Effects of Teachers' Demographic Characteristics and Self-Perceived Competencies on Their Self-Efficacy in Implementing Inclusive Education

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The study examined the effects of teachers' demographic factors and competencies on their self-efficacy in implementing inclusive education. To accomplish this, the researcher had a sample of 187 teachers in schools SDO-City of Malolos during the academic year 2018-2019. Results of the regression analysis indicate that variables of regular teachers' demographic profile (except educational attainment) and competencies affect their efficacy in implementing inclusive education to a different extent as shown by the non-zero coefficients. This means that age, sex, length in service, disabilities handled, and competencies affect (but not to a significant extent) the teachers' efficacy in implementing inclusive education in which for every unit improvement in variables mentioned, teachers' efficacy can be expected to increase by 0.002, 0.004, 0.002, and 0.001, 0.428 respectively. It is highly recommended that the hiring and selection process for special education teacher applicants be tightened up, especially when it comes to personal demographic characteristics and professional competencies, including educational attainment, as this has an impact on the pursuit of a high-quality inclusive education.

Keywords: teachers' demographic characteristics, competencies, self-efficacy, implementing inclusive education, descriptive-correlational study

INTRODUCTION

The right to education is a fundamental human right that should be available to all children, regardless of their socioeconomic status. Globalization and the use of Information Technology (IT) are central to 21st-century education, which is primarily aimed at children who are not in the mainstream of the educational system. Inclusion education (IE) is becoming a trend in the school system thanks to the efforts of parents, teachers, and concerned citizens, but the sad truth is that very little is known about IE in the Philippine educational system. The Department of Education's Order No. 72, s. 73, governs the country's practice of inclusive education. Learners with Special Education Needs (LSENs) are not included in the general education system in a stable, accurate, and defined manner. When it comes to the process of inclusion, as well as the professional environment where a multi-disciplinary team collaborates in the field of special education, regular teachers are frequently overlooked when it comes to

empowerment, even though children with special needs would spend the majority of their school hours with regular teachers in the general classroom setting.

Vice-President Leni Robredo proposed for a law to establish SPED Centers in all public schools on July 18, 2016. Although the Special Education Act (Philippine Senate Bill 3002), which is designed to improve the use of special education in general education settings, is currently being reviewed by the Senate, it is believed to be in the process of being implemented. In particular, teachers with little or no knowledge of the diverse circumstances and handicapping characteristics of exceptional students are confused by the bill's delay in becoming law.

It is intriguing to research the perspectives of normal teachers toward inclusion, given the premise that the inclusive education movement is beginning to make an influence. Since the early 1980s, the Philippines has seen a rise in the number of children with disabilities enrolled in regular schools. Understanding its impact on regular teachers' attitudes toward this quest would result in a significant amount in learning delivery service, thanks to advocacies from various sectors of the community, the United Nations (UN) Convention on the Rights of the Child, and the World Declaration on Education for All.

Nowadays, inclusive education has been steadily increasing in popularity. The Department of Education, Bureau of Learning Delivery – Student Inclusion Division offers variety of training and development among SPED teachers or even those "Receiving Teachers" – those teachers who would accept students with disabilities and will be included in the mainstream or in a regular classroom. School facilities are also becoming sensitive to the needs of special students. Such programs, on the other hand, have yet put new demands on schools, particularly on teachers, who oversee implementing inclusion in the classroom. Hence, it is critical to identify and address the concerns of classroom teachers about implementing such programs for them to be successful.

There has been a continuous increase in inclusive education since the Persons With Disabilities (PWD) Act was passed in 1995 and numerous government policies and initiatives were subsequently put into place to increase the inclusion of students with disabilities in regular schools. However, these measures have put new demands on schools, particularly on the teachers who are primarily in charge of implementing inclusion in the classroom. According to literature from other nations, it is crucial to identify and systematically address classroom teachers' concerns about implementing such programs if inclusion is to be successful. Sadly, there is a dearth of research on teachers' worries about inclusive education.

Literature Review

Teachers' Demographic Characteristics

One of the most important indicators of teacher self-efficacy in adopting inclusive education is their demographic profile, which, in addition to any other internal or

external factors, may influence the schools' ability to handle and accommodate kids with special needs.

Ozokcu (2018) evaluated the self-efficacy levels of preschool instructors in terms of demographic characteristics associated to teachers. According to the study, the TEIP scale, which measures self-efficacy in inclusion practices, generated a score of 4.91 out of six for the preschool teachers. The degrees of special education training, familiarity with local laws and policies, level of self-confidence in working with impaired individuals, and experience working with disabled kids significantly influenced the ratings of preschool teachers.

Meanwhile, Odanga and others (2015) explored the impact of gender on teachers' self-efficacy in public secondary schools in Kisumu County, Kenya,. Gender had no statistically significant impact on teachers' self-efficacy in co-educational and boys' schools, but gender had an impact on teachers' self-efficacy in co-educational and boys' schools, according to the qualitative data. Teacher counsellors should be empowered to advise female teachers on the obstacles of teaching in co-educational and boys' schools, according to the report.

Teachers' experience is vital for boosting students' academic achievements, which might affect their wellness and growth. Crawford (2017) found a link between teacher job satisfaction, years of experience, and age. But there was no correlation between teacher job satisfaction and level of education, nor between teacher job satisfaction and gender. This means to say that certain variables correlate in varying extent but do not hold combined effects on the students' performance. The research, therefore, determined there was no difference in job satisfaction between the two groups: teachings experience and level of education.

Hence, the argument on the importance of teachings experience towards students' academic achievement were profoundly explicated through statistical testing as it was supported by Ofem (2015): Ewetan and Ewetan (2015) who claim that teachers' teaching experience has significantly influenced students' academic performance in English Language as measured by their performance in the SSC examinations and as perceived by the respondents.

Makopoulou (2019) studied the long-term effects of day-long courses or workshops, notwithstanding their prominence in teachers' CPD profiles. The study studied short-course CPD in the context of a nationwide initiative to increase teachers' and teaching assistants' self-efficacy in inclusive physical education. Repeated assessments were utilized to examine how CPD affected participants' self-efficacy. Short-course CPD can boost instructors' and TAs' self-efficacy, the study found. Long-term benefits were affected by gender, age, professional experience, efficacy beliefs before the CPD course, and course quality. The study's findings reinforced earlier findings that short-course CPD performance was dependent on individual circumstances and perceptions of CPD quality, and that greater customisation of delivery was necessary to enhance learning for everyone involved.

According to Johnson and colleagues' (2020) research, the ability of high school teachers to assist students with and without impairments in acquiring the necessary credits for graduation is contingent on a number of factors. Within the context of active involvement, this study examined the relationship between instructor self-efficacy and personal compatibility. The connection between a teacher's sense of self-efficacy and active instruction was mediated by the participants' personal compatibility. There are a larger number of general teachers than there are specialist teachers. For general educators, high levels of self-efficacy were predictive of active engagement in the classroom, but this was not the case for special educators. It was shown that personal compatibility had a moderate effect on the relationship between a teacher's self-efficacy and the amount of active instruction they used with their students, both in general and special education.

Teachers' Competencies

According to Majoko (2019), the attitudes that special education teachers have toward their own teaching abilities are extremely important for inclusive education. In his study, he adopted a constant comparison strategy of data arrangement with continuing adjustment during the data analysis. Screening and assessment, lesson differentiation, classroom and behaviour management, and cooperation were identified as essential skills for teachers in an inclusive classroom. Teachers' pre-service and in-service training in these essential competences could make it easier for inclusive education to be implemented successfully and effectively by preparing them to respond to the diversity of children. It was used as a starting point for further study on teacher competences for inclusive education.

The quick proliferation of inclusive education has resulted in a shift in the academic requirements that must be met in inclusive schools (Sunardia et al., 2016). As part of this study, respondent were asked to fill out a questionnaire to map the pedagogical competency of teachers working in inclusive schools in terms of providing educational assistance for kids with special needs. The goals of this study were to (1) determine the degree of knowledge that instructors have regarding educational services for children who have special needs and (2) evaluate the level of skill that instructors have regarding teaching students with special needs in inclusive environments. Participating in this study were fifty primary school teachers from the District of Solo Raya in Central Java, Indonesia. All of these educators were involved in the process of implementing inclusive education. Following that, both qualitative and descriptive quantitative analyses were performed on the data. According to the findings of the research, (1) educators who worked in inclusive schools possessed insufficient awareness of the educational needs of students with special needs and (2) they held limited skills in this area. According to the findings of the inquiry, the vast majority of instructors working in regular schools possessed inadequate levels of knowledge and competencies. In addition, the vast majority of teachers did not have any prior experience working with pupils who had special requirements. It was suggested that the authorities in charge of education should provide training to teachers in order to expand the educational services that are made available to students in inclusive schools.

According to Illik and San (2017), in order to create a high-quality learning environment, identify students who need special education, and implement the principles of inclusive education, teachers of inclusive education need to be able to apply methods and strategies that are pertinent to the program's content. In addition to conducting student performance reviews, IEP teams must also develop, execute, and evaluate individualized education programs (IEPs). A study of the relevant research shows that educators have insufficient information regarding the process of developing individualized education programs (IEPs).

In light of this, answers were sought to the two questions that are listed below: (a) How do inclusive classroom instructors perceive their IEP competencies? (b) Does the presence or absence of attendance at the In-Service IEP Development Training Program have a significant impact on the post-test scores of inclusive classroom instructors on the IEP Competence Scale? As a result of this study's semi-structured interviews, it was discovered that teachers have deficiencies in nearly every stage of the IEP development process. At the same time, a significant difference was found between the post-test scores of the experimental group and the control group after the in-service IEP training program.

The student population is becoming increasingly diverse, and teachers need to adjust to accommodate this (Cate et al., 2018). However, teachers often report feeling unprepared for the inclusion of students with special education needs (SEN) in mainstream classrooms, which might lead to reluctance on their part. The primary focus of this study was on the necessary components that must be present in order for inclusive education to be successfully implemented. The inclusion of kids with special educational needs was examined with a sharper focus on the qualities of teachers that can either help or hinder that process. Second, they investigated the extent to which teachers' perceptions of students with special educational needs (SEN) and inclusive education may influence the teaching methods and (positive) activities that instructors take toward students with SEN. The research looked into different (training) tactics that may be used to improve teacher competence and encourage positive attitudes in an effort to create an educational system that is fair to all students.

Self-Efficacy in Implementing Inclusive Education

Johnson and his colleagues investigated the relationship between a teacher's sense of self-efficacy and the degree to which they felt personally compatible with their students (2020). The effect of personal compatibility on the relationship between teacher self-efficacy and active classroom participation was also investigated in this study. Personal compatibility served as a moderator for this study. The rate of classroom participation among special educators was noticeably lower as compared to that of general educators. According to the research that was conducted using the Actor-Partner Interdependence Model (APIM), teacher self-efficacy was able to accurately predict active participation in instruction for general educators but not for special educators. According to the findings of APIM with moderation, the degree to which personal compatibility influenced the relationship between a teacher's sense of self-efficacy and their level of

active involvement in instruction did not differ substantially between general and special education co-teachers.

Teachers' self-efficacy and beliefs, on the other hand, are critical to classroom practices and student performance, according to Metsala (2020). Preservice teachers' self-efficacy and ideas about inclusive education were investigated by the authors. Teacher self-efficacy was higher among pre-service teachers who had previously struggled with reading than among those who did not. A third of the variance in preservice teachers' self-efficacy for inclusive instructional techniques and their negative beliefs about inclusive education was accounted for by the factors studied in this study. Preservice teachers' negative attitudes toward inclusive education were strongly linked to epistemological ideas about ability. These findings were reviewed in the context of educating teachers for a more inclusive classroom environment.

Finally, Koh (2018) investigated how pre-service teachers' self-efficacy (SE) regarding inclusive physical education (PE) for students with intellectual disabilities (ID) and autism was affected by adapted physical education (APE) courses and practicals. In Korea, 356 students participating in adapted physical education teacher education (APETE) programs took part in a survey that was analysed using multilevel modelling to find out how they were doing. A multilevel modelling analysis demonstrated that pre-service teachers' SE towards teaching kids with ID and autism in general PE classes is significantly influenced by APE courses and practicals. According to the study, taking more than 15 APE credits enhanced their SE significantly.

Research Questions

The study's main goal was to look into how demographic factors and teachers' competencies affect their self-efficacy in implementing inclusive education. It intended to address the following issues in particular:

1. How may the respondents' demographic profile be described in terms of:

    1.1 age;

    1.2 gender;

    1.3 length of service;

    1.4 educational attainment; and,

    1.5 type/s of disability/ies handled?

2. What is the level of teachers' competencies?

3. What is the status of teachers' self-efficacy in implementing inclusive education?

4. Does the teachers' demographic profile and competencies significantly affect self-efficacy in implementing inclusive education?

5. What implications may be drawn from the findings of the study?

METHOD

Since the objective of this study was to describe both the independent and the dependent variables, the descriptive-correlational research method was chosen as the appropriate research design. Data collection is at the heart of a correlational research design, which seeks to determine both the existence of and the degree to which a link exists between two or more variables. The purpose of this study was to establish whether or not the demographic profile of normal instructors and their abilities influence their sense of self-efficacy in regards to implementing inclusive education.
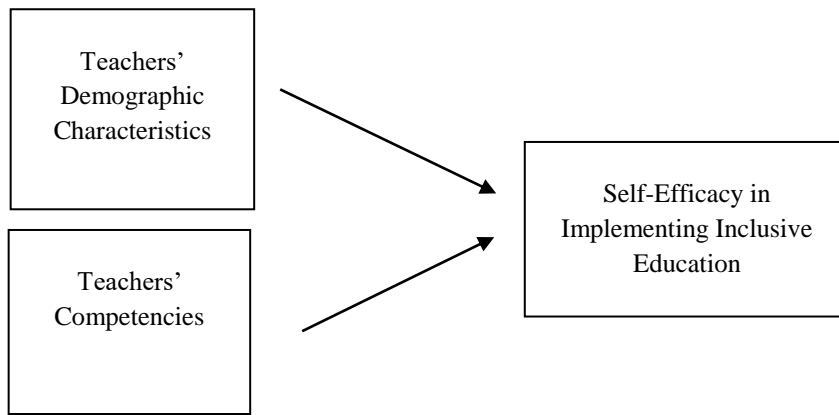
Figure 1
Conceptual model of the study

To clearly visualize the research method of this study. The researcher used the IV-DV model as the conceptual flow or model of the study. The independent variables were teachers' demographic characteristics and competencies while the dependent variable was the teachers' self-efficacy in implementing inclusive education. The solid lines with the arrowhead indicated that assumed relationship between the variables.

Respondents of the Study

This study utilized universal sampling technique. It involved all the regular teachers from the City of Malolos Integrated School- Sto. Rosario and Sta. Isabel Elementary School that offer inclusive education. Table 1 shows the distribution of the respondents.

Table 1
Respondents of the study

SCHOOL	Number of Respondents (Teachers)
City of Malolos Integrated School- Sto. Rosario	147
Sta. Isabel Elementary School	25
TOTAL	182

There were 147 teachers from the City of Malolos Integrated School-Sto. Rosario which is from Kinder to 12 and 25 teachers from Sta. Isabel Elementary School which is an

elementary school only. Overall, the researcher got a total of 182 respondents as the sample size of the study.

Instruments of the Study

The instrument of the study was a standardized questionnaire which was divided into three main sections. Section A dealt with the demographic profile of the regular teachers. Meanwhile, section B measured the competencies of teachers towards inclusive education. Lastly, section c assessed the self-efficacy of teachers in inclusive education. To measure the teachers' competencies toward inclusive education, this study utilized a scale designed by Pearman, Huang & Mellblom (1997), called the School and the Education of All Students (SEAS). The SEAS was developed in Colorado, USA for use in a study that investigated the competencies of teachers in relation to inclusive education in a mid-size Colorado school district. The scale might be applicable in the local context and in particular this study as it was found to be good in assessing the teachers' attitude on inclusive education. In the interim, the Instructors' Efficacy in Inclusive Classrooms (TEIP) measure was created to investigate teachers' assessments of their own success in inclusive classrooms (Sharma, Loreman, and Forlin, 2012).

Cronbach's alpha coefficient for internal consistency reliability of the data for the norming sample of pre-service teachers from the original study (N = 609) was 0.89 for the total scale score and ranged between 0.85 and 0.93 for the scores on the three scale factors, which were efficacy in inclusive instruction, efficacy in collaboration, and efficacy in managing behavior.

Data Gathering Procedure

Utilizing a questionnaire, the information was acquired. The following techniques were employed by the researcher to collect data:

1. A letter requesting permission to perform the study was written to the Schools Division Superintendent of SDO-City of Malolos, the OIC Principal/PSDS-District 6 of CMIS-Sto. Rosario, and the Principal of Sta. Isabel Elementary School.

2. After gaining authorization from the Schools Division Superintendent of SDO-City of Malolos, the OIC Principal/PSDS-District 6 of CMIS-Sto. Rosario and Sta.At Isabel's Principal Elementary School, the researcher then personally distributed the questionnaires to the respondents.

3. The researcher collected the questionnaires from the respondents and verified that every question had been answered.

Data Processing and Statistical Treatment

With the aid of the Statistical Package for the Social Sciences, the tabulation, processing, and display of the collected data were performed (SPSS).

1. The demographic characteristics of the respondents were quantified using frequency and percentage schemes.
2. The teachers' competencies were quantified using the following scale:

Rating Scale	Range	Descriptive Evaluation
5	4.50-5.00	Strongly Agree
4	3.50-4.49	Agree
3	2.50-3.49	Undecided
2	1.50-2.49	Disagree
1	1.00-2.49	Strongly Disagree

3. The teachers' self-efficacy was measured using the following scale:

Rating Scale	Range	Descriptive Evaluation
5	4.50-5.00	Strongly Agree
4	3.50-4.49	Agree
3	2.50-3.49	Undecided
2	1.50-2.49	Disagree
1	1.00-2.49	Strongly Disagree

4. To determine the effects of the teachers' demographic characteristics and competencies on their self-efficacy in implementing inclusive education, multiple correlation and regression were used.

FINDINGS AND DISCUSSION

Regular Teachers' Demographic Characteristics

The demographic characteristics of teachers is one of the key predictors for the self-efficacy in implementing inclusive education since this could influence, beside any other internal or external factors, the schools' excellence in terms of handling and accommodating students with special needs.

The demographic characteristics of regular teachers were assessed in terms of age, gender, length of service, educational attainment, and types of disabilities handled.

Demographic Characteristics in terms of Age. It may be gleaned from Table 2 that 15 teachers were 50 years old and above. There were 60 teachers who were in 40-49 years old. 70 teachers were between 30-39 years old. Lastly, 37 teachers were noted in the scope of 29 and below years of age.

Table 2

Demographic characteristics in terms of age

Indicators	Frequency	Percentage
50 and above	15	7.5
40 – 49	60	28.3
30 – 39	70	34.0
29 and below	37	30.2
Total	182	100.0

Demographic Characteristics in terms of Gender. Table 3 showed the frequency distribution of teachers in terms of gender. The study found out that 39 teachers were male and 143 are female. This means that the majority of teachers are female as shown by 20.8 % percent and 79.2 % percent, respectively.

Table 3
Demographic characteristics in terms of gender

Indicators	Frequency	Percentage
Male	39	20.8
Female	143	79.2
Total	182	100.0

Demographic Characteristics in terms of Years of Teaching. Data analysis in Table 4 presented that 15 teachers were within the range of 30 and above length of service whereas 35 teachers were under 20-29 years with a 3.6% and 19.6% percentage, respectively. There were 31 teachers from 10-19 length of service which got a 17.9 % percentage. Lastly, majority among teachers (101) were from 9 years below which garnered 58.9. % percentage.

Table 4
Demographic characteristics in terms of years in teaching

Indicators	Frequency	Percentage
30 and above	15	3.6
20 – 29 years	35	19.6
10 – 19 years	31	17.9
9 and below	101	58.9
Total	182	100.0

Demographic Characteristics in terms of Educational Attainment. Table 5 revealed that 140 teachers were bachelor's degree holders which got most 1.9 % percent from the total respondents. Meanwhile, there were 42 teachers who had their masters' degree which garnered 20. 8 % percent. Lastly, only 1 respondent had a highest educational attainment which is the doctorate level.

Table 5
Demographic characteristics in terms of educational attainment

Indicators	Frequency	Percentage
Doctorate Degree	1	1.9
Master's Degree	42	20.8
Bachelors	140	77.4
Total	182	100.0

Demographic Characteristics in terms of Types of Disabilities Handled. It may be gleaned from the Table 6 that 39 teachers have handled students with Autism Spectrum Disorder with 21% percent from the total respondents. Meanwhile, 15 teachers handled motor impairment with 8.0 percentage. There 23 teachers who have handled hearing impairment and 16 teachers have handled with multiple disabilities, 13.0% and 9.0% percent, respectively. Students with no diagnosis were handled by 15 teachers (8.0%), and students with emotional-behavioral problem were handled by 34 teachers (19.0). 15 teachers (8.0) have handled students with intellectual disability, and 18 (10.0) of them handled visual impairment. Lastly, 7 teachers handled giftedness with 4.0% percent.

Table 6
Demographic characteristics in terms of types of disabilities handled

Indicators	Frequency	Percentage
Autism Spectrum Disorder	39	21.0
Motor Impairments	15	8.0
Hearing Impairment	23	13.0
Multiple Disabilities	16	9.0
No Diagnosis	15	8.0
Emotional-behavioral problem	34	19.0
Intellectual Disability	15	8.0
Visual Impairment	18	10.0
Giftedness	7	4.0
Total	182	100.0

Level of Teachers' Competencies

The development of future teachers' professional capacity to work with children with disabilities is one of the most important elements in the success of inclusive education. When it comes to inclusive education, a teacher should be able to think conceptually differently, acknowledge the social and personal importance of professional activities for students with disabilities, and take ownership of the caliber of the outcomes produced. In this section, the teachers' level of competencies was described. There is no need for triangulation in this study since it only covers the perceptions of the teachers with regards to their competencies.

Table 7
Teachers competencies

Indicators	Mean	Descriptive Evaluation	Interpretation
Promotes high level integrity, competence, ethics, and professional judgment.	3.74	Agree	High
Facilitates positive self-image of students.	3.66	Agree	High
Facilitates active participation in a fair and respectful environment that reflects cultural diversity.	3.64	Agree	High
Demonstrates strong interpersonal skills that are considerate, sensitive, non-judgmental, supportive, adaptive, and flexible.	3.68	Agree	High
Demonstrates positive regard for all students, families, and professionals	3.60	Agree	High
Increases students with special needs' engagement in regular school and community settings.	3.55	Agree	High
Knowledge of interpersonal skills that work effectively with adults who have different styles	3.47	Undecided	Moderate
Selects, adapts, or modifies core curriculum to make it accessible for all students.	3.51	Agree	High
Knowledge of instructional adaptations including alternative assignments, supplemental instruction, differential standards, and shortened assignments.	3.53	Agree	High
Knowledge of specialized instructional styles and non-traditional teaching practices and procedures	3.53	Agree	High
Knowledge of general education assessment procedures	3.45	Undecided	Moderate
Implements lesson plans that are appropriate for diverse learners.	3.53	Agree	High
Facilitates the physical classroom environment that allows for flexible scheduling and transition times.	3.49	Undecided	Moderate
Knowledge of procedures and regulations for reporting child abuse and the legal rights and responsibilities of teachers and students	3.55	Agree	High
Average	3.57	Agree	High

Data in Table 7 showed that the teachers' competencies got a high level of assessment as evidenced by 3.57 mean percentage score. This was manifested by the ability of teachers to promote high level integrity, competence, ethics, and professional judgment (3.74), facilitate positive self-image of students (3.66), facilitates active participation in a fair and respectful environment that reflects cultural diversity (3.64), demonstrate strong interpersonal skills that are considerate, sensitive, non-judgmental, supportive, adaptive and flexible (3.68), demonstrate positive regard for all students, families, and professionals (3.60), increase participation of students with special needs in general education settings or community settings (3.55), know the interpersonal skills that work effectively with adults who have different styles (3.47), select, adapt, or modify core curriculum to make it accessible for all students (3.51), know the instructional adaptations including alternative assignments ,supplemental instruction, differential standards, and shortened assignments (3.53), know specialized instructional styles and non-traditional teaching practices and procedures (3.53), know general education assessment procedures (3.45), implement lesson plans that are appropriate for diverse learners (3.53), facilitate the physical classroom environment that allows for flexible scheduling and transition times (3.49), and know procedures and regulations for reporting child abuse and the legal rights and responsibilities of teachers and students (3.55).

A high level of assessment was noted on the teachers' capability to manifest a high regard of morality in terms of practicing integrity and professionalism in their workplace. Meanwhile, the lowest score was noted on the teachers' knowledge of general education assessment procedures. The findings indicate that sometimes it more important for the teachers to be human who show care and love among students with special needs than to see them a machinery that needs to be perfect.

Teachers' Self efficacy in Implementing Inclusive Education

With the necessary support services and supplemental aids, inclusion is the provision of services to children with disabilities, including those with severe impairments, in the neighborhood school in age-appropriate general education classes in order to ensure the child's success in academics, behavior, and social skills as well as to prepare the child to participate as a full and contributing member of society.

Table 8
Teachers efficacy

Indicators	Mean	Descriptive Evaluation	Interpretation
I am well-versed in a range of applicant evaluation strategies (for example, portfolio assessment, modified tests, performance-based assessments, etc.).	4.62	Strongly Agree	Very High
If they appear bewildered, I can provide them with an alternative explanation or picture.	4.87	Strongly Agree	Very High
I am confident in my ability to create individualized educational challenges for children with diverse difficulties	4.53	Strongly Agree	Very High
I am able to detect whether or not a student has grasped the subject offered in class.	4.72	Strongly Agree	Very High
I am able to supply talented students with relevant assignments.	4.79	Strongly Agree	Very High
When collaborating with children in pairs or small groups, I am secure in my ability to do so.	4.68	Strongly Agree	Very High
I am confident in my ability to anticipate possibly disruptive student behavior and take appropriate action.	4.49	Agree	High
I have the ability to manage disruptive behavior in the classroom.	4.57	Strongly Agree	Very High
I am able to settle a student who is acting disorderly and boisterous.	4.58	Strongly Agree	Very High
I am able to convince students to act responsibly in the classroom..	4.66	Strongly Agree	Very High
I am confident in my ability to interact with physically hostile students.	4.60	Strongly Agree	Very High
Conduct-wise, I am able to explain to kids what is expected of them.	4.70	Strongly Agree	Very High
I am able to assist families in their efforts to help their children succeed in school.	4.70	Strongly Agree	Very High
I am able to assist a child who is having difficulty learning.	4.68	Strongly Agree	Very High
I am competent to instruct children with disabilities in the classroom alongside a number of other professionals and individuals, including aides and other teachers.	4.64	Strongly Agree	Very High
I am confident in my ability to engage parents in the extracurricular activities with their children with disabilities at school.	4.66	Strongly Agree	Very High
I am able to convey a sense of acceptance and friendliness to parents that visit our school.	4.81	Strongly Agree	Very High
I am able to cooperate with numerous subject professionals to build instructional strategies for students with impairments (for example, itinerant teachers or speech pathologists).	4.58	Strongly Agree	Very High
I am confident in my ability to teach those with minimal knowledge of the laws and regulations governing the inclusion of children with disabilities.	4.53	Strongly Agree	Very High
I am confident in my ability to modify standardized examinations administered throughout a whole school or state so that they are accessible to kids with disabilities.	4.55	Strongly Agree	Very High
Average	4.65	Strongly Agree	Very High

Based on the facts presented in Table 8, the effectiveness of educators in offering an inclusive education was assigned a mean score of 4.65%. Teachers demonstrated this when they strongly agreed with the following statements: they are able to utilize a

variety of assessment strategies (4.62), they are able to provide an alternative or example when students are confused (4.87), they are confident in designing learning tasks so that the individual needs of students with disabilities are accommodated (4.53), they are able to accurately assess student comprehension of what they have been taught (4.72), and they are able to accurately assess student understanding of what they have been taught (4.60).

In addition, teachers strongly believed that they can make behavioral expectations clear (4.70), assist families in helping their children succeed in school (4.70), improve the learning of a failing student (4.68), collaborate with other professionals and staff (e.g., aides, other teachers) to teach students with disabilities in the classroom (4.64), and involve parents in the school activities of their children with disabilities (4.64). (4.64). In addition, teachers strongly believed they have the ability to set clear behavioral expectations for students (4.55).

A high level of assessment was noted on the teachers' ability to provide various localized examples when students are confused in the content of the lesson. However, the lowest score was noted on the teachers' skills to prevent disruptive behavior in the classroom before it occurs. The findings indicate that although teachers can capture students' interest during instructional deliveries, still, they are challenged to exercise their full potentials in handling uncontrolled and unusual behavior of their students.

Effects of Teachers' Demographic Characteristics and Competencies on their Self-Efficacy in Implementing Inclusive Education

To determine the extent of effects of demographic profile and competencies of teachers on their efficacy in inclusive education, the data were subjected to multiple correlations and regression analysis, and the data gathered were summarized in Tables 9 and 10.

Table 9
Regression analysis of demographic profile on teachers efficacy

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	4.593	0.14		32.855	0
Age	0.002	0.009	0.2	0.206	0.85
Gender	0.004	0.003	0.731	1.299	0.285
Length in service	0.002	0.005	0.307	0.433	0.694
Educational attainment	0.001	0.004	0.038	0.053	0.961
Disabilities	0.001	0.01	0.028	0.065	0.952
R-squared = .472					
F-value = .536					
p-value = .747					
alpha = 0.05					

According to the coefficients that are not zero, the results of the regression analysis reveal that four factors of the demographic profile of regular instructors influence, to varied degrees, the efficiency of regular instructors in implementing inclusive education. These characteristics include: A closer inspection of the resulting B coefficients reveals that two of the variables, age and gender, provided B coefficients with a probability exceeding the 0.05 level of significance. These factors yielded B coefficients of 0.002 (age) and 0.004 (gender), 0.002 (length of service), 0.001 (level of education), and 0.002 (disabilities handled). This indicates that the effectiveness of teachers in implementing inclusive education is affected (although not significantly) by their age, gender, length of service, and the disabilities they manage. It is projected that the efficacy of teachers will increase by 0.002, 0.004, 0.002, and 0.001 for each unit improvement in the aforementioned factors. The study of the sustained Beta coefficients indicated that, among the four demographic parameters that comprise instructors' profiles, gender was the most accurate predictor of teachers' efficiency.

The F-value was .536 and the p-value was .747 in the analysis of variance for the regression of teachers' demographic profile on teachers' efficacy. Because the probability associated with the computed F-value is greater than the significance level of 0.05, the null hypothesis must be maintained. This indicates that the demographic profile of regular educators has no cumulative influence on the efficacy of instructors in implementing inclusive education.

This finding was partially supported and was also partially counterargued by Ozokcu (2018), that according to him, preschool teachers' age, gender, educational level, and level of interaction with children with special needs were not found to have a significant impact on their scores on the scale; however, their special education training, knowledge of local laws and policies, self-confidence in working with children with disabilities, and experience working with children with disabilities had a significant impact on their scores.

Table 10
Regression analysis of teachers competencies on teachers efficacy

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	3.131	1.143		2.74	0.018
Teacher's competencies	0.428	0.32	0.36	1.336	0.206
R-squared = .129					
F-value = 1.784					
p-value = .206					
alpha = 0.05					

The non-zero coefficient in the regression analysis indicates that teachers' competence has an impact on their ability to execute inclusive education. Taking a closer look at the

B coefficient, one can see that such a variable had a B coefficient of 0.428 and a probability that was higher than the 0.05 level of significance for this variable. This suggests that teachers' competences have a small but considerable impact on their ability to implement inclusive education, with teachers' efficacy projected to increase by 0.428 for each unit improvement in the aforementioned variable.

The F-value of 1.784 with a p-value of.206 was found in the analysis of variance of the regression of teachers' competences on teachers' efficacy. The null hypothesis must be maintained since the related probability of the obtained F-value is higher than alpha (0.05). This suggests that teachers' competencies do not have a substantial impact on their ability to implement inclusive education effectively.

This finding was not supported by Majoko (2019) since special education teachers' perceptions of teaching skills are critical for inclusive education. In his study, he adopted a constant comparison strategy of data arrangement with continuing adjustment during the data analysis. Screening and assessment, lesson differentiation, classroom and behavior management, and cooperation were identified as essential skills for teachers in an inclusive classroom. Teachers' pre-service and in-service training in these essential competences could make it easier for inclusive education to be implemented successfully and effectively by preparing them to respond to the diversity of children. It was used as a starting point for further study on teacher competences for inclusive education.

Management Implications Drawn from the Findings of the Study

The following are some significant implications drawn from the findings of the study:

1.   School leaders may consider revisiting policies on hiring and selection processes of the special education teachers. A necessary amendment may be done in pursuit of quality of education considering the right teachers for special yet brilliant students. The findings of this study may be a basis for their policy making.

2.   Teachers are required to make great efforts to improve their abilities by achieving a very high reputation. Fulfilling their obligations and responsibilities with their outstanding talent can help them achieve their goals and dreams.

3.   Teachers can also leverage their colleagues by attending seminars and training courses on skills building, teamwork, mental health awareness, financial literacy, and other factors that may affect self-efficacy. It is required to increase.

4.   Human resource managers may consider the importance of the teachers' demographic characteristics in terms of hiring and selection processes. Doing this would easily identify teachers who are most appropriate and well-versed in terms of teaching students with special needs for the implementation of inclusive education.

5.   Teacher empowerment can enhance teachers' abilities and self-efficacy. From this perspective, improving teachers' ability to conduct strategic planning sessions clearly defines the school's vision, mission statement, and develops effective strategies for achieving long-term excellence.

CONCLUSIONS

The researcher therefore concluded the following. First, most of the teachers were 30-49 years of age, female, 9 years and below in teaching, bachelors' degree holders, and handled autism spectrum disorder. Secondly, the teachers' self-perceived competencies were at high level as evidenced by 3.57 mean percentage score which means that teachers believed that the indicators of teachers were able to demonstrate a deep sense of professionalism at work. Third, teachers demonstrated a high degree of efficacy in implementing inclusive education, as shown by a mean score of 4.65%. This score reflects the teachers' capacity to deliver the desired student engagement and learning process outcomes in inclusive education. Fourth, upon doing the regression analysis, the researcher found out that the teachers' demographic profile and self-perceived competencies do not significantly affect their self-efficacy in implementing inclusive education. Future research may further explore on a larger group of institutions which offered many students with special needs, and they may also do triangulations in determining the competencies of teachers.

RECOMMENDATIONS

Taking its cue from the conclusion of the study, the researcher suggests the following. First, teachers may continue to further develop their personal and professional development in implementing inclusive education especially through contemplating on their passion to teach students with special needs. They may also consider finishing their masters' degrees in Special Education, and attending seminars and training related to intensified classroom management behaviour of unruly children. Secondly, school leaders may consider the continuous improvement of the teachers' competencies by crafting and implementing in-depth programs and activities related to classroom assessments. Third, teachers may consider using their study leave and take opportunities to study abroad which offers specialized and professional training for inclusive education. Fourth, a stricter implementation of selection criteria for hiring of teacher-applicants for special education is highly recommended through modification of criteria and minimum qualifications for the applicant-teachers. Fifth, the school leaders may opt to build strong relations and collaboration with the Local Government Units (LGUs) to gain help teachers for educational opportunities.

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