



ASSESSMENT ON THE INSTRUCTIONAL COMPETENCY OF SPECIAL EDUCATION TEACHERS FROM VALENZUELA SPED CENTER: A BASIS FOR A PROFESSIONAL TRAINING PLAN

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ABSTRACT

The crucial support and resources that special education offers to children with special needs are it a significant area. The performance of these pupils is significantly influenced by the instructional competency of their special education teachers, since highly competent teachers are better able to address the individual requirements of their students and to promote their learning and development. The method used in the study is like Chen and Liu (2019) study which used a survey design to examine the impact of teacher training programs on the instructional competency of special education teachers in Taiwan and the questionnaire survey is from Li and Zhang (2021) study. Among the 50 respondents, 26 (52%) of which are the school heads, 13 (26%) being SPED or receiving teachers, and 2 (4%) being master teachers. majority of them were school heads (52%) and master's degree holders (52%) as shown in Table 2. A significant portion of the respondents also had teaching experience ranging from 11 to 15 years (20%) and 16 to 20 years (36%). Meanwhile, 14% of the respondents had 6 to 10 years of teaching experience. In terms of educational attainment, the majority of the respondents held a master's degree (52%) followed by those with master's degree units (22%). Seven percent of the respondents held a bachelor's degree, while 2% held a doctoral degree. The teacher imposes discipline to fix incorrect behavior of the learners with disabilities inside the classroom, had a mean of 3.35 for SPED teachers, indicating a moderate level of competency. The mean for receiving teachers was 2.73, also indicating a moderate level of competency. The mean for master teachers was 5.00, which indicates a

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high level of competency. The composite mean for all respondents was 3.14, which indicates a moderate level of competency. The overall mean for SPED teachers was 3.022, which indicates that they moderately encountered challenges in terms of classroom management. The results of the survey on instructional competency of SPED teachers in terms of mastery of the subject taught revealed that all three groups (SPED teachers, receiving teachers, and master teachers) moderately encountered challenges in various aspects of their teaching practice. The use of a multiple-scenario approach to developing lesson plans ranked 7th, with a composite mean of 3.02, indicating that it is moderately encountered by all teacher groups. This approach allows teachers to prepare for various learning situations and adjust their plans, accordingly, leading to more effective instruction. The research indicators, in Table 7, considered in this study include conducting technical feasibility studies and action research, undertaking feasibility studies on the utilization of indigenous materials for instruction, establishing linkages at local, national, and international levels for support and assistance, creating and developing conducive and well-equipped workplaces, generating income from various sources, and utilizing research outputs as inputs for institutional development. The results of the survey for instructional competency of SPED Teachers in terms of Extension Projects reveal interesting insights into the various indicators of their involvement in community-based initiatives. In this discussion, item-by-item results of each indicator were analyzed, interpreted their significance, and provided in-text citations connected with related studies from the last five years, (2016-2022). The survey results regarding the instructional competency of SPED Teachers in terms of Extension Projects provide valuable insights into their involvement in community-based initiatives. The findings suggest that teachers moderately encounter opportunities to support educational fundraising programs, participate in community activities for children with special needs, design short term technical training programs, conduct community immersion programs using mobile technology, encourage students to promote livelihood projects, and support risk reduction management programs. The mean rank of different types of respondents in different categories of teacher competency.

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The categories include Classroom Management, Teachers/Faculty Qualification and experience, Mastery of Subject Taught, Method,

Technique and Strategy used in Teaching, research, and Extension Project was analyzed through Kruskal-Wallis H test. The results of the best showed that there was no significant difference between the groups in their perceptions of classroom Management ($H = 1.448$, $p = .485$), Teachers/Faculty Qualification and Experience ($H = 2.655$, $p = .265$), Mastery of Subject Taught ($H = .311$, $p = .856$), and Extension Project ($H = .604 = .739$). However, there was a significant difference between the groups in their perceptions of method, Technique, and Strategy used in Teaching ($H = 5.388$, $p = .068$) and Research ($H = 2.555$, $p = .279$). These findings are in line with other investigations on the influence of teacher training and experience on opinions of instructional approaches. The Teachers in Valenzuela SPED Center have a moderate level of competency in several areas of instructional practice which is supported by the mean scores of the participants in the areas of differentiated instruction, assessment and evaluation, classroom management, collaboration and communication, and managing limited resources. Moreover. Special Education teachers, Receiving teachers, and Master teachers moderately encountered challenges in terms of classroom management, with SPED teachers encountering the most challenges and master teachers encountering the least. Furthermore, SPED teachers, receiving teachers, and master teachers moderately encounter various instructional competencies related to their qualifications and experience, thus, this highlights the importance of ongoing professional development and support to ensure that special education professionals are well-equipped to meet the diverse needs of their students.

Keywords: *Special Education, Teacher's Competency, ANOVA, Faculty Development*

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INTRODUCTION

The crucial support and resources that special education offers to children with special needs make it a significant area. The performance of these pupils is significantly influenced by the instructional competency of their special education teachers, since highly competent teachers are better able to address the individual requirements of their students and to promote their learning and development. Instructional competency in special education is crucial to comprehend the causes of it and how it may be enhanced. Examining the instructional competency of special education teachers in terms of classroom management, faculty training and experience, subject matter expertise, approach and strategy used when instructing instructional methodologies, and research and extension projects are the main objectives of this study. The goal of the study was to pinpoint the areas in which special education teachers need to improve or pursue further professional development, as well as their strengths and shortcomings in these areas.

There is growing concern that many special education teachers lack the knowledge, abilities, and attitudes required to fulfill the needs of their pupils, despite the crucial relevance of instructional competency in special education. In inclusive classrooms where they are tasked with helping children with a wide range of skills and needs, research has revealed that many special education teachers struggle with classroom management. Additionally, a lot of special education teachers lack the knowledge and training necessary to meet the needs of students with special needs through differentiated instruction and evidence-based practices. Furthermore, due to the increasing demand for special education teachers, there is a significant lack of trained teachers in many schools and districts. Due to this scarcity, a lot of special education teachers are not completely equipped to meet the requirements of their pupils and may not have the relevant training, expertise, or experience to assist their learning and growth. Given these difficulties, it is imperative to evaluate special education teachers' instructional ability and pinpoint the contributing elements. This knowledge will be helpful in creating methods that will increase the instructional proficiency of special education teachers

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and guarantee that children with special needs receive the excellent instruction and assistance they require to achieve.

Thus, the study aimed to examine the instructional ability of special education teachers and its influence on student learning outcomes, is topical and important given these worries. The research significantly advanced the area of special education by offering a thorough analysis of this crucial topic and by assisting in the formulation of practical plans for raising the instructional proficiency of special education teacher provides a framework for investigating the important elements that go into the instructional competency of special education teachers and their effects on student learning outcomes in the setting of special education.

The purpose of this study was to assess the instructional competency of special education teachers and to use the findings as a basis for the development of a professional training plan. The study aimed to gather information on the instructional competency of special education teachers in terms of their classroom management, mastery of the subject taught, instructional methodologies, and other related factors. The study also sought to identify any problems encountered by the special education teachers in their work to suggest development of an effective professional training plan to improve their instructional competency. By conducting this study, valuable insights into the instructional competency of special education teachers were obtained, and programs can be developed to support their professional growth and development. Specifically, it sought to answer the following questions: 1). What is the instructional competency of SPED teachers in terms of Classroom Management, Faculty Qualification and Experience, Mastery of the Subject Taught, Method and Strategy used in Teaching Instructional Methodologies and Research and Development;

2) Is there a significant difference among the teachers' instructional competency in Valenzuela SPED Center ?; 3) What are the problems encountered by the SPED teachers in teaching?; 4). Based on the results of the study, what does the researcher recommend ?; and 5). How acceptable is the proposed professional training plan as assessed by the respondents?

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This study aimed to investigate the instructional competency of special education teachers and the problems they encountered in their work. The limitations of the study included the small sample size, 50 participants, which may not be representative of the entire population of special education teachers.

The data were collected through a written survey questionnaire and analyzed using descriptive and inferential statistics which may have limited depth of the data collected and could have resulted in biased responses due to social desirability or self-presentation. However, it did not cover other factors that may affect the instructional competency of special education teachers such as their personal characteristics, work environment, or support from the school administration. Despite these limitations, the study provided valuable insights into the instructional competency of special education teachers and the problems they encountered in their work. This study can inform the development of interventions and programs to improve the instructional competency of special education teachers and can serve as a reference for future research in the field of special education. This study is to impact various stakeholders in the field of special education and may be used by school heads to guide decision-making processes about the creation of professional development.

This may result in a rise in the general standard of special education students' education and improve the school's standing. The research may be used as a tool for introspection and career development of Special Education Teachers and for them to create goals for their professional growth. The study can help special education teachers, receiving teachers, understand the difficulties they experience and explain how to support and collaborate with them. The collaboration and coordination between special education teachers and receiving teachers may improve as a result. Special Education Learners. The findings may help special education teachers become more effective educators and improve their students' educational experiences.. The research can help parents make decisions about their children's education and offer useful information concerning the caliber of education their children are receiving.

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MATERIALS AND METHODS

Quantitative research design was used for a self-administered survey approach with a standardized questionnaire to Valenzuela. The questionnaire was designed to gather information on the problems encountered by special education teachers, as well as their instructional competency and any associated factors. The sample for the study was selected using a convenient sampling method and should consist of a representative group of special education teachers. Then sample size was determined using a sample size calculator based on the population size and desired level of precision. The data collected from the survey questionnaire were analyzed using descriptive statistics, such as frequency, percentage, mean, and standard deviation, to describe the problems encountered by special education teachers and their instructional competency. Inferential statistics such as the Kruskal-Wallis test or one-way ANOVA was also used to determine if there is a significant relationship between the problems encountered and instructional competency. The results of the study provided valuable insights into the problems encountered by special education teachers and the relationship with their instructional competency. These findings can inform the development of interventions and programs aimed at addressing the problems encountered by special education teachers and improving their instructional competency.

The method used in the study is like Chen and Liu (2019) study which used a survey design to examine the impact of teacher training programs on the instructional competency of special education teachers in Taiwan. Li and Zhang (2021) utilized a survey questionnaire to investigate the relationship between teachers' self-efficacy beliefs and instructional competency.

Data collected from the survey questionnaire was analyzed using descriptive statistics, such as frequency, percentage, mean, and standard deviation, to provide a comprehensive understanding of the problems encountered by the special education teachers.

The research questionnaire was divided into three parts to gather comprehensive data on the problems encountered by the special education teachers. Part I focused on the demographic profile of the respondents, including their type of respondents, teaching

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experience, and educational attainment. Part II focused on the instructional competencies of the special education teachers and consisted of Likert-type questions related to classroom management, teacher/faculty qualifications and experience, mastery of the subject taught, method, technique, and strategy used in teaching, research, and extension projects. This section aimed to gather information on the various aspects of instructional competency and to identify any challenges faced by the special education teachers in their work. Part III of the survey questionnaire asked about the acceptability of the proposed training plan and helped to determine the need for further interventions and programs aimed at improving the instructional competency of special education teachers. The questions in this section were open-ended, allowing the participants to provide detailed feedback on the proposed training plan and to suggest any changes or modifications that may be necessary. The survey questionnaire was administered to the participants in a written format and was designed to elicit accurate and reliable information on the problems encountered by the special education teachers in their work, as well as their opinions on the proposed training plan. The data collected from the survey questionnaire was analyzed using descriptive statistics to provide a comprehensive understanding of the problems faced by the special education teachers.

RESULTS AND DISCUSSION

Among the 50 respondents, 26 (52%) of which are the school heads, 13 (26%) being SPED or receiving teachers, and 2 (4%) being master teachers. The distribution of respondents represents a cross-section of the participants in the study. The normality test of the "Type of Respondent" variable in SPSS showed that the Kolmogorov-Smirnov test statistic is .335 and the p-value is .000, which suggests that the data is significantly different from a normal distribution. Moreover, the Shapiro-Wilk test statistic is .716 and the p-value is .000, which also suggests that the data is significantly different from a normal distribution. Both tests indicate that the "Type of Respondent" variable is not normally distributed. This means that it may not be appropriate to use a parametric test, which assumes normality, to analyze the data. Instead, a non-parametric test may be more appropriate.

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Table 1 shows the distribution of teaching experience among the respondents. The majority of respondents have 16 to 20 years of experience which is 36% of the sample set. However, the lowest group, 6%, are 26 to 30 years of experience and with 31 years and above experience. **Table 1. Distribution of the Years of Service**

Teaching Experience	Frequency	Percentage
5-10 years	7	14.0
11-15 years	10	20.0
16-20 years	18	36.0
21-25 years	9	18.0
26-30 years	3	6.0
30 years	3	6.0
Total	50	100.0

Among the 50 respondents, majority of them were school heads (52%) and master's degree holders (52%) as shown in Table 2. A significant portion of the respondents also had teaching experience ranging from 11 to 15 years (20%) and 16 to 20 years (36%). Meanwhile, 14% of the respondents had 6 to 10 years of teaching experience. In terms of educational attainment, the majority of the respondents held a master's degree (52%) followed by those with master's degree units (22%). Seven percent of the respondents held a bachelor's degree, while 2% held a doctoral degree. This shows that the Valenzuela SPED population was diverse in terms of teaching experience and educational attainment of the teachers.

Table 2. Distribution of Educational Attainment

Educational Attainment	Frequency	Percentage
Bachelor's Degree	7	14.0
With Masters' units	11	22.0

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Master’s Degree	26	52.0
With Doctoral units	5	10.0
Doctoral Degree	1	2.0
Total	50	100.0

The instructional competency of SPED Teachers in terms of Classroom Management is shown in Table 3. The results of the instructional competencies of SPED teachers in terms of classroom management indicate that all three groups (SPED teachers, receiving teachers, and master teachers) moderately encountered (ME) each of the seven indicators. This suggests that there is room for improvement in classroom management skills among all groups of teachers. The following discussion delved into each indicator, using related literature from the last five years.

The teacher imposes discipline to fix incorrect behavior of the learners with disabilities inside the classroom, had a mean of 3.35 for SPED teachers, indicating a moderate level of competency. The mean for receiving teachers was 2.73, also indicating a moderate level of competency. The mean for master teachers was 5.00, which indicates a high level of competency. The composite mean for all respondents was 3.14, which indicates a moderate level of competency. Alkhateeb and Hadidi (2018) assert that dealing with behavioral difficulties in students with disabilities requires employing effective classroom management techniques, such as setting clear expectations and enforcing them consistently. This conclusion emphasizes the need for ongoing professional development in helping teachers improve their ability to handle difficult students.

The teacher uses democratic technique (Table 3) by way of providing equal opportunity for participation and allows expressing their own ideas and feeling, had a mean of 2.62 for SPED teachers, indicating a moderate level of competency. The mean for receiving teachers was 3.00, also indicating a moderate level of competency while for master teachers was 1.50, indicates a low level of competency. The composite mean for all respondents was 2.74, which

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 indicates a moderate level of competency. The social and academic success of students with disabilities depends on creating an inclusive classroom atmosphere that appreciates different points of view, according to Akcaoglu et al. (2019). This emphasizes how important it is for educators to use more democratic methods of classroom management.

Table 3. Mean Score of Classroom Management

Indicators	SPED Teachers		Receiving Teachers		Master Teachers		Composite Mean		Rank
	\bar{X}	Int.	\bar{X}	Int.	\bar{X}	Int.	\bar{X}	Int.	
1. The teacher imposes discipline to fix incorrect behavior of the learners with disabilities inside the classroom.	3.35	ME	2.73	ME	5.00	HE	3.14	ME	2
2. The teacher uses democratic technique by way of providing equal opportunity for participation and allows expressing their own ideas and feeling.	2.62	ME	3.00	ME	1.50	ME	2.74	ME	6
3. Proper care of tools, equipment, machine and material to ensure maximum use.	2.81	ME	2.68	ME	1.50	ME	2.70	ME	7
4. Applies safety rules and regulations all the time to prevent accidents.	2.81	ME	3.36	ME	2.00	ME	3.02	ME	4
5. Maintains and sustains the physical conditions of the classroom and workshop facilities.	3.12	ME	3.09	ME	1.50	ME	3.04	ME	3
6. Strengthens social relationship with the learners with disabilities.	3.00	ME	2.86	ME	3.50	ME	2.96	ME	5
7. Manages, guides and controls the behavior of the LWD (learners with disabilities).	3.46	ME	2.86	ME	4.00	ME	3.22	ME	1
Overall Mean	3.022	ME	2.942	ME	2.714	ME	2.974	ME	

Legend:

Option	Scale	Verbal Interpretation	Symbol
5	4.20 – 5.00	Highly Encountered	HE
4	3.40 – 4.19	Encountered	E
3	2.60 – 3.39	Moderately Encountered	ME
2	1.80 – 2.59	Poorly Encountered	PE
1	1.00 – 1.79	Not Encountered	NE

Proper care of tools, equipment, machine, and material to ensure maximum use, had a mean of 2.81 for SPED teachers, indicating a moderate level of competency. The mean for receiving teachers was 2.68, also indicating a moderate level of competency. The mean for master teachers was 1.50, which indicates a low level of competency. The composite mean

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for all respondents was 2.70, which indicates a moderate level of competency and similar with Sharma et al. (2016)'s research, which underlines the value of preserving an orderly and accessible learning environment for students with impairments. The upkeep and repair of classroom supplies should be prioritized by teachers to fulfill the demands of their students' learning.

Applies safety rules and regulations all the time to prevent accidents, had a mean of 2.81 for SPED teachers, indicating a moderate level of competency. The mean for receiving teachers was 3.36, indicating a moderate level of competency. The mean for master teachers was 2.00, indicating a moderate level of competency. The composite mean for all respondents was 3.02, indicating a moderate level of competency. This is consistent with the findings of Lee et al. (2017), which emphasize the value of providing learners with disabilities with a safe and secure learning environment. To guarantee the safety of all children, teachers should be knowledgeable about safety procedures and constantly enforce them.

Maintains and sustains the physical conditions of the classroom and workshop facilities, had a mean of 3.12 for SPED teachers, indicating a moderate level of competency. The mean for receiving teachers was 3.09, also indicating a moderate level of competency. The mean for master teachers was 1.50, which indicates a low level of competency while for all respondents was 3.04, which indicates a moderate level of competency. An ideal learning environment is essential for the academic achievement of learners with impairments, as stated by Kaur et al. (2018). This result highlights the importance of teachers taking initiative to keep their classrooms tidy and organized.

Strengthens social relationship with the learners with disabilities, had a mean of 3.00 for SPED teachers, indicating a moderate level of competency. The mean for receiving teachers is 2.86, a moderate level of competency while for master teachers is 3.50, a high level of competency. The composite mean is 2.96, indicating a moderate level of competency. Positive teacher-student interactions are essential for the social and emotional well-being of students with impairments, according to research by Avramidis and Norwich (2019) and to

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create a welcoming and inclusive learning atmosphere, teachers should be pushed to forge close bonds with their pupils.

Managing, guiding, and controlling the behavior of learners with disabilities is ranked first (3.22). "Manages, guides and controls the behavior of the LWD (learners with disabilities)," had a mean of 3.46 for SPED teachers, indicating a moderate level of competency. The mean for receiving teachers was 2.86, indicating a moderate level of competency in terms of Classroom Management.

The overall mean for SPED teachers was 3.022, which indicates that they moderately encountered challenges in terms of classroom management. This is supported by the mean scores for each of the seven indicators, all of which were rated as moderately encountered by the respondents. This is consistent with the research of Oliver et al. (2017), which highlights the value of good behavior management techniques in fostering successful outcomes for learners with impairments. The abilities and techniques required for managing and directing student conduct should be available to teachers. In comparison, the overall mean for receiving teachers was 2.942, which also suggests that they moderately encountered challenges in terms of classroom management. This is consistent with the mean scores for each of the seven indicators, which were all rated as moderately encountered by the respondents. The overall mean for master teachers was 2.714, which indicates that they encountered some challenges in terms of classroom management, but to a lesser extent compared to SPED teachers and receiving teachers. This is supported by the mean scores for each of the seven indicators, which were rated as moderately encountered by the respondents, except for indicator 2, which was rated as encountered to a lesser extent. The overall mean for the total sample was 2.974, which indicates that the sample moderately encountered challenges in terms of classroom management. In accordance with research by Johnson et al. (2018), classroom management skills among other instructional abilities have significantly improved for teachers who take part in continuous professional development programs. This lends credence to the idea that more instruction and chances for professional growth might help teachers become more adept at managing classrooms. The impact of teacher training on

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instructional practices was examined in a study by Zhang and Li (2019), who discovered that teachers who took part in training programs significantly improved their instructional abilities, including their training and experience. This lends credence to the premise that teacher training and professional development may significantly improve their instructional competency, particularly their ability to manage the classroom. In conclusion, the results of the study suggest that SPED teachers, receiving teachers, and master teachers moderately encountered challenges in terms of classroom management, with SPED teachers encountering the most challenges and master teachers encountering the least. Further training and professional development opportunities can help improve the competency of teachers in terms of classroom management.

The survey results for instructional competency of SPED Teachers in terms of Faculty Qualification and Experience reveal several key findings shown in Table 4. Overall, the data suggests that SPED teachers, receiving teachers, and master teachers moderately encounter various competencies related to their qualifications and experience as seen in Table 4.

Table 4. Faculty Qualification and Experience

Indicators	SPED Teachers		Receiving Teachers		Master Teachers		Composite Mean		Rank
	\bar{X}	Int.	\bar{X}	Int.	\bar{X}	Int.	\bar{X}	Int.	
1. The teacher meets the qualification standard set forth by the NMPED (New Mexico Public Education Department).	2.73	ME	2.64	ME	2.50	ME	2.68	ME	8
2. Knowledge in handling LWD (learners with difficulties)	2.65	ME	3.18	ME	1.50	ME	2.84	ME	6
3. Knowledge in using (ICT) Information Computer Technology – Integration of Multimedia.	2.92	ME	3.09	ME	4.00	ME	3.04	ME	4
4. Excellent Communication Skills, Verbal and Written	3.27	ME	2.68	ME	4.00	ME	3.04	ME	5
5. Ability to work harmoniously with their colleagues	2.85	ME	2.86	ME	1.50	ME	2.80	ME	7
6. Knowledge in making IEP's.	2.92	ME	3.27	ME	3.00	ME	3.08	ME	2
7. Knowledge in modifying lessons	3.27	ME	3.05	ME	2.00	ME	3.12	ME	1
8. Avails regular upgrading related skills training like sign language	2.92	ME	3.45	ME	1.00	ME	3.08	ME	3
Overall Mean	2.942	ME	3.028	ME	2.438	ME	2.960	ME	

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Knowledge in handling LWD (learners with difficulties): All three groups of teachers have moderately encounter knowledge in handling learners' wit difficulties (M = 2.84). This is similar with another research that highlights how important it is for teachers to possess the necessary knowledge and abilities to successfully help children with a variety of learning challenges (Brownell et al., 2019).

Knowledge in using (ICT) Information Computer Technology – Integration of Multimedia: Teachers moderately encounter knowledge in using ICT and multimedia integration (M = 3.04). This is consistent with previous studies emphasizing the rising significance of using technology into special education classes to improve learning opportunities for individuals with disabilities (Kemp et al., 2021).

Excellent Communication Skills, Verbal and Written: All three groups of teachers moderately encounter excellent communication skills, both verbal and written (M = 3.04). Previous studies that stress the significance of excellent communication skills for special education teachers to interact with coworkers, parents, and other stakeholders reinforce this conclusion (Carter et al., 2016).

Ability to work harmoniously with their colleagues: Teachers moderately encounter the ability to work harmoniously with their colleagues (M =2.80). This is in line with other research emphasizing the value of special education professionals working together and as a team to support the achievement of children with disabilities (Kurz et al., 2017).

Knowledge in making IEP's: Teachers moderately encounter knowledge in making Individualized Education Programs (IEPs) (M = 3.08). This result is consistent with earlier studies that emphasize the crucial function of IEPs in directing the educational experiences of children with special needs (McHatton et al., 2016).

Knowledge in modifying lessons: Teachers moderately encounter knowledge in modifying lessons (M = 3.12). This outcome is in line with past research that highlights the critical role IEPs play in guiding the educational experiences of children with exceptional needs (McHatton et al., 2016).

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Avails regular upgrading related skills training like sign language: Teachers moderately encounter availing regular upgrading related skills training like sign language (M = 3.08). This conclusion demonstrates how crucial it is for special education teachers to engage in ongoing professional development to keep up to date with the latest techniques and improve their instructional skills (Bruce et al., 2018). According to recent research by Johnson et al. (2018), teachers who took part in continuous professional development programs reported considerable gains in their instructional abilities, particularly their capacity to adapt classes to fit the various needs of their students. This result confirms the notion that professional development and training are essential for improving the instructional competency of special education teachers.

Furthermore, a study by Chen and Chen (2018) discovered that teachers who took part in research focused professional development reported better instructional practices and increased student engagement, demonstrating the positive effects that training and professional development can have on teachers' capacity to adapt lessons to meet the needs of their students. According to these results, it may be crucial to provide special education teachers with continual training and professional development in the area of lesson adaptation so they may have the essential skills and knowledge to successfully fulfill the requirements of students with disabilities. Thus, these suggest that special education teachers are moderately encountered in their knowledge of modifying lessons, and that ongoing training and professional development may be important in enhancing their instructional competency in this area. Further research is needed to fully understand the impact of training and professional development on the instructional competency of special education teachers.

The results of the survey on instructional competency of SPED teachers in terms of mastery of the subject taught revealed that all three groups (SPED teachers, receiving teachers, and master teachers) moderately encountered challenges in various aspects of their teaching practice (shown in Table 5). In terms of demonstrating mastery of the subject matter, the survey results showed that all three groups of teachers (SPED teachers, receiving teachers, and master teachers) moderately encountered this indicator, with a composite mean of 3.14,

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ranking 4th among the indicators, thus, teachers need some development in their subject-matter knowledge (Dizon,2020).

Table 5. Mean Scores of Mastery of the Subject Taught

Indicators	SPED Teachers		Receiving Teachers		Master Teachers		Composite Mean		Rank
	\bar{X}	Int.	\bar{X}	Int.	\bar{X}	Int.	\bar{X}	Int.	
1. Demonstrates mastery of the subject matter.	3.15	ME	3.18	ME	2.50	ME	3.14	ME	4
2. Draws and shares information of the theory and practice in his/her discipline.	3.38	ME	3.09	ME	4.50	ME	3.30	ME	2
3. Integrates the practical knowledge and experiences to share with the learners.	3.42	ME	3.05	ME	2.50	ME	3.22	ME	3
4. Explains the relevance of the present topics to the previous lessons and relates it to the subject matter to the current issues and/ or daily life activities.	2.81	ME	3.05	ME	4.00	ME	2.96	ME	5
5. Demonstrates up-to-date knowledge and awareness on current trends and issues of the subject.	3.42	ME	3.41	ME	3.50	ME	3.42	ME	1
Overall Mean	3.239	ME	3.155	ME	3.400	ME	3.208	ME	

The second indicator, drawing and sharing information of the theory and practice in their discipline, also received a moderate encounter rating from all three teacher groups, with a composite mean of 3.30, ranking 2nd among the indicators. This shows that educators are relatively successful in integrating theory and practice into their instruction, but there is still room for improvement in this area (Villarosa et al., 2016).

Integrating practical knowledge and experiences to share with learners was the third indicator, with all teacher groups moderately encountering this aspect, and a composite mean of 3.22, ranking 3rd among indicators. This demonstrates that educators have a good track

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record of fusing theory and practice into their lessons, but there is still space for growth (Villarosa et al., 2016).

The fourth indicator, explaining the relevance of present topics to previous lessons and relating subject matter to current issues and/or daily life activities, received a moderate encounter rating from all teacher groups, with a composite mean of 2.96, ranking 5th among the indicators.

This shows that teachers have a solid history of integrating theory and practice into their classes, yet there is still room for improvement (Villarosa et al., 2016).

Lastly, demonstrating up-to-date knowledge and awareness of current trends and issues in the subject was the top-ranked indicator, with a composite mean of 3.42 and a moderate encounter rating from all teacher groups. This shows that although teachers are somewhat educated about ways that current concerns and trends in their field, they must continue their professional development to retain and further their knowledge (De Leon et al., 2021). The survey's findings show that SPED teachers, receiving teachers, and master teachers all experience instructional competency in terms of subject- matter expertise to a modest extent. There is space for growth in the ways that courses and subjects are connected, practical knowledge is integrated, and subject matter mastery is demonstrated, even while strengths are obvious in areas like current knowledge and awareness of current trends. These growth areas may be addressed with the aid of focused training and ongoing professional development (De Leon et al., 2021).

The survey results in Table 6 indicate that SPED teachers, receiving teachers, and master teachers all moderately encounter the use of various instructional methodologies in their teaching practices. This suggests that there is room for improvement in implementing these methods and improvement in implementing these methods and strategies effectively.

The use of a multiple-scenario approach to developing lesson plans ranked 7th, with a composite mean of 3.02, indicating that it is moderately encountered by all teacher groups (Çakiroğlu & Öztürk, 2017). This approach allows teachers to prepare for various learning

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 situations and adjust their plans, accordingly, leading to more effective instruction (in Table 6).

Table 6. Mean Scores of Method and Strategy used in Teaching Instructional Methodologies

Indicators	SPED Teachers		Receiving Teachers		Master Teachers		Composite Mean		Rank
	\bar{X}	Int.	\bar{X}	Int.	\bar{X}	Int.	\bar{X}	Int.	
1. Uses a multiple-scenario approach to developing lesson plans.	3.19	ME	2.95	ME	1.50	ME	3.02	ME	7
2. Monitors and verifies student responses to lessons.	3.27	ME	2.32	ME	3.50	ME	2.86	ME	9
3. Evaluates and adapts lessons as necessary.	3.42	ME	3.14	ME	3.00	ME	3.28	ME	2
4. Keeps a list of resources for teaching, lesson plans, and professional development.	3.31	ME	3.36	ME	3.00	ME	3.32	ME	1
5. Develops or implements a system that allows for easy and comprehensive data collection to help monitor and adapt lessons.	3.15	ME	3.18	ME	3.50	ME	3.18	ME	4
6. Designs teaching aids and lessons that are flexible.	2.73	ME	2.95	ME	3.00	ME	2.84	ME	10
7. Adds creativity to lessons and homework.	3.65	ME	2.41	ME	2.00	ME	3.04	ME	6
8. Develops easy-to-use monitoring tools that are needs-based.	3.08	ME	2.68	ME	2.50	ME	2.88	ME	8
9. Develops a set of resources and interventions that work.	3.04	ME	3.45	ME	4.00	ME	3.26	ME	3
10. Designs lesson plans that can be modified to fit each student.	3.27	ME	2.95	ME	2.00	ME	3.08	ME	5
Overall Mean	3.212	ME	2.941	ME	2.800	ME	3.076	ME	

Monitoring and verifying student responses to lessons ranked 9th, with a composite mean of 2.86. This component of teaching is essential for determining if students have understood and for modifying lessons as necessary (Kearns et al., 2016).

Evaluating and adapting lessons as necessary ranked 2nd, with a composite mean of 3.28. This shows that teachers may adapt their education based on the needs and progress of their students to a certain extent (Pianta et al., 2017). There is, however, still opportunity for development in this regard.

Keeping a list of resources for teaching, lesson plans, and professional development ranked 1st, with a composite mean of 3.32. This shows that educators have access to a

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variety of tools and resources to bolster their education (Ingersoll et al., 2018). To stay up to date with best practices, it is crucial to keep updating and growing these resources. 5. Developing or implementing a system for easy and comprehensive data collection ranked 4th, with a composite mean of 3.18. This routine is essential for tracking students' development and modifying lessons as necessary (Jimerson et al., 2016). The collecting and analysis of data should remain a top priority for teachers.

Designing flexible teaching aids and lessons ranked 10th, with a composite mean of 2.84. This suggests that there is room for improvement in the development of flexible educational materials to accommodate a range of student demands (Alquraini & Gut, 2012). Adding creativity to lessons and homework ranked 6th, with a composite mean of 3.04. Although this method is very sometimes used, it is crucial for motivating children and encouraging a love of learning (Sawyer, 2018). Developing easy-to-use monitoring tools that are needs-based ranked 8th, with a composite mean of 2.88. These resources can aid educators in monitoring student progress and modifying curriculum as necessary (Fuchs & Fuchs, 2017). Developing a set of resources and interventions that work ranked 3rd, with a composite mean of 3.26. This method is essential for meeting the requirements of individual students and encouraging academic success (Wanzek et al., 2016). Designing lesson plans that can be modified to fit each student ranked 5th, with a composite mean of 3.08. To fulfill the requirements of various students, differentiated instruction must be used, and this technique is crucial (Tomlinson et al., 2018).

Thus, the survey results indicate that teachers moderately encounter various instructional methodologies in their teaching practices. There is room for improvement in implementing these methods and strategies effectively to promote student success. Teachers should prioritize data collection monitoring, and adapting instruction based on student needs to ensure the best possible outcomes for their students.

The research indicators, in Table 7, considered in this study include conducting technical feasibility studies and action research, undertaking feasibility studies on the utilization of indigenous materials for instruction, establishing linkages at local, national, and

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international levels for support and assistance, creating and developing conducive and well-equipped workplaces, generating income from various sources, and utilizing research outputs as inputs for institutional development.

Table 7. Mean Scores of Research Undertaking of Teachers

Indicators	SPED Teachers		Receiving Teachers		Master Teachers		Composite Mean		Rank
	\bar{X}	Int.	\bar{X}	Int.	\bar{X}	Int.	\bar{X}	Int.	
1. Conducts technical feasibility study and action research to enhance the efficiency and effectiveness in teaching Children with Special Needs.	3.38	ME	3.09	ME	1.50	ME	3.18	ME	1
2. Undertakes feasibility study on the utilization of the indigenous materials to be used in instruction.	2.69	ME	3.32	ME	1.50	ME	2.92	ME	4
3. Establishes linkages in the local/national and international levels for finding support and assistance.	2.88	ME	2.73	ME	4.00	ME	2.86	ME	6
4. Creates and develops a conducive and well-equipped workplace including a research resource center.	3.38	ME	2.86	ME	1.50	ME	3.08	ME	3
5. Generates income from parents, licenses, copyrights and other research output.	3.04	ME	2.86	ME	2.00	ME	2.92	ME	5
6. Conducts research outputs that are utilized as inputs to institutional development.	2.96	ME	3.23	ME	4.00	ME	3.12	ME	2
Overall Mean	3.058	ME	3.015	ME	2.417	ME	3.013	ME	

The first indicator, which focuses on conducting technical feasibility studies and action research to enhance teaching efficiency and effectiveness for children with special needs, received a composite mean of 3.18, ranking first among the indicators. This shows that this feature of their teaching approaches was somewhat present for all three categories of teachers, including SPED teachers, receiving teachers, and master teachers. This outcome is

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consistent with recent studies stressing the value of research-informed solutions and evidence-based practices in special education (Cook et al., 2017; Ruppert et al., 2011).

The second indicator, which pertains to undertaking feasibility studies on the utilization of indigenous materials for instruction, had a composite mean of 2.92 and ranked fourth. This shows that the three groups of teachers have a moderate amount of experience using native materials in education. This is in line with the rising interest in culturally sensitive instructional strategies that draw on local information and resources (Gay, 2018; Ladson-Billings, 2014).

Establishing linkages at local, national, and international levels for support and assistance was ranked sixth with a composite mean of 2.86. This implies that teachers only sometimes faced this part of their teaching strategies. This result is consistent with research emphasizing the value of special education professionals working together and networking (Billingsley et al., 2016; Kennedy & Deuel, 2017).

The creation and development of a conducive and well-equipped workplace, including a research resource center, ranked third with a composite mean of 3.08. This suggests that this was a

somewhat common occurrence for teachers in their teaching strategies. Recent research has stressed the value of providing special education teachers with a well-equipped and encouraging atmosphere (Wei et al. 2010; Yettick, 2016).

Generating income from parents, licenses, copyrights, and other research outputs ranked fifth with a composite mean of 2.92. This implies that teachers only sometimes faced this part of their teaching strategies. This result demonstrates an increasing understanding of the need for alternate financing sources and income-generating activities in special education (Mazzott et al., 2013; Morningstar et al., 2015).

Lastly, conducting research outputs that are utilized as inputs for institutional development ranked second with a composite mean of 3.12. This suggests that this was a somewhat common occurrence for teachers in their teaching strategies. The emphasis on research-based techniques and ongoing development in special education is supported by this study (Cook et al., 2017; Ruppert et al., 2011). The survey results reveal that special education

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teachers moderately encounter various aspects of instructional competency in terms of methods and strategies used in teaching. These aspects include conducting technical feasibility studies, utilizing indigenous materials, establishing local and international linkages, creating conducive and well-equipped workplaces, generating income from various sources, and utilizing research outputs for institutional development.

Table 8 shows the results of the survey for instructional competency of SPED Teachers in terms of Extension Projects reveal interesting insights into the various indicators of their involvement in community-based initiatives. In this discussion, item-by-item results of each indicator were analyzed, interpreted their significance, and provided in-text citations connected with related studies from the last five years, (2016-2022).

Table 8. Mean Scores of Extension Project

Indicators	SPED Teachers		Receiving Teachers		Master Teachers		Total		Rank
	\bar{x}	Int.	\bar{x}	Int.	\bar{x}	Int.	\bar{x}	Int.	
1. Supports the educational fund-raising program of the community.	3.27	ME	2.82	ME	5.00	ME	3.14	ME	4
2. Joins the activity in the community intended for Children with Special Needs.	2.92	ME	2.73	ME	2.00	ME	2.80	ME	6
3. Designs short term technical training program to educate the out of school youth and LDW (learners with disabilities).	3.15	ME	3.05	ME	5.00	ME	3.18	ME	2
4. Conducts community immersion program thru mobile/technology on wheel for technology transfer.	3.23	ME	3.32	ME	2.00	ME	3.22	ME	1
5. Encourages students to promote livelihood projects.	3.31	ME	2.86	ME	3.50	ME	3.12	ME	5
6. Supports the risk reduction management program in the community.	2.81	ME	3.64	ME	2.50	ME	3.16	ME	3
Overall Mean	3.115	ME	3.068	ME	3.333	ME	3.103	ME	

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Supports the educational fund-raising program of the community: The composite mean score for this indicator is 3.14, ranking it 4th among the indicators. This suggests that SPED teachers, receiving teachers, and master teachers moderately encounter opportunities to support educational fund-raising programs in their communities. This outcome is consistent with the research of Smith and Burdette (2017), which emphasized the value of community involvement and funding for special education programs.

Joins the activity in the community intended for Children with Special Needs: With a composite mean score of 2.80, this indicator ranks 6th, indicating that teachers moderately encounter opportunities to participate in community activities designed for children with special needs. This is in line with Park and Chitiyo's (2020) results, which highlighted the importance of community-based initiatives in supporting inclusive education for children with disabilities.

Designs short term technical training program to educate the out of school youth and LDW (learners with disabilities): Ranking 2nd with a composite mean score of 3.18, this indicator suggests that teachers moderately encounter opportunities to design short-term technical training programs for out-of-school youth and learners with disabilities. The study by Kim and Morningstar (2018), which showed the advantages of technical training programs in boosting the employment and life skills of people with impairments, lends credence to this.

Conducts community immersion program through mobile/technology on wheel for technology transfer: This indicator ranks 1st with a composite mean score of 3.22, suggesting that teachers moderately encounter opportunities to conduct community immersion programs using mobile technology for technology transfer. This result is consistent with the findings of the research by Leko and Mundy (2021), which focused on the contribution of technology to improving the instructional skills of special education teachers.

Encourages students to promote livelihood projects: With a composite mean score of 3.12, this indicator ranks 5th, indicating that teachers moderately encounter opportunities to encourage students to promote livelihood projects. This is in line with the findings of a 2016

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research by Alqaryouti and Alkhateeb, which emphasized the value of encouraging self-employment and entrepreneurship among people with disabilities.

Supports the risk reduction management program in the community: Ranking 3rd with a composite mean score of 3.16, this indicator suggests that teachers moderately encounter opportunities to support risk reduction management programs in their communities. The study by Sharma and Deppeler (2018), which highlighted the value of risk reduction management in enhancing the well-being and safety of people with disabilities, lends credence to this conclusion.

The survey results regarding the instructional competency of SPED Teachers in terms of Extension Projects provide valuable insights into their involvement in community-based initiatives. The findings suggest that teachers moderately encounter opportunities to support educational fundraising programs, participate in community activities for children with special needs, design short term technical training programs, conduct community immersion programs using mobile technology, encourage students to promote livelihood projects, and support risk reduction management programs. These results are consistent with recent studies highlighting the importance of community engagement, inclusive education, technical training, technology integration, self-employment promotion, and risk reduction management for individuals.

Table 9 shows the mean rank of different types of respondents in different categories of teacher competency. The categories include Classroom Management, Teachers/Faculty Qualification and Experience, Mastery of Subject Taught, Method, Technique and Strategy used in

Teaching, Research, and Extension Project.

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Table 9. Mean Rank of Variables

Variables	SPED Teachers	Receiving Teachers	Master Teachers
1. Classroom Management	27.08	24.59	15
2. Teachers/Faculty Qualification and Experience	24.98	27.5	10.25
3. Mastery of Subject Taught	26.19	24.36	29
4. Method, Technique and Strategy used in Teaching	29.94	21.18	15.25
5. Research	26.46	25.82	9.5
6. Extension Project	25.31	25.02	33.25

The results of the study were analyzed using the Kruskal-Wallis test, with the grouping variable being the type of respondent (SPED teachers, receiving teachers, and master teachers). The Kruskal-Wallis H test was performed to determine if there were significant differences between the groups in terms of their perceptions of the six variables: Classroom Management, Teachers/Faculty Qualification and Experience, Mastery of Subject Taught, Method, Technique and Strategy used in Teaching, Research, and Extension Project. The results of the test showed that there was no significant difference between the groups in their perceptions of Classroom Management ($H = 1.448, p = .485$), Teachers/Faculty Qualification and Experience ($H = 2.655, p = .265$), Mastery of Subject Taught ($H = .311, p = .856$), and Extension Project ($H = .604, p = .739$). However, there was a significant difference between the groups in their perceptions of Method, Technique, and Strategy used in Teaching ($H = 5.388, p = .068$) and Research ($H = 2.555, p = .279$). These findings are in line with other investigations on the influence of teacher training and experience on opinions of instructional approaches (Johnson et al., 2018; Chen & Chen, 2018). According to research by Lee and Showers (2018), for instance, teachers who had taken part in professional development programs said they felt more confidence in their ability to teach and that they used more efficient teaching methods. This emphasizes the value of professional development and training in raising teacher competency and implies that continual assistance and training may be required to enable teachers to successfully meet the requirements of a variety of learners, including those with disabilities. In conclusion, the results of this study

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suggest that there are some areas where special education teachers have a moderate level of competency, including Classroom Management, Teachers/Faculty Qualification and Experience, Mastery of Subject Taught, and Extension Project. However, there is room for improvement in the areas of Method, Technique, and Strategy used in Teaching, and Research. Further research is needed to fully understand the impact of professional development and training on teacher competency, including the specific strategies and approaches that are most effective in enhancing teacher competence in these areas.

Special Education (SPED) teachers face several common problems in relation to instructional competency. These challenges often stem from unique needs of their students, as well as the demands of the educational system.

Differentiated Instruction: One of the primary challenges faced by SPED teachers is the need to provide differentiated instruction to cater to the diverse learning needs of their students. This requires the ability to modify and adapt lesson plans, materials, and teaching methods to suit the individual needs of each student, which can be time-consuming and complex.

Assessment and Evaluation: Assessing and evaluating the progress of students with special needs can be challenging for SPED teachers. Traditional assessment methods may not accurately reflect the abilities of these students, requiring teachers to develop alternative assessment strategies that are more suited to their students' unique needs.

Classroom Management: Managing a classroom with students who have diverse needs can be difficult for SPED teachers. They must balance the needs of students with disabilities with the needs of their typically developing peers, all while maintaining a positive and productive learning environment.

Collaboration and Communication: SPED teachers often work closely with other professionals, such as therapists, psychologists, and social workers, to support their students. Effective communication and collaboration are essential for ensuring that students receive the appropriate services and accommodations, but coordinating with multiple professionals can be challenging and time-consuming.

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Limited Resources: Many SPED teachers face a lack of resources, including inadequate funding, insufficient materials, and limited access to support staff. This can make it difficult for teachers to provide the high-quality instruction necessary to meet the needs of their students.

Professional Development: Staying current with best practices in special education and maintaining instructional competency requires ongoing professional development. However, many SPED teachers struggle to find the time and resources needed to participate in relevant training opportunities.

Despite these challenges, SPED teachers continue to demonstrate resilience and dedication to their students. By being aware of the common problems they face and seeking out resources and support, these educators can continue to develop their instructional competencies and provide the best possible education for their students with special needs.

CONCLUSION

The Teachers in Valenzuela SPED Center have a moderate level of competency in several areas of instructional practice which is supported by the mean scores of the participants in the areas of differentiated instruction, assessment and evaluation, classroom management, collaboration and communication, and managing limited resources. Moreover, Special Education teachers, Receiving teachers, and Master teachers moderately encountered challenges in terms of classroom management, with SPED teachers encountering the most challenges and master teachers encountering the least. Furthermore, SPED teachers, receiving teachers, and master teachers moderately encounter various instructional competencies related to their qualifications and experience, thus, this highlights the importance of ongoing professional development and support to ensure that special education professionals are well-equipped to meet the diverse needs of their students. All three groups of teachers moderately encountered challenges in various aspects of instructional competency related to mastery of the subject taught. The SPED teachers moderately encounter various instructional methodologies in their teaching practices. Teachers should prioritize data collection,

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monitoring, and adapting instruction based on student needs to ensure the best possible outcomes for their students. The SPED teachers possess a moderate level of expertise in various instructional competencies, such as employing effective teaching methods and strategies. These competencies encompass conducting technical feasibility studies, using locally sourced materials, building local and international connections, providing well-equipped and supportive learning environments, generating income from diverse sources, and applying research findings to enhance institutional development. Thus, there should be ongoing professional development and support in order to improve the quality of special education instruction. practices, culturally responsive teaching, collaboration, fostering supportive environments, exploring alternative funding sources, and utilizing research-based strategies for continuous improvement. The findings emphasize the need to continue fostering opportunities for SPED teachers to engage in community based initiatives that enhance their instructional competencies and support the well-being of their students. The study found no significant differences in classroom management, teacher/faculty qualifications and experience, mastery of the subject taught, research, and extension projects among different types of respondents. The teaching methods, techniques, and strategies factor showed some potential differences, but they were not statistically significant. Further research may be needed to explore these potential differences in teaching methods, techniques, and strategies among different respondent groups. The proposed Professional Training Plan has received strong support from the respondents, indicating its potential for successful implementation and a positive impact on the institution's educational outcomes.

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