

Receiving Teachers' Perceptions in Adapting Teaching Strategies for Learners with Learning Disabilities

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Abstract

Poor adaptation of teaching strategies is a challenge in education. With this, I explored the successful adaptation of receiving teachers' teaching strategies. I employed descriptive qualitative research design, purposive sampling, in-depth interviews and thematic analysis. Six study participants made me realize that successful adaptation of receiving teachers is shaped by an interconnected support system, an emotional adaptive process, and responsive and flexible teaching strategies. Receiving teachers, administrators, and policymakers may strengthen support systems through guidance, well-being programs, and responsive strategies to enhance emotional regulation, instructional adaptation, and flexible and effective teaching practices in inclusive classrooms. I look forward to using multiple linear regression and exploratory factor analysis, and phenomenological research to examine the relationships among teachers' support systems, emotional adaptation, and responsive teaching practices.

Keywords: receiving teachers' perceptions; adapting teaching strategies; learners with learning disabilities

1. Introduction

1.1 The Problem and Its Scope

Across the global context, I am convinced that receiving teachers encounter persistent challenges in the poor adaptation of teaching strategies for learners with learning disabilities within inclusive classrooms. The increasing demand for inclusive education has required teachers to adjust instructional practices to meet diverse learner needs while maintaining effective classroom engagement. Reports in recent literature highlight that teachers often struggle to align instructional strategies with varied learning profiles, particularly in real-time classroom situations where responsiveness and flexibility are required (Florian, 2023; Sharma & Sokal, 2023). For me, these challenges position the role of receiving teachers as complex and demanding, especially in ensuring that instructional approaches remain inclusive and responsive to all learners.

I learned that in the United States, receiving teachers face ongoing difficulties in implementing differentiated instruction and adapting lessons to suit learners with diverse needs (Morningstar et al., 2023). In Australia, teachers report challenges in maintaining instructional responsiveness while addressing varying levels of learner engagement within inclusive settings (Forlin & Sin, 2024). I was surprised that even in South Africa, teachers encounter challenges in modifying instructional approaches and sustaining inclusive practices in classrooms with diverse learning needs (Nketsia & Saloviita, 2023). Considering these conditions, I can

imagine the experience of receiving teachers that reflects a shared difficulty in consistently adapting and implementing teaching strategies in inclusive education contexts.

In my own country, receiving teachers similarly experience challenges in poor adaptation of teaching strategies for learners with learning disabilities in mainstream classrooms. Studies indicate that teachers navigate complex instructional demands while attempting to adjust strategies to accommodate diverse learners in inclusive settings (Malipot & Quimbo, 2023). The implementation of inclusive education in the Philippines highlights the need for teachers to continuously adapt their instructional approaches, making the process of strategy implementation both dynamic and demanding within the local educational landscape.

These challenges in adapting teaching strategies carry significant implications in classroom practice. When teachers are unable to consistently adjust instruction and respond effectively to learners' needs, it can affect the overall quality of teaching and learning. Difficulties in implementing responsive, flexible strategies can lead to reduced learner engagement, limited participation, and less effective instructional delivery. As a result, the ability of receiving teachers to successfully adapt becomes critical in ensuring that inclusive education practices remain meaningful and effective in addressing the diverse needs of learners with learning disabilities (Florian, 2023; Sharma & Sokal, 2023). Thus, I was prompted to undergo this study.

1.1. Significance of the Study

I believe that my study on teachers' handling of learners with learning disabilities is meaningful in supporting the United Nations Sustainable Development Goals, particularly SDG 4 on inclusive and equitable quality education and SDG 3 on well-being. By examining teachers' perceptions, I gained a deeper understanding of how inclusive practices are implemented in real classrooms and how teacher resilience affects both their well-being and the learning environment. I also believe that my study aligns with the Vision, Mission, and Goals of Holy Cross of Davao College. By highlighting teachers' strengths and realities, it supports human dignity, compassionate service, and the development of a more inclusive, humane, and excellence-driven educational environment within the institution.

1.2. Statement of the Problem

In this study, I explored the successful adaptation of receiving teachers' teaching strategies, shaped by support systems, adaptive processes, and adjusted responses. Specifically, I sought to answer the following questions:

1. What support systems do receiving teachers have that contribute to effective teaching strategies for learners with learning disabilities?
2. What adaptive processes do receiving teachers undergo that contribute to effective teaching strategies for learners with learning disabilities?
3. What adjusting responses do receiving teachers apply that contribute to effective teaching strategies for learners with learning disabilities?

1.3. Theoretical Lens

This study is anchored on the Resilience Theory of Norman Garmezy (1970), which explains how individuals adapt successfully despite adversity. The theory emphasizes the role of social support systems in helping individuals face challenges. It also highlights the use of adaptive processes in managing difficulties and adjusting responses based on situational demands.

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1.4. Paradigm

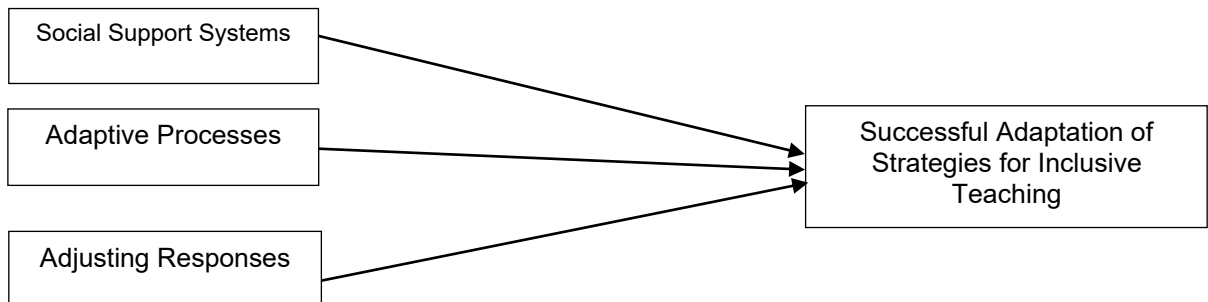


Fig. 1. Conceptual Framework of Resilience Theory

1.5. Assumptions

In conducting this study, I assume, based on Resilience Theory, that successful adaptation and implementation of teaching strategies are shaped by support systems, adaptive processes, and adjusting responses to learners' needs. I further assume that when receiving teachers recognize and draw upon these factors, they can confidently and effectively adapt their teaching strategies, sustain their instructional practices despite challenges, and gradually develop competence, flexibility, and a deeper sense of professional purpose in inclusive classroom settings.

2. Methodology

2.1 Research Design

In this study, I employed descriptive qualitative research design, which focuses on providing a clear, straightforward description of a phenomenon in everyday language while remaining closely grounded in participants' actual words and meanings. This design allowed me to describe the participants' perceptions, experiences, and views as they naturally occurred, without imposing heavy interpretation, making it suitable for answering questions such as what, who, and how within real-life contexts. It is typically applied when the purpose of the study is to obtain rich, detailed accounts of experiences and to present them in a way that is easily understood and directly reflective of participants' realities. One advantage I observed in using this design is that it stays close to the data, allowing the findings to remain authentic, accessible, and meaningful, while clearly representing participants' voices and providing insights that can be readily applied in practice (Kim et al., 2023).

2.2 Locale of the study

My study was conducted in Koronadal City, located in Region XII (SOCCSKSARGEN), as I viewed it as a growing educational hub with diverse public and private schools. I found it to be a relevant setting in which teachers handled mainstream classrooms and demonstrated practices related to social support, adaptive processes, and adjusting responses. I had the opportunity to identify individuals who can journey with me in this study as my study participants.

2.3 Sample and Sampling

In my study, I engaged six full-time regular public school receiving teachers currently employed during the school year 2025–2026, consisting of four female and two male teachers who had direct experience teaching learners with learning disabilities in inclusive classrooms. The participants also met the inclusion criterion of having at least one year of experience handling learners with learning disabilities, allowing them to provide rich and meaningful insights relevant to the study. I employed purposive sampling as the participant selection technique because qualitative research requires participants whose experiences are directly connected to the phenomenon being explored. One advantage of purposive sampling is that it ensures the collection of rich, relevant, and context-specific data, thereby enhancing the depth, credibility, and usefulness of the findings (Campbell et al., 2023).

2.4 Data Gathering Technique

In this study, I employed in-depth interviews (IDI) to gather data. This qualitative method involves one-on-one, open-ended conversations that allow participants to share their experiences, thoughts, and perceptions in detail. It is particularly suitable for exploring complex human experiences and gaining a deeper understanding of a phenomenon from the participants' perspectives, especially in contexts that require rich, descriptive data. One advantage of this technique is that it enabled me to collect detailed and personal insights while allowing flexibility to probe, clarify responses, and explore emerging ideas, ensuring that the data remained meaningful and aligned with the study (Busetto et al., 2023).

2.5 Data Analysis Technique

As I immersed myself in the data I gathered, I employed thematic analysis as a qualitative method for identifying, organizing, and interpreting patterns of meaning (themes) within participants' responses, thereby enabling a clear and systematic understanding of their experiences. This technique is used when the goal of the research is to explore and describe common patterns in qualitative data, particularly in studies seeking to understand perceptions, experiences, and viewpoints in real-life contexts. In analyzing my data, I followed the six phases of thematic analysis (Braun & Clarke, 2021). First, I familiarized myself with the data by transcribing and repeatedly reviewing the interviews; second, I generated initial codes, searched for themes by grouping related codes together; fourth, reviewed the themes to ensure they accurately reflected the data; fifth, defined and named the themes to clearly capture their meanings; and sixth, produced the report by organizing the findings into a coherent and meaningful narrative. One advantage of thematic analysis is its flexibility and clarity, as it systematically analyzes large amounts of qualitative data while remaining grounded in participants' actual responses, making the findings both credible and easy to understand.

2.6 Trustworthiness

In conducting this study, I strictly adhered to the ethical standards set forth in Republic Act No. 10532 and the guidelines of Holy Cross of Davao College's Society for Moral Integration and Legal Ethics (HCDC-SMILE). I secured informed consent from all study participants through proper procedures and ensured their participation remained voluntary throughout the research process. To establish trustworthiness, I applied Egon Guba's (1981) criteria, including credibility, which was achieved through member checking to ensure the accurate representation of participants' accounts; dependability, maintained through systematic documentation of research procedures; conformability, ensured through reflexive journaling and transparent records to minimize researcher bias; and transferability, addressed by providing sufficient contextual descriptions to support applicability in similar settings. Finally, I upheld fairness in this research by selecting participants inclusively and respectfully.

3. Results

3.1 Modified Paradigm

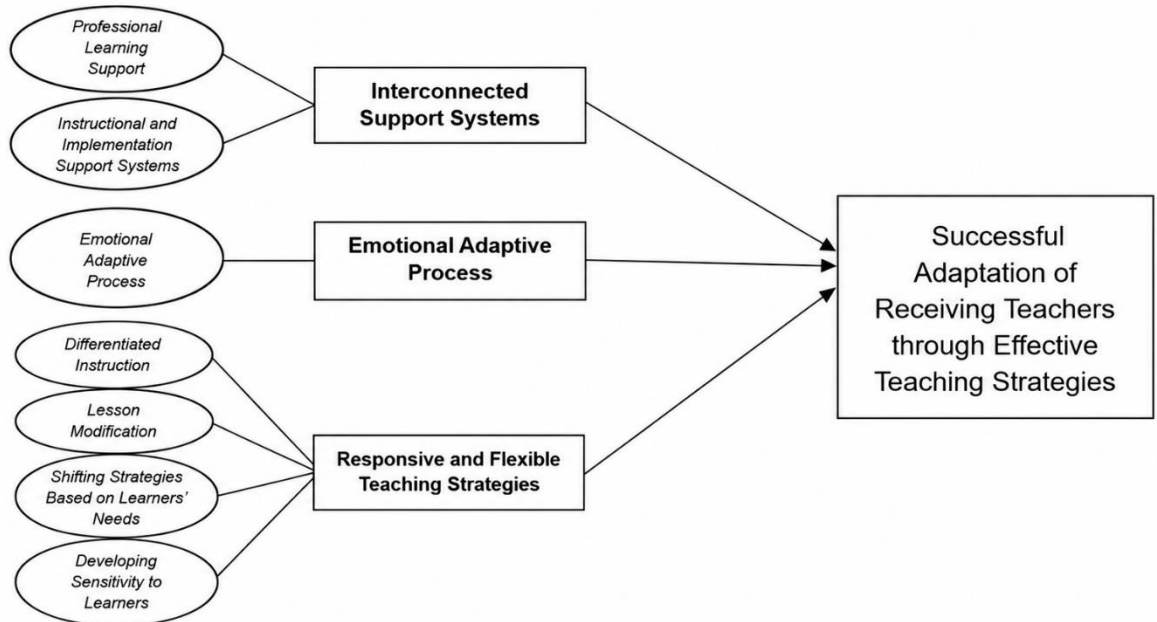


Fig. 2. Modified Paradigm of my Study

Support Systems Contributing to Effective Teaching Strategies for Learners with Learning Disabilities

The conversation I had with my study participants led to the discovery of two support systems to develop the capabilities of receiving teachers: Professional Learning Support and Instructional and Implementation Support Systems.

On Professional Learning Support. As I began the interview, I sensed the participant's calm and welcoming presence. The classroom felt still and undisturbed, creating a space where she appeared ready and open to share. In this setting, one participant recounted her experiences and reflected on how her learning was shaped by her SNED Coordinator's mentorship.

Because I am a graduate of Bachelor of Secondary Education major in Filipino. So when our principal asked me to be assigned here in SPED, so talagang wala akong idea ano ang gagawin ko. But through the help of our SNED coordinator, through his knowledge and wisdom, medyo na-open yung mind ko about the strategies, about different techniques to handle learners with disabilities (Because I am a graduate of the Bachelor of Secondary Education major in Filipino, so when our principal asked me to be assigned to SPED, I really had no idea what I was supposed to do. However, through the help of our SNED coordinator, and through his knowledge and wisdom, my mind was gradually opened to different strategies and techniques for handling learners with disabilities...(-F1- IDI-p1-L3-P1)

This is also affirmed by one participant, as she even shared:

...way back two years ago, is nag-ta-tantrums. So, syempre ako, as a new teacher, hindi ko alam. But, because of our SNED coordinator, her guidance, nakaka-learn ako. (way back two years ago, there was a learner who used to have tantrums. Of course, as a new teacher then, I did not know how to handle it. But because of our collaboration and our regular updated meetings, I was able to learn)- (F5-IDI-p1-L22-P5)

Through pauses and more assured expressions, social support from collegial collaboration was described when a participant shared:

Ang presence of social support has a great impact especially kung naga-collaborate ang isa kag isa for sa learner also na ma-achieve na ang hit nga goal, goal natin at the end of the school Year. (The presence of social support has a great impact, especially when people collaborate with one another so that the learners can achieve the goals we aim for by the end of the school year.)- (F2-IDI-p2-L31-P2)

Another participant affirmed this as she shared:

It is really a big thing and a major factor, the support of colleagues, especially the teachers in SNED, because we are on the same page. We share the same struggles that we face every day. Because of their support and presence, it makes me feel that I want to teach more, since I am not alone. - (F5-IDI-p2-L39-P5)

A deeper sense of these experiences shows that it is not just mentorship and collaboration that shape successful adaptation in teaching, but also how instructions are formulated and implemented. In this way, support becomes evident not only in shared learning but in the actual practices carried out in the classroom.

On Instructional and Implementation Support Systems. One of the participants said the importance of LAC sessions:

...in terms of strengthening my teaching approaches, of course, when we have our LAC session, we share our experiences with one another. So, for example, one teacher um shared To me or shared to us, to the entire faculty of the SNED department that maybe this strategy is effective, then I'll try it in my class.- (F3-IDI-p7-L37-P3)

This is furthered by my other participant, as she continued:

All of us are teaching LDs So every Friday, we have our LAC. LAC Session is the time where all teachers are gathered together and share their skills and their styles in teaching... (F4-IDI-p5-L70-P4)

It was not only through LAC sessions that support became evident, but also through the value of mainstreaming, as another participant shared while reflecting on her experiences:

...mainstreaming, the difference Yung mga LD na may mainstream namin, not only, hindi lamang na dito sa self-contained classroom for them to explore the different world na sinasabi natin na kung saan sila nararapat dahil hindi lahat ng may kapansanan ay dito na lahat kailangan natin siya ilagay sa... To explore, let them explore their world, and especially, yung the acceptance of the teacher also, naging na-mainstreaman na, ano nila, i-accept nila ang learner (mainstreaming makes a difference. The learners with learning disabilities that we mainstream are not only placed in the self-contained classroom. This allows them to explore the broader world where they truly belong, because not all learners with disabilities should remain only in that setting. We need to let them explore their environment. It is also important that teachers accept these learners once they are mainstreamed).- (F2-IDI-p1-L21-P2)

From this, accessible instructional materials were seen as a form of support, which became an experience for the participant as he shared:

Because the equipment or the things are already available so it's easier for me to incorporate the things that we are buying or they are giving us in my lesson.- (F3-IDI-

p2-L25-P3)

Access to readily available instructional materials served as support for receiving teachers, making the integration of tools into lessons more manageable.

Across the narratives I heard, I identified recurring support: guidance from SNED coordinators, collaboration with colleagues, social support, Learning Action Cell sessions, mainstreaming, and the availability of instructional materials. As I continued listening to the conversation, I heard them express appreciation for support from their SNED Coordinator, colleagues, and the institution. As I went on with the interview, ease and smiles were evident to them, as their facial expressions clearly showed their gratitude for all the support given to them. The conversation truly signified nothing but appreciation and a deep sense of gratitude for the support of the participants received. Indeed, a tapestry of shared strength formed by the bonds of support.

Adaptive Processes Receiving Teachers Undergo That Contribute to Effective Teaching Strategies for Learners with Learning Disabilities

As the discussion continued, a single adaptive process emerged in the narrative: the Emotional Adaptive process.

On Emotional Adaptive Process. As the conversation unfolded, one participant spoke with a candid and almost spontaneous tone, as if releasing what had long been part of his daily rhythm. I could see the jest in his intention while talking, but deep down, the truth. In that moment, he openly expressed:

...eating food is a coping mechanism, sleeping is a coping mechanism, talking, communication is a coping mechanism. So, if I do that within the day, I get energized. Yeah, because teaching students with learning disability is really, really hard.- (F3-IDI-p8-L133-P3)

Another participant added her adaptive process:

"...because of this mechanism, I can actually help also my students to get a better education. Because I got enough sleep, I got enough food, I'm not hungry, I'm not tired. So, because of these coping mechanisms that I have, I can deliver my lesson in an effective manner, in an effective way." ...- (F2-IDI-p3-L39-P2)

A specific participant also emphasized love, speaking with a steady yet heartfelt tone, as if grounding her experience in something deeply personal and essential. In that moment, she shared:

...love shall always be there kasi teaching without love is parang the more ka mahirapan, okay? So yun to make you to be effective in teaching these kinds of learners. Above all, love is really important. ("Love should always be present because teaching without love will only make it more difficult. So, to be effective in teaching these kinds of learners, above all, love is truly important). -(F6-IDI-p4-L64-P6)

As the conversation went on, another participant shared:

Every time you see the situation like this you really need to you are always motivated to do or function as a teacher because you know their their future. You do it because you love them, you will love them. - IDI-P4 (F4-IDI-p4-L181-P4)

In their words, love becomes the quiet anchor that allows teachers to continue, even when the demands of teaching learners with learning disabilities grow heavy.

From the responses I heard, I identified their adaptive processes, such as Self-care and love, to sustain their teaching effectively. As I continue the discourse, I heard their voices soften into quiet laughter as they spoke of eating and sleeping as small acts of survival, revealing a tender effort to care for themselves while holding on to a kind of love that keeps them present for every learner. I saw how they smiled often and used convincing gestures, showing how much they enjoyed sharing and how real their experiences were to them, but when the topic shifted to love, their faces turned serious and slightly shy, as if they felt embarrassed to admit something deeply personal, yet it was clear that the love they spoke of was genuine. This shows that their ability to adapt comes from intentionally regulating themselves through small acts of care, while drawing

strength from a deep, genuine love that sustains their commitment to their learners.

Adjusting Responses Receiving Teachers Apply That Contribute to Effective Teaching Strategies for learners With Learning Disabilities

The narrative went on, prompting the four adjusting responses: *Differentiated Instruction, Lesson Modification, Shifting Teaching Strategies, and Sensitivity as Responsive Teaching Strategies.*

On Differentiated Instruction. As the discussion moved toward classroom practices, one participant spoke clearly and practically, outlining how he intentionally organized his learners to better address their specific needs. In that moment, he shared:

...we employ or we use um differentiated instruction in order to address different disabilities. So, for me, what I do usually is, I group them together. Like for example, all students with dyscalculia will be in this part of my classroom. All students with dyslexia is in this part of the classroom. And one student with different disability is in this part of the classroom. Why? It's easier for me to have ample time with them if they are grouped together.- (F3-IDI-p7-L108-P3)

Another participant affirmed responsive strategies by saying:

...I conducted differentiated instructions na hindi ako dapat mag-focus dun sa iisa lamang na strategies. (...I conducted differentiated instruction, meaning I should not focus on only one strategy)- (F5-IDI-p3-L66-P5) ..."

As the discussion gradually shifted from responsive strategies to the careful refinement of instruction, the focus turned to lesson modification as a necessary response to learners' needs.

On Lesson Modification. As the conversation shifted to how instruction is specified, one participant spoke thoughtfully, emphasizing the need to make lessons more precise to support learners' understanding. In that moment, he shared:

...I'll say the highlight for difficulty and understanding, remembering and understanding, the most effective one is the general instruction, kailangan gawin siyang specific instruction.- (F1-IDI-p5-L141-P1)

This was also agreed upon by another participant, as when a language was modified, she shared:

Always happen na kailangan nang i-change yung language because you cannot expect 100% that they can get your teaching styles. Kasi you are expecting as high as this yet when you are already inside the classroom. Mababa pala. So, of course, you have to revise your teaching strategy. I-lower down mo siya. I-tagalog mo siya. (It often happens that you need to change your strategies because you cannot expect that students will fully understand your teaching style. Sometimes you enter the classroom expecting a high level of understanding, but you later realize that their level is actually lower. Because of that, you need to revise your teaching strategy. You have to lower the level and break the lesson down into smaller parts.)- (F4-IDI-p12-L195-P6)

From the lesson modification, the discussion naturally extended to the need to shift teaching strategies in response to learners' immediate needs.

On shifting teaching strategies. When nothing works, an immediate shift in instruction takes place, deliberately, one participant mentioned:

So, since your strategy was not effective, you need to shift instantly...- (F3-IDI-p6-L265-P3)

Another participant furthered this by sharing how classroom cues guide him to shift strategies:

...If the students are if the students you think are not more participative, not interesting in what you are dealing with them, kailangan you need to shift, kailangan you know how to read the mind of their students kailangan as teacher we need to be flexible (If you notice that the students are not participative or not interested in what you are

teaching, you need to shift your approach immediately. You must be able to read your students' reactions, and as a teacher, you need to be flexible)...- (F6-IDI-p4-L103-P6)

As my conversation with participants continued, the discussion gently transitioned to sensitivity as a responsive teaching strategy, in which being attuned to learners' needs naturally guided teachers in adjusting their approaches with care.

On Sensitivity as Responsive Teaching Strategies. A participant shared that attentiveness is important:

...kailangan mo be sensitive to them kailangan mo talaga kasi pag hindi ka sensitive it might create troubles kaya as teachers. Dapat if you think na parang hindi na kaaya-aya, parang hindi na suited sa ila they are not interested anymore, try to think alternatives (You need to be sensitive to them because if you are not, it might create problems. That is why, as teachers, if you think the situation is no longer appropriate for them or they are no longer interested, you should try to think of alternative approaches).- (F6-IDI-p4-L116-P6)

Echoing this, another participant offered that prompt and preventive adjustment makes all the difference:

So ikaw na teacher, dapat yung attention mo sa kanila very attentive and sensitive ka and prompt sa mga actions nila... (So as a teacher, you need to be very attentive to them and sensitive and prompt in responding to their actions...)- (F5-IDI-p5-L133-P6)

Taken together, these responses show that sensitivity is not simply awareness, but an active and timely responsiveness that allows teachers to adjust their approaches in ways that truly meet learners where they are.

Based on the responses I heard, I identified their adjusting needs, such as differentiated instruction, lesson modification, and sensitivity, as ways to sustain effective teaching. I also observed how they spoke with clarity and intention, describing how they grouped learners and refined instructions to make lessons more accessible, revealing a deliberate effort to meet diverse needs. In addition, I saw their expressions grow more focused and attentive, their gestures more purposeful, as they emphasized the importance of being sensitive and responsive, showing how closely they observed and adjusted to their learners' behaviors.

For me, the entire narrative shows that the ability of the study participants to adapt comes from intentionally modifying their strategies while remaining attuned to their learners, allowing them to respond with care and effectiveness in every situation, like a teacher gently steering a boat through shifting currents, adjusting each movement with sensitivity so that no learner is left drifting behind.

3.2 Summary of Findings

Considering all the conversations that transpired, I was able to establish the following findings, that:

Receiving teachers are supported by professional learning and instructional support systems that collectively function as an interconnected system. As these support systems interact, they strengthen teachers' ability to adapt their instructional practices, make informed decisions, and respond effectively to diverse learner needs.

The adaptive process that receiving teachers undergo is emotional adaptation. Through this adaptive process, teachers can regulate their emotions, sustain their well-being, and maintain their commitment to teaching learners with learning disabilities as they continuously manage the demands of inclusive classrooms.

The adjusting responses receiving teachers apply to develop effective teaching strategies for learners with learning disabilities are differentiated instruction, lesson modification, shifting strategies based on learners' needs, and developing sensitivity to Learners. Through these responses, teachers can actively address the diverse and changing needs of learners with learning disabilities. Ultimately, this leads to the successful adaptation of receiving teachers, as they develop the capacity to apply flexible, responsive, and effective teaching strategies in inclusive classroom settings.

4. Discussions

Interconnected Support Systems in Strengthening Teaching Strategies for Learners with Learning Disabilities

My conversations with my study participants made me realize that receiving teachers are supported by professional learning and instructional support systems that collectively function as an interconnected system. As these support systems interact, they strengthen teachers' ability to adapt their instructional practices, make informed decisions, and respond effectively to diverse learner needs.

This finding aligns with Mak (2023), who emphasized that teachers develop competence through classroom-based research and practice, not merely through pure training. Similarly, my finding supports Khasawneh et al. (2023), who conveyed that competence is enhanced when teachers work together, share strategies, and support each other.

However, my finding contradicts Balbuena and Napil (2025), who reported that teachers' self-efficacy plays a significant role in the development of teaching competence rather than depending on social support. It revealed that as teachers gain confidence in their own abilities, they become more effective at adapting instructional strategies, indicating that competence improves as self-efficacy strengthens over time rather than through social support.

Emotional Adaptive Processes in Teaching Learners with Learning Disabilities

I found out that the adaptive process that receiving teachers undergo is emotional adaptation. Through this adaptive process, teachers can regulate their emotions, sustain their well-being, and maintain their commitment to teaching learners with learning disabilities as they continuously manage the demands of inclusive classrooms.

My finding asserts the claim of Xie et al., (2023), emphasizing that teachers rely on everyday coping strategies to manage emotional demands and maintain effectiveness in inclusive classrooms. The study showed that self-care practices such as rest and social interaction play a crucial role in reducing stress and restoring teachers' energy, enabling them to remain engaged in their instructional responsibilities. In addition, I affirm the view of Santos (2023), highlighting that emotional commitment, particularly care and compassion for learners, strengthens teachers' resilience and motivation, reinforcing their ability to persist despite challenges.

But then I contradict the claim of Collie (2023), stating that structured professional interventions, rather than personal coping practices, are the primary means of managing teaching demands. Formal training programs, institutional policies, and workload management systems are more effective at addressing teacher stress and improving performance rather than working on the emotional aspect.

Responsive and Flexible Teaching Strategies for Learners with Learning Disabilities

The conversations I had with my participants led me to find out that the adjusting responses receiving teachers apply to develop effective teaching strategies for learners with learning disabilities are differentiated instruction, lesson modification, shifting strategies based on learners' needs, and developing sensitivity to Learners. Through these responses, teachers can actively address the diverse and changing needs of learners with learning disabilities. Ultimately, this leads to the successful adaptation of receiving teachers, as they develop the capacity to apply flexible, responsive, and effective teaching strategies in inclusive classroom settings.

With this finding, I agree with Granil (2025), who revealed that learner-centered teaching practices promote active participation and significantly enhance learners' behavioral, emotional, and cognitive engagement in the classroom. Their consistent implementation depends on strong institutional support and

continuous professional development for teachers. Similarly, I support Latif (2025), who noted that students demonstrate both cognitive and behavioral engagement in the classroom, as reflected in their participation, interactions, and responses to teachers' learning activities.

However, I dispute the proposition of Jury et al. (2023), arguing that teachers experience diverse concerns about inclusive education, with issues related to resources and workload being the most prominent, while disregarding the challenges of teaching.

4.1 Implications for Teaching Practices

Based on my findings, I see possibilities for school administrators to strengthen the interconnected system of professional learning and instructional support. They may provide regular check-ins, clear and inclusive teaching guidelines, practical materials, and opportunities for meaningful collaboration grounded in real classroom cases, enabling receiving teachers to make informed decisions and respond effectively to diverse learner needs.

For Policymakers, they may support teachers' emotional regulation by implementing a Teacher Well-Being Policy that includes monthly wellness sessions, LAC-based peer support groups, access to counseling services, and reduced workload through protected rest periods and balanced teaching assignments. These programs help teachers manage stress, maintain well-being, and stay committed in inclusive classrooms.

For receiving teachers, they may further enhance their adjusting responses by consistently applying differentiated instruction, lesson modification, shifting strategies based on learners' needs, and developing sensitivity to learners, such as simplifying tasks, using visual aids, applying language modification, and adjusting strategies in real time based on classroom cues while remaining attentive and responsive to learners' behaviors. When these roles are collectively supported, alignment among support systems, emotional adaptation, and responsive teaching practices can sustain the development of flexible, effective, and inclusive teaching strategies.

4.2 Future Directions

Based on my findings, two research directions are proposed. First, a quantitative approach using multiple linear regression may be pursued to examine the relationships among support systems, adaptive emotional processes, and responsive, flexible teaching strategies, with successful adaptation as the criterion variable. Another research method that may be utilized is Exploratory Factor Analysis to develop and validate a research instrument, using the emerging subthemes of my study as key indicators. Third, phenomenological research may be employed to deepen understanding of the lived experiences of receiving teachers, enabling a more comprehensive exploration of how these processes are experienced in real classroom contexts.

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