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Teachers' Preparedness for Inclusive Education: Analyzing Knowledge, Confidence, and Classroom Management

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ABSTRACT: *This research assessed teachers' knowledge, confidence, and classroom management regarding inclusive education. Findings showed that teachers were confident, moderately knowledgeable, and capable of managing inclusive classrooms, with strengths in fostering inclusive teaching practices, collaborating with others, and managing classroom behaviors respectfully. However, areas for improvement were identified, particularly in adapting to diverse needs, understanding Universal Design for Learning (UDL), utilizing adaptive technologies, and implementing individualized education plans (IEPs). Chi-square test statistics showed no significant association between teachers' profiles and their levels of knowledge, confidence, and classroom management skills. Additionally, Spearman's rank-order correlation indicated no significant relationship between the perceived difficulties in handling inclusive education and teachers' competencies in these areas. The findings suggest that teachers' knowledge, confidence, and classroom management are not determined by their profiles or the challenges learners face but are likely influenced by external factors such as training, resources, and professional experiences. This highlights the need for targeted professional development programs to address gaps in UDL, adaptive technologies, IEP implementation, and classroom management strategies for equitable participation. Overall, the study promotes the importance of continuous support and training to enhance teachers' effectiveness in inclusive education, ensuring that they are well-equipped to meet and address the diverse needs of learners with special needs.*

Key words*: Classroom management, Confidence, Inclusive Education, Learners with special needs, Teachers Knowledge.*

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1. Introduction

Inclusive education is becoming more widely recognized as necessary to equitable educational systems (UNESCO, 2020). Global policymakers are implementing inclusive models to ensure that all students, regardless of disability, cultural background, or learning ability, have equal access to learning opportunities as their age group (Ainscow, 2019). This method not only promotes academic improvement but also encourages empathy and cooperation among pupils (Mitchell, 2021). The Sustainable progress Goals (SDGs) emphasize the importance of inclusive, high-quality education as a basis for social and economic progress (UNESCO, 2022). As a result, many nations demand inclusive approaches in both mainstream and specialized schools (Smith et al., 2023). Without inclusion, marginalized pupils face social isolation and restricted future chances, emphasizing the importance of inclusive education as a commitment to diversity, equity, and comprehensive educational change (Yell et al., 2023).

Inclusive education is a critical component of contemporary educational practice, aiming to provide equitable learning opportunities for all students, regardless of their abilities. The researcher conducted this study to address the growing need to evaluate how well teachers perceive their own competency in knowledge, confidence, and classroom management within inclusive classrooms. These elements are vital because teachers' attitudes and skills directly impact the success of inclusive education initiatives.

In real-world scenarios, teachers in inclusive settings often face challenges linked to gaps in knowledge about disabilities and instructional strategies. For instance, teachers with limited exposure to special education often feel unprepared to design differentiated lesson plans or manage behavior in diverse classrooms (Bukvić, 2014). Moreover, confidence levels can vary, as some teachers hesitate to implement strategies without prior training, leading to issues in managing classrooms where learners exhibit a wide range of behaviors and learning needs.

Despite the importance of inclusion, teachers frequently encounter common barriers such as insufficient training, lack of support staff, and limited access to resources. For example, managing aggressive behaviors in children with autism spectrum disorder or addressing attention-related challenges in students with ADHD can overwhelm educators who lack specialized competencies (Bannister-Tyrrell et al., 2018). Additionally, the absence of structured classroom management strategies contributes to teacher burnout in these demanding environments (O'Neill & Stephenson, 2012).

Inclusive classrooms cater to a diverse range of learners, including those with difficulties in interpersonal behavior, learning disabilities, physical handicaps, and specific challenges like dyslexia, ADHD, or autism spectrum disorder. Each category presents unique challenges: learners with dyslexia may require customized reading strategies, while students with ADHD might benefit from frequent movement breaks and focused attention strategies.

Moreover, despite supportive policies, teachers face significant challenges in implementing inclusive teaching methods due to gaps in training, resources, and institutional support. Many feel unprepared for the complexities of diverse classrooms, especially when addressing disabilities, language barriers, and cultural differences. This study aims to bridge policy and practice gaps by examining teachers' perspectives on their readiness, identifying areas for targeted support and professional development. The findings of this study can greatly benefit institutions like the Naga Special Education Center, where inclusive practices are vital for addressing diverse learner needs. Evaluating teachers' self-assessed skills and readiness, the center can better identify specific training and support needs, enhancing the effectiveness of inclusive education. The study may highlight areas for improving teacher training programs, enabling the center to tailor professional development that boosts teachers' confidence and skill in inclusive settings.

2. Literature Review

Inclusive education is designed to ensure that all students, including those with special needs, have access to equal educational opportunities. The success of inclusive education is significantly influenced by the knowledge, confidence, and classroom management skills of the instructors. Research suggests that educators who possess a greater degree of self-efficacy and possess a greater understanding of inclusive education are more likely to exhibit positive attitudes towards students with special needs (Gellor, 2019). Nevertheless, a significant number of educators report that their capacity to implement effective classroom management techniques is impeded by their inadequate training and limited understanding of inclusive teaching strategies

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(Polat et al., 2023). Teachers may encounter difficulty in adapting their teaching methods and classroom practices to facilitate diverse learners in the absence of sufficient preparation.

In inclusive classrooms, the efficacy of teachers is significantly influenced by their confidence. Chao et al. (2017) have demonstrated that instructors who possess a higher level of self-efficacy are more capable of managing inclusive environments and offering personalised assistance to students with special needs. A study conducted in Indonesia demonstrated that teacher engagement acts as a mediator between self-efficacy and classroom management. Specifically, teachers who are more engaged and confident in their abilities tend to have more effective management strategies (Rahmadani & Kurniawati, 2021). This emphasises the necessity of ongoing professional development to improve the confidence and efficacy of educators in inclusive environments. Additionally, the preservation of an inclusive learning environment necessitates the implementation of effective classroom management strategies. The implementation of structured routines, positive reinforcement, and explicit behavioural expectations by teachers is associated with the establishment of more supportive classroom environments for all students (Polirstok, 2015). Nevertheless, research indicates that educators' capacity to effectively manage inclusive classrooms may be impaired by inadequate training and institutional support (Gathumbi et al., 2015). In order to cultivate a more inclusive learning environment, schools must allocate resources to training programs that provide instructors with adaptive teaching methods, behaviour management techniques, and inclusive pedagogical approaches.

3. Methodology

This study employed a descriptive research design to examine teachers' perceived competency in inclusive practices at Naga Special Education Center, City of Naga. Data was collected at a specific point in time to assess the significant association between teachers' profiles and their level of knowledge, confidence, and classroom management in inclusive education for learners with special needs. The research was conducted in Naga Special Education Center, a specialized institution in the Philippines dedicated to providing inclusive education for students with disabilities. The study's respondents included 30 teachers actively handling learners with special needs, selected through purposive sampling to ensure relevant and insightful data collection. The main questionnaire was adapted from Sharma et al. (2012), Tschannen-Moran & Woolfolk (2001), and Schwab et al. (2015), which provided evidence-based measures to assess teachers' self-efficacy, knowledge, and skills in inclusive education. Descriptive statistics, including means, were used to analyze teachers' perceived competency, while the Chi-square test was employed to determine the significant association between teachers' profiles and their level of perceived competency in inclusive practices.

Table 1. Age and Gender.

Age	Gender		Total	
	M	F	f	%
55-59	0	2	2	6.67
45-59	1	4	5	16.67
40-44	0	4	4	13.33
35-39	1	5	6	20.00
30-34	0	9	9	30.00
25-29	0	4	4	13.33
Total	2	28	30	100

4. Results of Discussion

Table 1 shows the distribution of teachers by age and gender. Out of the 30 teachers, most (28) are female, while only 2 are male. The largest age group is 30-34 years old, making up 30% of the total, followed by the 35-39 age group at 20%. Teachers aged 45-49 account for 16.67%, and those aged 40-44 and 25-29 each make up 13.33%. The smallest group is teachers aged 55-59, representing only 6.67%. This suggests that the teaching workforce at the Naga Special Education Center is predominantly female and relatively young, with a significant portion in their early to mid-30s. Several studies have examined the relationship between teacher demographics, such as gender and age, and their role in inclusive education. These studies collectively support the finding that the teaching workforce in inclusive education settings is predominantly female and that younger teachers may be more receptive to inclusive practices.

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Table 2. Civil status.

Civil Status	f	%
Married	25	83.33
Single	5	16.67
Total	30	100

Table 2 shows the civil status of the teachers. Most of them, 25 out of 30 (83.33%), are married, while only 5 teachers (16.67%) are single. This indicates that the majority of the teaching staff at the Naga Special Education Center are married, which might reflect their level of stability and commitment in their professional and personal lives. These findings suggest that marital status may contribute to a sense of stability and commitment, which can enhance the effectiveness of teachers in inclusive education settings.

Table 3. Highest educational attainment.

Highest educational attainment	f	%
With Units in Doctorate	3	10.00
Master Degree Holder	7	23.33
With Units in Master	11	36.67
Bachelor Degree	9	30.00
Total	30	100

Table 3 outlines the highest educational attainment of the teachers. Among the 30 teachers, the largest group, 36.67% (11 teachers), are pursuing further studies with units in a master's program. Teachers with a bachelor's degree as their highest qualification follow closely, comprising 30% (9 teachers). Those who have completed a master's degree account for 23.33% (7 teachers), while only 10% (3 teachers) have taken units in a doctorate program. This suggests that a significant number of teachers are working toward advanced education, indicating a focus on professional development and a desire to enhance their expertise in inclusive education practices. Several studies support the importance of advanced educational attainment in enhancing teachers' professional development in inclusive education. These findings align with the data from Naga Special Education Center, where a significant proportion of teachers are actively pursuing further studies, reinforcing the importance of continuous learning.

Table 4. Years of Teaching

Number of years in teaching learners with special needs	f	%
Above 21 years	1	3.33
16-20 years	1	3.33
11-15 years	4	13.33
6-10 years	10	33.33
1-5 years	12	40.00
Total	30	100

The table shows the number of years teachers have spent teaching learners with special needs. Most teachers, 40% (12 out of 30), have 1-5 years of experience, followed by 33.33% (10 teachers) who have 6-10 years of experience. A smaller group, 13.33% (4 teachers), has been teaching for 11-15 years, while only 3.33% (1 teacher each) has 16-20 years or over 21 years of experience. This indicates that the majority of teachers are relatively new to teaching learners with special needs, with fewer having long-term experience in this field. These findings align with the data from Naga Special Education Center, where the majority of teachers have less than ten years of experience, indicating a need for continuous professional development and mentorship to enhance their effectiveness in inclusive classrooms.

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Table 5. Categories / Difficulties of learners.

Categories/difficulties of learners in inclusive education	Rank
Displaying Interpersonal Behavior	1
Learning Disability	2
Physical Handicap	3
Difficulty in Reading	4
Dyslexia	5
Remembering and concentrating	6
ADHD	7
Autism Spectrum Disorder	8

The table ranks the categories or difficulties of learners in inclusive education based on their prevalence or priority as perceived by teachers. The most common difficulty faced by learners is displaying interpersonal behavior, ranked first. Learning disability comes next, followed by physical handicap in third place. Difficulty in reading is ranked fourth, while dyslexia is fifth. Challenges in remembering and concentrating are ranked sixth, followed by ADHD in seventh, and autism spectrum disorder in eighth place. This ranking highlights the variety of challenges faced by learners and suggests a need for teachers to focus on addressing behavioral and learning-related issues more prominently in inclusive education.

Table 6. Years of Teaching.

Number of students in inclusive classroom	f	%
Above 20	7	23.33
16-20	7	23.33
11-15	2	6.67
Below 10	14	46.67
Total	30	100

The table presents the number of students in inclusive classrooms taught by the teachers. Nearly half of the teachers (46.67%, or 14 out of 30) have classrooms with fewer than 10 students. An equal percentage of teachers, 23.33% (7 teachers each), handle classrooms with 16-20 students and more than 20 students. A smaller portion, 6.67% (2 teachers), have 11-15 students in their classrooms. This data suggests that most inclusive classrooms have a smaller number of students, which may provide teachers more opportunity to give individual attention, although a notable portion still manages larger class sizes. These findings align with the data from Naga Special Education Center, where most teachers manage smaller classrooms, which likely enhances their ability to cater to students with special needs effectively.

Table 7. Relevant training and seminars attended.

Relevant training and seminars attended	Frequency
Above 4	4
3	7
2	2
1	4
0	13
Total	30

Table 7 presents the number of relevant training sessions and seminars attended by teachers. A significant portion, 43.33% (13 out of 30), have not attended any relevant training or seminars. Four teachers (13.33%) have attended just one, while 2 teachers (6.67%) have attended two. Seven teachers (23.33%) have participated in three training sessions, and 4 teachers (13.33%) have attended more than four. This data indicates that while some teachers are actively enhancing their skills through training, a large number lack exposure to professional development opportunities, which could impact their preparedness for inclusive education practices. Several studies emphasize the importance of teacher training and professional development in enhancing inclusive education practices. These findings align with the data, where a

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significant portion of teachers lack exposure to training, underscoring the need for more accessible professional development opportunities.

Table 8. Confidence Level

Confidence Level	Mean	VD
I feel confident in my ability to adapt lesson plans to meet the needs of all students.	3.48	A
I am comfortable providing individualized support to students with special needs in my classroom	3.39	A
I feel capable of fostering an inclusive learning environment where every student feels valued.	3.39	A
I am confident in my ability to handle diverse learning needs effectively in an inclusive setting.	3.29	A
I believe I can address the unique challenges of an inclusive classroom successfully.	3.45	A
I am proficient in using differentiated instructional strategies to accommodate various learning styles.	3.32	A
I feel skilled in collaborating with specialists, parents, and other educators to support students with diverse needs.	3.55	A
I am confident in designing and implementing assessments that are fair and accessible to all students.	3.42	A
I feel prepared to manage classroom dynamics in a way that supports both individual and group learning goals.	3.29	A
I believe I can effectively integrate culturally responsive teaching practices to foster inclusivity and equity.	3.45	A
Grand Mean	3.40	A

Table 8 shows the confidence levels of teachers in handling inclusive education. Overall, teachers rated themselves as confident in various aspects of inclusive teaching, with a grand mean of 3.40, interpreted as "Agree." The highest-rated item, with a mean of 3.55, reflects teachers feeling skilled in collaborating with specialists, parents, and other educators. Teachers also feel confident in addressing the unique challenges of inclusive classrooms (3.45) and fostering culturally responsive teaching practices (3.45). Slightly lower ratings were seen in managing classroom dynamics (3.29) and handling diverse learning needs effectively (3.29). These results indicate that teachers generally feel prepared and confident in their abilities to support inclusive education, though there may be areas for further improvement, such as classroom management and adapting to diverse needs. Studies support the findings on teachers' confidence in inclusive education. Chhetri (2019) examined teacher preparation for inclusive classrooms and found that professional development and ongoing training significantly improve educators' confidence in adapting lesson plans and fostering inclusive learning environments (Chhetri, 2019). Similarly, Connett (2020) highlighted that while teachers may self-rate their confidence levels highly, direct observations suggest gaps in inclusive classroom practices, particularly in differentiated instruction and classroom management (Connett, 2020). Additionally, Alnahdi (2020) explored teachers' self-efficacy in inclusive settings and found that while most educators felt confident in core teaching practices. These findings align with the data where teachers generally feel confident in collaboration and instructional planning but may require additional support in handling diverse learning needs and classroom dynamics effectively.

Table 9. Knowledge of inclusive strategies.

Knowledge of Inclusive Strategies	Mean	VD
I am knowledgeable about various inclusive teaching strategies that accommodate diverse learners.	3.33	A
I understand how to implement differentiated instruction to cater to different learning abilities	3.57	A
I am familiar with strategies to support students with disabilities in a general education setting.	3.37	A

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I have a solid understanding of the Universal Design for Learning (UDL) principles in teaching.	3.07	MA
I know how to utilize adaptive technology and resources to support students with special needs.	3.00	MA
I am aware of strategies to create a positive classroom climate that fosters collaboration and mutual respect among students.	3.40	A
I understand how to implement social-emotional learning (SEL) strategies to support all students, including those with diverse n	3.20	MA
I am knowledgeable about culturally responsive teaching practices that address the needs of students from varied backgrounds.	3.20	MA
I know how to design and implement individualized education plans (IEPs) and plans effectively in the classroom.	2.87	MA
I am familiar with evidence-based practices for managing behavioral challenges in an inclusive setting.	3.20	MA
Grand Mean	3.22	MA

Table 9 presents teachers' knowledge of inclusive strategies, with a grand mean of 3.22, interpreted as "Moderately Agree." Teachers showed the highest knowledge in implementing differentiated instruction to cater to different learning abilities (3.57) and creating a positive classroom climate (3.40). They also reported good familiarity with supporting students with disabilities (3.37). However, areas like understanding Universal Design for Learning (UDL) principles (3.07), using adaptive technologies (3.00), and implementing individualized education plans (IEPs) (2.87) received lower ratings. These results suggest that while teachers generally feel moderately knowledgeable about inclusive strategies, there are areas, particularly in adaptive technologies, UDL, and IEP implementation, where further training and development could enhance their expertise. Mahlangu and Mtshali (2024) found that many teachers enrolled in advanced diploma programs had low awareness of how to effectively teach in diverse and inclusive classrooms, emphasizing the need for further pedagogical development (Mahlangu & Mtshali, 2024). Similarly, Tiwari (2023) highlighted that teacher education programs must integrate comprehensive training on inclusive teaching strategies, including Universal Design for Learning (UDL) and Individualized Education Plans (IEPs), to enhance educators' ability to support diverse learners (Tiwari, 2023). Furthermore, Aftab, Amjad, and Chaudhry (2024) emphasized that teachers who engage in ongoing professional development and collaborative planning are more confident and effective in using differentiated instruction and inclusive teaching strategies (Aftab et al., 2024). These studies align with the where teachers feel moderately knowledgeable in inclusive education but require further training in areas such as adaptive technologies, UDL, and IEP implementation to enhance their effectiveness.

Table 10. Classroom management.

Classroom Management	**Mean**	**VD**
I feel confident managing classroom behaviors in a way that respects individual needs and differences.	4.03	A
I can create a classroom environment that promotes positive interactions among all students.	4.13	A
I am skilled at establishing clear expectations and routines that accommodate all learners.	3.67	A
I can effectively manage disruptions in a way that minimizes impact on students with special needs.	3.80	A
I feel equipped to create a safe and supportive environment for students with diverse abilities.	3.70	A
I can adapt classroom management strategies to ensure equitable participation and engagement for all students.	3.50	A
I feel confident using proactive approaches to prevent behavioral issues in an inclusive setting.	3.63	A

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I am skilled in fostering student self-regulation and independence through appropriate management techniques.	3.73	A
I can effectively use positive reinforcement to encourage desired behaviors across diverse learners.	3.87	A
I am knowledgeable about de-escalation techniques to address challenging behaviors in a respectful and constructive manner.	3.90	A
Grand Mean	3.80	A

Table 10 highlights teachers' classroom management skills, with a grand mean of 3.80, interpreted as "Agree." Teachers rated themselves highly in creating a classroom environment that promotes positive interactions (4.13) and managing behaviors respectfully (4.03). They also feel knowledgeable about de-escalation techniques (3.90) and confident in using positive reinforcement (3.87). Lower ratings, though still positive, were observed in adapting strategies for equitable participation (3.50) and using proactive approaches to prevent behavioral issues (3.63). However, there may still be opportunities to enhance their strategies for equitable participation and proactive management. Wijaya, Agustini, and Adnyani (2020) examined classroom management practices in an inclusive school and found that effective strategies, such as clear rules, positive reinforcement, and modifications in lesson plans, significantly improved student behavior and engagement (Wijaya et al., 2020). Similarly, Rahmadani and Kurniawati (2021) found that teacher engagement plays a crucial role in effective classroom management, as teachers with higher self-efficacy and engagement were better able to manage inclusive classrooms. These findings align with the data where teachers generally feel confident in managing classroom behavior but may benefit from further development in proactive strategies and equitable participation techniques.

Table 11. Significant association of the teachers profile and confidence level

Profile Variable	**Chi-Square Statistic Test**	**Degrees of Freedom (df)**	**P-Value**	**Results**
Age	4.506228956	3	0.211735351	Not Significant
Gender	0.15256734	1	0.696093891	Not Significant
Highest Educational Attainment	5.108720684	4	0.276322884	Not Significant
Civil Status	1.062752801	1	0.292051890	Not Significant
Years of Teaching	2.099326599	4	0.717496102	Not Significant
Number of Students	3.211760462	3	0.360113963	Not Significant
Relevant Training and Seminar	2. 52567660	4	0. 18901398	Not Significant

The table shows the results of the chi-square tests to determine if there is a significant association between teachers' profiles and their confidence levels in inclusive education. The results indicate that none of the profile variables age, gender, highest educational attainment, civil status, years of teaching, and number of students have a significant association with confidence levels, as all the p-values are greater than 0.05. For example, age (p=0.21p = 0.21p=0.21) and highest educational attainment (p=0.28p = 0.28p=0.28) showed no significant link to confidence. Similarly, gender (p=0.70p = 0.70p=0.70) and years of teaching (p=0.72p = 0.72p=0.72) were also not associated with confidence. This suggests that teachers' confidence levels in inclusive education are not significantly influenced by their demographic or professional profiles. Several studies support the finding that teachers' demographic profiles are not significantly associated with their confidence in inclusive education. Olayvar (2022) examined the effects of teachers' demographic characteristics on their self-efficacy in implementing inclusive education and found that while age, gender,

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and years of teaching experience influenced teacher confidence to some extent, the relationships were not statistically significant (Olayvar, 2022). Similarly, Woodcock et al. (2023) analyzed the connection between teacher demographics and self-efficacy in inclusive education, concluding that factors such as professional development and institutional support were more critical predictors of confidence than personal characteristics (Woodcock et al., 2023). Additionally, Matundura et al. (2022) found no significant relationships between teachers' gender, age, or training in disability education and their attitudes toward inclusive education, reinforcing the idea that professional experience and resources may have a greater impact on teacher confidence than demographic factors (Matundura et al., 2022).

The Table 12 presents the results of the chi-square tests to see if there is a significant association between teachers' profiles and their knowledge of inclusive education strategies. The findings show that none of the profile variables age, gender, highest educational attainment, civil status, years of teaching, and number of students are significantly associated with knowledge, as all p-values are greater than 0.05.

Table 12. Significant association of the teachers profile and of level of knowledge.

Profile Variable	Chi-Square Statistic Test	Degrees of Freedom (df)	P-Value	Results
Age	3.209333333	3	0.360462405	Not Significant
Gender	0.226898148	1	0.633833404	Not Significant
Highest Educational Attainment	1.063751804	4	0.899979916	Not Significant
Civil Status	0.072252304	1	0.242611891	Not Significant
Years of Teaching	4.470833333	4	0.346019915	Not Significant
Number of Students	2.768809524	3	0.428660195	Not Significant
Relevant Training and Seminar	1. 61187612	4	0.10463981	Not Significant

For instance, age (p=0.36p = 0.36p=0.36) and years of teaching (p=0.35p = 0.35p=0.35) show no significant link to knowledge. Similarly, gender (p=0.63p = 0.63p=0.63) and number of students in the classroom (p=0.43p = 0.43p=0.43) also have no significant association. These results suggest that teachers' knowledge of inclusive strategies does not depend on their demographic or professional profiles. Chitiyo and Alasa (2023) examined teachers' knowledge and perceptions of inclusive education in Fiji and found that while teachers demonstrated strong professional knowledge, demographic factors such as age and experience had no significant relationship with their understanding of inclusive education (Chitiyo & Alasa, 2023). Similarly, Baguisa and Ang-Manaig (2019) conducted a study in the Philippines and discovered that while teacher knowledge, skills, and attitudes influenced inclusive education outcomes, demographic variables such as civil status and years of teaching had no significant impact on teachers' expertise (Baguisa & Ang-Manaig, 2019). Additionally, Mahlangu and Mtshali (2024) found that teachers enrolled in professional development programs displayed varying levels of knowledge about inclusive strategies, but these differences were more strongly linked to training and exposure rather than demographic profiles (Mahlangu & Mtshali, 2024). These studies align with the data from Naga Special Education Center, confirming that teachers' knowledge of inclusive strategies is influenced more by professional development and training than by personal demographic factors.

Table 13 shows the results of chi-square tests examining whether teachers' profiles are significantly associated with their classroom management skills in inclusive education. The results indicate that none of the profile variables age, gender, highest educational attainment, civil status, years of teaching, and number of students have a significant relationship with classroom management, as all p-values are greater than 0.05. For instance, age (p=0.69p = 0.69p=0.69), gender (p=0.58p = 0.58p=0.58), and years of teaching (p=0.36p =

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0.36p=0.36) show no significant association. The closest to significance is the number of students in the classroom (p=0.08p = 0.08p=0.08), but it still falls short of the 0.05 threshold.

Table 13. Significant Association of the Teachers Profile and classroom Management.

Profile Variable	Chi-Square Statistic Test	Degrees of Freedom (df)	P-Value	Results
Age	1.485802469	3	0.685550968	Not Significant
Gender	0.12252137	1	0.584293892	Not Significant
Highest Educational Attainment	6.751322751	4	0.149627906	Not Significant
Civil Status	6.260921626	4	0.256628927	Not Significant
Years of Teaching	4.341049383	4	0.361813064	Not Significant
Number of Students	6.751322751	3	0.080260826	Not Significant
Relevant Training and Seminar	1. 50127235	4	0.12981245	Not Significant

This suggests that teachers' ability to manage inclusive classrooms is not significantly influenced by their demographic or professional profiles. Impuesto (2024) found that while demographic factors like age and gender play a role in teachers' work conditions, effective classroom management was more influenced by workload, student behavior, and institutional support (Impuesto, 2024). Similarly, Kwok et al. (2020) explored how teacher candidates' beliefs about student demographics affect classroom management and found that while initial perspectives varied, training and professional development had a more significant impact on shaping equitable classroom strategies (Kwok et al., 2020). These indicates that classroom management effectiveness is shaped more by professional experience, engagement, and institutional support than by demographic characteristics.

5. Conclusion

The findings of this study underscore the fact that the teaching workforce in inclusive education settings, notably at Naga Special Education Centre, is primarily female and relatively young. Additionally, a significant number of teachers are actively pursuing further education. Nevertheless, the majority of educators possess inadequate expertise in instructing learners with special needs, with the majority possessing less than ten years of experience, despite their academic and professional development endeavors. While teachers generally expressed confidence in managing inclusive education, there were significant deficiencies in their understanding of Universal Design for Learning (UDL), adaptive technologies, and the implementation of Individualized Education Plans (IEPs). Furthermore, instructors demonstrated effective classroom management abilities; however, proactive strategies for equitable participation and behavior management could be enhanced. Most importantly, statistical analyses demonstrated that teachers' confidence, knowledge, and classroom management abilities were not significantly influenced by demographic factors such as age, gender, civil status, years of teaching, and highest educational attainment. These results indicate that professional development is more important than personal characteristics in improving the preparedness of instructors for inclusive education. Consequently, it is imperative to priorities the development of institutional support systems, mentorship opportunities, and continuous training programs to provide instructors with the requisite skills and strategies to establish inclusive and supportive learning environments for students.

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