



CLASSROOM MANAGEMENT PRACTICES OF RECEIVING TEACHERS FOR INCLUSION PROGRAM OF SORSOGON NATIONAL HIGH SCHOOL

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Abstract : This study determined the Classroom Management Practices of Receiving Teachers for Inclusion Program of Sorsogon National High School for S.Y 2023-2024. It also determined the challenges encountered by the receiving teachers in Classroom Management. The descriptive case study method was used and responses were analyzed using thematic analysis. The findings revealed that almost all the key informants provide consistent sitting arrangement, prepared physical arrangement of the classroom and have positive surroundings as part of providing accessible physical environment. Use assistive devices and technology, utilize more visual representations such as large prints, digital and tactile materials in using differentiated instruction. Shortening time and periods for tasks, chunking and simplifying contents, and adjusting the manner of play or rule of games for the adaptation in pedagogy. Familiarizing students name, showing empathy, knowing their interest and praising them whenever they did something good is for establishing positive relationship. Lack of proper training, poor learning materials, students are unmotivated to learn, and students are having minimal learning are the common challenges encountered by the receiving teachers in classroom management. Based on the findings, it can be concluded that receiving teachers of inclusion program shared common classroom management practices in handling learners with special needs. In addressing the challenges, an innovative classroom management plan was proposed.

Keywords: Classroom management practices, inclusion program, receiving teachers, students with disabilities

I. INTRODUCTION

Classroom management is defined as “the actions the teachers take to create an environment that supports and facilitates both academic and social-emotional learning (Dela Fuente & Binas,2020). Many challenges are faced inside a classroom and in order to acquire efficient teaching and learning, a well-established classroom management is imperative. According to UNESCO classroom management is essential to create a safe and well-ordered environment to teach and learn while promoting quality education and inclusiveness. UNESCO defined classroom management as the set of strategies and instructional methods that characterize the interaction between teachers and students in the classroom, which are meant to promote learning, as well as develop and manage pupil’s behavior. Teaching students requires a lot of preparation, from setting the learning environment, establishing cooperative relations with students, organizing and implementing the appropriate instructions are just some of the concerns of a teacher. Above all of these, the most salient task that has been entrusted to teachers is to provide quality learning to the students and the crucial part in attaining that is through establishing the classroom management. For the past few years it cannot be denied that the learning needs of students are constantly changing and aside from that, there are laws and memorandums that has been implemented. This study determined the classroom management practices of those teachers in Sorsogon National High School who handled learners with special needs under the inclusion program.

Classroom management is an important factor of students performance as it has a direct impact with how students will achieve learning. Studies have shown that classroom management notably increases student academic achievement and decreases possible behavioral dilemmas. Researchers surveyed teachers and found that classroom management is one of the most challenging aspects of teaching (Merrett & Wheldall, 1993). Teachers in the inclusion program are faced with the duty of educating learners with special needs despite the fact that most of them lack knowledge on how to deal with these learners. In a local study conducted by Sanchez (2023) he revealed that general education teachers of inclusive classrooms in the Philippines employ a variety of strategies in order to effectively manage students with special needs and he also emphasized that showing commitment to understanding each student’s unique challenges, strengths, and characteristics by these general education teachers aids in nurturing a supportive and inclusive learning environment.

Sorsogon National High School is one of the big schools in Sorsogon City Division. As years passed, Sorsogon National High School gained fame and become one of the best performing schools in the Division of Sorsogon. Despite its growing number of enrollees SNHS continue to provide quality education to its learners, persisting to inculcate the goals and vision of the Department of Education. Way back 2005 the Sorsogon National High School started to cater the learners with special needs, at the present they have a total of twelve special needs students under the inclusion program. Two male visually impaired learner who are in grades 9 and 10. Two female hearing impaired learners in grade 9 and two also in grade 10, six male hearing impaired learners in grades 9,10,and 11 having two learners in each grade level. Learners with hearing impairment are those learners who are unable to fully utilize their sense of hearing for typical classroom instruction. Further, in its legal definition, the term “deaf” refers to a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance while “Hard of hearing” means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance (The Hearing Impaired Learner, 1980) while The World Health Organization (WHO) defines “visual impairment” as a condition affecting the visual system and its functions. Further, The University of Pittsburgh (2024) defines vision impairment as a condition where a person's eyesight cannot be corrected to a normal level, resulting from a loss of visual acuity or visual field.

The inclusion of these learners was made possible because of the Republic Act 11651 “Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act”. It is a crucial step in promoting a more equitable society ensuring that no disabled learner will be deprived of quality education and they can participate in a least restrictive environment and also giving the same opportunity with those non-disabled students. Mainstreaming students with special needs in a regular classroom setting allows teachers to gain deeper understanding of individual differences and learning styles but it cannot be denied that at first it has brought confusion as to how teachers are going to address the educational needs of these special needs students. The Department of Education issued DepEd Order No. 44, s.2021. This memorandum provides the policy guidelines on the provision of educational programs and services for learners with disabilities in the K to 12 basic education program. This policy guidelines shall provide an over-all direction and guidance in the organization, management, and implementation of appropriate programs, services, and interventions for learners with disabilities at the different levels of governance in department.

In view of the foregoing context, the researcher was motivated to conduct the study to gain insights on the “Classroom Management Practices of Receiving Teachers for Inclusion Program of Sorsogon National High School”. The researcher also believes that through this study, facilitator of learning, neophyte teachers as well as researchers will gain knowledge about the classroom management practices of teachers for those students under the Inclusion Program in order to address the learning needs of students and to ensure an effective teaching and learning process. The possible outcome of this study may serve as mechanism to systematically determine the classroom management practice that is suitable for every learner. This may also support improved practice for teachers to become efficient and effective catalyst of learning.

1.1 Objectives

This study aims to determine the Classroom Management Practices of Receiving Teachers for Inclusion Program of Sorsogon National High School for school year 2023-2024. Specifically, it sought to answer the following questions:

1. What are the classroom management practices of receiving teachers for inclusion program?
2. What are the challenges encountered by receiving teachers on classroom management.
3. What innovative classroom management plan for receiving teachers maybe proposed?

II. RESEARCH METHODOLOGY

2.1 Research Design

This study determined the classroom management practices of receiving teachers in inclusion program of Sorsogon National High School for school year 2023-2024. This utilize a descriptive case study method wherein the key informants are interviewed individually and by group, their responses where analyze using thematic analysis. Qualitative data was obtained through structured interview, focus group discussion/ group interview. The data was analyzed and interpreted using analysis of narratives.

2.2 Participants of the Study

Thirty-six secondary teachers of Sorsogon National High School from Grade 9 to Grade 11 are the key informants of the study. These teachers are in the teaching profession for almost 5-10 years. These key informants are the teachers who handled a special need learner under the inclusion program. There are eight grade 9 teachers who handles a visually impaired learners and also eight grade 10 teachers with a visually impaired learner as well. Twenty teachers from grades 9,10, and 11; all of them handled hearing impaired learners. The special need learners under the inclusion program are those who are hearing impaired and visually impaired. There are a total of 12 special needs learner under the inclusion program.

2.3 Research Instruments

The main instrument of this study is the structured interview that was used to gather data in order to resolve problem number I, which is to determine the classroom management practices of receiving teachers for inclusion program. Same goes with problem number II, structured interview was also conducted. As for problem number III, group interview was done in order to come up with an innovative classroom management plan that can be use by the receiving teachers. Part I of the interview questions about the classroom management practices of receiving teachers for inclusion program. Part II, interview about the challenges that they have encountered on classroom management. And, to resolve problem number III, a group interview was done to come up with an innovative classroom management plan.

2.4 Data Gathering Procedure

Before the researcher engaged into the collection of data, she sought permission first to conduct the study from the Schools Division Superintendent of Sorsogon then a letter was forwarded to the school head of Sorsogon National High School. January 17, 2024 the letter was received and signed by the Schools Division Superintendent of Sorsogon while the letter was forwarded at the office of School Principal of SHNS was received the following day. Upon the approval, the researcher requested a copy of the master list of teachers who handled Special Needs Learners under the inclusion program to the SNED Coordinator. During the first week of February the researcher started gathering the data, the researcher sought permission first from the receiving teachers who will be the key informants of this study. A week after, the researcher conducted the individual interview as well as the observation while the key informant is handling his/her classes. The researcher observed several times to make sure that the responses that they give are parallel with the practice that they are doing during class discussion with these visually and hearing-impaired learners under inclusion program. The structured interview was done by the researcher herself. It took several weeks to gather all the information from the key informants. A group interview was done in order to come up with an innovative classroom management plan for receiving teachers. It also took a few weeks depending on the availability of the key informants.

2.5 Data Analysis Procedure

To get the collected data ready for analysis, responses from the structured interview were checked for completion, and then analyzed and interpreted. Analysis of narratives was utilized in interpreting the gathered data. For the group interview, analysis of gathered data was also done. Thematic analysis was employed in this study. Data were familiarize, generate initial codes, searched for themes, reviewed the themes, defined and named the themes.

III. RESULTS AND DISCUSSION

3.1 CLASSROOM MANAGEMENT PRACTICES OF RECEIVING TEACHERS FOR INCLUSION PROGRAM

This chapter provides an analysis and explanation of all the data collected for this study based on the issues raised by the research questions. It investigated the classroom management practices of receiving teachers for school year 2023-2024.

The analysis yielded five themes on the classroom management practices of receiving teachers. Based on the responses of the key informants in this study, it led to the emergence of five distinct themes that include; (i) providing accessible physical environment; (ii) using differentiated instruction; (iii) adaptation in pedagogy; (iv) establishing positive relationship; and (v) setting social climate as shown in figure 1. This chapter also includes the challenges encountered by receiving teachers and the proposed innovative classroom management plan for receiving teachers of inclusion program.

This portion presents the themes generated based from the interview that has been conducted. Themes and narratives are presented after extracting the significant statement from the interview transcripts.

CLASSROOM MANAGEMENT PRACTICES OF RECEIVING TEACHERS FOR HEARING IMPAIRED LEARNERS

Providing accessible physical environment

To provide a learning environment that maximizes the holistic development of learners with disabilities, consistent with the goal of full inclusion, where accommodations and support services are available within the educational system. (DepEd Order No.44, s. 2021)

Below are some responses given by the informants who are handling hearing impaired learners:

“Una kung tinitingnan bago magsimula ang klase ay kung maayos ba ang loob ng silid aralan, ang sitting arrangement o kung makalat. Isa ito sa pinakamahalagang bagay na dapat pagtuunan pansin dahil kapag maayos ang loob ng silid-aralan, mas mataas ang tsansa na matututo ang mga bata.”(The first thing that I check before I start my classes is if the classroom is orderly, the sitting arrangement, and the cleanliness. This is one of the important things that should be put into consideration because if the classroom is neat then there is a high possibility that the students will learn.)

Another key informant said that, *“palagi ko silang pina pa upo sa unahan, para makasunod sila sa lesson at para ma guide ko din sila kapag may hindi sila na uunawaan. Mas nakakapag participate din sila kapag sa unahan sila naka upo.* (I always have them be seated in front, so they can follow during class discussion and so that I can also be able to guide them whenever they don't understand something. They also participate well when they are seated in front.)

Based on the interview, physical environment is an important factor in order for the students to achieve learning as articulated by the key informants. It was depicted in the statement that teachers handling learners with special needs provides a permanent personal space which is located at the front area of the classroom. For some reasons that it will give the teachers an opportunity to immediately address the learning needs of these students. It was mentioned that before the classes starts, the teacher makes sure that the classroom is clean and in order, to avoid distractions and to boost students' participation during class discussion. A conducive learning environment has a huge impact on classroom management. When presenting lessons to learners, organized learning materials, minimize visual distraction and a conducive physical environment are some of the things that must be put into consideration. According to Wijaya et. al (2020) as for the physical environment, aspect such as posting of instructional materials and seat arrangement also have impact to the holistic learning process and classroom management. Building a structure and establishing a routine inside the classroom is also one of the techniques to manage the classroom effectively in an inclusive environment. Because it has a significant implication to student learning process. In this context, UNESCO (2012) stated that physical characteristics of the classroom such as furniture, temperature, space and light, and social learning environment of the classroom influence learning process.

Using differentiated instruction

Differentiation has been identified as the most effective approach to teaching in an inclusive classroom setting (Onyishi & Sefotho). Putting importance on learners individual differences is a fundamental concept when preparing to teach. Receiving teachers provide differentiated instruction when preparing the lesson to cater the different learning styles. They incorporate the interests and the needs of the learners in teaching to make the discussion and learning more interesting and more meaningful in the part of the learner.

In an interview, key informants handling hearing impaired learners mentioned the following:

“Iba-iba ang paraan ng pagkatuto ng isang estudyante, kaya dapat iba-iba din ang paraan kung paano mo sila tuturuan, dapat alam din natin ang interes nila dahil maaari natin itong gamitin upang makuha ang kanilang atensyon.” (Students learn in different ways, that is why it is necessary that we use variety of strategies in teaching, we should also know what their interest are because we can use that to get their attention.)

Another informant mentioned that, *“Napansin ko na mahilig sila sa technology kaya kapag nag le-lesson pinapagamit ko sila ng mobile phones, gumawa din ako ng sarili naming Group chat at days bago mag lesson na send ko na dapat ang power point presentation para mas ma aga nilang mapag aralan. Sa pag gamit ng visual aids kailangan may visual representation para mas madali nilang maunawaan. Minsan kailangan ko pang i- act out para mas maunawaan pa.”* (I’ve noticed that they are fond of technology that is why when we are having lessons I allow them to use mobile phones, I also made our own group chat and days before our lesson I have already send the powerpoint presentation so they can study it already. In using visual aids it must be accompanied with images for better understanding. Sometimes, I act it out so they can comprehend more).

Lastly, *“Napansin ko na ayaw mag participate ng mga Hearing impaired learners kapag hindi nila gusto ang lesson, kaya ginagamit ko kung ano ang pwedeng magamit para makuha ang interes nila at ma motivate sila na mag participate. Kailangan talagang gumamit ng ibang paraan para maturuan sila.”* (I’ve noticed that my hearing impaired students are not participating when they don’t like the lesson. That is why, I use whatever that I can use to get their attention and to motivate them to participate. It is imperative that we use different teaching strategies.) As said by the informants it was clearly depicted in the statement, *“dapat iba-iba din ang paraan kung paano mo sila tuturuan”*, that teachers use variety of strategies to teach students. There are distinct type of learners and they learn in different ways and as a teacher they need to address that learning needs in a way that suits the students that is why it is necessary to provide them with different instructional materials. It was also mentioned that these learners are fond of technology and as a result it was integrated in the process of teaching and learning. The teachers use PowerPoint presentations, pictures, mobile applications, and electronic gadgets to assist them in teaching. In classroom activities, the receiving teachers use pictures to explicitly explain the instruction or steps to be undertaken. The use of these visual representations will help the learners to easily understand what the activity is all about and how it will be done. This will encourage them to do their task and enhance their inner motivation to do the work successfully. They consistently observe the learners’ behavior to discover the learners’ interests and needs to incorporate these in the classroom discussions. In addition, the teachers utilize the available resources in the teaching and learning process to help them deliver the lessons in an easy-to-understand manner. This is being supported by DepEd Order No. 44, s.2021 which states that “Provide appropriate assistive devices and technologies, and/or appropriate learning resources that support their needs and enable the Learners with disabilities to fully participate in the activities and apply appropriate instructional strategies for the specific and additional needs of learners, while they are learning with their typically developing peers.”

Adaptation in Pedagogy

Teachers demonstrated remarkable adaptability in modifying their strategies for the diverse needs of students with Special Needs in remote learning settings, teachers tailored instructional methods to suit individual needs of students thereby reflecting a commitment to promoting such welcoming education practices that definitely prioritize the holistic development and academic achievement of all learners (Toquero, 2021).

Key informants handling hearing impaired learners mentioned that; *“Dahil mayroon akong mga hearing impaired students, palagi akong nagtatanong para malaman ko kung nakakasunod ba at kung may natututunan sila. Dahil hindi naman ako gaanong marunong mag sign language, “minsang gumagawa ako ng sarili kung sign, yung sign na madali nilang mauunawaan para naman hindi sila mapag iwanan.”* (Because I have hearing impaired students, I always ask question so that I will know if they can still follow or are they learning something. Since, I don’t have that much knowledge on sign language, I created my own sign language, those that they can easily understand so that they will not be left behind.)

“Kailangan i-review yung mga learning materials bago ibigay sa kanila, para malaman kung kaya ba nila itong unawain dahil kung hindi kailangan itong i simplify.” (Learning materials must be reviewed first before it will be given to the students, to know if they can understand or it should be simplified first.)

As specified by the key informant it has been mentioned that she always give questions to these learners to find out if they can follow and if there is learning, also it has been stated by the other informant that since she does not have enough knowledge on how to use sign language, what she did is sometimes she made her own kind of sign language that is easy to understand so that her special needs students will not be left behind and most importantly is for her to communicate with them. It can be perceived that these is necessary for better comprehension and further learning of these learners. This supports the idea of Imaniah & Fitria that modification in context, approaches, structure and strategies with a common vision that covers all children of appropriate age ranges and a conviction that it is the responsibility of regular system to educate all children. It was also mentioned that before giving the learning materials to the students it must be reviewed first making sure that it is easy simplified and understandable within their level of comprehension. Simplifying the content to suit the level of learners, creating situations that allows the students to develop their communication skills, and reviewing the subject matter before delivering it to the learners are viewed to be necessary when

handling learners with special needs under the inclusion program. This leads to the DepEd Order No. 44 series of 2021 which states that adjustments can be made through chunking or simplifying context, extending, or shortening time and periods for task.

Establishing positive relationship

An optimistic connection that exists between a teacher and a student is necessary to a dynamic teaching and learning activities. Knowing the students individually, respecting their thoughts, and being welcoming to their inquiries is a starting point to a pleasant relationship that can lead to an efficient learning.

Below are some of the responses of the informants who are handling hearing impaired learners.

“Palagi akong naglalaan ng oras para kilalanin ang aking mga estudyante, maliban sa pangalan nila ay inalam ko din kung ano ba ang hilig nila. Para naman sa aking mga hearing impaired students, tinatanong ko sila kung ano ang sign name nila at kinakabisa ko ito para sa susunod alam ko kung paano sila tatawagin gamit ang kanilang sign name.” (I always give time to know my students, aside from knowing their names I also asked about what their interest are. For my hearing-impaired students, I ask their sign name and I familiarize it so that in the next days I can call them by their sign name already.) *“May isa akong hearing impaired student na ang galing-galing mag drawing, pero medyo mahiyaan siya. Kaya ang ginagawa ko ay ginagamit ko ang interes niyang iyon para makuha ang atensiyon niya. Pinupuri ko din siya sa kanyang mga gawa. After a few weeks, napansin ko na medyo nag kikisalamuha na siya sa iba.”* (I have this one hearing impaired student, she is very good in drawing but she is a bit shy. That is why, I use that interest of hers to get her attention. I compliment her when she did something good. After a few weeks, I noticed that she is already socializing with others.)

Based on the given statements it can be said that teachers promote a sense of belonging and acceptance by giving time to know their students. Learning students name and interest foster adherence to seeing students as individuals with distinctive personalities and strengths and acknowledging their talents become a method to connect with her indicating that she is valued for what she can do and also knowing the sign name of a deaf student is a very good example that the teacher shows respect to these students. This sensibility can have a notable impact on students' comfort level. Understanding the students interest helps built trust which is essential to make them feel at ease inside the classroom. It was also mentioned that the teachers gave a compliment when the student does something well and it is a genuine example of a positive reinforcement which is salient in boosting a students' self-esteem since it helps them to feel more motivated to open up and take more learning opportunities. It only shows that teaching is not just about academic instruction but also about building empathy and a positive relationship. This supports the study of Banks (2020) which states that building a strong relationship with students through an investment of time in understanding their interest, characteristics, and backgrounds will sure lead to development of positive foundation for behavior management. Moreover, establishing clear expectations through open communication, routines, and collaborative norm setting will ensure that student will understand.

Setting social climate

A positive social climate in schools can result to a better student academic achievement. With the use of appropriate teaching strategies, teachers can create a conducive learning environment that will aid students to succeed.

Below are some of the some of the responses given by the key informants handling hearing impaired learners:

Kapag hindi pumasok ang aking estudyante, pag balik nila ay tinatanong ko kung ano ang dahilan kung bakit wala siya ng nakaraan. Inalam ko kung mayroon ba siyang problema dahil minsan ito ang dahilan ng absenteeism. Kapag may ganitong sitwasyon palagi ko ipinapa alala sa aking mga students ang tungkol sa school policies. Mahalaga din na ma practice and rules and policies sa loob ng silid-aralan. (If my student did not come to school, the following day I will ask him regarding the reason why he is not around last time. I inquire if there is any problem in school or even at home, for sometimes it is the reason of their absenteeism. I also call the attention of the parent to address any concern. When situations like this occur, I always remind about the school rules and policies. Because these rules must be practiced and imposed inside the classroom.)

Based on the above-mentioned statement it can be said that the teacher gives insights on how she handles absenteeism. It was mentioned that she asks the students reason behind their absence. Implying the “I ask him what is the reason why he is not around last time?” advocates a friendly yet worried approach while the teacher is trying to know the cause of absence. The teacher understands that the root cause of absenteeism can be both external and internal factors. This shows a level of sensitivity towards the students. She also considers involving the parents in resolving the issues fostering collaboration. Reminding about the school rules and policies advocates corrective measure strengthening the importance of abiding with the rules. Based on the given statement it can be viewed that the teacher imposes a social climate revolving in discipline. This upholds the DepEd Order No. 44 series of 2021 which states that foster a cooperative and collaborative process among teachers, school leaders, parents and concerned specialist from other disciplines for the learners' development and well-being. They should take part in setting education goals for their children and be active in decision making for the learners success in school.

Providing accessible physical environment

To ensure the preparation of the learning environment including physical arrangement of the classroom and the readiness of the typical learners and the teachers in general education classrooms for acceptance and respect of Learners with disabilities (DepEd Order No. 44,s.2021).

As stated by some informants who are handling visually impaired learners, they mentioned:

“Kapag positibo ang kapaligiran ng mag-aaral, mas naipapahayag nila ang kanilang mga sarili at mas nakapag bibigay sila ng kanilang mga ideya.” (When the student’s environment is positive, they can express themselves and they can also give their ideas.) *“Kailangan paghandaan ang pagsasa ayos ng silid aralan, dahil malaki ang epekto nito sa kanilang pag katuto.”* (Constructing the classroom must be given enough preparation since it has a huge impact on students learning.)

Another informant said that *“Kapag maingay, magulo, at mainit ang kapaligiran, madaling madistract ang mga bata.Hindi sila naka pag iisip ng maayos.”* (When the environment is noisy, messy, and hot, students are easily distracted.) As specified by the key informants during the interview, providing a positive environment has a huge impact on the acquisition of knowledge and a favorable educational setting allows the learners to freely express their thoughts and ideas. Classroom preparation must be given enough time because a conducive learning environment make it easier for students to learn. On the contrary, a noisy and disorderly classroom is inevitably uncondusive to learning which will lead to poor student performance. It imperative that the learning environment greatly affects the students learning outcomes. This supports the study of Kucukakin and Demir (2021) which states that a students learning process and their behaviors were also shaped by the physical environment in the classroom. The studies indicated that designs and physical features of the classrooms influenced learning by increasing student engagement and psychological well being and by decreasing distrutive behavior. Furthermore, improper physical environment hindered effective use of materials and carrying out certain behaviors.

Using differentiated instruction

The key element of inclusion is not individualization but the diversification of the educational provision and the personalization of common learning experiences in order to achieve the highest degree of participation of all students, talking into account their individual needs (Imaniah & Fitria).

Key informants handling visually impaired learners mentioned the following statement:*“Minsan gumagamit ako ng mga bagay na maaaring hawakan, yung related sa pinag-aaralan namin para magkaroon naman sila ng ideya kahit hindi sila nakakakita.”* (Sometimes, I use things that they can touch, those that are related in my lesson so they can gain idea even though they cannot see.) *“Merong isang pag kakataon na may reading activity kami, at dahil hindi naman siya nakakakita. Humingi ako ng tulong sa SPED teacher para ipa braile yung reading material.”* (There is one situation when we had a reading activity and since he was visually impaired, I asked the help of a SPED teacher to have the reading materials be brailled.) *“Dapat ang boses ko kapag nagsasalita ay naririnig sa apat na sulok ng classroom, kasi minsan kapag mahina ang boses hindi na sila nakikinig. Lalo na para sa visually impaired learner ko, mahalaga na naririnig niya ang boses ko.”* (My voice should be audible within the four corners of the classroom, sometimes when your voice is not loud enough, they don’t tend to listen anymore. Especially, I have a visually impaired learner, it is important the he hears my voice.)

Based on the above-mentioned statements, the key informants incorporate the use of authentic and brailled instructional materials in teaching visually impaired learners also it was mentioned that a well-modulated voice is imperative during discussion and it can be said that in order to address the learning needs of a student, you need to give the medium of instruction that will fit in to their learning style. Pertaining to the statements given by the respondents, it can be concluded that teachers use differentiated instruction not just to address the diversity of learners but because students have different needs, interest, and learning phases. Differentiated instruction is employed to ensure that all learners learn at their own phase and at their fullest potential. To make sure that students participate in the instructional process, teachers must have knowledge about diverse approaches, as well as knowing how to use different tools for effective teaching. It is also important that teachers have in depth understanding of what they teach as it will ensure that they can impart knowledge to their student which will lead them to be successful in their learning.

Adaptation in Pedagogy

Adaptation in resources is essential in ensuring that all learners with disabilities can participate fully in all learning experiences in schools and in communities. Learning resources shall be aligned with the curriculum standard. This adaptation shall be through teacher-developed materials or assistive devices and technologies. It can also support learners with disabilities (DepEd Order No. 44, s.2021). Key informants handling visually impaired learners mentioned the following statement:

“ May mga pagkakataon na kapag P.E kami, kailangan i-adjust ang rules ng game para makasabay naman yung visually impaired learner sa mga lessons naman , kailangan i-simplify sa paraan na mas mauunawaan nila. Minsan gumagamit din ako ng mother tongue kapag napapansin ko na medyo hirap niyang maunawaan.” (There are times when we had our P.E subject, I need to adjust the rules of the game so my visually impaired learner can keep up with the lesson, it must be simplified in a way that is easy for them to understand. Sometimes, I use mother tongue when I notice that they still find it difficult.)

“*Kapag may mga pagsusulit, binibigyan ko ng oral exam ang aking visually impaired na student at binabasa ko ang mga tanong sa kanya habang traditional written exam naman para sa mga normal students. Sa mga activities naman kailangan i-contextualized para mas maunawaan. Palagi din ako nagbibigay ng feedback para alam niya kung tama ba ang ginagawa niya o may kailangan pa i-improve.*” (When there are examinations, I give oral exam to my visually impaired student and I read it to him while I give the traditional written exam to my normal students. For the activities, it must be contextualized. I always give feedback as well so that they will be aware if they are doing it right or if there is a need for improvement.)

Based on the above-mentioned statement it can be affirmed that teachers are conscious about the challenges encountered by visually impaired students. The endeavor to adjust the rules of the game exhibits a willingness to adapt the pedagogy where students can equitably take part, using differentiated assessment method and explicitly tailoring the examination process by providing an oral exam, contextualizing activities, adjusting in rules, and making a more comprehensible instruction allows students to grasp ideas and take part during class discussion. This supports the DepEd Order No. 44 s, 2021 which states that adapted Physical Education curriculum enables learners with disabilities (LWDs) to participate in wellness and sport activities in which they can be successful by adjusting the manner of play or rules of the game. Also implemented strategies or pedagogies will facilitate the inclusion of learners with disabilities in their classroom.

Establishing Positive Relationship

Studies have shown that positive relationship between student and teacher motivates more participation during class discussion and being in good terms with your students has a long-term implication not just in their academic but as well as in their social development. Having a positive relationship will help students attain higher level of achievement since teacher will be able to provide more guidance for the student.

Below are some of the responses given by the key informants handling visually impaired learners. “*Ipadama mo sa kanya na paningin lang ang wala sa kanya at hindi naman siya naiiba sa karamihan. Ipadama mo din na may pakialam ka sa kaniya at handa ka na tulongan siya sa kanyang pag-aaral. Sa paraan iyan ay makukuha mo ang tiwala niya at magiging maayos ang relasyon ninyo bilang teacher and student. Sa ganon ay mas madali mo siyang matuturuan.*” (Make him feel that it was just his sense of sight that is lacking and he is not different from the others. Make him feel that you are there to help him in his studies. In that way, you can gain his trust and you will have a good student-teacher relationship. In that way you can teach him easily.)

The narrative fosters a strong emphasis on building self-esteem, trust, and generating a positive student-teacher relationship leading to increased learning. By highlighting that “only the sense of sight is lacking” the teacher emphasizes a critical change in point of view which motivates the students to look at themselves as competent instead of being described by their disability. When students view themselves as able then they are more likely to participate during class discussion. Another is when the student feel that the teacher is there to assist, the teacher is already generating a secured conducive environment and also the significance of earning the students trust features a perception that successful learning was a foundation of a good student teacher connection. This upholds the study of Kucukakin which states that a positive conception of classroom management was associated with creating a caring and respectful classroom environment and a sense of belonging. It was found out that teachers adjusted their classroom management orientation and made use of classroom management practices to create a caring and democratic learning environment and to establish relationship with students based on love and trust.

Setting social climate

Social climate in school greatly impacts the students’ academic performance. Their interaction during class discussion, the way they socialize with the other students, and as well as their interest in learning is enormously affected by this social climate. Below are some of the responses given by the key informant handling visually impaired learners.

Noong nakaraan napansin ko na madalas ang pag liban ng isa kong visually impaired, the following day ng pag pasok niya, I asked him kung bakit napa dalas ang pag absent. Sabi niya, may sakit daw ang nanay niya kaya walang nag hahatid sa kanya sa eskwelahan. Ang ginawa ko ay binigyan ko siya ng handout ng lahat ng na missed niyang lesson para di siya maiwan sa mga lesson. Positive ang approach ko sa kanya, hindi ko siya pinagalitan para hindi siya magkaroon ng ideya na mas lalong hindi nalang siya papasok. Instead, pinaunawa ko na kahit ganoon ang sitwasyon ay mahalaga pa din na pumapasok sa paaralan. Napapansin ko din na tanggap naman siya ng kanyang mga kaklase at paminsan minsan nga at tinutulungan pa siya. (Last time, I noticed the consistent absenteeism of my visually impaired learner, the following day when he came to school I asked him, why is he absent last time. He mentioned that his mother has been sick for days and nobody is available to accompany him to school. So, I just give him handouts for all his missed lessons. I approached him positively and explained to him that even though the situation is like that, it is still important to come to school. I also noticed that he is accepted by his classmates and there are also times when his classmates led him a helping hand.)

In accordance with the statements given by the key informants, it can be said that the teacher gives empathy towards the students situation and still did not forget to point out the value of going to school. She gives handouts for missed lessons, it was also visible that the teacher manifests a compassionate and encouraging attitude towards the student when she handles issues about absenteeism. Showing empathy towards the students is a good foundation in building trust and connection. It can also be said that the teacher generates a social climate concerning empathy. This upholds the DepEd Order No. 44 series of 2021 which states that provide an environment where all learners learn together, whenever possible, regardless of any difficulties or differences they may have, and endeavor to make all schools inclusive; this includes ensuring inclusion of learners with disabilities in the mainstream or general education classroom. This can be done by recognizing, accepting, and respecting individual differences to ensure that all types of learners learn together in an inclusive setting.

3.2 CHALLENGES ENCOUNTERED BY RECEIVING TEACHERS IN CLASSROOM MANAGEMENT

In general, the key informants of this study had identified various problems that they have encountered in terms of classroom management in handling learners with hearing and visual impairments it includes the following; (i) lack of teachers seminars, training, and workshop sessions in handling learners with special needs; (ii) students attitudes towards learning; (iii) having a large class size; and (iv) choosing the appropriate strategy.

These identified problems by the receiving teachers were considered as the usual and most common problems encountered in handling learners with special needs.

CHALLENGES ENCOUNTERED BY RECEIVING TEACHERS IN CLASSROOM MANAGEMENT OF HEARING-IMPAIRED LEARNERS**Lack of teacher seminars, training, and workshop sessions in handling learners with special needs**

Teacher preparation, a huge emphasis requires to be placed on preparing both the general and special educators to be skilled and efficient in dealing with today's classrooms with diverse range of learners. This means that teachers must be given the intellectual understanding on how to handle all the concerns that they will be facing inside the classroom.

In an interview, key informants handling hearing impaired students mentioned:

“Nasabihan naman ako na mayroong isasabay na mga special needs students sa aking klase pero hindi ko alam na sila pala ay mga hearing impaired, kaya napa-isip ako kung paano ko ba sila tuturuan dahil wala naman akong karanasan sa pag handle ng learner with special needs at along hindi naman ako marunong mag sign language at sigurado isa pa ang behavior sa magiging concern ko.” (I was informed that there are special needs students that will be joining my class but I was not aware that they are hearing impaired, I was hesitant about how am I going to teach them since I don't have a first-hand knowledge on how to handle learners with special needs and mostly I don't know how to do sign language, also their behavior will be one of my concerns.)

Another informant mentioned, *“aware naman ako na mayroong inclusion program, dapat sana nagkaroon ng preparation para nakapag-adjust ang teacher at ang student sa mainstreaming, ang lumalabas kasi hindi mentally prepared ang lahat.”* (I was aware that there is this inclusion program, they should have prepared us first so that we can adjust in the mainstreaming both the teacher and the student. The outcome is everyone is not mentally prepared.)

Another informant handling hearing impaired students said that; *“sana nag conduct sila ng training para hindi kami nangangapa sa kung ano ang gagawin.”* (Hopefully they have conducted a training so that we are not figuring out for ourselves about what should we do.)

Based on the above-mentioned statement, receiving teacher were given special needs learners despite the fact that they don't have experiences and enough knowledge on how to deal with these kinds of learners and it leads to confusion about the things that should be done and on what strategies and techniques should be used. These concerns can lead the way to poor teaching. This supports the research study of Allam & Martin (2021) which states that most teachers teaching children with learning disabilities lack special needs education training and lack strategies for dealing with them. Classrooms for these students have poor learning environments, curriculum guide, instructional materials, and facilities. Based on the statement it can also be said that teacher training on how to handle special needs students is imperative in the inclusion program, although they are aware, still it can't be denied that lack of preparation is directing the way towards exclusion since the curriculum used for a regular classroom setting is not suitable for students with special needs.

Students' attitudes towards learning

Attitude plays a significant part in the students' academic achievement, when the student has an optimistic idea towards learning then it is more likely to be a successful teaching and learning.

As stated during the interview a key informant handling hearing impaired learner mentioned, *“ang pag kakaroon ng learner with special need sa loob ng silid- aralan ay medyo mahirap, lalot iba-iba ang attitude nila. At makikita naman na kung ano ang attitude ng bata ay talagang na kaka apekto sa kanilang pagkatuto. Napapansin ko na halos walang interes ang aking mga hearing impaired students kapag kami ay nag li lesson”.* (Having a learner with special need inside the classroom is a bit hard, especially that they have different attitudes. It is visible that the students attitude can greatly affect on how they will learn. I've noticed that they almost lack interest when we had discussions.)

Based on the statement, students are unmotivated and show lack of interest. Students' academic performance is highly influenced by their attitude. Showing a positive or negative attitude will both have impact on their learning. Students showing a negative attitude will most likely to have poor grades and inadequate learning while students who has a positive attitude will undeniably excel in their class and will have a broader learning.

Having a large class size

The huge number of enrollees in public schools has been a dilemma faced by the education sectors for years. The government has been struggling on how to accommodate the large number of students and as result they have increased the number of class size inside the classroom, inevitably it resulted to a negative implication on the delivery of instruction towards the learners.

The key informants handling hearing impaired students stated that “*inaabot sa 40-50 ang bilang ng mga studyante ko sa loob ng klase, idagdag pa ang mga hearing impaired students. Ang dami na nila, medyo mahirap na i address ang mga learning needs nila pati ang classroom management mahirap na din i implement.*” (Inside the classroom there are 40-50 students, plus the hearing impaired students. They are plenty, and it’s hard to address their learning needs as well as the classroom management is also hard to implement.)

Another key informant said that “*minsang ka kaunti nalang ang natututunan ng bata, kasi ang dami-dami nila sa loob ng classroom.*” (Sometimes the student learned very little because they are so many inside the classroom.) Based on the statement it can be perceived that receiving teachers are having difficulty in teaching when faced with great quantity of students inside the classroom. They struggle in responding with the diverse needs of students and it is strenuous to carry out a proper classroom management. Large class size is susceptible to issues concerning classroom management and it is difficult to determine problems. Crowded classrooms greatly affect the standard of education as efficient teaching seems hard to achieve.

Choosing the appropriate strategy

Studies revealed that learning is a complex cognitive process thus effective learning is attainable in a conducive learning environment, well established positive relationship, understanding of pedagogy and most importantly the application of suitable learning instruction but what is difficult is the strategies that will be used in learning process specifically in teaching students with special needs since they have their own inquisitiveness in learning.

Based on the interview, using the appropriate strategy is essential in teaching and learning as articulated by the key informants who are handling hearing impaired learners:

“*Madaling pumili ng teaching strategy na gagamitin sa regular students pero kapag ang tuturuan mo ay learner with special needs, kaunti lamang ang pwede mong pag pilian idagdag pa na iba din ang interest nila.*” (It is easy to choose a teaching strategy that will be utilized in a normal student but when you are going to teach learners with special needs, you have a very limited strategy that you can choose from, they also have different interests.)

Based on the statement, choosing the strategy that can be used in teaching learners with special needs is crucial since it is limited and you need to consider a lot of things such as the objective of the lesson, making sure that the method is appropriate, and also the students’ interest. Otherwise, difficulties may arise during teaching which may result in poor learning outcomes. Choosing the precise teaching strategy will lead to holistic development of the student. This upholds the study of Kucukakin (2021) which states that teachers needed to utilize a well-designed learning task through use of appropriate instructional methods and strategies. Such kind of activities contributed to increasing time spent on academic tasks, facilitating learner autonomy and self-discipline and hindering misbehavior, while creating an effective learning environment and well-managed classrooms.

CHALLENGES ENCOUNTERED BY RECEIVING TEACHERS IN CLASSROOM MANAGEMENT OF VISUALLY IMPAIRED LEARNERS

Lack of teacher seminars, training, and workshop sessions in handling learners with special needs

Seminars, training, and workshops are an outcome of sufficient preparation that leads to a learning of new skills, acquiring proficient knowledge, and as well as gaining first-hand learning experiences that can help in addressing issues.

Key informants handling visually impaired students mentioned the following: “*Mayroon akong visually impaired student, matalino naman ang bata pero nahihirapan pa din ako na turuan siya. Mas mabuti sana kung na-orient kami o kaya ay may seminars o workshop na ginawa para maging prepared kami.*” (I have a visually impaired student, he was smart but I still find it hard on how am I going to teach him. It could have been better if they conduct orientations, seminars, and workshops so that we will be prepared.)

“*Magaling sa academics yung bata, nauunawaan niya agad ang mga lessons pero minsang nauubusan na ako ng idea kung paano ko ba i-rely sa kanya ang lesson.*” (The student was good in academics, he can comprehend the lesson but sometimes I lack ideas on how am I going to rely on the lesson to him.)

Based on the above-mentioned statements, it can be viewed that in spite of the fact that the learners are smart students it cannot be denied that when teachers are lacking techniques and strategies on how to properly deal with their students, there will always be a possibility of poor learning. The result of the study implies that lack of teacher training in handling learners with special needs has a great impact in the implementation of inclusion programs in a regular classroom setting. If receiving teachers were prepared in all aspects, and if they are guided and equipped with the proper knowledge on how to teach students with impairments then uncertainty will be avoided and they will be able to deliver effective classroom management that is necessary for successful teaching and learning. They will be able to provide the appropriate support for their special needs student. Studies have shown that teachers who received proper training demonstrate improved abilities in teaching, since they were able to adapt methodologies that are suitable for special needs students’ functional abilities, improved in their teaching style and they were also able to develop deeper awareness of the needs of the students with learning disabilities. According to the study of Baguisa, the school administration may provide more training in inclusive education to general educators who are teaching students with special needs.

Students' attitudes towards learning

Attitude impacts our day-to-day life, especially in the field of teaching. The attitude of students has bearings to their learning performance, that is why it is imperative to know the attitude of every student.

As mentioned by one of the key informant handling visually impaired student “*Medyo sensitive yung visually impaired student ko, habang nag li lesson kami may nasabi siguro ako na hindi siya sang-ayon. Nag bigay siya ng opinyon niya, pinakinggan ko naman pero na notice ko na nag iba ang attitude niya after. Kinausap ko siya after ng klase namin, tinanong ko siya at nag explain naman siya. Sa sumunod na araw, okey na siya nag pa participate na ulit.*” (My visually impaired student is quite sensitive, while we are having our class discussion, I have probably said something that is different from his point of view. I noticed that his attitude changed, I talked to him after class and he explained. The following day he was fine and actively participating again.)

As stated, while the informant is teaching and there is exchanging of ideas that is happening, she could have probably said something that upsets the visually impaired learner although she accommodates insights and opinions from the students she noticed that the learner had a change of attitude which clearly affects the teaching and learning. Studies have shown that students will develop an enthusiastic attitude towards learning if the teacher foster empathy in their scholastic well-being and motives them through educational supervision.

Having a large class size

Informants handling visually impaired student mentioned the following statements: “*Ang dami nila sa loob ng classroom, iba-iba ang kailangan i-address. Ang mga instructional materials minsan hindi na angkop sa iba at hindi na din nagagamit ng maayos.*” (So many inside the classroom, different concerns needs to be addressed. The instructional materials are sometimes inappropriate and are not utilized properly.)

“*Madalas independent learning na ang nangyayari, kasi naman halimbawa kapag groupings, ang gulo at hindi naman lahat nag pa participate.*” (Most of the time it is independent learning that is happening, say for instance you want them to be grouped but not everyone is participating.)

It can be viewed based on the statement that an overcrowded learning environment is clearly not conducive for learners as it sacrifices the quality of learning since the teaching strategies are being compromised. Given the citations and statements, it can be said that having a large number of students inside the classroom hinders the effectiveness of classroom management as it limits the teachers from using variety of techniques and strategies in teaching since the teacher needs to consider the class size, therefore the quality of learning will be compromised.

Choosing the appropriate strategy

It is imperative to give instruction in a level that can be comprehend by the students. When they are offered with information outside their existing ability, they turned upset leading to poor involvement in class discussion.

Key informants handling visually impaired students mentioned that; “*nag bigay ako ng activity at medyo nahirapan siya sa pag accomplish, hindi pa pala niya kaya. Kaya naman hindi siya gaanong nag participate.*” (I gave an activity and he find it difficult to accomplish that is why he was not participating.) Another informant said; “*Yung instructional strategy dapat angkop sa learning style niya.*” (The instructional strategy must be suitable with their learning style.)

Also, another informant supported this statement when it was stated that, “*na experience ko na mag-turo ng visually impaired students dati, pero ngayon hearing impaired naman. Ganon pa din, hirap pa din ako kung ano ang teaching strategy na gagamitin ko.*” (I've experienced teaching a visually impaired student before, but now hearing impaired student. Still the same, it's still difficult to choose the teaching strategy that will be use.)

With regards to the mentioned statement, it is evident that in order to achieve effective teaching and for the students to learn there are things that must be put into consideration such as the learning style and the appropriateness of the instruction. Teachers should put emphasis on efficient and effective instructional strategies to avoid poor academic performance. Selecting the accurate teaching strategy will lead to a better academic performance this is in line with the study of Kucukakin(2021) which states that the use of effective instructional strategies is the core of a well-managed classroom.

Based on the responses of the key informants in this study, the researcher was able to come up with five distinct themes for the Classroom management practices of receiving teachers for inclusion program of Sorsogon National High School: (i) providing accessible physical environment; (ii) using differentiated instruction ;(iii) adaptation in pedagogy; and establishing positive relationships; and (v)setting social climate. For the challenges encountered by the receiving teacher in classroom management, the following were revealed; (i)lack of teachers seminars, training, and workshop sessions in handling learners with special needs; (ii) students attitudes towards learning;(iii) having a large class size; and (iv) choosing the appropriate strategy. The researcher was also able to come up with an innovative individualized education plan on Classroom Management for Receiving Teachers of Inclusive Education which emerged based on the results of the study classroom management practices of receiving teachers for inclusion program of Sorsogon National High School.

IV. CONCLUSION AND RECOMMENDATION

Conclusions

On light of the findings, the following conclusions were drawn:

1. Most of the respondents have the same strategies and ways of handling learners with hearing and visual impairments. They have shared responses to the interview questions.
2. The key respondents of this study have identified various challenges that they have encountered in terms of classroom management in handling learners with hearing and visual impairments.
3. Key respondents have faced difficulties in teaching and handling learners with hearing and visual impairments due to their lack of comprehensive understanding and lack of proper training on the management of these kinds of learners.
4. An innovative individualized education plan was conceptualized to enhance the classroom management practice of receiving teachers for inclusion program of Sorsogon National High School.

Recommendations

Based on the conclusions drawn from the findings, the following recommendations are made.

1. Schools should strengthen special education by providing continuous professional development training and workshops on teachers with specialization on inclusive education and handling learners with special needs.
2. Schools should provide additional funding for supplies, tools, and educational materials to support students with a range of learning needs.
3. The creation of an active organization which focuses on learners with special needs led by the head of the school will foster the strong support of the stakeholders.
4. The Department of Education together with regional division offices and its instrumentalities should create a special unit or committee that will focus on developments and innovations on special education, equip schools with functional structures, well-structured and well-designed special education curriculum, launch advocacy campaigns, prioritize teacher's professional needs, implement a strict monitoring system, and address misappropriation or lack of discipline.
5. Parallel studies may be conducted to further research on the current situation of the educational system with respect to innovation and classroom management strategies in handling learners with disabilities and special needs.

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