



Examining Teachers Beliefs, Attitudes, and Competence in Supporting Learners with Special Needs in Inclusive Education

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Abstract:

This study examined teachers beliefs, attitudes, and competence in supporting learners with special needs (LSN) in inclusive education at Mandaue City School for the Arts during School Year 2025-2026. Employing a descriptive-correlational design, the study involved 30 purposively selected teachers handling inclusive classes. Data were gathered using a validated adapted questionnaire anchored on Sharma et al. (2012), Loreman et al. (2007), and Cola et al. (2025), measured on a five-point Likert scale. Descriptive statistics included frequency, percentage, mean, standard deviation, and weighted mean, while Pearson Product-Moment Correlation tested relationships at 0.05 significance. Findings revealed that teachers were predominantly female (76.67 percent), aged 31-50 (86.66 percent), with masters units to doctorate degrees, 0-14 years of teaching experience, and limited relevant training (1-5 trainings). Teachers beliefs were very positive (overall WM=4.44), particularly in learner beliefs (4.58) and inclusion benefits (4.44), while inclusive understanding was positive (4.19). Attitudes were very positive overall (WM=4.14), with strong professional commitment (4.34) and instructional willingness (4.28), though teaching confidence was lowest (3.73). Competence was rated as prepared (overall WM=3.62), with classroom environment (3.80) highest, followed by professional development (3.72), instructional strategies (3.57), and pedagogical knowledge (3.48). Significant moderate positive correlations were found between beliefs and competence ($r=0.506$, $p=0.003$) and attitudes and competence ($r=0.661$, $p=0.000$), leading to rejection of null hypotheses. An intervention plan focusing on inclusive understanding, confidence-building, pedagogical knowledge, differentiated instruction, resource support, and collaborative mentoring was proposed to strengthen inclusive arts education.

Keywords: Inclusive Education, Teachers Beliefs, Teachers Attitudes, Teaching Competence, Learners with Special Needs, Arts Education

Introduction:

Inclusive education has become a cornerstone of equitable education, promoting equity, social justice, and respect for diversity (Kenny et al., 2023). It ensures learners with special needs are meaningfully included with differentiated instruction and supportive environment (Judilla et al., 2022). Teachers are central implementers of inclusive practices (Rojo-Ramos et al., 2023).

In Arts Education, inclusion takes specialized dimension. Teachers at Mandaue City School for the Arts (MCSFA) facilitate visual arts, music, dance, theater, media arts, creative writing. Inclusive pedagogy requires adapting artistic tasks to physical, cognitive, sensory, emotional needs via alternative expression, scaffolded demonstrations, assistive materials, flexible grouping, multimodal instruction. Thus, inclusive Arts Education blends artistic instruction with learner-centered differentiation.

Despite recognition, challenges persist. Teachers often express positive beliefs and attitudes yet struggle with adaptation, management, assessment modification, confidence (Woodcock et al., 2022; Mucherah et al., 2024). These amplify in arts settings where hands-on performance and individualized development are central. Balancing artistic standards with differentiation is difficult.

In Philippines, RA 10533, RA 7277, RA 10968 mandate inclusive, competency-based education and professional development. Implementation remains challenging due to preparation, training, resource differences. MCSFA, in Capasan, Casili, Mandaue City (34.87 sq km, 417,824 population), serves 418 learners including 10 LSN. As



specialized arts school, it offers rich opportunities but limited empirical evidence on blending arts pedagogy with inclusive practices.

Gap is significant: positive beliefs do not automatically translate into competence, especially in arts where creativity and adaptability coexist. Teacher may value inclusion yet struggle modifying artistic tasks or assessing diverse outputs. Need to examine whether beliefs and attitudes relate to competence.

This study addresses lack of localized evidence on beliefs, attitudes, competence in Arts Education environment. By focusing on MCSFA SY 2025-2026, it provides school-based data reflecting realities, strengths, challenges. It describes profiles, determines levels across sub-dimensions, tests relationships, proposes evidence-based intervention. Findings inform administrators, SPED and receiving teachers, learners, parents, policymakers, future researchers in advancing inclusive Arts Education.

Literature Review:

Theoretical Foundations: Theory of Planned Behavior (Ajzen, 1991) posits intention predicts behavior shaped by attitude, subjective norms, perceived behavioral control. Positive attitudes, support, confidence strengthen intentions to implement inclusion. Recent Ghana studies showed attitudes and self-efficacy significantly predicted willingness (Amponteng et al., 2026; Urton et al., 2023). TPB frames how beliefs and attitudes influence readiness.

Social Cognitive Theory (Bandura, 1986) emphasizes reciprocal determinism among personal factors, behavior, environment, highlighting self-efficacy. Self-efficacy influences effort, persistence. Teachers with higher self-efficacy more likely implement inclusive practices (Woodcock et al., 2023; Zhang et al., 2025). Supportive factors like professional development, collaboration, positive climate enhance confidence. Theory explains how self-efficacy and support shape competence.

Ecological Systems Theory (Bronfenbrenner, 1979) views behavior through nested systems: microsystem, mesosystem, exosystem, macrosystem, chronosystem. Competence influenced by personal competencies and institutional support, policies, sociocultural factors (Almughyiri, 2025; Yang and Zhou, 2025). Underscores systemic support needed.

Legal Bases: RA 10533 promotes learner-centered inclusive flexible curriculum. RA 7277 guarantees equal access for disabled learners, mandating accommodations. RA 10968 establishes competency standards and lifelong learning. Together mandate inclusive competency-based education.

Teachers Beliefs: Beliefs include inclusive understanding, learner beliefs, inclusion benefits, challenges. Sharma et al. (2012) noted beliefs about LSN capabilities influence practices. Bugani et al. (2025) found Filipino teachers hold positive beliefs about benefits—acceptance, reduced discrimination—yet recognize challenges like diverse needs and planning. Logrono and Gongora (2023) reported middle-adulthood teachers possess substantial exposure shaping beliefs. Present study extends to arts-specialized context.

Teachers Attitudes: Attitudes include openness, willingness, confidence, commitment. Loreman et al. (2007) measures show openness and willingness critical. Woodcock et al. (2022) and Mucherah et al. (2024) observed positive attitudes but lower confidence handling behavioral and communication needs. Penales (2024) found receiving teachers in Bacoor high commitment but confidence needing mentoring. Salvana and Protacio (2025) documented narratives that positive attitudes need practical strategies. In arts, confidence challenges amplified by performance demands.

Teachers Competence: Competence comprises pedagogical knowledge, professional development, classroom environment, instructional strategies. Cola et al. (2025) assessed preparedness finding teachers rated prepared not highly prepared, gaps in IEP and disability-specific strategies. Rojo-Ramos et al. (2023) validated CEFI-R showing training correlates with competence. Dela Fuente (2021) highlighted material and collegial support needed. Judilla et al. (2022) noted differentiated instruction employed but limited by resources.

Relationships: Evidence suggests positive associations. Amonteng et al. (2026) demonstrated beliefs and attitudes



predict competence via self-efficacy. Woodcock et al. (2023) found low self-efficacy constrains competence despite positive beliefs. Zhang et al. (2025) using TALIS showed climate influences self-efficacy affecting practice. Yang and Zhou (2025) found climate reduces burnout through efficacy. Few Philippine studies test beliefs-competence and attitudes-competence correlations using Pearson r in arts schools. This study fills gap testing H01 and H02 at 0.05.

Intervention Plans: Literature advocates structured plans encompassing professional development, differentiated instruction, behavior management, inclusive assessment, resource support, mentoring, collaboration, confidence-building (Clarete et al., 2023). Continuous training on IEP, disability-responsive strategies, arts-based accommodations recommended. Proposed intervention grounded in school data makes it responsive to MCSFA needs.

Methodology:

Research Design

This study employed descriptive-correlational quantitative design. Descriptive component described demographic profiles and levels of beliefs, attitudes, competence. Correlational component examined relationships between beliefs-competence and attitudes-competence without manipulating variables (McBurney and White, 2009; Clarete et al., 2023). Appropriate for snapshot of existing conditions and examining associations in authentic contexts (Almuaili, 2023). Input-Process-Output model guided flow. Input: profiles and measured levels. Process: survey administration, tabulation, analysis, interpretation. Output: proposed Intervention Plan.

Research Environment

Conducted at Mandaue City School for the Arts, Capasanan, Casili, Mandaue City. Specialized public school with 30 teachers and 418 learners including 10 LSN. Mandaue City highly urbanized, 34.87 sq km, 417,824 population (2020). School implements inclusive education integrating LSN, employing differentiated instruction, learner-centered approaches, accommodations, collaborative learning, peer support, flexible assessment, adaptive materials. Programs include music, dance, visual arts, theater, media arts, creative writing. Professional development activities support inclusive practices.

Research Respondents

30 teachers handling inclusive classrooms, selected via purposive sampling—non-probability deliberate selection based on characteristics. Inclusion criteria: currently teaching inclusive, direct interaction with LSN, at least one year experience, willingness. Exclusion: no LSN experience. Included SPED and receiving teachers. Distribution: MCSFA 30 (100 percent). Ensured information-rich data enhancing relevance and validity.

Research Instrument

Adapted survey from validated sources: competence from Cola et al. (2025), beliefs from Sharma et al. (2012), attitudes from Loreman et al. (2007). Four sections: demographic; beliefs (understanding, learner beliefs, benefits, challenges); attitudes (openness, willingness, confidence, commitment); competence (pedagogical knowledge, professional development, classroom environment, instructional strategies). Five-point Likert: 5 Strongly Agree to 1 Strongly Disagree. Scoring guides: Beliefs 4.21-5.00 Very High, 3.41-4.20 High, etc.; Attitudes same; Competence 4.21-5.00 Highly Prepared, 3.41-4.20 Prepared. Content validation by Special Education and methodology experts; revisions made; Cronbach alpha exceeding 0.70 (Nunnally and Bernstein, 1994) confirming reliability.

Data Gathering

Three stages. Preliminary: sought approval from Schools Division Superintendent, principals, complied protocols, coordinated identification, explained purpose, voluntary participation, confidentiality. Data Gathering: administered in conducive distraction-free environment, provided instructions, researcher available. Post Data Gathering: retrieved, checked completeness, organized, coded, prepared for analysis.

Statistical Treatment

Frequency and Percentage for profile; Mean and SD for average and variability; Weighted Mean for Likert interpretation; Pearson r for relationships. All at 0.05 significance. Systematic approach generating conclusions as basis for intervention.



Ethical Considerations

Informed consent secured via letter explaining purpose, rights, voluntary, withdrawal without consequence. Confidentiality upheld—no personal identifiers, anonymity, secure password-protected storage, archived then deleted. Questionnaire respectful non-intrusive. Honesty, transparency, integrity maintained. Adhered to RA 10173 Data Privacy Act 2012—only necessary data, academic purposes, safeguards, principles of transparency, legitimate purpose, proportionality.

Results and Discussion:

This section presents data gathered from 30 teacher-respondents with analysis and interpretation organized per specific problems.

Relevant Information of the Respondents

Table 1. Distribution of Respondents

SCHOOL	Teachers	%
Mandaue City School for the Arts	30	100
Total	30	100

Table 2. Age

Age	Frequency	%
21-30	2	6.67
31-40	13	43.33
41-50	13	43.33
51 and above	2	6.67
Total	30	100

Table 2 shows largest groups 41-50 and 31-40 each 43.33 percent. Most teachers middle-adulthood suggesting professional maturity. Middle-adulthood teachers may have encountered diverse learners. Logrono and Gongora (2023) noted adaptability yet need updating. Equal distribution indicates productive years.

Age Distribution

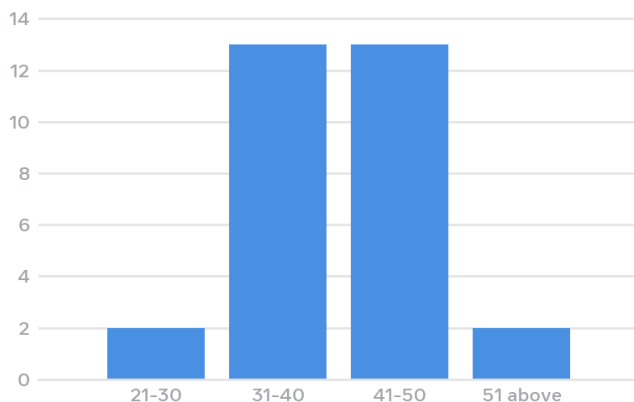




Table 3. Gender

Gender	Frequency	%
Male	7	23.33
Female	23	76.67
Total	30	100

Gender female predominance 76.67 percent reflects feminization of teaching. Female teachers often report higher empathy and openness, though testing needed. Male presence contributes diversity in arts performance role modeling.

Gender

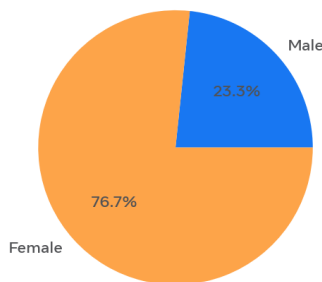


Table 4. Highest Educational Attainment

Highest Educational Attainment	Frequency	%
Doctorate Degree	3	10.00
With Doctorate Units	0	0.00
Masters Degree	5	16.67
With Masters Units	15	50.00
College Graduate	7	23.33
Total	30	100

50 percent with masters units, 16.67 percent masters degree, 10 percent doctorate, 23.33 percent college graduate. Indicates high graduate pursuit aligning with RA 10968. Higher attainment generally correlates with deeper knowledge but not guarantee disability-specific competence.

Table 5. Years of Teaching Experience

Years of Teaching Experience	Frequency	%
20 and above	5	16.67
15-19	1	3.33
10-14	6	20.00
5-9	8	26.67
0-4	10	33.33
Total	30	100

Experience varied: 0-4 years 33.33 percent, 5-9 26.67 percent, 10-14 20 percent. Majority early to mid-career suggesting receptiveness to new practices yet needing mentorship. Experience influences confidence and environment management.

Table 6. Number of Relevant Trainings

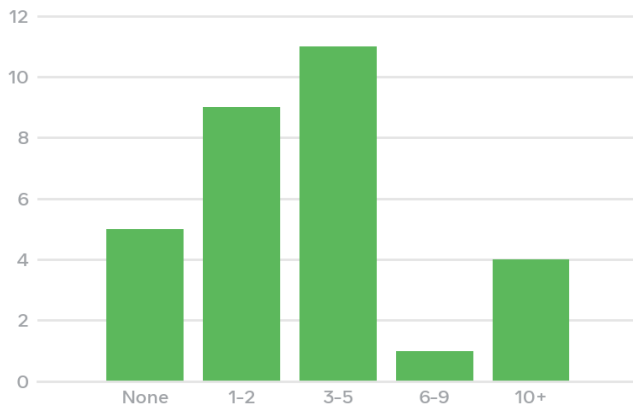
Number of Relevant Training	Frequency	%
10 or more	4	13.33
6-9	1	3.33



3-5	11	36.67
1-2	9	30.00
None	5	16.67
Total	30	100

Training: 36.67 percent had 3-5 trainings, 30 percent 1-2, 16.67 percent none, 13.33 percent 10 or more. Majority limited trainings indicating gap between policy and actual professional development. Explains Prepared not Highly Prepared competence. Bugani et al. (2025) emphasized training crucial.

Trainings



Level of Teachers Beliefs

Table 7. Inclusive Understanding

S/N	Indicators	WM	SD	Description
1	I understand concept of inclusive education in regular settings.	4.23	0.77	Very Positive
2	Aware of goals of inclusive education.	4.33	0.71	Very Positive
3	Understand rights of LSN to learn alongside peers.	4.40	0.67	Very Positive
4	Understand inclusion requires collaboration.	4.47	0.57	Very Positive
5	Understand benefits for all learners.	4.37	0.67	Very Positive
6	Importance of adapting instruction.	4.33	0.61	Very Positive
7	Familiar with different types of special needs.	3.77	0.86	Positive



8	Know how to identify learners needing support.	3.83	0.87	Positive
9	Understand policies related to inclusion.	3.93	0.83	Positive
10	Understand role of IEP.	3.80	1.00	Positive
Overall		4.19	0.78	Positive

Inclusive understanding overall Positive WM 4.19. Highest collaboration awareness 4.47, lowest familiarity with types 3.77 and IEP role 3.80. Teachers grasp principles but need deeper technical knowledge on disability types and IEP. Positive not Very Positive indicates need for deepening practical understanding.

Table 8. Learner Beliefs

S/N	Indicators	WM	SD	Description
1	Learners with special needs can learn in inclusive classrooms.	4.47	0.68	Very Positive
2	Can improve academically with support.	4.57	0.63	Very Positive
3	Potential for creativity in arts.	4.70	0.53	Very Positive
4	Deserve equal opportunities in arts education.	4.77	0.43	Very Positive
5	Inclusion enhances self-esteem.	4.60	0.56	Very Positive
6	Develop social skills in inclusive settings.	4.63	0.56	Very Positive
7	All learners have unique strengths.	4.73	0.52	Very Positive
8	Can participate in performance tasks with accommodation.	4.57	0.57	Very Positive
9	Benefit from peer interaction.	4.50	0.63	Very Positive
10	Teachers play crucial role.	4.63	0.49	Very Positive
Overall		4.58	0.59	Very Positive

Learner beliefs Very Positive WM 4.58. Highest equal opportunities 4.77 and unique strengths 4.73 reflecting arts educators appreciation for creativity. Asset for intervention. Consistent with Sharma et al. (2012).

Table 9. Inclusion Benefits

S/N	Indicators	WM	SD	Description
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1	Promotes acceptance among learners.	4.67	0.55	Very Positive
2	Helps reduce discrimination.	4.43	0.63	Very Positive
3	Fosters empathy and respect.	4.60	0.56	Very Positive
4	Improves social integration.	4.53	0.57	Very Positive
5	Enhances learning for all.	4.30	0.65	Very Positive
6	Develops creativity for all.	4.47	0.63	Very Positive
7	Prepares for diverse society.	4.50	0.57	Very Positive
8	Benefits teachers professional growth.	4.27	0.69	Very Positive
9	Strengthens school-community partnership.	4.20	0.71	Positive
Overall		4.44	0.62	Very Positive

Inclusion benefits Very Positive WM 4.44. Promote acceptance highest 4.67. Recognize social benefits more than academic. Arts benefit 4.47 shows recognition creativity inclusive. Aligns with Kenny et al. (2023).

Table 10. Inclusion Challenges

S/N	Indicators	WM	SD	Description
1	Managing diverse needs challenging.	4.73	0.52	Very Positive
2	Requires additional planning.	4.77	0.43	Very Positive
3	Limited resources difficult.	4.43	0.63	Very Positive
4	Large class size hinders.	4.50	0.63	Very Positive
5	Lack of training barrier.	4.53	0.57	Very Positive
6	Handling behavioral concerns challenging.	4.60	0.56	Very Positive
7	Assessing diverse creative outputs difficult.	4.33	0.76	Very Positive
8	Balancing artistic standards with differentiation challenging.	4.47	0.57	Very Positive
9	Collaboration with parents difficult.	4.13	0.78	Positive



10	Time constraints affect practices.	4.47	0.63	Very Positive
Overall		4.54	0.59	Very Positive

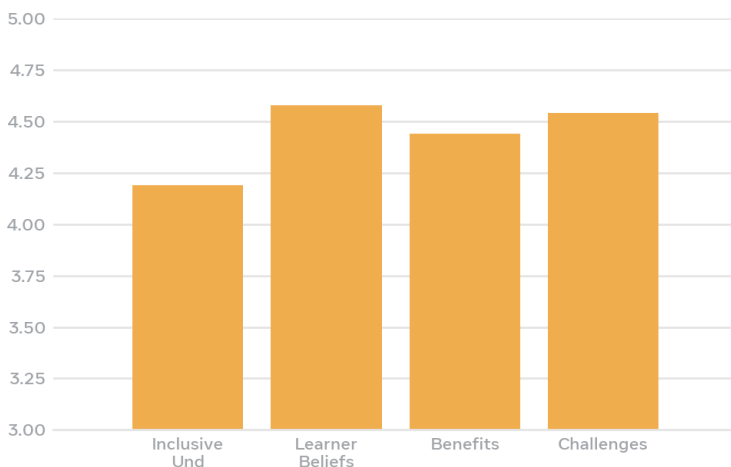
Challenges awareness Very Positive WM 4.54. Additional planning 4.77 and diverse needs 4.73 top. Realistic appraisal indicating metacognition but signals need for support. Recognize resource limitations, class size, behavioral concerns echoing Mucherah et al. (2024).

Table 11. Summary Beliefs

Components	WM	SD	Description
Inclusive Understanding	4.19	0.78	Positive
Learner Beliefs	4.58	0.59	Very Positive
Inclusion Benefits	4.44	0.62	Very Positive
Inclusion Challenges	4.54	0.59	Very Positive
Overall	4.44	0.65	Very Positive

Thus, beliefs Very Positive 4.44. Learner beliefs highest, understanding lowest. Pattern—strong valuing but moderate technical understanding—common. Intervention should deepen understanding while leveraging learner beliefs.

Beliefs Summary



Level of Teachers Attitudes

Table 12. Inclusive Openness

S/N	Indicators	WM	SD	Description
1	Open to teaching LSN in my class.	4.10	0.66	Positive
2	Welcome LSN in inclusive classrooms.	4.30	0.79	Very Positive
3	Willing to adjust teaching to meet diverse needs.	4.33	0.61	Very Positive
4	Accept learners regardless of ability.	4.50	0.57	Very Positive
5	Open to collaboration with SPED teachers.	4.40	0.67	Very Positive



6	Open to learning new inclusive strategies.	4.43	0.63	Very Positive
7	Welcome diverse artistic expressions.	4.33	0.61	Very Positive
8	Open to modifying artistic tasks.	4.20	0.71	Positive
9	Believe inclusive arts education possible.	4.27	0.69	Very Positive
10	Open to inclusive assessment methods.	4.00	0.74	Positive
Overall		4.24	0.74	Very Positive

Table 13. Instructional Willingness

S/N	Indicators	WM	SD	Description
1	Willing to modify lessons.	4.27	0.69	Very Positive
2	Use varied teaching strategies.	4.17	0.79	Positive
3	Provide extra time and support.	4.43	0.63	Very Positive
4	Create individualized accommodations.	4.10	0.71	Positive
5	Collaborate with parents.	4.33	0.61	Very Positive
6	Attend training on inclusive education.	4.47	0.57	Very Positive
7	Adapt arts activities for LSN.	4.30	0.65	Very Positive
8	Use assistive materials.	4.20	0.71	Positive
9	Modify performance criteria fairly.	4.17	0.75	Positive
10	Support LSN in creative performances.	4.37	0.61	Very Positive
Overall		4.28	0.72	Very Positive

Table 14. Teaching Confidence

S/N	Indicators	WM	SD	Description
1	Confident teaching LSN.	3.70	0.79	Positive
2	Confident maintaining	3.93	0.78	Positive



	positive environment.			
3	Confident handling behavioral difficulties.	3.47	0.82	Positive
4	Confident communicating with LSN.	3.63	0.89	Positive
5	Confident adapting arts instruction.	3.70	0.79	Positive
6	Confident assessing fairly.	3.63	0.89	Positive
7	Confident collaborating with stakeholders.	4.00	0.64	Positive
8	Confident using differentiated instruction.	3.77	0.77	Positive
9	Confident managing inclusive arts performances.	3.67	0.80	Positive
Overall		3.73	0.80	Positive

Table 15. Professional Commitment

S/N	Indicators	WM	SD	Description
1	Committed to supporting inclusive education.	4.47	0.63	Very Positive
2	Take responsibility for learning of LSN.	4.17	0.71	Positive
3	Committed to continuous growth.	4.50	0.57	Very Positive
4	Advocate for inclusive practices.	4.27	0.69	Very Positive
5	Committed to creating inclusive culture.	4.43	0.63	Very Positive
6	Committed to collaborating for success.	4.40	0.56	Very Positive
7	Committed to promoting acceptance.	4.47	0.57	Very Positive
8	Dedicated to helping LSN succeed in arts.	4.37	0.67	Very Positive



9	Committed to lifelong learning.	4.27	0.69	Very Positive
10	Sustain practices despite challenges.	4.23	0.73	Very Positive
Overall		4.34	0.65	Very Positive

Table 16. Summary Attitudes

Components	WM	SD	Description
Inclusive Openness	4.24	0.74	Very Positive
Instructional Willingness	4.28	0.72	Very Positive
Teaching Confidence	3.73	0.80	Positive
Professional Commitment	4.34	0.65	Very Positive
Overall	4.14	0.73	Positive

Attitudes summary Very Positive overall 4.14. Commitment highest 4.34, willingness 4.28, openness 4.24, confidence lowest 3.73 yet Positive. Pattern high willingness but lower confidence mirrors Woodcock et al. (2022) and Penales (2024). Willingness to attend training 4.47 indicates receptiveness. Behavioral management 3.47 needs support. Confidence-building via simulations, role-playing, guided practice needed.

Attitudes Summary



Level of Teachers Competence

Table 17. Pedagogical Knowledge

S/N	Indicators	WM	SD	Description
1	Equipped to teach LSN with cognitive delays.	3.50	1.01	Prepared
2	Prepared to handle behavioral difficulties.	3.53	1.01	Prepared
3	Prepared to teach below grade level.	3.57	0.97	Prepared
4	Knowledge of differentiated instruction.	3.70	0.88	Prepared



5	Understand various disabilities.	3.43	1.01	Prepared
6	Know how to develop IEP.	3.13	1.04	Moderately Prepared
7	Knowledge of inclusive assessment.	3.40	1.00	Moderately Prepared
8	Know behavior intervention.	3.43	0.97	Prepared
9	Understand sensory accommodations.	3.37	1.03	Moderately Prepared
10	Know how to adapt arts curriculum.	3.63	0.93	Prepared
11	Knowledge of assistive tech.	3.23	1.04	Moderately Prepared
Overall		3.48	1.01	Prepared

Table 18. Professional Development

S/N	Indicators	WM	SD	Description
1	Training prepared me to teach LSN with IEP.	3.30	0.92	Moderately Prepared
2	Administrators organize seminars.	3.63	1.10	Prepared
3	Engage in self-directed learning.	3.80	0.85	Prepared
4	Participate in LAC on inclusion.	3.77	0.86	Prepared
5	Seek mentoring from SPED teachers.	3.63	0.93	Prepared
6	Apply learnings in classroom.	3.90	0.80	Prepared
7	Share inclusive practices.	3.80	0.89	Prepared
8	Access to professional development resources.	3.53	1.01	Prepared
9	Attend webinars.	3.70	0.92	Prepared
10	Document professional growth.	3.83	0.79	Prepared
Overall		3.69	0.93	Prepared

Table 19. Classroom Environment

S/N	Indicators	WM	SD	Description
1	Enough materials for accommodations.	3.57	1.25	Prepared



2	Colleagues ready to help.	3.63	0.89	Prepared
3	Classroom physically accessible.	3.93	0.91	Prepared
4	Create safe supportive climate.	4.10	0.71	Prepared
5	Establish clear inclusive rules.	4.03	0.76	Prepared
6	Arrange seating to support LSN.	3.97	0.81	Prepared
7	Use visual supports.	3.83	0.87	Prepared
8	Manage behavior effectively.	3.80	0.85	Prepared
9	Foster peer support.	3.90	0.80	Prepared
10	Ensure inclusive arts space.	3.87	0.86	Prepared
Overall		3.80	0.91	Prepared

Table 20. Instructional Strategies

S/N	Indicators	WM	SD	Description
1	Work collaboratively with colleagues.	3.80	0.89	Prepared
2	Administrators support behavioral challenges.	3.77	0.86	Prepared
3	Use differentiated instruction.	3.70	0.92	Prepared
4	Adapt arts tasks using alternative modes.	3.63	0.85	Prepared
5	Use scaffolded demonstrations.	3.67	0.88	Prepared
6	Provide flexible grouping.	3.73	0.83	Prepared
7	Use multimodal instruction.	3.70	0.84	Prepared
8	Implement IEP accommodations.	3.37	0.93	Moderately Prepared
9	Use formative assessment.	3.60	0.86	Prepared
10	Modify assessment fairly.	3.53	0.90	Prepared
11	Use positive behavior support.	3.67	0.84	Prepared
12	Integrate assistive materials in arts.	3.30	1.02	Moderately Prepared
Overall		3.57	0.89	Prepared

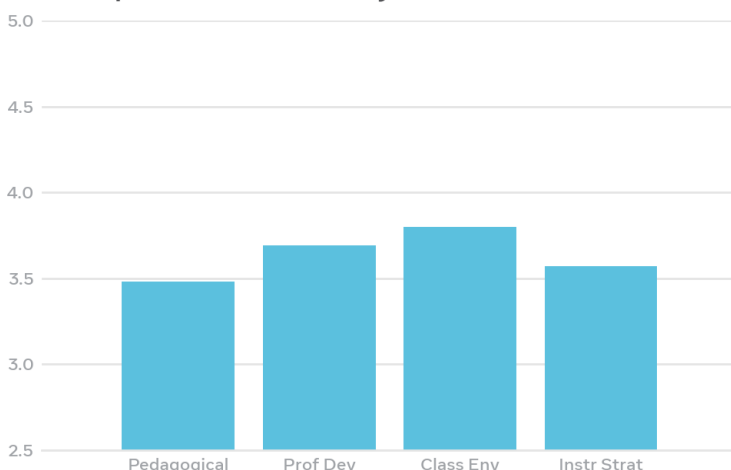


Table 21. Summary Competence

Components	WM	SD	Description
Pedagogical Knowledge	3.48	1.01	Prepared
Professional Development	3.69	0.93	Prepared
Classroom Environment	3.80	0.91	Prepared
Instructional Strategies	3.57	0.89	Prepared
Overall	3.62	0.94	Prepared

Competence overall Prepared WM 3.62 not Highly Prepared. Highest classroom environment 3.80 indicating safe supportive accessible spaces 4.10 and inclusive rules 4.03. Professional development 3.69 shows LAC engagement, self-directed learning, application. Instructional strategies 3.57 collaborative work 3.80 but weak IEP implementation 3.37 and assistive materials 3.30. Pedagogical knowledge lowest 3.48 gaps IEP development 3.13, assistive tech 3.23, sensory accommodations 3.37, assessment 3.40. Aligns with Cola et al. (2025). SD 0.9-1.01 indicates variability requiring differentiated support. Prepared indicates functional readiness but need highly prepared level for quality inclusive arts.

Competence Summary



Testing Significant Relationships

Table 22. Beliefs and Competence Correlation

Variables	r-value	Strength	p-value	Decision
Beliefs and Competence	0.506*	Moderate Positive	0.003	Reject Ho
*significant at p<0.05				

Pearson between beliefs and competence $r=0.506$ $p=0.003$ moderate positive significant. Null rejected. More favorable beliefs associated with stronger competence. Teachers believing in LSN potential tend more prepared. Explained by TPB and Social Cognitive Theory. Implication strengthening beliefs via awareness, exposure, success stories can enhance competence. Supports intervention deepening inclusive understanding.

Table 23. Attitudes and Competence Correlation

Variables	r-value	Strength	p-value	Decision
Attitudes and Competence	0.661*	Moderate Positive	0.000	Reject Ho

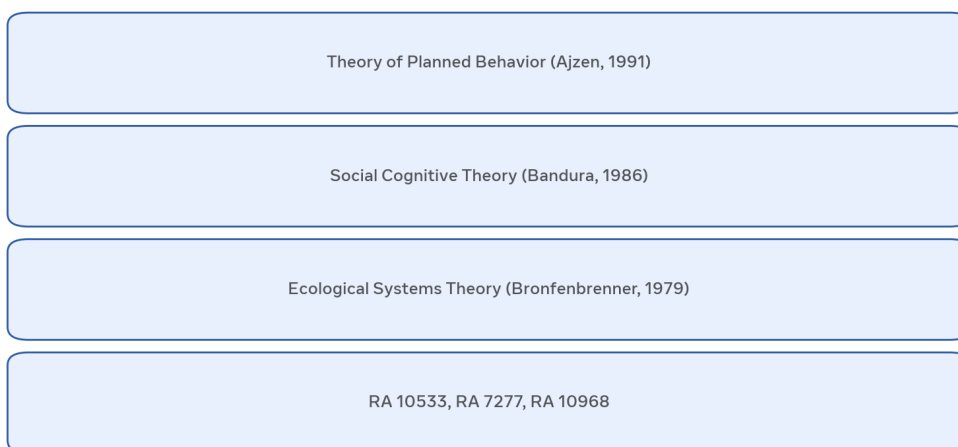


*significant at p<0.05				
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Correlation attitudes-competence $r=0.661$ $p=0.000$ moderate positive significant. Null rejected. Stronger than beliefs-competence, attitudes stronger predictor. Teachers with Very Positive attitudes demonstrate higher preparedness. Teaching confidence though lowest still contributes; increasing confidence through simulations and mentoring likely boost competence. Aligns with Amonteng et al. (2026) and Zhang et al. (2025). Implication interventions target attitude via disability awareness, collaborative culture, recognition. Significant relationships confirm beliefs and attitudes not isolated but linked to readiness. Strengthening perceptions and dispositions may further enhance competencies and effectiveness.

Theoretical Implications and Diagram

Findings integrate with framework. TPB explains attitudes influence intentions. Social Cognitive explains self-efficacy mediates competence. Ecological explains environment influences competence despite positive beliefs. Intervention addresses multiple layers: individual (knowledge, confidence), microsystem (environment, strategies), mesosystem (collaboration, parent partnership), exosystem (admin support, resources, policy), macrosystem (values, acceptance).



Beliefs, Attitudes, Competence -> Intervention Plan

Proposed Intervention Plan

Table 24. Intervention Plan

Area	Objectives	Strategies	Budget	Source	Timeline	Persons	Success Indicator
Deepening Inclusive Understanding	Strengthen practical understanding of inclusive education, diversity, rights	Orientation-workshop on policies, rights, types, roles; case analysis	5000	MOOE / PTA	Q1	School Head, SPED Coordinator	90 percent improved post-test
Teaching Confidence	Increase confidence in teaching,	Simulations, role-playing, guided practice	6000	School Funds	Q1-2	Master Teachers, SPED	Confidence WM 3.73 to 4.20



	communicating, managing LSN	on communication and behavior support					
Pedagogical Knowledge	Enhance competence addressing cognitive, behavioral, emotional needs	Modular training on differentiation, behavior intervention, communication, accommodations, disability-specific, IEP	8000	MOOE / Division	Q2	Division SPED Supervisor	Pedagogical WM 3.48 to 4.00; 100 percent craft IEP
Instructional Strategies Arts	Improve arts-based differentiation and assessment	Workshop on multimodal, scaffolded demos, alternative modes, flexible grouping, inclusive assessment, assistive materials	7000	MOOE	Q2-3	Arts Coordinators, SPED Experts	Strategies WM 3.57 to 4.10
Professional Development and Resources	Sustain growth and provide materials	LAC, mentoring, peer coaching, provision of materials, assistive tools, ICT, accommodations	10000	MOOE / Stakeholder	Year-round	School Head, Teachers, Parents, LGU	Prof Dev WM 3.69 to 4.20; 90 percent resources available
Collaboration Parent Partnership	Strengthen support systems	Collaboration engaged and SPED, parent orientation, community linkage, recognition program	4000	PTA / School Funds	Q3-4	All stakeholders	Increased parent involvement documented

Intervention evidence-based responsive to findings: Positive understanding to orientation, lowest confidence to simulations, lowest pedagogical knowledge to modular IEP training, strategies gaps to arts-based workshop, resource limitations to provision, collaboration to mentoring and parent partnership. Budget total Php 40,000 from MOOE, PTA, stakeholder feasible. Success indicators measurable via post-tests, WM improvements, documentation.

Conclusion:

This study examined teachers beliefs, attitudes, competence supporting LSN in inclusive education at Mandaue City School for the Arts SY 2025-2026.

Teachers predominantly female 76.67 percent, aged 31-50 86.66 percent, pursuing or holding graduate degrees, early to mid-career 0-14 years, limited training 1-5 trainings. Profile indicates professional maturity and aspiration but gaps



in specialized training influencing competence.

Beliefs Very Positive overall 4.44, particularly learner beliefs 4.58 and benefits 4.44, challenges 4.54. Learner beliefs highest 4.58 showing strong faith in LSN capabilities especially arts creativity and equal opportunities. Inclusive understanding only Positive 4.19 lowest familiarity with disability types and IEP. Value inclusion philosophically but need deeper technical knowledge.

Attitudes Positive overall 4.14, Very Positive commitment 4.34, willingness 4.28, openness 4.24, lowest confidence 3.73. Willingness to attend training 4.47 and commitment supporting inclusion 4.47 assets. Confidence handling behavioral difficulties 3.47 and managing arts performances 3.67 needs strengthening. Gap between high willingness and moderate confidence highlights need for confidence-building.

Competence Prepared 3.62 indicating functional readiness not highly prepared. Classroom environment highest 3.80 safe supportive accessible. Professional development 3.69 LAC engagement. Instructional strategies 3.57 collaborative but weak IEP implementation 3.37 and assistive materials 3.30. Pedagogical knowledge lowest 3.48 gaps IEP 3.13, assistive tech 3.23, sensory accommodations 3.37, assessment 3.40. Variability requires differentiated support.

Significant moderate positive relationships beliefs-competence $r=0.506$ $p=0.003$ and attitudes-competence $r=0.661$ $p=0.000$. Null hypotheses rejected. More favorable beliefs and attitudes associated with stronger preparedness. Attitudes stronger correlation than beliefs indicating disposition stronger predictor. Supports theories TPB, Social Cognitive, Ecological Systems that personal beliefs, self-efficacy, environmental supports shape competence.

Intervention plan focusing on inclusive understanding, confidence-building, pedagogical knowledge, differentiated arts instruction, resource support, mentoring, collaboration, parent-school partnership proposed grounded in actual school data responsive feasible.

Hence, study contributes localized evidence on inclusive Arts Education in specialized setting filling gap where general frameworks dominate. Underscores positive beliefs and attitudes insufficient; systematic capacity-building, resource provision, collaborative systems essential to achieve highly prepared competence and truly inclusive arts education where every child valued and included.

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