

Classroom Management Strategies for Teachers Handling Children with Special Needs



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ABSTRACT: This study employed descriptive comparative research design to evaluate the management strategies employed by public schools in Ilocos Norte for teachers handling children with special needs. The research profiled respondents based on their sex, length of service, and highest educational attainment to contextualize the findings. A researcher-made instrument was used as the primary data collection tool, which included structured questionnaires containing Likert scale items. Respondents assessed the institution's management strategies for teachers handling children with special needs and generally gave positive evaluations across several key areas. The average score indicated that respondents generally agreed that the management strategies were evident. Stress management and teacher support were rated more favorably by male respondents compared to female respondents. However, no significant differences were observed in other areas. There were no significant differences found in the assessments across any of the evaluated areas, regardless of the length of service. Both respondents with varying lengths of service had similar mean scores for behavior management, collaborative approaches, teacher training and professional development, stress management and teacher support, parental involvement, skills development, creativity and innovation, and inclusive practices. No significant differences were found in the respondents' assessments across all areas, based on the analysis of their highest educational attainment. Based on the findings, a faculty development program was proposed to produce a comprehensive understanding of the effectiveness of current classroom management strategies for teachers handling children with special needs in Laoag City public schools.

KEYWORDS: classroom management strategies, children with special needs, special education, special education teachers

I. INTRODUCTION

Inclusive education, which integrates children with special needs into regular classrooms, has become a critical aspect of modern educational practices. However, managing classrooms that includes children with special needs presents unique challenges that require specialized strategies and support systems. Effective classroom management is essential for creating a supportive and conducive learning environment, not only for children with special needs but for all students.

Research indicates that comprehensive teacher training and awareness are foundational to successful classroom management in inclusive settings. Additionally, understanding how teachers adapt their strategies to meet the unique needs of special education students is critical, as it directly impacts classroom dynamics, learning outcomes, and student engagement.

Effective classroom management and the socialization of children with special needs required well-trained teachers. Gusho and Goci (2024) demonstrated that teachers trained in inclusive education within the last five years had better perceptions and strategies for socializing SEN children with their peers. Similarly, Finlay et al. (2019) identified the professional development needs of teachers in special classes for children with autism in Ireland, emphasizing the importance of continuous training to meet the specific needs of these students.

Paju et. al (2021) highlighted the importance of collaboration among special teachers, regular teachers, and parents in supporting inclusive education. Similarly, Haekal (2020) emphasized the critical role of homeroom teachers in planning and managing inclusive classrooms and found that increased awareness and better attitudes among teachers towards learning disabilities led to more effective management strategies, reinforcing the need for specialized training and professional development.

Behavior management is another crucial component of effective classroom management. Strategies such as reprimands, timeouts, and positive reinforcement are essential for addressing disruptive behaviors. Anuruddhika (2021) highlighted the effectiveness of shadow teaching in improving academic performance and behavior management for children with Autism and

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ADHD. The importance of tailored behavior management strategies was further emphasized by Yuliani et al. (2024), who advocated for psychoeducation to help parents and shadow teachers manage tantrum behaviors effectively.

Parental involvement plays a critical role in addressing challenging behaviors and supporting educational outcomes for children with special needs. Chai and Lieberman-Betz (2016) emphasized the importance of strategies like the Picture Exchange Communication System (PECS) to improve communication and reduce behavioral issues at home. Effective communication between teachers and parents ensured consistency in behavior management across different environments.

Teaching children with special needs often leads to increased stress among educators. Liu (2022) examined the effects of reflection on preschool teacher efficacy and stress, finding that reflective practices enhanced teacher efficacy and reduced stress. Ogba et al. (2020) demonstrated that Rational Emotive Occupational Health Coaching (REOHC) effectively reduced job stress among teachers, underscoring the importance of mental health support for educators.

The development of vocational learning programs is critical for improving the quality of education and employability of children with mild intellectual disabilities. Mastiani and Mulyasana (2024) emphasized the need for better management of skill learning to align with employment demands. Additionally, Murni and Rahmi (2020) advocated innovative classroom planning and activities to ensure that both normal and special needs children benefited from an inclusive learning environment.

Undiyaundeye and Julius (2018) discussed the need for creative and innovative classroom activities tailored to meet the needs of children with special needs. Personalized teaching strategies, exciting activities, and resourceful curriculums were essential for managing inclusive classrooms.

The motivation for this study stems from the growing recognition of the importance of inclusive education and the challenges faced by teachers in managing diverse classrooms. Despite various strategies and programs, there remains a significant need for tailored and effective classroom management practices that address the unique needs of children with special needs. The insights from this study aim to fill the gap by providing detailed assessments of current practices and identifying areas for improvement.

By focusing on public schools in Laoag City, this research aims to offer specific recommendations that can be implemented within this context and potentially adapted for other regions. Understanding the experiences and perceptions of teachers will help in developing targeted professional development programs, enhancing collaborative efforts, and improving overall educational outcomes for children with special needs. The goal is to create a more inclusive, supportive, and effective educational environment that meets the diverse needs of all students.

II. RESEARCH QUESTIONS

1. What is the profile of the teacher-respondents in terms of sex, length of service, and highest educational attainment?
2. What is the assessment of the respondents on the management strategies of the institution for teachers handling children with special needs in terms of behavior management, collaborative approaches, teacher training and professional development, stress management and teacher support, parental involvement, skills development, creativity and innovation, and inclusive practices?
3. Is there a significant difference in the assessment of the respondents on the management strategies of the institution for teachers handling children with special needs when profile is used as test factor?

III. RESEARCH METHOD

The study used a descriptive comparative research design to assess the management strategies of teachers in public schools in Laoag City. It aimed to provide a comprehensive analysis of current practices and strategies in supporting children with special needs. The comparative aspect was crucial in understanding differences in perceptions and assessments among teachers with varying profiles, such as sex, length of service, and educational attainment. The study aimed to identify areas that might require targeted interventions and professional development tailored to the needs of different teacher groups, thereby enhancing the effectiveness of these strategies.

The study surveyed teachers in public schools in Ilocos Norte, covering classroom management strategies across three division offices: Schools Division of Ilocos Norte, City Schools Division of Laoag, and City Schools Division of Batac. The sample included all teachers supervised students with special needs within these divisions, ensuring a comprehensive representation of practices and perceptions. A total enumeration sampling technique was used, involving all members of the population in the sample, allowing for a comprehensive evaluation of management strategies. This method ensured a comprehensive understanding of classroom management practices and perceptions in the province. The total enumeration sampling technique ensured a precise representation of classroom management strategies in the study's scope and objectives.

The primary data collection instrument for this study was a comprehensive researcher-made questionnaire designed to gather quantitative data on the management strategies employed by teachers handling children with special needs.

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IV. RESULTS AND DISCUSSION

This section presents the analysis and interpretation of the data gathered in the study, focusing on the management strategies of institutions for teachers handling children with special needs. The results are organized according to key themes: behavior management, collaborative approaches, teacher training and professional development, stress management and teacher support, parental involvement, skills development, creativity and innovation, and inclusive practices. Additionally, statistical differences based on demographic factors such as sex, length of service, and highest educational attainment were analyzed.

Table 1. Profile of respondents

Variable	Category	Frequency	Percentage
Sex	Male	19	38.8%
	Female	27	55.1%
Length of service	1-5	14	28.6%
	6-10	9	18.4%
	11-15	10	20.4%
	15 above	13	26.5%
Highest educational attainment	Bachelor's	29	59.2%
	Master's	17	34.7%

The demographic analysis revealed that the majority of respondents were female (55.1%), with males comprising 38.8% of the sample. Respondents' length of service varied, with the largest groups having either 1-5 years (28.6%) or more than 15 years (26.5%) of experience. In terms of educational attainment, majority of respondents held a bachelor's degree (59.2%), while 34.7% had attained a master's degree. This demographic distribution provides context for understanding variations in perceptions of institutional management strategies.

Table 2. Assessment of the respondents on the management strategies of the institution for teachers handling children with special needs in terms of behavior management

Indicator	Weighted Mean	Standard Deviation	Qualitative Description	Verbal Interpretation	Rank
1. There is effective communication between teachers and parents regarding behavior management.	3.76	.565	Strongly Agree	Highly Evident	1
2. Teachers feel confident in implementing behavior management techniques in the classroom.	3.11	.900	Agree	Evident	6.5
3. There is a clear behavior management policy in place for handling special needs students.	2.96	.788	Agree	Evident	8
4. The institution offers regular workshops on new behavior management approaches.	3.11	.849	Agree	Evident	6.5
5. Teachers receive sufficient support from the administration when dealing with challenging behaviors.	3.22	.917	Agree	Evident	4
6. The use of positive reinforcement is encouraged and practiced consistently.	3.15	.868	Agree	Evident	5
7. Behavior management plans are	3.28	.911	Agree	Evident	2

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individualized to meet the needs of each student.

8. The institution provides adequate training on behavior management strategies for special needs students. 3.24 .848 Agree Evident 3

Overall Mean 3.228 .444 Agree Evident

Legend: 3.51 – 4.00 (Strongly Agree-Highly Evident); 2.51 – 3.50 (Agree- Evident); 1.51 – 2.50 (Disagree-Slightly Evident); 1.0-1.50 (Strongly Disagree-Not at all Evident)

The overall mean score for behavior management was 3.228 (SD = 0.444), indicating that respondents generally agreed that behavior management strategies were evident within the institution. The highest-rated aspect was communication between teachers and parents (M = 3.76, SD = 0.565), emphasizing the importance of strong communication channels. However, the clarity of behavior management policies (M = 2.96, SD = 0.788) was the lowest-rated indicator, suggesting a need for policy improvement.

Table 3. Assessment of the respondents on the management strategies of the institution for teachers handling children with special needs in terms of collaborative approaches

Indicator	Weighted Mean	Standard Deviation	Qualitative Description	Verbal Interpretation	Rank
1. Teachers regularly collaborate with occupational therapists to support special needs students.	3.22	.841	Agree	Evident	4
2. There are structured opportunities for teachers to work with other professionals (e.g., psychologists, special education experts).	3.13	.885	Agree	Evident	6
3. The institution promotes teamwork among teachers for sharing strategies and resources.	3.28	.886	Agree	Evident	3
4. There is a strong partnership between the school and external support agencies.	3.07	.998	Agree	Evident	7
5. Collaborative planning sessions are held to discuss and address student needs.	3.02	.931	Agree	Evident	8
6. Teachers feel supported by their colleagues in managing classroom challenges.	3.15	1.095	Agree	Evident	5
7. The institution fosters an environment of open communication among staff members.	3.72	.807	Strongly Agree	Highly Evident	1
8. Joint training sessions with therapists and other professionals are conducted regularly.	3.57	.779	Strongly Agree	Highly Evident	2
Overall Mean	3.269	.608	Agree	Evident	

Legend: 3.51 – 4.00 (Strongly Agree-Highly Evident); 2.51 – 3.50 (Agree- Evident); 1.51 – 2.50 (Disagree-Slightly Evident); 1.0-1.50 (Strongly Disagree-Not at all Evident)

The mean score for collaborative approaches was 3.269 (SD = 0.608), with the strongest aspect being open communication among staff members (M = 3.72, SD = 0.807). Regular joint training sessions (M = 3.57, SD = 0.779) were also

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highly rated. However, structured planning sessions for addressing student needs ($M = 3.02$, $SD = 0.931$) received the lowest rating, indicating potential areas for improvement in structured collaboration.

Table 4. Assessment of the respondents on the management strategies of the institution for teachers handling children with special needs in terms of teacher training and professional development

Indicator	Weighted Mean	Standard Deviation	Qualitative Description	Verbal Interpretation	Rank
1. The institution provides ongoing professional development for teachers handling special needs students.	3.35	.640	Agree	Evident	2
2. Teachers have access to the latest research and best practices in special education.	3.26	.612	Agree	Evident	4
3. Professional development programs are tailored to address specific challenges faced by teachers.	3.24	.923	Agree	Evident	5.5
4. The institution supports teachers in implementing new strategies learned through professional development.	3.57	.688	Strongly Agree	Highly Evident	1
5. Teachers are encouraged to pursue further education and certifications in special education.	3.28	.834	Agree	Evident	3
6. There are opportunities for teachers to attend conferences and workshops on special education.	3.13	.806	Agree	Evident	8
7. Feedback from teachers is considered when planning professional development programs.	3.24	.705	Agree	Evident	5.5
8. The training provided enhances teachers' skills in inclusive education.	3.15	.918	Agree	Evident	7
Overall Mean	3.277	.466	Agree	Evident	

Legend: 3.51 – 4.00 (Strongly Agree-Highly Evident); 2.51 – 3.50 (Agree- Evident); 1.51 – 2.50 (Disagree-Slightly Evident); 1.0-1.50 (Strongly Disagree-Not at all Evident)

The institution's strategies for teacher training received a mean score of 3.277 ($SD = 0.466$). The highest-rated aspect was institutional support in implementing new strategies learned through training ($M = 3.57$, $SD = 0.688$). However, access to external conferences and workshops ($M = 3.13$, $SD = 0.806$) was rated lower, suggesting that expanding opportunities for external professional development could enhance teacher training.

Table 5. Assessment of the respondents on the management strategies of the institution for teachers handling children with special needs in terms of stress management and teacher support

Indicator	Weighted Mean	Standard Deviation	Qualitative Description	Verbal Interpretation	Rank
1. The institution provides resources for stress management and teacher well-being.	3.24	.639	Agree	Evident	5
2. Teachers have access to counseling services to help manage job-related stress.	3.26	.801	Agree	Evident	4
3. There is a support network within the school for teachers to share their challenges.	3.13	1.046	Agree	Evident	7

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4. The administration is proactive in addressing teacher burnout.	3.00	.730	Agree	Evident	8
5. Regular stress management workshops are available for teachers.	3.22	.664	Agree	Evident	6
6. Teachers feel that their well-being is a priority for the institution.	3.59	.652	Strongly Agree	Highly Evident	1
7. There are policies in place to reduce workload and prevent burnout.	3.37	.488	Agree	Evident	2
8. Peer support groups are encouraged and facilitated by the institution.	3.35	.640	Agree	Evident	3
Overall Mean	3.269	.407			

Legend: 3.51 – 4.00 (Strongly Agree-Highly Evident); 2.51 – 3.50 (Agree- Evident); 1.51 – 2.50 (Disagree-Slightly Evident); 1.0-1.50 (Strongly Disagree-Not at all Evident)

The mean score for this category was 3.269 (SD = 0.407), with the highest-rated indicator being teachers' perception that their well-being is a priority (M = 3.59, SD = 0.652). However, administrative proactivity in addressing teacher burnout (M = 3.00, SD = 0.730) was the lowest-rated indicator, suggesting a need for more proactive administrative measures to support teachers.

Table 6. Assessment of the respondents on the management strategies of the institution for teachers handling children with special needs in terms of parental involvement

Indicator	Weighted Mean	Standard Deviation	Qualitative Description	Verbal Interpretation	Rank
1. The institution actively involves parents in the educational process of special needs students.	3.43	.834	Agree	Evident	3
2. Regular parent-teacher meetings are held to discuss student progress.	2.87	.778	Agree	Evident	8
3. Parents are provided with resources to support their children at home.	3.07	.929	Agree	Evident	6.5
4. The institution encourages open communication between parents and teachers.	3.07	1.104	Agree	Evident	6.5
5. There are workshops for parents on how to support their children's education.	3.13	.833	Agree	Evident	5
6. Teachers feel supported by parents in managing their children's needs.	3.37	.826	Agree	Evident	4
7. The institution has a clear policy on parental involvement.	3.70	.465	Strongly Agree	Highly Evident	2
8. Parents are invited to participate in school events and activities related to special education.	3.74	.444	Strongly Agree	Highly Evident	1
Overall Mean	3.296	.540	Agree	Evident	

Legend: 3.51 – 4.00 (Strongly Agree-Highly Evident); 2.51 – 3.50 (Agree- Evident); 1.51 – 2.50 (Disagree-Slightly Evident); 1.0-1.50 (Strongly Disagree-Not at all Evident)

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Parental involvement received a mean score of 3.296 (SD = 0.540). The strongest aspect was parental participation in school events (M = 3.74, SD = 0.444), while regular parent-teacher meetings (M = 2.87, SD = 0.778) were rated the lowest. This suggests that while parents are actively engaged in events, regular and structured meetings could be improved.

Table 7. Assessment of the Respondents on the Management Strategies of the Institution for Teachers Handling Children with Special Needs in Terms of Skills Development

Indicator	Weighted Mean	Standard Deviation	Qualitative Description	Verbal Interpretation	Rank
1. The institution provides comprehensive programs for developing skills in special needs students.	3.28	.779	Agree	Evident	4
2. Teachers are trained to develop individualized skill development plans.	3.09	.985	Agree	Evident	6
3. There are adequate resources available for skill development activities.	2.93	1.041	Agree	Evident	8
4. The curriculum includes specific goals for skill development in special needs students.	3.07	.827	Agree	Evident	7
5. Teachers regularly assess and monitor skill development progress.	3.26	.855	Agree	Evident	5
6. There are opportunities for hands-on learning and practical skill application.	3.50	.782	Agree	Evident	3
7. The institution collaborates with external organizations for skill development programs.	3.52	.960	Strongly Agree	Highly Evident	2
8. Skill development activities are tailored to the interests and abilities of each student.	3.57	.688	Strongly Agree	Highly Evident	1
Overall Mean	3.277	.527	Agree	Evident	

Legend: 3.51 – 4.00 (Strongly Agree-Highly Evident); 2.51 – 3.50 (Agree- Evident); 1.51 – 2.50 (Disagree-Slightly Evident); 1.0-1.50 (Strongly Disagree-Not at all Evident)

The institution's strategies for skills development were rated positively, with a mean score of 3.277 (SD = 0.527). The highest-rated aspect was tailoring skill development activities to students' interests and abilities (M = 3.57, SD = 0.688), while the availability of resources for skill development (M = 2.93, SD = 1.041) received the lowest score, indicating potential gaps in resource allocation.

Table 8. Assessment of the respondents on the management strategies of the institution for teachers handling children with special needs in terms of creativity and innovation

Indicator	Weighted Mean	Standard Deviation	Qualitative Description	Verbal Interpretation	Rank
1. The institution encourages innovative teaching methods for special needs students.	3.20	.833	Agree	Evident	4
2. Teachers are supported in experimenting with new instructional strategies.	2.98	1.043	Agree	Evident	7
3. There are opportunities for	3.13	1.046	Agree	Evident	6

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professional development in creative teaching techniques.					
4. The institution fosters a culture of creativity in the classroom.	2.80	1.108	Agree	Evident	8
5. Innovative projects and activities are regularly implemented.	3.15	.788	Agree	Evident	5
6. Teachers feel empowered to adapt the curriculum creatively.	3.48	.752	Agree	Evident	1
7. The administration recognizes and rewards innovative teaching practices.	3.37	1.082	Agree	Evident	3
8. Students are engaged in creative and stimulating learning experiences.	3.39	.802	Agree	Evident	2
Overall Mean	3.187	.651	Agree	Evident	

Legend: 3.51 – 4.00 (Strongly Agree-Highly Evident); 2.51 – 3.50 (Agree- Evident); 1.51 – 2.50 (Disagree-Slightly Evident); 1.0-1.50 (Strongly Disagree-Not at all Evident)

Creativity and innovation strategies had a mean score of 3.187 (SD = 0.651). The strongest area was teacher empowerment to adapt the curriculum creatively (M = 3.48, SD = 0.752). However, fostering a culture of creativity in the classroom (M = 2.80, SD = 1.108) was the weakest aspect, suggesting the need for more institutional support in cultivating creativity.

Table 9. Assessment of the respondents on the management strategies of the institution for teachers handling children with special needs in terms of inclusive practices

Indicator	Weighted Mean	Standard Deviation	Qualitative Description	Verbal Interpretation	Rank
1. The institution promotes inclusive education for all students.	3.52	.623	Strongly Agree	Highly Evident	3
2. Teachers are trained in inclusive teaching practices.	3.15	.918	Agree	Evident	6
3. There is a clear policy on inclusion and diversity.	2.87	1.310	Agree	Evident	8
4. The classroom environment is adapted to meet the needs of special needs students.	3.20	.885	Agree	Evident	5
5. Students with special needs are included in all school activities.	3.00	.943	Agree	Evident	7
6. Teachers feel supported in implementing inclusive practices.	3.39	.930	Agree	Evident	4
7. The institution provides resources for inclusive education.	3.78	.417	Strongly Agree	Highly Evident	1
8. There is regular assessment and feedback on the effectiveness of inclusive practices.	3.74	.681	Strongly Agree	Highly Evident	2
Overall Mean	3.331	.543	Agree	Evident	

Legend: 3.51 – 4.00 (Strongly Agree-Highly Evident); 2.51 – 3.50 (Agree- Evident); 1.51 – 2.50 (Disagree-Slightly Evident); 1.0-1.50 (Strongly Disagree-Not at all Evident)

Inclusive practices were rated the highest among all categories, with a mean score of 3.331 (SD = 0.543). The provision of resources for inclusive education (M = 3.78, SD = 0.417) and regular assessment of inclusive practices (M =

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3.74, SD = 0.681) were the highest-rated indicators. However, the clarity of inclusion policies (M = 2.87, SD = 1.310) received the lowest rating, suggesting a need for clearer guidelines.

Table 10. Summary table on the assessment of the respondents on the management strategies of the institution for teachers handling children with special needs

Indicator	Weighted Mean	Standard Deviation	Qualitative Description	Verbal Interpretation
1. behavior management	3.228	.444	Agree	Evident
2. collaborative approaches	3.269	.608	Agree	Evident
3. teacher training and professional development	3.277	.466	Agree	Evident
4. stress management and teacher support	3.269	.407	Agree	Evident
5. parental involvement	3.296	.540	Agree	Evident
6. skills development	3.277	.527	Agree	Evident
7. creativity and innovation	3.187	.651	Agree	Evident
8. inclusive practices	3.331	.543	Agree	Evident
Overall Mean	3.266	.306	Agree	Evident

Legend: 3.51 – 4.00 (Strongly Agree-Highly Evident); 2.51 – 3.50 (Agree- Evident); 1.51 – 2.50 (Disagree-Slightly Evident); 1.0-1.50 (Strongly Disagree-Not at all Evident)

Table 11. Differences in the Assessment of the Respondents on the Management Strategies of the Institution for Teachers Handling Children with Special Needs in Terms of Sex

Indicator	Sex	Mean	T	Sig.	Decision on Ho	Interpretation
1. behavior management	Male	3.125	.805	.375	Accepted	Not Significant
	Female	3.300				
2. collaborative approaches	Male	3.236	1.403	.243	Accepted	Not Significant
	Female	3.291				
3. teacher training and professional development	Male	3.322	.829	.367	Accepted	Not Significant
	Female	3.245				
4. stress management and teacher support	Male	3.401	7.588	.009	Rejected	Significant
	Female	3.175				
5. parental involvement	Male	3.302	.039	.844	Accepted	Not Significant
	Female	3.291				
6. skills development	Male	3.328	2.326	.134	Accepted	Not Significant
	Female	3.240				
7. creativity and innovation	Male	3.098	.001	.971	Accepted	Not Significant
	Female	3.250				
8. inclusive practices	Male	3.407	.098	.756	Accepted	Not Significant
	Female	3.277				

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Overall	Male	3.277	3.478	.069	Accepted	Not Significant
	Female	3.259				

A significant difference was found in stress management and teacher support between male and female respondents ($t = 7.588$, $p = 0.009$), with males rating this category higher. No significant differences were found in other management strategies based on sex.

Table 12. Differences in the assessment of the respondents on the management strategies of the institution for teachers handling children with special needs in terms of length of service

Indicator	Length of Service	Mean	F	Sig.	Decision on Ho	Interpretation
1. behavior management	1-5	3.178	.422	.738	Accepted	Not Significant
	6-10	3.138				
	11-15	3.237				
	15 above	3.336				
2. collaborative approaches	1-5	3.339	.796	.503	Accepted	Not Significant
	6-10	3.291				
	11-15	3.425				
	15 above	3.057				
3. teacher training and professional development	1-5	3.196	.262	.852	Accepted	Not Significant
	6-10	3.375				
	11-15	3.287				
	15 above	3.288				
4. stress management and teacher support	1-5	3.196	.649	.588	Accepted	Not Significant
	6-10	3.250				
	11-15	3.425				
	15 above	3.240				
5. parental involvement	1-5	3.285	.015	.997	Accepted	Not Significant
	6-10	3.305				
	11-15	3.325				
	15 above	3.278				
6. skills development	1-5	3.410	.663	.580	Accepted	Not Significant
	6-10	3.347				
	11-15	3.162				
	15 above	3.173				
7. creativity and innovation	1-5	3.401	1.445	.243	Accepted	Not Significant
	6-10	3.208				
	11-15	2.850				
	15 above	3.201				
8. inclusive practices	1-5	3.205	1.631	.197	Accepted	Not Significant
	6-10	3.152				
	11-15	3.625				
	15 above	3.365				
Overall	1-5	3.276	.053	.984	Accepted	Not Significant
	6-10	3.258				
	11-15	3.292				
	15 above	3.242				

No significant differences were observed in any of the management strategy assessments based on respondents' length of service, suggesting a consistent perception of institutional management strategies across different experience levels.

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Table 13. Differences in the assessment of the respondents on the management strategies of the institution for teachers handling children with special needs in terms of highest educational attainment

Indicator	Highest Educational Attainment	Mean	F	Sig.	Decision on Ho	Interpretation
1. behavior management	Bachelor's Master's	3.211 3.257	.391	.535	Accepted	Not Significant
2. collaborative approaches	Bachelor's Master's	3.306 3.205	2.087	.156	Accepted	Not Significant
3. teacher training and professional development	Bachelor's Master's	3.219 3.375	.024	.877	Accepted	Not Significant
4. stress management and teacher support	Bachelor's Master's	3.314 3.191	.157	.693	Accepted	Not Significant
5. parental involvement	Bachelor's Master's	3.241 3.389	.229	.635	Accepted	Not Significant
6. skills development	Bachelor's Master's	3.250 3.323	.049	.826	Accepted	Not Significant
7. creativity and innovation	Bachelor's Master's	3.189 3.183	.092	.764	Accepted	Not Significant
8. inclusive practices	Bachelor's Master's	3.474 3.088	.303	.585	Accepted	Not Significant
Overall	Bachelor's Master's	3.275 3.251	.345	.560	Accepted	Not Significant

Similarly, no significant differences were found in the assessment of management strategies based on respondents' highest educational attainment. This indicates that both bachelor's and master's degree holders had similar views on the institution's management strategies.

CONCLUSIONS

The study reveals a diverse group of educators, with a majority holding a Bachelor's degree and pursuing advanced education. The institution values diversity and expertise among its teaching staff, ensuring quality education for students with special needs. The data will be used to shape future training and development programs.

The respondents' assessment of the institution's management strategies for teachers handling children with special needs is positive, with a mean score of 3.266. Inclusive practices are the highest-rated area, followed by teacher training, collaborative approaches, and stress management. However, creativity and innovation were rated lower, suggesting potential for improvement.

The analysis of differences based on sex, length of service, and educational attainment does not significantly affect the respondents' perceptions of the institution's management strategies. However, male respondents rated the institution's efforts more favorably in stress management and teacher support.

The findings suggest that the institution is consistently implementing strategies that are perceived positively by a diverse group of individuals, fostering a supportive and conducive environment for handling children with special needs. This results in a more effective and successful educational experience for both teachers and students. However, areas such as behavior management policies, structured collaboration, teacher burnout prevention, and fostering a culture of creativity require further attention.

ACKNOWLEDGMENT

The researcher sincerely expresses gratitude to God, her mentors, and academic advisors, including Dr. Eduardo C. Zialcita, Dr. Aida S. Damian, Dr. Benjamin C. Siy Jr., and Dr. Mona Liza N. Valencia, for their invaluable guidance and encouragement throughout her research journey. She acknowledges the unwavering support of her husband, Lesther S. Mabuti, and daughter, Athena Mae A. Mabuti, as well as the emotional and financial assistance from her aunt, uncle, and cousin during personal challenges. The researcher deeply appreciates the teacher respondents for their insights on Classroom Management Strategies for Handling Children with Special Needs, along with the faculty and staff of the University of Perpetual Help System-Dalta, Las Piñas for their resources. Finally, she extends heartfelt thanks to her relatives and family, whose love and support were instrumental in the success of her academic endeavor.

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