# A Meta-Synthesis of Regular Education Teachers' Teaching Strategies in Mainstream Classrooms

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**ABSTRACT:**

Teaching strategies are pivotal in enabling meaningful learning and fostering academic success in mainstream classrooms. This study critically examined the teaching strategies employed by regular education teachers in these settings between 2015 and 2025, utilizing a meta-synthesis of international and national research. Anchored in Vygotsky's social development theory and the Universal Design for Learning (UDL) framework, the research identified a central challenge: the limited application of UDL in the Philippine context and a lack of attention to teachers' attitudes, perceptions, and the impact of resource inequalities—especially between urban and rural schools—on inclusive practices. By synthesizing current findings, this study aims to clarify how regular teachers' strategies can address these challenges in mainstream classrooms. Findings revealed for the teaching strategies revealed three themes: instructional and pedagogical strategies, socio-emotional and classroom management supports, and collaborative and inclusive practices. Five themes regarding effectiveness and applicability emerged: teachers' training effectiveness, resource availability and contextual gaps, peer interaction, tailored supports for specific learning needs, and teacher attitudes and perceptions as barriers. The effectiveness of teaching strategies in mainstream classrooms relies on teacher preparedness, equitable resource allocation, and positive perceptions of inclusion. This study recommends prioritizing professional development in inclusive pedagogy—especially UDL—and increasing systemic investment in resources as critical actions to achieve sustainable and effective inclusion.

Keywords: Regular Education teachers; teaching strategies; mainstream classrooms, meta-synthesis.

## Introduction

Mainstream classrooms are the setting where students with special needs are enrolled in a classroom handled by regular education teachers, which presents both opportunities and challenges for those who manage this classroom setup. As one goal of education is to provide access to quality education for all, regular education teachers play an important role in facilitating meaningful participation and access to academic success for all (Arkorful et al., 2020). It is highlighted that teaching strategies influence the connection between instruction and creating a supportive classroom environment.

Vygotsky's social development theory and Universal Design for Learning served as the frameworks for this study, as cognitive development suggests that students learn best

when they engage in a meaningful classroom environment (Dada et al., 2023). Additionally, the UDL framework connects this study to offer a flexible learning environment that allows students with special needs to express and engage in a mainstream classroom (Zhang et al., 2022). These theories provide a strong foundation for students to understand how teaching strategies should be employed in mainstream classrooms by regular education teachers to meet the diverse needs of learners.

It also aligns with Sustainable Development Goal 4: Quality Education. This SGD 4 explains that inclusive and quality education promotes learning opportunities for all diverse students, particularly those enrolled in mainstream classrooms (Johnstone et al., 2020). Additionally, it aligns with the Inclusive Education Act, also known as Republic Act No. 10533, which states that students with special needs can be included in a regular classroom, referred to as a mainstream classroom (Custodio, 2025). This law highlights that regular education teachers utilize teaching strategies to provide all kinds of students in mainstream classes with equal access to education.

Conversely, the implementation of inclusive education, particularly in the Philippines, faces numerous challenges. Regular education teachers often face challenges in integrating students with special education needs into mainstream classrooms (Crispel & Kasperski, 2021). Additionally, a lack of learning resources, teacher training, and large class sizes significantly hinders the utilization of effective teaching strategies in mainstream classrooms (Senyagwa, 2021). Although there are many hindrances, many regular education teachers remain passionate about their work in the mainstream classroom, catering to students' diverse learning needs. These scenarios are significant in determining the teaching strategies of regular education teachers as they utilize them to achieve successful academic outcomes, despite the presence of challenges.

Furthermore, the objectives of this study were to determine the teaching strategies employed by regular education teachers in mainstream classrooms between 2015 and 2025 through a meta-synthesis study. Specifically, it sought to answer the following: a.) determine the teaching strategies used by regular education teachers in mainstream classrooms; and synthesize the themes and patterns from existing studies regarding the effectiveness and applicability of the teaching strategies in the mainstream classrooms. Through finding the answers to the following objectives, to provide the current situation of what teaching strategies regular education teachers are using in the mainstream classroom.

Although teaching strategies are effective in mainstream classrooms, some teachers in the Philippines still face challenges in managing these settings. Arnaiz-Sánchez et al. (2023) highlighted that there is a lack of teacher training, particularly for regular education teachers, to attend training in inclusive education for mainstream classrooms, which makes it difficult for them to adopt and incorporate teaching strategies. Likewise, Okole (2023) emphasizes the lack of resources, particularly assistive technologies, as a barrier to the successful implementation of inclusive education in a mainstream classroom. The composition of ample class sizes and the integration of regular students and special needs education students remain a challenge for regular education teachers in facilitating the mainstream classroom. As the Philippines is one of the countries with limited knowledge of universal learning design, it requires resistance and resourcefulness in delivering learning to students in the mainstream classroom. These challenges necessitate the provision of effective support in implementing mainstream classrooms, as suggested by inclusive education.

In response to the existing challenges, regular education teachers have developed coping mechanisms. Some regular education teachers prepare their lesson plans in advance to accommodate students in the mainstream classroom (Bryant et al., 2019). These coping mechanisms enable regular education teachers to overcome the challenges they encounter in

implementing effective teaching strategies in mainstream classrooms, where some students require more individualized attention to achieve academic success.

## METHODOLOGY

### Research Design

This study employed a meta-synthesis research design (Finfgeld-Connett, 2018), which involves a qualitative synthesis of multiple data studies to generate new insights for understanding. The methodology is appropriate for the study's objectives, as it will consist of integrating the results of studies published from 2015 to 2025, which comprise national and international studies on teaching strategies used in mainstream classrooms by regular education teachers.

### Data Collection

The data of the study were collected through research from various countries. These studies include the integration of semi-structured interviews, reflective journals, focus group discussions, classroom observation, literature reviews, and case studies, which foster inclusive teaching strategies in mainstream classrooms used by regular education teachers. In addition, these studies, from 2015 - 2025, represent various time periods for educational approaches to be applied in mainstream classrooms.

### Inclusion and Exclusion Criteria

The inclusion criteria for this study involved studies published between 2015-2025 that focus on the strategies used by regular education teachers in classrooms. The selected studies consist of various qualitative tools. In addition, the selected studies highlighted the various teaching strategies employed by regular education teachers, along with the themes and patterns that emerged from the different studies towards the effectiveness and applicability of these teaching strategies in mainstream classrooms. Conversely, the exclusion criteria include teaching strategies used in a regular classroom environment or for learners with pure special needs. Additionally, this study excludes those studies that were quantitative.

### Data Analysis

The collected data from the study were analyzed using thematic synthesis (Thomas & Harden, 2008), a method that identifies key themes and patterns across qualitative research. The three (3) significant steps are: a.) line-by-line code of text: identify emerging themes from each study; b.) development of descriptive themes: represent the fundamental ideas identified in the coding; c.) generation of analytical themes: interpretation and synthesis according to the descriptive themes.

### Ethical Considerations

In this study, ethical considerations were observed through the protection of the confidentiality of the included data, ensuring the anonymity of participants in the original studies, and maintaining their privacy. It also upheld data integrity by utilizing the results and findings of the studies from the original data, ensuring that no occurrence, manipulation, or distortion occurred, which preserves the credibility of the research procedure. In addition, contributions by the original authors were cited appropriately in the meta-synthesis of the study to ensure acknowledgement of their work, which aligns with academic scholarly standards.

### Expected Outcomes

This study provided an in-depth understanding and insights into the regular teachers' teaching strategies in mainstream classrooms, as well as the themes and patterns that emerged from the studies regarding the effectiveness and applicability of teaching strategies in mainstream classrooms. Based on the findings, the study's results recommended improving inclusive education practices by focusing on enhancing teacher training, increasing budget allocation for materials and infrastructure, and providing enhanced policies that support this effort.

## RESULTS AND DISCUSSION

The results of the study, drawn from included studies conducted between 2015 and 2025, are presented in a thematic format. The findings highlight teaching strategies used by regular

education teachers in mainstream classrooms. Also, recurring themes and patterns about the effectiveness and applicability of these strategies are synthesized into major themes, representing common practices across contexts, and supported by significant responses from regular teachers.

**Teaching strategies employed by regular education teachers in mainstream classrooms**

**Theme 1: Instructional and Pedagogical Strategies**

Regular teachers from various countries employ different teaching strategies to meet the needs of learners in mainstream classrooms. A central argument of this discussion is that differentiated instruction and Universal Design for Learning (UDL) are essential for supporting students with varied skills, ensuring accessibility for all learners. The importance of these strategies in mainstream settings is highlighted by Harris (2025). UDL, in particular, is recognized for its flexibility and suitability for diverse learning styles and abilities. Additionally, teachers use translanguaging practices to foster communication skills and comprehension in mainstream classrooms (Duarte, 2016). Language plays a crucial role in these strategies, necessitating a solid foundation for effective understanding among diverse learners. Responsive and flexible instructional approaches enhance academic success in mainstream settings. The key findings from related studies are summarized below:

Significant response: "When the bell rings indicating a change of periods, I raise a picture of numbers when it's maths…" (Swaziland, 2018)

Significant response: "Learners use their L1 as a resource to understand the target language." (UK, 2021)

**Theme 2: Socio-emotional and Classroom Management Supports**

Teachers also employed socio-emotional strategies and classroom management practices that fostered inclusion by building a positive and conducive learning setting. In particular, establishing structured routines and maintaining a positive teacher attitude were found to be crucial in ensuring that learners with disabilities could participate meaningfully without disrupting overall class progress (Burden, 2020). Furthermore, peer interaction was highlighted as an effective approach to enhance social and communication skills. This demonstrates that inclusion benefits not only learners with disabilities but also their classmates by promoting collaboration and mutual understanding (Molina Roldán et al., 2021). Collectively, these strategies underscore the importance of classroom environment and interpersonal associations in promoting mainstream practices.

Significant responses: "Failing to accommodate Dang effectively will also affect other students' learning, I want to be organized and prepared so that my work in the class can progress smoothly." (Thailand, 2016)

Significant response: "Through inclusive education, peer interaction leads to enhanced communication skills for students with disabilities." (Philippines, 2024)

**Theme 3: Collaborative and Inclusive Practices**

Collaboration emerged as an important teaching strategy, where regular education teachers worked alongside School-Based Support Teams (SBSTs), teaching assistants, and peers to manage diverse learners in mainstream classrooms. The data collected revealed that SBSTs play an important role in guiding teachers; however, their effectiveness was limited by inadequate training and resources (Mpanza & Govender, 2022). Similarly, international research has highlighted that while regular teachers often rely on teaching assistants to support learners with disabilities, many educators still feel underprepared to fully meet the needs of all students, particularly in mainstream classrooms (Subarna et al., 2022). These findings emphasize that inclusive education in mainstream classrooms is strengthened by structured collaboration and shared accountability.

Significant response: "Teachers need exposure to inclusive teaching to better support diverse learners." (South, 2017)

Significant response: "We're not prepared to handle the needs of all students with disabilities." (International, 2022)

**Effectiveness and Applicability of Teaching Strategies**

**Theme 1: Teachers' Training Effectiveness**

Professional growth has consistently been identified as an essential component for effective inclusive teaching strategies used by regular education teachers in mainstream classrooms. Training not only provides teachers with practical tools but also reshapes their attitudes and empathy toward diverse learners, especially those with intellectual disabilities. Following post-training experiences, teachers reported a deeper understanding of students' needs and greater confidence in applying inclusive practices (Johnson et al., 2024). However, while teachers were committed to supporting diverse learners, many still lacked sufficient exposure to inclusive teaching methods, highlighting the need for continuous professional development (Sepadi, 2023). Taken together, these findings confirm that without adequate training, even the most promising strategies risk inconsistent or ineffective implementation.

Significant response: "My studies helped me understand what these students experience… That's it – the story of my life before and after." (Israel, 2019)

Significant response: "Teachers need exposure to inclusive teaching to better support diverse learners." (South Africa, 2017)

**Theme 2: Resource Availability and Contextual Gaps**

The success of teaching strategies in the mainstream classrooms depends on the availability of resources and the educational context. Studies have shown that urban teachers could benefit from using more effective teaching strategies; however, they often lack access to essential resources, including better facilities, support staff, and professional growth opportunities. Rural teachers often lacked materials, assistive tools, and specialized training (Alcaraz et al., 2024). These gaps hindered their ability to employ inclusive practices and implement effective teaching strategies in mainstream classrooms (Sharma et al., 2019). Large class sizes added more strain on teachers. These challenges made it hard to individualize support or sustain inclusion. The findings show that without enough resources, effective strategies lose impact. This reinforces the need for systemic investment in equity across school settings.

Significant response: "We need more resources and training to make inclusion a reality." (China, 2020)

Significant response: "We are not prepared to handle the needs of all students with disabilities." (International, 2022)

**Theme 3: Peer Interaction**

Peer interaction has emerged as an effective strategy for fostering the social and academic development of learners in mainstream classrooms. Structured peer support not only enhanced communication skills but also promoted social integration and built confidence among students who might otherwise feel excluded. It highlighted that when students engage in collaborative activities and work alongside their peers, learners with disabilities can develop stronger social bonds and participate more actively in classroom life (Juvonen et al., 2024). This finding highlights the dual benefits of peer interaction—it provides essential support for students with disabilities while simultaneously fostering empathy, cooperation, and inclusivity among all learners.

Significant Response: "Through inclusive education, peer interaction leads to enhanced communication skills for students with disabilities." (Philippines, 2024)

**Theme 4: Tailored Supports for Specific Learning Needs**

The most effective teaching strategies in the mainstream classroom are those in which teachers tailor their approaches to learners' various needs. Visual cues were particularly effective for students with autism spectrum disorders, while translanguaging provided meaningful support for learners in multilingual classrooms (Rahmadani, 2025). Teacher training was also a tailored support, as professional development boosted teachers' sensitivity and adaptability (Basabe & Galigao, 2024). Socio-emotional adjustments—like preparedness and organization—helped learners with learning disabilities participate without disrupting lessons. These findings underscore the importance of tailored supports, whether instructional, linguistic, professional, or socio-emotional, for successful inclusive practices.

Significant response: "When the bell rings indicating a change of periods, I raise a picture of numbers when it's maths…" (Swaziland, 2018)

Significant response: "Learners use their L1 as a resource to understand the target language." (United Kingdom, 2021)

Significant response: "My studies helped me understand what these students experience… That's it – the story of my life before and after." (Israel, 2019)

Significant response: "Failing to accommodate Dang effectively will also affect other students' learning, I want to be organized and prepared so that my work in the class can progress smoothly." (Thailand, 2016)

**Theme 5: Teacher Attitudes and Perceptions as Barriers**

Several strategies have shown promise in enhancing teaching strategies by regular teachers in mainstream classrooms. However, teachers' negative attitudes often undermined their effectiveness. Some teachers worried that including children with learning disabilities would disrupt lesson pacing and slow curriculum progress. Such beliefs show how personal perceptions can hinder inclusive practices, regardless of available strategies or resources. Addressing these attitudes is essential to ensuring inclusion is seen as an opportunity for growth, rather than an obstacle to teaching efficiency (Mprah et al., 2023).

Significant response: "We're not prepared to handle the needs of all students with disabilities." (International, 2022) Significant response: "Teachers need exposure to inclusive teaching to better support diverse learners." (South Africa, 2017)

Significant response: "We need more resources and training to make inclusion a reality." (China, 2020)

**Conclusion**

The findings revealed three broad themes that capture the range of strategies used in inclusive settings. Instructional and pedagogical strategies, such as differentiated instruction, UDL, visual cues, and translanguaging, provided flexible approaches for addressing learner diversity. Socio-emotional and classroom management supports highlighted how positive teacher attitudes, structured routines, and peer interaction helped foster an inclusive environment. These approaches allowed all learners to participate. Collaborative and inclusive practices underscored the importance of teamwork with SBSTs, teaching assistants, and peers. However, their effectiveness was often limited by resource and training constraints. These results demonstrate that teachers employ various strategies to accommodate diverse learners. Their success depends on professional preparedness and systemic support.

Five themes emerged that shaped the effectiveness and reach of these strategies. The effectiveness of teachers' training was confirmed, showing that professional development improved empathy and practice. However, gaps in exposure led to inconsistent application. Resource availability and contextual gaps indicated that strategies were most effective in urban areas with greater facilities and support staff. Rural settings faced persistent shortages.

Peer interaction provided an effective way to build communication, confidence, and social integration among learners. Tailored supports for specific learning needs confirmed that individualized instructional, linguistic, or socio-emotional approaches helped inclusion succeed. Lastly, teacher attitudes and perceptions acted as barriers. Negative beliefs, such as fears of curriculum delays or a lack of preparedness, reduced the effectiveness of these strategies. Together, these findings suggest that regular teaching strategies in mainstream classrooms can be effective when teachers have access to training, resources, collaboration, and positive attitudes. Their impact shrinks when these supports are absent.

**Recommendation**

In light of the gaps identified, it is recommended that teacher education programs and professional development initiatives integrate comprehensive training in inclusive pedagogy in mainstream classrooms, with a focus on differentiated instruction, UDL, and tailored supports, while also addressing teacher perceptions that act as barriers. Alongside this, systemic investment in equitable resources for both urban and rural schools is necessary to ensure that teaching strategies by the regular teachers are consistently implemented and sustained in mainstream classrooms.

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**Conflict of Interest**

The researcher affirms that no conflict of interest was involved in the conduct of this study. The research processes, including the analysis, interpretation of data, and formulation of conclusions, were undertaken with objectivity, independence, and academic integrity.

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