Research Article

Classroom Management for Learners with Emotional and Behavioral Needs in Inclusive Education

[1]Vincent Geford A. Elbancol, *[1]Melinda F. Marquez

About Article

About Author

[1] University of Perpetual Help System DALTA, Las Piñas City, Philippines

ABSTRACT

The impact of organized classroom management approaches on students with emotional and behavioral needs was investigated in an inclusive educational context. The participants, 70 Special Needs Teachers from public elementary schools in the Division of Zambales, mainly were female, aged 31 to 40, and had 1 to 3 years of teaching experience. They completed the master's degree program course and served as Teachers I and II. The findings indicated that the implementation of effective classroom management strategies considerably enhanced the learning experiences and positive behaviors of students, thereby establishing a supportive environment for children with emotional and behavioral disturbances. Teachers recognized serious obstacles to the implementation of these programs, such as poor facilities and equipment, lack of proper teacher training, negative attitudes toward inclusive education, and a lack of parental involvement. Frequency and percentage distributions were employed to characterize the teacher-respondents according to age, gender, teaching experience, educational qualifications, and teaching position. Weighted means were used to determine teachers' challenges regarding classroom management, resources, teacher training, attitudes toward inclusive education, and parental involvement. Weighted mean was also utilized to measure the influence of structured classroom management on students in terms of learning experience, positive behavior, and supportive climate. Paired t-test was used in finding out if differences existed with respect to problems experienced by the teachers in dealing with students of emotional and behavior difficulties based on their profiles. A paired t-test was used in investigating how the problems they encountered were correlated with the potency of systematic management approaches in treating the students. Depending on their profile characteristics, teachers are confronted with a broad spectrum of challenges. The research finding of a significant disparity between the reported effectiveness of classroom management strategies and the challenges they faced pointed towards possibilities for inclusive education reform.

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Contact @ Melinda F. Marquez
melindamarquez49@yahoo.com

1. INTRODUCTION

Inclusive Education is a critical strategy that provides opportunities for children with disabilities to have equal access to learning along with their non-disabled peers in general classrooms, and it provides a foundation for lifelong learning (UNESCO, 2020). Notwithstanding the common awareness of inclusion, social participation and responding to the development needs of students with disabilities, especially those with emotional and behavioral needs, are still facing difficulties (Lindner *et al.*, 2022). In Pakistan and other such countries, children with special needs have traditionally been excluded from education systems, and therefore had lesser access to quality education (Sain, 2024). Likewise, in the Philippines, the law supports inclusive Education through policies like the Republic Act No. 11560, which prioritizes the rights of individuals with disabilities to education (Salcedo & Chua, 2022).

Effective classroom management in inclusive classrooms is a critical factor to support positive behavior and participation, particularly for students with emotional and behavioral difficulties. Despite this, special and general educators struggle to manage classrooms as a result of the special needs of these students (Downs *et al.*, 2019). To respond to these issues, organized classroom management strategies that use visual supports and proactive methods can have a large impact in improving the learning process and minimizing disruptive behaviors (Nagro *et al.*, 2019). This research investigates the potential of organized classroom management to assist students with emotional and behavioral difficulties in inclusive education, with the aim of promoting an optimistic, supportive, and enjoyable classroom atmosphere for all students.

1.1. Statement of the Problem

1. What is the impact of classroom management for learners with emotional and behavioral needs in inclusive learning environment as assessed by the respondents in terms of Learning Experience, Learner's Positive Behavior; and Supportive Environment?

2. What are the challenges faced by the teachers in classroom management for learners with emotional and behavioral needs in inclusive learning environment in terms of Facilities and Resources, Teacher's Training in Inclusive Education, Teacher's Attitude towards Inclusive Education, and Parental Involvement?

3. Is there a significant difference in the challenges faced by the teachers in classroom management for learners with emotional and behavioral needs in inclusive learning environment when grouped according to their profile?

4. Is there a significant difference in the impact of classroom management to learners with emotional and behavioral needs in inclusive learning environment and challenges faced by the teachers in classroom management for learners with emotional and behavioral needs in inclusive learning environment?

2. LITERATURE REVIEW

Impact of Classroom Management for Learners with Emotional and Behavioral Needs in Inclusive Learning Environments
Zimmerman *et al.* (2019 studied that proper management of the classroom is essential for supporting academic achievement and social acceptance in students with emotional and behavioral needs. Its identified that antecedent interventions like visual supports and social storytelling were implemented to encourage student engagement and are in need of more empirical backing, specifically among at-risk students. Their research revealed that social storytelling didn't enhance engagement but visual aids were useful to enhance student engagement. This attests to the capability of visual aids to help students who are at risk for emotional and behavior problems, subject to the condition that their implementation ability is given consideration.

It explored differentiated teaching strategies and their impact on students' social inclusion and emotional health. Their research indicated that students with SEN indicated lower degrees of emotional and social inclusion than their peers. Yet, increased levels of inclusive teaching practice were positively associated with better perceptions of inclusion and self-concept for these students. This highlights the significance of positive, inclusive pedagogical practice to build on the educational experience of SEN students (Alnahdi *et al.*, 2022).

Social life in the classroom also greatly contributes to students' development, specifically their social acceptance. Peer rejection can cause negative consequences, and good classroom management, such as clear rules and proper time management, are determinants in facilitating social acceptance. It established that teacher attitudes toward inclusion did not directly affect classroom management practices but that the latter had a favorable impact on students' social acceptance, highlighting the need for teacher training in how best to manage inclusive classrooms (Garrote *et al.* 2020).

Nagro *et al.* (2019) noted that teacher effectiveness in behavior management of classrooms is significant for both student motivation and academic success. The proactive interventions like whole-class response systems, movement inclusion, visual aids, and student choice can decrease behavior management time and increase student engagement. These evidence-based practices are important tools for teachers in enhancing both behavior and academic success, particularly for students with disabilities.

Downs *et al.* (2019) examined the effect of teacher behavior, specifically praise and reprimands, on student engagement and disruptions. The results indicated that teacher behavior, including providing praise, was strongly associated with greater student engagement and less disruption, particularly among students with emotional and behavioral disorders. This is in line with the idea that effective teacher-student interactions are essential in sustaining classroom engagement.

It came up with an organized model for high school special education classroom management. Their structured model entailed clear expectations, specific feedback, and reinforcement systems. They identified that the usage of these interventions resulted in the improvement of the on-task behavior of students with moderate effects supporting the efficacy of organized classroom management in special education (Billingsley *et al.*, 2020).

Hoffmann *et al.* (2021) noted that a positive classroom behavioral climate (CBC) is critical for inclusive education, yet it may prove difficult to manage because of the diversity of students. According to their research, students' feelings of

safety and teacher support, as perceived from the CBC, were vital to creating an inclusive environment. Therefore, teacher support and good classroom management practices are required to sustain a positive behavioral climate.

Torres *et al.* (2024) pointed that the relationship between classroom behaviors and academic achievement, finding that despite moderate behavioral challenges, students with behavioral difficulties maintained satisfactory academic performance. This suggests that well-implemented classroom management practices can support academic success, even in the presence of disruptive behaviors.

Lastly, Lajom *et al.* (2023) examined the relationship between classroom management practice and academic performance and concluded that although effective classroom management techniques enhance student engagement, other variables like assignment distribution and teacher support have a greater influence on academic achievement. This attests to the intricate nature of the classroom learning environment and the necessity of adopting a holistic method of enhancing students' outcomes. Finally, successful classroom management is crucial in facilitating students with emotional and behavioral difficulties in inclusive environments. Research repeatedly emphasizes the significance of proactive approaches, teacher confidence, and a good classroom climate in ensuring participation, social inclusion, and achievement for all pupils.

2.1. Challenges Faced by the General Education Teachers on Classroom Management in Inclusive Learning Environment

General education teachers encounter several challenges when managing inclusive classrooms, especially with students with special educational needs (SEN) and behavioral problems. Sagun-Ongtangco *et al.* (2019) state that inclusive education enables disabled students to learn with their non-disabled peers. However, challenges like poor teacher training, insufficient resources, and minimal parental participation are still common. As Cruz (2024) pointed out, inadequate support systems aggravate these challenges, where she identified that even though studentsare embraced by inclusive environments, challenges such as gaps in knowledge and facilities remain.

Pil *et al.* (2022) pointed out that teachers' attitudes are a significant factor in the practical application of inclusive education since most educators initially resist inclusive measures. Johnson (2023) also emphasized the necessity of building safe, predictable, and culturally responsive classrooms, which are critical to reducing disruptions and managing diverse learners. Systematically, the Philippine education system, as identified by Sebastian (2024), is increasingly embracing inclusive practices, but differences in school profiles and poor resources impede total implementation.

Bongabong *et al.* (2022) examined teachers' difficulties in Davao del Norte. They listed difficulties as a lack of teacher training, large classes, and instructional materials. These difficulties complicate educators' work in catering to students' diverse needs. Rajendran *et al.* (2020) and Zerrudo (2022) highlighted that teacher competence, emotional intelligence, and positive attitudes towards inclusion are essential to overcoming these difficulties. However, they   commented that preparation

and emotional intelligence were frequently lacking, which compounds the challenges of dealing with diverse classrooms. The study also advises that enhancing the self-efficacy and disposition of teachers, as well as enriching their professional development, can better address such setbacks. Adams *et al.* (2021) and Avramidis *et al.* (2019) argued that teacher training, with proper support thereafter, can empower the teaching faculty to effect positive, inclusive practices to help enhance the student's study environment.

In summary, although inclusive education has come a long way, general education teachers still have to contend with serious challenges, such as poor training, scarce resources, and complex classroom dynamics. These problems can only be addressed through concerted efforts to improve teacher readiness, ensure adequate resources, and engage parents in the learning process.

3. METHODOLOGY

3.1. Research Design

This research used a descriptive quantitative research design to investigate the influence of organized classroom management strategies on students with emotional and behavioral difficulties in inclusive learning. The descriptive design aims to identify variables' patterns, relationships, and trends, which assists in making well-informed decisions and theory validation (Tuthill *et al.*, 2020; Pawar, 2020). The research gathered quantitative data through a self-designed, validated questionnaire, which tested variables and enabled an understanding of trends and teacher attitudes toward classroom management approaches for students with special needs (Vale, 2023; Bhandari, 2021).

3.2. Population and Sampling

The research adopted the entire population of Special Needs Education teachers at public elementary schools in the Division of Zambales. Respondents were chosen from different clusters of public elementary schools using a simple random sampling method.

3.3. Respondents of the Study

The study's respondents were seventy public elementary school teachers of Special Needs Education from the Division of Zambales. These teachers were the main respondents, with general education teachers providing input on how to implement inclusive education and measure learners' progress in the inclusive environment.

3.4. Data Gathering Procedure

After securing permission from the Schools Division Office in Zambales, the researcher provided the questionnaire to school heads and obtained the respondents' consent. School heads were tasked with giving their teachers 1-2 weeks to answer the survey. Once the questionnaires were completed, they were fetched and analyzed using the Statistical Package for Social Science (SPSS).

3.5. Statistical Treatment

Weighted Mean: This was used to determine the challenges faced by teachers in implementing structured classroom management for learners with emotional and behavioral

needs in an inclusive learning environment, specifically in areas such as facilities and resources, teacher training, teacher attitude toward inclusive education, and parental involvement. It was also used to assess the impact of structured classroom management on supporting learners with emotional and behavioral needs, based on teachers' evaluations in terms of learning experience, learners' positive behavior, and a supportive environment.

Standard Deviation: This was utilized to establish the variability or dispersion in the responses between the data sets, in this case, to evaluate the consistency of teachers' perceptions of the challenges and the effect of structured classroom management strategies. The standard deviation assisted in comprehending the level of variation in responses, giving insight into whether the opinions were consistent among respondents or differed considerably.

Paired t-test: To compare significant differences in teachers' challenges and the effect of strategies based on their profiles and opinions.

3.6. Ethical Considerations

Ethical standards were followed, such as seeking permission, maintaining respondent anonymity and confidentiality, and mitigating potential data collection and analysis biases. All sources were cited correctly, and informed consent was sought from participants to maintain ethical integrity in the research. This approach offers a systematic method of evaluating the effectiveness of classroom management techniques in catering to students with emotional and behavioral needs in inclusive education.

4. RESULTS AND DISCUSSION

Table 1. Composite Table on the Impact of Classroom Management for Learners with Emotional and Behavioral Needs in the Inclusive Learning Environment in Terms of Learning Experience, Learner's Positive Behavior, and Supportive Environment

	Mean	Std. Deviation	Verbal Interpretation
Learning Experience	3.86	0.15	Very High Impact
Learner's Positive Behavior	3.87	0.16	Very High Impact
Supportive Environment	3.92	0.38	Very High Impact
Impact of structured classroom management to learners	3.89	0.15	Very High Impact

From the teacher respondents assessment, the findings indicate that the measures of the influence of classroom management on students with emotional and behavioral needs in the inclusive learning setting, as regards the learning experience (WM=3.86), learner's positive behavior (WM=3.87), and facilitative environment (WM=3.92), are all seen as "Very High Impact" with a mean range of 3.86 to 3.92. Since a mean of 3.89 and standard deviation of 0.15 reveal that the educators believe that classroom management used within the inclusive teaching environment significantly contributes to the experience of learning, positive behavior, and a caring setting for students who have emotional and behavioral needs, this result validates research showing evidence of the significance of organized classroom management on learners' outcomes under inclusive education (Lajom *et al.*, 2023).

Based on the findings, teachers concur that effective classroom management has a lasting impact on three important aspects: enhancing students' learning experiences, establishing expectations for proper behavior, and creating a positive and supportive learning environment. Teachers' consistent, careful, and caring management practices are most important to students with emotional and behavioral difficulties. If these practices are applied continuously in inclusive education programs, they can substantially improve classroom management quality. This aligns with evidence-based programs highlighting the significance of training teachers to work with students with emotional and behavioral disorders (EBD) in inclusive environments (Sanir *et al.*, 2022).

Effective classroom management reduces disruptive behavior, promotes students' social-emotional development, and supports positive peer relationships (Wong & Wong, 2021). Students' ability to regulate their behavior and engage in more productive learning is closely correlated with a supportive atmosphere with clear rules and procedures. This study supports the conclusions of Gilmour *et al.* (2022), which show how crucial structured classroom management is to raising student achievement, particularly for those with special needs. Additionally, the classroom setting is fundamental to the success of students with emotional and behavioral difficulties. Though this research postulates a significant impact on classroom management, it also agrees with research by KucukakiN and DemiR (2021), which postulates that although positive management enhances experience and behavior, there may not always be a direct correlation with learning achievement. Nicolay and Huber (2023) research indicates other variables, including task design of learning tasks, teacher-student interactions, and frequent feedback, which are equally crucial to boosting academic performance. Teachers who give meaningful and relevant tasks, offer timely feedback, and facilitate equal involvement in group activities are likely to improve students' learning experience and academic achievement.

Lajom *et al.* (2023) state that classroom management is more than discipline and organization. It encompasses the development of a climate that promotes social interactions, reinforces positive behavior, and provides individualized support to students with behavioral and emotional disorders.

Table 2. Composite Table on the Challenges Faced by the Teachers in Classroom Management for Learners with Emotional and Behavioral Needs in Inclusive Learning Environment

	Mean	Std. Deviation	Verbal Interpretation
Facilities and Resources	3.90	0.15	Strongly Agree
Teacher's Training in Inclusive Education	3.87	0.16	Strongly Agree
Teacher's Attitude towards Inclusive Education	3.74	0.22	Strongly Agree
Parental Involvement	3.74	0.17	Strongly Agree
Challenges faced by the teachers in classroom management for learners	3.81	0.11	Strongly Agree

Managing classrooms for kids with emotional and behavioral issues in inclusive learning environments presents considerable challenges for teachers. These difficulties are caused by a lack of resources and facilities, inadequate training for teachers, a lack of parental involvement, and unfavorable attitudes of teachers toward inclusive education. The research points out that the resources and facilities (WM=3.90), training of teachers in inclusive education (WM=3.87), the attitude of the teacher towards inclusive education (WM=3.74), and parental support (WM=3.74) are all significant issues that affect the capability of teachers to manage classrooms efficiently. With a calculated mean of 3.81 and a standard deviation of 0.11, it is evident that these problems exist in all these areas.

Teachers described that they cannot manage students' behavior and make the school a learner-friendly environment for everyone because they do not have adequate tools, training, and support at home and school. This highlights the importance of inclusive education policies and practices that offer the right support networks for parents, teachers, and students.

Teachers' attitudes towards inclusive education and parental participation have been identified as contributing to the effectiveness of inclusive education programs. An attitude towards inclusion is fundamental in addressing challenges towards successful implementation. At the same time, parental participation is established as an enabling factor to advance learning achievement and behavior for students with special needs (Cruz, 2024).

These studies highlight the connections between resources, teacher preparation, teacher attitudes, and family participation to overcome the difficulties instructors encounter when overseeing classrooms for students with emotional and behavioral issues. Establishing a friendly and productive learning environment requires adequate facilities, specialized training, a positive outlook on inclusive education, and solid parent partnerships. The study's findings align with previous research, highlighting how crucial it is to address these issues in inclusive teaching methods.

Table 3. Test of Significant Differences in the Challenges Faced by the Teachers in Classroom Management for Learners with Emotional and Behavioral Needs in Inclusive Learning Environment When Grouped According to their Profile

	t	df	Sig. (2-tailed)	Decision	Remark
AGE - Challenges faced by the teachers in classroom management for learners	-8.389	52	0.000	Reject	Significant
SEX - Challenges faced by the teachers in classroom management for learners	-31.780	52	0.000	Reject	Significant
NUMBER OF YEARS IN TEACHING - Challenges faced by the teachers in classroom management for learners	-9.457	52	0.000	Reject	Significant
HIGHEST EDUCATIONAL ATTAINMENT - Challenges faced by the teachers in classroom management for learners	-15.724	52	0.000	Reject	Significant
PARENTING STYLE - Challenges faced by the teachers in classroom management for learners	-13.988	52	0.000	Reject	Significant

The significant difference test of teachers' experiences in handling students with emotional and behavioral needs in inclusive classrooms finds that teacher demographics, e.g., age, gender, years of experience, highest educational level achieved, and teaching assignment, impact the perceptions and responses of teachers towards classroom management problems. The statistical test, with a p-value of 0.000 (less than the 0.05 confidence level), supports the fact that there are differences

based on such demographic factors. The more experienced or educated teachers have fewer issues with student management, whereas less experienced or less educated teachers have more issues. This implies that teachers' personal and professional traits heavily influence their practice of inclusive education.

The report highlights the importance of creating customized professional development programs to serve the unique challenges of teachers by demographics. Fresh teachers, for

example, would need direction and initial training, whereas veteran educators would need expert strategies for integration. The Department of Education would need to keep these differences in mind when structuring teacher education and support so that teachers of all backgrounds are equipped with the skills they need to lead classrooms.

This research conforms to Woodcock *et al.* (2023), which emphasizes that teachers' attitudes and self-efficacy in handling diverse classrooms are key to the effectiveness of inclusive education. Teachers who have favorable attitudes toward inclusive education feel more confident in themselves. Also, differences between teacher profiles, e.g., gender or position, could impact classroom management style. Further research is required on the influence of qualifications and attitudes within society toward inclusion on teacher perceptions and practices.

Table 4. Test of Significant Difference in the Impact of Classroom Management to Learners with Emotional and Behavioral Needs in Inclusive Learning Environment and Challenges Faced by the Teachers in Classroom Management for Learners with Emotional and Behavioral Needs in Inclusive Learning Environment

	t	df	Sig. (2-tailed)	Decision	Remark
IMPACT OF CLASSROOM MANAGEMENT TO LEARNERS - Challenges faced by the teachers in classroom management for learners	3.323	52	0.002	Reject	Significant

The study tested significant differences in the impact of classroom management for learners with emotional and behavioral needs in an inclusive learning environment. The results showed a p-value of 0.002, which is below the 0.05 confidence level, indicating a significant difference in how teachers manage classrooms for these students. This suggests that teachers face varying challenges, such as a lack of resources and inadequate training, depending on their demographic and professional characteristics. The study emphasizes the need for differentiated support systems tailored to teachers' specific needs based on factors like experience, education, and position. Additionally, the research aligns with Madarang and Martin (2022), highlighting the disparity in knowledge about inclusive education between teachers and parents. It suggests that teachers are better informed about inclusive practices, while parents often lack awareness. To improve inclusive education, the study calls for better teacher training, community education (especially for parents), and enhanced resources and support for both teachers and students with emotional and behavioral needs. Strengthening programs like Child Protection is also crucial to prevent discrimination against students with learning disabilities.

5. CONCLUSIONS

This research discovered that teachers teaching students with emotional and behavioral needs in inclusive classrooms experience numerous challenges, such as insufficient resources, lack of training, and minimal parental engagement. These challenges differ depending on the teacher's age, experience, level of education, and job position. The research highlights the extensive influence of classroom management on students' learning experience, student behavior, and classroom climate, emphasizing the need to offer customized support to teachers. More experienced and better-qualified teachers manage such issues more successfully, implying that differentiated support systems are needed. The results suggest that schools provide additional mentoring, training, and workshops to assist teachers in building effective classroom management techniques, enhance resource availability, and enhance parental involvement. Moreover, teacher training programs must be enhanced, and more research must be conducted to assess the efficacy of different classroom management techniques in inclusive classrooms.

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