



CLASSROOM MANAGEMENT STRATEGIES IN TEACHING LEARNERS WITH SPECIAL NEEDS IN THE DIVISION OF QUEZON: BASIS FOR INTERVENTION PROGRAM

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ABSTRACT

This study determined the classroom management strategies in teaching learners with special educational needs in public elementary schools in the 1st to 4th Congressional Districts of the Division of Quezon as basis for a proposed intervention program. Specifically, it examined the demographic profile of SPET-respondents, the level of classroom management strategies, the effectiveness of implementing these strategies, and the significant relationship and difference between the variables considered in the study. The research employed a descriptive research design using an adopted survey questionnaire administered to thirty (30) SPET through purposive sampling during the Calendar Year 2025–2026. Data were statistically treated using frequency, percentage, weighted mean, standard deviation, chi-square, and analysis of variance (ANOVA).

Findings revealed that the respondents were mostly experienced female teachers pursuing graduate studies and occupying entry to mid-level teaching positions. Teachers demonstrated a very high level of classroom management strategies in terms of classroom behavior management, teaching techniques, working with parents, and planning and support. The effectiveness of implementing classroom management strategies was also rated very

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effective, particularly in training, class size, and administrative support, while availability of resources was relatively weaker.

Results further showed that teachers' demographic profile significantly influenced classroom management strategies and that a significant difference existed between classroom management strategies and their effectiveness in implementation. The study concluded that continuous professional development, adequate resources, and stronger institutional support are essential in enhancing classroom management practices among SPET. Based on the findings, an intervention program was proposed to further improve teachers' classroom management strategies in handling learners with special educational needs.

Keywords: *Classroom management strategies, learners with special educational needs, SPET, intervention program, inclusive education, teaching effectiveness, public elementary schools, Division of Quezon*

INTRODUCTION

Classroom management can be defined as the activity carried out by teachers to accomplish the aforementioned objectives in a suitable environment that promotes both academic and social-emotional development. The inclusion of classroom management in teachers' activities has been and continues to be of great importance, while its instruction has been identified in the curriculum policy as an integral part of teacher readiness (Apalla, 2020).

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The most effective educators are those who practice a variety of teaching strategies to support their learners' success. Determining which teaching strategies will be most effective for a certain learner is not always simple. Thus, one of the most important skills that newly hired teachers learn as part of their teacher preparation program is classroom management (Barberos et al., 2025). Teachers teach special needs learner differently since they are different from other learners and have distinct learning styles. There are also a variety of options for classroom management and strategies. Although every learner is different, no classroom strategy is flawless; yet, teachers who employ classroom tactics learn more quickly and more effectively.

Antonio (2021) discovered that including peers can be an effective behavior management technique when applied in conjunction with another peer-oriented intervention strategy, such as the buddy system, or as part of a peer-monitoring program.

Camingao et al. (2024) emphasized clear rules, structured routines, differentiated instruction, social-emotional support, and collaborative practices as core to inclusive classroom management, fostering security and consistency for LSENs. More opportunities for classroom management should be given to learners so that instructors can set up the learners, time, space, and materials in a way that promotes learning.

Mixed research results are found on the influence of teaching experience on a teacher's decision to send learning for a special education evaluation. Despite this disparity, it seems that experience matters when it comes to a teacher's understanding of how to deal

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with a learner's inappropriate behavior as well as how to deal with it in the classroom. Three sources provide teachers with the information they need to control conduct in the classroom: their curriculum, their professional development, and in-service training they receive while working as teachers.

Good classroom management or an attempt to engage students within the class to participate in learning activities collectively and cooperatively in accordance with established goals by other factors including the class, teacher, study groups, and process of the implementation of training, is an indicator of successful inclusive education. The issue of special needs students within the context of class management will be explored in this research study. The relationships between educators and students including the development of training policies and procedures and creating a positive environment will be considered within the scope of the learner contexts.

Wilkinson et al. (2021) discovered that the quantity of training is crucial for training to be effective in increasing the use of positive techniques while decreasing the usage of negative strategies to deal with problematic behavior. A teacher's and their learners' experiences with a single day of in-service training will be minimal. It takes a great amount of time to spend to training in order for it to have an impact.

The main purpose of this study was to determine what classroom management strategies were effective that can be used and help SPET improved and gathered enough

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knowledge and abilities in teaching, acquaintance with important discipline, and effective communication in working with learners with special educational needs in the classroom.

Objectives of the Study

The study sought to determine the classroom management strategies used in teaching learners with special educational needs in public elementary schools in the 1st to 4th Congressional Districts of the Division of Quezon as a basis for a proposed intervention program. The study focused on the teachers' demographic profile, the level of classroom management strategies in terms of managing classroom behavior, teaching techniques, working with parents, and planning and support, and the effectiveness of implementing these strategies in terms of training, class size, availability of resources, and administrative support. It also examined the significant relationship between classroom management strategies and teachers' demographic profile, as well as the significant difference between the level of classroom management strategies and their effectiveness. Based on the findings, an intervention program was proposed to further improve teachers' classroom management strategies.

Statement of the Problem

The study determined the classroom management strategies in teaching learners with special educational needs in public elementary schools in 1st to 4th Congressional District, Division of Quezon which would be a basis for a proposed intervention program.

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Specifically, the study sought answers to the following questions that arise from the main problem.

1. What is the demographic profile of the teacher-respondents in terms of:
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Highest educational attainment;
 - 1.4 Position; and
 - 1.5 Teaching experience?
2. What is the level of classroom management strategies in teaching learners with special educational needs as assessed by teacher-respondents in terms of:
 - 2.1 Management classroom behavior;
 - 2.2 Specific teaching techniques;
 - 2.3 Working with parents; and
 - 2.4 Planning and support?
3. What is the level of effectiveness in implementing classroom management strategies as assessed by teacher-respondents in terms of:
 - 3.1 Training;
 - 3.2 Class size;
 - 3.3 Availability of resources; and
 - 3.4 Support from administration?

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4. Is there a significant relationship between the level of classroom management strategies in teaching learners with special educational needs as assessed by teacher-respondents when grouped according to their demographic profile?
 5. Is there a significant difference between the level of classroom management strategies and the level of effectiveness in implementing classroom management strategies?
 6. Based on the findings of the study, what intervention program may be proposed to furthers improve the classroom managements strategies of teachers?

METHODOLOGY

This chapter presented a discussion of the research design, research locale, population and sampling, respondents of the study, research instrument, validation of the instrument, data gathering procedure, statistical treatment of data and ethical considerations.

Research Design

The study employed descriptive research design using quantitative data. Descriptive research is a type of study that is characterized by events taking place in which the researcher has no control over. In another perspective, descriptive research can be described as an endeavor of simply attempting to obtain, describe, or identify "what is," while analytical research is an undertaking that attempts to determine "why" and "how."

According to Shiniya (2024), descriptive research is a type of study that aims to accurately and systematically describe a population, situation, or phenomenon. In other

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words, a descriptive study does not control or manipulate variables, it just observes and measures. Moreover, descriptive research design deals with collecting and analyzing quantitative data.

It was the belief of the researcher that descriptive research design was really appropriate research design for the study conducted because the study was focused on investigating the level of SPET' classroom management strategies which will be used as basis for intervention program. Descriptive research design which was utilized by the researcher consisted of questionnaire-checklist as a data gathering tool. The choice of the researcher to adopt descriptive research design was because this design makes use of the questionnaire-checklist as data gathering instrument in order to generate quantitative data such as respondents' profile and mean range scores as indicators that will aid in interpreting respondents' responses to the questionnaire using verbal descriptions. This research design as well aided the researcher come up with an in-depth description that will present a realistic picture of the situation being described. Lastly, descriptive research design was utilized because it was intended to portray accurately the participants involved in the study.

Quantitative Research Design

Quantitative Data Collection

- Respondent Profile Survey (age, sex, highest educational attainment, position and teaching experience)

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- Level of Classroom Management Strategies Survey (management classroom behavior, specific teaching techniques, working with parents and planning and support)
- Level of Effectiveness in Implementing Classroom Management Strategies Survey (training, class size, availability of resources and support from administration)



Quantitative Analysis

- Descriptive Statistics (frequency, percentage, weighted mean, standard deviation) – for respondent profile, level of classroom management strategies and level of effectiveness in implementing classroom management strategies
- Chi-square Test – to examine relationship between the level of classroom management strategies in teaching learners with special educational needs as assessed by teacher-respondents when grouped according to their demographic profile
- Analysis of variance (ANOVA) – to determine difference between the level of classroom management strategies and the level of effectiveness in implementing classroom management strategies

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Outputs and Products

- Proposed Classroom Management Strategies Program for Special Needs Education Teachers
- To help teachers create a more positive, organized, and supportive learning environment.
- To improve student behavior, engagement, and academic performance while helping teachers become more confident and effective in managing inclusive and special education classrooms.

Figure 1. Research Design Diagram

Figure 1 above presented the quantitative research design used in the study. The researcher collected data through surveys about the teachers' demographic profiles, classroom management strategies, and the factors affecting their effectiveness in implementing these strategies.

The collected data were analyzed using descriptive statistics, Chi-square, and ANOVA to describe the respondents, determine relationships, and identify significant differences.

Based on the findings, a Classroom Management Strategies Program for Special Needs Education Teachers was proposed. The program aimed to help teachers create a positive and supportive learning environment, improve student behavior and engagement, and promote better learning outcomes.

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Population and Sampling

The present study made use of purposive sampling technique in determining the participants of the research. According to Crossman (2022), purposive sampling technique utilizes characteristics which are found among a target population for which the researcher wants to target for his/her study. Given that the current study is about measuring the level of teachers' classroom management skills, it is only fitting that the type of sampling utilized is purposive sampling.

Respondents of the Study

The school-respondents were participated by SPET in public elementary schools in 1st to 4th Congressional District, Division of Quezon. These respondents were chosen based on a set criterion such as their present nature of work, and their knowledge and experience on classroom management strategies in the schools. The sampling technique to be used in this study was the purposive sampling technique which means that respondents in the aforementioned schools were asked to assess the level of teachers' classroom management strategies.

Research Instrument

This research used a researcher-adopted instrument based on the Teacher Classroom Management Strategies Questionnaire uploaded in the slideshare a scribd company website by Justine Mae Villaruel (2022). The only data gathering tool to be employed in this study is

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the survey method. The instrument was used in acquiring quantitative data are composed of three (3) parts. The three (3) major parts of survey questionnaire were designed and used to gather data/information needed to answer the questions/problems in the study. All of the personal information was collected in the study from the participants was guaranteed was confidential. The following was the description of this research instrument.

The first part of the actual instrument contained the demographic profile of the SPET-respondents in terms of age, sex, highest educational attainment, position and teaching experience. For the second part, the Teacher Classroom Management Strategies Questionnaire uploaded in the slideshare a scribd company website by Justine Mae Villaruel (2022) was used. The variables that were studied in this research were management classroom behavior, specific teaching techniques, working with parents and planning and support. This adopted instrument was framed to fit the demands of this study. For the third part of the instrument was generated the level of teachers' effectiveness in implementing classroom management strategies in terms of training, class size, availability of resources and support from administrations.

The researcher used a four-point likert scale in rating the responses of the respondents. The values that were obtained were interpreted the assessment of the respondents on the level of classroom management strategies of the SPET in terms of the different variables, the following scale was used:

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Rating Scale	Range	Verbal Interpretation
4	3.51 – 4.00	Always
3	2.51 – 3.50	Often
2	1.51 – 2.50	Sometimes
1	1.00 – 1.50	Never

Also, a four-point likert scale was used in describing the level of effectiveness in implementing classroom management strategies of teachers.

Rating Scale	Range	Verbal Interpretation
4	3.51 – 4.00	Very Effective
3	2.51 – 3.50	Effective
2	1.51 – 2.50	Less Effective
1	1.00 – 1.50	Not Effective

The adopted questionnaire was validated by experts familiar with the research area. The suggestions of the experts were considered during the adaptation of the instrument. The same questionnaire was subjected to face validation by at least three (3) experts. The instrument was tested for reliability using Cronbach's Alpha procedure in Statistical Package of Social Science (SPSS). The researcher is receptive to the suggestions of the experts in the

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modification of the instrument to ensure validity. The validators however used 5-point criteria
in validating the questionnaire.

Data Gathering Procedure

To gather the needed data and additional information needed for the study through the data gathering, the researcher followed the procedures below to collect the data:

After the approval of the survey questionnaire, proper permission from school authorities was obtained through a formal letter. The researcher sought formal requests from the Schools Division of Quezon for endorsement to conduct the study to the School Principals of the elementary public elementary schools. Once these were obtained and permitted to conduct the study, the instrument was administered online to the respondents via Google Forms. The link to the survey form was sent to prospective respondents via email. Each participant was given enough time and instructed them to respond freely to each of the items of the research instrument, since there was no right or wrong answers. However, they were told to read the items carefully and truthfully. The researcher requested the respondents to fill-up the questionnaire within a week and was retrieved by the researcher. The survey returns were reviewed by the researcher to ensure that the information gathered was completed. The researcher counted and encoded the respondents' answers using the Microsoft Excel spreadsheet. The data gathered were then transferred to the IBM SPSS version 20.0 spreadsheet where statistical treatment of data will be done by the researcher. The researcher sought the helped of a statistician to ensure that no errors were occurred in statistical

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treatment and to help them interpret the results using the appropriate statistical tools and
analyze.

Statistical Treatment of Data

The researcher used descriptive and inferential statistics to conduct an in-depth analysis of the raw data. The data was tallied and tabulated by the researcher using the following statistical treatment to develop the raw data into information.

Frequency Distribution (f) and Percentage (%). These were used to count the number of occurrences of each category falling under the particular profiles of the SPET.

Weighted Mean (WM) and Standard Deviation (SD). These were used to summarize the data on the assessment of the level of classroom management strategies of the SPET-respondents and level of teachers' effectiveness in implementing classroom management strategies.

Chi-square (X^2). This test statistic measured the statistical relationship between two categorical variables by comparing observed data and expected data. It was used to test if there was a statistically significant relationship between the level of classroom management strategies in teaching learners with special educational needs as assessed by teacher-respondents when grouped according to their demographic profile.

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Analysis of Variance (ANOVA). This test was used to test whether there is a statistically significant difference between the level of classroom management strategies and the level of effectiveness in implementing classroom management strategies.

Ethical Considerations

The researcher assured that ethical considerations were maintained in conducting the study. Prior to data gathering, permission from the concerned school authorities and Schools Division of Quezon was secured. The participants were informed about the study's purpose, and that they were respondents. In addition, they were reminded of their rights to refrain from answering a question and to withdraw from participating in the study.

The privacy and confidentiality of the participants were maintained and respected. The results presented in the presentation do not reveal any information that can be used to identify the respondents. The information obtained through the use of the questionnaire was used for research purposes only. The researcher also ensured that the results that she presented were not manipulated. Finally, she respected the rights of each participant as well as treated them with professionalism and courtesy.

Summary of Findings

This section of the study presented the findings of the study, conclusions, and recommendations prepared by the researcher. More so, the following contain aligned results to the analyzed data presented and analyzed in the previous chapter.

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1. Profile of the Teacher-Respondents

The demographic profile suggested that the respondents were largely composed of experienced, female-dominated, and professionally developing educators, most of who were engaged in graduate studies and occupy entry to mid-level teaching positions. The presence of substantial teaching experience among many respondents indicated a strong foundation of expertise in special needs education, which may positively influence their classroom management practices and instructional effectiveness.

2. Level of Classroom Management Strategies

The findings revealed that teacher-respondents demonstrate a very high level of classroom management strategies in teaching learners with special educational needs. Their consistent use of behavioral management, methods, parental involvement and collaborative planning suggested that they were well versed in total inclusion practices.

2.1 Management Classroom Behavior

Overall, the findings indicated that the teacher-respondents effectively implement classroom management strategies related to managing classroom behavior. Their consistent practiced contribute to creating a safe, respectful, and inclusive classroom environment conducive to learning and positive student behavior.

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2.2 Specific Teaching Techniques

Overall, the findings indicated that the teacher-respondents effectively employ specific teaching techniques as part of their classroom management strategies. Their consistent use of varied instructional approaches contributed to creating an engaging, structured, and supportive learning environment that addresses the diverse needs of learners with special educational needs.

2.3 Working with Parents

Generally, the results demonstrated that the respondents were highly efficient in classroom management strategies in working with parents. The consistent collaboration between teachers and parents contributes positively to the educational experiences of learners with special educational needs, promoting stronger home-school partnerships and improved learner support.

2.4 Planning and Support

Overall, the results demonstrated teachers' very high level of implementation of planning and support strategies on a reflective, collaborative, stress-reducing, and individualized basis, which pointed to the presence of a strong professional culture of teaching students with special educational needs through both learning- and feeling-related strategies.

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3. Level of Effectiveness in Implementing Classroom Management Strategies

The results revealed that classroom management in teaching learners with special educational needs was effective due to training, appropriate class size, and administrative support, which were found to be very effective. In addition, resources were determined to be effective, though to a lesser degree.

3.1 Training

Overall, the data demonstrated that training was regarded as an extremely effective method in terms of enhancing classroom management practices. It was concluded that teachers could gain substantially from further development of their behavioral skills through appropriate training courses. Nevertheless, the analysis also revealed the need for improving the continuity of the above-mentioned process in order to address the teachers' ever-changing requirements in the field of special education.

3.2 Class Size

Overall, the data indicated that class size plays a critical role in classroom management practices for the respondents. The researchers could notice that teachers tend to be more effective when working with small groups of students or in sizes that are convenient for them. Such conditions allowed for establishing proper behavior management and getting the needed support from students. Therefore, it was essential to pay attention to the class size in special

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needs education to ensure that students receive the necessary help and support from their teachers.

3.3 Availability of Resources

Overall, the results demonstrated that the availability of resources was generally more effective rather than less, but with certain limitations, in classroom management practices. The greatest role was played by technological and visual resources, while the availability was found to be somewhat deficient. It was recommended to provide greater availability of resources, as well as optimize their distribution, to maximize the effectiveness of classroom management, especially in special needs education, where such dependence was the greatest.

3.4 Support from Administration

Overall, the results suggested that the support from administration was very effective and was experienced consistently by teachers, thus positively influencing classroom management practices. This can be seen as a crucial aspect of a positive school environment which enables the successful management of special educational needs through policies and other administrative support.

4. Relationship in Level of Classroom Management Strategies When Grouped by Demographic Profile

The study established that classroom management practices were dependent on the teachers' demographic information. This showed that teachers handled classes of students

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with special needs education in a different manner. It was therefore important to develop professional training programs that could be used on a continuous basis to facilitate similar levels of proficiency among teachers with different qualifications and experience in classroom management and discipline. The study therefore concluded that there was a need to invest more in professional development and training of teachers handling classes of students with special needs.

5. Difference in Level of Classroom Management Strategies and Level of Effectiveness in Implementing Classroom Management Strategies

The results revealed that teachers' classroom management strategies were not aligned with their practice in all the areas assessed. The results therefore showed that although teachers might be knowledgeable about classroom management strategies, such an understanding did not translate into practice. The results also demonstrated that contextual factors such as classroom environment, resources, and teacher skill-set played a role in the teachers' practice. The results prompted the need for enhancement of the system, training programs and support systems to ensure that classroom management knowledge is effectively transferred into practice when dealing with special needs students.

6. Proposed Intervention Program to Improve the Classroom Strategies of Teachers

Based on the findings, the proposed Classroom Management Strategies Program aimed to help Special Needs Education teachers improve classroom management through

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clear routines, positive reinforcement, individualized behavior support, effective communication, data monitoring, and continuous professional development. The program was expected to promote better student behavior, engagement, learning, and a more positive classroom environment.

Conclusions

Based on the findings of the study, this shed the light to draw these conclusions:

1. The respondents were predominantly middle-level, highly qualified, and experienced teachers of special needs education, who were engaged in further professional development (primarily through graduate studies) and performed their work functions successfully. At the same time, their advanced professional skills could be confirmed by their high experience levels.
2. Teachers exhibited unacceptable level of classroom management skills in teaching students with special educational needs. In this regard, they could benefit from further improvement in behavior management, instructional methods, parental involvement and collaboration aspects. However, they showed a high degree of enthusiasm for teaching learners with special educational needs, which indicates willingness to invest time and effort into becoming competent specialists in the area.
3. Classroom management effectiveness was primarily determined through training, class size, and administrative support, all of which were rated as highly effective by the respondents, while resources were rated as marginally effective. This suggests that

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proper training, reduced class size, and administrative support are the key factors that determine effective classroom management by teachers.

4. Classroom management strategies were dependent on teachers' demographic composition, which showed that different approaches worked for different individuals.

As such, there is a need for professional development and training to achieve uniformity and enhance the same level of effectiveness for all staff members.

5. There was an inconsistency between classroom management strategies and their effectiveness, which indicates that simply possessing strategies does not ensure their effective implementation. This inconsistency was contingent upon issues such as resources and capabilities, which implies that more support and training are needed in order to facilitate better application of the strategies.

6. The proposed Classroom Management Strategies Program can help Special Needs Education teachers improve their classroom management skills and create a safe, positive, and supportive learning environment. Through consistent strategies, collaboration, and continuous monitoring, the program can promote better student behavior, engagement, and learning outcomes.

Recommendations

Based on the conclusions of the study, the following were being recommended:

1. Special Education teachers may continue to build their expertise and professionalism through graduate studies, training and mentoring programs, and collaboration with

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their peers to improve their skills in working with special students. Although they were well-prepared and had extensive professional development, Special Education teachers were advised to continue learning and improve their classroom management skills.

2. Teachers may sustain effective teaching practices in the classroom through continued practice of effective behavior management approaches, instruction adaptation, parental involvement, and collaboration. At the same time, they should aim to develop areas that need improvement through training and the use of new learner-centered approaches.
3. Schools may provide continuous and structured training programs, organize the size of classes, especially those with special education needs, and ensure administrative support and encouragement. Most importantly, sufficient provision of teaching tools, equipment, and resources should be prioritized.
4. School heads may develop differentiated professional development programs for teachers based on their age, experience, position, and educational background to ensure that all educators have comparable levels of proficiency in managing children with special educational needs in the classroom.
5. Finally, in order to bridge the gap between classroom management strategies and their application, SPET may employ strategies that were learned in the lecture through classroom practice and self-assessment, as well as engage in the process of coaching and feedback. The above-mentioned methods are expected to bring about more

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practical, systematic and effective learning experiences of students with special educational needs.

6. Future researchers are encouraged to further examine the effectiveness of the proposed Classroom Management Strategies Program and explore other strategies that may improve student behavior, engagement, and learning outcomes among learners with special educational needs.



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