

TEACHERS' ATTITUDE, PEDAGOGICAL SKILLS, AND TEACHING PERFORMANCE OF THE SPECIAL NEEDS EDUCATION PROGRAM (SNEd) IN SANTA ROSA CITY

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ABSTRACT

This study explored the attitudes, pedagogical skills, and teaching performance of teachers in the Special Needs Education (SNEd) program in the Schools Division Office of Santa Rosa City. Grounded in the Theory of Planned Behavior, Self-Efficacy Theory, and Universal Design for Learning (UDL), the research examined how teachers' beliefs, instructional competence, and openness to inclusion impact their effectiveness. Using a descriptive-correlational design, the study gathered data from SNEd teachers to assess their levels of empathy, patience, self-efficacy, openness to inclusion, and commitment to professional growth. It also evaluated their pedagogical skills in differentiated instruction, classroom management, assessment strategies, adaptability, and use of assistive technology. Findings revealed that teachers had highly favorable attitudes toward inclusive education and showed strong pedagogical competence and performance in inclusive classrooms. Positive attitudes were significantly linked to better pedagogical practices and higher teaching performance. Teachers committed to ongoing professional development and inclusion were more likely to apply effective inclusive strategies. Furthermore, pedagogical skills significantly influenced teaching performance, particularly in instructional delivery, student engagement, and collaboration. Key elements such as openness to inclusion and the integration of assistive technology emerged as strong predictors of effective teaching. Based on the results, the study proposed an action plan to boost teacher confidence, encourage the use of assistive technologies, and strengthen inclusive education practices through continuous professional development.

Keywords: Inclusive education, teacher attitude, pedagogical skills, teaching performance, special needs education, professional development, self-efficacy