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The Impact of Teacher Workload on Curriculum Adaptation in Inclusive Classrooms

Hana Christine D. Lazaga

Cebu Technological University – Main Campus, Cebu, Philippines

ABSTRACT

This study investigated the relationship between the workload of regular teachers and their ability to navigate conflicting curriculum demands in inclusive classrooms at San Roque Elementary School during School Year 2025–2026. A descriptive-correlational research design was used involving 30 teacher-respondents through purposive sampling. Data were gathered through structured survey questionnaires and analyzed using frequency, percentage, weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient. Teachers experienced a moderate level of workload involving curriculum and classroom responsibilities, including instructional preparation and administrative tasks. They generally demonstrated the ability to navigate conflicting curriculum demands by adapting instruction, balancing curriculum requirements, and managing diverse learner needs, although some challenges were noted in time management and instructional preparation. Correlation analysis showed a significant relationship between teachers' workload and their ability to manage conflicting curriculum demands, indicating that workload directly influences instructional effectiveness in inclusive settings. The study concluded that managing workload is essential in supporting teachers' performance in inclusive education. It is recommended that Action Plan should be used to address the problem.

KEYWORDS: *Special Education, Teachers' Workload, Conflicting Curriculum Demands, Descriptive-Correlational Research, Action Plan San Roque Elementary School.*

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1. THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Teachers' ability to manage their workload while meeting curriculum requirements had become an important concern in inclusive education, particularly in elementary schools where teachers were expected to respond to learners with varied abilities and learning needs. At San Roque Elementary School, regular teachers were responsible for carrying out several instructional and administrative tasks, including preparing lessons, managing classrooms, assessing learners, completing documentation, and adjusting instruction to address individual differences. These responsibilities required teachers to balance the demands of prescribed curriculum standards with the need to provide appropriate and responsive support to diverse learners. The manner in which teachers managed these competing responsibilities could influence the quality of classroom instruction and the implementation of inclusive practices. Examining workload and the ability to navigate conflicting curriculum demands was therefore important in identifying strategies that could help teachers fulfill their professional responsibilities while addressing the learning needs of all pupils.

Internationally, White and Fletcher (2025) 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 and Torreon (2021) reported that high teaching workload adversely affected teacher well-being and performance, limiting time for lesson preparation and

adaptive instruction. Ji (2024) 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 frequently encountered challenges in aligning the K-12 curriculum with the specific needs of learners in inclusive classrooms. At San Roque Elementary School, regular teachers were expected to prepare differentiated lessons, conduct continuous assessments, manage classroom activities, complete required documentation, and provide additional support to learners with diverse abilities and learning needs while meeting established curriculum requirements. These responsibilities could contribute to workload intensification and role strain, particularly when teachers had limited time and resources for instructional adjustment and individualized support. Such circumstances highlighted the practical importance of examining these variables within a local elementary school context. The demands associated with curriculum implementation and inclusive classroom responsibilities placed additional expectations on regular teachers, particularly when adequate time and resources were limited.

At the national level, Pacaol (2021) highlighted that intensified workload in Philippine primary schools compromised teaching quality, as teachers spent substantial time on administrative duties rather than lesson planning. Ambar et al. (2025) emphasized the challenges Filipino teachers faced in inclusive classrooms, particularly in balancing multiple responsibilities while adhering to curriculum standards. Yusuf et al. (2021) 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.

Locally, Dorji and Wangchuk (2022) 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 (2024) 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 key factors affecting teachers' performance and student learning outcomes. 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. In the context of San Roque Elementary School, these concerns were relevant because teachers were required to fulfill curriculum-related responsibilities while responding to the varied learning needs of pupils.

Despite the findings of previous studies, there was limited research in the Philippines that examined the combined effect of teachers' workload and their ability to navigate conflicting curriculum demands in inclusive classrooms. Most existing studies focused on either workload or curriculum adaptation separately, leaving a gap in understanding how these variables interacted to influence inclusive instructional practices. 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 how these concerns were experienced simultaneously by regular teachers in inclusive classroom settings.

This limitation made it difficult to determine whether the level of workload was associated with teachers' ability to manage competing curriculum expectations while addressing the varied academic and learning needs of students. Addressing this gap was crucial to propose practical strategies that supported teachers and enhanced the quality of inclusive education. Examining these variables together could provide a clearer understanding of whether workload was associated with teachers' capacity to manage competing curriculum expectations while responding to diverse learner needs and fulfilling their instructional responsibilities.

In the context of San Roque Elementary School, examining these concerns together could provide a more comprehensive view of the challenges experienced by regular teachers in fulfilling their instructional responsibilities. Teachers may need to allocate time and effort among lesson preparation, classroom management, assessment, documentation, curriculum implementation, and the provision of appropriate support to learners with diverse needs. Understanding how workload was related to their

ability to navigate competing curriculum demands could help identify areas where teachers might require additional support, improved workload management, or appropriate school-level interventions. Such information could also provide a basis for developing an Action Plan that was responsive to the actual instructional and professional demands experienced by teachers in the school.

In response, this study aimed to investigate the relationship between teachers' workload and their ability to navigate conflicting curriculum demands in inclusive classrooms at San Roque Elementary School. By exploring this relationship, the study sought to provide evidence-based recommendations to support teachers in managing workload pressures and implementing effective inclusive instruction, ultimately promoting positive learning outcomes for all students. The findings were also intended to serve as a basis for an Action Plan that could address identified workload concerns, strengthen teachers' capacity to manage curriculum demands, and support more responsive inclusive classroom practices. The study further aimed to provide school administrators and teachers at San Roque Elementary School with information that could guide appropriate support mechanisms and workload management strategies.

Theoretical Background

This study is anchored on Role Strain Theory (Goode, 1960), Self-Efficacy Theory (Bandura, 1977), and Cognitive Load Theory (Sweller, 2020) 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 (1992), ensures equitable access and requires accommodations for learners with disabilities. The Convention on the Rights of Persons with Disabilities (CRPD, UN, 2006) 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.

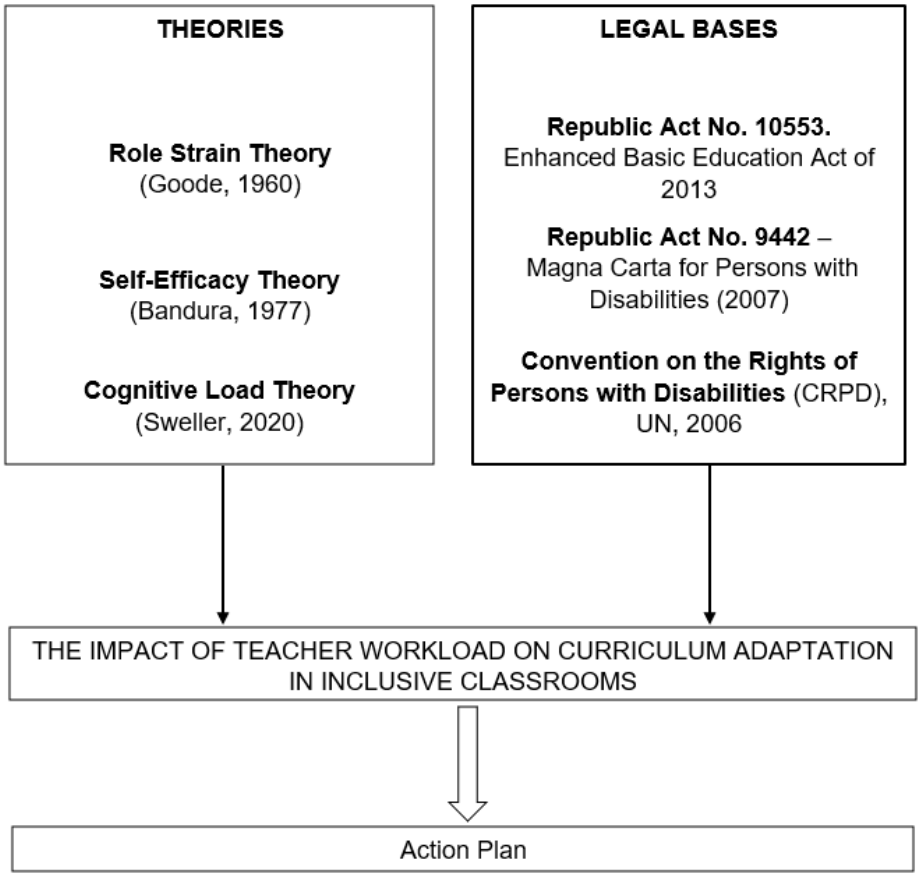


Figure 1 Theoretical Framework of the Study

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 and Fletcher (2025) 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 and Torreon (2021) 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 (2024) 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 and Wangchuk (2022) 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 (2024) 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 and Imiruaye (2024) 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 (1977), 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 and Roberts (2020) 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 et al. (2021) 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 et al. (2025) 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 and Abellana (2025) 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 et al. (2024) 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 (2021) 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 and Prediger (2024) 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 et al. (2020) 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 (2020), 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, and Imran (2025) 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, and Afzal (2023) 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 et al. (2020) 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 et al. (2024) 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 et al. (2020) 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 et al. (2021) 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 and Yoneda (2024) 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 et al. (2022) 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 et al. (2025) 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 (Enhanced Basic Education Act of 2013), Republic Act No. 9442 (Magna Carta for Persons with Disabilities, 1992), 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 highlighted the complex interplay between teachers' workload, professional competencies, and the demands of inclusive education. Role Strain Theory, Self-Efficacy Theory, and Cognitive Load Theory provided a framework for understanding how teachers' cognitive capacity, confidence, and multiple role responsibilities influenced their ability to navigate conflicting curriculum demands in inclusive classrooms. These theories emphasized that teachers' effectiveness was shaped not only by their skills and beliefs but also by the cognitive and time-related constraints imposed by workload and instructional responsibilities. They further provided a basis for examining how teachers managed competing expectations while responding to the diverse learning needs of students in inclusive settings. Together, these theoretical perspectives supported the examination of teachers' workload and their ability to navigate conflicting curriculum demands as interconnected concerns within the context of inclusive classroom instruction.

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 San Roque 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 extent 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**.**

H_0- 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 were able to manage workload and navigate conflicting curriculum demands in inclusive classrooms at San Roque Elementary School, School Year 2025–2026.

Department of Education. The results provided the Department of Education (DepEd) with timely and school-based information on how teachers at San Roque Elementary School managed curriculum requirements alongside classroom responsibilities in inclusive settings.

Teachers. For teachers of San Roque 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 those needing improvement, enabling teachers to adopt more effective strategies in lesson planning, instructional delivery, and classroom management. It also supported the need for in-service training, mentoring, and other professional development activities tailored to their context.

Learners. Pupils of San Roque Elementary School, particularly those with diverse learning needs, benefited when teachers were better equipped to manage workload and adjust the curriculum effectively. Improved management of these demands contributed to a more inclusive and supportive learning environment, enhancing academic performance, engagement, and overall well-being.

School Administrators. School leaders of San Roque Elementary School gained a clearer understanding of their teachers' capacity to manage workload and handle conflicting curriculum demands. This insight guided targeted interventions such as mentoring programs, Learning Action Cell (LAC) sessions, professional development workshops, and strategic resource allocation to ensure successful implementation of inclusive practices at the school level.

Researcher. For the researcher, this study contributed to both personal and professional growth by deepening understanding of workload management, curriculum adaptation, and inclusive teaching specifically within San Roque Elementary School.

Future Researchers. This study served as a localized reference for future researchers who wished to explore teacher workload, curriculum adaptation, and inclusive education in similar elementary school settings. It could encourage further studies on the long-term effects of workload on teacher performance, comparative analyses across schools, policy evaluation, or the development of context-based support systems for inclusive classrooms.

RESEARCH 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 and Creswell (2022) 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.

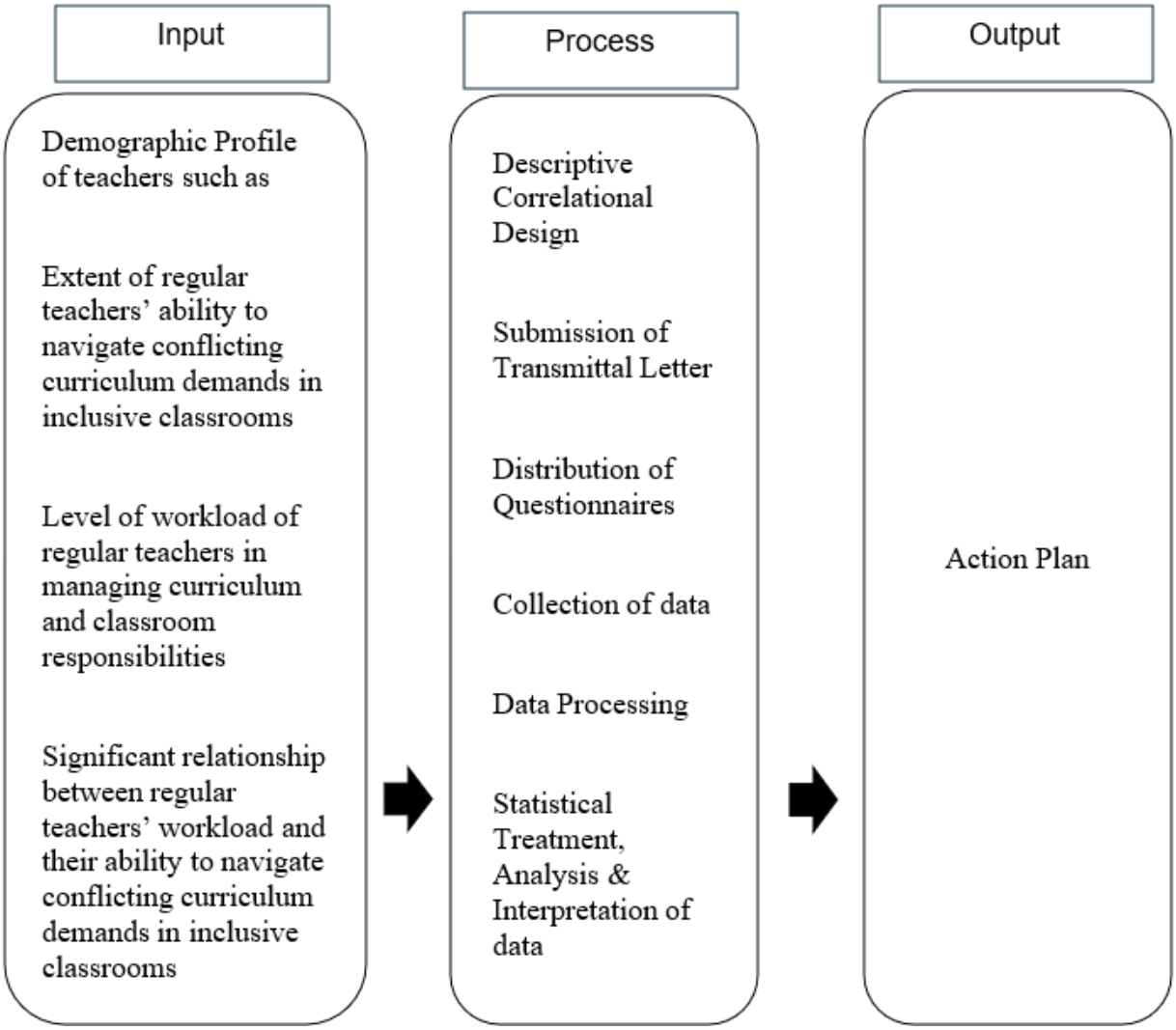


Figure 2. Flow of the Study

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

San Roque Elementary School, located in San Roque, Talisay City, Cebu, was an appropriate research environment for the study because it represented an elementary school context where teachers were expected to address the learning needs of pupils with varied abilities while implementing prescribed curriculum requirements. The school environment required regular teachers to perform multiple instructional and classroom-related responsibilities, including lesson preparation, assessment, classroom management, documentation, and instructional adjustment. These conditions were directly related to the study variables, particularly teachers' workload and their ability to navigate conflicting curriculum demands in inclusive classrooms.

The school was also suitable for the study because the interaction between curriculum expectations and diverse learner needs could be examined within an actual elementary classroom setting. Teachers had to manage the pacing and delivery of required learning competencies while providing appropriate support and adjustments for learners with different academic and learning needs. Studying these conditions at San Roque Elementary School therefore allowed the researcher to obtain school-based information on how regular teachers managed competing responsibilities and curriculum demands. The findings could provide a clearer understanding of the relationship between workload and teachers' ability to navigate conflicting curriculum demands within the specific context of inclusive elementary education.



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 (2024).

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 et al. (2025).

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.

Respondents

The respondents of this study consisted of regular teachers from San Roque Elementary School during the School Year 2025–2026. Respondents were selected through purposive sampling to ensure that they possessed the specific characteristics relevant to the study, particularly experience in teaching inclusive classrooms and handling diverse learner needs while managing curriculum and classroom responsibilities. 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 within the school, particularly concerning workload and the ability to navigate conflicting curriculum demands.

San Roque Elementary School was chosen as the sole research setting due to its implementation of inclusive education practices and the presence of learners with diverse learning needs. This made it an appropriate context for examining teachers' workload and their ability to navigate conflicting curriculum demands within an actual elementary classroom environment. The school setting provided respondents who were directly engaged in curriculum implementation, classroom management, assessment, and addressing diverse learner needs, making their experiences relevant to the variables investigated in the study.

The inclusion criteria for the respondents were being regular teaching staff members of San Roque Elementary School, having at least one year of teaching experience in inclusive classrooms, 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 permanent classroom responsibilities, teachers 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 accurate, relevant, and practice-based insights into how teacher workload was associated with their ability to manage conflicting curriculum demands in inclusive classrooms within San Roque Elementary School. The use of purposive sampling was therefore aligned with the descriptive-correlational design because the study required respondents with 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 principal of San Roque Elementary School through a transmittal letter. Upon receiving consent, coordination was made with the school head or designated representative to identify the teacher-respondents who were actively teaching in inclusive classrooms. The purpose and objectives of the study were clearly explained to all respondents, highlighting that participation was voluntary and that their responses would remain strictly confidential. Each respondent signed an informed consent form prior to participation.

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, and (3) indicators of teachers' level of workload in managing curriculum and classroom responsibilities. The researcher personally administered the questionnaires at San Roque Elementary School, providing clear instructions and allowing respondents to complete them during non-teaching hours to prevent disruption of classroom activities. This method ensured the accuracy, consistency, and reliability of the data collected.

Post Data Gathering. Upon collection, the researcher reviewed all questionnaires for completeness and accuracy, ensuring that only valid responses were included. The data were then organized and prepared for statistical treatment, including descriptive and correlational analyses, to answer the research questions and achieve the study's objectives. Throughout the entire process, the researcher adhered to ethical standards, emphasizing confidentiality, voluntary participation, and informed consent, while following a strict timeline to maintain the integrity of the study conducted at San Roque Elementary School.

Ethical Consideration

In this study on teachers' perceived competence in navigating conflicting curriculum demands and managing workload in inclusive classrooms, several ethical principles were strictly observed to protect the rights, well-being, and privacy of all respondents.

Informed Consent. All teacher-respondents from San Roque Elementary School were fully briefed on the purpose, objectives, and scope of the study before participation. They were informed about the procedures for completing the survey questionnaire and the expected time commitment. Each participant was required to sign an **informed consent form**, confirming their voluntary participation and understanding that they could withdraw at any time without penalty.

Confidentiality and Anonymity. Personal information and responses were treated with strict confidentiality. Names and other identifying details were not disclosed in any reports or publications, and all data were coded to ensure anonymity. Only the researcher and authorized personnel involved in data analysis had access to the raw data, which were securely stored in both physical and digital formats.

Voluntary Participation. Participation in the study was entirely voluntary. Teachers were not coerced, pressured, or influenced in any way to participate.

Beneficence and Non-Maleficence. The study upheld **beneficence** by providing insights to improve inclusive education practices and support teachers in managing curriculum and classroom demands. At the same time, **non-maleficence** was ensured by preventing any psychological, social, or professional harm to the respondents.

Ethical Approval and Coordination. Formal approval was secured from the principal and appropriate school authorities of San Roque Elementary School. Coordination with the designated school representative ensured that the study was conducted in line with school policies, promoting transparency, respect, and cooperation throughout the research process.

Statisitical 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 teacher-respondents from San Roque Elementary School, including age, gender, educational attainment, length of service, and teaching position. This provided a clear overview of the respondents' characteristics, which might influence their ability to manage workload and navigate conflicting curriculum demands in inclusive classrooms.

Percentage. Percentage was used to present the proportion of teacher-respondents according to their demographic characteristics, including age, gender, educational attainment, length of service, and teaching position. This provided a clearer representation of the distribution of the respondents across the different demographic categories.

Weighted Mean. The weighted mean was used to determine the level of teachers' perceived competence in navigating conflicting curriculum demands and their workload management in inclusive classrooms. This measure quantified respondents' responses across all indicators, offering an assessment of their strengths, areas for improvement, and consistency in applying inclusive teaching strategies while balancing curriculum and classroom responsibilities at San Roque Elementary School.

Standard Deviation. In addition, the standard deviation was calculated to determine the variability of responses, indicating how consistent or divergent respondents' perceptions were regarding workload and curriculum adaptation. This helped identify specific areas where teachers might require additional support, training, or mentoring to enhance their effectiveness in inclusive classroom settings.

Pearson Product-Moment Correlation Coefficient. To examine the relationship between teachers' workload and their ability to navigate conflicting curriculum demands, the Pearson Product-Moment Correlation Coefficient was applied. This inferential statistic measured both the strength and direction of the relationship, providing insights into how respondents' workload might be associated with their ability to adapt instruction and implement inclusive practices effectively at San Roque 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 San Roque Elementary School during the 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.

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

Curriculum Adaptation. Referred to the process by which regular teachers modified lesson content, instructional materials, learning tasks, pacing, and instructional strategies to respond to diverse learner needs while maintaining the required 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 San Roque Elementary School where regular teachers provided instruction to pupils with diverse abilities, characteristics, and learning needs while implementing the regular curriculum and providing appropriate instructional support.

Level of Workload of Regular Teachers in Managing Curriculum and Classroom Responsibilities. Referred to the degree to which teachers perceived their instructional, planning, administrative, and other school-related responsibilities as manageable or burdensome.

Regular Teachers. Referred to teachers who were formally assigned to teach general education classes at San Roque Elementary School and were directly involved in inclusive classrooms where pupils with diverse abilities and learning needs were present.

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

2. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presented, analyzed, and interpreted the data gathered in the study. The presentation of the findings followed the sequence of the research objectives in order to provide a clear and organized discussion of the results. The data obtained from the respondents were carefully treated and interpreted using appropriate statistical tools to determine the relationship between regular teachers' workload and their ability to navigate conflicting curriculum demands in inclusive classrooms.

The chapter included the presentation of the demographic profile of the respondents in terms of age, gender, and highest educational attainment. It also presented the level of teachers' ability to navigate conflicting curriculum demands in inclusive classrooms and the level of workload experienced by regular teachers in managing curriculum and classroom responsibilities. Furthermore, the chapter determined whether a significant relationship existed between teachers' workload and their ability to manage curriculum demands in inclusive classroom settings. The findings presented in this chapter served as the basis for the conclusions and recommendations of the study.

DEMOGRAPHIC PROFILE

The demographic profile of the respondents was presented to provide a general overview of their personal and professional characteristics. Variables such as age, gender, and highest educational attainment were included to describe the background of the teacher-respondents who participated in the study. These characteristics were considered important in understanding the composition of the respondents and in providing context for the interpretation of the findings related to teachers' workload and their ability to navigate conflicting curriculum demands in inclusive classrooms.

Age and Gender

This part of the study presented the distribution of the respondents according to age and gender. The data were included to describe the demographic composition of the teacher-respondents who participated in the study. Age and gender were considered relevant variables in understanding the background characteristics of the respondents and in providing a clearer context for the interpretation of the study findings.

Table 2 Age and Gender

Age	f	%
55 above	1	3.33
45-54	3	10.00
35-44	5	16.67
25-34	6	20.00
Below 25	15	50.00
Total	30	100.00
Gender of the Respondents	f	%
Male	13	43.33
Female	17	56.67
Total	30	100.00

Table 2 displayed the distribution of the thirty (30) respondents according to age. The data revealed that the majority of the respondents belonged to the below 25 age group, with a frequency of 15 or 50.00%, indicating that half of the respondents were relatively young. This was followed by the 25–34 age bracket, with 6 respondents or 20.00%, and the 35–44 age group, with 5 respondents or 16.67%. Meanwhile, fewer respondents belonged to the older age groups, specifically 45–54 years old, with 3 respondents or 10.00%, and 55 years old and above, with only 1 respondent or 3.33%.

The findings indicated that the respondent population was predominantly composed of younger individuals, suggesting a relatively youthful workforce or participant group within the study context. This age distribution may have influenced how respondents engaged with their roles, adapted to responsibilities, and managed professional demands. In relation to Role Strain Theory (Goode, 1960), the predominance of younger respondents suggested that many may have been in the early stages of their careers, where competing role expectations involving professional duties, personal development, and other social responsibilities could have been more pronounced. These circumstances may have increased their susceptibility to role strain as they continued to develop strategies for balancing multiple responsibilities.

From the perspective of Self-Efficacy Theory (Bandura, 1977), the predominance of younger respondents implied varying levels of confidence in handling complex tasks and responsibilities. Younger individuals may still have been developing mastery experiences, which were essential in strengthening self-efficacy beliefs. Consequently, their perceptions of competence could have influenced their performance and persistence when dealing with challenging situations. Cognitive Load Theory (Sweller, 2020) also provided further insight into the age distribution. Younger respondents, while potentially adaptable to new information, may have experienced cognitive overload when confronted with complex or simultaneous instructional or professional demands. Such demands could have been particularly challenging in structured environments that required multitasking and rapid decision-making.

Contextually, the findings aligned with the perspective of Tomlinson and Imbeau (2023), who emphasized that differentiated environments needed to consider diversity among learners or practitioners, including age-related differences in readiness, processing capacity, and experience. In this study, the predominance of younger respondents suggested the importance of support systems, scaffolding, and structured guidance to optimize performance and reduce strain in professional or educational settings.

As the to the gender, it displayed the distribution of the 30 respondents according to gender. The data showed that 17 respondents or 56.67% were female, while 13 respondents or 43.33% were male. No respondent preferred not to disclose their gender, representing 0.00% of the total population.

The results indicated that the respondents were slightly dominated by female participants, suggesting a relatively balanced but female-leaning gender representation. The distribution showed that both male and female respondents were represented in the study, although female respondents constituted a marginal majority. Such composition may have influenced how experiences, perceptions, and responses were expressed, particularly in relation to classroom practices and behavioral regulation. In connection with Role Strain Theory (Goode, 1960), the gender distribution suggested that both male and female respondents may have experienced differing forms of role expectations in professional and personal contexts. Female respondents, who comprised the majority of the respondents, may have been exposed to overlapping social and professional responsibilities, which could have contributed to varying degrees of role strain depending on their contextual demands.

Using Self-Efficacy Theory (Bandura, 1977), the gender composition implied that confidence levels in managing tasks and responsibilities may have varied between male and female respondents based on their previous experiences and perceived competence. Since self-efficacy was shaped by mastery experiences and social influences, the slightly higher number of female respondents may have reflected differences in how confidence and instructional or behavioral management skills were developed and expressed. Furthermore, Cognitive Load Theory (Sweller, 2020) suggested that differences in the way respondents handled information and task demands could have influenced how they managed instructional and behavioral responsibilities. When respondents experienced greater cognitive demands because of multitasking or contextual pressures, these demands could have affected efficiency and decision-making processes within inclusive educational settings.

Contextually, the findings aligned with the perspective of Landsman and Lewis (2023), who emphasized that diversity in the classroom, including gender diversity among educators, played a significant role in shaping inclusive and equitable learning environments. The relatively balanced gender distribution in this study indicated that multiple perspectives were represented in addressing classroom environmental structuring and behavioral regulation, thereby supporting inclusive and responsive educational practices.

Years of Teaching Experience

Table 3 presented the distribution of the respondents according to their years of teaching experience. The data were included to determine the length of professional experience of the teacher-respondents in the teaching profession. Teaching experience was considered an important variable in understanding the respondents' exposure to classroom instruction, curriculum implementation, and inclusive educational practices.

Table 3 Years of teaching experience

Years of teaching experience	f	%
1–5 years	7	23.33
6–10 years	18	60.00
11–15 years	3	10.00
16 years and above	2	6.67
Total	**30**	**100.00**

Table 3 displayed the distribution of the respondents according to their years of teaching experience. The results indicated that most of the respondents had 6–10 years of teaching experience, followed by those with 1–5 years, while only a few had 11–15 years and 16 years and above. This distribution indicated that the respondents were generally within the early to mid stages of their professional teaching careers, with varying levels of accumulated experience in classroom instruction and school-related responsibilities. The differences in years of teaching experience reflected varying degrees of exposure to instructional demands, curriculum implementation, and inclusive classroom management, which may have influenced their teaching approaches, professional judgment, and decision-making processes.

The results implied that the predominance of teachers with 6–10 years of experience provided the study with respondents who had already acquired substantial classroom exposure while continuing to encounter evolving instructional and administrative demands. This level of experience may have enabled teachers to become more familiar with curriculum requirements, classroom routines, learner differences, and school responsibilities. However, accumulated experience did not necessarily eliminate workload-related challenges, particularly when teachers were required to address diverse learner needs while meeting curriculum expectations. The smaller representation of teachers with 11–15 years and 16 years and above also indicated that the findings were more reflective of teachers in the early to mid stages of their careers. Therefore, the respondents' years of experience served as an important contextual factor in interpreting their workload and ability to navigate conflicting curriculum demands.

In relation to Role Strain Theory (Goode, 1960), the distribution suggested that respondents with several years of teaching experience may have already been managing multiple and competing professional responsibilities, including lesson preparation, classroom instruction, administrative tasks, and the demands of inclusive education. As teachers progressed in their careers, the accumulation of responsibilities could have contributed to role strain, particularly when instructional duties had to be balanced with learner diversity and curriculum expectations. The results implied that teaching experience alone may not have reduced the pressures associated with multiple professional roles. Instead, teachers may have continued to experience competing demands as their responsibilities expanded, making workload management an important consideration in their ability to respond effectively to inclusive classroom requirements.

From the perspective of Self-Efficacy Theory (Bandura, 1977), teaching experience was associated with the development of confidence in instructional and classroom management competencies. Respondents with 6–10 years of experience may have developed stronger self-efficacy through sustained exposure to classroom challenges and successful instructional experiences, which could have strengthened their perceived capability to address diverse learner needs. In contrast, those with fewer years of experience may still have been developing confidence in managing curriculum demands, classroom responsibilities, and inclusive teaching strategies. The implication was that professional experience could provide opportunities for teachers to develop practical competencies that support curriculum adaptation and classroom decision-making. However, the presence of workload demands suggested that confidence and experience still needed to be supported by adequate time, resources, and professional assistance.

Similarly, Cognitive Load Theory (Sweller, 2020) provided a basis for understanding how years of teaching experience may have influenced the cognitive demands associated with instructional work. Respondents with moderate teaching experience may have developed more efficient instructional routines while continuing to encounter cognitively demanding situations arising from the complexity of inclusive education. Less experienced teachers may have experienced greater cognitive demands as they simultaneously processed lesson delivery, classroom management, and curriculum adaptation. More experienced teachers, on the other hand, may have developed more automated instructional strategies through repeated practice, thereby reducing the cognitive burden associated with routine teaching tasks.

The results further implied that differences in teaching experience should be considered when addressing workload and teachers' ability to navigate conflicting curriculum demands. Teachers with fewer years of experience may require greater guidance in curriculum adaptation, classroom management, and prioritization of competing responsibilities, while teachers with several years of experience may benefit from opportunities to share effective practices and mentor less experienced colleagues. For the context of San Roque Elementary School, the findings highlighted the importance of professional support that recognizes differences in teachers' experience levels rather than applying a uniform approach to workload and inclusive instruction. Such support may include structured collaboration, mentoring, sharing of classroom strategies, and professional development focused on managing competing curriculum and learner-support demands.

In synthesis, the distribution of teaching experience provided an important contextual basis for interpreting the study results. The concentration of respondents within the 6–10-year range indicated that the study largely reflected the experiences of teachers who had gained considerable classroom exposure but continued to manage complex instructional and inclusive education responsibilities. The findings therefore implied that both accumulated teaching experience and the continuing demands of the teaching role.

In addition, the findings underscored the importance of providing differentiated professional support based on teachers' levels of experience. Teachers in the early stages of their careers may benefit from mentoring, structured guidance, and opportunities to strengthen their skills in curriculum adaptation and inclusive classroom management, while those with more experience may contribute through peer support, collaborative planning, and sharing of effective practices. In the context of San Roque Elementary School, recognizing these differences may help school administrators develop support mechanisms that address both the workload demands and the instructional challenges encountered by teachers as they respond to diverse learner needs and competing curriculum expectations.

Highest Educational Attainment

This part presented the demographic profile of the respondents in terms of highest educational attainment. It aimed to describe the academic qualifications of the participants to establish their professional preparation level and provide context for interpreting the study's findings.

Table 4 Highest Educational Attainment

Degree	f	%
Bachelor's Degree	16	53.33
Master's Degree (Units)	8	26.67
Master's Degree (Completed)	6	20.00
Doctoral Degree (Units/Completed)	0	0.00
Total	**30**	**100.00**

Table 4 presented the distribution of the thirty (30) respondents according to their academic qualifications. The data showed that the majority of the respondents held a Bachelor's Degree, with 16 individuals or 53.33%. This

was followed by those with Master's Degree units, comprising 8 respondents or 26.67%, while 6 respondents or 20.00% had fully completed a Master's Degree. Notably, no respondents (0.00%) had attained or completed a Doctoral Degree.

The results indicated that most of the respondents were at the undergraduate level of professional preparation, with a considerable portion already pursuing or having completed graduate studies. This suggested that the respondents were still in varying stages of professional and academic advancement, which may have influenced their depth of pedagogical knowledge, instructional strategies, and classroom management practices.

In relation to Role Strain Theory (Goode, 1960), the distribution implied that respondents who were simultaneously pursuing higher education while fulfilling professional responsibilities may have experienced competing role demands. The dual pressure of academic advancement and workplace expectations could have contributed to increased role strain, particularly among those with Master's units or ongoing graduate studies.

From the perspective of Self-Efficacy Theory (Bandura, 1977), educational attainment was associated with the development of confidence in instructional and behavioral management competencies. Respondents with higher academic qualifications, such as those with completed Master's degrees, may have demonstrated stronger self-efficacy due to greater exposure to advanced pedagogical training and reflective practice, which enhanced their perceived capability in handling classroom challenges.

Similarly, Cognitive Load Theory (Sweller, 2020) suggested that respondents engaged in higher levels of academic and professional development may have experienced increased cognitive demands due to simultaneous processing of teaching responsibilities and graduate-level learning. This dual engagement may have affected their cognitive efficiency, particularly in complex instructional and behavioral regulation tasks. The findings implied that pursuing higher educational qualifications may have strengthened professional knowledge while also adding academic demands to existing teaching responsibilities. Thus, teachers managing both classroom duties and further studies may have needed effective time management and institutional support to sustain instructional performance and address the demands of inclusive classrooms.

Contextually, the findings aligned with the discussion of Carvajal et al. (2025), who emphasized the importance of continuously upgrading teacher education to future-proof educators in response to evolving educational demands in the Philippines. The predominance of bachelor's degree holders, alongside those pursuing graduate studies, reflected an ongoing transition toward higher professional qualification. This implied that continuous professional development remained essential in strengthening teachers' competencies, improving instructional effectiveness, and enhancing classroom environmental structuring in inclusive education settings. For San Roque Elementary School, the results indicated the value of providing accessible professional learning opportunities that could complement teachers' existing qualifications while addressing the practical demands of curriculum implementation, workload management, and inclusive instruction. Such opportunities could help teachers translate advanced knowledge into practical classroom strategies that respond to diverse learner needs. Professional learning activities could also be aligned with the specific challenges teachers encountered in managing competing curriculum and classroom responsibilities. In this way, continuing professional development could contribute to more responsive instructional practices and more effective management of inclusive classroom demands.

LEVEL OF ABILITY TO NAVIGATE CONFLICTING CURRICULUM DEMANDS IN INCLUSIVE CLASSROOMS

The respondents demonstrated their ability to navigate conflicting curriculum demands in inclusive classrooms

Table 5 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.	2.85	0.65	Agree
2	I can balance curriculum requirements while ensuring all students are engaged.	2.78	0.68	Agree
3	I frequently adapt instructional materials without compromising curriculum standards.	2.70	0.66	Agree
4	I can effectively design learning tasks that accommodate learners with different abilities.	2.88	0.64	Agree
5	I manage conflicting demands between curriculum pacing and individual learner support.	2.76	0.69	Agree

6	I can determine which curriculum adaptations will benefit individual learners most.	2.82	0.67	Agree
7	I use differentiated instructional strategies to meet both curriculum goals and student needs.	2.91	0.63	Agree
8	I can assess curriculum outcomes while also accommodating learners' differences.	2.74	0.70	Agree
9	I confidently adjust my teaching approach when the curriculum conflicts with students' learning readiness.	2.86	0.66	Agree
10	I can combine classroom management with curriculum adaptation without affecting lesson flow.	2.80	0.68	Agree
	Aggregate Mean	**2.81**		**Agree**
	Aggregate Standard Deviation		**0.67**	
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 displayed the respondents' ability to navigate conflicting curriculum demands in inclusive classrooms across ten indicators. The aggregate mean of 2.81, with an aggregate standard deviation of 0.67, was verbally interpreted as Agree, indicating that the thirty (30) respondents generally perceived themselves as capable of managing competing curriculum requirements while responding to the diverse learning needs of pupils in inclusive classroom settings. The relatively consistent responses, as reflected in the aggregate standard deviation, further indicated that the respondents held generally similar perceptions regarding their ability to address curriculum-related demands in inclusive classrooms.

Among the indicators, I use differentiated instructional strategies to meet both curriculum goals and student needs obtained the highest weighted mean of 2.91, interpreted as Agree. This was followed by I can effectively design learning tasks that accommodate learners with different abilities, which obtained a weighted mean of 2.88, and I confidently adjust my teaching approach when the curriculum conflicts with students' learning readiness, with a weighted mean of 2.86. These results indicated that respondents particularly perceived competence in adjusting instructional approaches and designing learning experiences that considered learner diversity while maintaining curriculum expectations. The findings suggested that differentiated instruction, flexible teaching approaches, and responsiveness to learner readiness were among the practices through which respondents managed competing instructional demands.

Other indicators also obtained relatively high ratings. I feel confident in modifying lesson content to meet the diverse learning needs of students in my inclusive classroom obtained a weighted mean of 2.85, while I can determine which curriculum adaptations will benefit individual learners most obtained 2.82, both interpreted as Agree. These results indicated that respondents generally perceived themselves as capable of making instructional decisions based on learners' varying abilities and needs. The findings further suggested that respondents had developed an awareness of the need to modify content and select appropriate curriculum adaptations when implementing instruction in inclusive classrooms.

Meanwhile, I can combine classroom management with curriculum adaptation without affecting lesson flow obtained a weighted mean of 2.80, followed by I can balance curriculum requirements while ensuring all students are engaged with 2.78, I manage conflicting demands between curriculum pacing and individual learner support with 2.76, and I can assess curriculum outcomes while also accommodating learners' differences with 2.74. Although all of these indicators were interpreted as Agree, their comparatively lower ratings indicated that balancing several instructional responsibilities simultaneously remained a consideration for the respondents. These results suggested that managing curriculum pacing, learner engagement, assessment, classroom management, and individualized support required teachers to make continuous instructional adjustments while maintaining the intended direction of the lesson.

The lowest weighted mean of 2.70 was obtained for I frequently adapt instructional materials without compromising curriculum standards, although the result remained within the Agree range. This finding indicated that adapting instructional materials while maintaining alignment with curriculum standards may have presented a relatively greater challenge than adjusting teaching approaches or designing learning tasks. The result may be attributed to the need to ensure that modified materials remain appropriate to learners' abilities while still addressing prescribed competencies and learning expectations. This finding highlighted the importance of strengthening teachers' skills in developing and modifying instructional resources for diverse learners.

The aggregate mean of 2.81 indicated that respondents demonstrated a generally positive perceived ability to navigate conflicting curriculum demands in inclusive classrooms. However, the Agree interpretation also indicated that this ability had not yet reached the highest level across all areas of practice. The differences among the weighted means showed that respondents expressed greater confidence in using differentiated instructional strategies, designing appropriate learning tasks, and adjusting teaching approaches than in adapting instructional materials while maintaining curriculum standards. This pattern suggested that teachers may have developed practical competencies in modifying instructional processes but may still encounter challenges when adapting resources in ways that simultaneously address individual learner needs and prescribed curriculum requirements.

In terms of implication, the findings indicated that respondents possessed functional competence in addressing competing curriculum demands, although continued professional development remained necessary to strengthen consistency across different areas of inclusive instruction. The results suggested that capacity-building should extend beyond differentiated instructional strategies to include curriculum adaptation, instructional-material modification, assessment, and the alignment of individualized learner support with curriculum standards. Strengthening these competencies may help teachers manage competing demands more systematically and respond more effectively to the diverse learning needs present in inclusive classrooms.

In relation to Role Strain Theory (Goode, 1960), the findings suggested that teachers may experience competing demands when they are expected to fulfill prescribed curriculum requirements while simultaneously responding to individualized learner needs. The generally positive ratings indicated that respondents were able to manage these competing responsibilities to a considerable extent, but the comparatively lower ratings in curriculum pacing, assessment, and instructional-material adaptation indicated areas where multiple responsibilities may require greater coordination. The results therefore suggested that teachers' ability to navigate conflicting curriculum demands involved not only instructional competence but also the capacity to manage simultaneous professional expectations within the classroom.

From the perspective of Self-Efficacy Theory (Bandura, 1977), the generally positive ratings reflected respondents' perceived confidence in their ability to adjust instruction, design appropriate learning tasks, and respond to differences in learner readiness. Their strongest rating for the use of differentiated instructional strategies suggested that respondents believed they could employ instructional approaches that addressed both curriculum goals and learner needs. This perceived capability may support teachers in making appropriate instructional decisions and sustaining inclusive teaching practices despite the presence of competing curriculum demands. However, the results also indicated the continuing value of professional experiences and support in strengthening confidence in more complex areas such as instructional-material adaptation and curriculum-aligned assessment.

Similarly, Cognitive Load Theory (Sweller, 2020) provided a basis for understanding the variation in respondents' ratings across the indicators. Teachers who simultaneously considered curriculum pacing, learner readiness, differentiated instruction, assessment, classroom management, and curriculum standards were required to process multiple instructional demands at the same time. The comparatively lower rating for adapting instructional materials may indicate that this task involved additional cognitive demands because teachers needed to consider learner differences while ensuring that the adapted resources remained aligned with curriculum expectations. The findings therefore suggested that efficient instructional routines, appropriate resources, and practical professional support may help reduce unnecessary cognitive demands and enable teachers to focus more effectively on learner support.

Contextually, the findings aligned with Sato et al. (2023), who emphasized the need for adaptive teaching strategies in response to evolving educational environments, particularly in post-pandemic learning contexts. The respondents' positive perceptions of their ability to adjust teaching approaches and employ differentiated instructional strategies reflected the importance of teacher adaptability in addressing changing classroom demands. The findings further indicated that adaptive teaching remained relevant in inclusive classrooms where teachers needed to reconcile curriculum expectations with differences in learner readiness, ability, and support requirements.

Similarly, Barnett and Felten (2023) highlighted the importance of inclusive pedagogical approaches that consider learner diversity and intersectionality in classroom practice. In the present study, the results indicated that respondents generally recognized learner differences and adjusted their instructional practices while maintaining curriculum expectations. However, the comparatively lower rating for adapting instructional materials suggested that further strengthening of inclusive pedagogical competencies remained necessary.

Enhancing teachers' ability to modify resources, assess curriculum outcomes, and maintain curriculum alignment may contribute to more responsive and equitable instructional practices.

In synthesis, the findings showed that respondents generally perceived themselves as capable of navigating conflicting curriculum demands in inclusive classrooms, as reflected in the aggregate mean of 2.81. Their strongest perceived ability involved the use of differentiated instructional strategies to address both curriculum goals and student needs, while their comparatively lower rating concerned the adaptation of instructional materials without compromising curriculum standards. The results indicated that teachers had developed functional competencies in responding to learner diversity but continued to encounter areas requiring greater consistency and support.

The findings further implied that professional development and school-based support should address not only teachers' ability to differentiate instruction but also their capacity to modify instructional materials, manage curriculum pacing, conduct inclusive assessment, and balance classroom management with individualized learner support. Professional learning activities may focus on practical strategies that teachers can directly apply when adapting lessons, selecting appropriate learning resources, adjusting instructional pacing, and assessing learners with different abilities and levels of readiness. Providing opportunities for teachers to examine classroom-based situations and develop appropriate responses may further strengthen their confidence in managing competing curriculum demands.

Collaborative planning and sharing of effective practices may also help teachers address these demands more efficiently by allowing them to exchange strategies, resources, and experiences related to inclusive instruction. Peer collaboration may reduce the need for teachers to independently develop solutions to recurring instructional challenges and may promote more consistent approaches to curriculum adaptation across classrooms. School administrators may also consider providing adequate time for instructional planning, access to appropriate learning materials, and opportunities for consultation when teachers encounter difficulties in reconciling curriculum requirements with individualized learner needs.

LEVEL OF WORKLOAD OF REGULAR TEACHERS IN MANAGING CURRICULUM AND CLASSROOM RESPONSIBILITIES

This table presented the level of workload of regular teachers in managing curriculum and classroom responsibilities based on their perceived time demands, instructional tasks, administrative duties, and responsibilities in inclusive classrooms

Table 6 displayed the level of workload experienced by regular teachers in managing curriculum and classroom responsibilities across ten indicators. The aggregate mean of 2.77, with an aggregate standard deviation of 0.70, was verbally interpreted as Agree. This indicated that the thirty (30) respondents generally experienced workload demands associated with the simultaneous performance of instructional, curriculum-related, administrative, collaborative, and other classroom responsibilities. The aggregate result further suggested that workload was a consistent aspect of the respondents' professional experience rather than being limited to a particular responsibility.

Among the indicators, My workload limits my ability to implement differentiated instruction effectively obtained the highest weighted mean of 2.88, interpreted as Agree. This was followed by I feel overloaded when balancing curriculum requirements and inclusive practices, with a weighted mean of 2.85, and The preparation of instructional materials adds significantly to my workload, with a weighted mean of 2.83, both also interpreted as Agree. These findings indicated that respondents experienced considerable workload demands in areas directly connected to inclusive instruction and curriculum implementation. The highest rating for the effect of workload on differentiated instruction was particularly significant because differentiated instruction requires teachers to consider learners' varying abilities, readiness, and learning needs while simultaneously addressing prescribed curriculum competencies. The result suggested that workload demands may make it more difficult for teachers to provide the level of instructional variation required in inclusive classrooms.

The finding on balancing curriculum requirements and inclusive practices further indicated that teachers experienced competing responsibilities when attempting to meet prescribed curriculum expectations while responding to individual learner needs. Inclusive instruction requires teachers to make appropriate adjustments in content, learning activities, instructional strategies, and classroom support, which may require additional planning and preparation. The relatively high rating for instructional-material preparation similarly suggested that developing or modifying appropriate resources constituted an additional responsibility for teachers. This

may be particularly demanding when teachers need to prepare materials that accommodate different learner abilities while ensuring alignment with curriculum standards.

Other indicators also received relatively high ratings. I have sufficient time to plan lessons that meet the needs of all learners obtained a weighted mean of 2.80, while I have adequate time to collaborate with colleagues about curriculum adaptation obtained 2.77, both interpreted as Agree. I have support to manage non-instructional tasks such as meetings, paperwork, and assessments also obtained 2.76. These results suggested that time and institutional support remained important considerations in the management of teachers' workload. Although respondents agreed that they had time and support to perform these responsibilities, the ratings did not reach the Strongly Agree range. This indicated that available time and support may have been sufficient to some extent but may not have completely addressed the demands associated with curriculum planning, collaboration, and non-instructional responsibilities.

The indicators concerning work beyond designated school hours also reflected the continuing demands of teaching responsibilities. I often work outside school hours to complete teaching-related tasks obtained a weighted mean of 2.73, interpreted as Agree. Similarly, I am able to complete curriculum planning within designated work hours obtained 2.69, which was the second-lowest rating. These findings indicated that respondents experienced difficulty completing all curriculum-related responsibilities within designated working hours and may therefore have extended their work into time beyond regular school duties. The result suggested that the volume and complexity of teaching-related tasks may exceed the time available during regular work hours, particularly when teachers are required to prepare lessons, develop instructional materials, assess learners, document classroom activities, and accommodate diverse learning needs.

The lowest weighted mean of 2.68 was obtained for Administrative duties such as reports and records interfere with my classroom instructional time, although this remained within the Agree range. This result indicated that administrative responsibilities were perceived as contributing to workload but were rated slightly lower than concerns directly related to differentiated instruction, inclusive practices, and instructional-material preparation. Nevertheless, the result remained relevant because administrative responsibilities formed part of the respondents' total workload. The finding suggested that even when administrative duties were not perceived as the most demanding aspect of teachers' work, they still competed for time that could otherwise be devoted to instructional preparation and learner support.

The aggregate mean of 2.77 demonstrated that respondents generally experienced workload demands across both instructional and non-instructional responsibilities. The pattern of weighted means indicated that workload was particularly evident in tasks requiring teachers to individualize instruction, balance curriculum requirements with inclusive practices, and prepare instructional materials. This suggested that the workload experienced by respondents was not merely a matter of task quantity but also involved the complexity of simultaneously addressing multiple instructional requirements. The results therefore indicated that teachers' workload should be understood in terms of both the number of responsibilities assigned to them and the time, effort, and cognitive resources required to perform those responsibilities effectively.

The findings further implied that teachers' workload had important implications for their ability to implement inclusive instructional practices. The highest rating for the statement concerning the limitation of differentiated instruction suggested that workload pressures may constrain the time and effort available for designing instruction responsive to individual learner needs. Similarly, the ratings concerning curriculum requirements, instructional-material preparation, and lesson planning indicated that teachers needed to allocate substantial effort to preparing and adjusting instruction. When these responsibilities were combined with assessment, documentation, meetings, and other non-instructional duties, teachers may have had less time to provide individualized support and make detailed curriculum adaptations. Thus, workload management emerged as an important consideration in sustaining the quality and responsiveness of inclusive instruction.

In terms of implication, the results indicated that addressing teachers' workload should involve more than simply reducing the number of assigned tasks. It should also consider the amount of time required to perform complex instructional responsibilities, particularly those involving differentiated instruction, curriculum adaptation, assessment, and instructional-material preparation. School-based mechanisms that provide protected planning time, opportunities for collaborative preparation, access to instructional resources, and appropriate assistance with non-instructional responsibilities may help teachers allocate more time to core instructional functions. Such measures may also enable teachers to respond more deliberately to individual learner needs rather than relying primarily on general instructional adjustments.

In relation to Role Strain Theory (Goode, 1960), the findings reflected the competing expectations placed on teachers as they balanced instructional responsibilities, curriculum requirements, administrative duties, inclusive practices, and learner support. The aggregate result and the relatively high ratings of several workload indicators suggested that teachers had to manage multiple roles within limited time and available resources. The highest rating for the limitation of differentiated instruction indicated that competing responsibilities may create tension between meeting general curriculum requirements and providing individualized instructional support. From this perspective, workload may become a source of role strain when teachers are expected to fulfill multiple responsibilities simultaneously without sufficient time or support.

From the perspective of Self-Efficacy Theory (Bandura, 1977), the findings suggested that workload conditions may influence teachers' perceived capability to perform demanding instructional responsibilities. The respondents generally agreed that they could manage their professional tasks, but the results also showed that workload limited their ability to implement differentiated instruction effectively. This distinction indicated that teachers may possess confidence in their instructional abilities while simultaneously recognizing that workload conditions constrain the extent to which they can apply those abilities. Therefore, strengthening self-efficacy should be accompanied by organizational support that provides teachers with sufficient time, resources, and opportunities to apply their competencies effectively.

Cognitive Load Theory (Sweller, 2020) further explained the findings by emphasizing the mental demands associated with simultaneously managing multiple professional responsibilities. Teachers were required to process curriculum requirements, plan lessons, develop instructional materials, monitor learner progress, manage classroom behavior, conduct assessments, and respond to diverse learning needs. The high rating associated with differentiated instruction and inclusive practices suggested that these responsibilities may require substantial cognitive and operational effort. When multiple tasks compete for teachers' attention and working capacity, the ability to engage in complex instructional decision-making may be constrained. The findings therefore underscored the importance of organizing workload in ways that reduce unnecessary demands and allow teachers to devote sufficient cognitive resources to instruction and learner support.

Contextually, the findings aligned with Kushwaha et al. (2024), who emphasized that inclusive education requires significant teacher effort, time, and adaptive capacity to address diverse learner needs. The present findings supported this perspective by showing that the respondents experienced workload particularly in differentiated instruction, balancing curriculum requirements with inclusive practices, and preparing instructional materials. These responsibilities require teachers to make continuous instructional adjustments based on learner differences while maintaining alignment with curriculum expectations. The results therefore demonstrated how the practical demands of inclusive education may contribute to teachers' workload within the school environment.

Similarly, Jochim et al. (2023) highlighted that teachers often navigated multiple institutional and instructional pressures that contributed to workload strain in school systems. The findings of the present study reflected this condition through the respondents' experiences with curriculum planning, instructional-material preparation, administrative duties, collaboration, assessment, and work extending beyond designated hours. Although the lowest-rated indicator concerned administrative duties, its continued agreement-level rating showed that administrative responsibilities remained part of the broader workload experienced by teachers. This suggested that workload pressures arose from the combined effect of several responsibilities rather than from a single source.

The findings also carried implications for the management of instructional time and school-based support. The respondents' agreement with having sufficient time for lesson planning and adequate time for collaboration indicated that opportunities for these activities existed, but the ratings suggested that such opportunities may still have been constrained by competing responsibilities. The difficulty in completing curriculum planning within designated work hours further reinforced the need to examine how teachers' time was distributed across instructional and non-instructional tasks. Providing protected periods for lesson preparation, curriculum adaptation, assessment, and professional collaboration may help ensure that teachers can complete essential instructional responsibilities without routinely extending their work beyond designated hours.

For San Roque Elementary School, the findings highlighted the importance of strengthening workload management mechanisms that directly respond to the demands of inclusive classroom instruction. School administrators may consider reviewing the distribution and scheduling of teachers' responsibilities, particularly tasks that require extensive preparation, documentation, and curriculum adaptation. Establishing structured

opportunities for collaborative planning may also allow teachers to share instructional materials, discuss learner needs, and develop practical approaches to curriculum adaptation. In addition, strengthening access to appropriate instructional resources and support for non-instructional responsibilities may help teachers devote more time and attention to differentiated instruction and individualized learner support.

The findings further implied that workload management should be integrated into efforts to improve inclusive education practices. Reducing unnecessary duplication of tasks, improving access to instructional materials, organizing collaborative planning, and providing adequate time for curriculum preparation may help teachers manage their responsibilities more efficiently. These measures may be particularly relevant when teachers are expected to address diverse learner needs while maintaining curriculum standards. By creating more manageable working conditions, the school may provide teachers with greater opportunities to apply differentiated instructional strategies, adapt learning materials, and monitor learner progress effectively.

In synthesis, the aggregate mean of 2.77 indicated that respondents generally experienced workload demands in managing curriculum and classroom responsibilities. The highest ratings centered on the limitations imposed by workload on differentiated instruction, the challenge of balancing curriculum requirements with inclusive practices, and the additional demands associated with preparing instructional materials. Although all indicators were interpreted as Agree, the variation in weighted means demonstrated that some responsibilities placed greater demands on teachers than others. The results therefore indicated that workload was closely connected to the practical conditions under which teachers implemented inclusive instruction.

In summary, the findings underscored the importance of viewing teachers' workload as a multidimensional concern involving instructional preparation, curriculum implementation, learner support, assessment, collaboration, administrative responsibilities, and work performed beyond designated hours. The results suggested that teachers continued to fulfill these responsibilities despite experiencing workload pressures, but sustained demands may constrain the time and cognitive resources available for more intensive forms of differentiated and individualized instruction. Strengthening institutional support, workload balancing, protected planning time, collaborative practices, and access to instructional resources may therefore contribute to more sustainable teaching conditions and support teachers in responding effectively to the diverse learning needs of pupils in inclusive classrooms.

Moreover, the findings highlighted the need for school-level measures that recognize the relationship between teachers' workload and the quality of instructional responses provided to diverse learners. When teachers are required to manage numerous responsibilities within limited time, opportunities for careful lesson preparation, curriculum adaptation, individualized learner support, and reflective assessment may become more difficult to sustain. Establishing clearer task prioritization, coordinating schedules to protect instructional preparation periods, and strengthening mechanisms for sharing instructional responsibilities may help teachers manage competing demands more systematically.

TETS ON SIGNIFICANT RELATIONSHIP BETWEEN REGULAR TEACHERS' WORKLOAD AND THEIR ABILITY TO NAVIGATE CONFLICTING CURRICULUM DEMANDS IN INCLUSIVE CLASSROOMS

This part presented the test of relationship between the extent of classroom environmental structuring practices and the level of behavioral regulation of teachers in inclusive education. It aimed to determine whether a significant relationship existed between the two variables, thereby establishing empirical evidence on how classroom structuring practices were associated with teachers' behavioral regulation.

Table 6 Test on Significant Relationship Between Level of their 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	0.48	Moderate Positive	0.008	Significant	There is a significant relationship
*significant at p<0.05 (two-tailed)					

Table 6, titled "Test of Relationship Between the Extent of Classroom Environmental Structuring Practices and Level of Behavioral Regulation of Teachers in Inclusive Education," presented the results of the Pearson Product-Moment Correlation analysis. The computed r-value of 0.48 indicated a moderate positive correlation

between the two variables. The p-value of 0.008 was lower than the 0.05 level of significance, leading to the rejection of the null hypothesis. This indicated that there was a statistically significant relationship between the extent of classroom environmental structuring practices and the level of behavioral regulation of teachers in inclusive education.

The results implied that as the extent of classroom environmental structuring practices increased, the level of behavioral regulation among teachers also improved. This suggested that teachers who were more deliberate and systematic in organizing their classroom environment were more likely to demonstrate effective behavioral regulation in managing classroom dynamics and student interactions. The moderate strength of the correlation further indicated that while the relationship was meaningful, other factors may also influence behavioral regulation.

This finding may be explained by the increasing demands of inclusive education, where structured classroom environments supported teachers in maintaining order and consistency in instructional delivery. Effective environmental structuring likely reduced disruptions and enhanced teachers' ability to regulate both their own behavior and student behavior, thereby promoting a more stable learning environment.

In terms of implication, the results indicated that strengthening classroom environmental structuring practices could enhance teachers' behavioral regulation, which is essential for effective classroom management in inclusive settings. This suggested that training programs and professional development initiatives should focus on improving teachers' skills in organizing physical and instructional environments to support behavioral control and learning engagement. In relation to Social-Emotional Learning principles discussed by Martinez and Gomez (2024), the findings supported the idea that well-structured environments contribute to improved emotional regulation and positive behavior in educational settings. Furthermore, Adewolu Ogwo (2024) emphasized the importance of skill development and preparedness in professional settings, which aligned with the need for teachers to strengthen classroom management competencies.

Additionally, Abbasi, Wu, and Luo (2025) highlighted the role of structured systems and adaptive frameworks in improving educational outcomes, which reflected the importance of organized classroom environments in supporting teacher effectiveness. Contextually, the results suggested that structured classroom environments played a critical role in enhancing behavioral regulation, thereby contributing to more effective inclusive education practices.

Moreover, the findings implied that classroom environmental structuring should be considered a continuous component of teachers' professional practice rather than a one-time classroom management strategy. Regular attention to the arrangement of learning spaces, establishment of predictable routines, organization of instructional materials, and development of clear behavioral expectations may help teachers create environments that promote learner participation and minimize behavioral disruptions. Providing teachers with opportunities to share effective classroom organization practices and reflect on strategies used in actual inclusive classroom situations may further strengthen their capacity to respond to diverse behavioral and learning needs.

3. SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATION

This chapter presented the summary of the study, the major findings derived from the data analysis, the conclusions drawn based on the results, and the corresponding recommendations. It provided a concise synthesis of the research work, highlighting the significant outcomes in relation to the objectives of the study on teachers' workload and their ability to navigate conflicting curriculum demands in inclusive classrooms. The discussion in this chapter served as the final part of the research process, where key insights were consolidated and translated into practical implications for educational practice and future studies.

SUMMMARY

This study investigated the relationship between the workload of regular teachers and their ability to navigate conflicting curriculum demands in inclusive classrooms at San Roque Elementary School during the School Year 2025–2026. It was conducted as a basis for developing an Action Plan aimed at addressing workload-related concerns and improving instructional effectiveness in inclusive education settings.

The study focused on 30 teacher-respondents and examined their demographic profile in terms of age, gender, and highest educational attainment. It further assessed the level of teachers' workload in managing curriculum and classroom responsibilities, as well as their ability to navigate conflicting curriculum demands in inclusive classroom environments. These variables were analyzed to provide a clearer understanding of the teachers' working conditions and instructional capabilities.

In addition, the study determined whether a significant relationship existed between teachers' workload and their ability to manage conflicting curriculum demands in inclusive education. Data were collected through structured survey questionnaires and were analyzed using appropriate statistical tools, including frequency count, percentage, weighted mean, and standard deviation for descriptive analysis. Pearson's correlation coefficient was used to determine the relationship between the identified variables. The results of the study served as the basis for drawing conclusions and formulating recommendations to improve teachers' workload management and instructional practices in inclusive classrooms.

FINDINGS

The findings show that the respondents are predominantly young, early- to mid-career teachers with limited representation from older and highly experienced groups. Most hold only a bachelor's degree, while some are pursuing or have completed graduate studies, indicating ongoing professional development alongside full-time teaching duties. This profile reflects a workforce that is still building expertise while already handling complex classroom demands.

In terms of experience, most teachers are still in the developing stage of their careers, with only a few having long-term practice. This suggests that while they are familiar with classroom realities, they are still refining their instructional strategies, especially in handling inclusive education requirements.

The results on instructional capability show that teachers have a generally positive but developing ability to manage conflicting curriculum demands. They are strong in differentiated instruction, designing flexible learning tasks, and adjusting teaching based on learner needs. However, consistency remains a challenge, particularly in aligning adaptations with curriculum standards, indicating that their practice is still being strengthened through experience.

Workload findings reveal that teachers experience a sustained high level of work pressure, especially in lesson preparation and implementing differentiated instruction. The main issue is not administrative tasks alone but the complexity of meeting diverse learner needs while maintaining curriculum expectations. This workload directly affects instructional efficiency.

The relationship test shows a significant moderate link between workload and instructional ability, suggesting that teachers exposed to heavier demands tend to develop stronger adaptive skills. However, the relationship is not strong enough to imply direct causation, meaning other factors such as experience and support systems also influence outcomes.

CONCLUSION

It was concluded that the teacher-respondents varied in age, gender, and educational attainment, reflecting diverse professional backgrounds. The respondents experienced a moderate level of workload in managing curriculum and classroom responsibilities, while generally demonstrating the ability to navigate conflicting curriculum demands in inclusive classrooms.

It was further concluded that there was a significant relationship between teachers' workload and their ability to manage conflicting curriculum demands. This indicates that workload is a key factor influencing teachers' effectiveness in handling inclusive instructional responsibilities.

RECOMMENDATION

It is recommended that the Action Plan be implemented to address teachers' workload concerns, particularly those related to lesson planning time, administrative responsibilities, preparation of instructional materials, and the management of non-teaching tasks. The Action Plan should also include targeted training on differentiated instruction and curriculum adaptation, along with structured collaborative planning sessions and professional learning activities to strengthen teachers' capacity to respond to diverse learner needs. School administrators may monitor the implementation of the Action Plan and provide the necessary time, resources, and institutional support to sustain improvements in teachers' ability to navigate conflicting curriculum demands in inclusive classrooms.

4. OUTPUT OF THE STUDY

ACTION PLAN

Rationale

The Action Plan was developed to address the identified concerns regarding teachers' workload and their ability to manage instructional demands in inclusive classrooms. It was designed to provide practical interventions that

would improve teaching efficiency and support effective curriculum delivery, particularly in areas that were rated lowest such as lesson planning time, administrative workload, and preparation of instructional materials.

The plan recognized that teachers often experienced difficulty in balancing instructional and non-instructional responsibilities. Excessive administrative tasks and limited time for lesson preparation were found to reduce the quality of instructional planning. As such, the Action Plan proposed strategies to streamline school processes and reduce unnecessary workload, allowing teachers to focus more on instructional delivery and learner support.

It also emphasized the importance of providing adequate instructional support within the school environment. Collaborative practices such as shared lesson planning, resource pooling, and peer mentoring were included to help ease individual teacher burden. These strategies were intended to promote efficiency and improve the overall quality of instruction in inclusive classrooms.

In addition, the Action Plan included capacity-building activities aimed at strengthening teachers' skills in developing instructional materials and applying differentiated instruction. Through targeted training and professional development, teachers were expected to enhance their competence in adapting lessons to meet the diverse needs of learners.

Overall, the Action Plan served as a structured response to the identified gaps in workload management and instructional preparedness. It aimed to improve teachers' working conditions, strengthen instructional practices, and ultimately enhance the implementation of inclusive education in the school setting.

Objectives

The objectives of the Action Plan, which were designed to address the lowest-rated indicators identified in the study, particularly on administrative workload, lesson preparation time, instructional material support, and collaborative instructional practices.

1. Reduce teachers' administrative workload by 30% through streamlined reporting procedures within one school year.
2. Increase teachers' lesson preparation time by allocating at least 2 dedicated planning hours per week throughout the implementation period.
3. Improve instructional material availability by establishing a shared resource bank with at least 50 curated teaching materials within one school year.
4. Enhance teachers' differentiated instruction skills by conducting at least 4 structured training sessions and requiring classroom application per quarter.

Scheme of Implementation

The implementation of the Action Plan was designed in a systematic and phased approach to ensure the effective addressing of the lowest-rated indicators identified in the study. It was initiated through coordination with the school head and key stakeholders to secure approval and support for the planned interventions. Orientation sessions were conducted to inform teachers about the objectives, strategies, and expected outcomes of the Action Plan.

The first phase focused on workload management interventions, where administrative tasks were reviewed and streamlined in coordination with school personnel. A task distribution system was introduced to reduce unnecessary reporting burdens and ensure more balanced assignment of responsibilities among teachers. This phase also included the scheduling of dedicated lesson planning periods within the school timetable.

The second phase centered on instructional support and resource development. A shared repository of instructional materials was established to improve access to teaching resources for inclusive classrooms. Teachers were encouraged to contribute and utilize the shared materials to enhance lesson delivery and reduce individual preparation workload.

The third phase involved capacity-building activities through structured training sessions on differentiated instruction and curriculum adaptation. Teachers were provided with practical workshops and classroom-based applications to strengthen their instructional competencies in managing diverse learners.

The final phase focused on monitoring and evaluation to assess the effectiveness of the implemented strategies. Regular feedback mechanisms, classroom observations, and performance reviews were conducted to determine progress and ensure continuous improvement of the Action Plan.

ACTION PLAN ON IMPROVING TEACHERS' WORKLOAD MANAGEMENT AND INSTRUCTIONAL EFFECTIVENESS IN NAVIGATING CONFLICTING CURRICULUM DEMANDS IN INCLUSIVE CLASSROOMS AT SAN ROQUE ELEMENTARY SCHOOL

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Teachers experience heavy administrative workload that limits instructional time and lesson preparation	Reduce teachers' administrative workload by streamlining reporting tasks and task distribution by at least 30% within one school year	Review and simplification of reports, use of standardized templates, workload redistribution system	School Head, Administrative Staff, Teachers	₱3,000	MOOE	Whole School Year	Reduced administrative burden and increased instructional time for teachers		
Teachers have limited time for lesson planning and instructional preparation for inclusive classrooms	Increase teachers' dedicated lesson planning time by allocating at least 2 structured planning hours per week within the school year	Structured scheduling of planning time, collaborative planning sessions, timetable adjustment	School Head, Master Teachers, Teachers	₱2,500	MOOE	Whole School Year	Improved lesson planning and more effective instructional preparation		
Teachers have difficulty accessing and preparing appropriate instructional materials for inclusive instruction	Improve access to instructional materials by establishing a shared resource bank with at least 50 instructional materials within one school year	Development of shared resource bank, material production workshops, peer sharing system	School Head, Master Teachers, Teachers	₱2,500	MOOE	Whole School Year	Increased availability and utilization of instructional materials for inclusive teaching		
Teachers need further support in applying	Enhance teachers' competence in differentiat	Training workshops, coaching and mentoring,	School Head, SPED Coordinator, Master	₱3,000	MOOE	Quarterly	Improved instructional adaptability and more		

differentiated instruction and curriculum adaptation strategies	ed instruction through at least 4 structured training sessions and classroom-based application activities per year	demonstration on teaching, classroom application activities	Teachers, Teachers				effective management of diverse learners		

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