

Delivery of Educational Services to Children with Special Needs in Public Elementary Schools in the Philippines

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ABSTRACT

This study is concerned with the extent of the delivery of educational services to children with special needs in public elementary schools in the Philippines for the SY 2018 – 2019. Specifically, this study attempted to find out the extent of the delivery of educational services to the children with special needs. It looked into the profile of the respondents in terms of age; sex; civil status, highest educational attainment, number of years teaching children with special needs, and relevant trainings attended, the significant differences in the extent of the delivery of educational services to the children with special needs across their profile variables and the significant relationships between the extent of the delivery of educational services to the children with special needs and their profile variables. Based on the problems raised in this study, the following hypotheses were formulated for verification namely: 1) to prove whether or not there are significant differences in the extent of the delivery of educational services to the children with special needs across their profile variables. and 2) to prove whether or not there are significant relationships between the extent of the delivery of educational services to the children with special needs and their profile variables. To address the foregoing problems raised in this study, statistical measures were used for data analysis and interpretations. These are the frequency counts (f) and percentage (%), the average weighted means (AWM), the Analysis of Variance (ANOVA) and Pearson Product Moment of Coefficient Correlation (r) were used. Based on the analysis and interpretations of data, the following salient findings were brought forth: (1) Most of the respondents SPED teachers belong to age bracket 31-40 years old that is 34 or 40 percent, largely women in number that is 73 or 85.9 percent, married that is 60 or 70.6 percent, have been teaching children with special needs

for 6-10 years that is 35 or 41.2 percent and have attended trainings in all levels. (2) The extent of the delivery of educational services to children with special needs by the SPED teachers obtained a grand overall weighted mean of 4.46 an indicative of a “Very Extensive” transmuted rating. (3) There are no significant differences in the extent of the delivery of educational services to children with special needs across their profile variables. (4) There are no significant relationships between the extent of the delivery of educational services to children with special needs and their profile variables except relevant trainings attended in the regional level. (5) The SPED teachers encountered a serious problem in the delivery of educational services to children with special needs having an overall weighted mean of 3.63. Based on the findings of the study, the following conclusions were drawn: (1) The respondent SPED teachers are matured and have adequate educational qualification thereby making them effective in the delivery of services to children with special needs. (2) The SPED teachers in this study are performing impressively more than well enough in the delivery of educational services to children with special needs but if excellence is yet possible then their performance is a stepping stone towards the highest level of performance. (3) The SPED teachers profile variables are not influential to their extent of the delivery of educational services to children with special needs. (4) The SPED teachers number of relevant trainings in the regional level have a significant influence in their extent of the delivery of educational services to children with special needs. (5) The serious problems encountered by the SPED teachers in the delivery of the educational to children with special needs can affect the sustainability of their impressive performance in the delivery of educational services. On the basis of the findings and conclusions drawn, the following are hereby recommended: (1) A scholarship program should be established by the Department of Education and graduate schools in the region to encourage SPED teachers to finish their masteral and doctoral degree which ever applies. (2) The SPED teachers should sustain their effort of having a very extensive delivery of educational services to children with special needs for an effective impact of the SPED program. (3) The SPED teachers should attend relevant in-service training in higher levels to further hone their skills in the delivery of educational services to children with special needs. (4) The SPED teachers should strengthen their linkages to stakeholders to help them address their serious problems in the delivery of educational services of SPED learners. (5) Further research may be conducted to determine the extent of the delivery of the educational services to children with special needs in a wider scope.

Keywords: assessment; behavior modification; early intervention; school health; special education