

Teacher Narratives of Social-Emotional Competence Development: An Inquiry into Classroom Management in Inclusive Education Settings

Tahira Batool Bokhari¹ Faisal Anis² Yaar Muhammad³



Abstract

This interpretive research analyses teachers' accounts of how social-emotional competence is acquired and how it is connected to managing classrooms in the context of inclusive education. Based on the methodology of assertion development, this study deals with the construction and reconstruction of teachers' social-emotional competence in various educational settings by sharing stories about encountering critical moments, developmental processes, and situations of classroom management. Narrative inquiry offers the ability to see the meaning-making worlds of teachers who have the complexities of managing inclusive classrooms and building their own emotional capacity. There were five assertions: the process of developing social-emotional competence by teachers in managing difficult students' behaviours as opposed to formal training, narrative reconstruction, interdependence between teacher and student emotional regulation, crises in classroom management, and collegial storytelling recognised as key to teachers' competence growth. These findings illuminate how teachers experience their own social-emotional learning as inseparable from classroom management practice, suggesting that supporting teacher competence development requires practice-embedded approaches that honour the narrative nature of professional learning. This study is a methodological contribution, representing the power of narrative inquiry to demystify teacher development, and a practical contribution, being able to designate how teachers strive to demonstrate competence via reflective narratives.

Key Words

Teacher Narratives, Social-Emotional Competence, Classroom Management, Inclusive Education, Professional Development, Narrative Inquiry, Teacher Identity

Corresponding Author

Yaar Muhammad: Associate Professor, Department of Education, GC Women University, Sialkot, Punjab, Pakistan.
Email: Yaar.Muhammad@gcwus.edu.pk

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Introduction

Teachers' social-emotional competence has become an important issue that can determine the effectiveness of classroom management and classroom relationships between students and teachers, in addition to the success of inclusive education (Jennings & Greenberg, 2009). Social-emotional competence involves teachers' ability to exhibit emotional knowledge and management, empathy and perspective-taking, relationship development, and

¹ Associate Professor, Department of Education, Government College for Women, Jhang, Punjab, Pakistan.
Email: drtahirabatool96@gmail.com

² Assistant Professor, Department of Education, School of Social Sciences and Humanities, University of Management and Technology, Lahore, Punjab, Pakistan. Email: faisal.anis@umt.edu.pk

³ Associate Professor, Department of Education, GC Women University, Sialkot, Punjab, Pakistan.
Email: Yaar.Muhammad@gcwus.edu.pk

wise decision-making within a complicated interchange involving people. Teachers who exhibit stronger social-emotional competence have more positive relationships with students, apply more effective classroom behaviours, and have better well-being despite all the stressful aspects of the teaching profession (Breeman et al., 2015; Collie, 2025; Jennings & Greenberg, 2009).

Teachers' social-emotional competence in inclusive classrooms is especially consequential when students with different abilities, behavioural needs, and emotional difficulties learn (Lozano-Peña et al., 2021; Oktarina & Kurniawati, 2025). Advanced emotional and relationship skills are necessary when handling behavioural problems, mediating peer disputes, assisting students with emotional dysregulation, and creating positive classroom climates, all while meeting various learning needs (Calandri et al., 2025; Khattak et al., 2025). However, there is limited consensus on how teachers acquire these competencies in the context of their practical experiences of inclusive classroom management, and furthermore, teachers seem to have little to say on this matter (Calandri et al., 2025; Khattak et al., 2025).

This interpretive study using narrative inquiry focuses on analysing the stories of teachers who have cultivated social-emotional competence as applied in classroom management in inclusive settings. Narrative inquiry acknowledges that people make sense of experience through narrative, and narratives are not simply descriptions of events but represent the structures of meaning through which experience is made meaningful (Clandinin & Connelly, 2004; Connelly et al., 2008; Morettini, 2019). This study can reach the subjective aspects of competence growth, such as emotional challenges, identity changes, and changing conceptions of professional practice, by focusing on how teachers describe their own development.

The research question is as follows: How do teachers tell their stories of developing their social-emotional competence in relation to classroom management issues in cases of inclusive educational settings, and what claims about teacher development can be formed based on such narratives?

Literature Review

Teacher Social-Emotional Competence

Teacher social-emotional competence is a set of skills that teachers have to identify and manage their feelings, empathise with the thoughts and feelings of others, create and sustain positive relationships, and make accountable choices in social situations (Jennings & Greenberg, 2009). Studies have found that the classroom environment provided by teachers can greatly contribute to their teaching efficiency, with competent teachers developing more beneficial classroom settings, controlling behaviours better without wasting time on punishment, and teaching emotional regulation to their students (Duan et al., 2024; Martin, 2002).

The research shows that teachers' emotional awareness and regulation ability are directly linked to their reactions to challenging student behaviours and that emotionally competent teachers are more accommodative and exhibit superior problem-solving skills and less reactive behavioural responses, which involve disciplinary action (Amosco et al., 2025; Braun et al., 2020a; Wangdi & Rigdel, 2025). Teachers' social-emotional competence also protects against burnout and stress, and self-regulation skills allow teachers to deal with the emotional needs of the profession without feeling debilitated by exhaustion (Braun et al., 2020b).

Nonetheless, studies indicate that most teachers are underprepared in the development of social-emotional competence during pre-service training and develop essential abilities through trial-and-error in practice (Corcoran & O'Flaherty, 2022; Cumberledge, 2025; Tran, 2025). Thus, learning more about how teachers develop competence in real-world experiences is a significant research topic.

Classroom Management in Inclusive Contexts

Inclusive classroom management has its own challenges since teachers are required to meet various behavioural, learning, and social-emotional needs at the same time, and therefore ensure that all learners are in productive learning conditions (Soodak, 2003). Classroom management techniques based on compliance and control do not always work or are even appropriate in inclusive classrooms, where students can exhibit behaviours related to disabilities, trauma, or developmental differences.

Studies have found various obstacles which educators must confront in implementing inclusive classroom management, such as knowledge of diverse student needs, application of behavioural expectations and consequences, time management, facilitating social integration among diverse students, and collaboration with specialists and parents (Ang & Phoon, 2025; Elbancol & Marquez, 2025). According to teachers, classroom management is their biggest concern in an inclusive setting because, more frequently than not, behavioural issues can be an overwhelming factor to other teaching requirements (Carneiro et al., 2015; Tero & Revalde, 2024; Vergara et al., 2025).

The beneficial use of inclusive classroom management calls upon teachers to use their social-emotional skills, such as empathy, to understand the functions of behaviour, emotional regulation when in challenging circumstances, relationship-building to achieve trust with different students, and social awareness to observe the emotional condition of specific students. In this way, classroom management and teacher social-emotional competence are closely connected, and issues of classroom management are also those that demand and evolve emotional abilities in teachers.

Teacher Development and Identity

The construction and reconstruction of professional knowledge, skills, and identity through experience, reflection, and interaction with other individuals are ongoing and required for teacher development (Keiler, 2018). Current literature stresses that the conception of teacher identity, or how teachers perceive themselves as professionals and human beings, is the key determinant of pedagogical decisions, student interactions, and reactions to difficulties (Keiler, 2018; Poulou et al., 2018; Zhou, 2025).

Research has demonstrated that engagement with social-emotional learning reshapes teachers' professional identities, with teachers coming to view themselves as emotional caregivers and relationship builders, in addition to academic instructors (Megawati et al., 2023; Shalev & Gidalevich, 2024). Such identity change is achieved by reflexive consideration of teaching experience, especially mishappenings that trouble some aspects of teaching and learning (Fauziah et al., 2025).

Narrative inquiry illustrates that teachers understand their development as storytellers who build a coherent narrative connecting the past, present knowledge, and future goals (Connelly & Clandinin, 1990; Kim, 2015; Riley, 2021). Such stories are never fixed and are constantly rebuilt as teachers restructure their previous experiences based on new insights, implying that such reflection is a developmental process.

Theoretical Framework: Narrative Inquiry and Interpretive Research

This study applies narrative inquiry in conjunction with the Erickson interpretive research tradition (Erickson, 2012). Narrative inquiry means that human beings are storytelling creatures who interpret meaning based on experience through constructing and sharing a story (Connelly & Clandinin, 1990). Instead of considering stories as information about experience, narrative inquiry perceives narratives as the most important way in which experience can be given meaning (Connelly & Clandinin, 1990).

The narratives by teachers demonstrate both what and how teachers make meaning of events and how they create continuity and change in their professional lives through these events (Connelly & Clandinin, 1990; Kim, 2015; Riley, 2021). Stories relate personal experiences to larger cultural narratives and show how the personal development of a teacher overlaps with the institutionalisation and social discourses of teaching, inclusion, and emotion.

The interpretive approach views meaning based on the perspectives of those involved, the situational particularity of social action, and assertions based on intensive involvement with specific cases (Erickson, 2012). Narrative inquiry was used to complement assertion development so that this research respects the narrative of teacher experience and makes empirically grounded assertions about processes and developmental patterns (Connelly & Clandinin, 1990).

Methodology

Research Design and Context

This interpretive-based narrative inquiry used 16 teachers working in eight schools based on different inclusive education settings. Teachers were at different levels of career experience, such as those with two years of experience to those with more than ten years of experience, which enabled the analysis of developmental trends with respect to lifetime career experience.

All the teachers involved in the work were teachers who worked in self-identified inclusive classrooms with students who had diagnosed disabilities such as learning disabilities, attention deficit hyperactivity disorder, autism spectrum disorders, emotional-behavioural disorders, and intellectual disabilities. Classes consisted of eighteen to thirty-five students, with low to high support levels offered by special education teachers and related service providers.

Data Collection

The data were collected through three narrative interviews with the respective teachers, spaced by a span of about one month, within which the narrative could be built and rebuilt (Connelly & Clandinin, 1990). In the first interview, the invited teachers were asked to recount their general trajectories of social-emotional competence development and identify factors that were crucial in their development. The second meeting was specifically based on narrating problematic classroom management scenarios in the context of inclusivity and identifying how teachers perceived and managed these problems in their classrooms. The third interview involved asking the teacher how their comprehension of the previously narrated events had changed, and a process of narrative reconstruction was investigated.

The interviews were not structured but were based on the interactions in a conversational way; this enabled the teacher to create lengthy stories with minimal interruption from the researcher (Connelly & Clandinin, 1990). Invitations to storytelling: Could you tell me about a moment in your teaching when an inclusive classroom had been emotionally challenging to you? Could you take me through the process by which you worked on the emotional capacities you employ in managing your classroom? These cues evoke detailed narrative descriptions of how teachers make meaning.

The teachers also kept reflective journals between interviews, in which they wrote about their management challenges in the classroom and how they felt about the incidents. The journal entries had more narrative details and resulted in further reflection on the formal interviews.

Narrative Analysis and Assertion Development

Analysis involved a combination of narrative analysis and Erickson's theory of assertion development (Erickson, 2012). The first stage of the analysis consisted of reading and re-reading the interview transcripts and journals, paying attention to the structure of the narrative, plot development, turning points, repetitions, and emotional tones (Connelly & Clandinin, 1990). The narratives of each teacher were initially examined as a whole, revealing their general narrative of competence development.

Common narrative patterns, shared themes, and contrasting storylines were then discovered through cross-case analysis to identify the similarities and differences between the stories shared by the teachers. We were particularly interested in the way teachers described how classroom management problems were related to their social-emotional competence development, what meaning they perceived to certain experiences, and how they later re-constructed past experiences in terms of looking back.

Claims were constructed in cyclical stages of meaning-making, expressing empirically based claims concerning patterns in the collection of narratives, verifying claims based on the entire collection of data, or revising claims by focusing on confirming and disconfirming evidence (Erickson, 1986). The last statements constitute patterns based on teachers' narrative accounts, without considering the individual variations and specificity of the situation (Connelly & Clandinin, 1990).

Findings: Assertions from Teacher Narratives

Assertion One: Competence Development Through Managing Challenging Behaviours

Teachers described social-emotional competence development as a process that takes place directly as the teacher interacts with difficult student behaviours, as opposed to a training or theoretical course. The stories showed a general pattern of plot: Teachers faced behavioural problems that were more than they could previously handle, felt emotional and doubtful, tried out different interventions, slowly formed more complex insights and techniques, and reflected in retrospect on their competence development. One teacher had a story where one of her students had explosive outbursts- throwing things, screaming, and destroying work:

At first, I made it personal; I perceived myself as attacked and got angry. In the months of working with him, I learned that I should identify his triggers and remain calm during his outbursts because his behaviour was not defiance but communication. This changed me into a teacher.

This story is a typical example of the mode when problematic behaviours prompt the emotional learning of teachers.

Teachers explained how they had acquired certain skills, such as managing stress by regulating their emotions and being able to know the meaning of a behaviour, patience in dealing with slow progress, and tough days. Importantly, the teachers saw competence development as the responsibility of teachers rather than training programs. This assertion questions the belief that competence can be developed mostly as part of formal professional learning and provides alternative information that the primary goal of development is the practice itself.

Assertion Two: Interdependence of Teacher and Student Emotional Regulation

The accounts provided by the teachers showed a strong understanding of the interconnection between the emotional conditions of both sides and emotional-behavioural control in students, as the teachers admitted that their own emotional state was directly correlated with classroom dynamics. Teachers reported learning that their

anxiety, frustration, or calmness was carried to students and influenced their emotional climate and behavioural self-control. One teacher commented:

I observed that when I was under stress, the entire class was on a spree of sorts. Even during the hardest times, when I felt myself consciously calming down, they calmed down. We are all in an emotional ecosystem like this.

It seems that this environmental awareness is an advanced understanding that has been acquired through experience, but not something that is taught.

The teachers described the process of learning how to control their own emotions, not necessarily in their best interests, but as a way of managing the classroom, with the understanding that their emotional stability allowed students, especially those with emotional and behavioural needs, to be more in control. This instrumental conception of self-regulation posed tension at times when one of the teachers wondered whether controlling classroom behaviour and managing their emotional state fell under actual self-care or acting as an educator.

This assertion sheds light on the fact that the emotional experience of teachers and learners is constitutive, not independent of each other, and to support the emotional-behavioural demands of students, the emotional competencies of teachers should also be supported.

Assertion Three: Crisis as Catalyst for Transformative Development

The narratives of teacher development were often characterised by crisis incidents when the current competencies were unable to meet demands and familiar strategies were no longer efficient, thus triggering teachers' transformative learning. The crises usually involved extreme cases in terms of behaviour among the students, intense emotional behaviour among the teachers, or the realisation that what was being done was doing the students harm. One teacher describes one of the moments when it changed her perspective:

I had suppressed one of my students in the midst of a tantrum, and later came to understand that I had been so preoccupied with managing his behaviours that I did not even think about his anxiety and stress. Something was touched and opened in me at that moment. I needed to completely rethink everything I was doing.

The narratives of crisis were before-and-after stories to the point of a paradigm shift in comprehension and practice.

The disrupted assumption created by crises in class management caused teachers to redesign their thinking about classroom management and may have led them to adopt different views on the matter. Although unpleasant, teachers were able to look back and appreciate these experiences as crucial to their growth, considering that they would not have evolved the same way without being forced.

This implies that the process of competence development is neither linear nor cumulative but consists of discontinuous changes that occur as a result of disruptive experiences. Facilitating teacher learning can also be achieved by establishing a platform of healthy disruption, within which assumptions are not challenged to an unsafe level.

Assertion Four: Professional Identity Reconstruction Through Inclusive Practice

Instructional professionals recounted some basic reconstructions of their professional identities when they continued working in the culture of inclusive classroom management, many of whom explained the transition from seeing themselves as educational teachers to perceiving themselves as emotional caregivers and relationship-builders. All these identity changes were developed over years of experience and not as an immediate revelation. Teachers who had just started their careers described their experience of entering teaching with an identity that

focused on content knowledge and instructional ability, and learning that working in an inclusive classroom required emotional and relational abilities beyond what they had expected. One of them said,

I am a teacher of mathematics, not a psychology teacher. Nevertheless, working with these children, I am now an equal counsellor and a teacher of math. That is not what I thought; it is who I have made myself.

Older teachers recounted how inclusive education changed identities shaped over years of more homogenous classroom teaching that demanded teachers to abandon images of teaching as mainly instructional delivery and take on more complex conceptions that included emotional support and behavioural scaffolds. Some reported this change as a way of enriching their careers, while others described the loss and frustration of the changing demands of teaching.

This assertion indicates that the process of acquiring social-emotional competence to manage diverse classrooms is not only about skills acquisition but also the rebuilding of core knowledge about the idea of being a teacher. This aspect of identity answers why the development of competence cannot be narrowed down to technical training and involves an endless reflective aspect with regard to the personalised aspects of professional practice.

Assertion Five: Collegial Storytelling as a Developmental Mechanism

An example of one of the significant competence development mechanisms identified by teachers is the sharing of stories with colleagues, and narrative exchanges can play various roles, such as emotional processing, perspective-taking, strategy sharing, and experience validation. Teachers appreciated the possibility of sharing anecdotes of difficult moments and listening to stories of other teachers, discovering that narrative sharing enabled them to learn practically and offered them emotional encouragement. One of the teachers stated:

The experience of discussing hard situations with other teachers, listening to their stories, and understanding that I am not alone has been worth more than training. We shared our experiences with each other.

Collegial storytelling formed communities of practice in which teachers worked together to develop knowledge of how to teach learners with diverse needs in general education groups.

Importantly, teachers highlighted the significance of storytelling spaces, in which one is free to confess a struggle without scrutiny, as opposed to formal professional development settings, where this aspect is perceived as a risk. The venues for developmental narrative exchange were informal conversations, grade-level team meetings, and team support groups.

By sharing and retelling stories with their colleagues, teachers enhanced their interpretations, acquired new meanings for situations, and developed more elaborate analyses of classroom interactions. The social aspect of colleague storytelling was characterised by dialogue, where the listeners were involved through questions and feedback to develop a change in the meaning of the storytellers.

This statement places narrative exchange as a highly effective and frequently underestimated tool for professional development, implying that promoting the development of teacher competencies necessitates the establishment of collaborative narrative sharing.

Discussion

Practice-Embedded Competence Development

Competence development embedded in practice entails demonstrating practical skills to apply theoretical knowledge as an internal process within the confines of a defined practice area.

These results indicate that teachers' social-emotional competence is achieved through embedded learning, as opposed to decontextualised training that is focused on in practice. Teachers always placed the real situation of classroom management as the main context of development, and formal professional development as secondary role players at best. This trend is consistent with wider studies on teacher learning that show that meaningful growth is possible when a teacher can be involved in real issues of practice (Makhmetova et al., 2025; Ng, 2025; Widjaja et al., 2017).

The discovery of competence building involving the management of challenging behaviours, however, creates equity-based concerns: In ensuring development in teachers, the use of students as involuntary teachers should not be in play, especially when the students suffer through the learning processes of the teachers. To promote more purposeful and less accidental building of competence, it is necessary to develop structures of practice-based learning that protect student well-being and help teachers grow.

Emotional Interdependence and Systemic Support

The finding that when teachers and students can work out how to manage their emotions together, this is significant to schools that seek to accommodate all. When the emotional conditions of teachers are basic determinants of the emotional conditions of classrooms and student regulation abilities, promoting the emotional health of teachers is not a peripheral issue, but rather an essential inclusion approach to education.

Nevertheless, teachers always talked about how schools expect them to deal with the emotional state of children and offer little help in meeting teachers' emotional needs. This condition seems unrealistic and unfair, adds stress and burnout to teachers, and lowers the quality of inclusive education in the long run. Sustainable, inclusive education must provide systemic accommodations for the emotional health of teachers, such as affordable workloads and mental health opportunities.

Crisis, Disruption, and Safe Learning Spaces

The finding that transformative competence development can occur in most cases during crisis experiences poses a paradox for teacher learning. Although crises may lead to growth, they also cause distress and damage to students. What can teacher education and teacher growth do to make positive disruptions in the form of assumption challenges without necessitating a real crisis?

Options include critical incident simulations, case study analyses of problematic situations, first-person experiences of difficult situations, and official manuals to reflect on difficult experiences. The solution seems to be the establishment of psychological safety, where educators can admit incompetence, challenge practices, and study alternatives without fear, shame, or repercussions.

Identity and the Personal Dimensions of Professional Learning

The observation that competence development is based on professional identity reconstruction is complemented by the idea that fluency in teacher learning means attending to personal aspects such as teacher self-understanding, values, and emotional experiences. The focus on particular training in the technological aspects of particular strategies is not effective when one is left without answering basic questions regarding professional purpose and identity.

This observation indicates the merit of narratives and reflective practice in teacher education, which opens up avenues for teachers to reflect on how their identities are confirmed under inclusive practice, on the dissonance they experience between various identity promises, and on ways they can purposefully shape professional identities that align with inclusive values. This type of identity work cannot be provided as a single intervention; instead, it requires continuous self-introspection.

Collegial Storytelling as Professional Development

Collegial storytelling can be considered to have emerged as a developmental process; therefore, to enhance the process, schools should design structures that will intentionally aid in the exchange of narratives among teachers (Connelly & Clandinin, 1990; Henningsen, 2018; Shank, 2006). Instead of considering teacher dialogue a part of so-called real professional development, schools could appreciate story sharing as an effective learning tool that necessitates special time and facilitation.

Illustrative storytelling entails psychological safety, possession of time to allow lengthy story sharing, proficient facilitation that promotes thoughtful reasoning, and varied groups that present multiple viewpoints. Schools may also create teacher inquiry groups, narrative reflection protocols, or mentoring relationships that are specially designed to capitalise on the potential of storytelling development.

Implications for Practice and Policy

Redesigning Teacher Preparation

Effective pre-service teacher education must include the preparation of real-life issues in the inclusion of classroom management through extended fieldwork, with the addition of systematised narrative reflections on the affective aspects of the experiences. Instead of being taught classroom management mostly in their theoretical courses, prospective teachers should be allowed to train their emotional and relational skills by practising continuously with constant learning, reflecting, and mentoring.

Programs may introduce reflective journaling practices, narrative inquiry tasks in which teachers seek to examine their own growing competence, and cohort-based storytelling experiences in which prospective teachers discuss and examine problematic scenarios. Faculty ought to lead by example by increasing the model of narrative reflection alongside emotional vulnerability, where leadership is realised through seeking struggle instead of pretending to be masterful of professional growth.

Practice-Based Professional Development

The professional development in-service paradigm must move towards practice-based methods that encompass video-based teacher coaching, providing real-time support in situations that demand classroom management and action research, where teachers are able to study their own social-emotional competence development on a systematic basis.

Narrative exchange should be explicitly discussed as a developmental practice within professional learning communities; the protocols of narrative exchange encourage the constructive narration of complex situations. Schools could form teacher support groups that are specifically oriented towards the emotional aspects of inclusive classroom management with the help of mental health professionals or trained teacher leaders.

Supporting Teacher Emotional Well-Being

Schools should acknowledge that the emotional health of teachers who support others is central to inclusive education. The supports provided by concrete entail decent class sizes that allow building relationships, sufficient time to plan and reflect on emotions, availability of counselling services, group support systems, and leadership that acknowledges the emotional struggles instead of assuming one should always feel positive.

Professional cultures must promote emotional support by embracing struggles as relevant professional needs rather than individual weaknesses. School leaders' preparation should also be based on training to assist teachers' emotional well-being and identify symptoms of emotional depletion that require management.

Creating Safe Spaces for Identity Exploration

Schools may provide teachers with an organised space to explore how inclusive education is transforming their professional identities, such as guided discussions about role transformations, clarification exercises aimed at defining values, and narrative inquiry about how teachers are redefining their changing self-understandings. The relationships of mentoring may focus on the identity aspects of growth, assisting teachers to resolve tensions within their identities and create consistent professional selves who integrate various demands.

Limitations and Future Research

The fact that the present study focuses on self-narrated aspects of teachers gives access to subjective meaning-making, but does not answer how the perceptions of teachers were in line with visible practice or students' experience. Further studies could combine narrative inquiry and classroom observation and analyse the links between teachers' narrative self-understanding and the practice delivered through inclusive classroom management.

Moreover, this study focused on narratives at a single time in their teaching careers without follow-up. A study tracing the development of teacher stories over the years would help clarify development patterns and define how childhood experiences determine later realisations. Close consideration of novice and veteran teachers' developmental accounts would assist in providing strategy-based, career-stage-specific support.

The research involved teachers of different backgrounds, but failed to address the issues of a contextual and systematic investigation of the contextual influence on narrative patterns. A comparative study of narratives in different contexts, which may differ in terms of resources, support structures, student populations, and cultural contexts, would allow us to understand how structural conditions provide or restrict specific developmental patterns.

Lastly, students' attitudes towards teachers in terms of social-emotional competence and classroom management in inclusive settings must be studied, and the relationship between the self-perception of teacher development and the experience of inclusion and classroom climate should be investigated by students. This would address whether the development of teacher competence results in better experiences for students with diverse needs.

Conclusion

This interpretive narrative inquiry shows that teachers gain social-emotional competence in managing the classroom primarily via personal exposure to problems, with progress becoming emotional interdependence with students, crisis-catalysed changes, identity reconstruction of the professional self, and peer-to-peer storytelling (Clandinin & Connelly, 2004). These results show that the development of competence is inherently embedded in practice, emotionally challenging, identity-forming, and socially grounded, as opposed to being individual.

The teachers' stories explain why the ideal policy requirements of inclusive education and the realities of building skills to cope with diverse classrooms vary. Although policies cannot be ignored, they hardly recognise or facilitate the extensive personal and professional changes that teachers need to experience to implement inclusive practices. It is necessary to support teachers' competency growth by respecting the narrative, relational, and emotional aspects of professional development, instead of viewing development as a process of technical skill development.

The assertion development approach proved that long-term instances of teacher narratives contribute to an empirically based study of the mechanism of development, which is hard to study using survey or experimental studies (Erickson, 2012). This study entered the world of subjective meaning, identity dimensions, and the specifics

of the situation around the phenomenon of professional development by focusing on how teachers narrate their experiences.

Finally, this study proposes that achieving the potential of inclusive education means considering the nature of teachers as developers of emotional and relational skills based on practice-based narrative reflection, on-the-job collegial communities, and institutional frameworks in which the emotional labour of inclusive teaching is recognised. With the momentum of inclusion-seeking educational systems, it will be necessary to pay attention to the stories and experiences of teachers in their developmental stages to foster an environment in which teachers can cultivate advanced levels of social-emotional abilities that inclusive classroom management entails.

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