

# Readiness of Special Education Teachers and Well-Being Mainstream Learners of Public Elementary Schools in Kapalong West District

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**Abstract:** This descriptive correlational study was conducted to determine the extent of readiness of special education (SPED) teachers and the well-being of mainstream learners in public elementary schools in Kapalong West District, Division of Davao del Norte, and to ascertain the significant relationship and influence between the variables. The study utilized a non-experimental quantitative research design using a descriptive correlational approach. The respondents were 110 public elementary school teachers selected via Slovin's Formula. Data were collected using a modified teacher-made survey questionnaire anchored on Bandura's Social Cognitive Theory and Vygotsky's Sociocultural Theory. Statistical tools employed included Mean, Pearson Product Moment Correlation Coefficient, and Regression Analysis. The findings revealed that the readiness of SPED teachers across all four domains (Pre-Service Training, In-Service Support, Resources, and Attitudes and Beliefs) was rated as very extensive. Similarly, the well-being of mainstream learners (physical, emotional, and social) was also rated as very extensive. A strong positive and statistically significant relationship was found between teacher readiness and learner well-being ( $r = 0.710$ ,  $p < 0.05$ ). Furthermore, the regression analysis showed that Pre-Service Training, In-Service Support, and Resources significantly and positively influence the well-being of mainstream learners, with In-Service Support being the strongest predictor. The domain of Attitudes and Beliefs did not emerge as a significant predictor. The study concludes that the high level of SPED teacher preparedness, particularly in terms of training and resource provision, is instrumental in ensuring the comprehensive well-being of mainstream learners in inclusive settings. It is recommended that the Department of Education (DepEd) reinforce policies that enhance teacher readiness through sustained, structured training and the consistent provision of adequate learning resources to further improve the quality and inclusivity of public elementary schools.

**Keywords:** *Special Education Teacher Readiness, Inclusive Education, Learner Well-Being, Descriptive Correlational, Kapalong West District.*

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## I. INTRODUCTION

### ➤ Problem and Background

The readiness of special education (SPED) teachers to teach learners with special educational needs (LSENs) in mainstream classrooms is a critical factor for the success of inclusive education. Teacher readiness is influenced by various factors, including their training, experience, and support systems. While the Philippines' Department of Education (DepEd) has established policies like DepEd Order No. 44, s. 2021, to guide quality education for learners with disabilities, many teachers still feel inadequately prepared due to challenges like limited specialized training.

The main purpose of the study was to determine the extent of readiness of special education teachers and the well-being of mainstream learners in public elementary schools in Kapalong West District, Division of Davao del Norte.

The study is anchored on Bandura's Social Cognitive Theory (1977), which focuses on self-efficacy as a key determinant of a teacher's ability to implement inclusive practices. It is also supported by Vygotsky's Sociocultural Theory (1930), which emphasizes that social interaction and environmental support (scaffolding) in an inclusive setting benefit learners with special needs.

## II. METHODS

### ➤ Research Design:

A non-experimental quantitative research design using a descriptive correlational approach was employed. This approach was used to investigate the connections, direction, and intensity of correlation between the variables.

### ➤ Respondents:

The study involved 110 public elementary school teachers in the Kapalong West District, Division of Davao del Norte. The respondents were chosen using Slovin's Formula at a 95% confidence level (0.05 margin of error).

### ➤ Instrument:

A modified teacher-made survey questionnaire, based on the tenets of Bandura's Social Cognitive Theory and Vygotsky's Sociocultural Theory, was used for data collection.

### ➤ Statistical Tools:

Mean was used to determine the extent of readiness and well-being. The Pearson Product Moment Correlation Coefficient (Pearson-r) was used to determine the significant relationship between the variables. Regression Analysis was used to determine which readiness domains significantly influence learner well-being.

## III. RESULTS AND DISCUSSIONS

### ➤ Extent of Teacher Readiness:

The readiness of special education teachers was rated as very extensive across all four domains.

- Resources received the highest mean score (4.23), implying that the necessary resources are readily available.
- Attitudes and Beliefs received the lowest mean score (4.18), but was still evaluated as extensive.

### ➤ Extent of Learner Well-Being:

The well-being of mainstream learners was rated as very extensive across the dimensions of physical, emotional, and social factors.

Emotional well-being generated the highest mean score (4.24), indicating that teachers strongly value this aspect and learners exhibit resilience.

- Social well-being received the lowest mean score (4.16), interpreted as extensive.

### ➤ Significant Relationship:

A strong positive and statistically significant association was found between the readiness of SPED teachers and the well-being of mainstream learners ( $r = 0.710$ ,  $p\text{-value} = 0.000$ ). The null hypothesis (H

- The lowest correlation was found in Pre-Service Training ( $r = 0.337$ ,  $p = 0.000$ ).

### ➤ Significant Influence (Regression):

The regression analysis demonstrated a strong positive relationship (R-value of 0.716) and a significant influence of teacher readiness on learner well-being (F-value = 30.235,  $p\text{-value} = 0.000$ ). The null hypothesis (H<sub>2</sub>) was rejected for most predictors.

- Significant Predictors: In-Service Support (Standardized Beta = 0.633,  $p\text{-value} = 0.036$ ), Resources (Standardized Beta = 0.252,  $p\text{-value} = 0.000$ ), and Pre-Service Training ( $p\text{-value} = 0.009$ ) were all significant predictors.
- Non-Significant Predictor: Attitudes and Beliefs was the only domain that did not significantly influence learner well-being ( $p\text{-value} = 0.727$ ).
- The preparedness of SPED teachers is crucial in fostering an inclusive environment where mainstream learners thrive academically and socially. The availability of resources and ongoing professional development (In-Service Support) are the most vital factors contributing to learner well-being.
- Teachers should continuously seek professional development opportunities, particularly in inclusive education and differentiated instruction.
- School Heads must ensure the provision of adequate resources, regular in-service training, and a supportive learning environment that fosters collaboration.
- The Department of Education (DepEd) should reinforce policies that enhance teacher readiness by providing more structured training and sustained support for inclusive education initiatives.

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