

Classroom Management Challenges Encountered by Elementary Public School Teachers in Inclusive Classrooms

Stephanie S. Chavez¹, Menchie D. Ramos², Ma. Daisy L. Tactac², Jesus Paguigan³

¹Master of Arts in Industrial Education-Major in Human Resource Management, Eugolio 'Amang' Rodriguez Institute of Science and Technology, Manila, Philippines

²Master of Arts in Education-Major in Special Education, Eugolio 'Amang' Rodriguez Institute of Science and Technology, Manila, Philippines

³Master of Arts in Education-Professor- Eugolio 'Amang' Rodriguez Institute of Science and Technology, Manila, Philippines

Publication history: Received: May 26, 2026; Revised: June 24, 2026; Accepted: June 28, 2026

Email of Corresponding Author: daisytactac@gmail.com

Abstract

This study examined the classroom management challenges encountered by elementary teachers in Saluysoy Integrated School in inclusive classrooms. Specifically, it focused on challenges related to learner behavior, classroom discipline, learner participation, time management, and teacher preparedness. The study was anchored on Universal Design for Learning, proactive classroom management, and the Input-Process-Output model. A descriptive quantitative research design was used, with elementary teachers handling inclusive classrooms as respondents. The study employed purposive sampling and used a survey questionnaire composed of items on demographic profile and classroom management challenges. Data were analyzed using frequency and percentage, weighted mean, and ranking. Results showed that teachers strongly agreed that classroom management challenges were present in inclusive classrooms, with an overall weighted mean of 4.30. Managing disruptive behavior obtained the highest weighted mean of 4.45, followed by handling diverse learner needs with 4.40, maintaining classroom discipline with 4.30, ensuring learner participation with 4.20, and time management difficulties with 4.15. The findings indicate that inclusive classroom management requires teacher preparedness, instructional flexibility, proactive discipline, and school-based support. The study recommends seminars and workshops on inclusive education, classroom management, differentiated instruction, Universal Design for Learning, and learner participation, as well as stronger instructional support, mentoring, parent-teacher communication, and possible SPED support personnel. The study supports SDG 4, SDG 3, SDG 10, SDG 16, and SDG 17 by promoting inclusive, safe, equitable, and collaborative learning environments. Its sustainability impact lies in strengthening educational, institutional, social, and community-based support systems for inclusive education.

Keywords: Classroom Discipline, Classroom Management, Inclusive Classrooms, Inclusive Education, Learner Behavior, Learner Participation, Teacher Preparedness

1. Introduction

Inclusive education has become a major concern in contemporary basic education because schools are expected to provide equitable, accessible, and meaningful learning opportunities for all learners, including those with disabilities, developmental delays, learning difficulties, behavioral concerns, and other diverse educational needs. In inclusive classrooms, learners with different abilities, backgrounds, behaviors, and learning styles participate in the same learning environment. This arrangement promotes equity and social participation, but it also requires teachers to possess strong classroom management skills, differentiated teaching strategies, and readiness to address varied learner needs. Ainscow (2020) emphasized that promoting inclusion and equity requires education systems to identify and remove barriers that limit learner participation. Similarly, Amor et al. (2019) found that inclusive education research consistently highlights access, participation, support, and learner-centered practices as important elements of inclusive schooling. This study focuses on the classroom management challenges encountered by elementary teachers in Saluysoy Integrated School in inclusive classrooms. Specifically, it examines challenges related to learner behavior, classroom discipline, learner participation, time management, and teacher preparedness. By identifying these challenges, the study aims to provide evidence that may guide teacher training, school-based support programs, classroom intervention strategies, and inclusive education practices.

Inclusive education is anchored on the principle that all learners have the right to quality education regardless of ability, disability, learning condition, socio-economic background, or personal circumstance. UNESCO (2020) emphasized that inclusion in education requires schools to remove barriers that prevent learners from participating meaningfully in learning.

In the Philippine context, this principle is supported by Department of Education policies and Republic Act No. 11650, also known as the Inclusive Education Act, which strengthens the right of learners with disabilities to access inclusive, equitable, and quality basic education. Elementary teachers are central to the implementation of inclusive education because they directly manage the classroom environment where inclusion occurs. They organize instruction, establish routines, maintain discipline, manage learner behavior, facilitate participation, and adjust teaching strategies based on the needs of the learners. However, inclusive classrooms often present complex classroom management demands. Teachers may need to manage disruptive behavior, sustain attention, modify activities, provide individual assistance, maintain order, and ensure that all learners remain engaged in instruction. Classroom management is therefore not limited to discipline alone. It includes the creation of a safe, organized, respectful, and responsive learning environment. Effective classroom management helps teachers protect instructional time, promote learner engagement, reduce disruptive behavior, and support positive peer interaction. Gage, Scott, Hirn, and MacSuga-Gage (2018) found that teachers' implementation of classroom management practices is related to student behavior in elementary classrooms. Korpershoek, Harms, de Boer, van Kuijk, and Doolaard (2016) also reported that classroom management strategies and programs can influence students' academic, behavioral, emotional, and motivational outcomes. These findings support the importance of classroom management in inclusive settings where learners may differ in emotional regulation, communication skills, attention span, learning pace, social behavior, and need for support. In Saluysoy Integrated School, elementary teachers handling inclusive classrooms may experience practical challenges in balancing instruction and learner support. These challenges may affect teaching effectiveness, classroom climate, learner participation, and the overall quality of the teaching-learning process. Thus, examining classroom management challenges in this context is necessary to generate school-based evidence that can support more responsive inclusive education practices.

The literature on inclusive education highlights several important themes relevant to classroom management. First, inclusive education requires teachers to respond to learner diversity. UNESCO (2020) explained that inclusive education is not merely the physical placement of learners in regular classrooms; rather, it requires meaningful participation, appropriate support, and the removal of barriers to learning. Similarly, Republic Act No. 11650 (2022) emphasizes the need to provide services, support systems, and inclusive learning opportunities for learners with disabilities. Kefallinou, Symeonidou, and Meijer (2020) explained that inclusive education becomes meaningful when schools provide support that allows learners with different needs to participate and benefit from learning. Second, teacher preparedness is a major factor in successful inclusive classroom management. Dignath, Rimm-Kaufman, van Ewijk, and Kunter (2022) found that teachers' beliefs, self-efficacy, training, and professional preparation influence how they implement inclusive education. Saloviita (2020) also emphasized that teachers' attitudes toward the inclusion of learners with support needs are important because these attitudes may influence classroom practices. Woodcock, Sharma, Subban, and Hitches (2022) further explained that teacher self-efficacy is connected to teachers' engagement with inclusive practices. This means that teachers who feel more prepared and supported are more likely to manage diverse classrooms effectively. Third, learner behavior is a major classroom management concern in inclusive settings. Disruptive behavior may reduce instructional time, interrupt lesson flow, affect peer learning, and increase teacher stress. The Institute of Education Sciences (2024) emphasized that teacher-delivered behavioral interventions in Grades K–5 should include clear expectations, modeling of appropriate behavior, consistent feedback, and low-intensity supports that help learners demonstrate expected classroom behavior. Smith, Thompson, and Maynard (2022) also found that self-management interventions can help reduce challenging behaviors among school-age students. This supports the idea that classroom discipline should be proactive, instructional, and supportive rather than purely punitive. Fourth, learner participation is essential in inclusive classrooms. Learners must not only be physically present but also actively engaged in learning activities. CAST (2024), through the Universal Design for Learning framework, emphasizes that teachers should provide multiple means of engagement, representation, action, and expression so that learners with different needs can access and participate in learning. Amor et al. (2019) also identified participation as a major concern in inclusive education research. This is relevant to inclusive classroom management because participation improves when teachers provide flexible activities, accessible materials, clear instructions, and varied ways for learners to respond. Fifth, time management is a recurring challenge in inclusive classrooms. Teachers may need additional time to explain instructions, assist learners individually, modify activities, manage transitions, respond to behavior, and check understanding. When classrooms are large or resources are limited, time management becomes more difficult. This suggests that inclusive classroom management requires not only teacher skill but also institutional support, appropriate materials, manageable class routines, and collaboration with parents, administrators, and support personnel.

Globally, inclusive education is viewed as a rights-based and equity-oriented approach to schooling. UNESCO (2020) stressed that education systems must address exclusion caused by disability, poverty, gender, language, location, ethnicity, and other learner characteristics. Ainscow (2020) similarly emphasized that promoting inclusion and equity requires the removal of barriers that limit learner participation. This global perspective affirms that inclusive education is not only a pedagogical concern but also a social justice and sustainability concern. Nationally, the Philippines has strengthened inclusive education through policies that recognize the right of learners with disabilities to quality education. Department of Education Order No. 044, s. 2021 provides policy guidelines on educational programs and services for learners with

disabilities in the K to 12 Basic Education Program. Republic Act No. 11650 (2022) further institutionalizes inclusive education by promoting services, support mechanisms, and inclusive learning environments for learners with disabilities. These policies show that inclusive education is already a national priority, but actual implementation depends greatly on school capacity, teacher readiness, classroom resources, and local support systems. Locally, this study is situated in Saluysoy Integrated School, where elementary teachers handle inclusive classrooms and encounter classroom management challenges in actual teaching conditions. The local context is important because policies are implemented through classroom-level practices. While national policies provide direction, teachers experience the day-to-day realities of inclusion, such as managing behavior, maintaining discipline, encouraging participation, addressing individual learning needs, and completing lessons within limited time. Therefore, the study contributes local evidence that may help the school design more relevant support programs for teachers and learners.

This study may be anchored on the Universal Design for Learning framework, proactive classroom management, differentiated instruction, and the Input-Process-Output model. Universal Design for Learning explains that barriers to learning are often found not only in the learner but also in the design of instruction, materials, classroom routines, and assessment. CAST (2024) emphasized that teachers should provide flexible ways for learners to engage with lessons, understand content, and demonstrate learning. In inclusive classrooms, this framework supports the need for differentiated strategies, accessible activities, and learner-centered classroom management. Differentiated instruction also supports this study because inclusive classrooms require teachers to address varied learner readiness, interests, learning profiles, and behavioral needs. Gheysens, Consuegra, Engels, and Struyven (2020) emphasized the importance of professional development in helping teachers implement differentiated instruction effectively. Pozas, Letzel, and Schneider (2020) also explained that differentiated instruction helps teachers respond to student diversity through varied teaching practices. These ideas strengthen the study's focus on teacher preparedness, learner participation, and handling diverse learner needs. Proactive classroom management also supports the study because it emphasizes prevention rather than reaction. Instead of waiting for disruptive behavior to occur, teachers establish routines, communicate clear expectations, model appropriate behavior, reinforce positive conduct, and provide support before problems escalate. The Institute of Education Sciences (2024) emphasized that behavioral interventions in elementary classrooms should help students demonstrate expected behaviors so that all learners can participate in learning. Gage et al. (2018) and Korpershoek et al. (2016) also support the importance of structured classroom management practices in improving student behavior and classroom outcomes. The Input-Process-Output model may also guide the study. The inputs include teacher profile, years of teaching experience, educational attainment, teacher preparedness, classroom conditions, learner behavior, and available support. The process includes the classroom management practices used by teachers, such as maintaining discipline, managing participation, addressing diverse needs, using reinforcement, organizing routines, and communicating with parents. The output is the proposed set of strategies or recommendations to improve classroom management in inclusive classrooms.

Although inclusive education is supported by global and national policies, there remains a gap between policy expectations and classroom realities. Many studies discuss the importance of inclusion, but there is a continuing need for local studies that examine how teachers actually manage inclusive classrooms in specific school contexts. This gap is important because inclusive education becomes meaningful only when classroom teachers are adequately prepared and supported. Kefallinou et al. (2020) emphasized the importance of understanding not only the value of inclusive education but also how it is implemented in practice. There is also a need to examine classroom management as a multidimensional issue. Some studies focus mainly on learner behavior or discipline, but inclusive classroom management involves several connected areas, including learner participation, time management, differentiated instruction, teacher preparedness, and school support. By examining these dimensions together, the study can provide a clearer understanding of the difficulties experienced by elementary teachers. The rationale of this study is therefore anchored on the need to generate evidence that may improve inclusive classroom practices in Saluysoy Integrated School. The findings may help teachers identify priority areas for improvement, assist school administrators in designing professional development programs, guide parents in understanding classroom behavior concerns, and support future researchers in exploring broader issues related to inclusive education. This study is research-worthy because it addresses a current and practical problem in basic education. It is also impactful because the findings may be used to develop school-based strategies that promote better classroom discipline, learner engagement, teacher preparedness, and inclusive learning environments.

This study is primarily aligned with SDG 4 – Quality Education because it focuses on improving inclusive classroom conditions that support equitable and meaningful learning for all learners. By examining classroom management challenges in inclusive classrooms, the study contributes to efforts to make education more accessible, learner-centered, and responsive to diverse needs. The study also supports SDG 3 – Good Health and Well-Being because a well-managed inclusive classroom can promote emotional safety, positive relationships, confidence, and reduced stress among learners and teachers. When classroom behavior is managed through supportive and proactive strategies, learners are more likely to experience a safe and respectful learning environment. The study is also connected to SDG 10 – Reduced Inequalities because inclusive education seeks to reduce barriers experienced by learners with disabilities and other learning needs. By identifying classroom-level challenges, the study may help improve participation and support for learners who may

otherwise be excluded or underserved. In addition, the study relates to SDG 16 – Peace, Justice, and Strong Institutions because inclusive classrooms require fair discipline, respectful relationships, non-discriminatory practices, and evidence-based school support systems. Finally, the study supports SDG 17 – Partnerships for the Goals because effective inclusive education requires collaboration among teachers, school administrators, parents, support personnel, the Department of Education, and the community.

This study contributes to educational sustainability by generating evidence that may help sustain inclusive, organized, and learner-centered classroom practices. When teachers are supported in managing inclusive classrooms, schools can provide more consistent and meaningful learning opportunities for all learners. The study also contributes to institutional sustainability because its findings may guide school administrators in planning teacher training, resource allocation, classroom support mechanisms, and intervention programs. The study has relevance to public health and well-being sustainability because classroom management affects the emotional and psychological climate of the classroom. A supportive classroom can reduce anxiety, improve confidence, encourage participation, and strengthen positive peer relationships. This is especially important for learners with special needs who may require additional emotional, behavioral, or instructional support. The study also supports social and community sustainability because inclusive education promotes acceptance, respect for diversity, shared responsibility, and collaboration among teachers, learners, parents, and school stakeholders. When classrooms become more inclusive and well-managed, schools help build communities that value fairness, participation, and care for learners with different needs. Overall, the study is significant because it moves beyond identifying classroom problems. It provides a foundation for practical action, teacher development, inclusive policy implementation, and sustainable school improvement. Through this, the study may contribute to more effective, humane, and inclusive elementary education.

2. Material and methods

2.1 Research Design

This study used a descriptive quantitative research design to determine the classroom management challenges encountered by elementary teachers in inclusive classrooms. This design was appropriate because the study aimed to describe the existing classroom management challenges experienced by teachers in terms of learner behavior, classroom discipline, learner participation, time management, and teacher preparedness.

2.2 Locale of the Study

The study was conducted at Saluysoy Integrated School. The school served as the research locale because it has elementary teachers who handle inclusive classrooms and directly experience classroom management concerns related to diverse learner needs.

2.3 Respondents of the Study

The respondents of the study were elementary teachers from Saluysoy Integrated School who were currently handling inclusive classrooms. They were selected because they were directly involved in managing learners with varied behavioral, academic, and learning needs in regular classroom settings.

2.4 Sample and Sampling Procedure

The study used purposive sampling in selecting the respondents. This sampling procedure was used because the study required participants who had direct experience in handling inclusive classrooms. Thus, only elementary teachers who were currently managing inclusive classrooms were included as respondents.

2.5 Research Instrument

The researcher used a survey questionnaire as the main data gathering instrument. The questionnaire consisted of two parts. The first part gathered the demographic profile of the respondents, while the second part focused on classroom management challenges encountered in inclusive classrooms. The questionnaire covered concerns related to learner behavior, classroom discipline, learner participation, time management, and teacher preparedness. It used a five-point Likert scale, where 5 meant strongly agree, 4 meant agree, 3 meant neutral, 2 meant disagree, and 1 meant strongly disagree.

2.6 Data Gathering Procedure

Permission to conduct the study was first secured from the school principal. After approval was granted, the survey questionnaires were distributed to the selected respondents. The accomplished questionnaires were then collected and checked for completeness. The gathered data were tabulated, analyzed, and interpreted based on the objectives of the study.

2.7 Data Analysis Techniques

The data were analyzed using frequency and percentage, weighted mean, and ranking. Frequency and percentage were used to describe the demographic profile of the respondents. Weighted mean was used to determine the level of classroom

management challenges encountered by teachers in inclusive classrooms, particularly in terms of learner behavior, classroom discipline, learner participation, time management, and teacher preparedness. Ranking was used to identify the most common classroom management challenges based on the computed weighted means. Since the study focused on describing the classroom management challenges encountered by teachers, no inferential statistical test was applied.

3. Results and Discussion

3.1 Classroom Management Challenges Encountered by Teachers

The overall weighted mean of the five classroom management indicators was 4.30, which indicates that teachers generally strongly agreed that classroom management challenges were present in inclusive classrooms. Among the five indicators, managing disruptive behavior obtained the highest weighted mean of 4.45, followed by handling diverse learner needs with a weighted mean of 4.40, maintaining classroom discipline with a weighted mean of 4.30, ensuring learner participation with a weighted mean of 4.20, and time management difficulties with a weighted mean of 4.15. The results show that all indicators were rated either agree or strongly agree, suggesting that the teachers consistently experienced classroom management concerns in inclusive settings. This overall pattern indicates that classroom management in inclusive classrooms is not limited to one isolated issue. Instead, the challenges are interconnected and may involve behavior, instruction, participation, pacing, and teacher readiness. UNESCO (2020) emphasized that inclusive education requires schools to remove barriers that limit participation and learning, particularly for learners who may be excluded because of disability, background, or ability. In the Philippine context, Republic Act No. 11650 (2022) and DepEd Order No. 044, s. 2021 also recognize the need for support systems, educational services, and inclusive learning environments for learners with disabilities. Thus, the findings suggest that teachers need practical, school-based support to manage inclusive classrooms more effectively.

3.1.1 Managing Disruptive Behavior

Managing disruptive behavior received the highest weighted mean of 4.45 and was interpreted as strongly agree. This indicates that teachers perceived disruptive behavior as the most serious classroom management challenge in inclusive classrooms. Since this indicator obtained the highest rating among all five areas, behavior-related concerns may be considered a priority area for classroom management support. This finding is supported by Gage, Scott, Hirn, and MacSuga-Gage (2018), who found that teachers' implementation of classroom management practices is related to student behavior in elementary school. Korpershoek, Harms, de Boer, van Kuijk, and Doolaard (2016) also found that classroom management strategies and programs can influence students' academic, behavioral, emotional, and motivational outcomes. These findings suggest that disruptive behavior should be addressed through consistent routines, clear expectations, positive reinforcement, and preventive behavior management strategies. Smith, Thompson, and Maynard (2022) further emphasized that self-management interventions can help reduce challenging behaviors among school-age students, making behavior support an important component of inclusive classroom management.

3.1.2 Handling Diverse Learner Needs

Handling diverse learner needs obtained a weighted mean of 4.40 and was interpreted as strongly agree. This was the second highest-rated challenge, indicating that teachers experienced difficulty responding to learners with varied academic, behavioral, emotional, and developmental needs. The result suggests that learner diversity is one of the major factors that makes inclusive classroom management more complex. This result is consistent with the need for differentiated and flexible teaching practices in inclusive classrooms. Pozas et al. (2020) explained that differentiated instruction allows teachers to respond to student diversity through varied classroom practices. Gheysens et al. (2020) added that professional development is important in helping teachers apply differentiated instruction effectively. These studies support the present finding because teachers who handle diverse learners need appropriate training, instructional materials, and classroom strategies that allow them to adjust instruction without compromising classroom order and learner participation.

3.1.3 Maintaining Classroom Discipline

Maintaining classroom discipline received a weighted mean of 4.30 and was interpreted as strongly agree. This means that teachers experienced considerable difficulty in keeping learners focused, orderly, and responsive during classroom instruction. The result also indicates that discipline remains a major concern in inclusive classrooms, especially when teachers manage learners with different behavioral and learning needs. This finding is supported by Korpershoek et al. (2016), who reported that classroom management strategies can affect students' behavioral and academic outcomes. In inclusive classrooms, discipline should not be viewed only as controlling behavior but as creating a structured, supportive, and predictable learning environment. Gage et al. (2018) also emphasized the importance of teachers' classroom management practices in relation to student behavior. Thus, maintaining classroom discipline may be improved through clear expectations, consistent routines, positive feedback, and supportive teacher-student interaction.

3.1.4 Ensuring Learner Participation

Ensuring learner participation obtained a weighted mean of 4.20 and was interpreted as agree. This result indicates that teachers experienced difficulty encouraging all learners to participate actively in classroom activities. Although it was lower than the ratings for disruptive behavior, diverse learner needs, and classroom discipline, the score still shows that participation is a relevant concern in inclusive classrooms. This finding supports the view that inclusive education requires meaningful participation, not only physical presence. Amor et al. (2019) emphasized that participation is one of the major concerns in international research on inclusive education. Ainscow (2020) also stressed the importance of removing barriers that limit learner participation. In the present study, learner participation may be affected by behavior, confidence, learning pace, communication ability, and classroom routines. Thus, teachers may need flexible activities, peer support, differentiated tasks, and accessible learning materials to improve participation among diverse learners.

3.1.5 Time Management Difficulties

Time management difficulties received a weighted mean of 4.15 and was interpreted as agree. This was the lowest-rated indicator among the five challenges, but it still showed that teachers experienced difficulty managing instructional time in inclusive classrooms. The result suggests that time management remains a relevant concern, especially when teachers need to address individual learner needs while also completing planned lessons and activities. This finding is realistic because inclusive classrooms often require teachers to adjust instruction, repeat directions, provide individual assistance, manage behavior, monitor participation, and accommodate learners with different learning needs. These tasks may consume instructional time and affect lesson pacing. UNESCO (2020) emphasized that inclusive education requires systems to address learner diversity and remove barriers to participation. In the present study, the time management result suggests that teachers may need structured routines, simplified transitions, prepared differentiated materials, and administrative support to balance instruction and learner assistance more effectively.

3.2 Overall Pattern of Classroom Management Challenges

The results show that the weighted means ranged only from 4.15 to 4.45, with a difference of 0.30 between the highest and lowest indicators. This narrow range suggests that the five classroom management challenges were all experienced at a relatively high level. Managing disruptive behavior was the top-ranked challenge, while time management difficulties ranked lowest. However, the lowest score still fell within the agree level, meaning that it remained a valid classroom concern. This pattern suggests that teachers' classroom management challenges are closely related to one another. Disruptive behavior may affect discipline, discipline may affect learner participation, learner diversity may require more time for instructional adjustment, and limited time may affect teacher preparedness and classroom control. The findings are consistent with the view that inclusive education requires coordinated support rather than isolated solutions. Republic Act No. 11650 (2022) emphasizes support services for learners with disabilities, while DepEd Order No. 044, s. 2021 provides policy direction for educational programs and services for learners with disabilities in the K to 12 Basic Education Program. These policy frameworks support the need for school-based mechanisms that help teachers manage inclusive classrooms more effectively.

3.3 Implications for Teacher Preparedness and School Support

The findings suggest that teacher preparedness is an important concern because the identified challenges require specific classroom management skills. Teachers need to manage behavior, maintain discipline, address diverse learner needs, sustain participation, and manage instructional time within the same classroom setting. Since the overall weighted mean was 4.30, classroom management in inclusive settings should be treated as a priority area for professional development. This implication is supported by Woodcock et al. (2022), who emphasized the importance of teacher self-efficacy in inclusive education practices. Saloviita (2020) also highlighted that teacher attitudes toward learners with support needs are relevant in inclusive education. These studies suggest that teachers may be more effective in managing inclusive classrooms when they possess confidence, positive attitudes, and sufficient preparation. Therefore, school-based support should include training, mentoring, peer coaching, and practical classroom strategies that strengthen teachers' confidence and competence in inclusive education.

3.4 Profile Variables as Contextual Basis for Understanding Classroom Management Challenges

The demographic profile of teachers, particularly age, sex, years of teaching experience, and educational attainment, served as a descriptive context for understanding the respondents of the study. These profile variables helped establish the background of the teachers who were handling inclusive classrooms and experiencing classroom management concerns. Since the study focused on describing the extent of classroom management challenges, the profile variables were used only to provide context and were not treated as predictors of the identified challenges. This descriptive treatment is appropriate because the main purpose of the study was to determine the classroom management challenges encountered by elementary teachers in inclusive classrooms. The findings therefore remain focused on the weighted mean results for managing disruptive behavior, handling diverse learner needs, maintaining classroom discipline, ensuring learner participation, and time management difficulties. By presenting the teachers' profile as contextual information, the study maintains statistical consistency while still giving readers a clearer understanding of the respondents involved in the research.

3.5 Synthesis of Findings

The results reveal that elementary teachers in Saluysoy Integrated School experienced notable classroom management challenges in inclusive classrooms. The strongest concern was managing disruptive behavior, followed by handling diverse learner needs and maintaining classroom discipline. Ensuring learner participation and time management difficulties were also identified as challenges, although with slightly lower weighted means. The overall weighted mean of 4.30 indicates that teachers strongly agreed that classroom management challenges were present in inclusive classrooms. These findings indicate that inclusive classroom management requires a balanced approach that addresses behavior, participation, instructional flexibility, teacher preparedness, and institutional support. The results are not exaggerated because the weighted means show a consistent but moderate-to-high pattern of concern rather than an extreme or unsupported claim. Overall, the study provides useful evidence that may guide the development of training programs, classroom support strategies, parent-teacher collaboration, and school-based interventions for inclusive education.

4. Conclusion & Recommendations

The study concludes that elementary teachers in Saluysoy Integrated School encounter notable classroom management challenges in inclusive classrooms, particularly in managing disruptive behavior, handling diverse learner needs, maintaining classroom discipline, ensuring learner participation, and managing instructional time. The overall weighted mean of 4.30 indicates that teachers strongly agreed that these challenges are present in inclusive classroom settings. Among the identified concerns, managing disruptive behavior obtained the highest weighted mean of 4.45, followed by handling diverse learner needs with a weighted mean of 4.40, showing that behavior management and learner diversity are the most pressing areas affecting classroom management. These findings suggest that inclusive classroom management requires teacher preparedness, instructional flexibility, proactive discipline, and school-based support to sustain an organized, participatory, and responsive learning environment.

Based on the findings, teachers should be provided with professional development activities on inclusive education, classroom management, proactive behavior support, differentiated instruction, and learner participation. This recommendation is supported by Gheyssens et al. (2020), who emphasized the importance of professional development in implementing differentiated instruction. School administrators should also strengthen support programs for inclusive classrooms through mentoring, peer coaching, instructional resources, and classroom-based behavior support. Since classroom management practices are associated with student behavior and learning outcomes, support programs should focus on practical strategies such as clear routines, positive reinforcement, differentiated tasks, and self-management interventions (Gage et al., 2018; Korpershoek et al., 2016; Smith et al., 2022).

The study was limited to elementary teachers in Saluysoy Integrated School who were handling inclusive classrooms. It focused only on classroom management challenges in terms of learner behavior, classroom discipline, learner participation, time management, and teacher preparedness. The results were based mainly on descriptive weighted mean ratings, and while teacher profile variables such as age, sex, years of teaching experience, and educational attainment were considered as contextual factors, complete inferential results were not presented to establish their statistical relationship with classroom management challenges. Thus, the findings should be interpreted as school-based descriptive evidence that may guide teacher support, classroom intervention, and future research on inclusive education.

Compliance with ethical standards

The study was conducted in accordance with institutional ethical standards and proper research protocols. Permission to conduct the study was secured from the concerned school authority, and the teacher-respondents participated voluntarily after being informed of the purpose of the research. Informed consent was obtained, and all responses were treated with strict confidentiality and used only for academic and research purposes. The identities of the respondents and the school-related data were protected throughout the study. The author declares that there is no conflict of interest in the conduct and reporting of the research, acknowledges all individuals and institutions that provided assistance, and accepts full responsibility for the accuracy, originality, and integrity of the manuscript. Copyright ownership and publication rights shall follow the policies of the journal or publishing body where the study will be submitted.

REFERENCES

- Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7–16. <https://doi.org/10.1080/20020317.2020.1729587>
- Amor, A. M., Hagiwara, M., Shogren, K. A., Thompson, J. R., Verdugo, M. Á., Burke, K. M., & Aguayo, V. (2019). International perspectives and trends in research on inclusive education: A systematic review. *International Journal of Inclusive Education*, 23(12), 1277–1295. <https://doi.org/10.1080/13603116.2018.1445304>
- CAST. (2024). *CAST Universal Design for Learning Guidelines version 3.0*. CAST. <https://udlguidelines.cast.org/>
- Department of Education. (2021). *DepEd Order No. 044, s. 2021: Policy guidelines on the provision of educational programs and services for learners with disabilities in the K to 12 Basic Education Program*. Department of Education.
- Dignath, C., Rimm-Kaufman, S., van Ewijk, R., & Kunter, M. (2022). Teachers' beliefs about inclusive education and insights on what contributes to those beliefs: A meta-analytical study. *Educational Psychology Review*, 34, 2609–2660. <https://doi.org/10.1007/s10648-022-09695-0>
- Gage, N. A., Scott, T., Hirn, R., & MacSuga-Gage, A. S. (2018). The relationship between teachers' implementation of classroom management practices and student behavior in elementary school. *Behavioral Disorders*, 43(2), 302–315. <https://doi.org/10.1177/0198742917714809>
- Gheysens, E., Consuegra, E., Engels, N., & Struyven, K. (2020). Good things come to those who wait: The importance of professional development for the implementation of differentiated instruction. *Frontiers in Education*, 5, Article 96. <https://doi.org/10.3389/educ.2020.00096>
- Kefallinou, A., Symeonidou, S., & Meijer, C. J. W. (2020). Understanding the value of inclusive education and its implementation: A review of the literature. *Prospects*, 49(3–4), 135–152. <https://doi.org/10.1007/s11125-020-09500-2>
- Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolaard, S. (2016). A meta-analysis of the effects of classroom management strategies and classroom management programs on students' academic, behavioral, emotional, and motivational outcomes. *Review of Educational Research*, 86(3), 643–680. <https://doi.org/10.3102/0034654315626799>
- Lane, K. L., Baldy, T., Becker, T., Bradshaw, C., Dolan, V., Dymnicki, A., Freeman, B., Holian, L., Lemire, S., McIntosh, K., Moulton, S., Nese, R., Payno-Simmons, R., Porowski, A., & Sutherland, K. (2024). *Teacher-delivered behavioral interventions in grades K–5* (WWC 2025001). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <https://whatworks.ed.gov/>
- Pozas, M., Letzel, V., & Schneider, C. (2020). Teachers and differentiated instruction: Exploring differentiation practices to address student diversity. *Journal of Research in Special Educational Needs*, 20(3), 217–230. <https://doi.org/10.1111/1471-3802.12481>
- Republic Act No. 11650. (2022). *An act instituting a policy of inclusion and services for learners with disabilities in support of inclusive education, establishing inclusive learning resource centers of learners with disabilities in all school districts, municipalities and cities, providing for standards, appropriating funds therefor, and for other purposes*. <https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/2/94483>
- Saloviita, T. (2020). Teacher attitudes towards the inclusion of students with support needs. *Journal of Research in Special Educational Needs*, 20(1), 64–73. <https://doi.org/10.1111/1471-3802.12466>
- Smith, T. E., Thompson, A. M., & Maynard, B. R. (2022). Self-management interventions for reducing challenging behaviors among school-age students: A systematic review. *Campbell Systematic Reviews*, 18(1), Article e1223. <https://doi.org/10.1002/cl2.1223>
- UNESCO. (2020). *Global education monitoring report 2020: Inclusion and education: All means all*. UNESCO. <https://www.unesco.org/gem-report/en/publication/inclusion-and-education>
- Woodcock, S., Sharma, U., Subban, P., & Hitches, E. (2022). Teacher self-efficacy and inclusive education practices: Rethinking teachers' engagement with inclusive practices. *Teaching and Teacher Education*, 117, Article 103802. <https://doi.org/10.1016/j.tate.2022.103802>