

"TEACHERS' TRAINING, TEACHING RECEPTIVENESS, AND TEACHING EFFECTIVENESS OF SPECIAL EDUCATION TEACHERS FOR LEARNERS WITH SPECIAL NEEDS"

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Abstract

Teacher training, receptiveness, and effectiveness are critical components in ensuring high-quality inclusive education for learners with special needs. Special Education (SnEd) teachers play a pivotal role in implementing individualized learning strategies, fostering engagement, and creating supportive classroom environments. However, challenges such as gaps in professional development, difficulties in adapting new methodologies, and the complexities of instructional effectiveness remain prevalent. This study examines the relationships between teachers' training, teaching receptiveness, and teaching effectiveness among SnEd teachers in Davao City, Philippines. Using a descriptive-correlational research design, the study explores teacher training in terms of instructional strategies, student behavior management, classroom adaptation, assistive technologies, and attitudes toward inclusive education. Teaching receptiveness is analyzed through openness to student diversity, peer collaboration, administrative support, and ongoing professional development, while teaching effectiveness is evaluated across relational competence, subject matter expertise, instructional adaptability, and classroom management. The findings indicate that while training and openness to new teaching strategies contribute to the professional growth of SnEd teachers, challenges in implementation and adaptation can temporarily affect their effectiveness. Addressing these concerns requires the development of specialized training programs, mentorship opportunities, and institutional support frameworks that empower educators to integrate new methodologies while maintaining high-quality teaching practices. Strengthening collaborative learning environments and refining training approaches will enhance the long-term effectiveness of SnEd teachers, ultimately leading to improved educational outcomes for learners with special needs.

Keywords: Teacher Training, Teaching Receptiveness, Teaching Effectiveness, Inclusive Education, Special Education (SnEd), Professional Development, Instructional Strategies, Classroom Management, Adaptability in Teaching, Institutional Support.

Introduction

Education stands as the foundation for an equitable society, yet for learners with disabilities, access to quality education remains a formidable challenge. At the heart of this issue lies the role of teachers—more than just educators, they are advocates and facilitators of learning for students with special needs. However, many teachers struggle with assessing these learners due to insufficient training, lack of confidence, and limited exposure to inclusive education practices. Research by Bandura (1997) and Tschannen-Moran & Hoy (2001) highlights that teachers with higher self-efficacy display a greater ability to engage and support students effectively. Conversely, Peterson et al. (2023) found that gaps in training and preparedness limit educators' ability to conduct accurate assessments, hindering the full inclusion of students with disabilities in mainstream education.

The concern surrounding teachers' self-efficacy in assessing students with disabilities is a global challenge that transcends geographical boundaries. In the United States, Johnson & Richards (2018) emphasized that many educators lack specialized training, leading to inaccurate assessments that affect student learning outcomes. Similarly, Williams & Baker (2020) in Australia revealed that insufficient professional development leaves teachers unprepared to meet the diverse needs of their students.

In the Philippines, the struggle remains deeply rooted in the insufficient training and preparedness of teachers assigned to assess students with disabilities. Gomez (2017) found that Filipino educators often face difficulties due to the limited availability of specialized programs in teacher education curricula. Cruz (2021) further highlighted that while efforts have been made to improve inclusive education, systemic barriers such as

limited resources and inadequate assessment tools persist. At Alambre National Agricultural High School, educators continue to encounter significant challenges in assessing learners with disabilities, reinforcing the urgent need for targeted professional development and stronger support systems.

The evolving landscape of inclusive education demands immediate and decisive action, especially in ensuring that teachers possess the self-efficacy needed to assess learners with disabilities effectively. As education systems worldwide strive for equity, the Philippines must align its teacher training programs with the dynamic requirements of inclusive education. The ability of educators to accurately evaluate and support students with special needs directly influences their academic success, future opportunities, and overall contribution to society. This challenge is particularly pressing in Davao City, where local factors must be integrated into broader educational policies. Timely interventions, informed by this study, are essential for strengthening teacher preparedness, refining curricula, and shaping policies that equip educators with the skills and confidence necessary for fostering an inclusive learning environment.

1.1 Statement of the Problem

This study determined the relationship between Teachers' Training, Teaching Readiness, and Teaching Competence of teachers who will teach Learners with Special Needs.

Specifically, this study will answer the following questions:

1. What is the level of Teachers' Training in teaching students with Special Needs in terms of:
 - 1.1 Teaching Practice for students with Special Needs
 - 1.2 Student Behavior in inclusive education
 - 1.3 Classroom Management Practices for students with Special Needs
 - 1.4 Curriculum Adaptation
 - 1.5 Assistive Technologies for students with Special Needs
 - 1.6 Teacher's Attitude towards inclusive education
2. What is the level of Teaching Receptiveness of teachers in teaching students with Special Needs in terms of:
 - 2.1 Student Variables
 - 2.2 Peer Support
 - 2.3 Administrative Support
 - 2.4 Collaboration
 - 2.5 Training
3. What is the level of Teaching Effectiveness of teachers in teaching students with Special Needs in terms of:
 - 3.1 Personality
 - 3.2 Subject Matter Expertise
 - 3.3 Relational Competence with students
 - 3.4 Professional Competence
 - 3.5 Teaching Style
 - 3.6 Classroom Management Style
4. Is there a significant relationship between Teachers' Training and Teaching Effectiveness of teachers in teaching students with Special Needs?

5. Is there a significant relationship between Teaching Receptiveness and Teaching Effectiveness of teachers in teaching students with Special Needs?

1.2 Theoretical Lens

The relationship between Teachers' Training, Teaching Receptiveness, and Teaching Effectiveness in the context of special education is deeply interconnected, drawing upon multiple theoretical perspectives to explain how educators develop their competencies. While there is no single overarching theory that defines this relationship, several foundational theories contribute to a comprehensive understanding.

Social Learning Theory (Bandura, 1977) explains how teachers acquire new instructional strategies through observational learning and modeling, shaping their receptiveness to innovative teaching methods and their effectiveness in delivering specialized education. Similarly, Adult Learning Theory (Knowles, 1984) informs the design of professional development programs tailored to the self-directed learning preferences of educators, ensuring they acquire the necessary skills to adapt to the demands of inclusive education.

Moreover, the Unified Theory of Acceptance and Use of Technology (UTAUT) (Venkatesh et al., 2003) highlights factors influencing teachers' willingness to adopt new methods and assistive technologies, which play a crucial role in their receptiveness to specialized instruction. Ecological Systems Theory (Bronfenbrenner, 1979) emphasizes the interconnected influences of environment, policy, and institutional support, shaping how teachers respond to training and implement effective educational practices. Lastly, Diffusion of Innovations Theory (Rogers, 2003) provides insights into the stages of adoption and adaptation of inclusive education strategies, explaining how new teaching approaches and interventions gradually gain acceptance among educators.

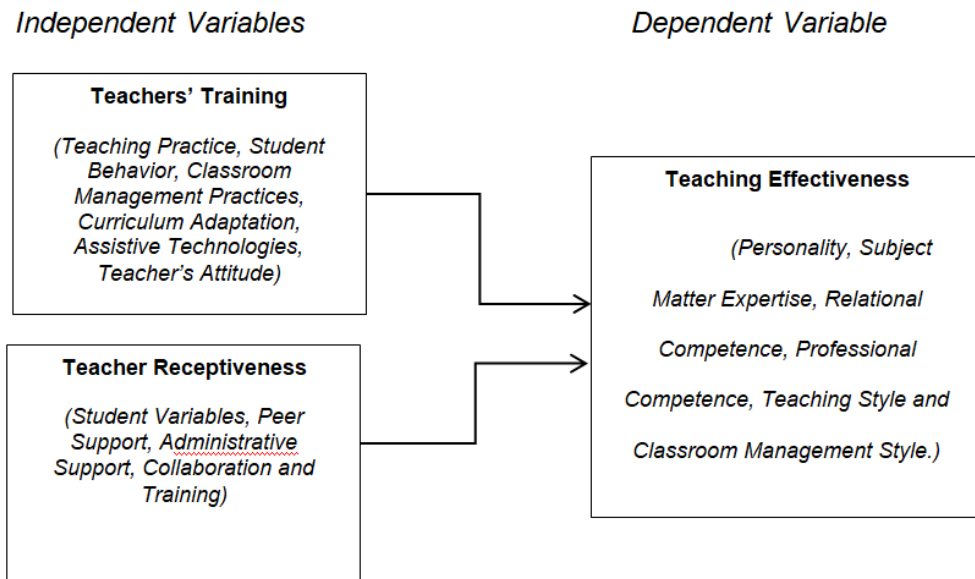


Figure 1. The Conceptual Framework of the Study

2. Method

This chapter outlines the methods employed in this study, including research design, research locale, respondents, instruments, ethical considerations, data gathering procedures, and data analysis.

Research Design

This study adopts a quantitative non-experimental research design utilizing a correlational approach. The aim of this design is to recognize general trends and relationships through the analysis of data collected from a wide selection of respondents. Correlational and descriptive research methods will be utilized to further analyze the findings.

A correlational research design is appropriate for this study, as it examines the relationships between measurable variables without manipulating them. This method is essential for understanding the connection between Teachers' Training, Teaching Receptiveness, and Teaching Effectiveness of Special Education (SNED) teachers. According to Gay, Mills, & Airasian (2011), correlation research involves collecting data to determine whether a statistical relationship exists between two or more quantifiable variables.

Additionally, this study employs a descriptive survey method to gather quantitative data about the phenomenon under investigation. The data collection process will be conducted through structured questionnaires, ensuring that responses are systematic and measurable. The primary focus is to assess the level of Teachers' Training, Teaching Receptiveness, and Teaching Effectiveness of SNED teachers handling students with special needs in secondary schools across Davao City.

Research Locale

This study will be conducted in public secondary schools across Davao City that implement Special Needs Education (SNED). The schools selected are those actively providing inclusive education and supporting learners with special needs. The study will take place during the first quarter of the School Year 2024-2025, ensuring that data is gathered during an active academic period when teachers are engaging with SNED students in classroom settings.

Davao City, located in Region XI, serves as the urban hub for inclusive education efforts in Mindanao. With various public schools integrating individualized learning programs, inclusive classroom strategies, and professional development initiatives, the study aims to capture the real-world challenges and strengths of SNED implementation within the city's educational institutions.

Research Respondents

This study employed a three-part, adapted, and modified survey questionnaire as the primary research instrument to assess the training, receptiveness, and effectiveness of Special Education (SNED) teachers in teaching learners with special needs. The questionnaire was grounded in previous studies, academic journals, and educational research to ensure its validity and relevance to the study's objectives. Part I of the instrument collected demographic data, including name, gender, age, educational attainment, and years of teaching experience. This information was essential for identifying trends and establishing connections between teachers' backgrounds and their professional competencies in implementing inclusive education strategies.

Part II of the questionnaire focused on evaluating SNED teachers' perceptions of their training, preparedness, and effectiveness through 30 items grouped into six key components. These components included: Teaching Practice, which examined the use of differentiated instruction and inclusive strategies (Pasha, Aftab, & Naqvi, 2021); Student Behavior, which explored teachers' understanding of behavioral management and engagement;

Classroom Management Practices, which assessed the ability to create structured and inclusive learning environments; Curriculum Adaptation, which evaluated how teachers adjust materials and assessments to meet diverse learning needs (Pasha, Aftab, & Naqvi, 2021); Assistive Technologies, which measured awareness and use of tools that enhance learning for students with special needs; and Teachers' Attitude Toward Inclusive Education, which analyzed their acceptance and commitment to inclusive practices (Pasha, Aftab, & Naqvi, 2021). A Likert-type scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) was used to quantify responses, allowing for precise evaluation of teachers' readiness and effectiveness in inclusive classrooms.

Likert Scale for Interpreting Teachers' Training of SNED Teachers
teaching students with Special Needs

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 – 5.00	Very High	This means that SNED teachers can excellently handle students with special needs.
3.40 – 4.19	High	This means that SNED teachers can handle students with special needs with ease.
2.60 – 3.39	Moderate	This means that SNED teachers can handle students with special needs but may experience difficulty.
1.80 – 2.59	Low	This means that SNED teachers will have a hard time handling students with special needs.
1.00 – 1.79	Very Low	This means that SNED teachers cannot handle students with special needs.

Part III of the questionnaire centers on evaluating SNED teachers' level of teaching receptiveness within inclusive education settings. This section investigates how teachers adapt to, engage with, and respond to both the challenges and opportunities presented in inclusive classrooms. Comprising 30 items, the section is organized into five core components that collectively provide a comprehensive assessment of teachers' openness to inclusive educational methodologies.

The first component, Student Variables, measures teachers' perceptions of student diversity, learning differences, and behavioral needs, as well as their ability to adjust teaching strategies accordingly (Ginsberg, 2019). The second component, Peer Support, explores collaborative practices among educators, such as mentorship, resource sharing, and professional dialogue to improve inclusive instruction (Ginsberg, 2019). Administrative Support, the third component, evaluates the role of leadership, institutional backing, and availability of resources in supporting inclusive teaching efforts (Ginsberg, 2019). The fourth component, Collaboration, assesses teachers' involvement in interdisciplinary teamwork and partnerships with specialists to provide holistic support for learners with special needs (Ginsberg, 2019). Lastly, the Training component examines access to professional development and continuous learning opportunities that enhance teachers' capacity for inclusive education (Ginsberg, 2019). Like the previous section, responses are measured using a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), ensuring structured data collection for a detailed and accurate analysis of teachers' receptiveness to inclusive practices.

Likert Scale for Interpreting Teaching Receptiveness of SNED Teachers teaching students with special needs

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 – 5.00	Very High	This means that teaching receptiveness of SNED teachers is always manifested.
3.40 – 4.19	High	This means that teaching receptiveness of SNED teachers is often manifested.
2.60 – 3.39	Moderate	This means that teaching receptiveness of SNED teachers is sometimes manifested.
1.80 – 2.59	Low	This means that teaching receptiveness of SNED teachers is seldom manifested.
1.00 – 1.79	Very Low	This means that teaching receptiveness of SNED teachers is never manifested.

Part IV of the questionnaire is designed to assess the teaching effectiveness of SNED teachers working with learners with special needs. This section focuses on evaluating teachers' competence, adaptability, and instructional proficiency within inclusive education settings. Comprising 30 items, it is structured into six essential components that collectively offer a thorough analysis of how effectively teachers facilitate meaningful learning experiences for diverse learners.

The first component, Personality, examines the influence of teachers' character traits, approachability, and student engagement on building positive relationships, as supported by Calaguas (2013). The second, Subject Matter Expertise, evaluates the depth of teachers' content knowledge and their application of appropriate instructional strategies (Calaguas, 2013). The third, Relational Competence, assesses the ability to communicate, motivate, and foster supportive interactions with students (Calaguas, 2013). The fourth component, Professional Competence, measures adherence to ethical standards, engagement in continuous learning, and implementation of effective teaching practices (Calaguas, 2013). Teaching Style, the fifth component, explores how teachers deliver instruction, demonstrating flexibility and responsiveness to students' needs (Calaguas, 2013). Lastly, Classroom Management Style evaluates how teachers establish structure, maintain discipline, and promote participation in an inclusive classroom environment (Calaguas, 2013). Responses are rated on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), providing a consistent and reliable framework for analyzing instructional effectiveness in inclusive education contexts.

Likert Scale for Interpreting Teaching Effectiveness of SNED Teachers teaching students with special needs

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 – 5.00	Very High	This means that teaching effectiveness of SNED teachers is always manifested.
3.40 – 4.19	High	This means that teaching effectiveness of SNED teachers is often manifested.
2.60 – 3.39	Moderate	This means that teaching effectiveness of SNED teachers is sometimes manifested.

1.80 – 2.59	Low	This means that teaching effectiveness of SNED teachers is seldom manifested.
1.00 – 1.79	Very Low	This means that teaching effectiveness of SNED teachers is never manifested.

The research instrument used in this study comprised a total of 90 items, organized into four distinct parts. Part I gathered demographic data through 10 items, covering key variables such as name, gender, age, educational attainment, and years of teaching experience. Part II, adapted from Pasha, Aftab, and Naqvi (2021), focused on Teachers' Training, including 30 items categorized under six components: Teaching Practice, Student Behavior, Classroom Management Practices, Curriculum Adaptation, Assistive Technologies, and Teacher's Attitude toward Inclusive Education. Part III, based on Ginsberg (2019), assessed Teaching Receptiveness using 30 items grouped into five components: Student Variables, Peer Support, Administrative Support, Collaboration, and Training. Part IV, derived from Calaguas (2013), evaluated Teaching Effectiveness through 30 items distributed across six components: Personality, Subject Matter Expertise, Relational Competence, Professional Competence, Teaching Style, and Classroom Management Style.

To accommodate all participants, the survey was administered online via Google Forms and through printed copies for areas with limited internet access. Informed consent was obtained, and ethical standards, including privacy and confidentiality, were strictly observed. To validate the instrument, the researchers incorporated questions from previously validated tools, including those by Ogba, Ugodulunwa, and Igu (2020), O'Brien and Matthews (2021), and Ruiz and Santiago (2022), ensuring the questionnaire's relevance and alignment with inclusive education practices. Professors reviewed the instrument to establish face and content validity, and reliability testing confirmed its consistency in measuring the intended constructs. The Likert-type scale (5 = Strongly Agree to 1 = Strongly Disagree) enabled structured responses and accurate quantitative analysis. Through its carefully validated structure and grounded theoretical basis, the survey effectively captured SNED teachers' perceptions, attitudes, and experiences in implementing inclusive education in Davao City's public secondary schools.

3. Results and Discussion

Table 1. Mean Scores of Teachers' Training, Teaching Receptiveness and Teaching Effectiveness

Variables	Over All Mean	Descriptive Level	Descriptive Interpretation
Teachers' Training	4.272188139	Very High	This indicates that SnEd teachers receive exceptional training, equipping them with the necessary skills and expertise to effectively support students with special needs.
Teaching Receptiveness	4.127453988	High	This suggests that SnEd teachers frequently demonstrate openness to adopting new teaching strategies and approaches in their classrooms.

Teaching Effectiveness	4.238607149	Very High	This reflects that SnEd teachers consistently apply effective teaching practices, ensuring quality education for learners with special needs.
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Teachers Training

The findings revealed that teachers' training achieved an overall mean score of 4.27, categorized as *Very High*, indicating exceptional preparation among Special Education (SnEd) teachers in supporting students with special needs. This high score reflects a strong dedication to professional development, with educators demonstrating proficiency in pedagogical strategies, adaptive teaching methods, and specialized interventions essential for inclusive education. Effective training equips teachers to address diverse cognitive, behavioral, and social challenges, utilizing tools such as differentiated instruction, individualized education plans (IEPs), assistive technology, and behavior management strategies. As emphasized by Crispel and Kasperski (2019), specialized training significantly enhances the implementation of inclusive practices, while Sharpe (2013) underscores that well-supported training boosts teacher efficacy and confidence, resulting in improved classroom outcomes. The consistently high rating suggests that SnEd educators are benefiting from structured and research-based professional learning experiences that refine their skills and empower them to meet the evolving needs of their learners.

Meanwhile, teaching receptiveness received a mean score of 4.13, which falls under the *High* descriptive level. This indicates that SnEd teachers are generally open to adopting innovative teaching methods and evolving instructional practices, a key factor in maintaining effectiveness within inclusive classrooms. A high level of receptiveness enables teachers to stay current with educational trends and adapt to diverse learning needs. According to Ramirez (2021), teacher receptiveness plays a vital role in successfully integrating curriculum modifications and adaptive strategies. However, as Desimone (2009) notes, the transition to new teaching methodologies can initially lead to temporary declines in perceived instructional effectiveness as teachers adjust to unfamiliar approaches. To ensure sustained improvement, schools must support receptiveness through ongoing mentoring, collaborative learning opportunities, and access to evidence-based training. Strengthening these institutional supports will allow SnEd teachers to continue refining their instructional approaches and responding effectively to the dynamic needs of students with special needs.

Teaching Receptiveness

The mean score for teaching receptiveness, at 4.13, categorized as "High," indicates that Special Education (SnEd) teachers demonstrate a strong willingness to adopt new teaching strategies and methodologies. This openness is essential for the continuous advancement of special education, as adaptability in instructional approaches directly impacts student engagement and learning outcomes. Receptive educators actively explore innovative techniques that address the diverse cognitive, behavioral, and developmental needs of students with disabilities, ensuring that instruction remains flexible, responsive, and inclusive. Research highlights that teacher receptiveness plays a crucial role in fostering effective learning environments, as educators who embrace pedagogical advancements tend to create more engaging and supportive classrooms. Ramirez (2023) found that teachers' receptiveness to inclusive education is influenced by their ability to adjust to curriculum changes and student behavior, reinforcing the importance of flexibility in special education. Professional development programs that emphasize adaptability and evidence-based interventions are vital in equipping teachers with the skills necessary to refine their instructional methods and enhance student success.

Teaching Effectiveness

The results reveal that while Special Education (SnEd) teachers demonstrate a commendable level of receptiveness to new teaching methodologies, challenges persist in translating this openness into effective classroom practice. A High mean score indicates a generally positive attitude, but as Ramirez (2023) notes, actual implementation is often hindered by resource limitations and lack of institutional support. Educators face resistance to change and uncertainty when adapting to unfamiliar strategies. To overcome these barriers, schools must provide ongoing mentorship, practical training, and professional learning communities that support collaborative reflection and real-world application of inclusive practices tailored to the unique needs of students with disabilities.

Furthermore, the Very High overall mean score of 4.24 in teaching effectiveness confirms that SnEd teachers are delivering impactful, adaptive instruction that promotes student success, echoing findings by Billingsley and Bettini (2017) and Yuwono and Okech (2021). These results validate the importance of high-quality, contextually relevant professional development. However, scholars such as Sharpe (2013) and Desimone (2009) caution that training outcomes depend heavily on implementation quality and contextual fit. As Yoon et al. (2007) argue, aligning professional development with real classroom challenges is crucial. In conclusion, sustained support structures—such as mentorship, interdisciplinary collaboration, and access to updated educational research—are vital to maintaining high receptiveness and effectiveness in inclusive education, ultimately empowering both teachers and learners.

Table 2. Correlation Analysis between Teachers' Training, Teaching Receptiveness and Teaching Effectiveness

		Teachers' Training	Teaching Receptiveness	Teaching Effectiveness
Teachers' Training	Correlation	1	0.13	-0.39
	p		.453	.018
Teaching Receptiveness	Correlation	0.13	1	-0.35
	p	.453		.035
Teaching Effectiveness	Correlation	-0.39	-0.35	1
	p	.018	.035	

The correlation analysis revealed nuanced relationships among teachers' training, teaching receptiveness, and teaching effectiveness in special education. A very weak positive correlation between training and receptiveness ($r = 0.13$, $p = 0.453$) suggests that additional training alone does not significantly improve openness to new methodologies, aligning with Johnson and Jones (2021), who emphasized the importance of training relevance and context. More notably, a moderate negative correlation was found between training and effectiveness ($r = -0.39$, $p = 0.018$), indicating that initial exposure to new pedagogical strategies may temporarily reduce instructional effectiveness. This supports findings by Masongsong et al. (2023) and Ramirez

(2021), who argue that the learning curve during implementation can disrupt established practices without adequate support.

Similarly, a moderate negative correlation between receptiveness and effectiveness ($r = -0.35$, $p = 0.035$) suggests that although openness to innovation is critical, it may initially compromise teaching performance if new strategies are not well-aligned with classroom realities (Morris-Mathews et al., 2020). The findings highlight the broader challenges in special education, including teacher burnout and institutional constraints (Mandabon, 2023), reinforcing the need for practical, context-sensitive training paired with sustained mentorship and systemic support. Ultimately, professional development must go beyond content delivery to foster adaptability, provide experiential learning, and ensure teacher well-being to sustain instructional quality in inclusive education settings.

Table 3. Regression Analysis between Teachers' Training, Teaching Receptiveness and Teaching Effectiveness

Model	Unstandardized Coefficients	Standardized Coefficients					
	B	Beta	Standard error	t	p	95% confidence interval for B	
						lower bound	upper bound
(Constant)	0		0	-0.07	.942	0	0
Teachers' Training	0	0	0	0.02	.983	0	0
Teaching Effectiveness	1	1	0	2095.995780	<.001	1	1

The regression analysis revealed that teachers' training does not have a statistically significant impact on teaching effectiveness ($p = 0.983$), indicating that increased training alone does not necessarily lead to measurable improvements in instructional performance. This finding echoes prior research by Harris and Sass (2007) and Jacob and Lefgren (2004), who argue that professional development's effect on teaching effectiveness and student achievement is often inconsistent and depends heavily on the quality, relevance, and design of the training. However, contrasting studies emphasize the benefits of targeted, well-structured professional development: Masongsong et al. (2023) highlight how sustained, context-specific training improves adaptive instructional strategies in special education, while Parsons et al. (2016) find that specialized training enhances educators' efficacy in classroom management and instructional methods. These mixed findings underscore the necessity for tailored professional development initiatives that integrate practical application, mentorship, and interdisciplinary collaboration to maximize their impact in special education settings.

The correlation analysis further revealed a moderate negative relationship between teaching receptiveness and teaching effectiveness ($r = -0.35$, $p = 0.035$), suggesting that although openness to new teaching methods is important, the initial phase of adopting innovative approaches may temporarily hinder instructional effectiveness. This aligns with Morris-Mathews et al. (2020), who emphasize that special education teaching requires complex skills such as differentiated instruction and individualized learning plans, which may be disrupted during transitions to new methodologies not well aligned with student needs. Additionally, the study highlights the challenges posed by teacher stress and burnout, prevalent in special education contexts, which can undermine even well-trained educators' effectiveness (Mandabon, 2023). To mitigate these challenges, professional development programs must include mentorship, peer collaboration, and hands-on training, alongside institutional support systems that address workload and emotional demands. Future research should focus on identifying which training components and support structures most effectively sustain teaching quality and responsiveness in special education. Ultimately, the findings stress the importance of specialized, context-aware professional development and robust institutional support to help special education teachers navigate the complexities of their roles while maintaining high instructional effectiveness.

Conclusion

Special Education (SnEd) teachers exhibit very high levels of training and teaching effectiveness, reflecting their strong preparedness to support learners with special needs, consistent with research highlighting the positive impact of well-structured professional development (Masongsong et al., 2023). Although teaching receptiveness is also high, it lags slightly behind, indicating room to improve how educators integrate innovative strategies in practice, as Phillips (2025) suggests through fostering continuous learning and collaboration. Notably, moderate negative correlations between training and effectiveness ($r = -0.39$) and between receptiveness and effectiveness ($r = -0.35$) reveal the complexities of adapting to new instructional methods, with Morris-Mathews et al. (2020) explaining that initial challenges can temporarily reduce teaching performance before long-term gains occur. Furthermore, regression analysis shows training alone does not significantly predict effectiveness, emphasizing that the quality and relevance of professional development are crucial (Mandabon, 2023). Therefore, institutions should prioritize context-specific, hands-on training coupled with mentorship and interdisciplinary collaboration to ensure that SnEd teachers can successfully translate their training into sustained, effective classroom practices.

Recommendation

To address the observed negative correlations, it is essential to ensure that training programs are highly relevant and specifically designed to meet the needs of Special Education (SnEd) teachers working with learners with disabilities. Training should prioritize practical, evidence-based strategies that educators can seamlessly integrate into their classrooms. Research by Mandabon (2023) highlights that professional development programs tailored to real-world teaching challenges significantly enhance instructional effectiveness. Implementing structured support systems such as mentorship, coaching, and continuous professional development opportunities can help teachers navigate the complexities of adopting new methodologies while minimizing the initial decline in effectiveness during the transition period. Additionally, fostering interdisciplinary collaboration between educators and specialists can provide valuable insights into adaptive teaching techniques, ensuring that training remains impactful and aligned with student needs.

Regular assessment of training programs is crucial to maintaining their relevance and effectiveness. Iterative cycles of implementation, feedback, and refinement allow educators to voice their experiences and contribute to the continuous improvement of professional development initiatives. Phillips (2025) emphasizes that teacher feedback plays a pivotal role in shaping training programs that address practical classroom

challenges. Furthermore, addressing teacher stress and burnout is vital, particularly in special education settings where educators often face heightened emotional and cognitive demands. Providing resources such as stress management workshops, workload adjustments, and access to professional counseling services can help sustain teacher well-being and effectiveness. Encouraging a culture of collaboration among SnEd teachers, where they can exchange best practices, discuss challenges, and develop solutions collectively, fosters professional growth and enhances receptiveness to new teaching strategies. Future research should explore the specific components of training programs that yield the most significant improvements in teaching effectiveness within special education contexts. By implementing these recommendations, schools and training providers can better support SnEd teachers in their professional development, ultimately leading to improved educational outcomes for learners with special needs.

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