

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 between the teachers' knowledge, skills, and attitudes on the psychosocial development of learners. Each of the variables has no direct effect on the psychosocial development of learners with special educational needs. This further means teaching children with special educational needs require much effort, time, skills, and knowledge to help them discover their potential 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, develop a team to continuously monitor and deliver the services needed in line with the guidelines set by the national government, and there must be more evident collaboration among the local community, the education community, parents, teachers, and the SPED school in addressing the concerns of Special Education in the school level.

Keywords: Extent of knowledge about SPED, Extent of practice on the management skills among SPED learners, Extent of attitude towards SPED, Psychosocial Development, Public School Teachers, Special Education, SPED Learners

Introduction

Touching lives is the greatest service to mankind. Teachers' contributions are no doubt about this. When teaching is involved even if it would be done informally, non-formally, or formally they all respond to the growing need of children to learn. They also understand later the demand of what lies ahead be in

the neighborhood and community. Although it is believed that home is the centerpiece classroom of the children where parents are the teachers, there is a daunting challenge for parents facing five or more children. How would parents handle the uniqueness of each and the diversity of one child to the rest is comparable to diversified learners who are in the formal classroom setting which is recognized, supported, and funded by the government.

Understanding learner diversity is reflected in the provision of legal mandates and policies spelled out by the constitution, the Department of Education, and other agencies, particularly the UNESCO. In the Education Act of 1982 and the constitution of the Republic of the Philippines, Art. XIV. Sec.5, (1987) mandates that all people regardless of sex, age, creed, socioeconomic status, physical and mental condition, social and ethnic origin, and political and other affiliations, should be given access to quality education in line with the national goals. The Education 2030 Framework for Action aims to ensure all girls and boys to complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes. It further aims for universal youth literacy which states that by 2030, all youth and a substantial proportion of adults, both men, and women, achieve 100% literacy and numeracy. The action for this target aims at ensuring by 2030, all young people and adults across the world should have achieved relevant and recognized proficiency levels in functional literacy and numeracy skills that are equivalent to levels achieved at the successful completion of basic education. (UNESCO 2030 Education SGD 1 & 6, 2015).

Philippine Republic Act No. 7277 (Magna Carta for Disabled Persons) has stressed that educational assistance should be given to persons with disability. This leads to the institutionalization of Special Education programs in all schools which aims to provide basic education among children with special needs, namely the gifted/talented, the mentally retarded, the visually impaired, the hearing impaired, the orthopedically handicapped, the learning disabled, the speech defectives, the children with behavioral problems, the autistic children, and those with health problems through the formal system and other alternative delivery services in education.

Moreover, special education refers to a range of educational and social services provided by the public school system and other educational institutions to individuals with disabilities who are between 3 and 21 years of age. Special education is designed to ensure that students with disabilities are provided with an environment that allows them to be educated effectively. (Handling Children with Special Needs manual pp. 117)

Goley (2013) stated that one factor in the formation of favorable attitudes toward special education is the training of teachers for this provides them with more knowledge about special education, efficient management skills in handling children with different special needs, and understanding laws that mandate more inclusion of children with special needs into regular classrooms.

The most important variables in the education of children with disabilities are the knowledge, skills, and attitudes of the teachers. Dapudong (2014) as cited by Baguisa and Manaig (p 48-50, 2019) stated that “The success of the inclusion of children with disabilities largely depends on teachers’ attitudes towards pupils with special educational needs (SEN) and their knowledge on how to properly educate them.

Erik Erikson (1902–1994) is a psychosocial theorist who emphasized that the ego makes positive contributions to development by mastering attitudes, ideas, and skills at each stage of development. This mastery helps children grow into successful, contributing members of society. During each of Erikson’s eight stages, there is a psychological conflict that must be successfully overcome for a child to develop into a healthy, well-adjusted adult.

Physical and learning disabilities can affect psychosocial development. Research on children with learning disabilities found a negative correlation with self-esteem, interpersonal relationships, and

juvenile delinquency. Adolescents with learning disabilities showed less resolution of the industry vs. inferiority stage. This could be attributed to perceived popularity and low self-esteem. (Baguisa & Managig, 2012)

With the SPED as a program of the national government and in way of efforts to cater to the needs of special children, SPED Center was established in November 2015 headed by Ms. Jurma Sanaani.

However, as indicated by the only available SPED center in Tawi-Tawi despite the presence of SPED learners, and the availability of SPED teachers, there must be a robust program and strong support on SPED. Thus, it calls for a study on Public School Teachers' Knowledge, Skills, and Attitudes toward Special Education and the Psychosocial Development of learners in Bongao, Tawi-Tawi.

Objectives of the Study

The primary purpose of this study was to determine the public school teacher's knowledge, skills & attitudes on Special Education and the psychosocial development of learners with special needs.

Specifically, this study sought to

1. Analyze the socio-demographic profiles of the teacher-respondents in terms of:
 - 1.1. Age;
 - 1.2. Civil status;
 - 1.3. Highest educational attainment;
 - 1.4. Length of service;
 - 1.5. Status of appointment;
 - 1.6. Years in teaching SPED learners; and
 - 1.7. Trainings/seminars attended related to SPED.
2. Identify the extent of teachers' knowledge about SPED.
3. Identify the extent of teachers' practice of the skills in managing learners with special needs.
4. Identify the extent of teachers' attitudes towards SPED.
5. Determine the level of psychosocial development of SPED learners along their respective disabilities as rated by teachers and parents/guardians.
6. Determine if there is a significant relationship between public school teachers' knowledge, skills & attitudes, and the psychosocial development of learners with special needs.
7. Determine if there is a significant relationship between the public school teachers' demographic profile and their extent of knowledge, skills, and attitudes.
8. Determine if there is a significant difference between the ratings of teachers and parents/guardians on the psychosocial development of learners with special needs.
9. Determine if there is a significant effect of public school teachers' profile, knowledge, skills and attitudes on the learners' psychosocial development.

Methodology

The researcher sent a letter of request addressed to the Bongao District Supervisors and school principals to allow the concerned teachers and learners to participate as respondents of the study. When the approval was granted, the researcher proceeded to the teachers for guidance in accomplishing the questionnaire. The teacher respondents and parent respondents were given a one-week deadline to accomplish the questionnaire.

Ethical considerations and principles were observed. The principles of privacy and confidentiality were ensured by the researcher and all the information from the respondents will not be divulged to anyone. On the principle of informed consent, adequate information was presented and explained to the respondents. Explanation of the purpose of the study, how the study will take place, the possible benefits to be derived from the study were discussed by the researcher to the respondents before they signified their consent to actively participate in the study. In interpreting the data, the researcher utilized both descriptive and inferential statistics. To determine the demographic profile of the teacher-respondents, frequency count and percentage were used. Moreover, to establish the extent of teachers' knowledge on SPED, a weighted mean was used.

To establish the extent of teachers' practice in management of SPED learners, a weighted mean was used. To establish the extent of attitudes toward SPED, a weighted mean was used. To establish the level of psychosocial development of SPED learners, a weighted mean was used. To determine if there was a significant relationship between teachers' knowledge, skills, and attitudes and the psychosocial development of learners, Pearson product method of correlation coefficient was used. Moreover, to determine if there was a significant relationship between the teachers' demographic profile and their knowledge, skills, and attitudes, Pearson product method of correlation coefficient was used.

Furthermore, to determine the significant difference between the ratings of teachers and parents/guardians on the psychosocial development of learners with special needs, paired T-test was utilized. Lastly, to determine the significant effect of teachers' knowledge, skills, and attitudes on learners' psychosocial development, regression analysis was utilized.

Results and Discussion

This research paper entitled “*Public School Teachers' Knowledge, Skills and Attitude on Special Education and the Psychosocial Development of Learners*” focused on 15 public school teachers and 8 parents as subjects of the study. The adopted research instruments were composed of four (4) parts, including the teachers' profile, knowledge, skills, and attitude. Also, the teacher-respondents filled up a checklist to assess the level of psychosocial development of the special children. The same checklist was also served to the parent of the child of the same purpose.

1. Summary of Teachers' Demographic Profile

1.1. In terms of Age

Table 1
Distribution of Teacher-Respondents in terms of their Age Level

Age Level	Frequency	Percent
20 - 25 years old	2	13.3
26 - 30 years old	5	33.3
31 - 35 years old	2	13.3
36 - 40 years old	2	13.3
41 years old and over	4	26.7
Total	15	100.0

Table 1 shows the distribution of teacher respondents according to age. Foremost of the teachers who handled SPED classes are 33.3% of age 26-30 years old. 26.7% of the age of the respondents range from 41 years old and above with a frequency of 4. Meanwhile, 13.3% of the respondents' age from 20 – 25 years old, and 30 – 40 years old with the frequency of 2 and 4 respectively.

1.2. In terms of Marital Status

Table 2
Distribution of Teacher-Respondents in terms of their Marital Status

Marital Status	Frequency	Percent
Single	8	53.3
Married	6	40.0
Widowed	1	6.7
Total	15	100.0

Table 2 presents the distribution of respondents' marital status. Those handling SPED classes are 53.3% single, while 6.7% with a frequency of 1 is widowed, and 40.0% are married.

1.3. In terms of Educational Attainment

Table 3
Distribution of Teacher-Respondents in terms of their Educational Attainment

Educational Attainment	Frequency	Percent
Not Indicated	2	13.3
None	1	6.7
Baccalaureate Degree	6	40.0
With Master's Units	5	33.3
Master's Degree	1	6.7
Total	15	100.0

Table 3 reflects the distribution of respondents' educational attainment. 40.0% of the respondents graduated with a baccalaureate degree. Five respondents which comprise 33.3% of the total population have masteral units related to SPED. 13.3% with a frequency of 2 chose not to indicate their educational attainment. However, 1 respondent only attended training related to SPED. Lastly, only 1 respondent earned masteral degree related to SPED which is 6.7% of the total 100%. Lampropoulou (2012) cited that teachers who are not experts in SPED or who are general education teachers teaching in SPED faced challenges in educating children with special needs, internalizing daily guiding principles, and dealing with existing difficulties in class while teaching. Ainscow (2007) as cited by Manaig and Baguisa (2019) stressed that “teachers need to see what inclusive teaching looks like and explore ideas with someone who can help them understand the difference between what they are doing and what they aspire to do through continuously educating oneself for professional growth”.

1.4. In terms of Length of Service

Table 4 presents the distribution of the respondents' length of service. 66.6% of the respondents range from 1 to 10 years in service and only 6.7% with a frequency of 1 have been in the service for 16-

20 years already. 13.3% of the respondents have been in service for 11-15 years, and 21 years and above respectively.

Table 4
Distribution of Teacher-Respondents in terms of their Length of Service

Length of Service	Frequency	Percent
1 - 5 years	5	33.3
6 - 10 years	5	33.3
11 - 15 years	2	13.3
16 - 20 years	1	6.7
21 years and above	2	13.3
Total	15	100.0

This means that most of the teachers handling SPED learners are still in their early years in the service. Dapudong (2014) affirmed in his study that “teachers with experience in teaching students, particularly those with special needs, intensify their confidence to teach them.”

1.5. In terms of Appointment Status

Table 5
Distribution of Teacher-Respondents in terms of their Appointment Status

Appointment Status	Frequency	Percent
Permanent	12	80.0
Probationary	3	20.0
Total	15	100.0

Table 5 presents the distribution of the respondents’ appointment status. As shown in the table, 80.0% of the respondents have permanent status while only 20.0% have probationary status.

1.6. In terms of Years of teaching SPED learners

Table 6
Distribution of Teacher-Respondents in terms of their Years in teaching SPED learners

Years In SPED	Frequency	Percent
1 - 5 years	13	86.7
6 - 10 years	2	13.3
Total	15	100.0

Table 6 presents the distribution of the respondents’ years in teaching SPED. As shown in the table, 13 respondents which comprise 86.7% of the total population have been handling SPED learners for 1-5 years already. While 13.3% with a frequency of 2 have been teaching in SPED for 6-10 years. Technically, SPED Center has been established in Tawi-Tawi by the year 2015. This further means that SPED programs have been practiced for 6 years already. Thus, most of the respondents fall from 1-5 years in teaching.

1.7. In terms of Trainings/Seminars Attended

Table 7
Distribution of Teacher-Respondents in terms of relevant Trainings/Seminars Attended

Trainings/Seminars Attended	Frequency	Percent
Not Indicated	10	66.7
None	2	13.3
Once	2	13.3
Thrice	1	6.7
Total	15	100.0

Table 7 presents the distribution of the trainings/seminars relevant to SPED which the respondents have attended. 66.7% with a frequency of 10 did not indicate any trainings/seminars attended. While 2 respondents haven't attended any and another 2 respondents have attended only once. Lastly, 6.7% with a frequency of 1 attended seminars 3 times already. With this, the researcher assumes that respondents have no enough trainings/seminars attended. Mana-ig and Baguisa (2019) cited that “inclusion of students with special needs is now one of the most important issues facing the educational community both nationally and internationally. To address this issue, there is widespread acceptance that teacher training institutions must ensure that new teachers are trained to teach effectively in classrooms where there are students with a variety of learning needs”.

2. Distribution of Levels of Knowledge of Teacher Respondents on SPED

This part of the study it depicts the mean scores obtained by the teacher-respondents on the 15-item survey (Part II – A) about their knowledge as teachers in SPED. On the statement “Compared to a young child with normal vision, a young child with a visual impairment is likely to find it significantly more challenging to (*where the correct answer is b. acquire incidental information from the environment*)” sad to note that the item was poor. Only 3 out of 15 got the item correct. Moreover, on the statement “In typical human development, which of the following gross-motor skills is usually developed last?” (*answer is c. skipping*) and on the statement “An elementary school student with severe physical disabilities requires adult assistance with feedings which of the following information would be most important for the student’s special education teacher to know in this situation? (*answer is d. what type of consistency the student’s foods and liquids should be*), only few respondents got the item correct. This further means that, teachers know least about the visual impaired children, and on how to handle children with several physical and mild intellectual disabilities. With this, they should be more equipped with trainings on handling SPED learners with various disabilities and must review SPED legal bases and policies more.

While there are 12 out of 15 who got the correct answer for item “Which of the following practices will best prevent the spread of illnesses such as the common cold and the flu within an elementary school special education classroom?” (*ans. d. having students wash their hands properly regularly throughout the day*) and Item 12 “A special education teacher will be evaluating the academic achievement of a student who is also an English language learner. Which of the following procedures should the teacher follow to ensure nonbiased assessment results?” (*ans. a. using a variety of formal and informal assessment instruments to collect information*). Teachers know well the proper hygiene that SPED learners should undergo as well as the utilization of various assessment tools in evaluating these learners.

In 2019 Mana-ig and Baguisa cited Torombe (2013) that “education for persons with special needs should form a fundamental part of national planning, curriculum development and school organization.” Muega (2016) stressed that “teaching is not a single person’s job, teachers, parents, and administrators must communicate and work together. Participants see the need for communicating and collaborating with the other members of the school community, including those specialists whose findings are vital to the preparation of a sound individualized education program. Not a single participant even hinted that he or she could work alone effectively”.

3. Distribution of the Extents of Skills of Teacher Respondents in managing SPED learners

Based on the findings shows the extent that teachers use their skills in managing their learners with special needs. Teachers were always practicing skills like contextualizing the instructional materials and creating an environment free from hazards with mean scores of 4.53 and 4.73, respectively. While the skill that was rarely practiced was recommending that the child be transferred to an inclusive school. This result is maybe due to the non-availability of other SPED schools in the province. With a weighted mean score of 3.96 interpreted as oftentimes. Overall, SPED teachers mostly have the skills in managing learners with special educational needs.

4. Distribution of Extents of Attitudes of Teacher Respondents towards SPED

The result of the survey (Part II C) to determine the extent of the attitudes of teachers towards SPED. As shown, the SPED teachers strongly agree that they must be energetic and patient in dealing with children with special needs and that the child with special educational needs must feel comfortable and secure inside the classroom with a mean score of 4.60.

Moreover, SPED teachers also strongly agree that they must be responsible for maintaining order inside the classroom, with a mean score of 4.67. However, with a weighted mean score of 3.33, teachers are uncertain about the inclusion of children with special educational needs into a regular classroom as not a practical way and the children with special educational needs who are enrolled in regular schools have a greater ability to function than those who attend special schools. Probably, for they are not well exposed to children in classrooms with regular schools since they are focused on their respective classes. This further means that teachers tend to consider all these positively.

SPED teachers are also uncertain on the behavior of children with special educational needs as likely to set a bad example for the rest of the class since every SPED learner has his/her own uniqueness and needs that must be addressed. Perhaps, a child with auditory impairment behaves differently with a child that has a behavioral disorder. Thus, it depends on the situation.

Lastly, in most items, teachers agree that children with special educational needs require a very intensive care and attention to develop themselves. These children, if and only if, under their care, must be given every opportunity to live normally as how normal children learn and act and that, being SPED teachers requires a lot of effort in facilitating the learning of children with special educational needs. They believe that all these should be done when dealing with children with special educational needs.

5. Distribution of Teachers’ Ratings on the Psychosocial Development of SPED learners

The result shows the level of psychosocial development of SPED learners along with their respective disabilities as rated by their teachers. In most cases, SPED learners are oftentimes filled with

admiration on something good and beautiful and feel optimistic about their future, both with mean scores of 4.40. Also, they oftentimes feel that adults can be trusted and that they are prepared to take risk to get what they want, all with mean scores of 4.33. This further means that on the view of the teachers, most of the time, can observe these among children inside the classroom. They believe that these children act positively and are very dependent on their emotions.

However, SPED learners only sometimes were unsure as to how people feel about them, they also avoid doing something out of fear that they may fail, wonder what sort of person they are, and feel they are alone in the classroom, having means of scores of 3.47, 3.20, 2.87 and 2.73, respectively. All these means that, SPED learners in view of the teachers, are sensitive and afraid of trying things especially when no one is around them to guide. They always need their teachers inside the class and are attention seekers.

With an overall average weighted mean of 3.86, this means that SPED teachers oftentimes observe these acts and behaviors among the children with special educational needs inside the classroom.

6. Distribution of Parents' Ratings on the Psychosocial Development of SPED learners

The result shows the level of psychosocial development of SPED along with their respective disabilities as rated by their parents or guardians. With weighted mean scores of 4.14 and 4.0, according to the parents, SPED learners were oftentimes filled with admiration on something good and beautiful and rely much on them as adults. Moreover, most of the time they refuse if they are persuaded by their parents to try something new, worry that their friends find their faults and believe that what happened to them is the result of their actions.

While for the parents of these children with special educational needs, their children sometimes feel optimistic about their future, quickly apologize whenever they make mistakes, are willing to take risks only to get what they want, share private thoughts with someone they trust with mean scores 3.43, 3.00, and 3.29, respectively.

With an overall weighted average mean of 3.39, parents believe that their children sometimes act accordingly perhaps the behavior of these children with special educational needs is far different in their respective homes and school/center as they are with their friends and teachers.

7. Overall Distribution of Ratings on the Psychosocial Development of SPED learners (Teachers' and Parents' Ratings Combined/Average)

The summary of combined results of the survey (Part III Checklist), the parents' ratings and the teachers' ratings on the level of psychosocial development of SPED along the learners with special needs. The Average mean value of 3.63 which is to be interpreted as "oftentimes" means that both the teachers and parents of the children with special educational needs observe the learners/children as most of the time they find a great deal of pleasure from working, feel adult can be trusted, refuse if the adults persuade them to do something new and are emotionally adept with their peers inside the classroom.

They also observe the children with special educational needs and sometimes wonder what sort of person they are, unsure as to how people feel about them. Perhaps, they feel that they differ from other normal children since they are separated from them and are not in regular and inclusive classrooms.

8. Summary of the Correlation Coefficients (R-values) Computed for the Knowledge, Skills, and Attitudes of Teachers of the DEPED's Special Education (SPED) in Bongao, Tawi-Tawi

Table 8
 Summary of the Correlation Coefficients (r-values)

Correlations		Demographic Profile	Knowledge	Skills	Attitudes	Teachers' Ratings
Demographic Profile	Pearson Correlation		0.172	-0.299	-0.481	-0.327
	Sig. (2-tailed)		0.541	0.279	0.07	0.234
Knowledge	N	1.5	15	15	15	15
	Pearson Correlation	0.172	1	-0.449	-.678**	0.145
	Sig. (2-tailed)	0.541		0.093	0.006	0.606
Skills	N	15	15	15	15	15
	Pearson Correlation	-0.299	-0.449	1	0.363	-0.062
	Sig. (2-tailed)	0.279	0.093		0.183	0.826
Attitude	N	15	15	15	15	15
	Pearson Correlation	-0.481	-.678**	0.363	1	0.219
	Sig. (2-tailed)	0.07	0.006	0.183		0.432
Parent's Ratings	N	15	15	15	15	15
	Pearson Correlation	-0.128	-0.079	0.463	0.477	0.65
	Sig. (2-tailed)	0.785	0.867	0.296	0.279	0.114
Teacher's Ratings	N	7	7	7	7	7
	Pearson Correlation	-0.327	0.145	-0.062	0.219	1
	Sig. (2-tailed)	0.234	0.606	0.826	0.432	
	N	15	15	15	15	15

** . Correlation is significant at the 0.01 level (2-tailed).

Table 8 depicts the correlation coefficient r-values for the significant relationships of the teachers' knowledge, skills, and attitudes. The coordinated values of row (Knowledge) and column (Attitude) as highlighted is the correlation coefficient $r = -0.678^{**}$ with corresponding probability (p) value Sig (2-tailed) = 0.006 which indicated that there is a highly (**) significant relationship between the *attitude* and the *knowledge* of the teacher. The negative r-value further indicated that the ratings between the *attitude* and the *knowledge* of the teachers are in opposite directions, meaning a *high value in the attitude corresponds to a low value in the knowledge* or vice versa.

As depicted in the demographic profile of the teachers, most of them earned a baccalaureate degree. However, they don't have any major in Special Education. Based on the small conversation with some teacher-respondents, they were just assigned to teach SPED learners even though they know that they are not well equipped with the knowledge. Thus, leading to the negativity of their prospect of teaching SPED learners.

9. T-test Results of Significant Difference between the Teachers' and Parents' Ratings on the Psychosocial Development of SPED learners

Table 9
Significant Difference between the Teachers' and Parents' Ratings on the Psychosocial Development of SPED learners

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Teacher-Parent	.46550	.41365	.09250	.27190	.65910	5.033	19	.000

Table 9 is a summary table of the paired t-test conducted at a 0.05 level of significance to determine the difference in the ratings of the teachers and the parents on the psychosocial development of the learners with special needs in the DEPED's SPED in Bongao, Tawi-Tawi. In the last column of the table, the t-computed value is 5.033 with p-value Sig (2-tailed) = 0.000 tells us that there is a significant difference in ratings of the teachers and the parents. The difference perhaps can be explained by two opposing views. Considering teachers are professionally equipped with handling SPED learners and are fully aware of the programs and tools in SPED compared to the parents.

The positive t-value indicated that the teachers' ratings are higher than the parent's ratings. This means that teachers look at the development of children with special educational needs differently from the parents. This further means that, teachers believe children will be more developed by them than the parents.

Teachers are liable to see the development of children with special educational needs inside the classroom whereas parents are not all the time.

10. Regression Analysis on the Significant Effect of Teachers' Profile, Knowledge, Skills, and Attitudes on the Psychosocial Development of SPED learners

Table 10
Significant Effect of Teachers' Profile, Knowledge, Skills, and Attitudes on the Psychosocial Development of SPED learners

	Model	Coefficients					
			Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
			B	Std. Error			
1	DV: Psychosocial	(Constant)	2.151	2.622		.820	.431
	Devt. vs IV: Teacher's	Attitudes	.440	.421	.454	1.045	.321
	Profile, Knowledge,	Skills	-.069	.248	-.089	-.279	.786
	Skills, and Attitudes	Knowledge	.067	.062	.449	1.091	.301
		Profile	-.024	.038	-.213	-.637	.538

Table 10 is a summary table of linear regression analysis at 0.05 level of significance, where the teacher's profile, knowledge, skills, and attitude are combined in the treatment as the independent variables and the learner's psychosocial development as the dependent variable. This analysis will determine the effect of the public school teachers' profiles, knowledge, skills, and attitudes on the psychosocial development of learners. As depicted in the last column of Table 10 (sig) all these probability values are greater than the level of significance 0.05 which means that the teachers' profile, knowledge, skills, and attitudes as the independent variables (IV) have no direct effect on the learners' psychosocial development as the dependent variable (DV).

Conclusions

This study has proven that there is no significant relationship between public school teachers' knowledge, skills, and attitudes toward Special Education to the psychosocial development of learners. Thus, the hypothesis is accepted. Moreover, there is no significant relationship between the public school teachers' demographic profile and their extent of knowledge, skills, and attitudes. On the other hand, there is no direct effect on the public school teachers' demographic profile, knowledge, skills, and attitudes toward the psychosocial development of learners with special educational needs.

In Erikson's Theory of Psychosocial Development, he proposed that we are motivated by the need to achieve competence in certain areas of our lives. According to him, we experience eight stages of development over our lifespan, from infancy through late adulthood. At each stage, there is a crisis or task that we need to resolve. Successful completion of each developmental task results in a sense of competence and a healthy personality. Failure to master these tasks leads to feelings of inadequacy. This study focused on the psychosocial development of learners with special educational needs. These learners are in need of help and guidance as they continue learning just as normal children/learners do in order not for them to experience crisis and develop their potential and skills to become successful individuals in the future despite their differences and disabilities.

Recommendations

The schools practicing special education need to prioritize teacher applicants with experience in dealing with students with special needs. The school administration must provide more adequate trainings, seminars, or workshops in special education to all teachers regardless of course in teaching. Collaboration among the local community education committee, parents, teachers, and the school in addressing the concerns of special education in the school level is highly recommended. Moreover, continuing professional development such as further studies like masteral degree or doctorate in special education needs to be considered by the concerned educators. There should be a developmental mechanism for monitoring and evaluating progress on key objectives for the advancement of special education involving stakeholders at all levels – including parents. A similar study must be conducted using other research variables and wider target respondents and scope.

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