



SUGILANON SANG PANGANDYOY: PERSPECTIVES OF THE REGULAR TEACHERS IN HANDLING CHILDREN WITH MANIFESTATIONS

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ABSTRACT

Regular primary teachers face a "battlefield" in managing diverse needs with limited training and insufficient support. Through this, the researcher investigated the teacher's perspective while handling children with specific manifestations. Using a qualitative descriptive design and purposive sampling, the researcher conducted in-depth interviews and conducted thematic analysis. The perspectives of 10 teachers revealed that, despite emotional exhaustion, they overcome hurdles through individualized, compassionate methods and technology-integrated strategies, refining their approaches based on real-time behavioral breakthroughs. The researcher's findings indicate a critical need for targeted training and collaborative frameworks to help educators effectively fulfill inclusive mandates. The researcher recommends that future research use quantitative, longitudinal designs to validate the impact of these localized interventions on student outcomes.

Keywords: *Sugilanon(Narratives), Pangandoy(Hope), Perspectives, Regular Teachers, Children With Manifestations*

INTRODUCTION

Regular primary teachers are now thrust into a "battlefield of the classroom," where they must navigate the significant gap between policy and practice while managing

diverse student manifestations with limited specialized training and insufficient support. Previous studies, such as the work of Ernst and Rogers (2009), have thoroughly explored the hurdles faced by special education experts, including professional isolation and resource scarcity; however, the unique trajectory of regular classroom teachers within this inclusive framework remains largely overlooked.

From the researcher's review of existing literature, the struggles faced by primary teachers are documented globally. While inclusive education can improve peer interactions (Jardinez & Natividad, 2024), its success is consistently hindered by inadequate training and limited resources (Imaniah & Fitria, 2018; Mag et al., 2017; Materechera, 2020). In countries like Ireland, collaborative teaching has proven effective (Mulholland & O'Connor, 2016), yet in the United States and the Commonwealth Caribbean, regular classroom teachers often feel unprepared due to a lack of support (Hyunjeong et al., 2014). Across these contexts, common obstacles include limited parental involvement, heavy workloads, and scarce teaching materials and training.

Here in the Philippines, the researcher has encountered similar realities where educators resort to differentiated instruction (Gallardo & Cañete, 2023) but continue to struggle with a lack of assistive materials, training, and accessible facilities. Studies indicate that many of them lack the necessary professional competence and SPED training to effectively manage inclusive classrooms (Sanchez et al., 2021; Sanchez, 2023). Although Republic Act No. 11650 supports inclusive education, the reality is that educators still contend with insufficient resources and systemic gaps.

Ultimately, these challenges lead to a decline in professional self-efficacy and a rise in emotional exhaustion, preventing educators from providing the specialized care pupils deserve. By conducting this study on the primary teachers' perspectives, the researcher aims to bridge this gap. Through detailed interviews and thematic analysis, the researcher has explored the hardships endured, coping methods, and the significance of this work. By highlighting these narratives, the researcher hopes this research encourages policies that truly support professional health and improve outcomes for the pupils served. Hence, the researcher conducted this study.

Significance of the Study

The researcher aimed to explore the perspectives of regular teachers supporting children with various behavioral manifestations, bridging the gap between theory and classroom reality. This study examines pedagogical adaptations, technology integration, behavioral triggers, and resource gaps where professional development is critical. It also investigates how collaboration among teachers, administrators, and the community strengthens support networks. By highlighting the complexities and rewards of inclusive education, this research aims to inform policy, enhance teacher training, and improve institutional capacity to support both professional well-being and student success.

Research Questions

In this study, the researcher explored the perspectives of regular teachers in handling children with manifestations in primary education and to uncover the experiences, challenges, and strategies that influence their teaching practices and well-being.

1. What are the concrete encounters of teachers when managing the classroom with learners with manifestations?
2. What reflections do teachers share regarding their teaching methods and interactions with learners who have manifestations?
3. What abstract conceptualizations emerge as teachers reformulate their professional strategies in teaching learners with manifestations?
4. What specific assessments do teachers test and refine to support students with diverse needs?

Assumptions

In conducting this research, the researcher assumed that the emotional and psychological aspects of teacher preparation were significant and multifaceted components of the lived accounts within the classroom. It was believed that these experiences revealed common patterns of stress, frustration, and professional growth related to meeting the diverse needs of students. The researcher further assumed that this inquiry uncovered the coping mechanisms and support systems used to navigate these realities effectively. It was also believed that the findings provided valuable insights for policymakers and educational institutions, helping them develop more effective programs to support educators in inclusive settings. By exploring these firsthand perspectives, it was anticipated that this study would contribute to a deeper understanding of the professional journey, ultimately enhancing the well-being and effectiveness of teachers and the quality of education for children with special needs, in alignment with their ultimate aspirations.

Theoretical Lens

In conducting this research, the researcher anchored this qualitative descriptive study in Kolb's Experiential Learning Theory (ELT), which provided a valuable framework for understanding the perspectives of primary teachers who handled learners with manifestations. According to Kolb (1984), meaningful learning occurred through a continuous, cyclical process involving concrete experiences, reflective observation, abstract conceptualization, and active experimentation. For teachers working in inclusive classrooms, this cycle began with concrete experiences and direct interactions with children exhibiting various manifestations, such as managing a nonverbal student's frustration or responding to sensory overload-induced meltdowns. These real-life encounters compelled teachers to face challenges like communication difficulties, emotional dysregulation, and diverse learning needs, forming the basis for experiential learning.

Research Paradigm

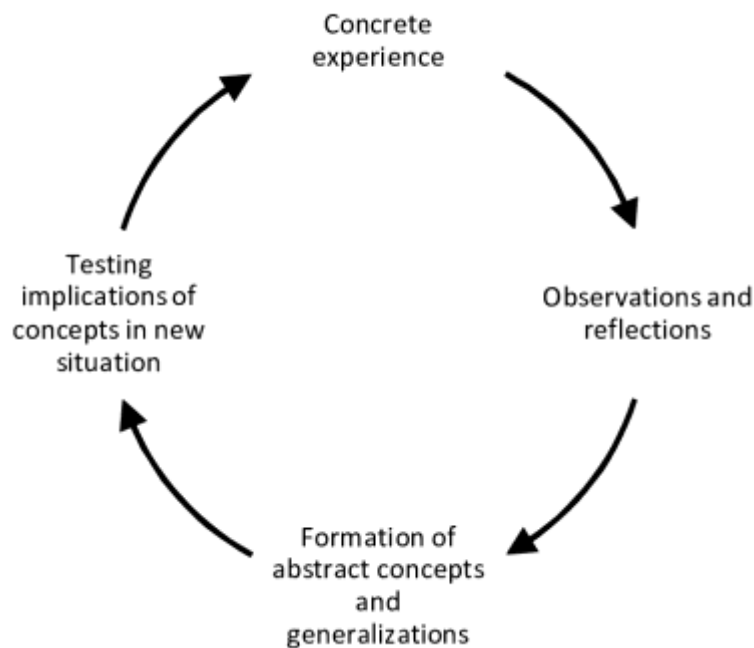


Figure 1. Experiential Learning Theory (ELT) Paradigm

METHODOLOGY

Research Design

In conducting this research, the researcher employed a qualitative descriptive approach to detail the firsthand perspectives of general education practitioners supporting children with manifestations. This design provides a comprehensive, straightforward summary of everyday professional narratives and classroom strategies without extensive interpretation (Sandelowski, 2000; Creswell, 2013; Neergaard et al., 2009; Colorafi & Evans, 2016). By centering on these accounts, the researcher captured authentic journeys in meeting diverse student needs. Unlike phenomenology, which interprets the "essence" of experience, this approach presents practitioner perspectives clearly, showing how these encounters influence teaching practices and well-being. Ultimately, documenting these real-world interactions aims to provide practical insights that can directly inform educational policy.

Locale of the Study

Generally, this study was set in Notre Dame-Siena School of Marbel, a private educational institution located in Koronadal City, Philippines. The school offered a

comprehensive educational program from primary through high school. However, the focus of the research was specifically on the primary year-level teachers. Notre Dame-Siena School of Marbel was chosen for its commitment to providing quality education and its diverse student population, which included children with special needs.

Sample and Sampling Technique

The researcher conducted this study with ten regular primary school teachers from Notre Dame-Siena School of Marbel in Koronadal City, Philippines. Purposive sampling was used to select participants, an approach ideal for qualitative studies requiring nuanced data over broad generalizability (Etikan et al., 2023; Oluwatobi & Ogunbiyi, 2024). This efficient technique allowed the researcher to gather high-quality information from specific cases (Taherdoost, 2023; Creswell & Poth, 2018), ensuring the data remained focused and aligned with the research aims (Creswell, 2007; Patton, 2015). To capture authentic, regular practitioner viewpoints, individuals were selected who met the criteria of having at least three years of private primary teaching experience and direct engagement with learners exhibiting manifestations, while those holding special education degrees were specifically excluded.

Data Collection Technique

The researcher employed a structured data gathering process by first developing a validated, a priori interview guide rooted in established literature and expert input. This guide featured open-ended questions designed to uncover the specific challenges and adaptive strategies used by general education teachers in inclusive classrooms (Creswell & Poth, 2018). The researcher primarily used in-depth interviews (IDIs), conducting semi-structured, one-on-one sessions to probe participants' personal perspectives and contextual insights. These interviews are ideal for capturing rich, nuanced narratives of classroom management that surveys often miss. This approach allowed for intimate, iterative dialogue with the ten participants, enabling immediate follow-up. By audio-recording these sessions with consent, the researcher preserved verbatim responses to uncover intricate themes and practical strategies (Patton, 2015).

Data Analysis Technique

Using Creswell's (2013) thematic framework alongside descriptive approaches, the researcher analyzed the data in six phases to uncover shared meanings. First, the researcher transcribed the interviews verbatim to capture the educators' authentic voices. Second, the researcher deeply immersed themselves in the transcripts to ensure interpretations remained true to their accounts. Third, the researcher manually reviewed the text to isolate core themes and sub-themes defining their classroom realities. Fourth, the researcher utilized charts and tables to code and categorize the data, validating that the themes directly reflected the raw narratives. Fifth, the researcher named and defined each theme to let a distinct narrative emerge for every finding. Finally, the researcher reported the results logically, grounding the study in the teachers' real-world experiences through direct quotations and examples.

RESULTS

Encounters while Managing the Classroom with Learners With Manifestations

Hyperactivity and Disruptive Behaviors

Focusing on the theme of Hyperactivity and Disruptive Behaviors, I heard that Participant 1 explains to me that children often exhibit unique behaviors like sudden tantrums and roaming around. She stated that:

These children show specific manifestations, like having tantrums at no specific time, tend to roam around and talk about anything that is not related to the lesson that we have. They do interrupt the class, yet inclusivity is a must. Inclusion was quite challenging, but the greatest solution was to make every lesson effective for everyone.-IDI_P1-PAGE1-L7-11

Supporting this perspective, Participant 3 describes similar accounts of physical aggression and persistent emotional struggles that complicate the learning environment. She expressed that:

...tantrums such as punching the teacher, pinching or even throwing things. Roaming around while I am discussing inside the classroom. Not following instructions or disobeying the teacher. Disrespectful, cries for a long duration, and hurts the classmates and teachers. This leads to an exhausting and time-consuming. It affects my classroom routine that distracts the other pupils or classmates.-IDI_P3-PAGE1-L16-21

In the same vein of describing these behavioral challenges, Participant 6 highlights the difficulty of maintaining engagement when a student cannot sit still or constantly distracts others. She noted that:

As a teacher, the manifestation that I encountered was that a pupil couldn't sit for a long period of time to listen while I am discussing. Sometimes, that pupil doodles in his/her notebook or book. Another pupil constantly interrupts the class by chit-chatting with his/her seatmate. Also some, pupil call-out my attention just to ask permission to go to comfort room. These instances disrupts the focus of the other pupil as it distracts their attention.- IDI_P6-PAGE1-L31-35

Correspondingly, Participant 7 describes how constant movement tests her patience, though reaching these students provides a unique sense of professional accomplishment. She shared that:

The kind of manifestation that I encountered as a regular teacher was the constant standing, talking, roaming around and moving a lot. It disrupts my lesson and also the whole class.-IDI_P7-PAGE1-L37-41

Alike in these experiences, Participant 9 emphasizes that hyperactive behavior can escalate to physical disruption, requiring high levels of resilience from the educator. He remarked that:

He was active and hyper in class to the point that he is already hurting his classmates. Everyday the classes of his classmates are always affected because of the actions and behavior of the child sometimes causes problems specially during delivery of the lesson...-IDI_9-PAGE2-L49-53

Listening to these teachers, a dominant theme of instructional fragmentation caused by unpredictable behavior was identified. During the conversations, one participant instinctively mimicked a "punching" motion while describing student outbursts, her body tensing as if revisiting that stressful moment. This visceral reaction evoked deep professional empathy for the heavy emotional toll they bear in maintaining an inclusive space. It became evident that these encounters are a constant tide forcing teachers to act as "instructional shock absorbers" who soak up disruption to protect the class. This burden intensifies when restlessness escalates into physical aggression, forcing educators to prioritize immediate safety over planned lessons.

Emotional Outburst and Aggressive Acts

Beginning with the primary observation of Emotional Outbursts and Aggressive Acts, Participant 1 highlights the unpredictability of these episodes, which often disrupt the class's collective focus. She stated that:

These children show specific manifestations, like having tantrums at no specific time-IDI_P1-PAGE1-L7-8

Following this same line of reasoning, Participant 2 builds on the narrative by detailing how quick anger and impulsive tendencies create constant tension during instruction. She disclosed that:

I had students who were quick to anger, short attention spans, slow learners, and a student who tended to take anything she saw lying around.- IDI_P2-PAGE1-L13-14

Furthermore, it confirms that these outbursts often escalate into physical safety risks, as Participant 3 describes intense episodes that result in exhaustion and property damage. He stated that:

...emotional manifestations in my classroom are the following: tantrums such as punching the teacher, pinching or even throwing things. Disrespectful, cries for a long duration, and hurts the classmates and teachers.-IDI_P3-PAGE1-L16-19

Engaging with these educators, a persistent instability was recognized that shifts classroom focus from instruction to crisis control. During the discussions, one participant sighed, her shoulders dropping while recounting "tantrums at no specific time." This tangible reaction evoked deep respect for the patience required to navigate physical threats. These high-stress behaviors force teachers to pause lessons to act as protectors, proving that when emotional waves hit, academic progress must wait for safety. Even after the storm passes, reclaiming the class's shattered focus remains a hurdle; managing the silence after a disturbance is often as challenging as the thunder that preceded it.

Attention and Task Engagement Difficulties

Building upon this perspective, Participant 3 highlights how a lack of focus often manifests as physical roaming and a failure to follow basic instructions, which exhausts the teacher's time. He expressed that:

Roaming around while I am discussing inside the classroom. Not following instructions or disobeying the teacher. Disrespectful, cries for a long duration, and hurts the classmates and teachers. This leads to an exhausting and time-consuming.-IDI_P3-PAGE1-L18-20

It also supports the finding of Participant 4, who observed that specific cognitive delays directly prevent these students from completing the work assigned to them. He noted that:

Children with manifestation are hard to focused, delayed in speech and hard to identify things not every name of people for example teachers and classmates. They cannot finished tasks given to them for the attention span was too short.-IDI_P4-PAGE1-L24-26

In addition to these cognitive barriers, Participant 6 discusses the physical restlessness that further compromises the delivery of instruction and class-wide engagement. She stated that:

As a teacher, the manifestation that I encountered was that a pupil couldn't sit for a long period of time to listen while I am discussing.-IDI_P6-PAGE1-L31-32

Through the analysis, a recurring alarm was detected regarding the sudden, impulsive energy that shatters a lesson's flow. One participant reflexively mimicked a "snatching" motion while describing a student grabbing scissors, her eyes widening with split-second panic. This visceral reaction highlighted the mental exhaustion of maintaining constant vigilance over classroom objects. It became clear that these moments are high-stakes tests forcing teachers to instantly pivot from educator to safety officer, a taxing reality where the curriculum must wait whenever a student's impulse overrides restraint. Yet, reweaving these broken threads transforms the educator, turning every interruption into an invitation to practice deeper patience and compassion.

Reflection on the Teaching Method and Interactions with Learners who have Manifestations

Increased Patience, Empathy, and Compassion

Illustrating the shift in student-teacher dynamics, Participant 1 reflected on how increasing these emotional competencies led to a more open classroom environment. He noted that:

I'd say my empathy, patience and compassion for teaching these young learners increased. I observed they come to me more compared before.-
IDI_P1-PAGE3-L116-119

In a similar account, Participant 2 highlighted how a more understanding stance directly influences student behavior and engagement. He shared that:

*I realized that I have to be more patient and empathetic. If I did, they listen more than usual.-*IDI_P2-PAGE2-L121-122

Expanding on the personal toll of this growth, Participant 3 described the experience as a challenging path that eventually strengthens a teacher's resolve. He explained:

*I've learned it is quite complicated and challenging since we as teachers need longer patience, empathy and hope for them.-*IDI_P3-PAGE3-L124-127

Providing a perspective on instructional effectiveness, Participant 4 emphasized that his interventions involved intentionally practicing kindness and remaining receptive to unique needs. He noted:

*...such as being patient, kind and having open to their needs.-*IDI_P4-PAGE3-L129-130

Furthering the need for a non-punitive environment, Participant 7 underlined the importance of a gentle approach to prevent emotional distress. He remarked:

*I should be more patient and understand their situation and try to correct them in a sense that it will not hurt them or feel being humiliated. It is necessary to handle them in a very gentle way.-*IDI_P7-PAGE4-L151-153

Absorbing these narratives, it became clear that the classroom shifts from learning to survival when safety is compromised. One participant's hands trembled while describing the "scratching" she endured, looking at her palms as if the phantom sting remained, a weary posture that made the erosion of her spirit feel strikingly real. These emotional hurdles force teachers to become surgeons of time, repairing instructional gaps while anchoring a struggling soul without letting the class drift away. Yet, within these

fractures, the teacher's heart expands, transforming scars of aggression into empathy. This proves that true mastery lies in remaining a compassionate anchor, abandoning "one-size-fits-all" maps for highly individualized approaches.

Differentiated and Individualized Approaches

Building upon the need for specific interventions, Participant 6 emphasized how personal experience revealed that varying manifestations require a teacher to remain adaptable in their methodology. He shared that:

These experience helped me reflect that different manifestations need different approaches. Some of my strategies are effective to some situations while also think for another strategy that best for a certain situation.-IDI_P6-PAGE4-L145-147

In alignment with this call for adaptability, Participant 8 explained how he shifted his classroom role to allow for more direct student engagement and discovery. He remarked:

This method may look like a punishment but ends mean more than the means. So as a teacher its really depend on how to employ a certain strategies that are suitable and more appropriate to their needs.-IDI_P8-PAGE4-L156-160

Rounding out these perspectives, Participant 9 discussed how encounters with diverse needs necessitated a continuous improvement of skills and a widening of his professional outlook. He shared:

Also I need to discover new techniques that will work and at the same time appropriate to my learners' need that has different kind of needs and assistance.-IDI_P9-PAGE4-L162-166

Through these narratives, it became clear that the "one-size-fits-all" mold must shatter for individualized grace. One participant leaned forward, eyes bright with exhaustion and pride, gesturing as he described guiding an impulsive student's hand through a writing task. This moment made it strikingly real: inclusion is less about a polished curriculum and more about a teacher's willingness to "widen their view" to each child's unique rhythm. Deep respect was felt for these educators who constantly redesign blueprints to fit student needs, proving that teaching is a living process of adjustment. Ultimately, tailoring this path catalyzes the teacher's own transformation, fueling continuous self-reflection and professional growth.

Continuous Self-Reflection and Professional Growth

Emphasizing the transformative nature of these encounters, Participant 4 discussed how the daily rigor of the classroom served as a vital benchmark for his professional maturity. He noted that:

I was challenged to teach them everyday for I know that my professionalism or professional growth was being tested and I know that handling them will make a difference in my teaching career and to be an effective one.-IDI_P4-PAGE3-L132-135

Parallel to this view of the classroom as a testing ground, Participant 6 shared how the complexities of student behavior led to a deep, internal questioning of his pedagogical effectiveness. He shared that:

Sometimes I carry emotional baggage as I question myself if it is the right thing to do. I always do self reflection such as "If I encountering the same situation, will I use the same method? Does my methods help the pupils for the better?-IDI_P6-PAGE4-L147-149

Furthermore, Participant 9 expanded on this need for introspection by highlighting the necessity of maintaining an expansive and evolving professional mindset. He explained:

After those experiences and encounter, I learned and reflects a lot from that experiences. As a teacher I realized that I still need to learn and improves. That I need to widen my view, open my mind to other perspective...-IDI_P9-PAGE4-L162-164

Gathering these narratives, a chorus was heard describing the classroom as a crucible for professional maturity. One participant looked away, quietly questioning, "Is this the right thing to do?", making his internal "emotional baggage" and self-reflection strikingly real. These educators trade static routines for a "growth-oriented mindset" thriving on introspection, acting as mirrors who widen their views to reflect their students' evolving needs. This pursuit proves that every obstacle is a benchmark for character. Yet, as they sharpen skills through this internal forge, they carry an invisible weight, showing that professional growth is often anchored by the heavy, silent strain of emotional burden and resilience.

Abstract Conceptualizations Emerge as Teachers Reformulate their Professional Strategies in Teaching Learners with Manifestations

Conducive, Safe, and Comfortable Classroom Environment

Prioritizing the collaborative nature of this strategy, Participant 1 noted that establishing a meaningful and secure space is a shared responsibility. He shared that:

Making the classroom more meaningful and safety by the help of the school community, their parents and other school staffs.-IDI_P1-PAGE4-L183-185

In addition to communal support, Participant 6 highlighted that physical surroundings must be paired with clear behavioral structures to guide students effectively. He explained:

Aside from that, establishing classroom rules, giving positive reinforcement and providing a conducive classroom is really important to guide the pupils' behavior.-IDI_P6-PAGE5-L209-211

Furthermore, Participant 7 underlined that preparing the classroom is a prerequisite for any effective learning to occur. He remarked:

Preparing my class to become more conducive and safety for them.-IDI_P7-PAGE5-L215-216

Equally important, Participant 8 discussed how prioritizing a welcoming and child-friendly space directly impacts a student's sense of security. He noted:

Making the classroom comfortable, child friendly and safety are some ways that they may feel okay.-IDI_P8-PAGE5-L221-222

Through these narratives, it became clear that the classroom must be a sanctuary before it can become a workshop. One participant swept her arm as if smoothing an invisible surface while describing the need to "prepare" a "child-friendly" and "safe" space. This protective gesture made it real: teachers are environmental architects whose primary blueprint is student security. When the atmosphere is anchored by clear rules and communal support, the storm of behavioral triggers subsides. This structural harmony serves as the first line of defense against disruption, creating a foundation that invites deeper engagement where technology and interactive materials can finally meet.

Use of Technology and Audio-Visual/Interactive Materials

Stressing the requirement for creative and engaging classroom activities, Participant 1 noted that integrating digital tools is essential to accommodate the diverse learning styles found within a single classroom. He shared that:

Be sensitive enough to know that students have a variety of learning styles as so different from the other students. Teacher must use strategies like integration of technology and audio-visual materials.-IDI_P1-PAGE4-L180-183

Building upon this focus on engagement, Participant 3 detailed how specific Information and Communication Technology (ICT) tools can create a multisensory environment that sustains student focus. He explained:

...gamified lessons, ICT integration, such as interactive boards and drills. It must be engaging that involves all senses.-IDI_P3-PAGE5-L191-193

In addition to these methods, Participant 4 suggested that technology-driven tasks are instrumental in channeling the energy of students with hyperactive behaviors into structured learning. He noted:

...prepare special activities and strategies such as gamified activities, classroom technology like the interactive boards, and special activities are effective to lessen their hyperactive behaviors.-IDI_P4-PAGE5-L196-199

Likewise, Participant 5 described the use of digital tools as a fundamental way to ensure that the curriculum remains appealing and enjoyable for every child. He shared:

Use technology to make their learning more interesting and fun.-IDI_P5-PAGE5-L205

To conclude the list of perspectives, Participant 10 illustrated how specific interactive platforms act as a "hook" to keep students focused on their lessons. He stated:

To address the needs of the child I used different strategies like, technology our interactive board which I used the word wall that helps to capture the learners.-IDI_P10-PAGE5-L230-231

Through these narratives, it became clear that technology acts as a digital "hook" to anchor drifting learners. One participant tapped the table, mimicking "gamified drills" used to channel hyperactive energy, making the power of multisensory engagement feel real. These teachers have evolved into digital facilitators, using interactive boards and stepping into "every shoe" so no learning style is left in the dark. This technological bridge reveals that a screen is a lifeline to accessibility. Yet, high-tech tools find their greatest power when paired with high-touch grace, bridging the final gap through the steadying presence of a hand guiding a student from just an inch away.

One-on-One and Proximity Support

Stressing the value of physical presence, Participant 2 discussed how teaching in closer proximity ensures both academic progress and personal approachability. He noted that:

I teach them in closer proximity, ensuring learning and approachability.-IDI_P2-PAGE4-L187

Along the same lines, Participant 3 explained that intentional placement near the teacher allows for more effective monitoring and the rapid provision of resources. He shared:

Teacher must take a place near to the learners for it easily to monitor and provide necessary things.-IDI_P3-PAGE5-L193-194

In addition to direct instruction and attention, Participant 5 highlighted the importance of providing specialized activities and constant encouragement tailored to unique processing needs. He remarked:

That's why I make sure to give proper and direct instruction, short activities that is only for them, engaging drills and also a constant encouragement.- IDI_P5-PAGE5-L201-203

To round out these insights, Participant 9 discovered that practical classroom arrangements, such as having a student sit directly beside the instructor, often outweigh theoretical models. He stated:

Strategies I learned as I taught children with manifestation was to let my learners that needs assistance to sit beside me while I'm delivering a lesson so that, that learner will not disturb his classmates.- IDI_P9-PAGE5-L224-227

Reviewing these testimonials, it was recognized that physical presence is a teacher's most potent tool for stabilizing a restless classroom. One participant pulled a chair closer, mimicking how she lets a struggling student "sit beside" her to prevent them from "disturbing their classmates." This motion made it strikingly real: inclusion lives in the inches between mentor and learner. These educators act as close-range anchors, using their "relational bond" to keep students from drifting and proving that being within arm's reach outweighs textbook theory. This intimate monitoring creates a safe harbor, allowing the room to transition into a space for interactive discovery and engagement.

Collaboration with Parents and School Community

Touching upon the value of a comprehensive setting, Participant 1 emphasized that alliances with parents and the broader school staff are essential for maintaining student security. He expressed:

Making the classroom more meaningful and safety by the help of the school community, their parents and other school staffs.- IDI_P1-PAGE4-L183-185

Along the same lines, Participant 2 explained that coordinating with parents and fellow educators allows interventions to be integrated into all aspects of a student's experience. He remarked:

I try to collaborate with the parents and other teachers so that the intervention will continue and integrated to other aspects.- IDI_P2-PAGE4-L188-189

Similarly, Participant 9 shared that active cooperation with both parents and staff is a learned necessity for managing specific behavioral manifestations. He noted:

Also collaborate with the other teacher and in their parents.-IDI_P9-PAGE5-L227-228

Drawing from these accounts, it was recognized that no teacher is an island in inclusive education. One participant clasped her hands, mirroring the "integrated network" between school and home. This visual made it strikingly real: a student's progress depends on the bridge connecting their two worlds. Collaboration transforms a solitary struggle into a communal mission. These "positive connections" ensure behavioral consistency, proving a child flourishes when the village speaks the same language. Ultimately, this partnership creates a cycle where shared insights continually spark and refine new strategies.

Assessments do Teachers Test and Refine to Support Students with Diverse Needs

Adjusting Teaching Methods Based on Learner Response

Regarding the impact of technological adaptation, Participant 3 mentioned that using digital tools like interactive boards allowed her to pivot based on student interest. She shared:

I adapt on it very well and pupils are excited to participate all the time. I can evaluate it when he/she is participating during the activities and on its outcomes after the use of these strategies.- IDI_P3-PAGE6-L254-257

Similarly, Participant 6 noted that implementing collective responsibility systems helped organize the classroom based on how the students reacted to behavioral boundaries. She explained:

If the group is noisy, their recess will be delayed for 2 minutes. I make sure that I followed this method so that pupils know that I am serious. So far my strategy was successful because the noise and disruption was lessen.- IDI_P6-PAGE6-L273-276

Along the same lines, Participant 8 shared that the application of new methods is an experimental practice requiring constant modification to suit classroom outcomes. She remarked:

Applying new strategies is a trial and error practice. It somehow helpful but it also needs some modification and sometime adjustment and total changes.- IDI_P8-PAGE7-L289-292

Gathering these accounts, a consensus was recognized that an educator's intuition must be fluid. One participant's hands shifted as if adjusting sails while describing their process of "trial and error", a kinetic movement that made it real: a lesson plan is a living map redrawn when a strategy "does not suit" a learner. By embracing "total changes," these teachers evolve into masters of adaptation. These pivots are the gears of progress, proving that the courage to reflect prevents a student's focus from drifting. This constant

adjustment ensures every modification leads to a breakthrough, paving the way for shared success.

Positive Outcomes and Indicators of Success

Focusing on the results of classroom application, Participant 2 explained that the effectiveness of a technique is verified by the specific outcomes observed after it is used. She expressed:

Knowing all the suitable strategies through the outcome of it after the application in the class or modified some of it when necessary specially if it is not fully worked to that learner.- IDI_P2-PAGE6-L248-250

Parallel to this, Participant 5 noted that implementing individualized tools like puzzles allows a teacher to see clear improvements in a child's ability to follow instructions. She mentioned:

When I face new challenges, I tried to observe first the child's behavior and learning needs,... I know whether the new strategies or intervention is successful when the child shows progress such as following instructions or showing positive behavior.-IDI_P5-PAGE6-L264-271

In addition, Participant 6 pointed out that a significant decrease in classroom noise and interruptions serves as a primary marker of a successful strategy. She explained:

However, I always make sure to allow myself to discover various strategies as I go along with my pupils by observing them and checking the outcomes. Through this, the more suitable strategies must be provided.-IDI_P6-PAGE6-L275-278

Similarly, Participant 8 shared that while initial positive reactions are encouraging, they require continued assessment to ensure the strategy remains appropriate over time. She noted:

If somehow there are some positive results so the strategies are working but it somehow need a further assessment to the student response.-IDI_P8-PAGE7-L289-293

Through these testimonials, it was recognized that success in an inclusive classroom is a mosaic of small, hard-won victories. One participant nodded while tracing an upward line to describe a child finally "following instructions," making it real that effective strategies require a living "trial and error" journey. By embracing "further assessment" and "total changes," teachers turn challenges into ladders for growth. These indicators serve as the compass for the craft, proving that gradual progress is the true North of inclusive teaching, where every "positive result" builds the foundation for continuous vigilance.

Need for Continuous Monitoring and Modification

Beginning with the impact of teacher disposition, Participant 1 noted that combining empathy with steady observation allows a teacher to customize guidance effectively. She expressed:

Through behavioral changes and competence. Through constant observation of these strategies, I could able to fit it in their needs.- IDI_P1-PAGE6-L244-246

In addition, Participant 6 pointed out that even successful approaches require ongoing experimentation to discover even better ways to support students. She explained:

However, I always make sure to allow myself to discover various strategies as I go along with my pupils by observing them and checking the outcomes. Through this, the more suitable strategies must be provided.-IDI_P6-PAGE6-L276-278

Furthermore, Participant 10 shared that identifying the weaknesses in current practices is what drives the creation of more successful, observation-derived techniques. She noted:

I adapt teaching strategies by reflecting and assessing my current practice to evaluate what might be working and need to continue and modified.- IDI_P10-PAGE7-L300-303

Weaving these narratives together, it was recognized that a teacher's vigilance must be constant. One participant tapped their temple while discussing the need to "reflect in every strategy", a gesture making it real that the classroom is a shifting landscape where today's solution might be tomorrow's obstacle. "Discovering the lacks" in practice is not failure, but clearing the brush for a better path. This relentless cycle of assessment is the anchor of inclusive education, ensuring no learner is left behind and turning every modification into a bridge toward a resilient future.

Modified Paradigm

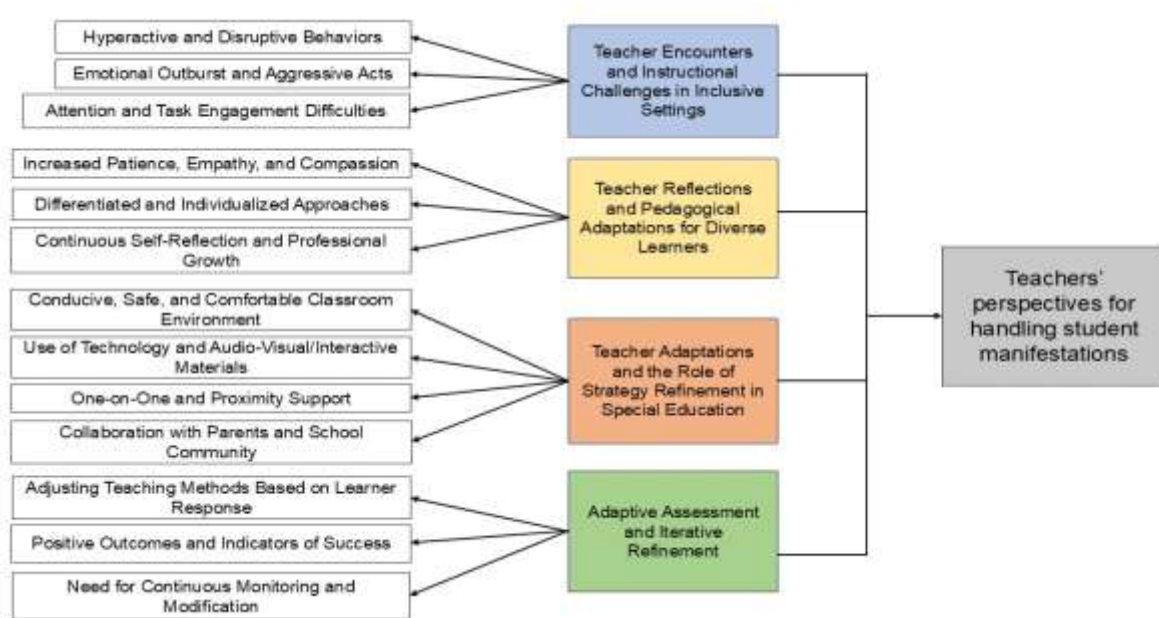


Figure 2: Modified Paradigm of the Perspectives of the Regular Teachers in Handling Children with Manifestations

DISCUSSION

Teacher Encounters and Instructional Challenges in Inclusive Settings

In the study, it was found that teachers manage a complex environment filled with hyperactivity, disruptive behaviors, emotional outbursts, and aggressive acts. These manifestations, along with challenges in attention and task engagement, such as impulsivity and inappropriate object use, significantly hinder lesson completion. This finding aligns with Dabula (2024), who noted that aggressive behaviors create instructional barriers requiring constant shifts from teaching to behavioral management. Similarly, the study affirms Sahu and Sahu (2023), who explained that emotional outbursts and hyperactivity directly impede academic achievement and create a volatile atmosphere. Conversely, these results contradict Burt et al. (2022), who argued that constant movement represents "kinesthetic potential" that is easily integrated into the curriculum without disrupting the teaching flow.

Teacher Reflections and Pedagogical Adaptations for Diverse Learners

In this investigation, it was found that teachers share reflections on pedagogical shifts and personal resilience through themes like calmness and regulation, individualized approaches, professional growth, and managing emotional burden. These findings

support Arcipe et al. (2025), who found that shifts toward emotional regulation and differentiated instruction improve classroom stability. Furthermore, the results align with Miguel et al. (2025), emphasizing that self-reflection and professional growth are vital for building resilience against the personal toll of teaching. However, these current findings contradict Salarda et al. (2025), who argued that resilience and pedagogical shifts alone may not guarantee performance without systemic school support and physical resources. This suggests that internal teacher reflections must be paired with institutional backing to sustain an inclusive setting.

Teacher Adaptations and the Role of Strategy Refinement in Special Education

In this exploration, it was found that teachers reformulate professional strategies by creating safe environments, utilizing technology, providing one-on-one support, and employing gamification with positive reinforcement and community collaboration. These findings corroborate Palami et al. (2025), who demonstrated that interactive audio-visual materials and gamified learning significantly boost engagement for students with behavioral challenges. In parallel, the results concur with Dela Cruz and Mercado (2025), emphasizing that proximity support and consistent reinforcement are foundational to a safe classroom climate. In contrast, this research diverges from Torres (2024), who contended that over-reliance on technology and gamification can trigger sensory overload and disruptive manifestations. This suggests that while these strategies are effective, they must be applied with careful consideration of specific sensory triggers.

Adaptive Assessment and Iterative Refinement

In this research, it was found that teachers provide profound insights regarding their assessments, which they systematically test and refine to support students with diverse needs. This process involves implementing new interactive or technological strategies to capture attention, followed by adjusting teaching methods based on real-time learner responses. This finding substantiates the work of Lao and Arcipe (2025), who demonstrated that an iterative cycle of testing interventions and monitoring small behavioral breakthroughs is essential for sustained progress. Furthermore, the results align with Siena and Magalang (2025), who emphasize that pivoting methods based on student feedback are a hallmark of professional resilience and efficacy. However, these results stand in opposition to Demetrio (2024), who argued that constant modification and high-tech tools can lead to "strategy fatigue" and increased student anxiety due to a lack of routine. Ultimately, in this research, educators look for indicators of success to reinforce the need for continuous monitoring, suggesting that while innovation is necessary, it must be balanced with a stable, structured environment.

Conclusions

This study concludes that regular primary teachers face severe classroom disruption and burnout due to a critical gap between inclusive education policies and their lack of specialized training. To survive this "battlefield," educators undergo a profound professional transformation, moving away from traditional instruction to implement a

highly adaptive support system. They systematically address these behavioral challenges by creating safe environments, using interactive technology as a learning "hook," and applying close proximity monitoring. Ultimately, while individual teacher resilience and real-time strategic modifications keep inclusive classrooms functioning, long-term success requires pairing these internal adaptations with structured institutional backing, targeted professional training, and active parent-community collaboration.

Recommendations

Transitioning from the qualitative findings of this study, future research should adopt a quantitative design to validate the anchoring Experiential Learning Theory and identify instructional principles on a broader scale. It is recommended to utilize Exploratory Factor Analysis (EFA) to statistically group the specific behaviors and strategies observed in this study into distinct, measurable latent factors. Specifically, a Predictive-Correlational Research Design using Multiple Linear Regression could determine if strategies like technological integration and proximity support serve as significant predictors of teacher effectiveness and student engagement. Furthermore, a Structural Equation Model (SEM) should be employed to map the complex causal relationships between these variables, testing how well the study's theoretical framework explains the interplay between teacher reflection, strategic adaptation, and student outcomes.

Compliance with Ethical Standards

To ensure the study's quality, a SMILE approval certificate and formal permission were secured from the Graduate School of the Holy Cross of Davao College, recruiting primary teachers using adviser-endorsed letters and consent forms. The research's trustworthiness was anchored in the criteria of credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). To establish credibility, triangulation and member checking were used to ensure emerging themes accurately reflected the teachers' actual accounts (Lincoln & Guba, 1985; Creswell, 2007; Creswell & Poth, 2018). Transferability was achieved by providing rich, detailed descriptions of classroom realities, allowing readers to judge the findings' applicability to similar contexts (Lincoln & Guba, 1985; Creswell & Poth, 2018). For dependability, a systematic, consistent, and transparent procedure was maintained from interviewing through data analysis (Lincoln & Guba, 1985; Korstjens & Moser, 2018). Confirmability was established by utilizing an audit trail of exact responses to ground the findings in actual data rather than personal bias (Guba, 1981; Creswell, 2013; Korstjens & Moser, 2018). Ultimately, these measures provided meaningful insights into how professional experiences shape teaching practices and well-being (Ernst & Rogers, 2009), offering authentic educator perspectives to help improve educational policies and quality for children with special needs.

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