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## PROPOSED SPECIAL EDUCATION PROGRAM FOR TEACHERS AND ADMINISTRATORS

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**ABSTRACT:** The study was conducted to evaluate the current status of Special Education programs in the province of Zambales, Philippines and the relevance of the curriculum of Teacher Education Program at Pres. Ramon Magsaysay State University. To date, no evaluation of the implementation has been conducted to determine if program objectives are being met. This also aims to provide support and feedback to administrators, teachers, learners and other stake holders. Likewise, this would help in identifying and documenting program strengths and weaknesses as basis for program development/enhancement. The study made use of descriptive developmental method of research with questionnaire and unstructured interview as the main instrument to gather data from 19 Administrators and 26 SPED teacher-respondents. Findings obtained in the study revealed that the profile of the SPED Centers in terms of management staff are school administrators who are occupying a Principal 3 position, 10.4 years in the service, MA graduate, major in Elementary Education but have inadequate training in Special Education. The teacher respondents are occupying a Teacher 3 position, 6.5 years in service with MA units, major in Elementary Education. Training is inadequate for the SPED positions. The categories of LSEN catered mostly are Learning Disability, Autism Spectrum Disorder and Intellectual Disability. The areas of concern of the SPED Centers are administrative, professional, curricular and instructional concerns. The existing curriculum program for Teacher Education Program does not address the needs of special education teachers and school administrators in the province of Zambales.

**Keywords:** *LSEN, Administrators, SPED Teachers, Curriculum Enhancement, Special Education Program*

### I. INTRODUCTION

Special education as defined is the practice of educating students in a way that addresses their individual differences and needs. The process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. These interventions are designed to help learners with special educational needs (LSEN) achieve a higher level of personal self-sufficiency and success in school and in their community which may not be available if the student were only given access to a typical classroom education (Garcia, 2006).

The Department of Education (DepEd) in the Philippines clearly states its vision for LSEN in consonance with the philosophy of inclusive education, thus: 'The State, community and family hold a common vision for the Filipino child with special needs. By the 21<sup>st</sup> century, it is envisioned that he/she could be adequately provided with basic education. This education should fully realize his/her own potentials for development and productivity as well as being capable of self-expression of his/her rights in society. More importantly, he/she is God-loving and proud of being a Filipino. Consequently, continuous reforms in the educational system are being conducted to ensure that this vision would be realized.

The 2013 UNICEF reports that the Philippines census data indicated that there were 201,896 reported Children with Disability (CWDs) in 2002, with about 2.9 % of the Filipino population with some form of disability. With the country's 100.1 million population reported by *Banko Sentral ng Pilipinas* as of 2014, 2,929,000 Filipino population are estimated to have some form of disability: 50% Vision-related disabilities recorded highest, 14% motor-related, 14% mental, 13% hearing and 9% other cases. Of this number, an estimated 4.2 million were Persons with Disabilities (PWD's) while 1.27 million were gifted. Public school enrollment in 2012 was 200,000 (90,000 gifted) for the elementary and 8, 443 learners for high school.

It means that 97% or majority of children with disabilities are not reached by the public school system, majority of children with disabilities are either not enrolled or enrolled in private schools. The Philippines at present is managing seven hundred ninety-four (794) special education programs in all the regions, six hundred sixteen (616) of which are in public schools. One hundred forty-four (144) programs utilize the Special

Education Center delivery mode for the full or partial mainstreaming of LSEN in regular classes. Likewise, there are thirty-four (34) state and private special residential schools. (Bautista, 2015)

With the given data, how does the Department of Education in the Philippines administer and supervise the operation of Special Education program? In Region III particularly the province of Zambales, there are nineteen (19) elementary and eight (8) secondary Special Education Centers distributed in the thirteen (13) municipalities. These centers cater to thirteen (13) types of special needs distributed as follows: Autism Spectrum (92), Behavior Problems (42) Chronically Ill (7) Developmentally Ill (29) Hearing Impairment (128), Intellectual Disability (284), Learning Disability (107), Multiple Disability w/ Visual Impairment (19), Multiple Handicapped (17), Orthopedically Handicapped (26), Speech Defective (29), Visual Impairment (23), and Fast Learners (2,268). As such, various educational considerations are utilized to address their needs and realize the set goals of Special Education. (DepEd DO-Zambales, 2018). These are the feeder schools of the Pres. Ramon Magsaysay State University (PRMSU).

Teacher Education students in the university under the Bachelor of Elementary Education program were enrolled under the generalist curriculum with the content courses. It may be noted that the previously implemented curriculum does not include content course in Special Education. Given the circumstance, what is the perceived effect in the preparedness of the graduates of teacher education program of the university? To date, no evaluation of the implementation has been conducted to determine if program objectives are being met. This is to provide support and feedback to learners, teachers and other stake holders. Likewise, this would help in identifying and documenting program strengths and weaknesses as basis for program development/enhancement.

## II. OBJECTIVES OF THE STUDY

The proposed study aimed to evaluate the status of implementation of Special Education program in selected SPED Centers in the province of Zambales and the relevance of the existing curriculum of Teacher Education Program of PRMSU to the needs of the province, viz:

1. What is the profile of the SPED Centers in terms of:
  - 1.1 Management and Teaching Staff
  - 1.2 Categories of LSEN catered
  - 1.3 Facilities
2. Based on the profile, what are the areas of concern of the SPED Centers?
3. How relevant is the existing curricular program for Teacher Education Program to the needs of the province?

## III. MATERIALS AND METHODS

The study employed the descriptive developmental method of research with the questionnaire as the main source of gathering the data. Calmorin (2007) stated that the descriptive survey method aims to find out the present conditions of the said problem. It is also appropriate whenever the objects as of any class vary among themselves and one is interested in knowing the extent to which different conditions were obtained among these objects. The research study applied information presented in the descriptive manner such as profile of the SPED Centers in terms of management and teaching staff, categories of LSEN catered, facilities, curriculum and instruction and the effectiveness of educational considerations undertaken. Likewise, the challenges met and areas of concern in the implementation of the SPED Programs were evaluated. The results of the evaluation were made as bases for the crafting of the Proposed Special Education Training Program, hence developmental.

This study was conducted in the different SPED Centers in the Division of Zambales, Philippines which are located in the various towns of the province. This study employed purposive sampling in which the respondents of the study were chosen based on their knowledge of the information required by the researcher (Parreno, 2006). The respondents are administrators, principals and teachers in a SPED Center and maybe a holder of a SPED item, a regular teacher handling LSEN in her class, a resource teacher or an itinerant teacher.

The main instrument for gathering data in the study is a survey-questionnaire based and adopted from readings and review of related study and literature. Said instrument is composed of three parts: Part I of the questionnaire contains the profile of the SPED Centers in terms of: Management and Teaching Staff, Categories of LSEN catered, Facilities, Curriculum and Instruction; Instrument to determine the adequacy of facilities was adopted from the Department of Education Educational Facilities Manual - Revised Edition of the 2007 Handbook on Educational Facilities - Integrating Disaster Risk Reduction in School Construction; Part II of the questionnaire sought answers in areas of concern of the respondents of the selected SPED Centers. Part III of the questionnaire sought answers in the relevance of the curriculum of teacher education program to the readiness and preparedness of teachers in handling special education. It is adapted from the Special Education Knowledge-Based Core Principles of the PRAXIS assessments of beginning teachers. Developed by the Educational Testing Services, these professional standards address three content categories: Understanding

Exceptionalities, Legal and Social Issues, and the Delivery of Services to Students with Disabilities (Gargiulo, 2005). Unstructured interviews were facilitated to elicit information relative to the gathering of data. This is to ensure the validity of answers and clarify concepts in the event that respondents have raised questions. Selected teachers and school head administrators were interviewed to gather issues and concerns on their experiences as they implement the SPED program. An interview guide was used to elicit themes on their responses.

#### IV. RESULTS AND DISCUSSION

The profile of the respondents of the school administrators and teachers managing the SPED Centers are shown in Table 1 as presented in the succeeding page.

**Position/Designation.** Six (6 or 31.58%) administrator respondents are holding items for Principal 3 which is an indication that they have been administrators for at least 5 years. Majority of the teachers (21 or 80.77%) are handling Teacher 3 items which is an item for regular teachers yet they are teaching SPED classes.

**Years in the Position.** The mean years in the service of the respondents for the school administrator respondents were 10.37 years and have served for a decade already in their current positions. While the mean years for teacher respondents is 6.46 years. In this study, the teachers rendered their service for less than a decade. In this study, though the school administrator respondents have served for quite a decade already, some of them have just occupied their position as school head managing a SPED Center just this school year. Morrison (2016) has stated that professional experience is a contemporary framing of school-based practical learning that has evolved from earlier conceptualizations of what it meant to learn to teach. The study conducted by Ladd (2014) revealed that on average, experience teachers are more effective than their less experienced counterparts.

**Table 1. Profile of the Respondents**

1.1.1 Position/Designation	School Administrators		Teachers	
	Frequency	Percent	Frequency	Percent
Principal 4	1	5.26	0	0.00
Principal 3	6	31.58	0	0.00
Principal 2	5	26.32	0	0.00
Principal 1	4	21.05	0	0.00
Head Teacher	3	15.79	0	0.00
Master Teacher 2	0	0.00	1	3.85
Master Teacher 1	0	0.00	1	3.85
Teacher 3	0	0.00	21	80.77
SPED Teacher 2	0	0.00	2	7.69
SPED Teacher 1	0	0.00	1	3.85
<b>1.1.2 Years in Position</b>				
21 - 25	0	0.00	1	3.85
16 - 20	4	21.05	0	0.00
15-11	4	21.05	3	11.54
10-6	8	42.11	8	30.77
05-1	3	15.79	14	53.85
<b>Mean</b>	<b>10.37 years</b>		<b>6.46 years</b>	
<b>1.1.3 Educational Attainment</b>				
Doctoral Graduate	5	26.32	2	7.69
Doctoral Units	2	10.53	1	3.85
MA Graduate	7	36.84	3	11.54
Masteral Units	3	15.79	12	46.15
BSE	0	0.00	2	7.69
BEEd	2	10.53	6	23.08
<b>1.1.4 Major/ Specialization:</b>				
Educational Management	7	36.84	3	11.54
Elementary	9	47.37	11	42.31
Special Education	3	15.79	10	38.46
Social Studies	0	0.00	1	3.85
Teaching Early Grades	0	0.00	1	3.85
<b>1.1.5 SPED Seminars/ Training Programs Attended</b>				
Local	5	26.32	15	57.69
Regional	8	42.11	17	65.38

National	6	31.58	10	38.46
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**Educational Attainment.** The data in Table 1 show that most (7 or 36.84 percent are Master's degree holders) of the administrator respondents meet the qualification standard relative to educational qualification for principals. Out of the 26 teacher respondents, most (12 or 46.15 percent) with a master's unit. Cobbold (2015) articulated that in general, a profession is represented as having a technical culture with specialized body of knowledge gained through an extended period of advanced training. A teacher is also equated to a multi-tasker; a researcher, innovator, adviser to various classes, consultant, health monitor and classroom manager. Teachers' crucial roles in the school can be largely determined by the amount of success in the teaching profession. One factor is the route and the level a teacher makes which is the educational attainment.

**Major/ Specialization.** From the 19 school administrator respondents, 7 or 36.84 percent are educational management major; 9 or 47.37 percent are Elementary Education major and 3 or 15.79 percent are Special Education major. Formoso (2019) in the findings of her study stated that for SPED instructional supervision to be effective in both schools, instructional supervisors should have expertise in the field of SPED to be able to give assistance to other teachers; competence to guide in the instruction and curriculum development for SPED children.

From the 26 teacher respondents, 3 or 11.54 percent are educational management majors; 11 or 42.31 percent are Elementary Education majors; 10 or 38.46 percent are Special Education major; 1 or 3.85 percent is a Social Studies major and 1 or 3.85 percent is a Teaching Early Grades major. It may be noted that out of the 26 teacher respondents only 10 of them have a major/specialization in Special Education. The Department of Education's Policy on SPED provides qualification for all personnel that will be involved in the education of LSEN. For education and work experience, a special education teacher must be a graduate of Bachelor of Elementary Education with Special Education specialization or its equivalent as Bachelor of Science in Elementary/Secondary education with 18 graduate units in Special Education or Bachelor of Science in allied courses with Certificate of Teaching and 18 units in SPED. Additional requirements for SPED Teacher II (SG 14) and for SPED Teacher III (SG 15) are total of 38 units in Special Education at the master's level and MA in SPED or its equivalent, respectively (DECS Order No. 5, series of 1998).

Besette & Bennett (2019a and 2019b) in their study posit that any new or early career faculty members in their early days of their respective career may have experienced the feeling of unsteadiness, tentativeness, and low self-efficacy.

### SPED Training Programs Attended

It may be gleaned from Table 1 that the school administrator respondents attended 5 or 26.32 percent local SPED seminars/trainings, 8 or 42.11 percent attended regional SPED seminars/trainings and 6 or 31.58 percent attended national SPED seminars/trainings. Fifteen or 57.69 percent of the teacher respondents attended 15 local SPED Seminars/Trainings, 17 or 65.38 percent regional SPED Seminars/Trainings and 10 or 38.46 percent National SPED Seminars/Trainings.

There are annual trainings and seminars for education development and improvement covering different areas in SPED such as programs, career development, research and other component relative to SPED. However, upon interviews conducted with the teacher respondents revealed that funding for such was limited. It is deemed necessary to equip teachers handling SPED class to capacitate them with the necessary seminars and trainings to continuously enhance personal and professional growth in adherence to Philippine Professional Standards for Teachers (PPST), Domain 7. Personal Growth and Professional Development which includes in its strands to have professional reflection and learning to improve practice and professional development goals (Department of Education – Teacher Education Council, 2017).

### 1.2 Categories of LSEN Catered

The frequency distribution relative to categories of LSEN catered is presented in Table 2.

**Table 2**

#### **Profile of the SPED Centers in terms of Category of Learners with Special Needs Handled/ Taught**

Category of Learners with Special Needs Handled/ Taught	Frequency	Rank
Intellectual Disability	33	1.5
Autism Spectrum Disorder	33	1.5
Behavioral Problems	31	3
Learning Disability	29	4

Hearing Impairment	28	5
Physically Handicapped	20	6
Gifted & Talented/ Fast Learners	11	7
Visual Impairment	10	8

The 19 SPED Center respondents were 11 gifted and talented / fast learners; 33 learners with autism spectrum disorder, 10 learners with visual impairment, 20 learners with physical handicap, 29 learners with learning disability, 28 learners with hearing impairment, 33 learners with intellectual disability and 31 learners with behavioral problems. Amongst the categories of LSEN catered by the SPED centers and the top three prevalent type of LSEN handled and taught by the respondents were Autism Spectrum Disorder, Intellectual Disability and Behavioral Problem.

These findings are similar to Rabara's finding in Region I. Rabara (2017) identified the common special needs in his research locale in Region I as learning disabilities, communication disorders, emotional and behavioral disorders, physical disabilities and developmental disabilities. He has further stated that LSEN with these kinds of special needs are likely to benefit from additional educational services such as different approaches to teaching, the use of technology, a specifically adapted teaching area, or a resource room. In most developed countries, educators modify teaching methods and environments so that the maximum number of students is served in general education environments. Therefore, special education is regarded as a service rather than a place.

### 1.3. Teaching-Learning Resources and other Services

Table 3 presents the distribution of the SPED Center's teaching learning resources in terms of building and learning rooms.

**Table 3 Teaching Learning Resources in terms of Building Distribution of the SPED Centers on the T and Learning Rooms**

1.3. Teaching-Learning Resources and other Services	School Administrators		Teacher	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Building and learning rooms	2.05	Moderately Adequate	1.92	Moderately Adequate
<b>Overall Weighted Mean</b>	<b>2.05</b>	<b>Moderately Adequate</b>	<b>1.92</b>	<b>Moderately Adequate</b>

With regard to building and learning rooms, the SPED Centers obtained an overall weighted mean of 2.05 interpreted as moderately adequate as perceived by the school administrator respondents while the teacher respondents obtained an overall weighted mean of 1.92 also interpreted as moderately adequate.

Building and learning rooms assessed were rated as moderately adequate by both respondents. One of the school head respondents in the study of Formoso (2019) revealed that the principal encountered a challenge on how to provide for additional rooms for LSEN. The principal said that the enrolment in SPED was increasing and yet there are not enough rooms to provide for each SPED class as well. In some instances, two SPED classes share one room. Similar to this study, most of the respondents in this are occupying their own respective rooms. At some point in time, some of them were displaced due to construction of new classroom building in their schools. After which, they returned later on to either a renovated or newly constructed rooms.

The availability of an acceptable building is an important requirement for the operation of a school. To be considered as acceptable, the building shall be safe, sanitary, and adequate. It should also have a sufficient number of standard classrooms to accommodate the school enrolment as well as enough internal spaces for other basic curricular and administrative needs.

The mean rating of the SPED Centers relative to Teaching Learning Resources in terms of Instructional Materials is shown in table 5.

## 2. Areas of Concern in the SPED Centers

Results of survey questionnaire and interviews conducted as revealed by the two group of respondents were grouped into administrative, professional, curriculum and instruction components as follows:

Table 8 Summary of the Areas of Concern in the SPED Centers

Areas of Concern of the SPED Center	Problems
Administrative	A. Inadequate funds B. Inadequate Networking and Collaborative Skills C. Lack of special services (occupational therapist, speech therapist, neurologist, audiologist) D. LGU support
Professional	A. Teacher's training B. Schools Administrators' Training in SPED
Curricular and Instructional	A. Unified curriculum B. Textbooks for SPED materials for transition program C. Lack of instructional materials E. Lack of equipment (computer & projector) F. Teacher-learner ratio

#### Administrative

- A. Inadequate Funds.** In the conducted interview with the respondents, it was revealed that the area of concern for the availability of funds would pertain to the budget to procure necessary instructional materials and other equipment, fund allocation for teachers' training and payment of professional fee for the needed special services.
- B. Inadequate Networking and Collaborative Skills.** The networking and collaborative skills of the Administrators play a crucial role in the implementation of SPED program. Establishing network with stakeholders will increase awareness of the LSEs and encourage support to the SPED Program implementation.
- C. Lack of Special Services.** It was also identified that there were no available special services such as occupational therapist, speech therapist, neurologist, audiologist. The above-mentioned medical team is needed to conduct assessment to LSEs that will serve as baseline data for SPED teachers in determining the appropriate intervention.
- D. LGU Support.** While there is an existing LGU school board fund, there is no specified regular amount or percentage of allocation to Special Education funds. As such, if there is a need to be addressed that requires monetary considerations, they have to request funding to meet the pressing need.

#### Professional

- A. Teacher's Training.** Most of the respondents are not SPED graduates, hence teachers training or equivalent units are important consideration to capacitate the teachers since policy on SPED implementation provides qualification requiring them to have adaptive and appropriate educational background, training and personal qualities.
- B. Schools Administrators' Training in SPED.** The respondents in this study are very willing and eager to obtain graduate units to align their field of specialization to their current practice of teaching profession. However, it was noted that due to accessibility and financial factors, they cannot afford to pursue their education in the neighboring province and in Metro Manila because of the additional expenses that will be incurred for such. Thus, the need for a school within the province to offer SPED units for the teachers.

#### Curricular and Instructional Concerns

- A. Unified Curriculum.** Upon interview with the teacher respondents, it has been revealed that there is no existing unified curriculum for SPED. The SPED teachers are given the independence to create their IEP and execute it. This response is indicative of inadequate knowledge in Special Education since modification is essential in special education. However, monitoring of implementation is a challenge since most of the Administrators also are not SPED graduates.
- B. Textbooks for SPED for Transition Program.** There are LSEs enrolled in the SPED Center that are qualified already for transition program. Since most of them are geared towards Tech-Voc track, teacher respondents would really like to have a reference textbook for this Tech-Voc track.
- C. Lack of Instructional Materials (IMs).** As presented in the previous section of this chapter, results revealed that most of the IMs are moderately adequate. Hence, the need to develop these materials.
- D. Lack of Equipment (computer & LCD projector).** Computer and LCD projectors were also rated as moderately adequate. This equipment is very limited but its highly needed in the delivery of instruction as it is being utilized to provide visual presentation as support to learning of LSEs.

**E. Teacher-learner Ratio.** The policy on SPED implementation provides LSEN the opportunity to enjoy equality of access to formal and non-formal education which also prescribes the class size requirement for each type of LSEN to ensure maximum learning. However, this is not strictly followed due to lack of personnel to implement the program.

### 3. Relevance of Curriculum for Teacher Education in PRMSU Students to Special Education Teachers

Table 9 presents the areas of concern in the SPED centers and link to the relevance of existing curriculum programs. Likewise, the corresponding course offering is also proposed to address identified areas of concern of the SPED Center.

**Table 9 Relevance of Existing Curriculum Programs to the Identified Areas of Concern in the SPED Centers**

Areas of Concern of the SPED Center	Not Addressed	Proposal
<b>Administrators:</b>		
a. Inadequate available funds	The area of concern for the availability of funds pertaining to the budget to procure necessary instructional materials and other equipment, fund allocation for teachers' training and payment of professional fee for the needed special services are administrative in nature and not addressed by the existing program.	Course: Collaboration and Networking with Stakeholders
b. Inadequate Networking and Collaborative Skills	The networking and collaborative skills of the Administrators play a crucial role in the implementation of SPED program. Establishing network with stakeholders will increase awareness of the LSENs and encourage support to the SPED Program implementation. This area is administrative in nature and not addressed by the existing program.	Course: Collaboration and Networking with Stakeholders
c. Lack of special services (occupational therapist, speech therapist, neurologist, audiologist)	The Lack of Special Services is another area of concern in the SPED centers is not also addressed in the existing program since this is also on the administration aspect of the program.	Course: Collaboration and Networking with Stakeholders
d. LGU support	LGU support in terms of allocation to Special Education funds is not addressed by the existing course offering since this is another administrative aspect in terms of establishing linkage.	Course: Collaboration and Networking with Stakeholders
e. Teacher's Training	Teachers' training is an area of concern in the professional aspect of the program implementation. Since they are handling LSENs, it is very important that they obtain necessary training to keep them abreast with current methods and strategies in teaching LSENs.	Training Program in SPED to be offered at PRMSU
f.. Textbooks for SPED for transition program	The need for Textbooks for SPED for Transition Program is an area of concern also not addressed by the existing curricular program of the university. There are LSENs enrolled in the SPED Center	Course: Development of Curriculum Materials

	that are qualified already for transition program. Since most of them are geared towards Tech-Voc track, teacher respondents would really like to have a reference textbook for this Tech-Voc track. This also is an administrative aspect of the implementation.	
j. Inadequate instructional supervisory skills to provide assistance to SPED teachers	The area of concern in terms of teacher-learner ratio is not addressed by the existing curricular program of the university. This aspect is covered by the administrators of the program implementation.	Course: Instructional Supervision
<b>SPED Teachers:</b>		
f. Unified curriculum	The area of concern in terms of special curriculum is not addressed in the existing curricular offerings of the university. The curriculum discussed is the regular curriculum.	Course: Curriculum and Instructional Pedagogy
h. Lack of instructional materials	The adequacy of instructional materials is not addressed by the current curriculum program offered in the university. Development of instructional materials is focused on the implementation of the regular curriculum.	Course: Development of Curriculum Materials
i. Lack of equipment (computer & projector)	Likewise, lack of equipment as an area of concern in the SPED Centers evaluated is not addressed by the current curriculum program offering in the university.	Course: Collaboration and Networking with Stakeholders

The identified concerns served as bases for a proposed PRMSU SPED Program for Administrators and Special Education Teachers.

**a. Summer Training Program for SPED Teachers.** A two-term summer training program for SPED Teachers is hereby proposed to capacitate teachers and meet the 18 units as requirement for a regular teacher to be reclassified as a SPED Teacher 1.

**b. Summer Training Program for SPED Center Administrators.** A two-term summer training program for SPED Center Administrators is hereby proposed. This is to capacitate administrators to provide assistance to their teachers, specifically in terms of curriculum development/modification and differentiated instruction. This would help them better understand and assist teachers address the wide range of learning needs of their pupils both in self-contained classes and in an inclusive setting. Also, improvement of community development processes to raise awareness among parents and other local community members about the importance of special education need to be addressed.

## V. CONCLUSIONS

Based on the summary of the investigations conducted, it has been concluded that:

1. The profile of the SPED Centers in terms of management staff are school administrators are occupying a Principal 3 position, 10.4 years in the service, MA graduate, major in Elementary Education but have inadequate training in Special Education. The teacher respondents are occupying a Teacher 3 position, 6.5 years in service with MA units, major in Elementary Education. Training is inadequate for the SPED positions. The categories of LSEN catered mostly are Learning Disability, Autism Spectrum Disorder and Intellectual Disability. The facilities in terms of building and learning resources, instructional materials and other school services are moderately adequate while auxiliary services are partially adequate.
2. The areas of concern of the SPED Centers are administrative, professional, curricular and instructional concerns.



3. The existing curriculum program for Teacher Education Program does not address the needs of special education teachers and school administrators in the province of Zambales.

## VI. RECOMMENDATIONS

Based on the findings and conclusions, the researcher recommends the following: Participative and collaborative consultation and planning with Administrators, SPED teachers, auxiliary team, parents and other stakeholders is encouraged to facilitate effective programs for LSEN; Establish a stronger network and collaboration with the stakeholders to encourage support to SPED Program implementation; For policy recommendation, budget allocation be increased to address the inadequacy of equipment, instructional materials and other services. Professional and personal development programs be undertaken to enhance supervisory skills of Administrators to assist SPED teachers. Sustain the use of educational considerations in terms of curriculum and instructions since these are perceived to be very effective in educating the exceptional children to ensure that the needs of each group of exceptional children will be met; Develop sustainable training programs for management and staff of the various SPED Centers to ensure capacity building for enhanced quality of education to LSENS; The result of this study be disseminated to Division of Zambales and the proposed SPED Program for teachers and administrators be presented to the academic council of PRMSU for approval and implementation; A similar research may be conducted with a wider scope and in depth study to validate findings of this study.

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