

Job Performance and Challenges of SPED Teachers: An Explanatory Study

Dr. Jasmine Pimentel Sibayan

Master Teacher I, University of the Cordilleras

ABSTRACT

Challenges on job performance of teachers may arise from situating education at a different setting more so in special education where teachers' elaborate guidance and specialized skills are matched to the specific needs of the learners. Hence, this study aimed to determine the job performance level and challenges encountered by SPED teachers in the new normal. With this, a mixed method explanatory design was employed, Individual Performance Commitment and Review Form (IPCRF) was used to determine the job performance level and a focus group discussion through a saturation method on the challenges encountered was conducted. The results revealed that the overall level of job performance of SPED teachers in the new normal is Outstanding (78.21%) while the others garnered a Very Satisfactory (28.79%). Challenges such as difficulty in gathering SPED teacher-assessment related Modes of Verification (MOVs) and lack of relevant training and seminars were highlighted. With this, emphasis on the strengthened working open communication, collaboration, sharing of best practices between and among the internal and external stakeholders and implementation of timely new normal management strategies should be considered by the school heads in order to develop, improve, and maintain the maximum job performance level of the SPED teachers in the new normal.

Keywords: job performance, job performance challenges, special education, SPED teachers, new normal

INTRODUCTION

Situating education at a different setting poses a challenge on the job performance of teachers more so in special education where SPED teachers elaborate guidance and specialized skills are matched to the specific needs of learners with special needs. Hence, this study aimed to determine the level of job performance and challenges encountered by SPED teachers in the new normal. For school managers, the study results may inform strategies to enhance SPED teacher performance in the evolving educational landscape. For educators, it highlights the necessity of adjusting teaching practices to maintain effective instruction. For learners with special needs, improved teacher performance is directly linked to better learning outcomes. Lastly, the findings may serve as a foundation for future researches on SPED teacher performance in dynamic and evolving educational contexts.

As Murez (2022) emphasized, COVID-19 challenges hit special education teachers especially hard. High turnover rates among SPED teachers have emerged as a major concern, causing a ripple effect on student outcomes and institutional performance. Toropova (2019) also highlighted the global issue of increasing teacher attrition, which has led to shortages of qualified educators. Despite these challenges, job performance remains universally recognized as a critical factor in student learning and academic achievement (Hameed, Ahmed-Baig, & Cacheiro-González, 2018).

In response, various institutions have taken steps to address SPED teachers' performance concerns in the new normal. In the Philippines, the Department of Education (DepEd) has acknowledged the struggles in teacher performance through performance appraisal systems. According to Helpline PH (2022), in the viral SMNI News Channel Presidential Debate, Carlos pointed out that investing in teachers is the critical variable for effective learning. Romero and Bantigue (2017) further argued that the shifts brought by educational reforms and crises like the pandemic have challenged both school leaders and teachers to uphold quality job performance under pressure.

Despite these obstacles, DepEd Region III reaffirmed its commitment during the pandemic by ensuring continuous learning for children with special needs and by conducting training programs for SPED teachers (DepEd Region III, 2022). In SPED schools within the Division of La Union and the City of San Fernando, teachers still face persistent difficulties that affect their job performance. Educational leaders reiterate that effective teacher performance is foundational to quality education (Department of Education, 2022). This was emphasized during the 2022 RPMS Orientation, where the Schools Division Superintendent stressed the importance of investing in teacher development to enhance performance outcomes. Although support programs such as training and wellness initiatives have been implemented, SPED teachers continue to grapple with post-pandemic shifts (Personal communication, December 12, 2021).

As Sugang (2019) noted, "the work is not easy, but the rewards for doing a good job... are beyond measure", says Teacher Remedios Bruno, reinforcing the need to sustain teacher performance amid adversity. Hence, there is a pressing need to assess SPED teachers' job performance levels and understand the challenges they face to identify factors that influence their effectiveness.

In the context of this study, job performance refers to the effectiveness and efficiency by which SPED teachers fulfill their duties and responsibilities, as measured by the Results-Based Performance Management System (RPMS) aligned with the Philippine Professional Standards for Teachers (PPST). Performance is assessed using RPMS tools based on Key Result Areas (KRAs), with ratings ranging from Poor to Outstanding, depending on the quality, consistency, and impact of the teacher's work.

METHODOLOGIES

This study aimed to determine the level of job performance of SPED teachers in the new normal. Mixed method explanatory study was used to systematically analyze and measure the level of job performance and challenges of SPED teachers in the new normal.

Job performance survey was elicited from the individual performance commitment and review profile (IPCRF) of SPED Teachers in the new Normal. On the other hand, the interview guide for the challenges was made by the researcher and it was content validated by experts.

Universal sampling was employed. With this, a total of (66) SPED teachers from 11 SPED schools were identified, specifically, (33) or 50% from La Union Schools Division Office (Division A) and (33) or 50% from the Schools Division Office - City of San Fernando (Division B).

The 11 SPED schools identified from the Schools Division Office - City of San Fernando and La Union Schools Division Office were the public schools that provide special education program in the new normal both in elementary and secondary levels.

Before the data gathering collection, the researcher sought approval to administer the questionnaire, letters of permission to conduct the study and invitation to participate, and participant consent forms were given

to the schools' division superintendents, school heads, and teachers of the target institutions. These letters and forms contain details about the study that need to be known to the participants.

During the data gathering collection, there was a consent form distributed informing the participants that the study does not have known risks, costs, nor monetary compensation, and is voluntary. They were also informed that they were given anonymity and should the data published or disseminated; their individual information will not be disclosed. Furthermore, they were informed that the data gathered from the participants will solely be used for the purpose of the study.

After the data gathering collection, numerical data collected from the rating scale and questionnaire were both statistically treated, analysed, and interpreted. The researcher also organized an individual and group interview with the participants of the study to further validate the results of the study and research on the challenges they encountered with their job performance.

To answer the job performance level the IPCRF was treated using frequency count, percentage, and weighted mean. The rating of the respondents ranges from poor (1) to outstanding (5).

Weighted mean was used to identify the level of job performance of SPED teachers in the new normal.

On the other hand, the qualitative data gathered from the individual and group interview using inclusion criteria from the correspondence regarding the challenges encountered by SPED in the new normal in their performance were analysed thematically using thematic analysis and triangulation of available data. Cool-warm analysis was used wherein during the cool analysis, the significant statements were taken verbatim from transcripts and through warm analysis, the significant statements further analysed into codes and clustered into categories and finally themes.

Before the data gathering collection, the study proposal was evaluated and approved by the Research Ethics Committee of the University of the Cordilleras (UC) as ethically accepted. The interview guide used for the challenges encountered were validated by the research panel members of UC. After the data gathering collection, the process of triangulation was also utilized to further analyze and verify the findings of the study. The researcher organized individual and group interview with the participants of the study using inclusion criteria.

RESULTS AND DISCUSSION

This section presents analysis, interpretation, and discussion of the data collected on the level of job performance of SPED teachers in the new normal and the challenges they encountered.

The job performance level pertains to how SPED teachers perform their individual duties in the overall teaching and learning process in the new normal based on the IPCRF profile for S.Y. 2020-2021.

Table 1 presents the level of job performance of SPED teachers in the new normal.

Table 1

Level of Job Performance of SPED Teachers in the New Normal

Descriptive equivalent	Frequency	Percentage
Outstanding	47	71.21%
Very Satisfactory	19	28.79%
Satisfactory	0	0%
Fair	0	0%
Poor	0	0%
Total	66	100%
Mean = 4.71 (Outstanding)		

Generally, Table 1 reveals that, overall, the mean score of SPED teachers in the new normal was outstanding (4.71).

The result clearly shows that 71.21% of the SPED teachers in the new normal were classified as outstanding. Also, the outstanding level of job performance had the highest average among the other levels of job performance based on the IPCRF profile for S.Y. 2020-2021. Meanwhile only 28.79% earned a very satisfactory rating.

The result suggests that SPED teachers in the new normal performed exemplary not because they aimed being labeled as an outstanding teacher but because they wanted to fulfill the different objectives through the required modes of verification or MOVs because it is part of their role. This hints that the SPED teachers in the new normal went above and beyond what is required of them because it is their way to fulfill their assigned roles. This implies that SPED teachers in the new normal clearly know their roles and responsibilities.

One of the LSEs tagged as a fast learner mentioned that she felt prioritized by her SPED teachers during the new normal because of the efforts in teaching despite the struggles in the process. She further elucidated that SPED teachers in the new normal took their time to ensure education among their learners took place (personal communication, August 4, 2022).

A SPED teacher from Division A who received the highest possible numerical rating (5.00) shared how she was able to gain an outstanding rating despite the challenges:

“Based on the appreciation of the MOVs, the evaluators observed that despite the limitations brought by the pandemic, I was able to still provide good learning experiences to my learners that is developmentally appropriate and responsive to their individual needs and strengths.

I was still able to provide individualized learning through different teacher-made resources and learning activities. My lesson plans were also well-thought out and well-aligned to the competencies I targeted in their IEPs. The learning activities were not limited to modules or activity sheets only.

I was given an outstanding score in all areas (...) Three areas focused on teaching and learning process I attached sample IEPs and lesson plans that integrated different learning opportunities such as video lessons, teacher-developed SLMs or activity sheets and task boxes or folders,” (informal communication August 5, 2022).

A Master Teacher the same Division who garnered an outstanding rating for S.Y. 2020-2021 eventually got a perfect numerical rating of 5.00 for S.Y. 2021-2022. She mentioned that to achieve the rating of “O” she was mandated by the mantra of Division A and elaborated that:

“Excellence I will profess; Care I will cultivate;

Kindness I will prevail;

Love I will share;

Humility I will live.

And also, my guide to be in my highest level is to know and follow the PPST standard or so called the Philippine Professional Standards for Teachers,” (informal communication August 5, 2022).

Meanwhile, Division B’s SPED teacher mentioned that he attained an outstanding rating through reading, monitoring, and checking all of the objectives needed in the IPCRF. He also mentioned that among the five Key Result Areas (KRA) of the IPCRF he performed best in KRA 1 which is Content Knowledge and Pedagogy (informal communication August 4, 2022). Mode of verification such as classroom observation is needed for KRA 1. It was also mentioned that COT was done at the most convenient time of the SPED teachers hence, a high level of preparedness among them.

In addition, a SPED master teacher shared that he was able to get an outstanding level of job performance by going beyond the standards of the duties and responsibilities of a SPED teacher and he continued that:

“As an adviser, I see to it that my students improve as a group, nobody is left behind and I am making sure that their needs are met. Communication and listening are another point for me to establish. Good relationship among parents, stakeholders, and even teachers to work hand in hand for the benefit of our students.

Love for new learning, as an educator the love to improve and level up oneself is a must. I see to it that new learning opportunities that are available are being grabbed and utilized.

Patience is also my key, in everything I do, I do it with patience because I am always being positive that every little thing that I do is a blessing,” (informal communication, August 4, 2022).

A SPED teacher who became a school head for S.Y. 2021-2022 shared that:

“Getting an Outstanding level is not really an intentional goal but it more of a natural reaction to everyday teaching tasks and a good match with my personal teaching philosophy. It starts with planning in the beginning of the school year then continuously doing what is expected of me as a teacher.

As far as I know, my ratings in all of the areas appeared so good. When you put your heart into your everyday work, you get to realize of the need to be a better teacher not only personally but also professionally, psychologically, socially and morally,” informal communication, August 4, 2022).

A guardian of an LSEN who is also a retired professor mentioned that:

“We really had a problem because her mom was working somewhere else visiting her child only once a week so practically, she had to learn on her own, for online and modular. With the help of the teachers specially her adviser when she had a hard time in Math and had COVID in 2020 and even then, we felt grateful because SPED was so concerned with her. All the understanding and patience of the late submission of paper and school works, we are grateful she was monitored by all of her teachers. They gave their time and effort. She felt blessed even when she did not have time with her mom. With the teachers’ instruction and follow-ups, she was able to cope until the very end. She was lagging and so I asked her to come home and finish her Mathematics lesson.

So, she was so happy even when she did not make it to the honors list because she graduated on her own effort. If you would go to another school, she said that she would rather be at SPED because she feels at home in SPED, she was understood. My granddaughter wrote in an article “Kj Pinzon is an example that even when she got her challenges and being different, she pushed herself forward. She even graduated in SPED and she is working like others. Seeing someone like her achieve something bring light to my heart, that anything is possible and differences do not matter we are all one in this learning and developing education at SPED there is a special care for the unloved,” (personal communication, August 4, 2022).

The result concludes that the majority of SPED teachers in the new normal were able to represent an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative. This suggests that SPED teachers in the new normal at this performance level have demonstrated exceptional job mastery in all areas of responsibility. This hints that with an outstanding job performance of SPED teachers the learners with special needs benefit in terms of their success in school. The result also implies that SPED teachers performed tasks that were not required but were needed to address the different challenges they encountered according to the needed MOVs as well because of the belief that learning is a must even during the lockdown.

Further, the result suggests that school heads were able to manage work attitudes. This result hints that school heads provide a stress-free environment to their SPED teachers because they were able to maintain outstanding level of job performance. Meanwhile, this infers that Division A and B continue to train and support its SPED teachers to have a 100% outstanding level of job performance.

This corroborates the result of the recently conducted School Based Management in Division B for its lone SPED school garnering a Level III rank, which is the highest for schools. This also backs the result of the recently concluded Most Outstanding SPED teachers in some of the SPED schools qualifying for the division level as mentioned by its faculty president (informal interview July 1, 2022).

This also supports Hameed et al. (2018) stating that teachers' job performance is universally recognized as a key role in students' learning and academic achievement. This backs the fact that a successful education system is affected by well-rounded education. This can be provided by an effective administration with the purpose to enhance employee's job performance by supporting teachers in shaping a brighter future for the nation may it be in regular or special education setting (Paget, 2019).

The result supports the Theory of Work Adjustment stating that the level of job performance depends on the assurance provided in their work, hence a great job attitude equals high level of job performance. The finding corroborates the theory of work adjustment by Hackman (1975) and Oldham (1980) highlighting that the positive or negative result on job satisfaction depends on the work made by teachers based on their capabilities.

This backs the importance of inclusion of SPED teachers in the new Results-based Performance Management System (RPMS) Guideline Orientation for SY. 2022-2023 based on the Division Memorandum No. 172 S. 2022. The result agrees with Sadia (2020) stating that for kids in special education, lockdown learning a must. Moreover, the findings collaborate with Role Theory where it suggested that ambiguity and role conflict deplete job performance, whereas, SPED teachers know their roles as clear as day hence, a high level of job performance whatever their level of job satisfaction is. This backs Maslow's theory that if one's need is fulfilled in job satisfaction it has a different feeling of fulfillment on job performance.

It is synthesized that the contributions of all stakeholders are pivotal to the overall outstanding job performance level of SPED teachers in the new normal.

It is important for every institution to give acknowledgement to the performance of its SPED teachers relevant to the learning of LSENs. Determining challenges encountered by SPED teachers in the new normal along with job performance promote holistic success in SPED teachers.

Table 2 presents the challenges encountered in the job performance of SPED teachers in the new normal.

Table 2
Challenges Encountered in the Job Performance

Theme	F	Sample Responses
Difficulty in Gathering SPED Teacher-Assessment Related MOVs	6	As a SPED teacher in the new normal ma'am, the challenge that I experienced in my job performance in the new normal was the gathering of MOVs. -KR3
Lack of Relevant Trainings and Seminars	5	Medyo okay naman 'di pa naman ako failed. VS pa naman ako. I maintain or higitan and sana more seminars pa for the plus factor. May group chat why not na yung iba naman ang may chance, tulungan. -KR5
Connectivity and Technological Limitations	2	Yung mga bala nasabi na din kanina, mag-conduct ka ng Google meet yung iba naman walang gadget. Problema din ang load, andami 'ding problema. -KR7

Difficulty in gathering SPED teacher-assessment related MOVs

6 out of 9 key respondents experienced difficulty in gathering SPED teacher-assessment related MOVs. This refers to the challenges experienced by the SPED teachers in gathering modes of verifications for the new indicators and MOVs in the IPCRF which further change from time to time. This suggests that the

SPED teachers' job performance was challenged because of the changes in the teaching and learning process during the new normal however they still performed outstandingly since they were immersed with their roles as SPED teachers.

This implies that SPED teachers had to deal with a new indicator in the IPCRF. This suggests that the SPED teachers viewed the fast phased change in the indicators as another challenge in performing as an outstanding SPED teacher. The result hints the importance of kamustahans among SPED teachers for them to be assisted.

KR1 mentioned that there were new indicators that needed new Mode of Verifications (MOVs) which were hardly attained without the face-to-face classes but she still managed to gather with extra effort. The same sentiment was elucidated by KR5 saying that adjusting and complying with the new requirements in the IPCRF was indeed challenging.

KR3 and KR8 said that gathering the additional MOVs was also a challenge in their schools. KR4 and KR8 elaborated that meeting the new objectives added pressure among the SPED teachers to maintain or improve their rating in the IPCRF rating. The indicators just keep on changing and as outstanding teachers it was their role to adapt (KR9).

The result affirms the majority of SPED teachers being outstanding as seen on Table 1 because despite the challenges they performed beyond the expectations of their schools. This corroborates Role Theory that when a SPED teacher knows how one must act job performance will be outstanding. The result backs the importance of the presence of DepEd's SPED kamustahan (DepEd Region IV-A).

Lack of relevant trainings and seminars

5 out of 9 key respondents said that they experienced lack of relevant trainings and seminars as seen on Table 2. This refers to the challenges experienced by the SPED teachers in the facilitation of learning due to the limited training and seminars during the new normal. As seen on Table 2 SPED teachers were also challenged in implementing SPED pedagogies during the new normal. This suggests that the SPED teachers' job performance was challenged because the new normal required new learning modalities such as the modular, printed, and non-printed and classes were done synchronously or asynchronously, and SPED teachers were not familiar with it.

The result implies that due to the demands of the new normal learning modalities, SPED teachers had to deal with a new teaching environment. This suggests that the SPED teachers viewed relevant trainings and seminars as a way to cope with the new normal changes along their teaching performance. This hints that lack of relevant trainings and seminars led the SPED teachers to research and learn as they experience the job in the new normal. This hints that they cannot give what they do not have.

KR2 mentioned that she lacks relevant training and seminars. She further elaborated that she hopes for this dissertation to address the concern on seminars. KR3, KR5, KR7 and KR8 said that in their division there were seminars however they were limited to few SPED teachers due to the restriction but shared that webinars were available. One of the key respondents related that rotation of trainings and seminars among SPED teachers. KR8 specifically mentioned that she is a lone teacher in her school that is why she needed more trainings. This shows that SPED teachers are very enthusiastic to self-appraising to level the needs of the new normal.

The result is related to the Job Performance level as seen on Table 1 revealing that SPED teachers performed outstandingly even though Division A had lesser seminars compared to Division B who had overflowing trainings and seminars. This corroborates Disposition Theory stating that SPED teachers will

perform highly or lowly depending on their personal desire and not because of the factors. This affirms Maslow's hierarchy of needs, showing that when one's need is not attained, he or she may feel frustrated that is why even though they performed highly the saw lack of training as a challenge.

Connectivity and technological limitations

Connectivity and technological limitations were experienced by 2 out of 9 key respondents as seen on Table 2. This pertains to challenges brought by limitations faced when using tech, the lack of internet connectivity and gadgets which were supposed to act as aid in the teaching performance of the SPED teachers in the new normal. This infers that SPED teachers' job performance were challenged and led them to think of ways on how to deliver learning smoothly. This challenge relates to the SPED teachers' job performance as seen on Table 2.

According to KR3 and KR8 both from Division A reiterated that even though SPED teachers in the new normal provided video lessons and other digital materials some LSENs were not able to access because they did not have gadgets and internet connectivity.

The result corroborates outstanding level of job performance as seen on Table 1 of majority of SPED teachers both from Division A and B because even though they were able to give the needed video lessons SPED teachers sought the effectiveness and was concerned whether the video lesson was delivered to the LSENs online.

Adjustment to the changing administrative policies and guidelines

Challenge in the adjustment to the changing administrative policies and guidelines was acknowledged by 1 out of 9 key respondents. This points to the challenges experienced by the SPED teacher with the additional tasks, functions, and requirements related to her job performance.

This suggests that SPED teacher's job performance was challenged because the changes brought by the new normal tested their coping mechanisms and adjustment skills to the new normal requirements, administrative policies, and guidelines.

Modes of verification for the new objectives needed in the IPCRF were enumerated as part of the SPED teachers' challenge in her job performance. The first challenge which is SPED teacher-assessment related the SPED teachers showed that gathering MOVs was specifically hard because of the limitations of the new normal. KR1 mentioned that she had a difficulty with the many paper works, tasks, webinars, and the new indicators. She was overwhelmed but still managed to cope by adjusting and exerting effort. She furthered that SPED teacher was unfamiliar with the new normal requirements which paved way to added work for the young teachers in assisting the veteran SPED teachers. COVID-19 challenges hit SPED teachers especially hard (Murez, 2022).

It is synthesized that even though SPED teachers in the new normal faced many changes and challenges in the job performance they coped for the LSENs meaningful learning.

It is evident that the focus of the SPED teachers in the new normal with regard to their job performance is on the holistic approach and involvement of the different internal and external stakeholders in providing quality education even during the new normal. The SPED schools' relayed challenges on their job performance are useful to the teachers, administrators, parents, and learners.

Realizing these challenges were suitable to the improvement of the needs of the SPED teachers' job performance in the new normal. It also includes the need to continue *kamustahans* and forums for the benefit of the teachers, parents, and learners as well as the need of a faculty development seminar-toolkit. The respondents recognized that there were existing challenges in the new normal. With the dynamic time, these challenges may go against the job performance of SPED teachers in the new normal. Based on the

interviews, the SPED teachers respect and obey the new normal changes mandated in the teaching and learning process by the Department of Education. Hence, being satisfied in their job despite the challenges met. The challenges were also tackled during faculty meetings in order to address the needs of everyone involved.

Brookes (2022) presented that the Special Educator's Toolkit Seminar is beneficial to Special education teachers, paraprofessionals, administrators, speech-language therapists, occupational therapists, early interventionists, psychologists. This research's creation of faculty development seminar toolkit is one of the ways to accommodate the needs of the SPED teachers in the new normal in terms of maintaining or upraising their job performance.

It is synthesized that these challenges encountered by the SPED teachers in the new normal in terms of their job performance were caused by the essential abrupt changes during the new normal and are relevant to be considered for the SPED teachers' professional development and LSEN's gain and growth.

CONCLUSIONS

This portion of the study presents the conclusion drawn by the researcher. The examination of the level of job performance and challenges encountered indicates that SPED teachers in the new normal can share ways to achieve their level of performance to other teachers. In light of the findings of the study, the following conclusions are drawn: The active contributions of all stakeholders play a pivotal role in the outstanding performance of SPED teachers in the new normal. However, the challenges faced by SPED teachers and other school stakeholders largely stem from abrupt yet essential changes brought about during this period.

RECOMMENDATIONS

After a careful review of the conclusion, the following are recommended. SPED teachers in the new normal are encouraged to sustain their current level of job performance, serve as role models, and promote awareness through partnerships with other key individuals within the institution. Establishing strong, open communication and fostering collaboration along with sharing best practices among internal and external stakeholders can help address existing challenges.

Furthermore, future research is encouraged to explore other variables beyond the new normal that may contribute to the challenges affecting job performance. Ultimately, understanding the overall level of performance and the challenges faced by SPED teachers in the new normal is essential in 21st-century learning, as it reflects the adaptability of our special education system in a constantly changing environment.

REFERENCES

1. Brookes. (2022). The special educator's toolkit seminar. Paul H. Brookes Publishing Co., Inc. <https://brookespublishing.com/seminar/special-educators-toolkit-seminar/>
- DepEd Region III. (2022). Amid the COVID-19 pandemic: DepEd Region III assures learning for children with special needs continues; trains SPED teachers in Central Luzon. Department of Education Regional Office III. <https://region3.deped.gov.ph/amid-the-covid19-pandemic-deped-region-iii-assureslearning-for-children-with-special-needscontinues-trains-sped-teachers-in-centralluzon/>

2. DepEd Region IV-A. SPED kamustahan. Department of Education Schools Division Office of Cavite Province. <http://depedcavite.com.ph/wp-content/uploads/2021/04/042721-002-NOM-No.-071-S.-2021-SPED-KAMUSTAHAN.pdf>
3. Hameed, F., Ahmed-Baig, I., & Cacheiro González, M. L. (2018). Job satisfaction of teachers from public and private sector universities in Lahore, Pakistan: A comparative study. *Economics and Sociology*, 11(4), 230245. <https://doi.org/10.14254/2071789X.2018/11-4/15>
4. Helpline PH. (n.d.). How will the government invest on the teachers? Helpline PH. <https://helplineph.com/opinion/invest-on-theteachers/>
5. Murez, J. (2022). COVID-19 challenges hit special ed teachers especially hard. University of Oregon. <https://around.uoregon.edu/content/covid-19challenges-hit-special-ed-teachers-especiallyhard>
6. Paget, V. (2019). 3 reasons why school administration is important for student education. ORAH. <https://www.orah.com/blog/3-reasons-why-school-administration-is-important-for-student-education>
- Romero, G., & Bantigue, N. (2017). Job satisfaction level of K to 12 teachers utilizing multiple statistical tools. *Asia Pacific Journal of Contemporary Education and Communication Technology*, 3(1), 1–11. https://apiar.org.au/wpcontent/uploads/2017/02/1_APJCECT_Feb_B_RR719_EDU-1-11.pdf
- Sadia, W. (2020). For kids in special education, lockdown learning a must. Philippine Center for Investigative Journalism. <https://pcij.org/article/4328/for-kids-in-special-education-lockdown-learning-a-must>
7. Sucgang, K. (2019). A second home: SPED teacher beats odds to push for inclusivity. Rappler. <https://www.rappler.com/moveph/231549second-home-sped-teacher-beats-odds-pushinclusivity/>
8. Toropova, A. (2019). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71–97. <https://doi.org/10.1080/00131911.2019.1705247>