

Classroom Management of Inclusive Education Teachers and Academic Performance of Learners with Hearing Impairment: Basis for Classroom Management Modification

Melissa, D. Quijas

¹Eulogio “Amang” Rodriguez Institute of Science and Technology, Manila Campus

Nagtahan St, Sampaloc, Manila, 1008 Metro Manila

*quijasely5@gmail.com

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ABSTRACT

This study aims to comprehensively examine the classroom management of inclusive education teachers and the academic performance of learners with hearing impairment in Special Education Needs Schools in Districts 1 and 2, Quezon City. To include learners with hearing impairment, the assessment involves input from various stakeholders, including Special Education needs teachers, regular teachers, and school administrators, focusing on key areas such as the classroom environment, flexible instructional strategies, peer support, and collaboration. By addressing specific problems, such as the identification of current practices, comparative analyses among different respondent groups, exploration of challenges faced, examination of relationships between strategies and challenges, and the proposal and

assessment of an intervention program, the study aims to offer a holistic understanding of the existing situation of schools in Districts 1 and 2. The ultimate goal is to provide insights that inform targeted interventions, enhance teacher preparedness, and improve overall inclusion for learners with hearing impairment.

Keywords: *Classroom Management, Academic Performance of Learners with hearing impairments, Inclusive Education*

INTRODUCTION

In an ever-evolving global landscape, the field of education faces the challenge of ensuring that all learners, regardless of their unique needs and abilities, receive an inclusive and enriching educational experience. As countries strive to implement inclusive practices, there is a critical need to scrutinize the efficacy of classroom management in meeting the diverse needs of learners, particularly those with hearing impairments.

Learners with hearing impairment have complex learning and behavioral needs that can complicate educational programming and compete with their ability to fully participate in their education (Bowen & Probst, 2023). Implications for teacher development, pre-service programming, and future research directions are also provided, not just an avenue for academic instruction but also a space where empathy, adaptability, and mutual respect are nurtured.

From a global perspective, various countries are actively adopting policies and practices to align their educational structures with these inclusive principles. As part of this movement, the Philippines has committed to creating an education system that supports learners with disabilities by addressing gaps in access, equity, and

quality. This commitment is evident in policies that identify, assess, and accommodate learners with disabilities, ensuring that no child is left behind. However, implementing this policy in practice presents unique challenges, especially in addressing the needs of learners with hearing impairments – a group that requires specialized interventions and accommodations to fully participate in their education.

METHODS

Research Design

The descriptive correlational research method was used in this study to describe and interpret the phenomenon. The descriptive method, as described by Aggarwal & Ranganathan (2019), is used to characterize a population or phenomenon under study. It addresses the ‘what’ question or the characteristics of the population or situation being studied. This method is useful for proving the value of facts, focusing attention on the most important thing to gather, and collecting significant, appropriate data. It also stresses current conditions, assuming that things will change. The analysis of current conditions may inform the teacher's classroom management style in inclusive education, which the researcher sought to address. Thus, a descriptive study may lead to the development of proposed classroom management modification to address instructional problems. Likewise, the correlational method is a quantitative research approach used to examine the direction and strength of the relationship between two or more variables without manipulating them. It allows researchers to determine whether changes in one variable are associated with changes in another but does not establish a cause-and-effect relationship (Creswell & Creswell, 2023). In this study, the method was used to examine the relationship between teachers' classroom management styles and learners' academic performance with hearing impairment.

Research Locale

Cortes et al. (2022) indicated that teachers' classroom management strategies play a vital role in maximizing learners' engagement in an inclusive virtual classroom. The study recommended that classroom management practices should also examine factors that limit learners' willingness to participate, including class size, ICT skills of teachers, parental factors, and appropriate assessment methods. This suggests that effective classroom management in virtual inclusive settings requires not only teaching strategies but also technological, parental, and assessment support.

Similarly, Cayabyab (2023) revealed that inclusive education was generally “moderately implemented.” Among the areas assessed, teachers' preparation and competence were rated as highly implemented, while physical plant and facilities and academic policies were rated as moderately implemented. Furthermore, age, years of service, academic rank, and highest educational attainment showed significant differences in implementation, whereas sex did not. These findings may help improve the implementation of inclusive education in Region I and in similar educational contexts.

In relation to teachers' experiences, Dela Fuente (2021) documented the experiences of 43 college teachers handling Deaf learners in inclusive classes in a higher education institution in the Philippines. Using a descriptive phenomenological approach, the study identified themes related to challenges, creativity, innovation, and the opportunity to support Deaf learners toward a better future. This implies that teaching Deaf learners in inclusive classrooms requires creativity, commitment, and appropriate instructional support.

Moreover, Macabenta et al. (2023) emphasized that inclusive education in the Philippines has strong potential to improve teacher efficiency in addressing diverse learners' needs. The study highlighted the importance of 21st-century skills in pedagogy, instruction, and assessment. However, it also noted that challenges remain, particularly the lack of continuous instructional aids and support services. Thus, teacher training and adequate resources are necessary to strengthen the implementation of inclusive education.

In addition, Allam and Martin (2021) stressed the need for the Department of Education to strengthen SPED implementation in schools. They recommended continuous professional development on inclusion

strategies, instruction, collaboration, alternative assessment, classroom management, conflict resolution, and curriculum adaptation. They also emphasized the need to integrate inclusive education in teacher training programs and to provide sufficient human and material resources for learners with special educational needs.

Sampling Technique

Purposive sampling was used to select the respondents. According to Campbell et al. (2020), purposive sampling is a sampling technique in which respondents are selected based on their knowledge of the information required by the study.

Table 1. *Population and Sample*

Respondents	Population	Frequency	Percentage
SNED Teachers	45	45	100
Receiving Teachers	37	37	100
School Administrators	8	8	100
Total	90	90	100

As shown in Table 1, the three (3) groups of respondents are as follows: 45 or 50 percent are SNED teachers, 37 or 41.11 percent are receiving teachers, and 8 or 8.889 percent are school administrators.

Table 2. *Distribution of Participants Schools*

School	SNED Teachers		Receiving Teachers		School Administrator		Total	
	f	%	f	%	f	%	f	%
Bagong Silangan E/S	7		5		1		13	14.44
Benigno S. Aquino, Jr. E/S	4		3		1		8	8.89
Commonwealth E/S	5		5		1		11	12.22
Doña Juana E/S	6		6		1		13	14.44
Melencio M. Castelo E/S	5		5		1		11	12.22
Payatas B E/S	6		4		1		11	12.22
Pres. Corazon C. Aquino E/S	7		5		1		13	14.44
San Diego E/S	5		4		1		10	11.11
Total	45		37		8		90	100

As revealed in Table 2, the distribution of SNED Teachers respondents' as to schools are as follows: 13 or 14.44 percent of Bagong Silangan Elementary School, 8 or 8.89 percent Benigno S. Aquino Elementary School, 11 or 12.22 percent in Commonwealth Elementary School, 13 or 14.44 percent for Doña Juana Elementary School, 11 or 12.22 percent for Melencio M. Castelo Elementary School, 11 or 12.22 percent in Payats B. Elementary School, 13 or 14.44 percent in Pres. Corazon Aquino Elementary School, and 10 or 11.11 percent in San Diego Elementary School.

RESULTS AND DISCUSSION

Based on the study, the following findings are drawn:

On the Classroom Management of Teachers in Inclusive Education as assessed by School Administrators, SNED Teachers, and Receiving Teachers

In the summary assessment of classroom management in inclusive education, the SNED teachers and receiving teachers rated this component as highly observed, while the school administrators rated it as observed, as shown by the computed composite weighted mean values of 4.15, 4.47, and 4.29, respectively.

Overall, the respondents rated the summary assessment of teachers' classroom management in inclusive education as highly observed, as indicated by the grand mean of 4.29.

On The Academic Performance of Learners with Hearing Impairment

The academic performance of learners with hearing impairments in Congressional District 2 is generally satisfactory to good, with most grades clustering in the low to mid-80s. Schools like Bagong Silangan Elementary School, Commonwealth Elementary School, and San Diego Elementary School demonstrate consistent academic achievement across grade levels, reflecting effective educational support. However, grade-level variability, particularly at Benigno S. Aquino, Jr. Elementary School and San Antonio Elementary School, suggests the need for targeted interventions to support lower-performing students. Overall, while most learners are performing well, the data highlights the importance of continuous monitoring and tailored interventions to ensure academic success for all students with hearing impairments.

On the Significant Difference Between the Assessment of the Respondents as to the Classroom Management of Teachers in Inclusive Education

Comparing the respondents' assessments of classroom management in inclusive education yielded F-values of 2.984 for rules and procedures, 0.584 for disciplinary intervention, 61.135 for curriculum modification, and 60.235 for classroom accommodation.

Two computed F-values fell below the critical F-value of 3.316 at five percent level of significance and verbally interpreted as not significant failing to reject the null hypothesis that there is no significant difference on the assessment of the three groups of respondents, while two values as greatly placed above the critical value at five significant rejecting the null hypothesis that there is significant difference on the assessment of the three groups of respondents on classroom management of teachers in inclusive education.

On the Significant Relationship Between the Classroom Management Style and Academic Performance of Learners with Hearing Impairment

The correlation analysis between various classroom management styles and the academic performance of learners with hearing impairments across different schools reveals nuanced relationships. In Bagong Silangan Elementary School, Rules and Procedures show a strong positive correlation with academic performance, while Disciplinary Intervention shows a moderate positive correlation. However, both Curriculum Modification and Classroom Accommodation display non-significant correlations. Benigno S. Aquino, Jr. Elementary School shows no significant correlations across all styles. Similarly, at Commonwealth Elementary School, none of the styles exhibit statistically significant correlations. Doña Juana Elementary School reports no significant correlations across all styles. Melencio M. Castelo Elementary School also presents non-significant correlations. Payatas B Elementary School shows a moderate negative correlation for Rules and Procedures, while other styles display non-significant correlations. At Pres. Corazon C. Aquino Elementary School, none of the styles exhibit statistically significant correlations. Lastly, San Diego E/S and San Antonio Elementary School both display non-significant correlations across all styles. Overall, while some correlations exist, none are statistically significant, suggesting

that the current classroom management strategies may not significantly influence the academic performance of learners with hearing impairments, prompting the need for further exploration and potentially alternative approaches to better support these students academically.

On the Proposed Classroom Management Model

The findings suggest potential modifications to classroom management practices to better support learners with hearing impairments. The Five (5) pillars of Classroom Management Model in interconnectively organized which in detailed addresses subsequent modules. Pillar 1 focused on Environment, Pillar 2 Communication, Pillar 3 Instruction, , Pillar 4 Technology and Pillar 5 wellbeing of Learners with Hearing impairment. A shift towards individualized instruction, professional development for teachers, a collaborative team approach to develop individualized education plans, improving accessibility of materials, and implementing positive behavior support strategies. These modifications aim to enhance academic performance, increase inclusion and accessibility, foster positive behavior, and empower stakeholders to advocate effectively for students with hearing impairments. By creating a supportive and inclusive learning environment, these modifications seek to ensure that all students, including those with hearing impairments, can thrive academically and socially.

On the Acceptability of the Proposed Classroom Management Model

Regarding the acceptability of the proposed classroom management model, the school administrators, SNED teachers, and receiving teachers rated this component as highly acceptable, as indicated by weighted mean scores of 4.21, 4.35, and 4.27, respectively.

Overall, the respondents rated the proposed classroom management modification as highly acceptable, as indicated by a grand mean of 4.28.

CONCLUSION

1. Effective classroom management is recognized and consistently practiced, helping create supportive and inclusive learning environments for all learners, including those with special needs. Continued communication and cooperation among teachers, parents, and school leaders can further strengthen these practices and advance the goals of inclusive education.

2. Learners with hearing impairment generally perform at satisfactory to good levels, with many obtaining grades in the low to mid-80s. Consistent outcomes in Bagong Silangan, Commonwealth, and San Diego Elementary Schools reflect the effectiveness of their support systems, while disparities in Benigno S. Aquino Jr. and San Antonio Elementary Schools emphasize the need for closer monitoring and more responsive interventions.

3. Respondents shared similar assessments of rules, procedures, and disciplinary interventions but differed in their views of curriculum modification and classroom accommodation. This suggests that instructional adaptations are not uniformly understood or implemented, underscoring the need for clearer guidelines, targeted training, and stronger oversight of inclusive classroom practices.

4. The relationship between classroom management and academic performance varied across schools. A positive association was observed at Bagong Silangan Elementary School, whereas little or no meaningful relationship was observed at Benigno S. Aquino Jr. and Commonwealth Elementary Schools. This variation suggests that general classroom management practices alone may not consistently improve academic outcomes and should be complemented by adaptive, learner-centered strategies.

5. Classroom management model may modify practices and continuous refinement through individualized instruction modification, teacher training in inclusive strategies, stronger collaboration with families and specialists, and the provision of accessible learning materials and environments. Positive behavior support may also improve academic engagement, social participation, and the overall learning experience of learners with hearing impairment.

6. Stakeholders strongly supported the proposed classroom management modifications, demonstrating readiness to adopt strategies that respond to the needs of learners with hearing impairment. Their positive response reflects a shared commitment to inclusive education and increases the likelihood of successful implementation within the school community.

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