

**CLASSROOM MANAGEMENT STRATEGIES AND SUPPORT PROVIDED BY
PUBLIC ELEMENTARY SCHOOL TEACHERS FOR LEARNERS WITH LEARNING
DISABILITIES: FOUNDATIONS FOR AN ENHANCED INCLUSIVE EDUCATION
TRAINING PROGRAM**

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ABSTRACT

Learners with learning disabilities require effective classroom management strategies and adequate teacher support to ensure meaningful participation in inclusive education. This study determined the classroom management strategies and support provided by public elementary school teachers for learners with learning disabilities in Subic District, Schools Division of Zambales, during the School Year 2024-2025, as foundations for an enhanced inclusive education training program. The study employed quantitative-descriptive and correlational research methods. Respondents included 126 elementary teachers and 5 school heads selected through universal sampling in three schools. Data were gathered using a validated researcher-designed questionnaire with high reliability indices ($\alpha = .96, .96, .95$, and $.94$). Findings revealed that both teachers and school heads perceived classroom management strategies for learners with learning disabilities as moderately effective in terms of learning environment, behavior management, instructional approaches, and learner engagement. Teachers and school heads likewise agreed that support for learners was frequently observed in academic accommodations, emotional support, parent collaboration, and assistive technology. A positive strong significant correlation existed between classroom management strategies and support, as perceived by both teachers and school heads. Based on these findings, an enhanced inclusive education training program was developed to improve teachers' competencies in managing and supporting learners with learning disabilities. Teachers moderately implemented classroom management strategies but frequently provided support to learners with learning disabilities. Both teachers and school heads perceived these practices similarly, and their strong correlation underscored the interconnectedness of management and support. The crafted training program addressed identified gaps to promote inclusive education. This study contributes to inclusive education research by providing a framework for developing teacher training programs that strengthen classroom management and support for learners with learning disabilities.

Keywords: Classroom Management Strategies, Support Provided, Learners with Learning Disabilities, Public Elementary School Teachers, Public Elementary School Heads.

1. INTRODUCTION

Classroom management strategies and support provided for learners with learning disabilities were essential in promoting a more inclusive, equitable, and supportive learning environment in public

elementary schools. Teachers played a crucial role in ensuring that these learners received the accommodations and interventions they needed to succeed academically and socially. However, many teachers faced challenges in addressing the diverse needs of learners with learning disabilities due to limited training, resources, and support systems. This study aimed to explore the strategies and forms of assistance employed by teachers, identify gaps in implementation, and determine how these affected learner engagement and development. The findings served as the foundation for designing an Enhanced Inclusive Education Training Program that empowered teachers to better manage classrooms and provide more responsive support for all learners.

These studies highlighted the critical role of inclusive education in fostering a supportive learning environment. Buenrostro-Jocson (2024) emphasized the effectiveness of shadow teachers in inclusive classrooms, demonstrating that individualized support, visual cues, and structured routines were pivotal in helping learners with learning disabilities thrive. Apan (2024) further underscored the importance of well-managed classrooms, where clear rules, positive reinforcement, and proactive behavior interventions fostered a more inclusive and orderly environment. These findings aligned with Sudharsono et al. (2024), who asserted that general classroom management strategies, though effective, needed to be further adapted to meet the specific needs of learners with disabilities for maximum effectiveness. Additionally, Vistar et al. (2024) and Perez (2024) emphasized the need for collaboration, differentiated instruction, and fostering self-regulated learning behaviors, all of which were crucial for supporting learners with learning disabilities in inclusive classrooms.

Furthermore, the literature revealed a gap in training and resource availability, which impeded the full implementation of effective strategies. Ybañez et al. (2024) highlighted the importance of parental engagement in reinforcing learning strategies at home, yet many teachers struggled with insufficient training, limited resources, and lack of institutional support (Jugan, 2024). While teachers generally expressed a willingness to support inclusive education, they often faced challenges that limited their ability to provide the necessary accommodations. Studies by Cubillo (2024), Fulguerinas (2024), and Navarro (2024) pointed to the need for enhanced infrastructure, including accessible classrooms and ICT tools, to enable full participation of learners with disabilities. Moreover, the importance of early intervention, as discussed by Patil et al. (2024) and Dutt and Ahuja (2024), underscored the need for more adaptive instructional strategies tailored to individual learner needs, pointing out that gaps in early detection hindered the effectiveness of interventions.

The research gap addressed by this study centered on the lack of comprehensive, targeted training programs for teachers in managing inclusive classrooms. Despite the growing recognition of the importance of inclusive education, studies by Spiteri and Darmanin (2024) and Quindica and Torreon (2024) suggested that teacher preparedness remained inconsistent, and the implementation of inclusive strategies was often hindered by the lack of consistency and support from educational institutions. This gap led to the need for an Enhanced Inclusive Education Training Program, designed to equip teachers with the necessary skills, strategies, and resources to effectively manage classrooms and provide the support needed for learners with learning disabilities. As noted by Alba (2024) and Oduor et al. (2024), collaboration between home and school was essential to the success of inclusive education programs, highlighting the importance of both teacher and parental involvement in supporting the holistic development of learners with disabilities.

2. STATEMENT OF THE PROBLEM

This study determined the classroom management strategies and support provided by public elementary school teachers for learners with learning disabilities in Subic District, Schools Division of Zambales, during the School Year 2024-2025, as foundations for an enhanced inclusive education training program.

Specifically, it sought answers to these questions:

1. As perceived by public elementary school teachers, how may their classroom management strategies for learners with learning disabilities be described in terms of:

- 1.1. learning environment;
- 1.2. behavior management;
- 1.3. instructional approaches; and
- 1.4. learner engagement?

2. As perceived by school heads, how may the classroom management strategies for learners with learning disabilities of public elementary school teachers be described in terms of:

- 2.1. learning environment;
- 2.2. behavior management;
- 2.3. instructional approaches; and
- 2.4. learner engagement?

3. As perceived by public elementary school teachers, how may the support they provided for learners with learning disabilities be described in terms of:

- 3.1. academic accommodations;
- 3.2. emotional support;
- 3.3. parent collaboration; and
- 3.4. assistive technology?

4. As perceived by school heads, how may the support provided by public elementary school teachers for learners with learning disabilities be described in terms of:

- 4.1. academic accommodations;
- 4.2. emotional support;
- 4.3. parent collaboration; and
- 4.4. assistive technology?

5. Is there a significant correlation between the classroom management strategies and support provided by public elementary school teachers for learners with learning disabilities of public elementary schools?

6. Is there a significant correlation between the classroom management strategies and support provided by public elementary school teachers for learners with learning disabilities as perceived by their school heads?

7. What enhanced inclusive education training program can be developed to improve classroom management strategies and support provided by public elementary school teachers for learners with learning disabilities?

3. METHODS AND MATERIALS

This study determined the classroom management strategies and support provided by public elementary school teachers for learners with learning disabilities in Subic District, Schools Division of Zambales, during the School Year 2024-2025, as foundations for an enhanced inclusive education training program. Employing quantitative-descriptive and correlational

research, data were collected, classified, summarized, and analyzed using means. The study's respondents comprised 126 public elementary school teachers and their 5 school heads, selected through total population sampling to contribute to a comprehensive understanding of the classroom management strategies and support provided by public elementary school teachers for learners with learning disabilities. A researcher-designed questionnaire served as the primary data collection instrument, focusing on the classroom management strategies for learners with learning disabilities as perceived by public elementary school teachers ($\alpha = 0.96$) and school heads ($\alpha = 0.96$) and the support provided by public elementary school teachers for learners with learning disabilities as perceived by teachers ($\alpha = 0.95$) and their school heads ($\alpha = 0.94$). Hypotheses were tested using Spearman's Rho Correlation Coefficient.

4. RESULTS AND DISCUSSIONS

4.1. Classroom Management Strategies for Learners with Learning Disabilities of Public Elementary School Teachers

4.1.1. Learning environment

Table 1 presents the mean ratings and interpretations of the classroom management strategies employed by public elementary school teachers for learners with learning disabilities, specifically focusing on the learning environment.

Table 1. Mean Rating and Interpretations of the Classroom Management Strategies for Learners with Learning Disabilities of Public Elementary School Teachers in terms of Learning Environment

Item	Indicators	Mean Rating	Interpretation
1	I arrange the classroom layout to ensure accessibility and comfort for all learners.	3.06	Moderately Effective
2	I provide a quiet and structured learning space to minimize distractions for learners.	3.05	Moderately Effective
3	I display visual aids and schedules to support learners' understanding of daily activities.	3.13	Moderately Effective
4	I create designated areas for independent work, group tasks, and sensory breaks.	3.23	Moderately Effective
5	I use color-coded materials and labels to help learners navigate the classroom easily.	3.02	Moderately Effective
6	I adjust classroom lighting and noise levels to suit the sensory needs of learners.	3.25	Highly Effective
7	I encourage organization by providing labeled storage spaces for learners' learning materials.	3.05	Moderately Effective
8	I implement a flexible seating arrangement to accommodate different learning preferences.	3.04	Moderately Effective
9	I ensure that all learning materials are accessible and inclusive for diverse learners.	3.11	Moderately Effective
10	I maintain a visually structured and clutter-free classroom to promote learner focus.	3.21	Moderately Effective

General Mean Rating

3.12

**Moderately
Effective**

Among the indicators, “I adjust classroom lighting and noise levels to suit the sensory needs of learners” obtained the highest mean rating of 3.25, interpreted as highly effective. This suggests that teachers are most successful in modifying environmental conditions to accommodate the sensory requirements of learners with learning disabilities. It indicates that creating an appropriate sensory environment is a priority in promoting comfort and concentration in the classroom.

Public elementary school teachers moderately implement most classroom management strategies, with particular strength in adjusting sensory conditions, as reflected by the highest-rated indicator. The general mean of 3.12 shows that teachers are fairly effective in creating a structured and inclusive learning environment. These results suggest that while strategies are being applied consistently, there is potential to further improve classroom organization, accessibility, and support for learners with diverse needs. Overall, the findings underscore the need for continued professional development and focused interventions to maximize classroom effectiveness.

The findings of this study are related to the study of Fitzpatrick and Parker (2024), which emphasized that structured classroom environments, visual supports, and organized learning materials enhance learner engagement and understanding. Both studies highlight the importance of strategic classroom management in supporting learners with diverse educational needs. Therefore, the present study aligns with previous research in showing that effective classroom organization is crucial for promoting inclusion and academic success.

4.1.2. Behavioral Management

Table 2 presents the mean ratings and interpretations of the classroom management strategies employed by public elementary school teachers for learners with learning disabilities, specifically in terms of behavioral management.

Table 2. Mean Rating and Interpretations of the Classroom Management Strategies for Learners with Learning Disabilities of Public Elementary School Teachers in terms of Behavioral Management

Item	Indicators	Mean Rating	Interpretation
1	I establish clear and consistent behavior expectations for all learners in my class.	3.02	Moderately Effective
2	I implement positive reinforcement strategies to encourage appropriate behavior in learners.	3.25	Highly Effective
3	I use visual behavior charts to help learners monitor their actions and progress.	3.04	Moderately Effective
4	I provide immediate feedback and guidance to help learners regulate their emotions.	3.06	Moderately Effective
5	I use individualized behavior plans to support learners with learning disabilities effectively.	3.12	Moderately Effective
6	I teach problem-solving and conflict resolution strategies to promote positive interactions.	3.21	Moderately Effective

7	I collaborate with parents and specialists to reinforce behavior management techniques.	3.07	Moderately Effective
8	I provide structured routines to help learners understand expectations and behavioral norms.	3.22	Moderately Effective
9	I implement de-escalation techniques when learners exhibit challenging behaviors in class.	3.02	Moderately Effective
10	I document behavior patterns to assess progress and adjust intervention strategies accordingly.	3.02	Moderately Effective
General Mean Rating		3.10	Moderately Effective

The indicator with the highest mean rating is “I implement positive reinforcement strategies to encourage appropriate behavior in learners” with a mean of 3.25, interpreted as highly effective. This means that teachers are particularly effective in using positive reinforcement to guide learners’ behavior, promoting motivation and engagement in the classroom.

Public elementary school teachers frequently implement a variety of behavioral management strategies, with positive reinforcement being the most effective. The general mean rating of 3.10, or moderately effective, reflects that teachers are able to maintain classroom order and support learners’ behavioral development. These findings suggest that while behavioral management practices are generally effective, ongoing support and training could further enhance their implementation. The study highlights the importance of structured behavior guidance in promoting positive learning experiences for learners with disabilities.

The present study relates to the findings of Awaru et al. (2024), who emphasized the significance of teacher strategies in managing diverse learner needs. Both studies underscore the role of consistent behavior management techniques in fostering effective classroom learning. Thus, the current study confirms that behavioral management is a crucial component of inclusive education for learners with learning disabilities.

4.1.3. Instructional Approaches

Table 3 presents the mean ratings and interpretations of classroom management strategies for learners with learning disabilities of public elementary school teachers in terms of instructional approaches.

Table 3. Mean Rating and Interpretations of the Classroom Management Strategies for Learners with Learning Disabilities of Public Elementary School Teachers in terms of Instructional Approaches

Item	Indicators	Mean Rating	Interpretation
1	I differentiate instruction to accommodate the diverse learning needs of my learners.	3.10	Moderately Effective
2	I use multi-sensory teaching strategies to enhance engagement and comprehension of lessons.	3.21	Moderately Effective
3	I provide clear, step-by-step instructions to help learners process new information easily.	3.03	Moderately Effective
4	I incorporate assistive technology to support learners with learning disabilities effectively.	3.24	Moderately Effective

5	I modify instructional materials to match the individual learning levels of my learners.	3.04	Moderately Effective
6	I encourage peer-assisted learning activities to promote collaboration and confidence in learners.	3.02	Moderately Effective
7	I provide additional instructional time and support to struggling learners as needed.	3.13	Moderately Effective
8	I incorporate real-life examples to make learning more meaningful and relatable.	3.21	Moderately Effective
9	I offer flexible assessment methods to accommodate learners' varying strengths and abilities.	3.08	Moderately Effective
10	I adjust my pacing and delivery methods based on learners' processing speed and needs.	3.21	Moderately Effective
General Mean Rating		3.13	Moderately Effective

The indicator with the highest mean rating is “I incorporate assistive technology to support learners with learning disabilities effectively,” which obtained a mean of 3.24 and was interpreted as moderately effective. This means that teachers often integrate assistive tools and resources in their teaching to aid learners’ comprehension and participation. It highlights the importance of technology in making instruction more inclusive and accessible for learners with disabilities.

Instructional approaches used by public elementary school teachers are generally moderately effective with a general mean of 3.13. The highest-rated indicator emphasizes the role of assistive technology in improving inclusivity and learner engagement. Although teachers are applying differentiated and flexible strategies, the moderate effectiveness suggests the need for more intensive training and support in instructional methods. These findings highlight that enhancing instructional approaches can lead to more meaningful learning opportunities for learners with disabilities.

The present study relates to the findings of Ashokan (2023), who stressed the significance of adopting diverse instructional strategies to meet the needs of learners with disabilities. Both studies recognize that modifying instruction and using innovative methods promote inclusivity and improve learner outcomes. Thus, the current study affirms that effective instructional approaches are vital in addressing the unique needs of learners with learning disabilities.

4.1.4. Learner Engagement

Table 4 presents the mean ratings and interpretations of classroom management strategies for learners with learning disabilities of public elementary school teachers in terms of learner engagement.

Table 4. Mean Rating and Interpretations of the Classroom Management Strategies for Learners with Learning Disabilities of Public Elementary School Teachers in terms of Learner Engagement

Item	Indicators	Mean Rating	Interpretation
1	I use interactive and hands-on activities to sustain learners' interest and motivation.	3.02	Moderately Effective
2	I provide choices in learning tasks to encourage learner autonomy and engagement.	3.04	Moderately Effective
3	I incorporate gamification techniques to make learning fun and engaging for learners.	3.05	Moderately Effective
4	I adapt learning activities based on learners' strengths, interests, and learning styles.	3.12	Moderately Effective
5	I ensure active participation by calling on all learners during discussions and activities.	3.13	Moderately Effective
6	I celebrate learners' efforts and achievements to boost their confidence and motivation.	3.25	Highly Effective
7	I use storytelling and role-playing to make lessons more engaging and relatable.	3.06	Moderately Effective
8	I integrate real-world applications into my lessons to make learning more meaningful.	3.21	Moderately Effective
9	I create opportunities for learners to work collaboratively on group projects and activities.	3.14	Moderately Effective
10	I encourage learners to set personal learning goals and track their own progress.	3.09	Moderately Effective
General Mean Rating		3.12	Moderately Effective

The indicator with the highest mean rating is “I celebrate learners’ efforts and achievements to boost their confidence and motivation,” which obtained a mean of 3.25 and was interpreted as highly effective. This means that teachers strongly acknowledge and reinforce the accomplishments of learners, which contributes to building their self-esteem. It shows that recognition and encouragement play a vital role in sustaining learner engagement and improving classroom participation.

Public elementary school teachers’ classroom management strategies in terms of learner engagement are moderately effective with a general mean rating of 3.12. The highest-rated indicator underscores the effectiveness of celebrating learners’ achievements in boosting confidence and motivation. Although most strategies were moderately effective, the findings suggest that teachers should further enhance their practices by integrating more engaging and inclusive approaches. These results denote that learner engagement strategies, while fairly implemented, need strengthening to fully address the needs of learners with learning disabilities.

The present study relates to the findings of Maisarah (2024), who emphasized that positive reinforcement and encouragement significantly improve learners’ motivation and classroom engagement. Both studies highlight the importance of recognizing learners’ efforts to build confidence and sustain active participation. Thus, the current study affirms that celebrating

achievements is a key factor in fostering meaningful engagement among learners with learning disabilities.

4.2. Classroom Management Strategies for Learners with Learning Disabilities of Public Elementary School Teachers as Perceived by Their School Heads

4.2.1. Learning Environment

Table 5 presents the mean ratings and interpretations of classroom management strategies for learners with learning disabilities of public elementary school teachers as perceived by their school heads in terms of learning environment. It shows how teachers manage and organize the physical and instructional aspects of the classroom to support learners' needs.

Table 5. Mean Rating and Interpretations of the Classroom Management Strategies for Learners with Learning Disabilities of Public Elementary School Teachers as Perceived by Their School Heads in terms of Learning Environment

Item	Indicators	Mean Rating	Interpretation
1	My teacher arranges the classroom layout to ensure accessibility and comfort for all learners.	3.00	Moderately Effective
2	My teacher provides a quiet and structured learning space to minimize distractions for learners.	3.00	Moderately Effective
3	My teacher displays visual aids and schedules to support learners' understanding of daily activities.	3.20	Moderately Effective
4	My teacher creates designated areas for independent work, group tasks, and sensory breaks.	3.40	Highly Effective
5	My teacher uses color-coded materials and labels to help learners navigate the classroom easily.	3.00	Moderately Effective
6	My teacher adjusts classroom lighting and noise levels to suit the sensory needs of learners.	3.60	Highly Effective
7	My teacher encourages organization by providing labeled storage spaces for learners' learning materials.	2.80	Moderately Effective
8	My teacher implements a flexible seating arrangement to accommodate different learning preferences.	3.00	Moderately Effective
9	My teacher ensures that all learning materials are accessible and inclusive for diverse learners.	3.00	Moderately Effective
10	My teacher maintains a visually structured and clutter-free classroom to promote learner focus.	3.20	Moderately Effective
General Mean Rating		3.12	Moderately Effective

The indicator with the highest mean rating is “My teacher adjusts classroom lighting and noise levels to suit the sensory needs of learners,” which obtained a mean of 3.60 and was interpreted as highly effective. This means that teachers are attentive to the sensory requirements of learners, ensuring that the learning environment supports focus and comfort. It highlights that adapting physical conditions in the classroom is a strong strategy in promoting inclusivity and learner engagement.

The classroom management strategies of public elementary school teachers in terms of learning environment are generally moderately effective, with a general mean of 3.12. The highest-rated indicator emphasizes the importance of adjusting lighting and noise to meet learners' sensory needs, which plays a vital role in creating a conducive learning atmosphere. Although most indicators were rated moderately effective, some highly effective practices show that teachers are making efforts to ensure inclusivity. These findings denote that continuous improvement and training are necessary to strengthen classroom strategies for learners with learning disabilities.

The findings of the present study relate to Bizimana (2025), who highlighted that an organized and supportive classroom environment is crucial for sustaining learner engagement and focus. Both studies stress the significance of adapting classroom settings to address learners' diverse needs. Hence, the current study affirms that creating an inclusive and well-structured environment is essential for promoting effective learning among learners with disabilities.

4.2.2. Behavioral Management

Table 6 presents the mean ratings and interpretations of classroom management strategies for learners with learning disabilities of public elementary school teachers as perceived by their school heads in terms of behavioral management. It highlights the strategies teachers employ to regulate and guide learners' behaviors in the classroom.

Table 6. Mean Rating and Interpretations of the Classroom Management Strategies for Learners with Learning Disabilities of Public Elementary School Teachers as Perceived by Their School Heads in terms of Behavioral Management

Item	Indicators	Mean Rating	Interpretation
1	My teacher establishes clear and consistent behavior expectations for all learners in his/her class.	3.20	Moderately Effective
2	My teacher implements positive reinforcement strategies to encourage appropriate behavior in learners.	3.20	Moderately Effective
3	My teacher uses visual behavior charts to help learners monitor their actions and progress.	3.00	Moderately Effective
4	My teacher provides immediate feedback and guidance to help learners regulate their emotions.	3.00	Moderately Effective
5	My teacher uses individualized behavior plans to support learners with learning disabilities effectively.	3.20	Moderately Effective
6	My teacher teaches problem-solving and conflict resolution strategies to promote positive interactions.	3.20	Moderately Effective
7	My teacher collaborates with parents and specialists to reinforce behavior management techniques.	3.00	Moderately Effective

8	My teacher provides structured routines to help learners understand expectations and behavioral norms.	3.60	Highly Effective
9	My teacher implements de-escalation techniques when learners exhibit challenging behaviors in class.	3.00	Moderately Effective
10	My teacher documents behavior patterns to assess progress and adjust intervention strategies accordingly.	3.20	Moderately Effective
General Mean Rating		3.16	Moderately Effective

The indicator with the highest mean rating is “My teacher provides structured routines to help learners understand expectations and behavioral norms,” which obtained a mean of 3.60 and was interpreted as highly effective. This suggests that learners benefit from clear and predictable routines that help them adapt to classroom expectations. It means that providing structure is one of the most effective strategies teachers use to promote positive behavior among learners with learning disabilities.

Behavioral management strategies for learners with learning disabilities are generally rated as moderately effective, with a general mean of 3.16. The highest-rated indicator underscores the importance of structured routines in helping learners develop consistent behavioral norms. Most of the indicators, however, were rated moderately effective, which suggests that while teachers are implementing strategies, these are not yet fully optimized. These findings denote that strengthening behavioral management approaches is necessary to ensure learners with disabilities receive the support they need to thrive in class.

The findings of the present study are related to the work of Hasanah et al. (2024), who emphasized the role of structure and consistency in managing learners’ behaviors effectively. Both studies highlight that predictable routines and clear expectations significantly contribute to a positive classroom environment. Thus, the current findings affirm that effective behavioral management is essential for fostering discipline and positive learner interactions.

4.2.3. Instructional Approaches

Table 7 presents the mean ratings and interpretations of classroom management strategies for learners with learning disabilities of public elementary school teachers as perceived by their school heads in terms of instructional approaches.

Table 7. Mean Rating and Interpretations of the Classroom Management Strategies for Learners with Learning Disabilities of Public Elementary School Teachers as Perceived by Their School Heads in terms of Instructional Approaches

Item	Indicators	Mean Rating	Interpretation
1	My teacher differentiates instruction to accommodate the diverse learning needs of his/her learners.	3.00	Moderately Effective

2	My teacher uses multi-sensory teaching strategies to enhance engagement and comprehension of lessons.	3.20	Moderately Effective
3	My teacher provides clear, step-by-step instructions to help learners process new information easily.	3.00	Moderately Effective
4	My teacher incorporates assistive technology to support learners with learning disabilities effectively.	3.40	Highly Effective
5	My teacher modifies instructional materials to match the individual learning levels of his/her learners.	3.00	Moderately Effective
6	My teacher encourages peer-assisted learning activities to promote collaboration and confidence in learners.	3.00	Moderately Effective
7	My teacher provides additional instructional time and support to struggling learners as needed.	3.80	Highly Effective
8	My teacher incorporates real-life examples to make learning more meaningful and relatable.	3.00	Moderately Effective
9	My teacher offers flexible assessment methods to accommodate learners' varying strengths and abilities.	3.20	Moderately Effective
10	My teacher adjusts his/her pacing and delivery methods based on learners' processing speed and needs.	3.20	Moderately Effective
General Mean Rating		3.18	Moderately Effective

The indicator with the highest mean rating is “My teacher provides additional instructional time and support to struggling learners as needed,” which garnered a mean of 3.80 and was interpreted as highly effective. This indicates that teachers are proactive in extending time and assistance to ensure that learners with learning disabilities can cope with lessons. It means that providing individualized support is a key approach in fostering better learning outcomes for these learners.

Instructional approaches for managing learners with learning disabilities are generally rated as moderately effective, with a general mean of 3.18. The highest-rated indicator shows that providing additional time and support plays a crucial role in helping learners succeed. Most indicators, however, received a moderately effective rating, suggesting that instructional adjustments are present but not fully optimized. These findings denote that while teachers are making efforts to adapt instruction, further improvement is necessary to achieve highly effective instructional practices.

The findings of the present study are related to those of Barnard and Henn (2023), who emphasized the importance of providing individualized instructional support for learners with diverse needs. Both studies highlight that additional time, flexible instruction, and tailored strategies greatly improve learning among learners with disabilities. Thus, the current findings

affirm that instructional approaches must be continuously strengthened to promote inclusivity and meaningful learning experiences.

4.2.4. Learner Engagement

Table 8 presents the mean ratings and interpretations of classroom management strategies for learners with learning disabilities of public elementary school teachers as perceived by their school heads in terms of learner engagement.

Table 8. Mean Rating and Interpretations of the Classroom Management Strategies for Learners with Learning Disabilities of Public Elementary School Teachers as Perceived by Their School Heads in terms of Learner Engagement

Item	Indicators	Mean Rating	Interpretation
1	My teacher uses interactive and hands-on activities to sustain learners' interest and motivation.	3.00	Moderately Effective
2	My teacher provides choices in learning tasks to encourage learner autonomy and engagement.	3.20	Moderately Effective
3	My teacher incorporates gamification techniques to make learning fun and engaging for learners.	3.00	Moderately Effective
4	My teacher adapts learning activities based on learners' strengths, interests, and learning styles.	3.00	Moderately Effective
5	My teacher ensures active participation by calling on all learners during discussions and activities.	3.20	Moderately Effective
6	My teacher celebrates learners' efforts and achievements to boost their confidence and motivation.	3.60	Highly Effective
7	My teacher uses storytelling and role-playing to make lessons more engaging and relatable.	3.00	Moderately Effective
8	My teacher integrates real-world applications into my lessons to make learning more meaningful.	3.20	Moderately Effective
9	My teacher creates opportunities for learners to work collaboratively on group projects and activities.	3.20	Moderately Effective
10	My teacher encourages learners to set personal learning goals and track their own progress.	3.00	Moderately Effective
General Mean Rating		3.14	Moderately Effective

The indicator with the highest mean rating is “My teacher celebrates learners' efforts and achievements to boost their confidence and motivation,” which obtained a mean score of 3.60 and was interpreted as highly effective. This suggests that teachers' recognition of learners' efforts plays a vital role in encouraging motivation and sustaining engagement among learners with disabilities. It means that acknowledgment and positive reinforcement significantly contribute to learners' confidence and enthusiasm in learning.

Classroom management strategies in terms of learner engagement are generally rated as moderately effective, with a general mean of 3.14. The highest-rated strategy highlights the

importance of celebrating learners' efforts and achievements as an effective tool in boosting their motivation. Most of the strategies, however, received only a moderately effective rating, which reflects that teachers' methods in sustaining engagement are present but not fully maximized. These findings denote the need for teachers to enhance learner-centered and interactive strategies to achieve higher levels of effectiveness in engaging learners with disabilities.

The present study's findings are related to those of Aulia and Jamilah (2024), who emphasized that recognition and positive reinforcement encourage greater learner participation and self-confidence. Both studies highlight the significant role of motivation and acknowledgment in sustaining learners' interest and engagement. Thus, the current findings affirm that strengthening recognition and interactive strategies is crucial in promoting inclusive and meaningful classroom participation.

4.3. Support Provided by Public Elementary School Teachers for Learners with Learning Disabilities

4.3.1. Academic Accommodation

Table 9 presents the mean ratings and interpretations of the support provided by public elementary school teachers for learners with learning disabilities in terms of academic accommodation.

Table 9. Mean Rating and Interpretations of the Support Provided by Public Elementary School Teachers for Learners with Learning Disabilities in terms of Academic Accommodation

Item	Indicators	Mean Rating	Interpretation
1	I modify learning tasks and materials to match the needs of my learners.	3.10	Frequently Observed
2	I provide additional time for completing tasks to support struggling learners.	3.08	Frequently Observed
3	I offer alternative assessment methods to measure learning progress effectively.	3.17	Frequently Observed
4	I adjust lesson pacing to accommodate the processing speed of my learners.	3.26	Always Observed
5	I use differentiated instructional strategies to address various learning difficulties.	3.06	Frequently Observed
6	I provide step-by-step instructions to help learners understand complex lessons better.	3.29	Always Observed
7	I incorporate visual aids and graphic organizers to enhance comprehension skills.	3.09	Frequently Observed
8	I allow learners to use manipulatives and hands-on materials for better learning.	3.07	Frequently Observed
9	I create structured routines to help learners navigate daily academic activities smoothly.	3.15	Frequently Observed
10	I encourage peer-assisted learning to promote collaboration among learners in class.	3.25	Always Observed

General Mean Rating

3.15

**Frequently
Observed**

The indicator with the highest mean rating is “I provide step-by-step instructions to help learners understand complex lessons better,” which garnered a mean score of 3.29 and was interpreted as always observed. This means that teachers consistently guide learners by breaking down lessons into manageable steps, making learning clearer and more accessible. Such practice reflects the importance of scaffolding as a support mechanism for learners with learning difficulties.

Academic accommodations for learners with learning disabilities are generally frequently observed, with a general mean of 3.15. The highest-rated indicator highlights teachers’ consistent practice of giving step-by-step instructions, which greatly aids learners in processing complex lessons. Meanwhile, other strategies such as providing additional time, using differentiated strategies, and incorporating visual aids were also observed but not maximized at all times. These findings mean that while teachers are making efforts to support learners with disabilities, there is still room for improvement in consistently applying varied accommodation strategies.

The present study’s findings are related to those of Meena (2024), who emphasized the importance of adapting instructional methods to meet diverse learner needs. Both studies reveal that providing structured and guided learning strategies enhances comprehension and academic performance among learners with difficulties. Thus, the current findings affirm that consistent and diverse academic accommodations are crucial in fostering equitable learning opportunities.

4.3.2. Emotional Support

Table 10 presents the mean ratings and interpretations of the support provided by public elementary school teachers for learners with learning disabilities in terms of emotional support.

Table 10. Mean Rating and Interpretations of the Support Provided by Public Elementary School Teachers for Learners with Learning Disabilities in terms of Emotional Support

Item	Indicators	Mean Rating	Interpretation
1	I foster a welcoming classroom environment where all learners feel safe and valued.	3.05	Frequently Observed
2	I provide encouragement and praise to build confidence in struggling learners.	3.28	Always Observed
3	I actively listen to learners’ concerns and provide appropriate emotional support.	3.06	Frequently Observed
4	I implement mindfulness activities to help learners manage stress and anxiety.	3.08	Frequently Observed
5	I establish strong relationships with learners to understand their emotional challenges.	3.14	Frequently Observed
6	I guide learners in developing self-regulation skills to handle frustration effectively.	3.23	Frequently Observed
7	I promote a growth mindset to encourage resilience and perseverance in learning.	3.10	Frequently Observed

8	I use calming techniques to help learners manage their emotions during lessons.	3.25	Always Observed
9	I offer private discussions for learners who need additional emotional guidance.	3.05	Frequently Observed
10	I teach social skills to help learners interact positively with their peers.	3.05	Frequently Observed
General Mean Rating		3.13	Frequently Observed

The indicator with the highest mean rating is “I provide encouragement and praise to build confidence in struggling learners,” which obtained a mean score of 3.28 and was interpreted as always observed. This means that teachers consistently recognize and reinforce learners’ efforts, which helps boost their self-esteem and motivation to learn. Such practice reflects the significant role of positive reinforcement in building resilience among learners with emotional challenges.

Emotional support provided by teachers for learners with learning disabilities is generally frequently observed, with a general mean of 3.13. The highest-rated indicator emphasizes the consistent use of encouragement and praise, which serves as a vital tool in fostering learner confidence. Meanwhile, other emotional support strategies such as teaching self-regulation skills, using calming techniques, and establishing strong teacher-learner relationships were also observed but not maximized at all times. These findings denote that while teachers are responsive to the emotional needs of learners, there is a need to further strengthen the consistent application of diverse support mechanisms.

The present study’s findings are aligned with those of Martinez and Gomez (2024), who stressed the importance of addressing not only academic but also emotional needs of learners. Both studies highlight that emotional support, encouragement, and building strong relationships are essential for effective learning, especially among learners with difficulties. Thus, the current findings affirm that fostering positive emotional support is crucial in promoting holistic learner development.

4.3.3. Parent Collaboration

Table 11 presents the mean ratings and interpretations of the support provided by public elementary school teachers for learners with learning disabilities in terms of parent collaboration.

Table 11. Mean Rating and Interpretations of the Support Provided by Public Elementary School Teachers for Learners with Learning Disabilities in terms of Parent Collaboration

Item	Indicators	Mean Rating	Interpretation
1	I communicate regularly with parents to discuss their child’s learning progress and needs.	3.12	Frequently Observed
2	I provide parents with strategies to support learning at home effectively.	3.22	Frequently Observed
3	I organize meetings with parents to collaborate on intervention plans for learners.	3.05	Frequently Observed
4	I encourage parents to participate in school activities to support their child’s education.	3.25	Always Observed

5	I share useful learning resources with parents to enhance home-based instruction.	3.06	Frequently Observed
6	I provide clear and constructive feedback to parents regarding their child's progress.	3.04	Frequently Observed
7	I seek input from parents to understand the unique needs of their child.	3.14	Frequently Observed
8	I collaborate with parents to create individualized learning plans for their children.	3.23	Frequently Observed
9	I inform parents about available community resources that can support their child.	3.10	Frequently Observed
10	I encourage a positive partnership with parents to promote learner success.	3.23	Frequently Observed
General Mean Rating		3.14	Frequently Observed

The indicator with the highest mean rating is "I encourage parents to participate in school activities to support their child's education," which obtained a mean score of 3.25 and was interpreted as always observed. This suggests that teachers consistently engage parents in school-related activities, recognizing their vital role in reinforcing learning. It means that active parental participation is highly valued as it strengthens the connection between home and school in supporting learners with disabilities.

Parent collaboration in supporting learners with learning disabilities is generally frequently observed, with a general mean of 3.14. The consistent encouragement for parents to join school activities emerged as the strongest practice, reflecting the recognition of parents as partners in education. Other strategies, such as organizing meetings, providing feedback, and sharing learning resources, were practiced but not as consistently. These findings mean that while teachers recognize the importance of parental involvement, there is still room to enhance the consistency and depth of collaboration.

The present study's findings are related to those of Escol and Alcopra (2024), who emphasized that the active involvement of parents significantly contributes to learner success. Both studies highlight the role of collaborative efforts between teachers and parents in addressing the needs of learners, particularly those with difficulties. Thus, the current results affirm that strengthening parent-teacher partnerships is essential to improving educational outcomes for learners with learning disabilities.

4.3.4. Assistive Technology

Table 12 presents the mean ratings and interpretations of the support provided by public elementary school teachers for learners with learning disabilities in terms of assistive technology.

Table 12. Mean Rating and Interpretations of the Support Provided by Public Elementary School Teachers for Learners with Learning Disabilities in terms of Assistive Technology

Item	Indicators	Mean Rating	Interpretation
1	I integrate assistive technology tools to enhance learning for learners with disabilities.	3.03	Frequently Observed

2	I provide access to speech-to-text software for learners with writing difficulties.	3.05	Frequently Observed
3	I use audiobooks and text-to-speech applications to support struggling readers.	3.06	Frequently Observed
4	I allow learners to use adaptive devices to improve their classroom participation.	3.13	Frequently Observed
5	I incorporate visual scheduling apps to help learners follow daily activities.	3.14	Frequently Observed
6	I introduce interactive learning applications that support individualized instruction.	3.26	Always Observed
7	I teach learners how to use assistive tools to become independent learners.	3.07	Frequently Observed
8	I provide alternative keyboards and touchscreens for learners with motor difficulties.	3.22	Frequently Observed
9	I ensure assistive technology tools are accessible and functional for all learners.	3.15	Frequently Observed
10	I continuously explore new assistive technologies to enhance learning experiences.	3.10	Frequently Observed
General Mean Rating		3.12	Frequently Observed

The indicator with the highest mean rating is “I introduce interactive learning applications that support individualized instruction,” which garnered a mean score of 3.26, interpreted as always observed. This indicates that teachers consistently use interactive applications as a strategy to engage learners with disabilities in a more personalized and adaptive learning environment. It means that technology is being maximized to provide learners with opportunities for individualized support that meets their specific needs.

The use of assistive technology by public elementary school teachers in supporting learners with learning disabilities is frequently observed, with a general mean of 3.12. The strongest practice was the introduction of interactive learning applications, reflecting teachers’ recognition of technology’s role in promoting individualized learning. Other practices, such as providing adaptive devices, visual scheduling apps, and speech-to-text software, were also evident but not maximized. These findings mean that teachers acknowledge the importance of assistive technology but still have areas to improve in making its use more consistent and comprehensive.

The present study’s findings are aligned with those of Hove and Phasha (2024), who underscored the importance of providing appropriate support systems to learners with disabilities. Both studies emphasize that innovations and interventions, such as technology, play a crucial role in enabling learners to succeed academically. Thus, the current results affirm that strengthening the integration of assistive technology is essential to improving learning outcomes for learners with disabilities.

4.4. Support Provided by Public Elementary School Teachers for Learners with Learning Disabilities as Perceived by Their School Heads

4.4.1. Academic Accommodation

Table 13 presents the mean ratings and interpretations of the support provided by public elementary school teachers for learners with learning disabilities as perceived by their school heads in terms of academic accommodation.

Table 13. Mean Rating and Interpretations of the Support Provided by Public Elementary School Teachers for Learners with Learning Disabilities as Perceived by Their School Heads in terms of Academic Accommodation

Item	Indicators	Mean Rating	Interpretation
1	My teacher modifies learning tasks and materials to match the needs of his/her learners.	3.00	Frequently Observed
2	My teacher provides additional time for completing tasks to support struggling learners.	2.80	Frequently Observed
3	My teacher offers alternative assessment methods to measure learning progress effectively.	3.00	Frequently Observed
4	My teacher adjusts lesson pacing to accommodate the processing speed of his/her learners.	3.20	Frequently Observed
5	My teacher uses differentiated instructional strategies to address various learning difficulties.	3.00	Frequently Observed
6	My teacher provides step-by-step instructions to help learners understand complex lessons better.	3.40	Always Observed
7	My teacher incorporates visual aids and graphic organizers to enhance comprehension skills.	2.80	Frequently Observed
8	My teacher allows learners to use manipulatives and hands-on materials for better learning.	3.00	Frequently Observed
9	My teacher creates structured routines to help learners navigate daily academic activities smoothly.	2.80	Frequently Observed
10	My teacher encourages peer-assisted learning to promote collaboration among learners in class.	3.20	Frequently Observed
General Mean Rating		3.02	Frequently Observed

The indicator with the highest mean rating is “My teacher provides step-by-step instructions to help learners understand complex lessons better,” with a mean score of 3.40, interpreted as always observed. This implies that school heads consistently observe teachers guiding learners through lessons in a structured and detailed manner. It means that providing clear, step-by-step instruction is a key strategy for supporting learners’ academic success.

Public elementary school teachers frequently implement academic accommodation strategies for learners with learning disabilities, with a general mean of 3.02. The most consistently observed practice is providing step-by-step instructions, reflecting teachers’ commitment to supporting learners’ understanding of complex lessons. Other strategies, such as differentiated instruction, structured routines, and peer-assisted learning, are also applied frequently but less consistently. These findings denote that academic accommodations are an important aspect of teaching, though there is room for greater uniformity in implementation.

The results of this study are related to the findings of Hazan-Liran and Walter (2024), which emphasized the importance of structured academic support and accommodations for learners with disabilities. Both studies highlight that clear instructions and tailored strategies are essential for improving learning outcomes. Therefore, the present study confirms that consistent academic accommodations enhance learner engagement and performance.

4.4.2. Emotional Support

Table 14 presents the mean ratings and interpretations of the support provided by public elementary school teachers for learners with learning disabilities as perceived by their school heads in terms of emotional support.

Table 14. Mean Rating and Interpretations of the Support Provided by Public Elementary School Teachers for Learners with Learning Disabilities as Perceived by Their School Heads in terms of Emotional Support

Item	Indicators	Mean Rating	Interpretation
1	My teacher fosters a welcoming classroom environment where all learners feel safe and valued.	3.20	Frequently Observed
2	My teacher provides encouragement and praise to build confidence in struggling learners.	3.00	Frequently Observed
3	My teacher actively listens to learners' concerns and provide appropriate emotional support.	3.00	Frequently Observed
4	My teacher implements mindfulness activities to help learners manage stress and anxiety.	3.00	Frequently Observed
5	My teacher establishes strong relationships with learners to understand their emotional challenges.	3.00	Frequently Observed
6	My teacher guides learners in developing self-regulation skills to handle frustration effectively.	3.00	Frequently Observed
7	My teacher promotes a growth mindset to encourage resilience and perseverance in learning.	2.80	Frequently Observed
8	My teacher uses calming techniques to help learners manage their emotions during lessons.	3.40	Always Observed
9	My teacher offers private discussions for learners who need additional emotional guidance.	3.00	Frequently Observed
10	My teacher teaches social skills to help learners interact positively with their peers.	3.00	Frequently Observed
General Mean Rating		3.04	Frequently Observed

The indicator with the highest mean rating is “My teacher uses calming techniques to help learners manage their emotions during lessons,” which has a mean score of 3.40 and is interpreted as always observed. This shows that school heads consistently recognize teachers employing strategies to help learners regulate their emotions. It means that supporting learners' emotional well-being is a priority and is regularly observed in the classroom.

Public elementary school teachers frequently provide emotional support to learners with learning disabilities, with a general mean of 3.04. The most consistently observed practice is the use of calming techniques to help learners manage their emotions, reflecting a proactive approach to classroom emotional management. Other strategies, including fostering a welcoming environment, providing encouragement, and teaching social skills, are also frequently observed but slightly less consistent. These findings indicate that emotional support is an essential aspect of teaching, contributing to learners' overall well-being and engagement.

The results of this study align with the findings of Garcia-Peinado (2023), which emphasized the importance of emotional support and classroom climate in enhancing the learning experiences of learners with disabilities. Both studies highlight that teachers' attention to emotional regulation and positive reinforcement significantly affects learners' participation and confidence. Therefore, the present study confirms that emotional support is a vital component in the effective education of learners with learning disabilities.

4.4.3. Parent Collaboration

Table 15 presents the mean ratings and interpretations of the support provided by public elementary school teachers for learners with learning disabilities as perceived by their school heads in terms of parent collaboration.

Table 15. Mean Rating and Interpretations of the Support Provided by Public Elementary School Teachers for Learners with Learning Disabilities as Perceived by Their School Heads in terms of Parent Collaboration

Item	Indicators	Mean Rating	Interpretation
1	My teacher communicates regularly with parents to discuss their child's learning progress and needs.	2.80	Frequently Observed
2	My teacher provides parents with strategies to support learning at home effectively.	3.20	Frequently Observed
3	My teacher organizes meetings with parents to collaborate on intervention plans for learners.	2.80	Frequently Observed
4	My teacher encourages parents to participate in school activities to support their child's education.	3.40	Always Observed
5	My teacher shares useful learning resources with parents to enhance home-based instruction.	2.80	Frequently Observed
6	My teacher provides clear and constructive feedback to parents regarding their child's progress.	3.00	Frequently Observed
7	My teacher seeks input from parents to understand the unique needs of their child.	3.60	Always Observed
8	My teacher collaborates with parents to create individualized learning plans for their children.	2.80	Frequently Observed
9	My teacher informs parents about available community resources that can support their child.	3.20	Frequently Observed
10	My teacher encourages a positive partnership with parents to promote learner success.	3.00	Frequently Observed

General Mean Rating**3.06****Frequently Observed**

The indicator with the highest mean rating is “My teacher seeks input from parents to understand the unique needs of their child,” which has a mean score of 3.60 and is interpreted as always observed. This indicates that school heads consistently recognize teachers actively involving parents in understanding learners’ individual needs. It means that teachers prioritize parental input as a key strategy to support learners’ learning and well-being.

Public elementary school teachers frequently engage in parent collaboration to support learners with learning disabilities, with a general mean of 3.06. The most consistently observed practice is seeking parents’ input to understand learners’ unique needs, reflecting proactive communication and partnership. Other strategies, such as encouraging participation in school activities and providing home-based learning strategies, are also frequently observed but vary in consistency. These findings suggest that effective parent collaboration is essential for enhancing learners’ academic progress and overall development.

The results of this study support the findings of Lemmer (2023), which emphasized the role of parent-teacher collaboration in promoting the success of learners with disabilities. Both studies highlight that active communication and partnership with parents significantly contribute to learners’ learning outcomes. Therefore, the present study confirms that engaging parents is a critical component of effective teaching for learners with learning disabilities.

4.4.4. Assistive Technology

Table 16 presents the mean ratings and interpretations of the support provided by public elementary school teachers for learners with learning disabilities as perceived by their school heads, specifically focusing on the use of assistive technology.

Table 16. Mean Rating and Interpretations of the Support Provided by Public Elementary School Teachers for Learners with Learning Disabilities as Perceived by Their School Heads in terms of Assistive Technology

Item	Indicators	Mean Rating	Interpretation
1	My teacher integrates assistive technology tools to enhance learning for learners with disabilities.	2.80	Frequently Observed
2	My teacher provides access to speech-to-text software for learners with writing difficulties.	3.20	Frequently Observed
3	My teacher uses audiobooks and text-to-speech applications to support struggling readers.	2.80	Frequently Observed
4	My teacher allows learners to use adaptive devices to improve their classroom participation.	3.00	Frequently Observed
5	My teacher incorporates visual scheduling apps to help learners follow daily activities.	3.20	Frequently Observed
6	My teacher introduces interactive learning applications that support individualized instruction.	3.60	Always Observed
7	My teacher teaches learners how to use assistive tools to become independent learners.	3.00	Frequently Observed

8	My teacher provides alternative keyboards and touchscreens for learners with motor difficulties.	3.20	Frequently Observed
9	My teacher ensures assistive technology tools are accessible and functional for all learners.	3.20	Frequently Observed
10	My teacher continuously explores new assistive technologies to enhance learning experiences.	3.00	Frequently Observed
General Mean Rating		3.10	Frequently Observed

The indicator with the highest mean rating is “My teacher introduces interactive learning applications that support individualized instruction” with a mean of 3.60, interpreted as always observed. This suggests that school heads consistently observe teachers using interactive applications to address the unique learning needs of learners, indicating strong implementation of assistive technology in the classroom.

Public elementary school teachers frequently employ various assistive technology tools, with interactive learning applications being the most consistently observed. The general mean rating of 3.10, or frequently observed, reflects that teachers are actively supporting learners with learning disabilities through technological interventions. This indicates that the school heads recognize and value the use of assistive technology in promoting learning independence and participation. These findings denote that technology integration is an essential and regularly implemented strategy in supporting learners with disabilities.

The present study aligns with the findings of Chauhan (2025), who emphasized the importance of teacher support and resource utilization in addressing diverse learner needs. Both studies highlight the role of consistent instructional strategies and tools in enhancing learner learning. Consequently, the current study confirms that assistive technology is a crucial aspect of effective classroom support for learners with special needs.

5. Correlation Between the Classroom Management Strategies and Support Provided by Public Elementary School Teachers for Learners with Learning Disabilities

Table 17 presents the correlation between classroom management strategies and the support provided by public elementary school teachers for learners with learning disabilities.

Table 17. Correlation Between the Classroom Management Strategies and Support Provided by Public Elementary School Teachers for Learners with Learning Disabilities

Dependent Variables	r	p	Interpretation	Decision
Academic Accommodation	.79	.000	Positive Strong Correlation	Reject H_{01} (Significant)
Emotional Support	.93	.000	Positive Strong Correlation	Reject H_{01} (Significant)
Parent Collaboration	.94	.000	Positive Strong Correlation	Reject H_{01} (Significant)
Assistive Technology	.97	.000	Positive Strong Correlation	Reject H_{01} (Significant)
Overall	.97	.000	Positive Strong Correlation	Reject H_{01} (Significant)

The data show that academic accommodation has $r = 0.79$ with $p = 0.000$, indicating a positive strong correlation that is statistically significant, leading to the rejection of H_0 . Emotional support has $r = 0.93$ with $p = 0.000$, showing a positive strong correlation that is significant, also leading to the rejection of H_0 . Parent collaboration has $r = 0.94$ with $p = 0.000$, and assistive technology has $r = 0.97$ with $p = 0.000$; both indicate positive strong correlations with significance, resulting in the rejection of H_0 for each. These results mean that improvements in classroom management strategies are strongly associated with higher levels of support provided to learners with learning disabilities.

The overall correlation is $r = 0.97$ with $p = 0.000$, showing a positive strong correlation that is statistically significant, leading to the rejection of H_0 . This strong positive correlation means that as teachers' classroom management strategies improve, the support they provide—including academic accommodation, emotional support, parent collaboration, and use of assistive technology—also increases. A strong positive correlation signifies a close and direct relationship between effective classroom management and the quality of support provided. These findings indicate that classroom management strategies play a key role in enhancing comprehensive support for learners with special needs.

The present study aligns with the findings of Abidin (2024), which emphasized that effective classroom management positively impacts learner engagement and learning outcomes. Both studies suggest that teacher practices are instrumental in enhancing support services and learner performance. Hence, the current study corroborates prior research by showing that strong classroom management strategies facilitate improved support for learners with special needs.

6. Correlation Between the Classroom Management Strategies and Support Provided by Public Elementary School Teachers for Learners with Learning Disabilities as Perceived by Their School Heads

Table 18 presents the correlation between the classroom management strategies and the support provided by public elementary school teachers for learners with learning disabilities as perceived by their school heads.

Table 18. Correlation Between the Classroom Management Strategies and Support Provided by Public Elementary School Teachers for Learners with Learning Disabilities as Perceived by Their School Heads

Dependent Variables	r	p	Interpretation	Decision
Academic Accommodation	.80	.104	Positive Strong Correlation	Accept H_{02} (Not Significant)
Emotional Support	.95	.014	Positive Strong Correlation	Reject H_{02} (Significant)
Parent Collaboration	.98	.005	Positive Strong Correlation	Reject H_{02} (Significant)
Assistive Technology	.97	.000	Positive Strong Correlation	Reject H_{02} (Significant)
Overall	.97	.000	Positive Strong Correlation	Reject H_{02} (Significant)

The data show that for academic accommodation, $r = 0.80$ with $p = 0.104$, indicating a positive strong correlation but not statistically significant, leading to the acceptance of H_0 . For

emotional support, $r = 0.95$ with $p = 0.014$, showing a positive strong correlation that is statistically significant, resulting in the rejection of H_0 . Parent collaboration has $r = 0.98$ with $p = 0.005$, and assistive technology has $r = 0.97$ with $p = 0.000$; both indicate positive strong correlations and significant relationships, leading to the rejection of H_0 . The overall correlation is $r = 0.97$ with $p = 0.000$, showing a strong positive relationship that is statistically significant, also resulting in the rejection of H_0 .

The overall results indicate a positive strong correlation ($r = 0.97$, $p = 0.000$), which means that as teachers' classroom management strategies improve, the level of support they provide to learners with learning disabilities also increases. A strong positive correlation signifies that effective management practices are closely associated with higher quality support, including emotional assistance, parent collaboration, and the use of assistive technology. This suggests that teachers who are competent in classroom management are more likely to provide comprehensive and meaningful support to their learners. The significant relationships for emotional support, parent collaboration, and assistive technology indicate that these areas are strongly influenced by classroom management strategies.

The present study aligns with the findings of Amalia et al. (2024), which emphasized that effective classroom management positively impacts learner engagement and learning outcomes. Both studies underscore that teacher practices, when well-implemented, enhance the support provided to learners, especially those with special needs. Thus, the current study corroborates previous research, showing that strong management strategies facilitate better academic, emotional, and technological support for learners.

4.8. An Enhanced Inclusive Education Training Program to Improve Classroom Management Strategies and Support Provided by Public Elementary School Teachers for Learners with Learning Disabilities

The Enhanced Inclusive Education Training Program was designed to help public elementary school teachers strengthen their classroom management and support strategies for learners with learning disabilities. It provided training on advanced classroom management, differentiated instruction, behavioral interventions, and the creation of sensory-friendly learning environments. Teachers also received guidance on integrating assistive technology, providing emotional support, and fostering strong parent collaboration to ensure holistic learner development. The program emphasized hands-on workshops, mentoring, and coaching sessions led by inclusive education specialists and school heads to ensure practical application. Overall, it aimed to enhance teachers' professional competence, promote inclusive practices, and improve learner engagement and success in diverse classroom settings.

5. CONCLUSIONS

1. Public elementary school teachers moderately implemented classroom management strategies in terms of learning environment, behavioral management, instructional approaches, and learner engagement.
2. Public elementary school heads perceived that teachers moderately implemented classroom management strategies in terms of learning environment, behavioral management, instructional approaches, and learner engagement.

3. Public elementary school teachers frequently provided support for learners with learning disabilities in terms of academic accommodation, emotional support, parent collaboration, and assistive technology.
4. Public elementary school heads perceived that teachers frequently provided support for learners with learning disabilities in terms of academic accommodation, emotional support, parent collaboration, and assistive technology.
5. Public elementary school teachers' classroom management strategies and the support they provided for learners with learning disabilities were positively and strongly correlated, showing a significant correlation.
6. Public elementary school heads perceived that classroom management strategies and the support provided by teachers for learners with learning disabilities were positively and strongly correlated, showing a significant correlation.
7. An enhanced inclusive education training program was developed for public elementary school teachers that focused on strengthening both classroom management strategies and the support provided to learners with learning disabilities.

6. RECOMMENDATIONS

1. Public elementary school teachers shall undergo continuous training to enhance classroom management strategies in learning environment, behavioral management, instructional approaches, and learner engagement.
2. Public elementary school heads shall conduct regular monitoring and mentoring to ensure that teachers effectively implement classroom management strategies.
3. Public elementary school teachers shall consistently apply diverse academic, emotional, parental, and technological support strategies to better assist learners with learning disabilities.
4. Public elementary school heads shall actively support and guide teachers in providing comprehensive and consistent support for learners with learning disabilities.
5. Public elementary school teachers shall integrate well-planned classroom management strategies with support practices to maximize learning outcomes for learners with learning disabilities.
6. Public elementary school heads shall encourage and facilitate the use of effective classroom management strategies to enhance the overall support provided by teachers.
7. Public elementary schools shall implement the enhanced inclusive education training program to improve teachers' classroom management and support for learners with learning disabilities.
8. Further studies on the relationship between classroom management strategies and support for learners with learning disabilities shall be conducted to identify additional factors that enhance inclusive education practices.

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