



EXPERIENCES OF SPECIAL EDUCATION (SPED) GRADUATES HIRED AS REGULAR TEACHERS IN PUBLIC SCHOOLS: BASIS FOR POLICY RECOMMENDATION

LYRA A. BAYLON
TEACHER III

Simeon Balladares Memorial Elementary School
lyra.amatorio@deped.gov.ph

ABSTRACT

This qualitative research method using phenomenological research design aimed to formulate an inclusive education intervention program on the experiences of SPED graduates hired in public schools. A researcher-made interview guide was used to the 15 SPED graduates hired as regular teachers. The data gathering instruments was subjected to face and content validation by a panel of experts. Thematic analysis was utilized for descriptive data analysis. Based from the information gathered during the conduct of in-depth interview on the experiences of SPED graduates hired as regular teachers in public school, the following themes yielded were: Easy to handle learner’s behavior, challenging and inspiring, and Ddiscipline learners with diverse personality. On the hindering/challenges factors encountered as regular teacher in public school the following lack of experience and training, lack of funding and other resources and overcrowded classroom were revealed. As to facilitating factors/opportunities they experienced, responses were: creative and innovative, parental support and seek help from co-teachers.

Keywords: *Experiences, Special Education Graduates, Regular Teachers, Public School*

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INTRODUCTION

Background of the Study

The Department of Education (2020) inclusive education is the core principle of the K to 12 Basic Education Program of the Department of Education. This promotes Filipino's right to quality basic education.

This principle of inclusion promotes the institutional sensitivity and responsiveness nature, situation, and realities of our country's learners and directs the Department to proactively address these through the curriculum and other interventions such as Multigrade Education Program and Special Education Program.

Special education program specifically aims to enhance access and upgrade the quality of SPED programs and services as well as to raise the efficiency education services directed towards all recognized SPED Centers for elementary and secondary schools with classes for learners with special needs. Through the program, support funds are provided to the field to ensure the inclusion of learners with special education needs into the school system by providing adequate and appropriate support mechanisms and accommodations that would cater to their unique conditions and needs (DepEd, 2020).

The development of the education system worldwide has strongly influenced the Philippine education system in line with the rapid pace and global development of the world today. This development is a positive change and challenge in education field.

Such changes and challenges were necessary to ensure good life quality and to benchmark the education accessibility and development in Philippines so that it can be

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improved and sustained to suit the people’s needs in the competitive era of modernization (Conrad & Brown, 2011).

The role of the teachers is asserted as an integral component in the fruition in Early Education (ECE). Consequently, they had further grounding in collaboration with peer teachers, teacher assistance teams, multi-disciplinary team and parents. Inversely, regular teachers asked training in instructional environment management, adaptive equipment, environmental adaptations, flexible working with individual children, collaboration with specialist teachers and content, process and assessment modification (Majoko, 2017).

Teacher preparation programs for inclusion inculcate in future teachers’ competencies and skills to meet the full range of needs among children (Cooper, Kurtts, Baber, & Vallecorsa, 2008).

On the other hand, regular teachers entail teaching to teachers and understanding of characteristics of various disabilities and a positive attitude in working with children with disabilities and their families and other stakeholders (Burstein et al., 2004).

Moreover, teacher concerns as barriers to inclusion are not widely examined in low- and middle-income countries.

In order to gain an accurate understanding of whether interventions can lead to inclusion in practice within these stings, their effectiveness must be tested on both teacher self-focused and other –focused concerns about inclusive education (Carew et al., 2013).

Today, the researcher further faced with difficult tasks of keeping her abreast including teacher’s preparedness on learners with diverse personality in a regular class.

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The results of the study would be the basis for a policy recommendation in the Schools Division of Iloilo during the school year 2022-2023.

MATERIALS AND METHODS

Research Methodology

This chapter describes the research method, research design, sampling design, the participants of the study, the data gathering procedure, research instruments, validity of research instrument and the data analysis employed in this study.

Research Method

The research method utilized in the study was descriptive method using in-depth interview.

Boyce and Neale (2006) wrote that in-depth interview is a qualitative method using in-depth interviewing. It is a qualitative research technique that involves conducting interviews with a small number of respondents to explore their perspective on a number of respondents to explore their perspective with a small number of participants to explore their perspective on a particular idea, progress or situation.

The interviewee during the interview was allowed to sit and to think about the series of questions about a certain issue via face to face. The aim was to get the main or the necessary views of the participants in a certain issue in a social context through the responses of the participants to the questions.

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Research Design

The study used qualitative research design using phenomenology.

According to Creswell (2009), phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a group. The fundamental goal of the approach is to arrive at the description of the nature of the phenomenon.

In a qualitative study, interviews afford interviewees an opportunity to provide their viewpoint, perception and explanation without predetermination by the researcher. (Galanes, 2003).

Phenomenologists generally assumed that there is some commonality to how human beings perceive and interpret similar experiences; they seek to identify, understand, and describe these commonalities (Finlay, 2013).

Participants of the Study

The participants of the study were the selected Sped graduates hired as regular teachers in the selected schools districts namely, Banate, Anilao and Iloilo City proper during the school year 2022-2023.

The researcher noted that some of the Sped teachers were assigned to handle learners in the regular class.

Sampling Design

Purposive sampling design was used in the study. A purposive sampling is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective

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sampling. The researcher gains some insights into the world of his or her participants and to describe their perceptions and reactions (Fraenkel & Wallen, 2007).

Research Instrument

The researcher used in the study is a researcher-made interview guide for the in-depth interview to gather information to the SPED teachers hired as regular teachers as basis for policy recommendation. The interview guide focused on the purpose of this study.

Video recorder was used also for data gathering and documentation depending upon the permission of the participants.

A thematic analysis was used to summarize the results of the study. The findings were supported by the existing literature regarding SPED teachers hired as regular teachers as basis for policy recommendation.

Validity of the Research Instrument

The research instrument was reviewed for face and content validity by a panel of jurors who were selected on the basis of their expertise in research and instrumentation. Each item was assessed by the jurors, whether to be revised, rejected, or retained. The panel of jurors were composed of experts in the fields of research, tests and measurements, and evaluation.

Data Gathering Procedures

Upon approval of the Dean of the Graduate School and adviser to conduct the research, the researcher identified the respondents and those specifically involved in this study. A letter of request for the conduct of the study was sent to the school head with SPED

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teacher in 3 identified Schools Districts in the Schools Division of Iloilo. Upon approval, the researcher personally conducted the interview using the interview guide.

Face to face in-depth interview was used to gather responses. Prior to this, the researcher required the participants to sign a waiver or permission relative to the conduct of the study.

Using in-depth interview, a voice recorder was provided to completely capture the interviewee's words and responses. The participants comfortably sit together with the researcher to get the responses to the questions. The object was to get the participant's view about the study.

All information and answers were recorded, compiled and analyzed. For ethical consideration the data from the conduct of the study was treated with utmost confidentiality and was used only for the purpose of the study.

Data Analyses

The information gathered in the study was properly analyzed using thematic approach.

This qualitative analysis technique was used to identify the themes of the Sped teachers hired as regular teacher as basis for policy recommendation in the selected schools in the Schools Division of Iloilo during the school year 2022-2023.

The researchers conducted a phenomenological study searched for the "essential structure" of a single phenomenon by interviewing, in-depth, a number of individuals who have experienced the phenomenon. The researcher extracted what he considered relevant statements from each participant's description of the phenomenon and then integrates these

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themes into a narrative description of the phenomenon and then clusters these into themes.

He or she then integrates these themes into a narrative description of the phenomenon (Fraenkel & Wallen, 2007).

RESULTS AND DISCUSSIONS

This descriptive qualitative research study using the phenomenological research design aimed to formulate a policy recommendation on the experiences of special education (SPED) graduates hired as regular teachers in public school during the school year 2022-2023.

The in-depth interview aimed at getting the main or the necessary views of the participants in a certain issue in a social context through the responses of the participants to the questions.

The participants of the study were fifteen SPED (Special Education) graduates hired as regular teachers in the schools Districts of Banate, Anilao and City Proper.

The research instrument utilized in this study was a researcher-made interview guide. Voice and Video recorder were used for data gathering and documentation depending upon the permission of the participants.

The data gathering instruments was subjected to face content validation by panel of experts. Thematic analysis was used for descriptive data analysis.

Permits from the participants were obtained to allow the researcher to conduct the study. The researcher personally went to the school/house/place convenient to the participants to conduct the interview.

The following are the findings of the study.

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Based from the information gathered during the conduct of in-depth interview on the experiences of SPED graduates hired as regular teachers in public school, it was found out that it was easy to handle learner’s behavior, challenging and inspiring and discipline learners with diverse personality.

On the hindering/challenges factors that SPED graduates hired as regular teachers handling learners with special needs identified were lack of experiences and training and lack of funds and other resources and overcrowded classroom.

On the facilitating factors/opportunities experienced by SPED graduates hired as regular teachers, they identified the following: versatile and innovative, parental support and seek help from co-teachers.

Based on the results of the study the following insights were drawn:

Special education graduates employed as regular teachers, instructing students with special needs, often require refinement in adapting to school environments and establishing necessary routines and teaching methodologies. Doing so requires time with an action, enabling processes takes place.

Special Education (SPED) graduates as regular teachers for learners with special needs can be beneficial, but it requires time for them to refine their teaching practices and establish effective routines. This highlights the importance of ongoing professional development and support for teachers transitioning into new roles, especially when working with students who have diverse learning needs. It suggests that while these teachers may have the necessary knowledge and skills, they still need time to adapt and implement effective strategies tailored

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to their specific classroom context. This underscores the need for schools to provide resources and support to facilitate this process, to ensure better outcomes for both teachers and students.

It also underscores the significance of SPED graduates, now serving as regular teachers, in developing consistent procedures to effectively manage their classrooms. By proactively thinking about and establishing routines and practices that align with the needs of their students, these teachers can create an environment conducive to learning and growth.

Moreover, the support from school authorities and parents is identified as crucial for the successful operation of the school's program. It signifies the collaborative nature of education, where the involvement and cooperation of various stakeholders, including administrators, support staff, and parents, are essential for achieving positive outcomes for students.

By recognizing the importance of consistent procedures and the support of school authorities and parents, SPED graduates-turned-regular teachers can better navigate the challenges of teaching diverse learners and ensure that their students receive the necessary support and resources for their academic and personal development.

CONCLUSION

The Department of Education may improve teacher professional development and the strategies that need to be reviewed must be focused on learners with diverse personality and behavior.

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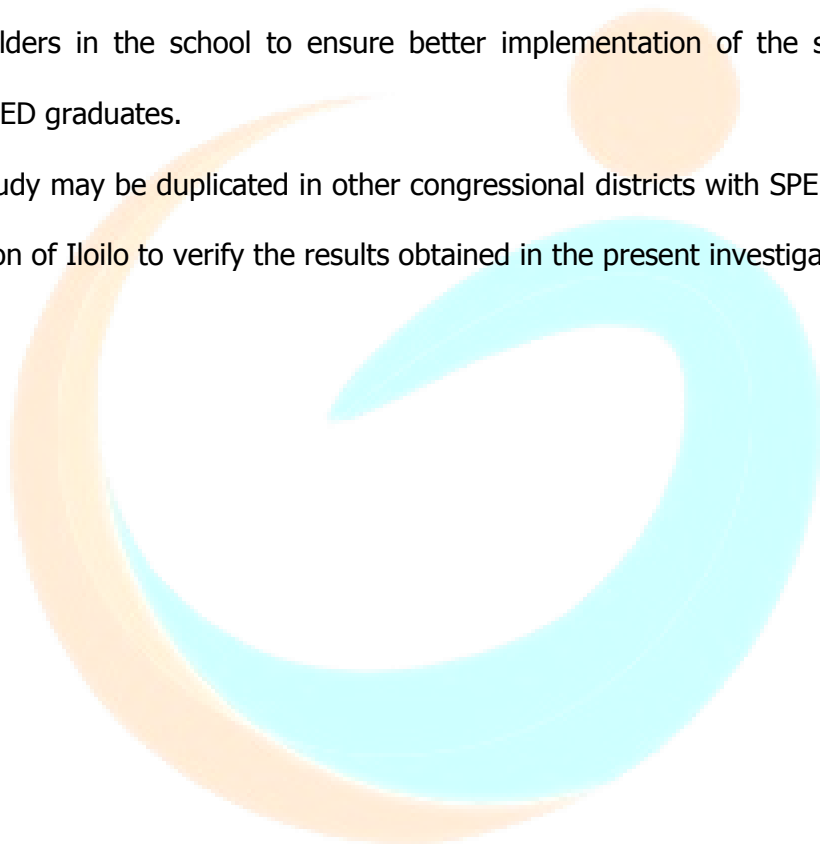
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Motivation of SPED graduates as teachers to attend trainings on new strategies should be given to ensure that learners in regular classes will also receive instruction designed to meet their most unique learning needs compared to learners with special needs.

Teachers may need to reduce class size, modern teaching and additional support services from the government. The school may also look into the significant help extended by other stakeholders in the school to ensure better implementation of the school program handled by SPED graduates.

The study may be duplicated in other congressional districts with SPED Center in the Schools Division of Iloilo to verify the results obtained in the present investigation.



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