

# Challenges in the Implementation of Special Education in the Public and Private Elementary Schools in San Carlos City

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*Abstract* — The main thrust of this study was to assess the implementation of Special Education Program in the public and private elementary schools in the Division of San Carlos City, Pangasinan as a component of the Basic Education Curriculum (BEC), and the K-12 Curriculum. It determined the profile of the Special Education teachers in the public and private elementary schools, the methods/techniques/strategies are being used by the SPED teachers and to what extent are these being used, the significant relationship between the methods/techniques/strategies are being used by the SPED teachers and the profile variables, the significant difference between the methods being used by the public and private school SPED teachers, the level of adequacy on the facilities, instructional materials and equipment needed for SPED instruction in the public and private schools, the significant difference between the level of adequacy on the facilities, instructional materials and equipment needed for SPED instruction in the public and private schools, the problems being encountered in the implementation of Special Education in the public and private elementary schools which were the basis in developing a SPED Program development plan.

The method used in this study was the descriptive –developmental survey. A questionnaire was used to gather data. The researcher developed a SPED Program Development Plan to improve the implementation of Special Education in the public and private elementary schools.

It was found out that all of the respondents are educationally qualified to teach Special Education. Majority of them have earned units leading to the Master's degree and the doctoral program and have their major or minor field of specialization in Special Education. A small number however, are major or minor in other fields, and yet, are assigned as Special Education teachers. In-service trainings at the national and international levels appear to be inadequate, while trainings at the district, division and regional levels appear to be adequate and majority of the teachers teaching Special Education have 4 years and above teaching experience; Majority of the teachers in both public and private schools often use the methods, techniques and strategies in teaching Special Education. Only few of the methods, techniques and strategies in teaching Special Education were seldom used. There is significant relationship between the methods/ techniques/ strategies being used by the sped teachers and the profile variables. The correlation is high which indicates that with the qualifications, trainings undergone and number of years teaching Special Education, the teachers are knowledgeable enough to use the methods, techniques and strategies in teaching.;

There is no significant difference between the methods/ techniques/ strategies being used by the public and private school sped teachers. Majority of the teachers with much trainings and experience often used the said methods/ techniques/ strategies in teaching Special Education.; Majority of the facilities, instructional materials and equipment needed for SPED instruction in the private schools are very adequate..The facilities, instructional materials and equipment needed for SPED instruction in the public schools are moderately adequate.

There is significant difference between the level of adequacy on the facilities, instructional materials and equipment needed for SPED instruction in the public and private schools, challenges encountered by the teachers in teaching Special Education were lack of facilities and equipments, trainings and seminars attended and competence on the use of appropriate motivational strategies, methods and techniques .

Based on the major findings, it was concluded that all of the respondents in this study are qualified to teach Special Education in their school, however, a good number of them have not earned their major or minor field of specialization in Special Education teaching.;The teachers teaching Special Education in the public and private elementary schools often use the methods, techniques and strategies in teaching the subject in their respective schools.; Some serious problems, i.e., lack of facilities and equipment/ trainings and seminars attended and competence on the use of appropriate motivational strategies ,methods , and techniques affect quality instruction in Special Education , and hence can account for the poor performance of students in achievements test.

Considering the findings and conclusions drawn, it was recommended that teachers who are teaching Special Education but whose major or minor and other fields, should be encouraged to earn their certificates of specialization in Special Education teaching.,Trainings on the use of appropriate motivational strategies,methods and techniques should be conducted to SPED teachers and to all teachers teaching other subjects.,More In-Service Trainings in the national and international level and scholarship slots in Special Education education should be made available to young and deserving teachers who would like to broaden their professional background in this particular field. Priority should be given to procurement of the necessary equipments ,facilities and instructional materials in the public elementary schools by way of sufficient budgetary allocations in the General Appropriations Act (GAA) every fiscal year.,The SPED Program Development Plan prepared should be submitted to the higher authorities for implementation and findings of this study should be used by future researchers as springboard for similar investigations in other learning areas.

***Keywords — Special Education, SPET, Strategies, Methods and Techniques, Challenges, Program Development Plan***

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## I. Introduction

Special Education was offered in San Carlos City since the time the Department of Education issued an order to offer such program. Not all schools offer said program. Some school heads and teachers are quite reluctant to offer such because they need more knowledge to go about it .For those offering Special Education encounter a lot of challenges in the implementation of this program. This study was conducted therefore to benefit the school administrators, the teachers and the stakeholders to help provide their Special Education learners effective learning activities and

materials to alleviate their knowledge, for them to know the steps to be done to help them overcome the challenges in the implementation of the Special Education Program and for parents to know what are the actions to be done at home to help their Special Education children improve their different skills.

The main thrust of this study is to find out the challenges in the implementation of Special Education Program in the public and private elementary schools in the Division of San Carlos City, Pangasinan

Specifically, this study sought to answer the following sub-problems:

1. What is the profile of the Special Education teachers in the public and private elementary schools in San Carlos City, (Pangasinan) as far as the following variables are concerned:

1.1 Highest educational attainment

1.2 Major/Minor field of specialization

1.3 Experience in the teaching of SPED

1.4 Related in-service trainings /seminars

2. What methods/techniques/strategies are being used by the SPED teachers and to what extent are these being used ?

3. Is there significant relationship between the methods/techniques/strategies being used by the SPED teachers and the profile variables?

4. Is there significant difference between the methods being used by the public and private school SPED teachers?

5. What is the level of adequacy on the facilities, instructional materials and equipment needed for SPED instruction in the public and private schools ?

6. Is there significant difference between the level of adequacy on the facilities, instructional materials and equipment needed for SPED instruction in the public and private schools ?

7. What are the challenges being encountered in the implementation of Special Education in the public and private elementary schools in San Carlos City?

8. Based on the findings, what SPED Program development plan can be proposed to address the needs and challenges in the implementation of the SPED program in San Carlos City, Pangasinan?

## **II. Methodology**

The study used the descriptive normative survey..Special Education teachers in both public and private Elementary Schools in San Carlos City Division were the respondents of this study .The questionnaire- checklist was the main tool in the data gathering which was the researcher's own questionnaire in her previous study. Statistical tools were used like percentage and frequency count,Spearman Correlation Coefficient and Z test.

## **III. Results and Discussion**

### **ON PROFILE OF ON RESPONDENTS**

1. All of the respondents are educationally qualified to teach Special Education. Majority of them have earned units leading to the Master's degree and some on the doctoral program.
2. Majority of the respondents have their major or minor field of specialization in Special Education. A small number however, are major or minor in other fields, and yet, are assigned as Special Education teachers.
3. In-service trainings at the national and international levels appear to be inadequate, while trainings at the district, division and regional levels appear to be adequate.
4. Majority of the teachers teaching Special Education have 4 years and above teaching experience in this field.

### **ON THE METHODS/TECHNIQUES/STRATEGIES BEING USED BY THE SPED TEACHERS**

1. Majority of the teachers in both public and private schools often use some of the methods, techniques and strategies in teaching Special Education.
2. Motivational strategies, methods, and techniques in teaching Special Education were seldom used.

### **ON THE SIGNIFICANT RELATIONSHIP BETWEEN THE METHODS/ TECHNIQUES/ STRATEGIES BEING USED BY THE SPED TEACHERS AND THE PROFILE VARIABLES**

1. There is significant relationship between the methods/ techniques/ strategies being used by the sped teachers and the profile variables

2. The correlation is high which indicates that with the qualifications, trainings undergone and number of years teaching Special Education, the teachers are knowledgeable enough to use the methods, techniques and strategies in teaching.

### **ON SIGNIFICANT DIFFERENCE BETWEEN THE METHODS/ TECHNIQUES/ STRATEGIES BEING USED BY THE PUBLIC AND PRIVATE SCHOOL SPED TEACHERS**

1. There is no significant difference between the methods/ techniques/ strategies being used by the public and private school sped teachers.
2. Majority of the teachers with much trainings and experience often use the said methods/ techniques/ strategies in teaching Special Education.

### **ON CHALLENGES ENCOUNTERED BY THE SPECIAL EDUCATION TEACHERS IN THE TEACHING OF SPECIAL EDUCATION**

The following challenges were encountered by the teachers in teaching Special Education namely: facilities and equipments, trainings and seminars in the national and international level and competence on the use of appropriate motivational strategies, methods and techniques.

## **IV. Conclusion**

*Based on the major findings in this study, the following conclusions are drawn:*

1. All of the respondents in this study are qualified to teach Special Education in their school, however, a good number of them have not earned their major or minor field of specialization in Special Education teaching.
2. The teachers teaching Special Education in the public and private elementary schools often use some of the methods, techniques and strategies in teaching the subject in their respective schools.
3. Challenges encountered were on facilities and equipments, trainings and seminars in the national and international level and competence on the use of appropriate motivational strategies, methods, and techniques affect quality instruction in Special Education, and hence can account for the poor performance of learners.

## V. Recommendations

Considering the findings and conclusions drawn, the researcher recommends the following:

1. Teachers who are teaching Special Education but whose major or minor and other fields, should be encourage to earn their certificates of specialization in Special Education teaching.
2. Trainings on the use of appropriate motivational strategies, methods and techniques should be conducted to SPED teachers and to all teachers teaching other subjects.
3. More In-Service Trainings in the national and international level and scholarship slots in Special Education should be made available to young and deserving teachers who would like to broaden their professional background in this particular field.
4. Priority should be given to procurement of the necessary equipments, facilities and instructional materials in the public elementary schools by way of sufficient budgetary allocations in the General Appropriations Act (GAA) every fiscal year.
5. The SPED Program Development Plan prepared should be submitted to the higher authorities for implementation.
6. Findings of this study should be used by future researchers as springboard for similar investigations in other learning areas.

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