

Classroom Management Practices of Receiving Teachers Handling Learners with Disabilities

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Publication history: Received: May 18, 2026; Revised: June 23, 2026; Accepted: June 26, 2026

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Abstract

This study examined the classroom management practices and challenges of receiving teachers handling learners with disabilities in inclusive classrooms in the Division of Sorsogon for School Year 2025–2026. Anchored on Bronfenbrenner's Bio-Ecological Systems Theory, Skinner's Operant Conditioning, Rogers' Humanistic Theory, the Comprehensive Management Theory for Inclusive Education, and the input-process-output model, the study employed a descriptive quantitative research design. Data were gathered from 30 receiving teachers using a researcher-made survey questionnaire that was reviewed, validated, pilot-tested, and analyzed using percentage, weighted mean, and Likert scale interpretation. Findings showed that most respondents were female, above 40 years old, had 21 years or more of teaching experience, and had attended one to three trainings on classroom management. Classroom management practices were generally rated as always practiced, with building positive relationships ranking highest, followed by promoting learner engagement and providing positive reinforcement. However, the teachers encountered moderate challenges, particularly instructional challenges related to modifying lessons for diverse learning needs and environmental challenges such as large class sizes that limit individualized attention. The study concluded that receiving teachers consistently applied inclusive classroom management practices but still required continued guidance, professional development, resources, and support. A practical guidebook was developed to strengthen teachers' competencies in managing inclusive classrooms. The study supports SDG 4, SDG 10, SDG 16, and SDG 17 by promoting inclusive education, reducing barriers for learners with disabilities, strengthening institutional support, and encouraging stakeholder collaboration. Its sustainability impact lies in supporting teacher development, evidence-based school planning, inclusive policy implementation, and meaningful learner participation.

Keywords: Classroom Management, Inclusive Education, Learners with Disabilities, Professional Development, Receiving Teachers, SDG 4, Special Education, Teacher Support

1. Introduction

Inclusive education upholds the principle that all learners, regardless of ability, background, or condition, should have equitable access to quality education. In the Philippines, this principle is supported by Republic Act No. 7277, Republic Act No. 11650, and DepEd Order No. 72, s. 2009, which promote the inclusion of learners with disabilities in general education settings. However, implementation remains uneven, particularly because many receiving teachers lack training, resources, and support in managing inclusive classrooms. This study examines the classroom management practices and challenges of receiving teachers handling learners with disabilities in the Division of Sorsogon for School Year 2025–2026. It also aims to develop a practical guidebook that may support receiving teachers in strengthening inclusive classroom management.

1.1 Inclusive Classroom Management for Learners with Disabilities in the Division of Sorsogon

Inclusive education requires schools to respond to learner diversity through appropriate accommodation, intervention, and support. Although Philippine laws and DepEd policies promote equal access and non-discrimination, many learners with disabilities remain underserved. The Second Congressional Commission on Education (EDCOM 2) on 2025 reported that 60% of enrolled learners with disabilities lack access to special needs education resources, including SNED programs, SPED centers, Inclusive Learning Resource Centers, or SNED teachers. Many learners are mainstreamed in regular classes, yet receiving teachers are often unprepared to provide the necessary support. In Sorsogon, receiving teachers employ varied classroom management strategies, but they continue to experience difficulties in managing behavior, modifying learning tasks, securing stakeholder support, accessing professional assistance, and obtaining adequate resources. These challenges affect the transition of learners with disabilities into regular classrooms and limit the full implementation of inclusive education. Thus, there is a need to examine the actual practices and challenges of receiving teachers in inclusive classrooms.

1.2 Classroom Management Practices of Receiving Teachers in Inclusive Classrooms

Classroom management is essential in inclusive and special education because learners with disabilities often need individualized instruction, behavioral support, and structured environments. In DO no. 44, series 2021, the Department of Education emphasizes collaboration among teachers, school leaders, parents, and specialists to support the development and well-being of learners with disabilities. According to Espedido and Mateo (2021), managing learners with special needs requires balancing instruction with emotional, behavioral, and sensory regulation through routines, visual aids, and reinforcement. Wilkinson et al. (2020) believed that effective classroom management promotes positive behavior and supports inclusive learning. Ferreira (2020) noted that special education management requires adapted routines and individualized behavioral interventions, duly supported by Pozas et al. (2024). Harlacher and Marx (2022) further emphasized that classroom management should combine structure and flexibility based on learners' functional abilities. The literature also highlights proactive and reactive strategies. Stephenson et al. (2020) asserted that teachers should establish clear expectations and routines while responding appropriately to behavioral challenges. However, Gyasi et al. (2020) found that some teachers lack sufficient knowledge of inclusive policies, special educational needs, and classroom management procedures. Several strategies are used in inclusive classrooms. Villanueva and Santos (2022) identified positive behavior support, token economy systems, and social stories as common practices among Filipino SPED teachers. Cabardo (2023) found that differentiated instruction and classroom zoning support learners with autism spectrum disorder. Sellier and An (2020) explored technology-based supports, while Rahadian and Budiningsih (2023) proposed learning style-based management for personalized intervention. Despite these practices, challenges persist. Müller-Guhlke et al. (2022) cited behavioral issues, lack of paraprofessional support, emotional exhaustion, and limited planning time. Gage et al. (2021) emphasized the need for continuous and collaborative training. Gonzales and Alcaraz (2021) reported that teachers in Bicol and Sorsogon face large class sizes, lack of teacher aides, and limited assistive technologies, while Cruz and Mendoza (2020) noted that insufficient professional development weakens classroom management. Villegas (2025) also found that many receiving teachers rely on observation, trial-and-error, and personal experience due to limited formal preparation.

1.3 Local, National, and Global Context of Inclusive Education Implementation

Inclusive classroom management challenges are evident in both local and global contexts. Singh (2023) found that teachers handling learners with autism spectrum disorder and ADHD experience stress due to unpredictable behaviors and limited resources. Balading et al. (2022) reported that hybrid and online modalities intensified classroom management problems, while Whalen (2025) found that many special education teachers felt unprepared for challenging classroom behaviors. Mabuti (2025) also noted that teachers in developing countries often rely on improvised strategies because of limited equipment and trained aides. Training and experience influence how teachers manage inclusive classrooms. Wilkinson et al. (2020) emphasized that targeted professional development, coaching, and simulations improve classroom control and learner outcomes. Walker et al. (2022) found that pre-service training improves teacher confidence in handling learners with developmental disabilities. Pozas et al. (2024) highlighted experience and reflective practice as important to teacher competence, while Flores (2021) noted that long-serving teachers often develop adaptive expertise. In the Philippine context, Cortes et al. (2023) found that teachers used hybrid strategies, parent coaching, and home-based reinforcement in inclusive virtual settings. Darwish et al. (2025) reported similar concerns among Qatari teachers, particularly in preparedness and resource access. DepEd Memorandum No. 052, s. 2020 supports capacity-building for SPED and inclusive education, but implementation remains uneven in rural areas such as Sorsogon. Taguinod and Dela Peña (2022) found that teachers with formal SPED training are more confident and effective in managing diverse behaviors. Local studies further show the importance of teacher motivation, routines, and stakeholder support. Mercado and Regencia (2023) reported that teachers handling learners with special needs continue to provide strategies despite difficulties. Panganiban (2023) found that SPED teachers in Bicol use visual cues, check-ins, and reward systems as proactive behavior management. Formanes and Caliba (2024) identified lack of parental support as a major concern, while Lopez and Santiago (2024) emphasized the role of family-school partnerships in improving behavior. Estorninos (2025) found that teachers value IEP preparation but face limited resources and time constraints. Traya and Lopez (2023) linked teachers' attitudes and self-efficacy to their readiness for inclusion. Miña (2024) reported the use of IEPs, multisensory teaching, assistive technology, and collaboration despite limited support. Dilabayan and Sambo (2024) noted that teachers encounter common misbehaviors and use management styles that show concern for learners' experiences.

1.4 Bio-Ecological, Behavioral, and Humanistic Foundations of Inclusive Classroom Management

The study is anchored on Urie Bronfenbrenner's Bio-Ecological Systems Theory, B.F. Skinner's Operant Conditioning, and Carl Rogers' Humanistic Theory. These theories explain inclusive classroom management through environmental support, behavioral reinforcement, and learner-centered understanding. Bronfenbrenner's Bio-Ecological Systems Theory explains that learner development is shaped by interacting systems, including family, teachers, peers, school policies, and the broader community. In this study, receiving teachers are part of the learner's immediate environment and are supported or limited by school and community systems. Skinner's Operant Conditioning explains that behavior is shaped through reinforcement, repetition, and environmental stimuli. This supports the use of clear rules, routines, praise, rewards, and

consistent consequences in inclusive classrooms. Rogers' Humanistic Theory emphasizes learner dignity, empathy, acceptance, and psychological safety. In inclusive classrooms, this means recognizing the unique needs of learners with disabilities and responding through respectful and learner-centered approaches. Together, these theories support the Comprehensive Management Theory for Inclusive Education, which views inclusive classroom management as a holistic process involving systemic support, structured behavior management, and humanistic understanding. The study also follows an input-process-output model, where teacher profile, practices, and challenges serve as inputs; data analysis serves as the process; and a practical guidebook serves as the output.

1.5 Research Gaps and Rationale on Receiving Teachers' Practices and Challenges

Although many studies discuss inclusive education and classroom management, gaps remain. Much of the literature focuses on resource-rich settings where teachers have better access to training, professional support, and assistive tools. The experiences of receiving teachers in rural and resource-limited areas such as Sorsogon remain underexplored. Existing studies also often examine strategies or challenges separately. Few studies focus on classroom management dimensions such as establishing clear connections, building positive relationships, creating structured learning environments, promoting learner engagement, providing positive reinforcement, and addressing misbehavior. There is also limited research on actual inclusive classroom management practices in public-school settings. This study addresses these gaps by examining the profile, practices, and challenges of receiving teachers in the Division of Sorsogon. Its findings may provide localized evidence for teacher support, professional development, school leadership, and inclusive education policy implementation. The development of a practical guidebook also provides a direct output that may help receiving teachers manage inclusive classrooms more effectively.

1.6 Alignment of Inclusive Classroom Management with Relevant Sustainable Development Goals (SDGs)

This study aligns with SDG 4 – Quality Education because it focuses on improving inclusive classroom management for learners with disabilities. By identifying the practices and challenges of receiving teachers, the study supports equitable access, participation, and learning opportunities. It also relates to SDG 10 – Reduced Inequalities because it addresses barriers experienced by learners with disabilities in regular classrooms. The study supports inclusion by examining the support needs of receiving teachers and the accommodations required for meaningful learner participation. The study is also connected to SDG 16 – Peace, Justice, and Strong Institutions because it examines how inclusive education policies are implemented in actual school settings. It may help strengthen evidence-based planning, institutional accountability, and fair access to educational services. In addition, it supports SDG 17 – Partnerships for the Goals because inclusive education requires cooperation among teachers, parents, school heads, DepEd officials, specialists, and the community.

1.7 Multidisciplinary Sustainability of Inclusive Education, Teacher Support, and Learner Participation

The study contributes to educational sustainability by supporting inclusive practices that improve access and participation for learners with disabilities. It also promotes institutional and policy sustainability by providing localized evidence that may guide school programs, teacher training, resource allocation, and inclusive education implementation. In terms of community and socio-economic sustainability, the study recognizes that inclusive education benefits learners, families, teachers, schools, and communities. When learners with disabilities receive appropriate classroom support, they are more likely to participate meaningfully in school and community life. Overall, the study links classroom management, teacher development, policy implementation, and stakeholder collaboration toward sustainable and equitable education.

2. Material and methods

2.1 Research Design

This study utilized a descriptive research design. According to Ardales (2015), descriptive design is the study of what is and aims to determine what prevails in the present. This design was appropriate because it allowed the researcher to describe and interpret the existing classroom management practices of receiving teachers without manipulating any variables. The study also used a quantitative method through a survey questionnaire, which enabled the collection of numerical data that could be statistically analyzed to identify patterns and trends in classroom management practices.

2.2 Locale of the Study

The study was conducted in the Division of Sorsogon. This locale was selected because the study focused on receiving teachers who handled learners with disabilities in inclusive classrooms during School Year 2025–2026. The division served as the source of records for identifying the teachers involved in the study.

2.3 Respondents of the Study

The respondents of the study were receiving teachers in the Division of Sorsogon who handled learners with disabilities in inclusive classrooms. They were identified based on the recorded number of teachers assigned to handle learners with disabilities for School Year 2025–2026.

2.4 Sample and Sampling Procedure

The respondents were selected from the receiving teachers recorded by the Division of Sorsogon as handling learners with disabilities in inclusive classrooms during School Year 2025–2026. Their inclusion in the study was based on their direct involvement in managing inclusive classrooms and facilitating learners with disabilities.

2.5 Research Instrument

The main research instrument used in the study was a survey questionnaire designed to determine the classroom management practices and challenges of receiving teachers. The questionnaire was developed from related literature and studies to ensure that the indicators were aligned with the research questions. The initial draft was submitted to the research adviser for review and critique and was further evaluated by educational leaders to ensure clarity, relevance, and alignment with the objectives of the study. To establish reliability, the questionnaire underwent a pilot test, and Cronbach's Alpha was computed. The results showed that most of the items obtained an excellent level of internal consistency. After reliability was established, the instrument was validated to ensure that it appropriately gathered the data needed to answer the research questions.

2.6 Data Gathering Procedure

After the dry run of the questionnaire, the researcher sought approval from the Schools Division Office of Sorsogon to conduct the study. The request was duly endorsed by the Schools Division Superintendent. Letters were then sent to the respective school principals to request permission to administer the questionnaire and involve the selected receiving teachers as respondents. After one week, the completed questionnaires were retrieved by the researcher. The respondents were thanked for their participation and cooperation, and the collected data were organized, tabulated, and analyzed using appropriate statistical tools.

2.7 Data Analysis Techniques

The data gathered from the survey questionnaire were analyzed using percentage, weighted mean, and Likert scale interpretation. Percentage was used to determine the profile of the respondents in terms of age, sex, years of teaching experience, and number of trainings attended in classroom management. Weighted mean was used to determine the extent of classroom management practices and challenges experienced by the receiving teachers. Likert Scale was used to measure the extent to which the receiving teachers practiced classroom management strategies and experienced challenges. Likert's scale is a measurement method developed by Rensis Likert in 1932 to assess individuals' attitudes toward any object (Bertram, 2006). The responses were interpreted using the scale of Always, Often, Sometimes, Rarely, and Never.

3. Results and Discussion

3.1 Profile of the Receiving Teachers

3.1.1 Age of the Receiving Teachers

The findings showed that most receiving teachers were above 40 years old, with 23 respondents or 76.67%. The remaining 7 respondents or 23.33% were 36 to 40 years old. This indicates that the receiving teachers handling learners with disabilities in the Division of Sorsogon were generally older and may have had longer professional and personal experience. This finding, however, contrasts with Ganji and Sejjehie (2022), who found that age, teaching context, experience, and educational attainment do not significantly influence teachers' classroom management behaviors. This implies that although older teachers may have extensive experience, age alone may not determine effectiveness in managing inclusive classrooms. Training, exposure to inclusive education, and professional development may be more important factors in preparing receiving teachers for learners with disabilities.

3.1.2 Sex of the Receiving Teachers

The findings revealed that all 30 respondents or 100% were female. This means that all receiving teachers handling learners with disabilities in the Division of Sorsogon for School Year 2025–2026 were female. This finding shows the female composition of receiving teachers in the study context. It contrasts with Imran et al. (2024), who concluded that male teachers demonstrate stronger classroom management practices. However, Ganji and Sejjehie (2022) emphasized that male and female teachers show varied classroom management behaviors rather than fixed differences based on sex. Thus, the assignment of receiving teachers should not be based solely on sex, but on competency, training, and preparedness in handling learners with disabilities.

3.1.3 Years of Teaching Experience

The results showed that 16 respondents or 53.33% had 21 years or more of teaching experience. Six respondents or 20.00% had 16 to 20 years of experience, five or 16.67% had 11 to 15 years, and three or 10.00% had 1 to 5 years. This indicates that more than half of the receiving teachers were highly experienced in teaching. This finding is supported by Pozas et al. (2024), who stated that teaching experience and reflective teaching help develop adaptive classroom strategies. Flores (2021) also emphasized that teachers with long teaching experience acquire adaptive expertise that allows them to adjust

interventions based on situational cues. However, experience may be strengthened further when combined with targeted training and exposure to inclusive education practices.

3.1.4 Trainings Attended on Classroom Management

The data showed that 19 respondents or 63.33% had attended one to three trainings on classroom management. Seven respondents or 23.44% had not attended any training, while four respondents or 13.33% had attended four to six trainings. This suggests that most receiving teachers had limited training exposure in classroom management. This finding indicates that receiving teachers may not have sufficient training specifically related to handling learners with disabilities. Taguinod and Dela Peña (2022) emphasized that teachers with formal SPED training or inclusive education courses demonstrate greater confidence and effectiveness in managing diverse classroom behaviors. Similarly, Dacholfany et al. (2024) found a significant relationship between professional development participation and improvements in classroom management and behavior control. Thus, targeted professional development is needed to improve teachers' preparedness for inclusive classrooms.

3.2 Classroom Management Practices of Receiving Teachers

3.2.1 Establishing Clear Connections

The results showed that receiving teachers always established clear connections, with an overall weighted mean of 4.36. The highest-rated practice was providing concrete examples and demonstrations to support understanding, with a weighted mean of 4.57. The lowest-rated practice was connecting new lessons to learners' previous experiences and knowledge, with a weighted mean of 3.77, interpreted as often. This finding shows that receiving teachers commonly used demonstrations and examples to support learner understanding, but they less consistently connected lessons to prior knowledge. Miscallef and Newtin (2022) suggests that concrete examples help learners understand abstract concepts better, especially learners with disabilities who may prefer other modes of learning. Wibowo et al. (2025) also suggest that relating new information to prior knowledge makes learning meaningful, while Dong et al. (2020) note that engagement improves and off-task behavior decreases when learners can connect lessons to what they already know. Thus, receiving teachers may further strengthen their practice by consistently linking new learning with learners' previous experiences.

3.2.2 Building Positive Relationships

The findings revealed that building positive relationships was always practiced by receiving teachers, with an overall weighted mean of 4.79. The highest-rated practice was promoting mutual respect and acceptance among all learners, with a weighted mean of 4.90. The lowest-rated practice was collaborating with parents and special education professionals to support learner growth, with a weighted mean of 4.63, although still interpreted as always. This result indicates that receiving teachers created respectful and accepting classroom environments. Newton (2024) highlights that learners feel more accepted and experience reduced anxiety when inclusiveness and respect are promoted in the classroom. Dan et al. (2025) also note that family involvement for learners with disabilities is influenced by social factors and teachers' approaches. Although the findings show strong relational practices, collaboration with parents, SPED teachers, and support staff may still be further strengthened to improve the broader support system for learners with disabilities.

3.2.3 Creating a Structured Learning Environment

The findings showed that receiving teachers always created structured learning environments, with an overall weighted mean of 4.59. The highest-rated practice was providing clear visual or written instructions for class procedures, with a weighted mean of 4.83. The lowest-rated practice was establishing consistent routines to help learners anticipate daily activities, with a weighted mean of 4.40, still interpreted as always. This indicates that receiving teachers used visual and written instructions to support accessibility and learner independence. Peter (2024) emphasized that clear and explicit instructions are effective in teaching learners with disabilities because they guide learners in expected tasks. Yolanda et al. (2025) also highlighted that structured routines promote regularity, simplify classroom tasks, and minimize disruptions. Thus, although teachers practiced classroom structuring, consistency in routines may still be improved through targeted training and classroom support.

3.2.4 Promoting Learner Engagement

The findings showed that promoting learner engagement was always practiced, with an overall weighted mean of 4.72. The highest-rated practice was designing learning activities that allow active participation of all learners, with a weighted mean of 4.90. The lowest-rated practice was adapting lessons to the interests and abilities of learners with special needs, with a weighted mean of 4.57, still interpreted as always. This finding suggests that receiving teachers encouraged participation through interactive and inclusive activities. Wang et al. (2023) emphasized the relevance of student engagement in inclusive classrooms, especially through collaborative activities. However, the lower rating for adapting lessons suggests that some teachers may not consistently modify lesson content according to learners' specific abilities and interests. Sharma (2023) emphasized that teachers should continuously adapt curriculum and instructional approaches to promote inclusion and responsiveness. Therefore, training on accommodations and lesson adaptation may further improve learner engagement.

3.2.5 Providing Positive Reinforcement

The findings showed that receiving teachers always provided positive reinforcement, with an overall weighted mean of 4.72. The highest-rated practice was acknowledging and praising learners for desirable behaviors or accomplishments, with a weighted mean of 4.87. The lowest-rated practice was using reward systems such as stickers, tokens, or points, with a weighted mean of 4.53, also interpreted as always. This result indicates that receiving teachers preferred praise and verbal acknowledgment as reinforcement strategies. Yuhe and Bhaumik (2025) stated that positive reinforcement strategies paired with consistent praise improve students' motivation, participation, and academic performance. However, the lower rating for reward systems suggests that tangible reinforcement was less consistently used. Udoudo et al. (2025) stated that reward systems should be carefully planned to support learners' expectations of success and perceived value. Thus, teachers may benefit from further training on structured reward systems as part of inclusive classroom management.

3.2.6 Addressing Misbehavior

The findings showed that receiving teachers always addressed misbehavior, with an overall weighted mean of 4.67. The highest-rated practices were identifying the cause of misbehavior before applying discipline, communicating expected behaviors clearly before activities, and discussing behavior issues privately to avoid embarrassment, all with a weighted mean of 4.73. The lowest-rated practice was using strategies such as time-out, redirection, or behavior charts when needed, with a weighted mean of 4.57. This result suggests that receiving teachers handled misbehavior with sensitivity, communication, and respect. Fernandes et al. (2021) noted that receiving teachers commonly demonstrate soft skills such as communication, collaboration, and flexibility in responding to classroom situations. Espinal and Paglinawan (2025) emphasized that patience helps teachers address issues calmly and empathetically. Saadu (2024) also recommended continuous training focused on behavior management strategies. Thus, while teachers used respectful and preventive approaches, they may still need further support in applying varied behavior management techniques such as redirection, time-out, and behavior charts.

3.2.7 Summary of Classroom Management Practices

Overall, all classroom management practices were interpreted as always practiced, with an average weighted mean of 4.64. Building positive relationships ranked highest with a weighted mean of 4.79, followed by promoting learner engagement and providing positive reinforcement, both with 4.72. Addressing misbehavior followed with 4.67, creating a structured learning environment with 4.59, and establishing clear connections with 4.36. The findings show that receiving teachers consistently applied classroom management practices that support learners with disabilities. Their strongest practice was building positive relationships, while establishing clear connections was the least emphasized among the areas. This suggests that receiving teachers demonstrate commitment to inclusive classroom management but may still benefit from targeted training, professional development, capacity-building activities, and focused group discussions to strengthen specific practices.

3.3 Challenges Encountered in Managing Inclusive Classrooms

3.3.1 Instructional Challenges

The findings showed that instructional challenges were often experienced, with an overall weighted mean of 3.48. The highest-rated challenge was difficulty in modifying lessons to fit diverse learning needs, with a weighted mean of 3.57. This was followed by difficulty in balancing the learning pace of typical and special learners, with 3.53, and limited knowledge in using assistive tools or adaptive technologies, with 3.50. This indicates that receiving teachers frequently experienced difficulty in adapting instruction, managing varied learning paces, and using appropriate assistive tools. According to Giger et al. (2025), receiving teachers experience difficulties in lesson modification, particularly in fair assessment and addressing diverse learning needs. Campado et al. (2023) also found that assistive technology enhances learning among learners with disabilities, although teachers still face challenges related to resources, misbehavior, and technological limitations. These findings suggest the need for instructional support, assistive tools, and professional development focused on lesson modification and inclusive teaching.

3.3.2 Behavioral Challenges

The findings showed that behavioral challenges were sometimes experienced, with an overall weighted mean of 3.36. The highest-rated behavioral challenge was frequent disruptive behaviors affecting the flow of lessons, with a weighted mean of 3.43. This was followed by stress due to constant behavioral monitoring and intervention, with 3.40. Ineffective or inconsistent behavior management strategies and limited support in handling learners with emotional or behavioral issues both obtained 3.33. This result shows that disruptive behaviors and continuous monitoring still affect classroom management. Villegas (2025) highlighted that receiving teachers demonstrate adaptability and empathy, but many rely on informal strategies such as observation, trial-and-error, and personal experience rather than formal training. This points to a gap in professional preparedness and operational support. Thus, behavioral management training for learners with disabilities should be prioritized to guide receiving teachers in addressing varied learner behaviors more effectively.

3.3.3 Environmental Challenges

The findings showed that environmental challenges were often experienced, with an overall weighted mean of 3.45. The highest-rated challenge was large class size that limits individualized attention, with a weighted mean of 3.60. This was followed by the absence of a quiet or sensory-friendly space for calming learners, with 3.50, and a physical setup that was not conducive for learners with disabilities, with 3.47. This result indicates that receiving teachers faced environmental limitations that affected inclusive classroom management. Bondebjerg et al. (2023) stated that smaller class sizes allow more personalized instruction and greater teacher attention to diverse learner needs. Laitsch et al. (2023) also stated that smaller class sizes improve student outcomes and teacher morale. Angulo De la Fuente et al. (2025) proved that classroom conditions are significantly connected to learner inclusion, including personalization, alternative arrangement, spatial organization, and sensory conditions. Thus, schools need to improve classroom space, resources, sensory-friendly areas, and physical arrangements to better support inclusive education.

3.3.4 Administrative and Support Challenges

The findings showed that administrative and support challenges were sometimes experienced, with an overall weighted mean of 2.99. The highest-rated challenge was limited access to professional development on inclusion, with a weighted mean of 3.27. This was followed by inconsistent communication between school and parents, with 3.00, and lack of coordination between regular and SPED teachers, with 2.93. This finding indicates that receiving teachers experienced moderate limitations in administrative support, particularly in training, communication, and coordination. Miña (2024) emphasized that collaboration with professionals and parents, along with continuous professional development, is vital for inclusive support. Gage et al. (2021) also suggested that collective learning opportunities must be institutionalized to improve classroom management. The findings imply that receiving teachers need stronger administrative support, clearer coordination systems, and sustained professional development to manage inclusive classrooms more effectively.

3.3.5 Personal and Emotional Challenges

The findings showed that personal and emotional challenges were sometimes experienced, with an overall weighted mean of 3.28. The highest-rated challenges were feelings of inadequacy in meeting learners' expectations and reduced motivation due to overwhelming workload, both with a weighted mean of 3.43 and interpreted as often. Difficulty maintaining patience and empathy under stress followed with 3.23. This result shows that receiving teachers experienced emotional pressure in managing learners with disabilities. Singh (2023) revealed that teachers handling learners with autism spectrum disorder and ADHD reported high stress due to unpredictable classroom behaviors and limited resources. Müller-Guhlke et al. (2022) also cited behavioral issues, lack of paraprofessional support, emotional exhaustion, and insufficient planning time as challenges in handling learners with disabilities. These findings suggest that workload, emotional exhaustion, and feelings of inadequacy may affect teachers' well-being and classroom effectiveness.

3.3.6 Summary of Challenges Encountered

Overall, the challenges encountered by receiving teachers obtained an average weighted mean of 3.31, interpreted as sometimes. Instructional challenges ranked highest, with a weighted mean of 3.48 and interpreted as often. Environmental challenges followed with 3.45, also interpreted as often. Behavioral challenges obtained 3.36, personal and emotional challenges obtained 3.28, and administrative and support challenges obtained 2.99. The findings show that receiving teachers experienced challenges across all identified domains, with instructional and environmental concerns occurring more frequently. Although the overall level of challenges was moderate, the findings should not be overlooked because they reflect gaps between the demands of inclusive education and the actual conditions faced by receiving teachers. These challenges may serve as a basis for school leaders and administrators in planning support programs that promote more inclusive learning spaces.

3.4 Development of a Practical Guidebook for Receiving Teachers

The findings served as the basis for developing *Managing Inclusive Classrooms: A Practical Guidebook for Receiving Teachers*. The guidebook was designed to address the identified gaps in classroom management practices and challenges encountered by receiving teachers handling learners with disabilities. It highlights strategies related to establishing clear connections, building positive relationships, creating structured learning environments, promoting learner engagement, providing positive reinforcement, and addressing misbehavior. The guidebook is intended to support receiving teachers in performing their roles in inclusive classroom settings. It may also serve as a reference for school administrators and education leaders in conducting Learning Action Cell sessions and professional development activities. By reflecting actual classroom realities, the guidebook aims to strengthen teacher competence, improve inclusive practices, and contribute to the continuous development of inclusive education.

4. Conclusion & Recommendations

The study concluded that receiving teachers in the Division of Sorsogon were predominantly female, above 40 years old, experienced in teaching for 21 years or more, and had attended one to three trainings on classroom management in inclusive classrooms. The receiving teachers consistently implemented classroom management practices, particularly in building

positive relationships, promoting learner engagement, and providing positive reinforcement, while also maintaining structured learning environments, addressing misbehavior, and connecting lessons to learners' prior knowledge and experiences. However, they experienced moderate challenges in managing inclusive classrooms, especially in modifying lessons for learners with disabilities and handling large class sizes, while behavioral, administrative, personal, and emotional concerns also remained relevant. These findings indicate the need for continued guidance, support, and the development of a guidebook to strengthen receiving teachers' competencies in inclusive education.

It is recommended that all teachers be given equal opportunities to handle learners with disabilities and be prioritized in training programs focused on classroom management for diverse learners. School officials should formalize sustainable professional development programs, allocate appropriate resources, and strengthen collaborative efforts among teachers to support responsive school curricula and inclusive classroom practices. School leaders and stakeholders should also plan policies and programs that address instructional, behavioral, environmental, administrative, and personal challenges, including reducing class sizes when possible and ensuring access to support from special education teachers and other professionals. The proposed guidebook should be used as a support mechanism to help receiving teachers improve classroom management practices and promote inclusive, accessible, and engaging learning environments.

The study was limited to the 30 receiving teachers handling learners with disabilities in inclusive classrooms in the Division of Sorsogon during School Year 2025–2026. It employed a descriptive research design using quantitative data gathered through a researcher-made survey questionnaire and analyzed through percentage and weighted mean. Thus, the findings were confined to the profile, classroom management practices, and challenges of the identified respondents, particularly in relation to instructional, behavioral, environmental, administrative, and personal or emotional aspects of managing inclusive classrooms.

Compliance with ethical standards

The study observed ethical considerations by seeking approval from the Schools Division Office of Sorsogon before the conduct of the research. The request was duly endorsed by the Schools Division Superintendent, and letters were sent to the respective school principals to request permission to administer the questionnaire and involve the selected receiving teachers as respondents.

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