

Experiences Met by The Receiving Teachers in Handling Learners with Hearing Impairments

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Abstract

This study examined the experiences of receiving teachers handling learners with hearing impairment in inclusive classrooms at Gubat North Central School, Division of Sorsogon Province, during School Year 2025–2026. Specifically, it determined the teachers' profile, assessed the level of difficulties encountered in terms of community barriers, social and emotional challenges, academic challenges, classroom environment, and teacher preparedness, examined the relationship between teachers' profile and these difficulties, and developed the Hear and Teach: Inclusive Teaching Support Guidebook as a proposed intervention. The study was anchored on the Universal Design for Learning Framework, Social Constructivist Theory, Ecological Systems Theory, Teacher Self-Efficacy Theory, and the proposed Inclusive Teaching Competency Interaction Theory. A descriptive–correlational research design was employed involving 20 receiving teachers selected through total enumeration. Data were gathered using a validated researcher-made structured questionnaire, supported by informal interviews, observation, and library research, and analyzed using frequency count, percentage, weighted mean, and Chi-square test of independence. The findings revealed that the respondents were predominantly middle-aged female teachers with extensive teaching experience and relevant inclusive education training who experienced high levels of difficulty across all identified dimensions. Significant relationships were found between selected profile variables and specific categories of difficulties, particularly years of teaching experience and relevant training, while other profile variables showed no significant relationships. The findings underscore the need for sustained professional development, specialized training, adequate instructional and assistive resources, institutional support, and collaboration among schools, families, and community stakeholders. The study recommends the review, validation, and pilot testing of the Hear and Teach: Inclusive Teaching Support Guidebook and Capacity Enhancement Program. The study supports Sustainable Development Goal 4 (Quality Education) and Sustainable Development Goal 10 (Reduced Inequalities) by promoting equitable and inclusive education and strengthening teacher preparedness, institutional support, and collaborative practices for the sustainable implementation of inclusive education.

Keywords: Academic Challenges, Classroom Environment, Community Barriers, Hearing Impairment, Inclusive Education, Receiving Teachers, Social and Emotional Challenges, Teacher Preparedness

1. Introduction

Inclusive education is a fundamental component of the Philippine educational system, ensuring that all learners, including those with hearing impairments, have equitable access to quality education. National policies and legal frameworks mandate the integration of learners with disabilities into regular classrooms while requiring schools to provide appropriate accommodations and instructional support (Republic Act No. 11650, 2022; Republic Act No. 7277, 1992; Republic Act No. 5250, 1968; Department of Education, 2019). Despite these policies, receiving teachers continue to encounter significant challenges in delivering inclusive instruction due to communication barriers, insufficient training, limited instructional resources, and inadequate institutional support. These challenges affect the quality of instruction, learner participation, and the overall implementation of inclusive education. This study focuses on the experiences of receiving teachers handling learners with hearing impairments in inclusive classrooms. It examines the difficulties they encounter, the factors influencing these experiences, and the need for interventions that strengthen teacher competence and support systems for inclusive education.

1.1 Background of Receiving Teachers' Experiences in Handling Learners with Hearing Impairment

The Philippine education system promotes inclusive, equitable, and accessible education through policies that recognize education as a basic human right. Republic Act No. 11650 (2022) requires mainstream schools to admit learners with disabilities, while Republic Act No. 7277 (1992) guarantees their right to appropriate education. Republic Act No. 5250 (1968) further emphasizes the preparation of teachers to address the needs of learners with disabilities. These mandates are reinforced through the Department of Education's Inclusive Education Policy Framework, which encourages the inclusion

of learners with disabilities in regular classrooms and requires differentiated instruction, curriculum modification, and support services (Department of Education, 2019). Despite these legal mandates, implementing inclusive education remains challenging. Receiving teachers, who are primarily general education teachers, frequently handle learners with hearing impairments without specialized preparation. Communication barriers, limited knowledge of sign language, inadequate instructional materials, and insufficient access to assistive technologies hinder effective teaching. Large class sizes, curriculum demands, and limited institutional support further complicate instructional delivery and classroom management (World Health Organization, 2021; UNESCO, 2020). Learners with hearing impairments often experience academic difficulties, reduced classroom participation, communication breakdowns, and social isolation when teachers and classmates lack appropriate communication skills. These conditions increase teachers' workload and contribute to stress, reduced instructional confidence, and difficulties in managing inclusive classrooms. Successful inclusion therefore requires collaboration among teachers, school administrators, parents, specialists, and the wider community to provide continuous academic and psychosocial support. Recognizing these realities, the present study investigates the experiences of receiving teachers handling learners with hearing impairments. It seeks to generate evidence that can guide interventions aimed at strengthening teacher preparedness, improving inclusive classroom practices, and enhancing support systems for learners with hearing impairments.

1.2 Themes and Insights on Receiving Teachers' Experiences in Handling Learners with Hearing Impairment

The reviewed literature consistently identifies teacher preparedness as a critical determinant of successful inclusive education. Studies indicate that receiving teachers generally demonstrate positive attitudes toward inclusion but continue to experience challenges related to curriculum adaptation, instructional modification, classroom management, communication, and limited institutional support (Zabala III, 2023; Tayco and Motus, 2024; Datuin, 2025; Musyoka et al., 2021; Forlin and Chambers, 2021). Specialized training, professional development, and administrative support enhance teacher confidence, instructional competence, and readiness for inclusive classrooms. Research further emphasizes that learners with hearing impairments face communication barriers, social isolation, and emotional difficulties that affect classroom participation and learning outcomes (Knoors & Marschark, 2021a, 2021b; Reyes and Cruz, 2022; Dizon and Lazo, 2021). Effective inclusive instruction therefore requires differentiated teaching, adaptive communication strategies, assistive technologies, and collaborative learning environments. The literature also highlights the importance of classroom environment and instructional resources. Overcrowded classrooms, inadequate learning materials, limited assistive devices, and insufficient school resources constrain teachers' ability to provide effective instruction (Mitchell, 2021; Mayer and Trezek, 2021; Navarro and Lim, 2021; Dela Peña and Ortega, 2021; Villanueva, 2021). Teacher workload, large class sizes, and administrative responsibilities further reduce opportunities for individualized support (Engelbrecht et al., 2021; Garcia, 2022). Collaboration among teachers, parents, school leaders, SPED specialists, and community stakeholders is repeatedly identified as essential for effective inclusive education (Florian, 2021; Cabrera & Mateo, 2021; Florian and Black-Hawkins, 2021; Epstein and Sheldon). However, inadequate coordination, limited parental involvement, and weak community support continue to hinder successful implementation of inclusive practices. The reviewed studies likewise demonstrate that teacher preparedness is strengthened through continuous professional development, inclusive education training, communication skills, adaptive instructional strategies, and institutional support (Florian and Camedda, 2021; Garcia and Medina, 2021; Ramos and Pascual, 2022; Loreman, 2022). Although previous research has examined teacher readiness, instructional adaptation, communication barriers, and classroom management, much of the existing literature focuses on inclusive education in general or on learner outcomes. Comparatively fewer studies specifically examine the lived experiences and instructional challenges of receiving teachers handling learners with hearing impairments in Philippine inclusive classrooms, providing a basis for the present investigation.

1.3 Local, National, and Global Context of Inclusive Education for Learners with Hearing Impairments

Inclusive education has become a global priority, emphasizing equitable learning opportunities for all learners, including those with hearing impairments. International evidence indicates that communication barriers remain one of the greatest obstacles to successful inclusion, requiring teachers to adopt differentiated instructional approaches and receive continuous professional support (World Health Organization, 2021; UNESCO, 2020). Nationally, the Philippines has established strong legal and policy frameworks that support inclusive education through Republic Act No. 11650 (2022), Republic Act No. 7277 (1992), Republic Act No. 5250 (1968), and the Department of Education's Inclusive Education Policy Framework (Department of Education, 2019). These policies promote the integration of learners with disabilities into regular classrooms while requiring schools to provide accommodations, differentiated instruction, and appropriate support services. Despite these policies, implementation remains challenging in many schools. Receiving teachers continue to experience communication difficulties, inadequate training, insufficient instructional materials, limited access to assistive technologies, and heavy teaching workloads. Similar concerns have been documented in both Philippine and international studies, demonstrating that policy implementation alone is insufficient without sustained institutional support, professional development, collaboration among stakeholders, and adequate educational resources (UNESCO, 2020; World Health Organization, 2021). At the local level, receiving teachers encounter practical challenges in facilitating communication, adapting lessons, managing learner behavior, and promoting meaningful classroom participation among learners with

hearing impairments. These realities underscore the need to examine teachers' actual experiences in order to identify interventions that strengthen inclusive educational practice within the Philippine context.

1.4 Theoretical and Conceptual Basis of Receiving Teachers' Experiences in Inclusive Classrooms

This study is anchored on an integrated theoretical framework consisting of the Universal Design for Learning (UDL) Framework (Meyer, Rose, & Gordon, 2020), Social Constructivist Theory (Vygotsky, 2021–2023), Ecological Systems Theory (Bronfenbrenner, updated applications 2020–2023), Teacher Self-Efficacy Theory (Bandura, 2021 refinements), and the proposed Inclusive Teaching Competency Interaction Theory (2026). The Universal Design for Learning (UDL) Framework emphasizes providing multiple means of representation, engagement, and expression to accommodate learner diversity (Meyer, Rose, & Gordon, 2020). Within inclusive classrooms, the framework supports differentiated instruction through visual, written, symbolic, and tactile learning experiences that enhance accessibility for learners with hearing impairments. It likewise emphasizes that instructional barriers arise from inflexible teaching practices rather than learner limitations. Social Constructivist Theory explains that learning occurs through interaction, communication, collaboration, and guided participation (Vygotsky, 2021–2023). For learners with hearing impairments, communication barriers restrict knowledge construction, classroom participation, and social interaction. Consequently, receiving teachers serve as facilitators who employ adapted instructional strategies to promote meaningful learning experiences and strengthen classroom relationships. Ecological Systems Theory views learner development as influenced by interconnected environmental systems, including the classroom, family, school, community, institutional support, and broader societal attitudes toward disability (Bronfenbrenner, updated applications 2020–2023). The theory highlights that inclusive education is affected not only by classroom practices but also by coordination among families, schools, educational agencies, and the wider community. Teacher Self-Efficacy Theory explains that teachers' confidence in their instructional capabilities influences classroom decisions, persistence, instructional quality, and their ability to overcome teaching challenges (Bandura, 2021 refinements). Specialized training, professional experience, and continuous support strengthen teachers' instructional confidence, while limited preparation contributes to stress, uncertainty, and reduced effectiveness in inclusive classrooms. Building upon these perspectives, the proposed Inclusive Teaching Competency Interaction Theory (2026) integrates teacher profile factors, instructional competence, environmental support, and psychosocial capacity to explain inclusive teaching effectiveness. The theory posits that successful inclusive education results from the interaction of teacher preparedness, adaptive instructional competence, institutional support, and emotional resilience. Deficiencies in any of these components may contribute to instructional challenges, reduced learner participation, and limited educational outcomes for learners with hearing impairments. Collectively, these theories provide the conceptual foundation for examining the experiences of receiving teachers handling learners with hearing impairments. They explain how teacher characteristics, instructional practices, communication, environmental conditions, and institutional support interact to influence inclusive classroom implementation and guide the development of appropriate interventions.

1.5 Research Gaps and Rationale on Receiving Teachers' Experiences in Handling Learners with Hearing Impairment

The reviewed literature consistently emphasizes the importance of teacher preparedness, differentiated instruction, communication, classroom management, institutional support, and collaboration in implementing inclusive education (Zabala III, 2023; Tayco and Motus, 2024; Datuin, 2025; Forlin and Chambers, 2021; Florian, 2021; Florian and Black-Hawkins, 2021; Reyes and Cruz, 2022; Ramos and Pascual, 2022). While previous studies have examined inclusive education across various disability groups, teacher readiness, curriculum adaptation, and policy implementation, relatively few have focused specifically on the experiences of receiving teachers handling learners with hearing impairments in regular public elementary classrooms. Existing studies largely describe instructional strategies, learner outcomes, or institutional factors, with limited attention to how receiving teachers experience community barriers, social and emotional challenges, academic challenges, classroom environment issues, and teacher preparedness simultaneously. Likewise, few studies examine the relationship between teachers' demographic profiles and the level of difficulties they encounter while implementing inclusive education. To address these gaps, the present study investigates the experiences of receiving teachers handling learners with hearing impairments by examining their profiles, the challenges they encounter, and the relationship between these variables. The findings will serve as the basis for developing a Guidebook on Inclusive Teaching Support and a Capacity Enhancement Program intended to strengthen teacher preparedness and improve inclusive classroom practices. The major output of this study is the Hear and Teach: Inclusive Teaching Support Guidebook, accompanied by a Capacity Enhancement Program for receiving teachers handling learners with hearing impairments. The guidebook contains evidence-based strategies for addressing community barriers, social and emotional challenges, academic concerns, classroom environment issues, and teacher preparedness. It is intended to serve as a practical reference for teachers and school administrators in strengthening inclusive education practices and supporting learners with hearing impairments.

1.6 Alignment of the Study on Receiving Teachers' Experiences in Handling Learners with Hearing Impairment with Relevant Sustainable Development Goals (SDGs)

This study supports SDG 4 – Quality Education by promoting equitable, inclusive, and accessible education for learners with hearing impairments through improved teacher preparedness, instructional support, and inclusive classroom practices. The study also aligns with SDG 10 – Reduced Inequalities by addressing barriers that limit the participation and educational opportunities of learners with disabilities and by promoting equal access to quality education through strengthened inclusive teaching practices. Furthermore, the study contributes to SDG 8 – Decent Work and Economic Growth by supporting teachers' professional development, enhancing instructional competencies, and strengthening educational systems that improve workforce readiness within the education sector.

1.7 Importance of the Study on Receiving Teachers' Experiences in Handling Learners with Hearing Impairment to Multidisciplinary Sustainability

The study contributes primarily to educational sustainability by supporting the continuous improvement of inclusive education through evidence-based teacher development, improved instructional strategies, and strengthened institutional support for learners with hearing impairments. It also contributes to social sustainability by promoting equitable participation, reducing educational exclusion, and fostering inclusive learning environments that support the academic, social, and emotional development of learners with hearing impairments. The study further supports institutional and policy sustainability by providing evidence that may assist school administrators, the Department of Education, and other education stakeholders in strengthening inclusive education programs, professional development initiatives, collaboration among stakeholders, and school-based support mechanisms. Finally, the proposed Guidebook on Inclusive Teaching Support and Capacity Enhancement Program may contribute to the long-term improvement of teacher competence, inclusive instructional practices, and collaborative support systems, thereby enhancing the sustainability of inclusive education for learners with hearing impairments.

2. Material and methods

2.1 Research Design

This study employed a descriptive–correlational research design to determine the profile of receiving teachers handling learners with hearing impairment and the level of difficulties they encountered in inclusive classroom settings at Gubat North Central School, Division of Sorsogon Province, during School Year 2025–2026. The descriptive aspect described the teachers' profile in terms of age, sex, years of teaching experience, and relevant training attended, as well as their level of difficulties related to community barriers, social and emotional challenges, academic challenges, classroom environment, and teacher preparedness. The correlational aspect examined whether a significant relationship existed between the teachers' profile and the level of difficulties they experienced. This design was considered appropriate because it systematically described existing conditions and examined relationships between variables without manipulating them (Adams, 2024; Gay, 2022; Adanza, 2021).

2.2 Locale of the Study

The study was conducted at Gubat North Central School, Gubat North District, Division of Sorsogon Province, during School Year 2025–2026. The school served as the research setting because it implements inclusive education and has receiving teachers directly handling learners with hearing impairment.

2.3 Respondents of the Study

The respondents consisted of twenty (20) receiving teachers who were handling learners with hearing impairment at Gubat North Central School during School Year 2025–2026. These teachers were selected because they were directly involved in classroom instruction and management of learners with hearing impairment, enabling them to provide firsthand information regarding the challenges encountered in inclusive education.

2.4 Sample and Sampling Procedure

The study employed total enumeration since the population of receiving teachers handling learners with hearing impairment was limited. All teachers currently handling learners with hearing impairment during the conduct of the study were included, while teachers without such learners were excluded.

2.5 Research Instrument

The study utilized a researcher-made structured questionnaire as the primary data-gathering instrument, supported by informal interviews, observation, and library research. The structured questionnaire was chosen to facilitate convenient data collection, generate quantitative information suitable for statistical analysis, and minimize potential bias. The questionnaire consisted of three parts aligned with the objectives of the study. The first gathered information on the respondents' profile, including age, sex, years of teaching experience, and relevant training related to inclusive education and learners with hearing impairment. The second measured the level of difficulties encountered in terms of community barriers, social and emotional challenges, academic challenges, classroom environment, and teacher preparedness. The third examined the relationship between the respondents' profile and the difficulties encountered. Responses were measured

using a five-point Likert scale. The questionnaire was developed after reviewing related literature and studies and was evaluated by the research adviser and the Dean of the Graduate School and Research. It was subsequently validated by a panel of experts composed of SPED coordinators, master teachers, and school heads with expertise in inclusive education. A pilot test involving receiving teachers from a nearby school was conducted to determine reliability using Cronbach's Alpha, which yielded a coefficient above 0.85, indicating high internal consistency. Informal interviews were conducted to validate questionnaire responses and obtain additional comments that supported the analysis. Library research was likewise undertaken to gather recent and credible local and international literature that strengthened the theoretical and conceptual foundations of the study.

2.6 Data Gathering Procedure

After securing permission to conduct the study, the researcher personally administered and retrieved the questionnaires from the respondents. During retrieval, informal interviews were conducted to supplement and validate the quantitative responses. The collected data were organized, tabulated, analyzed, and interpreted quantitatively. Library research was also conducted to obtain relevant scholarly references supporting the study.

2.7 Data Analysis Techniques

The collected data were systematically organized, tabulated, and analyzed using appropriate statistical tools consistent with the objectives of the study. Frequency count and percentage were used to describe the respondents' profile and summarize response distributions. Weighted mean was utilized to determine the level of difficulties experienced by receiving teachers in handling learners with hearing impairment. A five-point Likert scale was employed to interpret the weighted mean values, ranging from Not Experienced to Very Highly Experienced. The Chi-Square Test of Independence was used to determine whether a significant relationship existed between the respondents' profile, including age, sex, years of teaching experience, and relevant training, and the level of difficulties they encountered in handling learners with hearing impairment. The results were interpreted at the 0.05 level of significance by comparing the computed value with the corresponding critical value to determine whether the null hypothesis would be accepted or rejected.

3. Results and Discussion

3.1 Profile of the Receiving Teachers Handling Learners with Hearing Impairment

3.1.1 Age

The findings revealed that most receiving teachers were between 40–49 years old (40%), followed by those aged 30–39 years (30%). Teachers aged 20–29, 50–59, and 60 years and above each comprised 10% of the respondents, indicating that the majority were in their middle adulthood years with established teaching experience. These findings suggest that although most receiving teachers possess professional maturity and classroom experience, age alone does not ensure competence in inclusive education. Specialized knowledge and continuous professional development remain essential in addressing communication barriers and instructional adaptations for learners with hearing impairment. This supports the findings of Garcia and Medina (2021), Forlin and Chambers (2021), and Musyoka, Gentry, and Hauser (2021), who emphasized that effective inclusive teaching depends more on specialized preparation than age or years of service.

3.1.2 Sex

The results showed that female teachers constituted the majority of the respondents (90%), while male teachers accounted for only 10%, indicating that receiving teachers handling learners with hearing impairment were predominantly female. The predominance of female teachers reflects the demographic pattern commonly observed in elementary education. However, effective inclusive teaching depends on teachers' competencies rather than sex. Positive teacher–learner relationships, regardless of gender, contribute significantly to learner engagement and adjustment. These findings are consistent with Roorda and Jak (2024), who highlighted the importance of supportive teacher–learner relationships in promoting learners' academic, social, and behavioral development. The findings further emphasize the need to provide equal professional development opportunities for all teachers regardless of sex.

3.1.3 Years of Teaching Experience

The findings indicated that 40% of the respondents had sixteen years or more of teaching experience, while 30% had eleven to fifteen years. Teachers with five years or less comprised 20%, whereas those with six to ten years represented only 10%. Overall, the respondents had substantial teaching experience. Although most receiving teachers possessed extensive classroom experience, the findings indicate that teaching experience alone does not guarantee preparedness for handling learners with hearing impairment. Difficulties in communication, instructional adaptation, and classroom management may still persist without specialized SPED training. These findings support Forlin and Chambers (2021), Garcia and Medina (2021), and Musyoka, Gentry and Hauser (2021), who emphasized that continuous professional development and disability-specific competencies remain necessary regardless of teaching experience.

3.1.4 Relevant Trainings Attended

The results revealed that the most common training attended by receiving teachers focused on Inclusive Education and Special Needs Education (SNED) Implementation (40%), followed by Behavior Management Strategies (30%), ICT Integration in SPED (20%), and Braille and Sign Language Workshops (10%). This indicates that most respondents had greater exposure to general inclusive education programs than to specialized training on hearing impairment. These findings suggest that while teachers possess foundational knowledge of inclusive education, they have limited opportunities to develop specialized competencies needed for learners with hearing impairment, particularly in sign language, assistive communication, and disability-specific instructional strategies. The results support Florian and Camedda (2021), Ramos and Pascual (2022), and Mayer and Trezek (2021), who emphasized that sustained, specialized, and practice-oriented training is necessary to strengthen teachers' instructional competence and effectively support learners with hearing impairment.

3.2 Level of Difficulties Encountered by Receiving Teachers in Handling Learners with Hearing Impairment

3.2.1 Community Barriers

The findings revealed that community barriers were very highly experienced by receiving teachers, with an overall weighted mean of 4.22. The most significant difficulties involved limited parental awareness and understanding of hearing impairment, insufficient community support services such as audiological and speech therapy resources, limited family financial capacity to provide assistive devices, inadequate coordination between schools and community agencies, and transportation challenges affecting learner participation. Although community awareness campaigns, the availability of sign language interpreters, societal attitudes, and partnerships with external organizations received relatively lower ratings, they were still assessed as highly to very highly experienced. These findings indicate that effective inclusive education extends beyond the classroom and depends heavily on community participation, parental involvement, and coordinated support services. Limited external support places additional responsibilities on receiving teachers and restricts opportunities for learners with hearing impairment to receive comprehensive educational assistance. These findings support Musyoka, Gentry & Hauser (2021), who emphasized the importance of parental involvement and community support in developing communication skills among learners with hearing impairment. Likewise, Knoors and Marschark (2021b) stressed that environmental and social support systems strongly influence learners' academic and social development, while Cabrera and Mateo (2021) reported that limited community participation and weak school-community coordination hinder inclusive education programs in the Philippines.

3.2.2 Social and Emotional Challenges

The results showed that social and emotional challenges were likewise very highly experienced, with an overall weighted mean of 4.21. The highest-rated concerns involved learners' feelings of isolation or exclusion from peer groups and limited peer awareness of hearing impairment, followed by communication difficulties that resulted in misunderstandings and strained peer relationships. Teachers also experienced challenges in building learners' self-confidence and encouraging meaningful peer interaction. Although frustration, withdrawal behaviors, bullying, and limited counseling support received comparatively lower ratings, they remained highly experienced by the respondents. These findings suggest that communication barriers continue to affect learners' social participation, emotional well-being, and classroom engagement, thereby increasing the responsibilities of receiving teachers in providing psychosocial support. The results are consistent with Giger et al. (2025), who found that receiving teachers often experience difficulties in curriculum adaptation, behavioral management, and learner support because of limited special education training. Similarly, Morin et al. (2023) reported that insufficient collaboration between receiving teachers and special education personnel contributes to teacher stress and weakens the implementation of inclusive education. The findings therefore emphasize the importance of strengthening socio-emotional support systems, peer awareness programs, collaboration with specialists, and professional development in socio-emotional learning to improve inclusive classroom practices.

3.2.3 Academic Challenges

The findings showed that academic challenges were highly experienced by receiving teachers, with an overall weighted mean of 4.15. The most frequently encountered difficulties involved learners' difficulty in understanding complex academic concepts because of limited access to auditory explanations and assessment results that did not accurately reflect learners' understanding due to communication barriers. Teachers also reported challenges in adjusting instructional pacing and addressing vocabulary development gaps. Although ranked lower, difficulties in writing tasks, group academic activities, and monitoring academic progress through alternative assessment strategies were likewise highly experienced. These findings indicate that communication barriers continue to affect learners' academic performance and require teachers to implement differentiated instruction and alternative assessment strategies. The results support the findings of Agustin and Agcaolili (2024), who emphasized that learners with disabilities require individualized accommodations to maximize their educational potential. Likewise, Belsky (2025) stressed the importance of curriculum modifications, assistive technologies, and behavioral supports, while Jacob et al. (2024) highlighted that assistive technologies significantly improve learner independence and academic outcomes. The findings underscore the need for teachers to receive specialized preparation in instructional adaptation, assessment modification, and assistive technologies.

3.2.4 Classroom Environment

The respondents generally rated classroom environment difficulties as highly experienced, obtaining an overall weighted mean of 4.09. The most prominent challenges included poor classroom acoustics and background noise that interfered with instruction, difficulties in managing classroom discussions while ensuring accessibility, and providing equitable assessment accommodations. Other concerns included large class sizes, limited assistive devices, inadequate captioned instructional materials, and the additional time required to modify learning materials. These findings demonstrate that physical and instructional classroom conditions directly influence the effectiveness of inclusive education. Appropriate classroom accommodations remain necessary to ensure meaningful participation of learners with hearing impairment. These findings are consistent with Kaji and Duta (2026), who explained that overcrowded classrooms and limited instructional resources reduce teachers' ability to provide individualized instruction and effective inclusive learning. The findings further emphasize the importance of improving classroom acoustics, visual learning materials, assistive technologies, seating arrangements, and classroom support systems to enhance inclusive teaching.

3.2.5 Teacher Preparedness

Teacher preparedness was likewise rated as highly experienced, with an overall weighted mean of 4.13. The greatest concerns involved limited formal training that affected teachers' confidence in inclusive instruction, insufficient knowledge of assistive technologies, and inadequate mentoring support. Although difficulties in using sign language, modifying assessments, and limited professional development opportunities received relatively lower ratings, they remained highly experienced by the respondents. These findings suggest that receiving teachers continue to require specialized competencies beyond general teaching experience to effectively implement inclusive education. The results support Fernandez et al. (2026), who found that although teachers may be psychologically prepared for inclusive education, limitations in pedagogical competencies, instructional resources, and institutional support continue to hinder successful implementation. The findings further indicate that improving teacher preparedness requires systematic professional development, specialized SPED training, mentoring, and sustained institutional support rather than relying solely on teachers' individual efforts.

3.2.6 Summary of the Level of Difficulties Encountered by Receiving Teachers

The overall findings revealed that receiving teachers experienced a high level of difficulties in handling learners with hearing impairment, with an average weighted mean of 4.16. Among the five dimensions, community barriers ranked highest, followed by social and emotional challenges, while academic challenges, teacher preparedness, and classroom environment were likewise rated as highly experienced. The results indicate that the challenges experienced by receiving teachers extend beyond classroom instruction and involve community participation, parental involvement, institutional support, professional preparation, and instructional resources. These findings are supported by Dayso et al. (2025), who reported that inadequate teacher preparation, limited resources, inconsistent policy implementation, and insufficient community awareness continue to hinder effective inclusive education. The findings therefore emphasize that strengthening inclusive education requires coordinated efforts among schools, families, communities, and educational authorities to improve teacher capacity, learning environments, support services, and stakeholder collaboration.

3.3 Relationship Between the Profile of Receiving Teachers and the Level of Difficulties Encountered

3.3.1 Relationship Between Teachers' Profile and Community Barriers

The findings revealed that age, sex, and years of teaching experience had no significant relationship with the community barriers experienced by receiving teachers. However, relevant trainings attended showed a significant relationship with community barriers, indicating that teachers with greater exposure to specialized training experienced fewer difficulties in addressing community-related concerns. These findings suggest that demographic characteristics alone do not influence teachers' ability to manage community barriers. Instead, specialized training equips teachers with the competencies necessary to collaborate effectively with parents, community agencies, and other stakeholders. The findings support Florian and Camedda (2021), Ramos and Pascual (2022), and Mayer and Trezek (2021), who emphasized that sustained, specialized, and practice-based SPED training strengthens teachers' communication skills, inclusive instructional practices, and effective use of assistive technologies.

3.3.2 Relationship Between Teachers' Profile and Social and Emotional Challenges

The results indicated that age, sex, and relevant trainings attended were not significantly related to the social and emotional challenges experienced by receiving teachers. In contrast, years of teaching experience showed a significant relationship, suggesting that teaching experience influences how teachers respond to learners' social and emotional needs. These findings imply that while teaching experience contributes to teachers' ability to manage social and emotional concerns, experience alone is insufficient without continuous professional development. The results are consistent with Forlin and Chambers (2021), Garcia and Medina (2021), and Musyoka, Gentry, and Hauser (2021), who emphasized that inclusive education requires continuous training, specialized competencies, and ongoing support regardless of teachers' years of service.

3.3.3 Relationship Between Teachers' Profile and Academic Challenges

The findings showed that age and sex had no significant relationship with the academic challenges encountered by receiving teachers. However, both years of teaching experience and relevant trainings attended demonstrated significant relationships with academic challenges, indicating that these factors influence teachers' ability to address learners' academic needs. These findings suggest that instructional competence in inclusive classrooms is strengthened through both teaching experience and specialized professional development. The results support Mufidah et al., (2021), who found that teaching experience and professional training significantly improve teacher performance. The findings further indicate that continuous capacity-building enables receiving teachers to implement appropriate instructional strategies, assessment modifications, and academic accommodations for learners with hearing impairment.

3.3.4 Relationship Between Teachers' Profile and Classroom Environment

The results revealed that age and sex were not significantly related to classroom environment challenges. In contrast, years of teaching experience and relevant trainings attended were significantly related to these challenges, indicating that experienced and better-trained teachers were more capable of managing inclusive classroom environments. These findings indicate that improving classroom environments requires teachers who possess both practical teaching experience and specialized competencies in inclusive education. The findings support Agustin and Agcaolili (2024), Belsky (2025), and Jacob et al. (2024), who emphasized that individualized accommodations, assistive technologies, and instructional adaptations are essential in creating equitable learning environments for learners with hearing impairment.

3.3.5 Relationship Between Teachers' Profile and Teacher Preparedness

The findings revealed that age, sex, years of teaching experience, and relevant trainings attended had no significant relationship with teacher preparedness. The results indicate that all receiving teachers, regardless of their personal and professional characteristics, experienced similar levels of preparedness in implementing inclusive education. These findings suggest that teacher preparedness is influenced by broader institutional factors rather than individual demographic characteristics alone. The results are supported by Fernandez et al. (2026), who found that although teachers may possess positive attitudes toward inclusive education, limitations in pedagogical competencies, instructional resources, and institutional support continue to affect effective implementation. The findings emphasize that strengthening teacher preparedness requires systematic institutional interventions, continuous professional development, adequate resources, and sustained support mechanisms rather than relying solely on teachers' individual backgrounds.

4. Conclusion & Recommendations

The study concludes that receiving teachers handling learners with hearing impairment are predominantly middle-aged female educators with extensive teaching experience and relevant training in inclusive education. Despite their experience, they encountered high levels of difficulty across community barriers, social and emotional challenges, academic instruction, classroom environment, and teacher preparedness, indicating that effective inclusive education requires greater institutional support, specialized training, and community collaboration. The findings further revealed that the significance of teachers' profile variables varied across the identified challenges, while the development of the Hear and Teach: Inclusive Teaching Support Guidebook for Receiving Teachers of Learners with Hearing Impairments was found to be an appropriate intervention to address the identified gaps in inclusive teaching practices.

Receiving teachers should continuously participate in specialized training programs to strengthen their competencies in handling learners with hearing impairment. School administrators and the Schools Division Office should enhance inclusive education through sustained professional development, adequate instructional and assistive resources, manageable teaching workloads, structured mentoring and monitoring systems, increased support for SPED-related programs, and stronger collaboration among schools, parents, and community stakeholders. The developed Hear and Teach: Inclusive Teaching Support Guidebook and Capacity Enhancement Program should be reviewed, validated, and pilot-tested prior to implementation to determine their effectiveness in improving teacher preparedness, instructional practices, and classroom management.

The study was limited to receiving teachers handling learners with hearing impairment at Gubat North Central School, Division of Sorsogon Province, during School Year 2025–2026. It focused only on the teachers' profile, community barriers, social and emotional challenges, academic challenges, classroom environment, teacher preparedness, and the relationships among these variables. The findings were based on respondents' self-reported data using a descriptive-correlational design and are therefore specific to the study setting and do not establish cause-and-effect relationships or represent all-inclusive education contexts.

Compliance with ethical standards

This study was conducted in accordance with the approved research procedures of the institution. Permission to conduct the study was secured prior to data collection. The author personally administered and retrieved the research instruments, collected the required data, and ensured that the data were systematically organized, analyzed, and interpreted solely for the purposes of this study.

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