IJGGSD
International Journal of Global Goals and Sustainable Development
RESEARCH | INNOVATION | INCLUSION | SUSTAINABLE FUTURES
ISSN: 3155-7716
DOI: https://doi.org/10.65339/ijggsd.V1.I1.31

Teachers' Instructional Adaptability and Their Capacity to Address Learning Needs in Inclusive Classrooms

Leah B. Pansaon[1], Cherille E. Generale[2]

[1]Master Teacher I, Patag Elementary School, Naga District, Schools Division of City of Naga, Department of Education, Region VII – Central Visayas, Philippines

[2]Teacher I, Naga SPED Center, West Poblacion, City of Naga, Cebu, Schools Division of City of Naga, Department of Education, Region VII – Central Visayas, Philippines

Email: lbartolabacpansaon@gmail.com

ABSTRACT

This study aimed to determine teachers' instructional adaptability and their capacity to address learning needs in inclusive classrooms, examine their relationship, and identify differences across demographic profiles. A descriptive-correlational research design was employed involving 50 teachers from Naga Central Elementary School during the School Year 2026–2027, selected through purposive sampling. Data were collected using an adapted and contextualized survey questionnaire and analyzed through descriptive statistics, Pearson product-moment correlation, and tests of significant differences. Results revealed high levels of instructional adaptability (M = 3.28, SD = 0.68) and capacity to address learning needs (M = 3.37, SD = 0.66). However, reflective teaching, differentiated instruction, instructional modifications, and identification of learners requiring additional support needed strengthening. No significant relationship was found between instructional adaptability and capacity to address learning needs ($r = -0.109$, $p = 0.450$). Instructional adaptability did not significantly differ across demographic profiles, whereas capacity to address learning needs differed significantly according to educational attainment ($p = 0.032$). The study concluded that teachers demonstrated strong inclusive teaching competencies, although specific practices required improvement. Implementing a school-based Action Plan emphasizing differentiated instruction, reflective practice, and learner support identification is recommended. The single-school setting, purposive sampling, and self-reported data limit the generalizability of findings. This study provides empirical evidence for targeted professional development and school-based interventions, supporting institutional decisions aimed at strengthening inclusive instructional practices and equitable learning opportunities.

Keywords: *Descriptive-correlational research, Inclusive classrooms, Instructional adaptability, Learning needs, Professional development, Teacher competencies*

1. INTRODUCTION

Inclusive education requires teachers to employ flexible and responsive instructional practices that address learners' diverse abilities, backgrounds, interests, and educational needs. Teachers' instructional adaptability is essential in modifying teaching strategies, learning materials, classroom activities, and assessment practices to promote equitable participation and meaningful learning. UNESCO and the International Task Force on Teachers for Education 2030 (2024) emphasized the importance of flexible instructional practices, while Langelaan et al. (2024) highlighted their contribution to learner engagement, participation, and academic achievement. In the Philippines, Republic Act No. 11650 (2022), or the Inclusive Education Act, and the Philippine Professional Standards for Teachers under Department of Education (DepEd) Order No. 42, s. 2017, emphasize responsive instruction and equitable educational opportunities. However, teachers continue to encounter challenges in addressing learner diversity, particularly when instructional resources, professional development opportunities, and support services are limited. This study examined teachers' instructional adaptability and their capacity to address learning needs in inclusive classrooms at Naga Central Elementary School during the School Year 2026–2027. It investigated the relationship between these variables and differences according to teachers' demographic characteristics. The findings served as the basis for a proposed Action Plan intended to strengthen inclusive instructional practices and teachers' professional competencies.

Research Problem

Inclusive classrooms require teachers to accommodate differences in learners' academic readiness, behavioral characteristics, learning preferences, and instructional support needs. Although differentiated instruction and flexible teaching approaches are essential to inclusive education, teachers may experience difficulties implementing these practices because of limited resources and professional support. At Naga Central Elementary School, teachers are expected to modify instructional strategies, learning activities, resources, and assessments while fulfilling their regular classroom responsibilities. Despite these demands, limited local empirical evidence establishes the extent of teachers' instructional adaptability, their capacity to address diverse learning needs, and the relationship between these competencies. Moreover, insufficient evidence explains whether teachers' demographic and professional characteristics are associated with differences in these variables. Addressing this research gap is necessary to identify instructional strengths and areas requiring improvement and to develop an evidence-based Action Plan that supports responsive and inclusive classroom instruction.

Assumptions of the Study

The study was guided by the premise that teachers demonstrate varying levels of instructional adaptability and capacity to address learning needs based on their classroom experiences and professional characteristics. Instructional adaptability involves adjusting teaching strategies, learning activities, instructional materials, and assessment practices, while the capacity to address learning needs involves identifying learner differences, providing appropriate support, monitoring progress, and promoting participation. The study further considered that teachers' instructional adaptability and their capacity to address learning needs may be statistically associated and that these competencies may vary according to demographic characteristics. However, the study did not presume a causal relationship between the two variables. Instead, it employed a descriptive-correlational approach to examine their levels, relationship, and differences across demographic groups. These premises provided the basis for assessing teachers' inclusive instructional practices and identifying areas for professional development.

Objectives of the Study

The study aimed to determine the relationship between teachers' instructional adaptability and their capacity to address learning needs in inclusive classrooms at Naga Central Elementary School during the School Year 2026–2027. Specifically, it sought to describe teachers' demographic profiles in terms of age, sex, highest educational attainment, years of teaching experience, teaching position, grade level handled, and training on inclusive education; assess their levels of instructional adaptability and capacity to address diverse learning needs; determine whether a significant relationship existed between the two variables; examine significant differences in these competencies when teachers were grouped according to their demographic profiles; and formulate a proposed Action Plan based on the findings.

Conceptual and Theoretical Framework

This study was anchored on the Adaptive Expertise Theory of Hatano and Inagaki (1986), supported by the Inclusive Pedagogical Approach in Action (IPAA) of Florian and Spratt (2013) and the Universal Design for Learning (UDL) Framework developed by CAST (2024). These frameworks explain teachers' instructional flexibility and responsiveness to diverse learning needs. The Adaptive Expertise Theory of Hatano and Inagaki (1986) emphasizes professionals' ability to modify knowledge, skills, and practices in response to changing situations. Applied to teaching, it explains instructional adaptability through adjustments in teaching strategies, classroom activities, learning resources, and assessment practices according to learners' needs. The Inclusive Pedagogical Approach in Action (IPAA) of Florian and Spratt (2013) supports teachers' capacity to address learning needs by emphasizing inclusive practices that accommodate learner diversity within shared classroom experiences. It highlights teachers' responsibility to recognize individual differences, provide appropriate instructional support, and promote meaningful participation among all learners. Complementing this approach, the Universal Design for Learning (UDL) Framework developed by CAST (2024) supports flexible instructional approaches that respond to learner variability. These theoretical foundations are reinforced by Republic Act No. 11650, the Philippine Professional Standards for Teachers (PPST) under DepEd Order No. 42, s. 2017, particularly Domain 3 – Diversity of Learners, and DepEd Memorandum No. 017, s. 2025, which emphasize inclusive education, responsive teaching, and continuous professional improvement. The conceptual framework examines teachers' instructional adaptability and their capacity to address learning needs as distinct but potentially related variables. Through descriptive and correlational analyses, the study determines their levels and statistical relationship without establishing causality. The findings provide the empirical basis for developing an Action Plan to strengthen inclusive teaching competencies.

Sustainable Development Goal and Multidisciplinary Sustainability Relevance

The study primarily aligns with Sustainable Development Goal 4 (Quality Education), which promotes inclusive, equitable, and quality education and lifelong learning opportunities for all. By examining teachers' instructional adaptability and their capacity to address diverse learning needs, the research supports efforts to improve instructional responsiveness, learner participation, and equitable access to meaningful educational experiences. Its proposed Action Plan also contributes to continuous teacher professional development and the improvement of inclusive classroom practices. The study also relates to Sustainable Development Goal 10 (Reduced Inequalities) through its emphasis on addressing differences in learners' abilities, backgrounds, and educational needs. Strengthening teachers' capacity to provide appropriate instructional accommodations and support may help reduce barriers to classroom participation and promote more equitable learning opportunities. In terms of educational and institutional sustainability, the study provides school-based evidence for identifying professional

development needs and strengthening inclusive instructional practices. Its findings may assist teachers, school administrators, and the Department of Education in developing responsive interventions, supporting continuous instructional improvement, and sustaining inclusive learning environments. These contributions reinforce the commitment to quality education and equitable learning opportunities for diverse learners.

2. METHODOLOGY

Research Design

The study utilized a descriptive-correlational research design as described by Creswell and Creswell (2023), which examines existing conditions and relationships between variables without manipulation. The descriptive component assessed teachers' demographic characteristics, instructional adaptability, and capacity to address diverse learning needs. The correlational component determined whether a significant relationship existed between instructional adaptability and the capacity to address learning needs. The study also examined differences in these competencies according to demographic characteristics. This design provided empirical evidence for identifying instructional strengths and areas requiring improvement and for developing a proposed Action Plan.

Research Locale or Study Setting

The study was conducted at Naga Central Elementary School during the School Year 2026–2027. The school accommodated elementary learners with diverse academic abilities, backgrounds, learning preferences, behavioral characteristics, and educational needs. Its inclusive classroom environment required teachers to modify instructional strategies, differentiate activities, adapt learning materials, and provide appropriate support to promote meaningful participation. The setting was selected because teachers regularly encountered varied learning needs, providing a relevant context for examining instructional adaptability and inclusive teaching competencies.

Participants or Data Sources

The study involved 50 teachers from Naga Central Elementary School, selected through purposive sampling based on their direct classroom experience and exposure to inclusive instructional practices. Eligible participants were actively engaged in classroom teaching and had experience adapting instruction and addressing diverse learner needs. Teachers without direct classroom responsibilities or relevant experience were excluded. The respondents represented Grades 1 to 6, with eight teachers each from Grades 1 and 3, seven from Grade 4, and nine each from Grades 2, 5, and 6. Their demographic characteristics, including age, sex, educational attainment, teaching experience, teaching position, grade level handled, and training on inclusive education, were considered in the analysis.

Research Instruments or Materials

Data were collected using an adapted and contextualized survey questionnaire consisting of three parts. The first gathered respondents' demographic information, while the second assessed instructional adaptability through indicators involving differentiated activities, instructional modifications, flexible teaching strategies, lesson pacing, and assessment practices. The third measured teachers' capacity to address learning needs through identifying learner difficulties, providing accommodations, monitoring progress, collaborating with stakeholders, and promoting inclusive participation. The instructional adaptability indicators were based on the works of Langelaan et al. (2024) and Gheyssens et al. (2023), while the indicators measuring teachers' capacity to address learning needs were guided by Sahli Lozano et al. (2023) and Pivarč (2026). The questionnaire was reviewed and contextualized for the school

setting. Responses were measured using a four-point Likert scale ranging from 4 (Always) to 1 (Never). Mean scores of 3.26–4.00 indicated Always, 2.51–3.25 indicated Often, 1.76–2.50 indicated Sometimes, and 1.00–1.75 indicated Never. These ratings described the frequency of teachers' adaptive and inclusive instructional practices.

Data Gathering Procedure

Data collection began with the submission of a transmittal letter requesting permission from the administration of Naga Central Elementary School. Upon approval, the researcher coordinated with school authorities to identify qualified respondents and conducted an orientation explaining the study's objectives, procedures, and significance. Participants were informed of their rights, assured of confidentiality, and requested to provide informed consent before participating. The adapted questionnaire was administered to the selected teachers, who received clear instructions and sufficient time to complete it based on their classroom experiences. Completed questionnaires were collected, reviewed, organized, and securely maintained. Responses were subsequently coded and prepared for statistical analysis. The findings were used to identify teachers' instructional strengths and development needs and to formulate a proposed Action Plan for improving inclusive classroom practices.

Data Analysis

The collected data were analyzed using descriptive and inferential statistical methods. Frequency and percentage distributions described respondents' demographic characteristics, while weighted mean and standard deviation determined the levels and variability of teachers' instructional adaptability and capacity to address learning needs. Responses were interpreted using the established four-point Likert scale. The Pearson Product-Moment Correlation Coefficient was employed to determine the significance of the relationship between instructional adaptability and capacity to address learning needs at the 0.05 level of significance. One-Way Analysis of Variance (ANOVA) was used to examine differences in these variables across demographic categories with more than two groups, particularly age, educational attainment, teaching experience, teaching position, and grade level handled. The statistical findings provided the basis for identifying areas requiring professional development and formulating the proposed Action Plan.

Ethical Consideration

The study observed ethical principles to protect participants' rights, privacy, confidentiality, and welfare. Formal permission was secured from the school administration before data collection, and participants received information about the study's purpose, procedures, and significance. Written informed consent was obtained, and participation remained voluntary, with respondents permitted to withdraw without adverse consequences to their employment, professional evaluation, or teaching responsibilities. Confidentiality and anonymity were maintained by excluding personal identifiers from research reports and coding questionnaire responses. Collected information was used exclusively for academic purposes, accessed only by the researcher, and securely stored to prevent unauthorized disclosure. The principles of beneficence and non-maleficence were observed to minimize potential harm, discomfort, or unnecessary risks. These measures ensured responsible data collection and compliance with institutional and educational research ethics.

3. RESULTS AND DISCUSSION

3.1 Demographic Profile of the Respondents

3.1.1 Age and Sex

Of the 50 respondents, 29 (58.00%) were female and 21 (42.00%) were male. The largest age group was 41–45 years, comprising 16.00% of the respondents, followed by the 46–50, 51 years and above, and 21–25 age groups, each representing 14.00%. The remaining respondents were distributed across other age categories, indicating varied age representation. The distribution reflected teachers at different stages of professional development. The Adaptive Expertise Theory of Hatano and Inagaki (1986) emphasizes that professional expertise involves adapting knowledge and practices to changing situations rather than relying solely on accumulated experience. Similarly, Florian and Spratt (2013) and the Universal Design for Learning (UDL) Framework (CAST, 2024) emphasize responsive instructional practices that accommodate learner diversity. Lapidot-Lefler (2025) further highlighted teacher responsiveness in inclusive educational settings. Although the respondents differed in age and sex, these characteristics alone did not establish differences in their instructional adaptability or inclusive teaching capacity.

3.1.2 Highest Educational Attainment

The findings revealed that 19 respondents (38.00%) held bachelor's degrees, 18 (36.00%) had earned master's units, and 10 (20.00%) had completed master's degrees. Two respondents (4.00%) had doctoral units, while one (2.00%) held a doctorate degree. Overall, 62.00% had pursued or completed education beyond the bachelor's degree. The distribution indicated considerable engagement in advanced academic preparation. Siswandari et al. (2025) emphasized the relevance of pedagogical competence within adaptive educational frameworks. Likewise, the Adaptive Expertise Theory of Hatano and Inagaki (1986) and the Inclusive Pedagogical Approach in Action (IPAA) of Florian and Spratt (2013) highlight the importance of applying professional knowledge to varied instructional situations and learner needs. However, educational qualifications alone did not establish the respondents' actual instructional adaptability or effectiveness in inclusive classrooms.

3.1.3 Years of Teaching Experience

The results showed that 15 respondents (30.00%) had less than five years of teaching experience, while another 15 (30.00%) had five to nine years. Eight respondents (16.00%) had taught for 20 years or more, while six respondents each (12.00%) had 10–14 and 15–19 years of experience. Thus, 60.00% had fewer than 10 years of teaching experience. The findings reflected differences in teachers' professional exposure and classroom experiences. Hatano and Inagaki (1986) emphasized that adaptive expertise depends on the ability to apply and modify knowledge rather than merely accumulate experience. Florian and Spratt (2013) similarly emphasized responsive teaching practices that address learner diversity. Ramya (2025) highlighted the importance of teacher adaptability and classroom innovation in supporting learners with multiple disabilities. Accordingly, teaching experience provided relevant professional context but did not independently determine teachers' adaptability or capacity to address learning needs.

3.1.4 Teaching Position

The largest group of respondents held Teacher III positions, comprising 18 teachers (36.00%), followed by Teacher II with 14 (28.00%) and Teacher I with 12 (24.00%). Four respondents (8.00%) were Master Teacher I, while two (4.00%) were Master Teacher II. The distribution indicated that most respondents occupied regular teaching positions. These findings reflected differences in professional designation and career progression. Hatano and Inagaki (1986) emphasized the

application of professional knowledge in changing instructional situations, while Florian and Spratt (2013) highlighted inclusive pedagogical practices that support all learners. Prediger and Buró (2024) further emphasized the importance of actual instructional practices in classrooms with learners possessing diverse abilities. Thus, teaching position provided professional background information but did not independently establish teachers' inclusive instructional competencies.

3.1.5 Grade Level Handled

The respondents represented all six elementary grade levels. Grades 2, 5, and 6 each had nine teachers (18.00%), while Grades 1 and 3 each had eight (16.00%). Grade 4 had seven teachers (14.00%). This distribution provided representation across the elementary curriculum. The inclusion of teachers from different grade levels reflected varying instructional demands and learner characteristics. Hatano and Inagaki (1986) emphasized flexible application of professional knowledge, while Florian and Spratt (2013) supported inclusive practices that extend learning opportunities to all learners. Memon and Memon (2025) highlighted the importance of addressing educational inequities and differences in learners' circumstances. These perspectives reinforce the relevance of responsive instructional practices across elementary grade levels.

3.2 Teachers' Instructional Adaptability and Capacity to Address Learning Needs

3.2.1 Level of Teachers' Instructional Adaptability

The respondents demonstrated a high level of instructional adaptability, with an aggregate weighted mean of 3.28 and a standard deviation of 0.68, interpreted as Always. Adjusting lesson pacing according to learners' progress received the highest mean of 3.40, followed by incorporating learners' interests, strengths, and backgrounds (3.36), adjusting instructional strategies (3.32), and applying innovative teaching approaches (3.30). Conversely, reflecting on teaching practices and making adjustments received the lowest mean of 3.20, followed by revising lesson implementation based on learners' responses (3.22). Differentiating activities, modifying materials, and providing varied participation opportunities each obtained a mean of 3.24, indicating practices performed Often. The findings demonstrated teachers' consistent flexibility in responding to learners' progress and individual differences, although reflective teaching and instructional modification required further strengthening. These results align with the Adaptive Expertise Theory of Hatano and Inagaki (1986), which emphasizes adjusting professional practices to changing demands, and the Inclusive Pedagogical Approach in Action (IPAA) of Florian and Spratt (2013), which promotes responsive teaching for diverse learners. Sharma (2024) emphasized curriculum adaptation and modification as essential inclusive strategies, while Hasanah et al. (2024) highlighted responsive instructional approaches for learners with special educational needs. The findings support the importance of strengthening differentiated instruction, reflective practice, and continuous instructional improvement.

3.2.2 Level of Teachers' Capacity to Address Learning Needs in Inclusive Classrooms

The respondents demonstrated a high capacity to address diverse learning needs, obtaining an aggregate weighted mean of 3.37 and a standard deviation of 0.66, interpreted as Always. Monitoring learners' academic progress and providing timely interventions received the highest mean of 3.48, followed by encouraging active classroom participation (3.44). Providing

accommodations, collaborating with parents, managing inclusive classroom routines, and responding to academic, behavioral, and social needs each obtained a mean of 3.42. However, identifying learners requiring additional instructional support received the lowest mean of 3.18, interpreted as Often. Using assessment results to improve instruction and ensuring equitable learning opportunities each obtained a mean of 3.26. The findings indicated that teachers consistently supported learner participation, academic monitoring, instructional accommodations, and inclusive classroom management. However, identifying learners requiring additional assistance remained an area for improvement. These results reflect the Adaptive Expertise Theory of Hatano and Inagaki (1986), the Inclusive Pedagogical Approach in Action (IPAA) of Florian and Spratt (2013), and the Universal Design for Learning (UDL) Framework (CAST, 2024), which emphasize flexible, equitable, and responsive educational practices. Natasya and Kembaren (2025) highlighted the challenges of adapting instruction for diverse learners, while Yang (2025) emphasized teaching approaches responsive to different learning needs. The findings underscore the importance of strengthening early identification and assessment practices to support inclusive instruction.

3.3 Relationship Between Teachers' Instructional Adaptability and Capacity to Address Learning Needs

The Pearson correlation analysis revealed a negligible negative relationship between teachers' instructional adaptability and their capacity to address learning needs, with an r-value of -0.109 and a p-value of 0.450. Since the p-value exceeded the 0.05 significance level, the relationship was not statistically significant, and the null hypothesis was not rejected. The results indicated that higher reported instructional adaptability was not significantly associated with greater reported capacity to address learning needs among the respondents. The findings suggested that instructional adaptability and capacity to address learning needs represented distinct dimensions of inclusive teaching. Although Irshad et al. (2025) and Yıldırım et al. (2026) emphasized instructional adaptation in addressing learner diversity, the present study did not establish a significant statistical association between these competencies. Jardinez and Natividad (2024) highlighted the complexity of inclusive education, while Aas et al. (2024) emphasized collaborative professional learning and reflective practices in developing inclusive teaching approaches. These perspectives suggest that responding to diverse learning needs may involve additional professional and contextual considerations beyond instructional adaptability alone. Nevertheless, the present findings did not establish the effects of such factors.

3.4 Differences in Teachers' Instructional Adaptability According to Demographic Profile

The analysis revealed no statistically significant differences in teachers' instructional adaptability according to sex ($p = 0.634$), age group ($p = 0.241$), educational attainment ($p = 0.936$), teaching experience ($p = 0.820$), teaching position ($p = 0.902$), or grade level handled ($p = 0.791$). All p-values exceeded the 0.05 significance level; therefore, the null hypothesis was not rejected across the demographic categories. These findings indicated comparable levels of reported instructional adaptability regardless of the respondents' demographic characteristics. The findings suggested that instructional adaptability was not significantly differentiated by personal or professional characteristics within the study sample. Mahmood et al. (2025) emphasized the importance of coordinated teacher and administrative support in inclusive education, while Rakaa et al. (2025) highlighted adapted pedagogical strategies for learners with special educational needs. Wang et al. (2024) identified organizational leadership, inclusive role

identity, and teacher efficacy as relevant to inclusive teaching. Similarly, Carvajal et al. (2025) emphasized teacher preparation and continuing professional development in responding to educational demands. These perspectives support the importance of professional learning opportunities that strengthen instructional adaptability across demographic groups rather than limiting interventions to particular teacher categories.

3.5 Differences in Teachers' Capacity to Address Learning Needs According to Demographic Profile

The results revealed no significant differences in teachers' capacity to address learning needs according to sex ($p = 0.651$), age group ($p = 0.313$), teaching experience ($p = 0.367$), teaching position ($p = 0.274$), or grade level handled ($p = 0.777$). However, educational attainment produced a statistically significant difference, with a test statistic of 3.205 and a p-value of 0.032, below the 0.05 significance level. Thus, the null hypothesis was rejected only for educational attainment, indicating that teachers' reported capacity to address learning needs differed significantly across educational qualification groups. The significant difference according to educational attainment suggested that academic preparation may be relevant to teachers' inclusive instructional competencies, although the findings did not establish which qualification groups demonstrated greater capacity or whether educational attainment caused the observed differences. Kolajo (2025) emphasized reflection and adaptation in pedagogical development, while Losberg and Zwozdiak-Myers (2024) highlighted inclusive pedagogical practices among primary teachers and teaching assistants. Kusmawan et al. (2025) further emphasized teachers' involvement in curriculum-related processes and instructional improvement. These perspectives support the relevance of professional knowledge and pedagogical preparation in addressing diverse learning needs. The absence of significant differences across other demographic characteristics also reinforces the importance of providing inclusive professional development opportunities to teachers regardless of age, sex, experience, position, or grade level.

3.6 Areas for Improvement in Inclusive Instructional Practices

The findings identified specific instructional practices requiring further strengthening despite the respondents' generally high levels of instructional adaptability and capacity to address learning needs. Reflective teaching obtained the lowest instructional adaptability mean of 3.20, followed by revising lesson implementation based on learner responses (3.22). Differentiating classroom activities, modifying instructional materials, and providing varied participation opportunities each obtained 3.24. In addressing learning needs, identifying learners requiring additional instructional support received the lowest mean of 3.18. These findings indicated that the respondents practiced these competencies less consistently than other inclusive instructional strategies. The identified areas for improvement emphasized the need to strengthen reflective teaching, differentiated instruction, instructional modifications, and systematic identification of learners requiring additional support. The Adaptive Expertise Theory of Hatano and Inagaki (1986) supports continuous instructional adjustment, while the Inclusive Pedagogical Approach in Action (IPAA) of Florian and Spratt (2013) emphasizes extending meaningful learning opportunities to diverse learners. The findings provided the empirical basis for the proposed Action Plan intended to enhance teachers' instructional responsiveness, professional competencies, and capacity to support inclusive learning environments.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concluded that the 50 teacher-respondents of Naga Central Elementary School demonstrated high levels of instructional adaptability and capacity to address diverse learning needs in inclusive classrooms during the School Year 2026–2027. Teachers consistently adjusted instructional strategies, monitored learner progress, provided accommodations, and promoted classroom participation. However, differentiating activities, modifying instructional materials, reflecting on teaching practices, revising lessons, and identifying learners requiring additional support remained areas for improvement. No statistically significant relationship was established between instructional adaptability and capacity to address learning needs, indicating that these competencies were not significantly associated among the respondents. Instructional adaptability did not significantly differ across the demographic characteristics examined. In contrast, capacity to address learning needs differed significantly according to educational attainment but not according to other demographic characteristics. Overall, the findings established the respondents' existing inclusive teaching competencies while identifying specific professional development needs, providing an empirical basis for a school-based Action Plan.

It is recommended that Naga Central Elementary School implement the proposed Action Plan to strengthen instructional adaptability and teachers' capacity to address diverse learning needs. School administrators should prioritize professional development activities focusing on differentiated instruction, modification of learning materials, reflective teaching, and lesson adjustments based on learner responses. Teachers should strengthen their practices in identifying learners requiring additional instructional support and continue monitoring learner progress, providing appropriate accommodations, and encouraging active participation. School-based learning sessions, mentoring activities, and collaborative professional development may be organized to address these identified needs. Given the significant difference in teachers' capacity according to educational attainment, administrators should consider teachers' educational backgrounds when identifying professional development needs while ensuring that capacity-building opportunities remain accessible to all teachers. The school administration should periodically evaluate the implementation of the proposed Action Plan to determine whether the identified instructional practices are strengthened and whether additional support is necessary.

The study was limited to 50 teachers selected through purposive sampling from Naga Central Elementary School during the School Year 2026–2027. Its single-school setting and nonprobability sampling approach limit the generalizability of the findings to other educational contexts. The descriptive-correlational design examined statistical relationships and differences without establishing causal effects. Furthermore, data were obtained through a survey questionnaire measuring teachers' reported instructional practices and competencies. The analysis focused on the variables and demographic characteristics specified in the research objectives. Future studies may examine broader teacher populations across different schools and educational settings to assess whether similar patterns are observed.

5. REFERENCES

Aas, H. K., Uthus, M., & Løhre, A. (2024). Inclusive education for students with challenging behaviour: Development of teachers' beliefs and ideas for adaptations through lesson study. *European Journal of Special Needs Education, 39*(1), 64–78. https://doi.org/10.1080/08856257.2023.2191107

Carvajal, A. L. P., Fernandez, T. M., Pangilinan, A. M., Obod, M. M., Amihan, S. R., Sanchez, R. D., Sanchez, A. M. P., & Sanchez, J. J. D. (2025). Future-proofing teachers in reframing teacher

education curriculum in the Philippines: Basis for policy recommendations. *International Journal of Open-Access, Interdisciplinary & New Educational Discoveries of ETCOR Educational Research Center, 4*(2), 235–252.

CAST. (2024). *Universal Design for Learning Guidelines version 3.0*. https://udlguidelines.cast.org/

Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.)*. SAGE Publications.

Department of Education. (2017). *National adoption and implementation of the Philippine Professional Standards for Teachers (DepEd Order No. 42, s. 2017)*. https://www.deped.gov.ph/2017/08/11/do-42-s-2017-national-adoption-and-implementation-of-the-philippine-professional-standards-for-teachers/

Department of Education. (2025). *Interim guidelines for the Department of Education performance management and evaluation system for teachers in the school year 2024–2025 (DepEd Memorandum No. 017, s. 2025)*. https://www.deped.gov.ph/category/issuances/deped-memoranda/page/14/

Florian, L., & Spratt, J. (2013). Enacting inclusion: A framework for interrogating inclusive practice. *European Journal of Special Needs Education, 28*(2), 119–135. https://doi.org/10.1080/08856257.2013.778111

Gheyssens, E., Griful-Freixenet, J., & Struyven, K. (2023). Differentiated instruction as an approach to establish effective teaching in inclusive classrooms. In *R. Maulana, M. Helms-Lorenz, & R. M. Klassen (Eds.), Effective teaching around the world: Theoretical, empirical, methodological and practical insights* (pp. 677–689). Springer. https://doi.org/10.1007/978-3-031-31678-4_30

Hasanah, R., Munawwaroh, I., Hasanah, M., & Mundiri, A. (2024). Fostering inclusivity: Strategies for supporting students with special needs in mainstream classrooms. *FALASIFA: Jurnal Studi Keislaman, 15*(1), 73–85.

Hatano, G., & Inagaki, K. (1986). Two courses of expertise. In *H. Stevenson, H. Azuma, & K. Hakuta (Eds.), Child development and education in Japan* (pp. 262–272). W. H. Freeman.

Irshad, M. A., Amir, R. M., & Nabi, G. (2025). Towards inclusive learning: Identification of effective teaching adaptations used by teachers for inclusive teaching. *Journal of Asian Development Studies, 14*(1), 568–583.

Jardinez, M. J., & Natividad, L. R. (2024). The advantages and challenges of inclusive education: Striving for equity in the classroom. *Shanlax International Journal of Education, 12*(2), 57–65. https://doi.org/10.34293/education.v12i2.7182

Kolajo, Y. (2025). Advancing pedagogical excellence through reflective teaching practice and adaptation. *Reflective Practice, 26*(6), 832–847. https://doi.org/10.1080/14623943.2025.2504143

Kusmawan, A., Rahman, R., Anis, N., & Arifudin, O. (2025). The relationship between teacher involvement in curriculum development and student learning outcomes. *International Journal of Educatio Elementaria and Psychologia, 2*(1), 1–12.

Langelaan, B. N., Gaikhorst, L., Smets, W., & Oostdam, R. J. (2024). Differentiating instruction: Understanding the key elements for successful teacher preparation and development. *Teaching and Teacher Education, 140*, Article 104464. https://doi.org/10.1016/j.tate.2023.104464

Lapidot-Lefler, N. (2025). Teacher responsiveness in inclusive education: A participatory study of pedagogical practice, well-being, and sustainability. *Sustainability, 17*(7), Article 2919. https://doi.org/10.3390/su17072919

Losberg, J., & Zwozdiak-Myers, P. (2024). Inclusive pedagogy through the lens of primary teachers and teaching assistants in England. *International Journal of Inclusive Education, 28*(4), 402–422. https://doi.org/10.1080/13603116.2021.1946722

Mahmood, A., Huang, X., & Rehman, N. (2025). The role of teachers and administrators in supporting the adaptation of students with special needs in mainstream high schools. *Quality Education for All, 2*(1), 35–54.

Memon, F. N., & Memon, S. N. (2025). Digital divide and equity in education: Bridging gaps to ensure inclusive learning. In *Impact of digitalization on education and social sustainability* (pp. 107–130). IGI Global Scientific Publishing.

Natasya, A., & Kembaren, F. R. W. (2025). Teachers' challenges and strategies in adapting English materials for multicultural students. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics, 12*(1), 308–322.

Pivarč, J. (2026). The Czech version of the Teacher Efficacy for Inclusive Practice (TEIP) scale: Validation and psychometric analysis of the instrument with primary school teachers. *International Journal of Inclusive Education, 30*(1), 43–60. https://doi.org/10.1080/13603116.2024.2371873

Prediger, S., & Buró, R. (2024). Fifty ways to work with students' diverse abilities? A video study on inclusive teaching practices in secondary mathematics classrooms. *International Journal of Inclusive Education, 28*(2), 124–143.

Rakaa, O. B., Bassiri, M., & Lotfi, S. (2025). Adapted pedagogical strategies in inclusive physical education for students with special educational needs: A systematic review. *Pedagogy of Physical Culture and Sports, 29*(2), 67–85.

Ramya, M. (2025). Teacher adaptability and classroom innovation in supporting children with multiple disabilities. *Emerging Trends in Multidisciplinary Research, 83*.

Republic Act No. 11650. (2022). *An act instituting a policy of inclusion and services for learners with disabilities in support of inclusive education, establishing inclusive learning resource centers of learners with disabilities in all school districts, municipalities and cities, providing for standards, appropriating funds therefor, and for other purposes*. https://lawphil.net/statutes/repacts/ra2022/ra_11650_2022.html

Sahli Lozano, C., Wüthrich, S., Baumli, N., Sharma, U., Loreman, T., & Forlin, C. (2023). Development and validation of a short form of the Teacher Efficacy for Inclusive Practices Scale (TEIP-SF). *Journal of Research in Special Educational Needs, 23*(4), 375–388. https://doi.org/10.1111/1471-3802.12607

Sharma, S. (2024). Enhancing inclusive learning environments: Strategies for curriculum adaptation and modification. In *Future of special education in India* (pp. 109–121).

Siswandari, V. E., Suharini, E., Mulyono, S. E., & Prihatin, T. (2025). Evaluating the influence of inclusive teachers' pedagogical competence within adaptive educational frameworks. *Educational Process: International Journal, 18*, Article e2025441.

UNESCO, & International Task Force on Teachers for Education 2030. (2024). *Global report on teachers: Addressing teacher shortages and transforming the profession*. UNESCO. https://www.unesco.org/en/articles/global-report-teachers-addressing-teacher-shortages-and-transforming-profession

Wang, D., Huang, L., Huang, X., Deng, M., & Zhang, W. (2024). Enhancing inclusive teaching in China: Examining the effects of principal transformational leadership, teachers' inclusive role identity, and efficacy. *Behavioral Sciences, 14*(3), Article 175. https://doi.org/10.3390/bs14030175

Yang, C. (2025). Adapting teaching methods to accommodate diverse learning styles in education. *Journal of Higher Education Research, 5*(6), 535–540.

Yıldırım, A. E. S., Veiga, S., Kumaş, Ö. A., & Akkaya, S. (2026). Teacher-driven adaptations in inclusive classrooms: Addressing the needs of students with learning disabilities. *Erzincan Üniversitesi Eğitim Fakültesi Dergisi, 28*.