



ABSTRACT

Title : Regular Teachers Competencies in Handling Learners with Special Education Needs and Learners' Functional Performance Towards a Comprehensive Training Program

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This study determined the regular teachers' competencies in handling learners with special educational needs and learners functional performance with the aim of coming up with a Proposed Comprehensive Training Program.

Descriptive correlation research method was utilized in this study with the use of total population of 45 regular teachers handling learners with special educational needs. The instruments used are the Teachers' Competencies Questionnaire adapted from Ablir (2016) which was modified by the researcher herself and a researcher's made instrument were test of validity was conducted.

The result reveals that 45 regular teachers of Sta. Cruz Elementary School who are handling Learners with Special Educational Needs (LSEs) are



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very satisfactory, they have enough knowledge and skills in handling (LSEs). The result as to attitude also reveals that regular teachers are competent in handling LSEs by modelling respect and acceptance. As to learners functional performance in terms of communication skills, personal care, social, motor and adaptive skills, the result reveals that learners with special educational needs considered their functional skills with moderate importance.

The result also reveals that trainings attended in relation to inclusive education has a significant relationship between the variables, this implies that teachers trainings in relation to inclusive education helps teachers in handling learners with special educational needs and improve their competencies in teaching LSEN, thus comprehensive training program was proposed. Furthermore, there is significant relationship between teachers' competencies and learners' functional performance. This implies that teachers' competencies had affect the learners' functional performance.