

Special Education Programs and Teachers' Performance Toward an Inclusive Instruction Improvement Plan

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Abstract

This study examined the implementation of Special Education (SPED) program components and their relationship with teachers' performance as a basis for developing an Inclusive Instruction Improvement Plan. Specifically, it determined the level of implementation of SPED programs in terms of teacher competence and support, instructional materials and resources, parental involvement and communication, and learning environment adaptations; assessed teachers' performance; and determined the relationship between SPED program components and teachers' performance. A quantitative-descriptive research design was employed, using a survey questionnaire administered to teachers involved in SPED and inclusive education programs. Data were analyzed using frequency, percentage, weighted mean, and Pearson product-moment correlation. Results showed that SPED implementation was at a high level, with an overall mean of 3.91. Teacher Competence and Support obtained the highest mean of 4.26, followed by Learning Environment Adaptations ($M = 4.06$), Parental Involvement and Communication ($M = 3.71$), and Instructional Materials and Resources ($M = 3.61$). Teachers' performance was rated Very Satisfactory, with an overall mean of 4.38, while Diversity of Learners received the highest rating ($M = 4.50$). A significant positive relationship was found between SPED program components and teachers' performance ($r = 0.76$, $p = 0.000$). The findings indicated that effective SPED implementation contributes significantly to teacher effectiveness and inclusive education. An Inclusive Instruction Improvement Plan was therefore proposed to strengthen teacher development, resources, parental involvement, and inclusive learning environments.

Keywords: Special Education; Teacher Performance; Quantitative-Descriptive Research; Philippines

