

## **Public School Teachers' Knowledge, Skills, and Attitudes on Special Education and Psychosocial Development of Learners**

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### **Abstract**

This study was conducted to determine the relationship of the demographic profile, level of knowledge, skills, and attitudes of public-school teachers on Special Education as well as the effect of these on the psychosocial development of learners. It utilized both descriptive and inferential statistics. The questionnaire checklist was divided into three parts: I – was the demographic profile of the SPED teachers; II - was adopted from the study of Gerald S. Mthetwa (2008) on Principal's Knowledge and Attitudes Regarding Inclusive Education: Implications for Curriculum and Assessment and Pearson Education, Inc. (2017) Washington Educator Skills Tests; III - a behavioral checklist adapted and modified from Ochset Pligs (2010). The respondents of the study are the selected SPED public-school teachers and the parents/guardians of the SPED learners enrolled in S.Y. 2019-2020 in DepEd's SPED Program. The statistical treatment applied are frequency count, percentage, weighted mean, Pearson product correlation coefficient, paired T-test, and regression analysis. The result showed that there is no significant relationship among the teachers' knowledge, skills, and attitudes on the psychosocial development of learners. Each of the variable has no direct effect to the psychosocial development of the learners with special educational needs. This further means teaching children with special educational needs require much effort, time, skills, knowledge to help them discover their potentials and develop them. Based on the findings and conclusions, it is highly recommended that there is a much need to employ more teachers in the field of Special Education, to develop a team to continuously monitor and deliver the services needed in line with the guidelines set by the national government and that there must be more evident collaboration among the local community, education community, parents, teachers, and the SPED school in addressing the concerns of Special Education in the school level.

*Keywords: public school teachers, special education, psychosocial development, curriculum assessment*