

Interplay of energy drain and learning behavior among learners in a special education classroom

Karen S. Gelacio

Western Colleges, Inc., Naic, Cavite, Philippines
Corresponding Author e-mail: kgelacio31@gmail.com

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Abstract

Aim: This study examined the interplay of energy drain and learning behavior among learners in a special education classroom. Specifically, the study assessed the energy drain and learning behavior of learners in special education classrooms and determined whether significant relationships and differences existed based on selected profile variables. The study also aimed to contribute insights relevant to inclusive education, learner support, and classroom management practices.

Methodology: The study utilized a quantitative descriptive-correlational research design. Thirty (30) teacher-respondents handling learners in special education classrooms participated through total population sampling. Data was gathered using a researcher-made questionnaire that underwent content validation and reliability testing. Frequency and percentage distribution, mean, standard deviation, Kendall's Tau Correlation Test, Mann-Whitney U Test, and Kruskal-Wallis Test were used in the statistical treatment of data.

Results: The findings revealed that most teacher-respondents were female aged 30–34 years old. Energy drain among learners in special education classrooms was assessed as often experienced, while behavioral manifestations were consistently observed among learners. The study further revealed no significant relationship between energy drain and learning behavior in the special education classroom. Moreover, no significant difference was found in the assessment of teacher-respondents on energy drain when grouped according to profile variables, while a significant difference was found in behavior when grouped according to sex.

Conclusion: The findings imply that emotional, behavioral, and cognitive conditions commonly experienced by learners in special education classrooms require continuous educational support and intervention. The study highlights the importance of strengthening learner-centered instructional strategies, behavioral support programs, inclusive classroom practices, and collaborative partnerships schools to improve the learning experiences of learners with special educational needs.

Keywords: *energy drain, learning behavior, special education classroom, inclusive education*

INTRODUCTION

Special education is now a vital part of modern school systems worldwide. Schools increasingly promote inclusive, equitable, and learner-centered education for individuals with diverse needs. Educational institutions stress not only academic growth for learners with special educational needs but also their emotional, behavioral, psychological, and social well-being. More learners now experience learning disabilities, developmental conditions, behavioral disorders, and emotional difficulties. These trends challenge educators to create more responsive instructional practices and supportive learning environments (Salvante & Estera, 2026).

One emerging concern in educational settings is the energy drain on learners with special educational needs. Energy drain refers to the physical, emotional, cognitive, or mental exhaustion learners experience, which may reduce their ability to concentrate, regulate emotions, participate in classroom activities, and sustain positive learning behavior. Learners with special needs often experience difficulties in emotional regulation, attention span, sensory processing,



communication, and adaptive functioning. These challenges may contribute to fatigue, frustration, stress, and decreased motivation inside the classroom. In many educational settings, teachers have observed that learners who experience exhaustion or mental fatigue are more likely to demonstrate inattentiveness, disruptive classroom conduct, withdrawal from activities, and poor engagement in learning tasks (Nazri et al., 2023). This condition may also negatively affect learners' participation in differentiated instructional activities, collaborative learning opportunities, task completion, and overall responsiveness to classroom interventions. As a result, educational practitioners are increasingly recognizing the importance of integrating monitoring of emotional and cognitive fatigue into classroom practices to support learner engagement and improve instructional effectiveness in inclusive educational settings.

In the Philippine educational context, the Department of Education continues to strengthen inclusive education and special education programs to support learners with diverse educational needs. Schools are encouraged to implement individualized instruction, inclusive classroom management strategies, and learner-centered interventions that address the holistic development of learners in special education classrooms (Rosal-Oliverio et al., 2025). However, despite these initiatives, many special education classrooms continue to face challenges in learner engagement, emotional regulation, classroom participation, and the development of positive learning behaviors. Teachers often struggle to maintain learners' attention, motivation, cooperation, and active participation when learners are emotionally and cognitively exhausted. These challenges highlight the need for instructional innovations that incorporate emotional support mechanisms, adaptive classroom strategies, and responsive assessment approaches that are sensitive to learners' emotional and behavioral needs in special education classrooms. Furthermore, strengthening curriculum support systems and intervention frameworks within special education classrooms may help teachers design more flexible and inclusive learning experiences that address learner fatigue while promoting meaningful classroom participation.

Although previous studies have examined behavioral issues, emotional challenges, academic performance, and learning difficulties among learners with special educational needs (Durgungoz & Durgungöz, 2025; Pérez-Salas et al., 2021), most studies have investigated these variables separately. Limited research has examined the combined interplay between energy drain and learning behavior in special education classrooms. Existing studies also tend to focus primarily on general educational settings rather than the unique experiences of learners in special education classrooms. Furthermore, there remains insufficient local evidence on how energy drain may influence learners' learning behavior in special education classrooms in Philippine schools. This gap in the literature underscores the need for a more comprehensive examination of the relationship between these variables to better understand learners' experiences and needs in special education classrooms. The study may also contribute to the growing global discourse on inclusive education by providing evidence that may support the development of educational assessment practices, learner support systems, and intervention models that recognize emotional fatigue as a significant factor affecting learning behavior among learners with special educational needs.

Unlike earlier studies that focused only on isolated aspects of learner behavior or academic performance (Tungamos et al., 2025), this study provides a more holistic understanding of how physical, emotional, and cognitive exhaustion may influence learners' learning behavior in special education classrooms. In addition, the study incorporates the profiles of teacher-respondents by age, sex, and civil status to provide additional context for learner support systems. By focusing specifically on learners in special education classrooms in the local educational setting, the study seeks to offer insights that may help educators, school administrators, parents, and policymakers develop more responsive interventions, classroom management strategies, and learner support programs. The study's findings may help improve instructional design by encouraging the integration of learner-centered engagement strategies, adaptive teaching methods, tools for monitoring emotional fatigue, and differentiated classroom interventions tailored to learners' needs in special education classrooms. Likewise, the study may have implications for curriculum enhancement, instructional innovation, and the formulation of intervention frameworks to strengthen inclusive educational systems not only in the Philippines but also in other global educational contexts facing similar challenges in special education.

This study examined the interplay between energy drain and learning behavior among learners in a special education classroom. Specifically, the study aimed to describe the profile of teacher-respondents in terms of age, sex, and civil status; assess the level of energy drain and learning behavior of learners in special education classrooms based on the assessment of teacher-respondents; determine whether a significant relationship exists between energy drain and learning behavior; and identify whether significant differences exist in the assessment of teacher-respondents when grouped according to profile variables. The study's findings may contribute to improving educational practices, learner support programs, classroom management strategies, and intervention plans for learners in special education settings. Moreover, the findings may guide educators in developing proactive strategies to monitor emotional fatigue,

improve learner engagement, enhance classroom participation, and strengthen instructional decision-making processes within inclusive learning environments.

Review of Related Literature and Studies

Energy Drain Among Learners with Special Educational Needs

Energy drain has emerged as a concern in educational settings because it directly affects learners' physical, emotional, cognitive, and behavioral functioning. In special education classrooms, learners often encounter challenges related to emotional regulation, attention span, sensory processing, communication, and social interaction, which may contribute to mental and physical exhaustion. Educational researchers emphasized that prolonged emotional and cognitive fatigue among learners with special educational needs may reduce classroom participation, concentration, motivation, and learning engagement (Madèra & Dioso, 2025). Learners who frequently experience exhaustion may struggle to complete academic tasks, follow classroom routines, and maintain positive interactions with peers and teachers (Anayatin & Quines, 2025).

Studies on learner fatigue and emotional exhaustion have shown that learners with developmental and behavioral conditions are more vulnerable to cognitive overload due to the additional support they require during classroom activities (Mahabbati et al., 2023). Cognitive exhaustion may negatively affect learners' self-regulation, emotional stability, and the ability to process information effectively. In inclusive and special education settings, teachers often observe that learners who experience energy drain demonstrate lower attention levels, slower task completion, and reduced willingness to participate in learning activities. These findings suggest that energy-related difficulties may influence both learner behavior and academic functioning (Bekker et al., 2023).

Learning Behavior of Learners in Special Education Classrooms

Behavior is important for learners with special educational needs. Positive classroom behavior supports participation, social interaction, and academic success. Negative behavior disrupts teaching and learning. In special education classrooms, learners show different behaviors based on their emotions, abilities, support, and experiences (Vistar et al., 2024).

Educational studies revealed that behavioral difficulties among learners in special education classrooms commonly include inattentiveness, impulsivity, emotional outbursts, withdrawal from participation, and difficulties in following classroom instructions (Vistar et al., 2024). These behavioral manifestations may interfere with teaching and learning processes and may also affect peer relationships and classroom management. Teachers in special education settings are therefore expected to implement adaptive strategies that promote positive behavior, emotional regulation, and learner engagement (Garcillano, 2025).

Synthesis and Research Gap

The reviewed literature highlights that energy drain and learning behavior are important concerns among learners with special educational needs. Previous studies emphasized that physical, emotional, and cognitive exhaustion may negatively affect learners' classroom participation, attention, motivation, emotional regulation, and task performance. Similarly, studies on learning behavior have shown that learners in special education classrooms commonly exhibit inattentiveness, impulsivity, withdrawal, and difficulty following classroom instructions, which may affect both academic performance and classroom interaction.

However, despite the growing body of literature on learner fatigue, emotional exhaustion, and behavioral challenges, limited studies have specifically examined the relationship between energy drain and learning behavior among learners in special education classrooms within local educational settings. Most previous studies focused separately on learner exhaustion or behavioral difficulties without investigating how energy drain may directly influence learning behavior in special education classrooms. In addition, few studies have used teachers' assessments to examine these variables among learners with special educational needs.

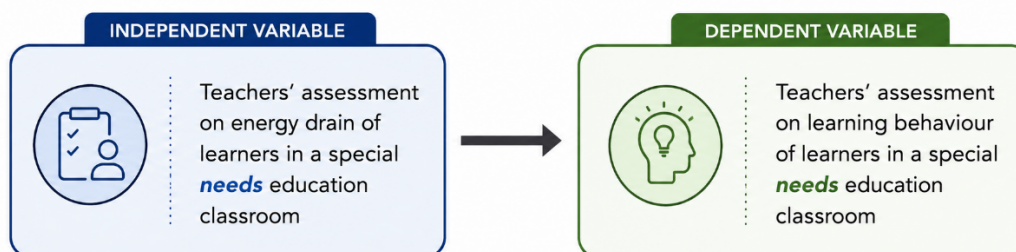
Theoretical Framework

The present study was anchored on the Sociocultural Learning Theory of Lev Vygotsky and the Constructivist Learning Theory. These theories provided a strong foundation in understanding how learners with special educational needs develop learning behavior, classroom engagement, participation, and social interaction within supportive and inclusive educational environments. The theories also explained how emotional, physical, and cognitive conditions may influence learners' responses to classroom instruction and participation in learning activities.

The Sociocultural Learning Theory emphasized that learning develops through social interaction, communication, collaboration, and participation within a learner’s social environment. Learners who experience energy drain or emotional exhaustion may encounter difficulties in classroom interaction, communication, attention, cooperation, and participation in learning activities, which may consequently affect their learning behavior. The theory supported the idea that learners’ classroom behavior, engagement, and responsiveness to instruction are influenced not only by internal cognitive processes but also by the social, emotional, and environmental conditions surrounding the learner.

The Constructivist Learning Theory explained that learners actively construct knowledge and meaning through experiences, interactions, participation, and engagement with their environment. Learners with special educational needs require active, supportive, differentiated, and learner-centered educational experiences to enhance classroom participation and sustain positive learning behavior. However, when learners experience physical, emotional, or cognitive exhaustion, their ability to actively engage in classroom tasks, interact with peers, process information, and participate meaningfully in learning experiences may become limited. Energy drain may therefore influence learners’ motivation, attention, participation, responsiveness to instruction, and overall learning behavior inside the classroom.

Figure 1. Research paradigm



Note. The arrow indicates the hypothesized influence of the independent variable on the dependent variable.

The research paradigm illustrates the relationship between teachers’ assessments of learners' energy drain in special education classrooms and their assessments of learners’ learning behavior. In this study, energy drain is the independent variable, and learning behavior is the dependent variable. The paradigm assumes that learners' energy drain may influence their classroom behavior, participation, attention, and engagement in learning activities. The arrow in the paradigm represents the possible influence of energy drain on the learning behavior of learners with special educational needs.

Statement of the Problem

Learners with special educational needs often experience emotional, behavioral, cognitive, and academic challenges that may affect their classroom participation, learning engagement, and overall educational development. In special education classrooms, teachers frequently encounter learners who demonstrate signs of emotional and cognitive exhaustion, behavioral difficulties, and challenges in sustaining attention and participation during instructional activities.

Energy drain has become an important educational concern because physical, emotional, and cognitive exhaustion may negatively influence learner behavior, classroom engagement, and academic functioning. Learners who experience exhaustion may demonstrate inattentiveness, disruptive behavior, withdrawal from participation, and reduced motivation for learning. Despite the increasing focus on inclusive and special needs education, limited studies have explored the relationship between energy drain and learning behavior of learners in special education classroom, particularly from the perspective of teachers’ assessments in local educational settings.

Because of these concerns, there is a need to examine the interplay between energy drain and learning behavior of learners in special education classroom. The findings of the study may contribute to the improvement of instructional practices, learner support programs, behavioral intervention strategies, and inclusive classroom management approaches that may enhance the educational experiences of learners in special education classroom.

Research Objectives

General Objective

To determine the relationship between energy drain and learning behavior of learners in special education classrooms based on the assessments of teacher-respondents, and to identify significant differences in teachers' assessments when grouped according to selected profile variables.

Specific Objectives

1. To describe the profile of the teacher-respondents in terms of:
 - 1.1 age;
 - 1.2 sex; and
 - 1.3 civil status.
2. To assess the energy drain and learning behavior of learners in special education classrooms based on the assessment of teacher-respondents.
3. To determine whether a significant relationship exists between energy drain and learning behavior of learners in special education classrooms.
4. To determine whether a significant difference exists in the assessment of teacher-respondents when grouped according to profile variables.

Research Questions

1. What is the profile of the teacher-respondents in terms of:
 - 1.1 age;
 - 1.2 sex; and
 - 1.3 civil status?
2. What is the level of energy drain and learning behavior of learners in special education classroom based on the assessment of teacher-respondents?
3. Is there a significant relationship between energy drain and learning behavior of learners in a special education classroom?
4. Is there a significant difference in the assessment of teacher-respondents when grouped according to profile variables?

Hypothesis

1. There is no significant relationship between energy drain and learning behavior of learners in special education classrooms.
2. There is no significant difference in the assessment of teacher-respondents when grouped according to profile variables.

METHODOLOGY

Research Design

This study utilized a quantitative research approach employing a descriptive-correlational research design. The descriptive method was used to assess the level of energy drain and learning behavior of learners in special education classrooms based on the assessment of teacher-respondents, as well as to describe the profile of the respondents in terms of age, sex, and civil status. On the other hand, a correlational design was used to determine whether a significant relationship existed between energy drain and learners' learning behavior in special education classrooms. The study also examined whether significant differences existed in the assessments of teacher-respondents when grouped according to profile variables.

The descriptive-correlational design was appropriate for the study because it enabled the researcher to systematically collect quantitative data, describe the current conditions of the variables being investigated, and examine the relationship between energy drain and learning behavior without manipulating the study environment. Through this design, the study provided a clearer understanding of how energy drain may influence the learning behavior of learners with special educational needs in the classroom setting.

Population and Sampling

The participants of the study consisted of thirty (30) teacher-respondents handling learners in special education classrooms in the Schools Division of Cavite. The respondents were selected because they were directly involved in observing and assessing the energy drain and learning behavior of learners in special education classroom within the classroom setting. Their experiences and daily interactions with learners enabled them to provide reliable and relevant information needed for the study.

The study utilized total population sampling, wherein all teachers assigned to the special education classroom were included as respondents. This sampling technique was appropriate because the number of participants was manageable and all teacher-respondents possessed the necessary knowledge and experience relevant to the objectives of the study. Including all available teacher-respondents ensured a more comprehensive and accurate assessment of the variables investigated in the research.

Research Instrument

The study utilized a researcher-made questionnaire as the primary instrument for data collection. The instrument was developed by the researchers after reviewing related literature and studies relevant to energy drain and learning behavior among learners with special educational needs. The questionnaire was designed to gather data necessary to address the objectives of the study and was composed of two major parts.

Part I focused on the profile of the teacher-respondents in terms of age, sex, and civil status. Part II consisted of statements that measured the level of energy drain (12) and learning behavior (14) of learners in a special education classroom based on the assessment of teacher-respondents.

The questionnaire utilized a four-point Likert scale to determine the assessment of the respondents. A weighted mean ranging from 3.25 to 4.00 was verbally interpreted as "Always True of the Learner," while a weighted mean ranging from 2.50 to 3.24 was interpreted as "Often True of the Learner." A weighted mean ranging from 1.75 to 2.49 indicated "Sometimes True of the Learner," whereas a weighted mean ranging from 1.00 to 1.74 was verbally interpreted as "Never True of the Learner."

Experts in education and special education validated the questionnaire. The validators included experienced SPED teachers, educational researchers, and faculty with expertise in research and instrument development. They examined the questionnaire for clarity, relevance, content appropriateness, organization, and alignment with the study objectives. Suggestions from the validators were incorporated to improve quality and comprehensiveness.

After validation, the instrument underwent reliability testing through pilot testing among thirty respondents. These respondents were not part of the actual study. Data collected were analyzed using Cronbach's Alpha to check internal consistency and reliability. The reliability test produced a Cronbach's Alpha of 0.86. This indicated acceptable internal consistency and reliability for the questionnaire.

Data Collection

Before the study, a letter of permission was secured from school authorities. This letter formally requested approval to administer the research instrument. Following institutional approval, researchers engaged in collaborative planning with teachers in special education classrooms to communicate the study's objectives, methodological procedures, and established timelines for data collection. Respondents were informed about the study's objectives and assured that information would be kept confidential and used only for academic purposes.

Data collection took place during School Year 2025–2026 in selected schools with Special Education (SPED) classes. The questionnaire was distributed to the thirty teacher-respondents. Respondents had enough time to answer, and completed questionnaires were retrieved immediately to ensure complete and accurate responses.

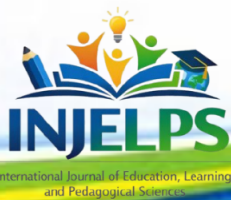
After retrieval, the data were checked, organized, tabulated, and prepared for statistical analysis. The goal was to determine the relationship between energy drain and learning behavior of learners in special education classrooms.

Treatment of Data

Data from the respondents were organized, tabulated, analyzed, and interpreted. Appropriate statistical tools aligned with the study's objectives were used.

Frequency count and percentage distribution described the teacher-respondents' profiles by age, sex, and civil status. These tools determined the number and proportion of respondents in each category.

Mean and standard deviation assessed energy drain and learning behavior based on teacher assessments. The mean gave the average responses while standard deviation showed variability.



Kendall's Tau Correlation Test was used to determine whether a significant relationship existed between energy drain and learners' learning behavior in a special education classroom. To determine whether there was a significant difference in the assessment of teacher-respondents when grouped according to profile variables, the Mann-Whitney U Test and Kruskal-Wallis Test were utilized. The Mann-Whitney U Test was used for variables with two groups, such as sex, while the Kruskal-Wallis Test was used for variables with three or more groups, such as age and civil status. All statistical computations were tested at a 0.05 level of significance.

Ethical Considerations

The study followed ethical principles to protect the respondents' privacy and welfare. Informed consent was obtained after participants learned the study's nature, purpose, and objectives. Participation was voluntary, and respondents could withdraw from the study at any time without penalty.

Permission from school authorities and concerned offices was obtained to comply with institutional policies and ethical standards for educational research. Confidentiality and anonymity were strictly maintained. All information was used only for academic and research purposes. Respondents' identities were not disclosed. All data were securely handled to protect participant privacy.

Results and Discussion

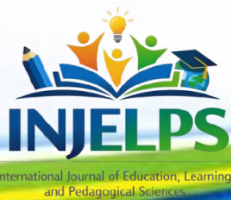
Table 1.
Frequency distribution of teachers' profile

Teachers' Profile	f	%
Age		
30-34	13	43
35-39	8	27
40-44	5	17
45-49	2	7
50-54	1	3
55>	1	3
Total	30	100
Sex		
Male	6	20
Female	24	80
Total	30	100
Civil Status		
Married	25	83
Single	4	13
Widowed	1	3
Total	30	100

Table 1 presents the frequency and percentage distributions of teachers' profiles by age, sex, and civil status. The majority of respondents were aged 30–34 years (13, 43 percent), followed by those aged 35–39 years (8, 27 percent). Regarding sex, most respondents were female (24, or 80%), while 6 (20%) were male. As for civil status, the majority were married (25 respondents, or 83 percent), followed by single (4 respondents, or 13 percent) and widowed (1 respondent, or 3 percent).

Table 2.
Assessment of the teacher-respondents on energy drain and learning behavior of learners in special education classroom.

VARIABLE	MEAN	SD	INTERPRETATION
Energy Drain	3.22	0.42	Often True of the Learner
Learning Behavior	3.24	0.47	Always True of the Learner



OVERALL MEAN

3.23

0.44

Often True of the learner

Legend: 4.00-3.25 Always true of the learner 3.24-2.50, Often true of the learner 2.49-1.75, Sometimes true of the learner 1.74-1.00, Never true of the learner

Table 2 presents the teacher respondents' assessments of the energy drain and learners' learning behavior in a special education classroom. The findings revealed that energy drain obtained a mean of 3.22 with a standard deviation of 0.42, interpreted as "Often True of the Learner." This indicates that learners in special education classrooms frequently exhibit signs of physical, emotional, or cognitive exhaustion, which may affect their classroom participation and engagement in learning activities. The results suggest that learners in special education classrooms may have difficulty maintaining attention, motivation, and active involvement during classroom instruction. The findings imply that curriculum developers may consider integrating flexible, learner-responsive, and wellness-oriented instructional activities into the SPED curriculum to reduce cognitive overload and sustain learner engagement.

Learning behavior obtained a mean of 3.24 with a standard deviation of 0.47 and was interpreted as "Always True of the Learner." This finding indicates that positive learning behaviors such as participation, responsiveness, cooperation, and engagement in classroom activities were consistently observed by the teacher-respondents among learners in special education classrooms. The result implies that, despite experiencing energy drain, learners still exhibit observable learning behaviors in the classroom. Learning behavior plays a vital role in promoting classroom interaction, participation, and academic engagement among learners with special educational needs. The findings further suggest that teacher education institutions and SPED training programs may strengthen pre-service and in-service teacher preparation by providing specialized training on inclusive instructional strategies, learner motivation techniques, differentiated instruction, and emotional support approaches that can sustain positive learning behaviors among learners in special education classrooms.

The overall mean of 3.23 with a standard deviation of 0.44 was interpreted as "Often True of the Learner." This overall finding suggests that energy drain and learning behavior were commonly observed among learners in special education classrooms. Educational literature emphasized that emotional and cognitive exhaustion may influence learners' engagement, participation, and responsiveness during instructional activities (Dumlao & Somera, 2025). The findings highlight the importance of creating supportive classroom environments, implementing learner-centered strategies, and providing appropriate interventions to sustain positive learning behavior among learners with special educational needs. The results also have important implications for educational policymakers, calling for strengthening learner support systems by developing school-based mental wellness programs, SPED intervention frameworks, and policies that promote inclusive, emotionally supportive learning environments. Furthermore, schools may integrate practices for monitoring emotional fatigue, behavioral observation systems, and collaborative support services to ensure that the emotional and learning needs of learners in special education classrooms are consistently addressed within inclusive educational settings.

Table 3.

Significant relationship between energy drain and learning behavior of learners in special education classroom.

ASSESSMENT	N	SUM OF RANKS	AVG. RANK	CHI-SQUARE	KENDALL-TEST	P-VALUE	REMARKS
Energy Drain	30	46.00	1.53	0.133	0.004	0.715	Not Significant
Learning Behavior	30	44.00	1.47				

Table 3 presents the significant relationship between energy drain and learners' learning behavior in special education classrooms. The findings revealed that energy drain obtained a sum of ranks of 46.00 with an average rank of 1.53, while learning behavior obtained a sum of ranks of 44.00 with an average rank of 1.47. The computed chi-square value was 0.133, with a Kendall Test value of 0.004 and a p-value of 0.715, indicating non-significance. This indicates that there was no significant relationship between energy drain and learners' learning behavior in a special education classroom, as assessed by the teacher-respondents.

The result suggests that although learners in special education classrooms may experience physical, emotional, or cognitive exhaustion, these conditions did not show a statistically significant association with their learning

behavior. This may imply that the learning behavior of learners with special educational needs is influenced by various factors beyond energy drain alone, such as teaching strategies, classroom environment, individualized interventions, parental support, and learner motivation. The findings suggest that curriculum developers may further enhance SPED curricula by incorporating flexible instructional designs, adaptive learning activities, and differentiated teaching approaches that address the diverse needs and learning conditions of learners in special education classrooms.

Educational literature emphasized that learners with special educational needs possess diverse characteristics and unique learning conditions that may not always be directly affected by a single variable (Pujida et al., 2023). The absence of a significant relationship highlights the importance of providing comprehensive educational support that addresses the academic, emotional, behavioral, and social needs of learners in special education classrooms (Ampofo et al., 2025). The findings further suggest that teachers and schools should continue implementing learner-centered approaches and supportive classroom practices to promote positive learning behavior among learners with special educational needs. The results also imply that teacher education institutions and SPED training programs may intensify professional development initiatives focused on inclusive education, classroom behavior management, emotional support strategies, and differentiated instruction to better equip teachers to address the varied needs of learners in special education classrooms. Furthermore, educational policymakers may use the findings to strengthen learner support systems by implementing policies that promote inclusive practices, mental wellness programs, multidisciplinary collaboration, and accessible intervention services within schools. Schools may also integrate mechanisms to monitor emotional fatigue and provide behavioral support to ensure that learners experiencing exhaustion receive appropriate academic and psychosocial assistance.

Table 4.

Significant difference in the assessment of the teacher-respondents when grouped according to profile variables.

ASSESSMENT	N	DF	TEST	TEST STATISTIC	P-VALUE	REMARKS
Energy Drain						
Age	30	5	Kruskal - Wallis	7.06	0.216	Fail to reject the null hypothesis
Sex	30	---	Mann Whitney	808.55	0.371	Fail to reject the null hypothesis
Civil Status	30	2	Kruskal - Wallis	5.28	0.071	
Learning Behavior						
Age	30	5	Kruskal - Wallis	5.55	0.352	Fail to reject the null hypothesis
Sex	30	---	Mann Whitney	4.797	0.029	Reject the null hypothesis
Civil Status	30	2	Kruskal - Wallis	2.47	0.29	Fail to reject the null hypothesis

Table 4 presents the significant difference in the assessment of the teacher-respondents on energy drain and learning behavior when grouped according to profile variables. For energy drain, the findings revealed that age obtained a p-value of 0.216, sex obtained a p-value of 0.371, and civil status obtained a p-value of 0.071. All computed p-values were greater than the 0.05 level of significance, which failed to reject the null hypothesis. This indicates that there was no significant difference in the assessment of teacher-respondents on energy drain when grouped according to profile variables.

The findings suggest that the manifestations of energy drain among learners in special education classrooms were generally perceived similarly by the teacher-respondents, regardless of age, sex, or civil status. This may imply that energy drain is commonly observed among learners with special educational needs and is not significantly influenced by the respondents' demographic characteristics. Educational literature emphasized that learner exhaustion is often associated with classroom demands, emotional challenges, cognitive workload, and individual learner conditions rather than respondent profile characteristics alone (Sujarwanto et al., 2022; Yücel & Atmaca, 2023). The findings further imply that curriculum developers may consider integrating learner wellness, emotional regulation activities, and flexible instructional approaches within SPED curricula to address the common manifestations of energy drain observed

among learners. School leaders may also strengthen school-based monitoring systems and support mechanisms that regularly assess learner fatigue, classroom participation, and emotional well-being regardless of teacher demographic characteristics.

For learning behavior, the findings showed that age obtained a p-value of 0.352 and civil status obtained a p-value of 0.290, which were both interpreted as not significant, since it failed to reject the null hypothesis. However, sex obtained a p-value of 0.029, which was lower than the 0.05 level of significance, resulting in the rejection of the null hypothesis. This indicates that there was a significant difference in the assessment of teacher-respondents on the learning behavior of learners in special education classroom when grouped according to sex.

The results suggest that male and female teacher-respondents may differ in their observations and perceptions of learners with special educational needs. Differences in perspectives, communication styles, classroom interactions, and behavioral interpretation may influence how respondents assess learner participation, engagement, and responsiveness in classroom activities. Educational studies emphasized that perceptions of learner behavior and engagement may vary depending on the experiences and viewpoints of individuals involved in the educational process (Stenberg, 2025). The findings suggest the importance of strengthening teacher education institutions and SPED training programs by providing professional development activities focused on inclusive assessment practices, behavioral observation techniques, gender-sensitive instructional approaches, and collaborative classroom management strategies. Such initiatives may help ensure consistency and objectivity in evaluating learners' learning behavior in special education classrooms across different educational settings.

The findings highlight the importance of considering diverse perspectives to understand learners' learning behavior in special education classrooms. For educational practice, the results suggest the need for collaborative communication and consistent observation among teachers and stakeholders to ensure appropriate learning support and intervention strategies for learners with special educational needs. The results also have important implications for educational policymakers, who should strengthen learner support systems by implementing inclusive education policies, multidisciplinary intervention programs, and continuous teacher capacity-building initiatives that promote equitable and supportive learning environments for learners in special education classrooms. Furthermore, schools may integrate systems to monitor emotional fatigue, behavioral tracking systems, and collaborative support services to ensure that learners experiencing academic or emotional difficulties receive timely educational and psychosocial interventions.

Conclusion

The findings of the study revealed that learners in special education classrooms commonly experience emotional, cognitive, and behavioral conditions that may influence classroom participation, learner engagement, and instructional interaction within special education settings. Although no significant relationship was found between energy drain and learning behavior, the study emphasizes that the educational experiences of learners in special education classrooms are influenced by multiple interacting factors, including instructional support, inclusive classroom practices, and behavioral interventions.

The findings contribute to educational research by providing insights into the emotional and behavioral experiences of learners in special education classrooms within inclusive learning environments. The study highlights the importance of learner-centered instructional strategies, differentiated teaching approaches, and supportive classroom management practices in promoting meaningful participation and learning engagement among learners in special education classrooms.

The study also contributes to teacher professional development and educational leadership by emphasizing the need for collaborative support systems among educational stakeholders.

Strengthening inclusive educational practices and behavioral support programs may help improve the overall learning experiences and developmental outcomes of learners in special education classrooms.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

SPED teachers may strengthen learner-centered instructional practices that reduce emotional and cognitive exhaustion through differentiated instruction, structured classroom routines, and supportive behavioral interventions.

School leaders and administrators may develop inclusive educational programs and behavioral support systems that promote emotional well-being, classroom participation, and positive learning experiences among learners in special education classroom.

Curriculum developers may integrate learner support mechanisms, emotional regulation strategies, and inclusive classroom approaches into SPED instructional frameworks and learning programs.

Teacher education institutions may strengthen professional development programs focusing on classroom behavior management, inclusive education practices, emotional support strategies, and learner engagement among students with special educational needs.

Educational policymakers may support the implementation of inclusive educational policies and school-based intervention programs that address the emotional, behavioral, and academic needs of learners in special education classroom.

Future researchers may conduct similar studies involving larger populations and additional educational variables such as instructional practices, learner motivation, classroom environment, and parental involvement to further strengthen research on inclusive education and learner support systems.

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