

An Evaluation of Special Education Program in the Public Elementary Schools in the Division of Zambales

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Abstract: *The study aimed to determine the status on the implementation of Special Education Curriculum Program in the Division of Zambales during SY 2017-2018. The research utilized the descriptive research design with questionnaire as the main instrument and documentary evidences in gathering data from fifteen school and twenty six teacher respondents. It dealt to determine the profile as to age, sex, civil status, length of years in the service, educational qualification and number of trainings attended. It also determined the status of the program as to year of establishment, type of services and type of exceptionalities. Likewise, the curriculum, teaching approaches and strategies, instructional materials and the level of teaching competence were also examined. The researcher found out that the respondent is majority female in her early adulthood, married, major in Special Education course, had served teaching profession for less than a decade and have adequate and relevant training on SPED program. The SPED program started in Zambales in 1998 in Candelaria, Zambales under mainstreaming and Special Class Plan catering gifted and talented students. The SPED teacher respondents assessed no curriculum followed by Special Curriculum. The respondents assessed the use of individualized Education Plan teaching approach and strategy. The respondents assessed "moderately adequate" instructional materials on visual and hearing impairment, emotional behavior and speech language disorder while "adequate" on instructional materials for mental retardation severe disability and learning disability respectively. The respondents were assessed "high competent" in their level of teaching competence. There is significant difference on the assessment towards curriculum used in SPED program. There is significant difference on the assessment towards teaching approaches and strategies used in SPED program. There is significant difference on the assessment towards instructional materials used in SPED program. There is no significant differences on the level of teaching competence when grouped according to profile variables. Based on the summary and conclusions obtained in the study, the researcher offers the following recommendations as the school should establish linkages seeking help to provide equipment, facilities and instructional materials; to establish SPED program in barangay levels and remote areas noted with high number of children with disability and exceptionalities; to conduct research focus on effectivity and efficacy on teaching students with disability and disorders; to formulate curriculum for SPED program and to have continuous revisit of curriculum for better delivery of instruction and developmental growth of the disabled learners; and finally, to conduct a similar study in order to validate the findings obtained in the study.*

1. Rationale

Special education plays a pivotal role in providing children with special needs appropriate services to develop their whole personhood to become independent and productive members of the society.

Special education refers to the arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to address the needs of students with learning differences, mental health issues, physical and developmental disabilities, and giftedness. Provision of special education is inferred from the State must give priority to education, while Article XIV, Section 1 guarantees that this education be accessible to all: appropriate steps must be taken. Chapter II of Title II of the Magna Carta for Disabled Persons, RA 7277, introduced some rules on special education in the Philippines. Sec. 12 mandates that the "State shall take into consideration the special requirements of disabled persons in the formulation of educational policies and programs." On the other hand, learning institutions are encouraged "to take into account the special needs of disabled persons with respect to the use of school facilities, class schedules, physical education requirements, and other pertinent consideration." Specifically, learning institutions are encouraged to provide "auxiliary services that would facilitate the learning process for disabled persons." Sec. 14 of RA 7277 provides that the

State "shall establish, maintain and support complete, adequate and integrated system of special education for the visually impaired, hearing impaired, mentally retarded persons and other types of exceptional children in all regions of the country."

The above mentioned provision mandates that attention should be given to children with special needs regardless of their disabilities and should be given privileges in developing themselves according to their capacity and abilities. It also implies how children with special needs be addressed not only on how to communicate or to express themselves but on how they can develop their capabilities and potentials to the highest possible.

Every student faces a variety of obstacles and challenges in pursuit of formal education. It is the role of parents, educators, and government to assist in the success of that pursuit. All educational programs face problems, but Special Education is unique and sometimes complicated specialty area designed for those students who require additional support in reaching their educational goals. In order to be successful, educators must have the knowledge, ability and resources necessary. It is also essential to accurately assess and to subsequently create a plan for success based on individual student needs. Special Education often involves more individual attention and programming. It is also

necessary that adequate funding is made available within the school system.

In the Division of Zambales, for the school year 2017-2018, there are only fifteen (15) schools catering special education. And yet, there are children with special needs in some barangays who had not yet experienced the program because schools in their barangay do not offer the program, thus, some parents have to travel to the adjacent school to bring their children and avail the SPED Program.

On the other hand, schools which already offered the program also encountered problems in the implementation. Some teachers usually seek assistance from non-government organizations whenever they need to attend trainings and seminars because of insufficient funds, some instructional materials were not also available, and in some schools, teachers who teach the program as well as the administrators have insufficient training in Special Education Program.

This study was undertaken to assess the Special Education Program in the division of Zambales since the researcher believed that like any education program, the implementation of such program should be regularly evaluated in different aspects. Results of the study would serve as baseline data in enhancing the implementation of Special Education Program.

2. Statement of the Problem

The main focus of this study was to evaluate the Special Education Program in the public elementary schools of Division of Zambales during the school year 2017-2018.

Specifically, it sought answer to the following problems:

- 1) What is the profile of Special Education Teachers in terms of;
 - 1.1. Age;
 - 1.2. Sex;
 - 1.3. Civil Status;
 - 1.4. Position/Designation;
 - 1.5. Length of Service;
 - 1.6. Educational qualification;
 - 1.7. Number of Relevant trainings/ seminar in SPED?
- 2) How do the teacher-respondents evaluate the SPED program with regards to program institutionalization aspect?
 - 2.1. year when SPED Program was offered;
 - 2.2. types of SPED services offered; and
 - 2.3. types of child's exceptionalities
- 3) How do the teacher-respondents assess the SPED curriculum in terms of the types of curriculum?
- 4) How do the teacher-respondents assess the use of teaching strategies and approaches in SPED program?
- 5) How do the teacher-respondents assess the use of instructional materials used in the SPED program?
- 6) How is the level of teaching competence be described?
- 7) Is there a significant difference on the perception towards curriculum in the SPED program?
- 8) Is there a significant difference on the teaching strategies and approaches in the SPED program?
- 9) Is there a significant difference on the instructional materials used in the SPED program?

- 10) Is there significant differences on the level of teaching competence when grouped according to profile variables?

3. Objectives of the Study

Assessment is a management tool. It is an indispensable function of national management. Assessing the Special Education Program in the division of Zambales is deemed significant in obtaining and providing useful information for judging decision in the implementation of the program.

The purpose of the study was to assess the special education program of the Schools Division of Zambales. It aims to acquire an accurate and thorough review of the strengths and areas of need the special education program that can be used in response to the academic and program needs of students with disabilities that would improve student performance. It also collect and examine information about the program and then utilize that data to determine priority goals, to develop a plan, and to allocate fiscal and human resources effectively. And by obtaining this information, the researcher was able to provide school leaders with data that could potentially have a direct impact on the future of planned professional development opportunities as well as future program expansion.

4. Conceptual Framework

Performance in schools is increasingly judged on the basis of effective learning outcomes. Information is critical to knowing whether the school system is delivering good performance and to providing feedback for improvement in student outcomes. Thus, it is important to assess and evaluate the status of every education program (Santiago, 2010).

This concept is relevant to the study of the successful implementation of any educational program specifically in special education in the division of Zambales in which its existing conditions needs assessment in order to address properly the problems and concerns. Furthermore, this study was guided by the concepts of assessment. According to Banua (2007) assessment is important in order to evaluate the performance and progress of any educational programs.

Evaluations too often focus solely on program outcomes without considering how the program and its components actually produced the observed results. In other words, understanding is gained regarding what happened as a result of the program without a clear picture of how it happened. This approach can lead to inaccurate claim about how program actually produced its observed outcomes (Chen, 2001).

5. Methods

This study used the descriptive survey research design. According to Siquijor- Enriquez (2004) descriptive method is characterized as a survey or normative approach to the conditions of the variables of the study. It is also an essential guide to one's thinking. It is concerned with conditions of

relationships that exists, practices that prevail, and beliefs, processes that are going on, effect that are being felt or trends that are developing.

Hence, this design was used to determine the existing conditions in public elementary schools in the division of Zambales with regard to their implementation of the SPED program.

This study utilized the questionnaire-checklist adopted from the study of Jalos (2015) as the main instrument to generate data from the target respondents.

The questionnaire-checklist has 4 parts. Part I is about the profile of the respondents which are the teachers who are currently teaching Special Education. It contains checklist which gathers information about the respondent's personal data which include sex, age, civil status, highest educational attainment, baccalaureate degree obtained, field of specialization, number of years in teaching SPED and number of relevant trainings/ seminars attended related to SPED.

Part II contains questions on the status of the implementation of Special Education Program on the identified schools that offered SPED in terms of number of years when program was offered and the types of services offered in school, types of child's exceptionality catered, types of curriculum used in teaching children with special needs, instructional materials used and part IV contains the teaching competencies of teachers in handling children with special needs.

6. Findings

Table 1: Frequency and Percentage Distribution of the Respondents' Profile Variables

Profile Variables		Frequency (f)	Percentage (%)
Age Mean of Age=38.58 years old	20-25	4	15.40
	26-30	3	11.50
	31-35	3	11.50
	36-40	5	19.20
	36-40	3	11.50
	46-50	4	15.40
	51-55	3	11.50
	56-60	1	3.80
Sex	Female	21	80.80
	Male	5	19.20
Civil Status	Single	10	38.50
	Married	15	57.70
	Separated	1	3.80
Length of Service 9.73 years	1-5	11	42.30
	6-10	5	19.20
	11-15	3	11.50
	16-20	4	15.40
	21-25	3	11.50
Educational Qualifications	BEEd SPED	10	38.50
	BEEd with MA SPED Units	6	23.10
	MA in SPED	8	30.80
	BS Theology with Doctoral Units	1	3.80
	BSIE	1	3.80
Number of	4-10	11	42.30

Trainings/ Seminars related to SPED Program Mean=14.27	11-17	7	26.90
	18-24	5	19.20
	25-31	2	7.70
	32-38	1	3.80
	Total	26	100.00

It is clearly demonstrate in the table that the SPED teachers were classified in their early adulthood which ranges from 18-40 years of age. This finding is similar to the study of Lingat (2017) where the teacher-respondents were on the same age level. It can also be gleaned the superiority of female teachers and this could be ascribed on the passion and patience of female teacher showing the loco-parentis to children with disability and handicapped. This further indicates that teaching nowadays is considered as a woman's world. This finding is similar to the study of Alcantara (2017) where the teacher-respondent is dominated by females. And it garnered from the data that majority of the respondents are married. This further shows on the emotional and psychological preparedness of the respondents in handling marital and parental responsibilities. This finding similar to the study of Bundang (2017) where married respondents dominates in her study of Computational Skills of Grade 10 pupils in Zambales using Spiral Approach as Teaching Pedagogy. The data clearly suggests on the determination and commitment of the respondents in the teaching profession. According to them, they have no more intention to leave teaching and committed to stay up to the age of retirement. Teacher academic preparation, certification type, and years of teaching experience, among others, are often taken as indicators of teacher quality (Goldhaber & Anthony, 2003). Those teachers with sufficient academic preparation are seen to be competent in subject matter content and pedagogical skills enabling them to be effective in classrooms and produce larger student achievement gains (Darling-Hammond, 2000). To be effective, teachers need a combination of professional knowledge and specialized skills as well as their own personal qualities and experiences. Moreover, acquiring new skills and adding to their knowledge are among the major reasons teachers endeavor to attend activities designed for professional development (Bailey, Curtis & Nunan, 2001). In the same vein, Padwad and Dixit (2011) define CPD as a planned, continuous and life long process whereby teachers develop their personal and professional qualities for improving knowledge, skills and practices through attendance to trainings and seminars.

Table 2: Year of Operation for Special Education Program (SPED) in the Division of Zambales

	Name of School	Year of Operation for SPED Program
1	Don Marcelo C. Marty Elementary School	2011
2	Sta. Cruz North Central Elementary School	2010
3	Josephine F. Khonghun Sped Center	2006
4	Candelaria Central Elementary School	1998
5	Masinloc Central Elementary School	2003
6	Palauig Central Elementary School	2006
7	Iba Elementary School	1999
8	Botolan South Central School	2011

9	Cabangan Elementary School	2011
10	San Felipe Elementary School	2013
11	San Narciso Elementary School	2011
12	T.R. Yangco Memorial	2006
13	San Marcelino Elementary School	2000
14	Castillejos Elementary School	2011
15	Subic Central School	2004
	Total Number of School with SPED Program	15

7	Sever Disability (Autism	82	3.96
8	Specific Learning Disability	36	1.74
9	Speech Language Disorder	34	1.64
10	Visual Impairment	17	0.82
11	ADHD- Attention Deficit Hyperactivity Disorder	33	1.59
12	Other Exceptionalities (Multiple Disability, Low Vision, and Orthopedic Handicapped)	13	0.63
	Total Number of Students	2071	100.00

The offering of SPED program started from Candelaria Central Elementary School when it was open in 1998 followed in Iba, Zambales in 1999. The latest school to offer the Special Education program was in San Felipe Elementary School in 2013. The first existence of SPED program in Candelaria is accounted on the efforts by district supervisors and school heads serving as pilot school in offering school for the children with disability and physical impairment.

Table 3: Type of Special Education services

Type of Special Education services	# of Schools (f)	Percentage (%)
Mainstreaming	12	80.00
Resource Room Plan	4	26.67
Special Education Center	9	60.00
Hospital and Homebound Instruction	1	6.67
Special Class Plan/ Self-Contained	12	80.00

Table 4: Frequency Distribution of Type of Child's Exceptionalities

Types of Childs' Exceptionalities	Number of Enrollees	Percentage (%)
1 Gifted / Talented	1543	74.51
2 Emotional Behavior Disorder	28	1.35
3 Hearing Impairment	100	4.83
4 Intellectual Disability	148	7.15
5 Mental Retardation	6	0.29
6 Physical Impairment	31	1.50

Clearly gleaned from the table that all elementary schools in the Division of Zambales offering SPED program, the gifted / talented pupils have the highest number of enrollees. These gifted or talented pupils were those kids noted in their early period to have good mental ability. They are highly exceptional with advance development in critical thinking, speaking, reading and mathematical ability. They easily catch up lesson and quick to comprehend complex problems. Noted on the least number of student enrolled with mental retardation equivalent to 6 or 0.29%.

The Education Act of 1982 or Batas Pambansa Bilang 232 that states the right of every individual to relevant quality education regardless of sex, age, breed, socioeconomic status, physical, and mental condition, social and ethnic origin, political and other affiliations. Section 24 of Special Education Service of the same law affirms that the State further recognizes its responsibility to provide, within the context of the formal education system services to meet special needs of certain clientele. These specific types shall be guided by the basic policies of state embodied on General Provisions of this Act which include Special Education, the education of persons who are physically, mentally, emotionally, socially, culturally different from the so-called "normal" individuals that they require modification of school practices and services to develop to their maximum capacity (Inciong et al, 2007)

Table 5: Frequency Distribution on the Curriculum Used Per Exceptionality

Exceptionality	Curriculum Used										
	SC	MC	CPST	FC	BEC	CPS	MC + BEC	SC + BEC	SC + MC + BEC	BEC + CPS	No Curriculum
Gifted/ Talented	9	1	0	0	0	0	1	5	0	0	10
Emotional Behavior Disorder	5	4	0	0	3	0	2	1	0	1	10
Hearing Impairment	5	5	0	0	4	1	3	2	0	0	6
Intellectual Disability/Mental Retardation	7	7	0	0	2	0	3	2	0	1	4
Physical Impairment	5	0	0	0	1	1	4	2	0	0	13
Severe Disabilities (Autism & Cerebral Palsy)	5	4	1	1	4	0	3	1	1	1	5
Specific Learning Disability	5	4	0	0	4	0	2	1	0	0	10
Speech & Language Disorders or Communication Disorders (Deaf & Mute)	5	1	0	0	4	1	3	1	1	0	10
Visual Impairment	6	2	0	0	5	1	1	1	0	0	10
Total	52	28	1	1	27	4	22	16	2	3	78
Rank	2	3	10.5	10.5	4	7	5	6	9	8	1

It can be clearly gleaned from the table that the teacher-respondents uses no specific curriculum in handling and teaching special education particularly those exceptionalities with emotional behavior disorder, visual impairment,

hearing impairment, mental retardation and other exceptionalities.

Table 6: Analysis of Variance to test differences on the Curriculum Used in the Special Education (SPED) Program

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	677.1313	10	67.71313	33.518	7.66E-26	1.940044
Within Groups	177.7778	88	2.020202			
Total	854.9091	98				

The data provides clear manifestation on the differences of opinion towards curriculum. Special Education is an essential program in response for the major thrust of the Department of Education which is the Education for All (EFA) 2015. Thus, Special Education program is an answer for the needs of exceptional children and the rights of individual with disabilities. As defined by Heward (as cited by Taub, 2006) it is a response brought about by parental advocacy, litigation, legislation, and increasingly self-advocacy by disabled persons themselves. At another level, he also stated that special education is a profession with its own history, cultural practices, tools and research based focus on the learning needs of exceptional children and adults. In addition, special education is also characterized by the use of research-based teaching methods, the application which is guided by direct and frequent measures of student performance (Beshell & Baer, 1994; Greenwood & Maheady, 1997).

Table 7: Assessment towards Teaching Approaches and Strategies Used in Teaching SPED Program

Teaching Approaches/ Strategies	OWM	Qualitative Interpretation	Rank
1) Diagnostic Prescriptive Teaching Approach	2.85	ME	7
2) Individualized Education Plan	3.29	ME	1
3) Individualized Teaching Tutorial	3.08	ME	2
4) Multisensory Approach	2.89	ME	3.5
5) Applied Behavioral Analysis	2.71	ME	11
6) Clinical Teaching	2.59	LE	14.5
7) Task Analysis	2.78	ME	9
8) Montessori Approach	2.56	LE	16.5
9) Unit Teaching Approach	2.46	LE	18
10) Intervention Approaches	2.83	ME	8
11) Direct Instruction	2.86	ME	6
12) Pull Out Method	2.66	ME	12.5
13) Behavior Modification	2.73	ME	10
14) Aural/Oral Approach	2.56	LE	16.5
15) Cognitive/Metacognitive Approach	2.59	LE	14.5
16) Self-Directed Approach	2.42	LE	19
17) Computer Assisted Instruction	2.88	ME	5
18) Cooperative Learning Approach	2.89	ME	3.5
19) Peer Mediated Approach	2.66	ME	12.5
Overall Weighted Mean	2.75	ME	

The SPED program caters learners with disability and exceptionalities. Because of the different variation of exceptionalities, it thereby needs individualized instruction and tutorial based on the needs and characteristics of the disabled learner. The Individualized Education Plan is the hallmark of special education. It contains the current skills of the student, goals for the year and specific instructional

objectives for the year. The IEP is ideally prepared with input from a multidisciplinary team composed of the SPED teacher, the guidance counsellor, the regular teacher, the parents, the student (for older children) and other specialists providing services for the child. The task of preparing IEPs for each SPED students was done by the SPED teachers. Sixty percent of school heads considered the attainment of the IEP goals and objectives an appropriate gauge of the success of their SPED programs. Then special education is considered effective when a student attained the goals and the objectives as specified in the IEP.

Table 8: Analysis of Variance to test differences on the Teaching Approaches and Strategies Used in the Special Education (SPED) Program

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	32.48372	8	4.060465	45.59927	1.88E-36	2.000625
Within Groups	13.35701	150	0.089047			
Total	45.84073	158				

The Null Hypothesis is Rejected, hence there is significant differences on the teaching approaches and strategies use in the SPED curriculum program.

The study of Omoogun (2009) reveals that teaching methods or approach allows to draw tentative conclusions as the conclusion may be altered with time depending on the availability of more information and tentative generalization may be drawn from the tentative conclusions. Mezieob (2008) concludes that the methods in discovery approach encourages active participation of the learner in the teaching-learning process and enables the learner to acquire the skills of learning, remembering and retention as against rote memorization and forgetting. The study of Jacolbia (2013) stressed that the learner-centered approach like group dynamic activities must be utilized instead of traditional teacher-centered strategies to develop competencies among learners.

Table 9: Analysis of Variance to test differences on the instructional materials used in the Special Education (SPED) Program

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	19.71899	6	3.286499	27.75903	6.01E-16	2.246408
Within Groups	7.458813	63	0.118394			
Total	27.17781	69				

The Null Hypothesis is Rejected, hence there is significant differences on the instructional materials used in the SPED curriculum program.

The data clearly implies on the divergence of opinion towards the use of instructional materials. The instructional materials used vary on the kinds of exceptionality and disability of the students. In the study of Wambui (2013) found out the inappropriate use of instructional materials has many effects on teachers and students such as misunderstanding, confusion and in achievement of

specified objective, but proper of it leads to students understanding, interest in learning process recognition of facts, teaching enhancement and achievements of instructional objective and educational objective in general (Martin, 2016). The study of Martin reveals that the use of instructional materials in teaching and learning has great influence on both students and teachers learning and classroom performance with its proper provision for the achievement of education objectives. Olawale’s (2013) study suggested the needs for teachers to find necessary materials for instruction to supplement what textbooks provide in order to broaden concepts and arouse students’ interest in the subject.

Table 10: Assessment of the Respondents towards Level of Teaching Competence

<i>Teacher’s Competencies</i>	<i>WM</i>	<i>QI</i>	<i>Rank</i>
1. Understand the rights and responsibilities of the child by maintaining a learning environment of courtesy and respect for different learners (e.g. ability, culture, gender)	4.81	H	2
2. Know SPED policies and procedures on the implementation of Special Education Program	4.77	H	3.5
3. Employ appropriate procedures and actions in providing instructional and other direct services to children with special needs.	4.73	H	5
4. Demonstrates mastery of the subject matter.	4.54	H	9.5
5. Knowledge of common characteristics of different disabilities and the effect on children’s education, development and quality of life consistently when dealing with children with special needs.	4.77	H	3.5
6. Conducts appropriate assessment of pupils’ behaviour, including standardized and non-standardized tests, observation, environmental assessment, functional analysis of behaviour and other techniques.	4.58	H	8
7. Implements collaborative and consultative relationships by co-planning and co-teaching, establishing and adhering to meetings, developing IEP’s and sharing expertise.	4.62	H	5.5
8. Demonstrates positive regard for all learners, families and professionals.	4.85	H	1
9. Ability to utilize appropriate strategies and techniques to provide instructional support in teaching and learning.	4.54	H	9.5
10. Plan and implement a comprehensive program to report learners’ progress to students and parents	4.62	H	5.5
Overall Weighted Mean	4.68	H	

The high competence assessment could be ascribed on the educational qualification of the respondents, Majority of them were majors of special education curriculum while the rest have taken several units on special education program and have taken graduate studies education that contributed on the enhancement of their competence and capabilities in teaching SPED program. Teaching children with disabilities and exceptionalities requires so much competence, patience, commitment and dedication. It entails a greater amount of empathy, parental love and passion to the work. Tobias (2005) cited in her study that teaching is a profession that demands basic competencies necessary in carrying out effectively the noble mission of promoting progressive human development and steady amelioration. A key impetus for competence teaching is wholehearted acceptance by the

prospective teachers and teachers in service of the sublime significance of this profession.

Table 11: Analysis of Variance to test differences on the Teaching Competence when grouped according to profile variables

Sources of Variations	SS	Df	MS	Sig.	Decision	
Age	Between Groups	0.331	7	0.047	0.968	Accept Ho
	Within Groups	3.510	18	0.195		Not Significant
	Total	3.840	25			
Sex	Between Groups	0.088	1	0.088	0.460	Accept Ho
	Within Groups	3.752	24	0.156		Not Significant
	Total	3.840	25			
Civil Status	Between Groups	0.050	2	0.025	0.860	Accept Ho
	Within Groups	3.790	23	0.165		Not Significant
	Total	3.840	25			
Length of Service	Between Groups	0.281	4	0.070	0.797	Accept Ho
	Within Groups	3.560	21	0.170		Not Significant
	Total	3.840	25			
Educational Qualifications	Between Groups	0.186	4	0.047	0.896	Accept Ho
	Within Groups	3.654	21	0.174		Not Significant
	Total	3.840	25			
Number of Trainings	Between Groups	0.708	4	0.177	0.346	Accept Ho
	Within Groups	3.133	21	0.149		Not Significant
	Total	3.840	25			

The data clearly indicates on the similarity and likeness of opinion towards the level of teaching competence. The respondents had common perspective on the noble calling teaching the specialized individual with physical, mental and emotional disability. They had prepared themselves to have master the subject matter and employed the different teaching approaches and strategies. They develop the competence of assessing the individual needs and assess the individual progress of the specialized students. According to the U.S Bureau of Labor Statistics (2000), to become a special education teacher, teachers are trained to use a variety of techniques to support learning for students with disabilities. These include individualized instruction and special case-by-case accommodations. In this regard, teacher can demonstrate mastery of the subject matter or specialization hence, he or she is trained to use a variety of techniques to support learning and teaching special children.

7. Conclusions and Implications

Based on the summary of the investigations conducted, the researcher have concluded that:

- 1) The respondent is majority female in her early adulthood, married, major in Special Education course, had serve teaching profession for less than a decade and have adequate relevant training on SPED program.

- 2) The SPED program started in Zambales in 1998 in Candelaria, Zambales under mainstreaming and Special Class Plan catering gifted and talented students.
- 3) The SPED teacher respondents assessed no curriculum followed by Special Curriculum.
- 4) The respondents assessed on the use of individualized Education Plan teaching approach and strategy.
- 5) The respondents assessed “moderately adequate” instructional materials on visual and hearing impairment, emotional behavior and speech language disorder while “adequate” on instructional materials for mental retardation severe disability and learning disability respectively.
- 6) The respondents were assessed “high competent” in their level of teaching competence.
- 7) There is significant differences on the assessment towards curriculum used in SPED program.
- 8) There is significant differences on the assessment towards teaching approaches and strategies used in SPED program.
- 9) There is significant differences on the assessment towards instructional materials used in SPED program.
- 10) There is no significant differences on the level of teaching competence when grouped according to profile variables.

8. Recommendations of the Study

Based on the summary and conclusions obtained in the study, the researcher have offered the following recommendations:

- 1) The school should establish linkages seeking help to provide equipment, facilities and instructional materials.
- 2) Make a training proposal to offer or conduct an intensive training for interested teachers who would like to be trained in teaching children with different exceptionalities.
- 3) Establish SPED program in barangay levels and remote areas noted with high number of children with disability and exceptionalities
- 4) Conduct research focus on effectivity and efficacy on teaching students with disability and disorders.
- 5) Teaching is a continuous learning process, thus, in spite of the trainings and seminars attended by some SPED teachers, these were still not enough to be “competent.” Thus, teachers may continuously improve and enhance their skills and make themselves updated with the recent development, innovation, and modification in education, in particular in the curriculum of the Special Education Program.
- 6) Conduct trainings to enhance the knowledge of SPED teachers on the use of adequate instructional materials for children with different exceptionalities.
- 7) Revisit the curriculum of SPED for better delivery of instruction and developmental growth of the disabled learners.
- 8) Conduct a similar study in order to validate the findings obtained in the study.

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