculum demands.

Bago Elementary School was chosen as the sole research environment because it provided a semi-urban elementary school context where regular teachers managed curriculum implementation, classroom instruction, learner assessment, classroom management, and the diverse learning needs of pupils. The presence of learners with varying abilities, readiness levels, and learning needs made the school an appropriate environment for examining teachers' workload and their ability to navigate conflicting curriculum demands. The school environment provided respondents who were directly involved in planning and delivering instruction while fulfilling other curriculum and classroom responsibilities, making their experiences relevant to the variables investigated in the study.

The inclusion criteria for the respondents were being regular teaching staff members of Bago Elementary School, having at least one year of teaching experience in an inclusive classroom environment, being directly involved in curriculum implementation and classroom management, and voluntarily agreeing to participate in the study. The exclusion criteria were substitute, volunteer, or part-time teachers without regular classroom responsibilities, teachers who were not handling inclusive classrooms, and those who did not provide consent to participate.

By applying these criteria, the study ensured that the selected respondents could provide relevant and practice-based insights into how teacher workload was associated with their ability to navigate conflicting curriculum demands in inclusive classrooms at Bago Elementary School. The use of purposive sampling was aligned with the descriptive-correlational research design because the study required respondents who had direct and relevant experience of the conditions being examined.

Table 1. Distribution of the Respondents

Grade Level	f	%
Grade 1	5	16.67
Grade 2	5	16.67
Grade 3	5	16.67
Grade 4	5	16.67
Grade 5	5	16.67
Grade 6	5	16.67
Total	30	100.00

Data Gathering Procedure

The data gathering procedure was conducted systematically to ensure that the information collected from the teacher-respondents was accurate, complete, and relevant to the objectives of the study. The procedure was carried out in three stages, namely the preliminary stage, data gathering, and post-data gathering, with each stage following the necessary ethical and administrative requirements.

Preliminary Stage. The researcher began by securing formal approval from the school principal of Bago Elementary School through a transmittal letter. Upon receiving approval, coordination was made with the school head or designated representative to identify the 30 regular teacher-respondents who met the established inclusion criteria and had direct experience in managing diverse learners, curriculum implementation, and classroom responsibilities. The purpose and objectives of the study were clearly explained to the respondents, including the nature of their participation and the procedures involved in answering the questionnaire. They were informed that participation was voluntary and that their responses would be treated with strict confidentiality. Each respondent signed an informed consent form before participating in the study.

Data Gathering. The primary instrument for data collection was a printed survey questionnaire divided into three sections: (1) the demographic profile of the respondents, (2) indicators of teachers' ability to navigate conflicting curriculum demands in inclusive classrooms, and (3) indicators of teachers' workload in managing curriculum and classroom responsibilities. The researcher personally administered the questionnaires at Bago Elementary School and provided clear instructions on how to accomplish each section. The respondents were given sufficient time to complete the questionnaire during an appropriate period that would not interfere with their teaching responsibilities and classroom activities. The researcher was available to clarify procedural concerns regarding the questionnaire while ensuring that the respondents' answers remained their own. This procedure supported the consistent collection of data relevant to the variables investigated in the study.

Post-Data Gathering. Upon collection, the researcher reviewed all accomplished questionnaires for completeness and consistency and ensured that only valid responses were included in the data analysis. The responses were then organized, coded, tabulated, and prepared for statistical treatment. The processed data were subjected to descriptive and correlational analyses to address the research questions and determine the relationship between teachers' workload and their ability to navigate conflicting curriculum demands in inclusive classrooms. Throughout the entire process, the researcher observed ethical standards concerning confidentiality, voluntary participation, informed consent, and responsible handling of research data.

Ethical Considerations

In this study on teachers' workload and their ability to navigate conflicting curriculum demands in inclusive classrooms, several ethical principles were observed to protect the rights, privacy, and well-being of the teacher-respondents.

Informed Consent. All regular teacher-respondents from Bago Elementary School were fully briefed on the purpose, objectives, scope, and procedures of the study before participation. They were informed about the requirements for completing the survey questionnaire and the expected time commitment. Each respondent was required to sign an informed consent form to confirm voluntary participation and understanding of the study. They were also informed that they could decline to answer or withdraw from the study at any point without penalty.

Confidentiality and Anonymity. The personal information and responses of the respondents were treated with strict confidentiality. Names and other identifying information were not included in the presentation, analysis, or reporting of the findings. The collected responses were coded to protect

the identity of the respondents. Access to the raw data was limited to the researcher and authorized individuals involved in the research process. Physical and digital research records were securely maintained to prevent unauthorized access or disclosure.

Voluntary Participation. Participation in the study was entirely voluntary. The teacher-respondents were not coerced, pressured, or unduly influenced to participate. Their decision to participate or not participate did not affect their professional responsibilities, relationship with the school, or access to school-related services.

Beneficence and Non-Maleficence. The study upheld beneficence by generating information that could contribute to understanding teachers' workload and their ability to manage conflicting curriculum demands in inclusive classrooms. The findings could provide a basis for identifying areas requiring instructional, organizational, and professional support. Non-maleficence was observed by ensuring that the data gathering process did not intentionally expose respondents to psychological, social, or professional harm. Questions were limited to information relevant to the objectives of the study.

Ethical Approval and Coordination. Formal approval was secured from the school principal and appropriate school authorities of Bago Elementary School before the conduct of data gathering. Coordination with the school head or designated representative ensured that the research activities were conducted in accordance with school policies and within an appropriate schedule. The researcher maintained transparency and respect throughout the coordination and data gathering process.

Statistical Treatment of Data

To analyze the data collected and address the research questions, appropriate statistical methods were applied.

Frequency Count. Frequency count was employed to summarize the demographic profile of the 30 regular teacher-respondents from Bago Elementary School according to the demographic variables included in the study.

Percentage. Percentage was used to determine the proportion of teacher-respondents according to their respective demographic characteristics. This provided a clearer representation of the distribution of the respondents across the different demographic categories and complemented the frequency counts in describing the respondent group.

Weighted Mean. The weighted mean was used to determine the level of teachers' ability to navigate conflicting curriculum demands in inclusive classrooms and their level of workload in managing curriculum and classroom responsibilities. This statistical measure summarized the respondents' ratings for each indicator and provided a basis for determining the corresponding verbal interpretation of their responses. It also allowed the researcher to identify areas in which teachers demonstrated relatively higher or lower levels of ability and workload based on the indicators included in the questionnaire.

Standard Deviation. Standard deviation was calculated to determine the variability of the respondents' responses to the indicators of their ability to navigate conflicting curriculum demands and workload. This measure indicated the degree to which the individual responses differed from the respective weighted means. It provided additional information on the consistency or variation of the respondents' perceptions regarding curriculum adaptation, instructional responsibilities, workload, and inclusive classroom demands.

Pearson Product-Moment Correlation Coefficient. The Pearson Product-Moment Correlation Coefficient was applied to determine the relationship between teachers' workload and their ability to navigate conflicting curriculum demands in inclusive classrooms. This inferential statistical

measure determined the strength and direction of the relationship between the two variables. The resulting correlation coefficient and corresponding significance value provided the basis for determining whether a statistically significant relationship existed between teachers' workload and their ability to navigate conflicting curriculum demands at Bago Elementary School.

Scoring Procedure

The questionnaire uses a four-point Likert scale to measure teachers' perceived competence in navigating conflicting curriculum demands and managing workload in inclusive classrooms. Responses range from 1 (strongly disagree) to 4 (strongly agree), with higher scores indicating greater self-perceived ability to balance curriculum, classroom responsibilities, and diverse student needs.

Teachers' Perceived Ability to Navigate Conflicting Curriculum Demands in Inclusive Classrooms

Scale	Numerical Rating	Descriptive Rating	Verbal Interpretation
3.26–4.00	4	Strongly Agree	Teachers perceived themselves as highly capable of navigating conflicting curriculum demands while meeting diverse learners' needs.
2.51–3.25	3	Agree	Teachers generally felt capable but recognized areas for improvement in managing curriculum demands.
1.76–2.50	2	Disagree	Teachers perceived limited ability in balancing curriculum requirements with inclusive practices.
1.00–1.75	1	Strongly Disagree	Teachers saw themselves as ineffective in adapting and implementing curriculum in inclusive classrooms.

Level of Workload of Regular Teachers in Managing Curriculum and Classroom Responsibilities

Scale	Numerical Rating	Descriptive Rating	Verbal Interpretation
3.26–4.00	4	Strongly Agree	Teachers perceived their workload as high but manageable, effectively balancing teaching, planning, and administrative tasks.
2.51–3.25	3	Agree	Teachers generally managed their workload but might experience occasional challenges in balancing tasks.
1.76–2.50	2	Disagree	Teachers perceived their workload as heavy and somewhat difficult to manage, affecting their ability to fulfill all responsibilities.
1.00–1.75	1	Strongly Disagree	Teachers saw their workload as unmanageable, significantly hindering their performance in curriculum implementation and classroom management.

Definition of Terms

The following terms were operationally defined based on how they were used, measured, and interpreted in the study on teachers' workload and ability to navigate conflicting curriculum demands in inclusive classrooms at Bago Elementary School during School Year 2025–2026.

Ability to Navigate Conflicting Curriculum Demands in Inclusive Classrooms. Referred to the self-perceived competence of regular teachers in adapting and balancing curriculum requirements to

meet the diverse learning needs of pupils in inclusive elementary classrooms. It was measured through survey indicators assessing teachers' ability to modify instruction, balance curriculum requirements with learner needs, adjust instructional strategies, and manage competing curriculum demands.

Action Plan. Referred to a structured set of strategies and interventions developed based on the findings of the study to help regular teachers manage workload and improve their ability to navigate conflicting curriculum demands in inclusive elementary classrooms at Bago Elementary School.

Conflicting Demands. Referred to the competing curriculum, instructional, classroom management, administrative, and learner-support responsibilities that regular teachers had to balance while implementing instruction and addressing diverse learner needs in inclusive elementary classrooms.

Curriculum Adaptation. Referred to the process by which regular teachers modified lesson content, instructional materials, learning tasks, pacing, assessment approaches, and instructional strategies to respond to diverse learner needs while maintaining the required elementary curriculum standards.

Demographic Profile. Referred to the background characteristics of the teacher-respondents, specifically age, gender, years of teaching experience, and highest educational attainment, which were collected through the survey questionnaire.

Inclusive Classrooms. Referred to classroom environments at Bago Elementary School where regular teachers provided instruction to pupils with diverse abilities, characteristics, readiness levels, and learning needs while implementing the prescribed elementary curriculum and providing appropriate instructional support.

Level of Workload of Regular Teachers in Managing Curriculum and Classroom Responsibilities. Referred to the degree to which regular teachers perceived their instructional, planning, administrative, and other school-related responsibilities as manageable or burdensome. It was measured using survey indicators related to time for lesson planning, instructional tasks, administrative duties, curriculum planning, preparation of instructional materials, collaboration, and the ability to balance curriculum and classroom responsibilities.

Regular Teachers. Referred to teachers who were formally assigned to teach regular elementary classes at Bago Elementary School and were directly involved in inclusive classroom instruction where pupils with diverse abilities, characteristics, readiness levels, and learning needs were present.

Workload. Referred to the amount and extent of instructional, curriculum-related, administrative, and classroom responsibilities performed by regular teachers at Bago Elementary School. It included lesson planning, preparation of instructional materials, classroom management, assessment, documentation, administrative duties, collaboration, and other teaching-related tasks completed within or beyond regular school hours.

Results and Discussion

This chapter presented the analysis and interpretation of the data gathered from the teacher-respondents regarding their ability to navigate conflicting curriculum demands in inclusive classrooms and the workload they experienced in managing curriculum and classroom responsibilities. It included the demographic profile of the respondents in terms of age, gender, years of teaching experience, and highest educational attainment. It also discussed the respondents' level of ability in addressing curriculum conflicts within inclusive educational settings and the extent of workload encountered by regular teachers. Furthermore, this chapter determined whether a

significant relationship existed between teachers' ability to navigate conflicting curriculum demands and their workload. The findings presented in this chapter served as the basis for the proposed action plan intended to strengthen teachers' capacity in handling inclusive classroom challenges effectively.

Demographic Profile

The demographic profile of the teacher-respondents was presented in terms of age, gender, years of teaching experience, and highest educational attainment. These variables were considered important in describing the background characteristics of the respondents and in understanding their experiences in navigating conflicting curriculum demands in inclusive

Age and Gender

The table presented the age and gender distribution of the teacher-respondents. The data were gathered to determine the demographic characteristics of the respondents, which may influence their experiences and ability to navigate conflicting curriculum demands in inclusive classrooms.

Table 2. Age and Gender

Age	F	%
55 above	1	3.33
45-54	3	10.00
35-44	6	20.00
25-34	7	23.33
Below 25	1	3.33
Total	30	100.00
Gender of the Respondents	f	%
Male	10	33.33
Female	20	66.67
Total	30	100.00

Table 2 displayed the distribution of the 30 respondents according to age and gender. The data showed that the largest group belonged to the Below 25 category, with a frequency of 13 or 43.33%. This was followed by the 25–34 age group, with 7 respondents or 23.33%, the 35–44 age group, with 6 respondents or 20.00%, the 45–54 age group, with 3 respondents or 10.00%, and the 55 above category, with 1 respondent or 3.33%.

The findings implied that the respondents were largely early-career individuals, suggesting a workforce that was still in the developmental stage of professional practice. The smaller proportion of older respondents indicated limited representation of highly experienced individuals, which may have influenced the collective responses in terms of adaptability, instructional confidence, and decision-making in inclusive education settings.

In relation to Role Strain Theory, the dominance of younger respondents suggested that many were likely managing multiple early-career responsibilities, such as adapting to teaching demands while still developing professional competence. This may have increased role strain due to competing expectations between performance, learning, and adjustment to workplace demands. In terms of Self-Efficacy Theory, the younger composition implied that respondents were still in the process of building instructional confidence through experience, training, and classroom exposure, which may have influenced their perceived capability in handling complex teaching situations. Meanwhile, Cognitive Load Theory suggested that younger educators may have experienced higher cognitive demands as they simultaneously processed instructional planning, classroom management, and adaptation to inclusive teaching requirements.

Contextually, the findings reflected trends in education where younger professionals increasingly entered the teaching workforce and engaged in evolving instructional environments. Caniglia[23] emphasized that modern educational systems required continuous adaptation, collaborative knowledge construction, and practical wisdom, particularly in complex and dynamic learning contexts. Thus, the age distribution suggested that the respondents were situated in a phase of professional growth where adaptability, learning capacity, and cognitive adjustment were important in managing the demands of inclusive education.

As to gender, Table 2 also displayed the distribution of the 30 respondents according to gender. The data showed that female respondents comprised the majority, with a frequency of 20 or 66.67%, while male respondents accounted for 10 or 33.33%. There were no respondents who selected the Prefer not to say category, resulting in 0.00% for this category.

The findings implied that the respondent group was largely composed of female educators, which may have reflected gender patterns in the teaching profession. This distribution indicated that female perspectives were more strongly represented in the study, which may have influenced the interpretation of the findings in terms of instructional practices, classroom management, and experiences in inclusive education.

In relation to Role Strain Theory, the predominance of female respondents suggested that many educators may have experienced multiple role demands, particularly in balancing professional responsibilities with social or familial obligations, which were often reported in gendered labor contexts. In terms of Self-Efficacy Theory, the higher representation of female respondents suggested that confidence in instructional practices and classroom management may have been shaped by accumulated teaching experiences and professional engagement, regardless of gender. Meanwhile, Cognitive Load Theory indicated that managing instructional tasks alongside additional professional responsibilities may have increased cognitive demands, particularly in inclusive classroom settings requiring continuous adaptation and decision-making. These theoretical perspectives provided a broader basis for understanding the professional conditions experienced by the respondents beyond their demographic characteristics. The gender distribution therefore provided contextual information for interpreting the respondents' experiences in managing workload, curriculum requirements, and diverse learner needs. However, the distribution itself did not establish that gender determined teachers' ability to manage these responsibilities. Instead, it described the composition of the respondent group within the research environment and provided context for interpreting the subsequent findings.

Contextually, the findings reflected the broader reality of the education sector where teaching had often been a female-dominated profession. Dilek[24] emphasized that developing teacher competencies, including emerging areas such as AI literacy, required educators to engage in continuous learning and critical co-discovery, regardless of gender. Thus, the gender distribution indicated that female educators played a substantial role in shaping instructional practices within inclusive education, while both male and female teachers were engaged in adapting to evolving educational demands.

Years of Teaching Experience

This table presented the distribution of respondents according to their years of teaching experience. It provided a general overview of the varying lengths of service among the teacher-respondents, reflecting differences in professional exposure and experience in the teaching field.

Table 3. Respondents' years of teaching experience

Years of teaching experience	f	%
1–5 years	9	30.00
6–10 years	8	26.67

11–15 years	6	20.00
16 years and above	7	23.33
Total	30	100.00

Table 3 presented the distribution of respondents according to years of teaching experience. The data showed that the highest proportion of respondents had 1 to 5 years of teaching experience, followed by those with 6 to 10 years. This was followed by respondents with 16 years and above, while the lowest proportion came from those with 11 to 15 years of teaching experience. The distribution indicated that the respondents represented different stages of professional experience, providing varied backgrounds in classroom instruction, curriculum implementation, and engagement with diverse learner needs.

The findings implied that the respondent group included both novice and experienced educators, suggesting variation in exposure to classroom realities, curriculum implementation, and inclusive education practices. Teachers with fewer years of experience may still have been in the process of strengthening their instructional strategies and classroom management skills, while those with longer experience were likely to have developed more refined approaches in handling diverse learners and curriculum demands.

In relation to Role Strain Theory, the varying levels of teaching experience suggested that teachers may have experienced differing intensities of role demands, where less experienced teachers might have struggled more with balancing instructional duties and classroom challenges, while more experienced teachers may have still faced strain due to increased responsibilities and expectations. In terms of Self-Efficacy Theory, years of teaching experience were associated with the development of stronger instructional confidence, meaning that teachers with longer service were more likely to have developed greater familiarity with classroom management, instructional decision-making, and adapting to learner needs. Meanwhile, Cognitive Load Theory explained that teachers with limited experience may have experienced higher cognitive demands when simultaneously managing lesson delivery, curriculum requirements, and learner diversity, particularly in inclusive classroom settings. Conversely, accumulated teaching experience may have provided teachers with established routines and practical knowledge.

Educational Attainment

This part of the study presented the demographic profile of the respondents in terms of highest educational attainment. It described the academic qualifications of the participants to establish their level of professional preparation. The information was essential in understanding how educational background may have influenced their instructional practices, decision-making, and engagement in inclusive education.

Table 4. Highest Educational Attainment

Degree	f	%
Bachelor's Degree	17	56.67
Master's Degree (Units)	7	23.33
Master's Degree (Completed)	6	20.00
Doctoral Degree (Units/Completed)	0	0.00
Total	30	100.00

Table 4, Highest Educational Attainment of the Respondents, presented the distribution of the 30 respondents according to their academic qualifications. The data showed that the majority of respondents held a Bachelor's Degree with a frequency of 17 or 56.67%. This was followed by those with Master's Degree units, comprising 7 respondents or 23.33%, and those who had completed a Master's Degree, with 6 respondents or 20.00%. There were no respondents with

Doctoral Degree units or completion, resulting in 0.00% for this category. Overall, the findings indicated that most respondents were at the undergraduate level, with a considerable proportion pursuing or having completed graduate studies.

The findings implied that the respondents generally possessed foundational academic preparation, with many still advancing toward higher qualifications. This suggested a workforce in continuous professional development, where educators were progressively enhancing their expertise while actively engaged in teaching responsibilities. The absence of doctoral-level respondents also implied limited representation of highly specialized academic training within the sample.

In relation to Role Strain Theory, the results suggested that respondents pursuing higher levels of education while simultaneously fulfilling their teaching responsibilities may have experienced competing role demands. These demands involved balancing academic requirements such as coursework, research activities, and academic deadlines with full-time instructional duties, lesson preparation, classroom management, and administrative tasks. Such overlapping responsibilities may have created tension between professional obligations and personal academic advancement, resulting in varying degrees of role strain among the teachers.

In terms of Self-Efficacy Theory, the differences in educational attainment implied variations in teachers' instructional confidence and perceived competence. Teachers with higher academic qualifications or those who had completed advanced graduate units were likely to exhibit stronger self-efficacy, as their exposure to educational theories, pedagogical strategies, and research-based practices may have enhanced their belief in their ability to effectively manage diverse classroom situations. Conversely, those with lower levels of academic advancement may still rely heavily on experiential learning, gradually building confidence through classroom practice and professional engagement. This suggests that educational attainment contributes not only to knowledge acquisition but also to the strengthening of instructional assurance and decision-making in teaching.

Meanwhile, Cognitive Load Theory suggested that teachers engaged in graduate studies while performing instructional roles may have experienced increased cognitive load due to the simultaneous processing of multiple complex tasks. These tasks included understanding advanced academic content, completing scholarly requirements, and addressing daily classroom challenges such as lesson delivery, learner diversity, and curriculum adaptation. The continuous switching between academic and professional responsibilities may have placed additional strain on working memory, potentially affecting efficiency and performance in both domains if not properly managed through effective time allocation and support systems.

Contextually, the findings reflected the continuing professional growth and commitment of educators in response to the evolving demands of the education system. Shea[25] emphasized that meaningful professional learning experiences, including graduate studies and experiential learning opportunities, were essential in strengthening teacher competence, reflective practice, and instructional effectiveness.

Level Of Ability to Navigate Conflicting Curriculum Demands in Inclusive Classrooms

The following table presented the respondents perceived level of ability to navigate conflicting curriculum demands in inclusive classrooms based on the identified indicators.

Table 5. Level of Ability to Navigate Conflicting Curriculum Demands in Inclusive Classrooms

S/N	Indicators	WM	SD	Verbal Description
1	I feel confident in modifying lesson content to meet the diverse learning needs of students in my inclusive classroom.	2.76	0.68	Agree
2	I can balance curriculum requirements while ensuring all	2.68	0.72	Agree

	students are engaged.			
3	I frequently adapt instructional materials without compromising curriculum standards.	2.59	0.70	Agree
4	I can effectively design learning tasks that accommodate learners with different abilities.	2.72	0.66	Agree
5	I manage conflicting demands between curriculum pacing and individual learner support.	2.64	0.73	Agree
6	I can determine which curriculum adaptations will benefit individual learners most.	2.70	0.69	Agree
7	I use differentiated instructional strategies to meet both curriculum goals and student needs.	2.81	0.65	Agree
8	I can assess curriculum outcomes while also accommodating learners' differences.	2.66	0.71	Agree
9	I confidently adjust my teaching approach when the curriculum conflicts with students' learning readiness.	2.74	0.67	Agree
10	I can combine classroom management with curriculum adaptation without affecting lesson flow.	2.69	0.70	Agree
	Aggregate Mean	2.70		Agree
	Aggregate Standard Deviation		0.69	
Legend: 3.25-4.00-Strongly Agree; 2.50-3.24- Agree; 1.75-2.49- Disagree ;1.00-1.74- Strongly Disagree				

Table 5 presented the Level of Ability to Navigate Conflicting Curriculum Demands in Inclusive Classrooms, presented the respondents' level of competence across ten indicators. The aggregate mean of 2.70 with a standard deviation of 0.69 was verbally described as "Agree," indicating that the respondents generally demonstrated a competent ability to manage curriculum demands in inclusive classroom settings.

The most salient indicator was "I use differentiated instructional strategies to meet both curriculum goals and student needs," which obtained the highest weighted mean of 2.81 and was described as "Agree." This suggested that respondents were most confident in applying differentiated instruction as a primary strategy for balancing curriculum expectations with learner diversity. Closely related, the indicator "I feel confident in modifying lesson content to meet the diverse learning needs of students in my inclusive classroom" obtained a weighted mean of 2.76, also described as "Agree," indicating strong perceived capability in adapting instructional content. In addition, "I confidently adjust my teaching approach when the curriculum conflicts with students' learning readiness" yielded a weighted mean of 2.74, reflecting adaptability in responding to learner readiness. Likewise, "I can effectively design learning tasks that accommodate learners with different abilities" obtained 2.72, while "I can determine which curriculum adaptations will benefit individual learners most" obtained 2.70, both indicating consistent confidence in instructional planning and decision-making. The remaining indicators, such as "I manage conflicting demands between curriculum pacing and individual learner support" with 2.64 and "I frequently adapt instructional materials without compromising curriculum standards" with 2.59, still reflected agreement but indicated comparatively lower confidence in managing more complex instructional adjustments.

The findings implied that respondents demonstrated a generally strong capability in navigating curriculum demands, particularly in differentiated instruction and lesson adaptation. However, the slightly lower weighted means in some indicators suggested that challenges remained in balancing strict curriculum pacing with individualized learner support. This indicated that while teachers were adaptive, their ability to consistently manage competing instructional demands may still have been influenced by external pressures such as time constraints and workload intensity.

These results may be explained through Role Strain Theory, which suggested that teachers experienced competing expectations between curriculum compliance and individualized instruction, leading to moderate strain in balancing these responsibilities. In terms of Self-Efficacy Theory, the generally positive responses indicated that teachers possessed a functional level of confidence in their instructional abilities, particularly in differentiated instruction, although this confidence varied depending on task complexity. Meanwhile, Cognitive Load Theory suggested that managing multiple instructional demands simultaneously increased cognitive processing requirements, which may have affected the consistency of their performance in complex curriculum adjustments.

The implications of these findings suggested that teachers were generally capable of managing inclusive classroom demands, but continued support was necessary to strengthen their adaptive instructional skills. Enhancing professional development programs could further improve their ability to balance curriculum expectations with learner diversity, thereby reducing instructional strain and improving teaching effectiveness.

Contextually, the findings aligned with emerging educational trends emphasizing the integration of technology and adaptive pedagogies to support instructional flexibility. Preiksaitis, Rose[26] highlighted the growing role of generative artificial intelligence in enhancing educational decision-making and supporting adaptive teaching practices. Similarly, Al-khresheh[27] emphasized that integrating technological tools such as ChatGPT in teaching could help educators bridge pedagogical challenges and improve instructional responsiveness. Thus, the results suggested that while teachers were already demonstrating competence in managing curriculum demands, further integration of supportive technologies and pedagogical innovations could enhance their effectiveness in inclusive education settings. These approaches could provide teachers with additional resources for planning, developing instructional materials, and adjusting learning activities according to diverse learner needs. The use of appropriate technological tools could also support teachers in managing competing instructional demands while maintaining attention to curriculum requirements.

Level of Workload of Regular Teachers in Managing Curriculum and Classroom Responsibilities

The following table presented the respondents' perceived level of workload in managing curriculum and classroom responsibilities based on the identified indicators.

Table 6. Level of Workload of Regular Teachers in Managing Curriculum and Classroom Responsibilities

S/N	Indicators	WM	SD	Verbal Description
1	I have sufficient time to plan lessons that meet the needs of all learners.	2.41	0.74	Disagree
2	The number of required instructional tasks makes it difficult to attend to individual learners.	2.78	0.76	Agree
3	Administrative duties (e.g., reports, records) interfere with my classroom instructional time.	2.85	0.71	Agree
4	I feel overloaded when balancing curriculum requirements and inclusive practices.	2.92	0.69	Agree
5	I often work outside school hours to complete teaching-related tasks.	2.88	0.72	Agree
6	I have adequate time to collaborate with colleagues about curriculum adaptation.	2.36	0.78	Disagree
7	My workload limits my ability to implement differentiated instruction effectively.	2.80	0.75	Agree
8	I am able to complete curriculum planning within	2.44	0.77	Disagree

	designated work hours.			
9	The preparation of instructional materials adds significantly to my workload.	2.91	0.70	Agree
10	I have support to manage non-instructional tasks (meetings, paperwork, assessments).	2.52	0.73	Agree
	Aggregate Mean	2.69		Agree
	Aggregate Standard Deviation		0.74	
Legend: 3.25-4.00-Strongly Agree; 2.50-3.24- Agree; 1.75-2.49- Disagree ;1.00-1.74- Strongly Disagree				

Table 6 displayed the Level of Workload of Regular Teachers in Managing Curriculum and Classroom Responsibilities, presented the respondents' perceived workload across ten indicators. The aggregate mean of 2.69 with a standard deviation of 0.74 was verbally described as "Agree," indicating that teachers generally experienced a high level of workload in managing curriculum and classroom responsibilities.

The most salient indicators reflected significant workload pressure. The statement "I feel overloaded when balancing curriculum requirements and inclusive practices" obtained the highest weighted mean of 2.92 and was described as "Agree," indicating that teachers experienced strong pressure in managing dual instructional demands. Closely related, "The preparation of instructional materials adds significantly to my workload" obtained a weighted mean of 2.91, also described as "Agree," suggesting that instructional preparation was a major contributor to workload intensity. The indicator "I often work outside school hours to complete teaching-related tasks" obtained 2.88, reflecting extended working time beyond formal schedules. Likewise, "Administrative duties (e.g., reports, records) interfere with my classroom instructional time" obtained 2.85, indicating that non-teaching tasks disrupted instructional delivery. In addition, "My workload limits my ability to implement differentiated instruction effectively" obtained 2.80, showing that workload pressure constrained instructional adaptability. Meanwhile, "The number of required instructional tasks makes it difficult to attend to individual learners" obtained 2.78, further confirming instructional overload.

On the other hand, lower-rated indicators such as "I have sufficient time to plan lessons that meet the needs of all learners" with a weighted mean of 2.41, "I have adequate time to collaborate with colleagues about curriculum adaptation" with 2.36, and "I am able to complete curriculum planning within designated work hours" with 2.44 were all described as "Disagree," indicating insufficient time for planning, collaboration, and structured curriculum preparation. These lower scores highlighted gaps in available time resources despite high task demands.

The findings implied that teachers experienced substantial workload pressure, particularly due to the combined demands of curriculum requirements, inclusive education practices, and administrative responsibilities. The imbalance between workload intensity and available working time suggested that teachers frequently extended their work beyond official hours and struggled to allocate sufficient time for instructional planning and collaboration.

These results could be explained through Role Strain Theory, which suggested that teachers experienced competing role expectations between instruction, administration, and inclusive teaching responsibilities, resulting in persistent strain. In terms of Self-Efficacy Theory, excessive workload may have affected teachers' confidence in effectively managing differentiated instruction, as limited time and resources could reduce perceived instructional effectiveness. Meanwhile, Cognitive Load Theory explained that the accumulation of instructional, administrative, and planning tasks likely increased cognitive load, making it more difficult for teachers to process and execute multiple responsibilities efficiently.

The implications of these findings suggested that excessive workload could hinder teachers' instructional quality, limit differentiated instruction, and increase the risk of burnout. This highlighted the need for institutional interventions such as workload redistribution, administrative support systems, and structured planning time to improve teaching effectiveness and sustainability in inclusive classrooms.

Contextually, the findings aligned with contemporary discussions on the increasing complexity of teaching roles in modern education systems. Kamp[28] emphasized that educators were operating in rapidly evolving educational environments that required continuous adaptation, often increasing workload demands. Similarly, Goos[29] highlighted the growing interdisciplinary and integrated nature of education, particularly in STEM and curriculum innovation, which further expanded teacher responsibilities. Thus, the results suggested that without adequate structural and institutional support, teachers would continue to experience high workload pressure that could negatively affect instructional quality and inclusive education implementation.

Test on Significant Relationship Between Regular Teachers' Workload and Their Ability to Navigate Conflicting Curriculum Demands in Inclusive Classrooms

The following table presented the test of the significant relationship between regular teachers' workload and their ability to navigate conflicting curriculum demands in inclusive classrooms.

Table 7. Test on Significant Relationship Between Level of Ability to Navigate Conflicting Curriculum Demands in Inclusive Classrooms and Regular Teachers' Workload

Variables	r-value	Strength of Correlation	p - value	Decision	Remarks
Ability to Navigate Conflicting Curriculum Demand and Regular Teachers' Workload	0.26	Weak Positive	0.17	Not Significant	No significant relationship

*significant at $p < 0.05$ (two-tailed)

Table 7 displayed the Test of Relationship Between the Extent of Classroom Environmental Structuring Practices and the Level of Behavioral Regulation of Teachers in Inclusive Education, presented the results of a Pearson Product-Moment Correlation analysis. This statistical test of relationship was conducted to determine whether a significant association existed between classroom environmental structuring practices and teachers' behavioral regulation in inclusive education settings.

The computed r-value was 0.26, indicating a weak positive correlation between the variables. The p-value obtained was 0.17. Since the p-value was greater than the 0.05 level of significance, the result did not meet the threshold for statistical significance. This indicated that the relationship between the variables was not statistically significant.

Based on these results, the null hypothesis was not rejected. The decision was made because the p-value exceeded the 0.05 level of significance, indicating insufficient evidence to support a significant relationship between the extent of classroom environmental structuring practices and the level of behavioral regulation of teachers.

The findings further indicated that there was no significant relationship between the two variables, despite the presence of a weak positive correlation. This suggested that improvements in classroom environmental structuring practices did not necessarily translate into measurable changes in teachers' behavioral regulation within inclusive education contexts.

The result aligned with Mulenga, Shilongo[30], who emphasized that while hybrid and blended learning models offered innovative approaches to instruction, their effectiveness depended heavily on implementation conditions, often resulting in inconsistent relationships between instructional structures and teacher behaviors. Similarly, Prather[31] explained that the rapid integration of generative artificial intelligence in education introduced complex dynamics that made behavioral outcomes less directly predictable from instructional practices alone.

However, the findings contradicted Sharma, who found that structured curriculum adaptation strategies significantly improved inclusive learning environments and enhanced teacher responsiveness. Likewise, SENTRYO[32] reported that inclusive curriculum management strengthened the alignment between instructional structuring and teacher effectiveness, suggesting a more direct relationship in well-supported educational systems.

The differences between the current findings and previous studies may have been attributed to contextual factors within the teaching environment. In the present study, teachers operated in inclusive classrooms characterized by workload pressures, diverse learner needs, and competing instructional demands, which may have weakened the direct impact of environmental structuring practices on behavioral regulation. As highlighted by Mulenga, Shilongo and Prather, modern educational environments were increasingly complex, meaning that teacher behavior was influenced by multiple interacting factors rather than instructional structure alone. Thus, while classroom environmental structuring was important, its effect on behavioral regulation may have depended on broader systemic support, resource availability, and implementation conditions. In addition, differences in school policies, class composition, teacher preparation, and access to instructional resources may have contributed to variations in how teachers responded to classroom demands. The availability of administrative support and opportunities for professional collaboration may also have influenced the extent to which environmental structuring practices could be consistently implemented.

Summary, Findings, Conclusion, and Recommendation

This chapter presented the summary of the study, the major findings derived from the analysis of the data, the conclusions drawn from these findings, and the recommendations formulated based on the results. It synthesized the key outcomes of the investigation on teachers' workload and their ability to navigate conflicting curriculum demands in inclusive classrooms, providing a clear interpretation of the study's overall implications

Summary

This study sought to investigate the relationship between the workload of regular teachers and their ability to navigate conflicting curriculum demands in inclusive classrooms in Bago Elementary School during the School Year 2025–2026. It also served as the basis for a proposed Action Plan aimed at strengthening teachers' capacity in managing instructional demands within inclusive education settings.

The study focused on teacher-respondents and examined their demographic profile in terms of age, gender, years of teaching experience, and highest educational attainment. It further determined the level of teachers' workload in managing curriculum and classroom responsibilities, as well as their ability to navigate conflicting curriculum demands in inclusive classroom settings.

In addition, the study investigated whether a significant relationship existed between teachers' workload and their ability to manage conflicting curriculum demands in inclusive education, with the intent of providing empirical evidence for instructional enhancement and policy formulation.

Data were gathered from 30 teacher-respondents using an adapted survey questionnaire. The data were analyzed using descriptive statistics such as frequency, percentage, weighted mean, and standard deviation to describe the respondents' profile and the levels of the variables. Pearson's

correlation coefficient was used to determine the relationship between teachers' workload and their ability to navigate conflicting curriculum demands in inclusive classrooms.

Findings

The study revealed that the respondents were distributed across different age groups, with the greatest proportion belonging to early adulthood, followed by those in middle adulthood, and smaller proportions from older and younger age brackets. In terms of gender, the respondents were predominantly female, while males comprised a smaller portion of the total sample.

Regarding years of teaching experience, the findings showed a varied distribution. The largest group had the least years of teaching experience, followed by those with moderate experience. A considerable number of respondents also had long years of service, while a smaller group belonged to the mid-range teaching experience category. This indicates that the respondents represented a combination of novice, developing, and highly experienced teachers.

In terms of highest educational attainment, most respondents had completed a bachelor's degree. A smaller number had earned units in a master's degree, while some had completed a master's degree. None of the respondents had attained or completed doctoral-level education, indicating that graduate-level advancement was still in progress among a portion of the teachers.

For the level of ability to navigate conflicting curriculum demands in inclusive classrooms, the respondents generally demonstrated agreement that they were capable of modifying instructional content, balancing curriculum requirements, applying differentiated strategies, and managing classroom diversity. Overall, the findings indicated that teachers had a satisfactory level of ability in addressing curriculum-related challenges in inclusive education settings.

In terms of workload, the respondents generally agreed that they experienced high levels of work-related demands. These included heavy administrative tasks, extensive instructional preparation, increased workload pressures, and additional responsibilities beyond regular teaching hours. However, some aspects related to time management and collaboration received lower agreement, indicating challenges in balancing workload and instructional responsibilities.

Finally, the findings on the relationship between teachers' workload and their ability to navigate conflicting curriculum demands showed a weak positive relationship. However, the relationship was not statistically significant, indicating that teachers' workload did not significantly influence their ability to manage conflicting curriculum demands in inclusive classroom settings.

Output of The Study

Action Plan

Rationale

The development of an Action Plan is essential in translating research findings into practical and sustainable interventions that address identified gaps and strengthen institutional practices. It serves as a strategic response to improve performance, enhance efficiency, and promote continuous professional growth among teachers within the school setting.

In the context of this study, the findings revealed that regular teachers experience a considerable level of workload in managing curriculum and classroom responsibilities while demonstrating an adequate ability to navigate conflicting curriculum demands in inclusive classrooms. Although no significant relationship was found between workload and instructional ability, the presence of workload-related challenges remains a pressing concern that may still affect teachers' efficiency, instructional quality, and overall well-being. This situation highlights the need for targeted and systematic interventions that directly respond to the realities faced by teachers in inclusive education settings.

The proposed Action Plan is therefore designed to address the identified areas needing improvement, particularly in workload management and instructional support systems. It aims to provide structured strategies that will help reduce administrative burdens, improve time management, and strengthen collaborative practices among teachers. Through these measures, the plan seeks to create a more supportive and organized working environment that allows teachers to focus more effectively on quality instruction and learner-centered practices.

Moreover, the Action Plan emphasizes the importance of strengthening teachers' capacity in implementing inclusive education. While teachers have demonstrated competence in adapting instruction and managing diverse learners, continuous professional development remains necessary to sustain and further enhance these skills. The plan includes targeted training and support mechanisms that will equip teachers with more effective strategies in handling curriculum demands within inclusive classroom settings.

The Action Plan serves as a practical output of the study that transforms empirical findings into actionable and evidence-based strategies. It is intended to bridge existing gaps, improve instructional effectiveness, and promote sustainable educational practices. Through its implementation, teachers are expected to be better supported in managing workload demands while maintaining high standards of teaching and learning in inclusive education environments.

Objectives

The Action Plan aims to improve teachers' instructional effectiveness and workload management in inclusive education settings. It focuses on strengthening teachers' competencies, enhancing collaboration, and promoting efficient use of time and resources to support the effective delivery of curriculum requirements.

1. Reduce teachers' administrative workload by streamlining reporting and documentation processes within one school year.
2. Enhance teachers' skills in differentiated instruction and curriculum adaptation through quarterly training sessions.
3. Establish regular collaborative planning sessions among teachers to support inclusive classroom strategies every grading period.
4. Improve teachers' time management and instructional efficiency through targeted support programs and monitoring within the school year.

Scheme of Implementation

The implementation of the Action Plan will be carried out in a systematic and coordinated manner to ensure the effective attainment of its objectives. It will be led by the school administration in collaboration with teachers, department heads, and other relevant stakeholders. A designated committee will oversee the planning, execution, and monitoring of all activities included in the action plan.

The first phase involves the dissemination of the Action Plan to all concerned personnel, followed by orientation sessions to ensure a clear understanding of its goals, strategies, and expected outcomes. This will be followed by the scheduling of training activities focused on differentiated instruction, curriculum adaptation, and inclusive teaching strategies.

The second phase focuses on implementation, where specific interventions such as workload rationalization, collaborative planning sessions, and professional development trainings will be conducted on a regular basis. Teachers will be actively involved in these activities to ensure practical application of strategies in actual classroom settings.

The third phase involves monitoring and evaluation to assess the effectiveness of the implemented strategies. Feedback will be gathered from teachers and school leaders to identify strengths, challenges, and areas for improvement. Necessary adjustments will be made based on the evaluation results to ensure continuous improvement.

Action Plan on Strengthening Teachers' Capacity to Navigate Conflicting Curriculum Demands in Inclusive Classrooms at Bago Elementary School

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Teachers experience difficulty in adapting instruction while meeting curriculum requirements in inclusive classrooms	Enhance teachers' competence in differentiated instruction and curriculum adaptation through structured training sessions with at least 80% participation	Training workshops, demonstration teaching, coaching, and modeling of differentiated instruction strategies	School Head, SPED Coordinator, Master Teachers, Teachers	₱3,000	MOOE	Quarterly	Improved ability of teachers to adapt instruction and deliver inclusive teaching effectively		
Teachers have limited skills in assessing diverse learner outcomes in inclusive settings	Improve teachers' assessment practices for diverse learners through the development and utilization of appropriate assessment tools per grading period	Workshops on assessment strategies, development of assessment guides, peer review and mentoring sessions	School Head, Master Teachers, Teachers	₱2,500	MOOE	Per grading period	Improved accuracy and consistency in assessing diverse learner performance		
Teachers experience challenges in collaboration in addressing conflicting curriculum demands	Strengthen teacher collaboration through structured planning and mentoring activities with at least 90% participation	Monthly collaborative planning sessions, peer mentoring, sharing of best practices	School Head, Master Teachers, Teachers	₱2,000	MOOE	Monthly	Enhanced collaboration and shared strategies in managing curriculum demands		
Teachers experience difficulty managing workload while implementing inclusive instruction effectively	Improve teachers' workload management and instructional efficiency through structured support mechanisms and prioritization strategies	Workload management training, coaching, task prioritization workshops	School Head, Teachers	₱2,800	MOOE	Bi-monthly	Improved workload management and more effective delivery of inclusive instruction		

Conclusion

It is concluded that the teacher-respondents have diverse demographic profiles in terms of age, gender, years of teaching experience, and highest educational attainment. They generally demonstrate an adequate ability to navigate conflicting curriculum demands in inclusive classrooms while experiencing a considerable level of workload in managing instructional and administrative responsibilities. However, there is no significant relationship between teachers' workload and their ability to handle conflicting curriculum demands in inclusive education settings. Based on the findings of the study, an Action Plan is recommended to address teachers' workload, instructional preparation, curriculum adaptation, and management of diverse learners in inclusive classrooms. The Action Plan should include structured workload management, protected time for lesson planning and teacher collaboration, professional development on differentiated instruction and curriculum modification, and institutional support for non-instructional tasks and administrative responsibilities. It should also provide appropriate instructional resources and opportunities for reflective practice and peer collaboration to help teachers manage curriculum demands effectively and respond to the diverse learning needs of learners.

References

- [1] R. White and G. Fletcher, "Navigating inclusive education in mainstream primary schools: A phenomenological study of teachers' perceptions and experiences," *International Journal of Inclusive Education*, pp. 1–29, 2025.
- [2] A. A. Magalong and L. C. Torreon, "Teaching workload management: Its impact on teachers' well-being and effectiveness," *American Journal of Multidisciplinary Research & Development (AJMRD)*, vol. 3, no. 2, pp. 31–36, 2021.

- [3] A. Ji, "The study on the dilemma of teachers in inclusive education in China," *Transactions on Social Science, Education and Humanities Research*, vol. 5, pp. 340–346, 2024.
- [4] N. Pacaol, "Teacher's workload intensification: A qualitative case study of its implications on teaching quality," *International Online Journal of Education and Teaching*, vol. 8, no. 1, pp. 43–60, 2021.
- [5] M. B. Ambar, F. Imaniar, and I. E. Oktaviani, "Navigating challenges: Educators' perspectives on teaching English to inclusive students in regular classrooms," *INTERACTION: Jurnal Pendidikan Bahasa*, vol. 12, no. 4, pp. 512–527, 2025.
- [6] M. Yusuf, M. Yaumi, and M. S. Hanafi, "Elementary teacher professionalism and workload: Case study at Palopo City elementary school," *International Journal of Asian Education*, vol. 2, no. 4, pp. 581–588, 2021.
- [7] S. Dorji and S. Wangchuk, "Teacher's workload and its efficacy in classroom teaching in primary schools under Punakha dzongkhag," *Acta Scientific Paediatrics*, vol. 5, no. 4, 2022.
- [8] S. Sharma, "Enhancing inclusive learning environments: Strategies for curriculum adaptation and modification," in *Future of Special Education in India*, vol. 109, p. 121, 2024.
- [9] O. Christogonus-Anyanwu and J. E. Imiruaye, "Teachers' workload and effective teaching," *International Journal of Scientific Research in Education*, vol. 17, no. 2, pp. 194–207, 2024.
- [10] A. J. Olson and C. A. Roberts, "Navigating barriers as special education teacher educators," *Research and Practice for Persons with Severe Disabilities*, vol. 45, no. 3, pp. 161–177, 2020.
- [11] W. Nuwaha, G. Atukunda, and F. Kyayemagye, "The relationship between workload and teachers effectiveness in secondary schools: A case of Uganda," in *New Trends of Global Influences in Africa*, p. 303, 2021.
- [12] R. M. Angana and A. L. Abellana, "Evaluating the impact of workload and school environment on teachers' occupational strain," *International Journal of All Research Writings*, vol. 7, no. 6, pp. 68–94, 2025.
- [13] M. C. Mansouri, A. L. Miller, J. A. Kurth, L. Ruhter, C. L. Wilt, S. G. Toews, and M. E. Morningstar, "Teachers' insights on cultivating inclusive education for students with complex support needs," *Teachers College Record*, vol. 126, no. 9, pp. 118–145, 2024.
- [14] C. Büscher and S. Prediger, "Teachers' practices of integrating challenging demands of inclusive mathematics education in a professional development program," *Journal of Mathematics Teacher Education*, vol. 27, no. 2, pp. 209–233, 2024.
- [15] V. Zydziunaite, S. Kontrimiene, T. Ponomarenko, and L. Kaminskiene, "Challenges in teacher leadership: Workload, time allocation, and self-esteem," *European Journal of Contemporary Education*, vol. 9, no. 4, pp. 948–962, 2020.
- [16] M. F. Khattak, Z. Ullah, and S. Imran, "Bridging emotional intelligence and inclusive education: Empowering teachers to support diverse classrooms," *The Critical Review of Social Sciences Studies*, vol. 3, no. 2, pp. 1755–1765, 2025.
- [17] A. Kanwal, S. Rafiq, and A. Afzal, "Impact of workload on teachers' efficiency and their students' academic achievement at the university level," *Gomal University Journal of Research*, vol. 39, no. 2, pp. 131–146, 2023.
- [18] M. C. Pugach, L. P. Blanton, A. M. Mickelson, and M. Boveda, "Curriculum theory: The missing perspective in teacher education for inclusion," *Teacher Education and Special Education*, vol. 43, no. 1, pp. 85–103, 2020.
- [19] A. Mukhatayev, A. Biloshchytskyi, S. Biloshchytska, and A. Medetbek, "A model for planning the workload of teachers, taking into account risks and in accordance with the requirements of the European system of credit modules of higher education," *Scientific Journal of Astana IT University*, pp. 91–101, 2024.
- [20] K. Pak, M. S. Polikoff, L. M. Desimone, and E. Saldívar García, "The adaptive challenges of curriculum implementation: Insights for educational leaders driving standards-based reform," *AERA Open*, vol. 6, no. 2, Art. no. 2332858420932828, 2020.

- [21] S. Rashid, Q. A. Subhan, and M. Imran, "Impact of work life balance, workload and supervisory support on teachers' job performance with mediating role of stress: A case of private institutions," *International Journal of Business and Management Sciences*, vol. 3, no. 1, pp. 21–34, 2022.
- [22] H. Wang, Y. Sun, W. Wang, and H. Liang, "Exploring the relationship between teachers' perceived workload, challenge-hindrance stress, and work engagement: A person-centered approach," *BMC Psychology*, vol. 13, no. 1, Art. no. 201, 2025.
- [23] G. Caniglia, R. Freeth, C. Lüderitz, J. Leventon, S. P. West, B. John, *et al.*, "Practical wisdom and virtue ethics for knowledge co-production in sustainability science," *Nature Sustainability*, vol. 6, no. 5, pp. 493–501, 2023.
- [24] M. Dilek, E. Baran, and E. Aleman, "AI literacy in teacher education: Empowering educators through critical co-discovery," *Journal of Teacher Education*, vol. 76, no. 3, pp. 294–311, 2025.
- [25] L. M. Shea, D. Harkins, S. Ray, and L. I. Grenier, "How critical is service-learning implementation?" *Journal of Experiential Education*, vol. 46, no. 2, pp. 197–214, 2023.
- [26] C. Preiksaitis and C. Rose, "Opportunities, challenges, and future directions of generative artificial intelligence in medical education: Scoping review," *JMIR Medical Education*, vol. 9, no. 1, Art. no. e48785, 2023.
- [27] M. H. Al-khresheh, "Bridging technology and pedagogy from a global lens: Teachers' perspectives on integrating ChatGPT in English language teaching," *Computers and Education: Artificial Intelligence*, vol. 6, Art. no. 100218, 2024.
- [28] A. Kamp, *Navigating the Landscape of Higher Engineering Education: Coping with Decades of Accelerating Change Ahead*. Delft, The Netherlands: TU Delft Open Publishing, 2023.
- [29] M. Goos, S. Carreira, and I. K. Namukasa, "Mathematics and interdisciplinary STEM education: Recent developments and future directions," *ZDM–Mathematics Education*, vol. 55, no. 7, pp. 1199–1217, 2023.
- [30] R. Mulenga and H. Shilongo, "Hybrid and blended learning models: Innovations, challenges, and future directions in education," *Acta Pedagogica Asiana*, vol. 4, no. 1, pp. 1–13, 2025.
- [31] J. Prather, P. Denny, J. Leinonen, B. A. Becker, I. Albluwi, M. Craig, *et al.*, "The robots are here: Navigating the generative AI revolution in computing education," in *Proc. 2023 Working Group Reports on Innovation and Technology in Computer Science Education*, 2023, pp. 108–159.
- [32] I. SENTRYO, S. K. MUTTAQIN, and M. RIFALDI, "Inclusive curriculum management: Integrating diverse needs in learning," *Jurnal Ilmu Pendidikan*, vol. 30, no. 2, pp. 193–202, 2024.