



Disciplinary Techniques and Attitudes Towards Children with Special Needs in Talisay District, Division of Batangas

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ABSTRACT

This research investigates the profile, disciplinary techniques, and attitudes of parents and Special Education (SPED) teachers towards children with special needs in Talisay, Batangas Province. The study aims to uncover prevalent disciplinary methods, gauge attitudes towards children with special needs, and discern potential relationships between these factors and respondents' demographic profiles.

The research poses seven research questions, probing into respondent demographics, disciplinary techniques, attitudes, and potential correlations between these variables. Specifically, the study examines the profile of respondents in terms of age, gender, civil status, and educational attainment. It also explores the disciplinary techniques commonly utilized by respondents, encompassing behavior management and task engagement strategies. Moreover, it delves into the attitudes of respondents towards children with special needs.

To investigate potential relationships, the study formulates three hypotheses. The first hypothesis (Ho1) questions the existence of a significant relationship between the disciplinary techniques used and respondents' demographic profiles. The second hypothesis (Ho2) explores the correlation between respondents' attitudes towards children with special needs and their demographic profiles. The third hypothesis (Ho3) scrutinizes the presence of a significant difference between disciplinary techniques used and respondents' attitudes towards children with special needs.

The findings of this research hold implications for educational practices and interventions aimed at supporting children with special needs. By understanding disciplinary techniques and attitudes, educators and policymakers can design tailored training programs to enhance support systems and foster inclusive environments conducive to the holistic development of all children.

Keywords:

Special Needs: Refers to requirements arising from physical, cognitive, or emotional challenges that may necessitate additional support or accommodations in educational settings.

Disciplinary Techniques: Methods employed by parents and educators to manage behavior and foster learning among children, including strategies for guidance, redirection, and reinforcement.

Attitudes: Individual's beliefs, feelings, and predispositions towards a particular subject or group, in this context, pertaining to children with special needs.

Profile: Collection of demographic information about respondents, encompassing age, gender, civil status, and educational attainment, providing insight into their backgrounds.

SPED Teachers: Educators specializing in Special Education, trained to address the unique needs of students with disabilities or special requirements.

Correlation: Statistical relationship between two or more variables, indicating the degree to which changes in one variable correspond to changes in another.

Inclusive Education: Educational approach aiming to accommodate the diverse learning needs of all students, including those with disabilities, fostering an environment of acceptance and support.

Training Programs: Structured initiatives designed to enhance skills, knowledge, and understanding, in this context, referring to interventions aimed at improving approaches towards supporting children with special needs.

Behavior Management: Strategies and techniques employed to regulate and modify behavior, often used in educational and parenting contexts to promote positive outcomes.

Task Engagement: Methods utilized to stimulate and involve children in learning activities, fostering participation and motivation, particularly relevant in educational settings catering to children with special needs.

1. Introduction

Special education is a concern being studied worldwide. Managing and disciplining children at home and in school is a research greatly dealt with nowadays. There are number ways and techniques that Special Ed teachers can use in order to manage children's behavior in the classroom and parents when at home. Moreover, it is difficult to choose which among these various approaches or techniques is appropriate in handling children with special needs. The lack of material makes it difficult to assess and compare various forms of technique.

In lieu of an assessment of children with special needs based on their physical, emotional, social, and cognitive abilities, measures of teachers' attitudes toward them may provide some insight into the disciplinary techniques that affect may their attitude toward them in a very positive way. The attitudes measure may then be one indicator of effective approaches for handling Special Ed.

Although research on teachers' attitudes in inclusive education has been used to teachers' training, research on attitude measure is less supported with literature if there are changes in attitude as the result of a treatment such as participation in a Special Ed education program. Parents and teachers have special role in carrying out the goals and objectives of Special Ed. It is acceptable that parents and teachers who have a positive experience in education will develop a positive attitude toward children with special needs and the pursuit to their careers, and would therefore be more interested in studying how well they have developed in handling children with special needs and their attitudes toward them. As a result, teachers should become well-versed in managing children's behavior and cultivate a positive attitude.

2. RESEARCH METHODOLOGY

This section of the study covers the research method used, respondents of the study, instrument to be utilized, validity and reliability of the questionnaires, data gathering procedures, and the statistical treatment of the gathered data.

The study made use of descriptive-survey method of research to study and determine the attitude of the respondents toward children with special needs and the commonly used disciplinary techniques in handling them inside the classroom. According to Ramage, Bean, & Johnson (2014), descriptive research method is designed to describe the characteristics or behaviors of a particular population in a systematic and accurate fashion. Descriptive method of research was chosen and will be used by the researcher because it is the appropriate method in generating data to achieve the objectives of the study.

The study will make use of the quantitative approach, as it involved gathering of survey primary data that include profile, the disciplinary techniques and attitudes of the respondents through the use of an adapted yet with modifications and researcher-made questionnaire.

The data for this study will be collected from purposively sampled respondents who are the parents and SpEd teachers of Venancio Trinidad Sr. Memorial School SpEd Center in Talisay District. It is district under Area 3 of the Division of Batangas. Since there are only six (6) SPED teachers in the center, the whole population of the teachers will be included while the parents will be selected through convenient sampling. It is noted that there are sixty (60) SPED students in the center and only those parents who willing to participate in the study will be counted in the number of the parent respondents.

Table A

Distribution of Respondents

School	No. of Teacher Respondents	No. of Parent Respondents
Venancio Trinidad Sr. Memorial School SpEd Center	6	36

Research Instruments

A survey questionnaire will be used to gather data for the study. Questions were drafted by the researcher divided into three parts. Part 1 deals with profile of the respondents in terms of age, gender, and educational attainment. Part 2 deals with the disciplinary techniques employed by the respondents. Literature is supported from the parenting disciplinary techniques was used in the study since teachers are considered second parents of children in school. Lastly, Part 3 provides items to determine the attitude of the respondents towards children with special needs. Items 1, 5, 6, 8, 10, 11 and 12 fall under the negative attitudes while items 2, 3, 4, 7, 13 and 14 are under positive attitudes.

2.1 Data Gathering Procedure

To accomplish the objectives of the study, the researcher used literatures to construct a self-made questionnaire. The proposed questionnaire made by the researcher will be checked, revised and rechecked by the thesis adviser. Three experts from the field of special education will validate the said instrument.

After the approval and validation of the questionnaire, the researcher will send a letter to the division office and the school principals asking permission for the distribution of the questionnaires to the required respondents and to gather more information on the study.

The gathered the data will be tallied, tabulated, interpreted and analyzed and support the results with the necessary related literature and studies.

2.2 Statistical Treatment of Data

Data and information gathered was complied, organized and tabulated using the following statistical treatments:

Frequency Count. This is an arrangement that shows the frequency of occurrence of values falling within the arbitrary defined intervals of variables. This was utilized in this study to find out the proportion of frequency for each of the categories in the questionnaire.

Percentage. In computing the percentage, the researcher used the formula:

$$P = \frac{f}{n} \times 100\% \text{ where: } P \text{ for percentage, } f \text{ for frequency, and } N \text{ for number of respondents.}$$

Weighted Mean. This method was employed to interpret the levels of mathematics beliefs and preferred instructional strategies of grade 8 students.

The formula is:

$$x = 1/n \sum_{i=1}^n xi$$

where: n for number of populations, and x for sample mean.

The following scale was used in interpreting the computed weighted mean in getting the preferred disciplinary techniques of the respondents.

Weight	Scale/Range	Interpretation	Code
Strongly Agree	3.55-4.00	High	H
Agree	2.55-3.54	Medium	M
Disagree	1.55-2.54	Low	L
Strongly Disagree	1.00-1.54	Very Low	VL

The following scale was used in interpreting the computed weighted mean in getting the getting the attitudes of the respondents toward children with special needs.

Weight	Scale/Range	Interpretation	Code
Highly Preferred	3.55-4.00	Mostly preferred	MP
Preferred	2.55-3.54	Preferred	P
Less Preferred	1.55-2.54	Sometimes preferred	SP
Not Preferred	1.00-1.54	Least preferred	LP

Appendix A

QUESTIONNAIRE

Dear Respondents,

I am currently conducting a study entitled "*Disciplinary Techniques in the Classroom and Attitudes toward Children with Special Needs of SPED Teachers in Talisay District, Division of Batangas*". The survey aims to investigate significant relationship between the disciplinary techniques employed by the teachers and their attitudes toward children with special needs. My objects of investigation are a group of purposively sampled SPED teachers from Talisay District.

The information you will provide will be helpful to understand and solve practical difficulties encountered in SPED centers by the teachers. I appreciate your help in completing and returning the questionnaire. Rest assured that answers will be kept confidential and anonymous.

Thank you for your cooperation.

Part I . Profile of the Respondents

Name (Optional): _____

Parent

Teacher

1. Age:

- 30 years old and below
- 31 years old and above

2. Gender:

- Male
- Female

3. Civil Status

- Single
- Married

1. Educational Attainment

- Professional course
- Skilled course

Part II. Disciplinary Techniques in Handling Children with Special Needs in the Classroom

Below are three types of disciplinary techniques that are employed as part of practice and disciplining children. Using the scale below, *place a check (/) in the appropriate column* for your response, as regards your technique in disciplining children with special needs.

Legend:

4- High preferred

3- Preferred

2- Least preferred

1- Not preferred

A. Managing children's behavior	4	3	2	1
1. Power assertion. This refers to the threat or actual use of force, physical punishment or withdrawal of privileges. Spanking and beating are examples.				
2. Love withdrawal. This technique includes withholding attention, affection or approval, or expressing disappointment or disapproval after a child misbehaves.				
3. Induction. This involves the use of reason and explanation to explain the nature of the misdeed and how it affects the rights and feelings of others.				
B. Engaging children to perform a task				
1. Power assertion. This refers to the threat or actual use of force, physical punishment or withdrawal of privileges. Spanking and beating are examples.				
2. Love withdrawal. This technique includes withholding attention, affection or approval, or expressing disappointment or disapproval after a child misbehaves.				
3. Induction. This involves the use of reason and explanation to explain the nature of the misdeed and how it affects the rights and feelings of others.				

Part III. Respondents' Attitudes toward Inclusion

Using the scale below, *place a check (/) in the appropriate column* for your response, as regards your attitudes toward children with special needs.

4- strongly agree

3- agree

2- disagree

1- strongly disagree

Attitudes toward Inclusion	4	3	2	1
1. I become anxious when I learn that a number of children with special needs will be in my classroom.				
2. Children with special needs require special attention in order to fully develop their talents.				
3. Our schools should offer special educational services for children with special needs.				
4. I believe that academic progress is possible in children with special needs				
5. Children with special needs are often bored in school.				
6. I am comfortable teaching a child that is moderately physically disabled.				
7. I don't have problems teaching students with cognitive deficits.				
8. I can adequately handle students with mild to moderate behavioral problems for a short period of time.				
9. Children with special needs learn social skills that are modeled by their companions.				
10. Self-esteem of children with special needs decreases when they see regular students.				
11. The children with special needs waste their time in regular classes.				
12. I feel fine when specific educational needs of children with special needs are too often ignored in our schools.				
13. I don't mind making special arrangements to meet the needs of students with special needs				
14. I believe that all children, despite their differences, can learn in most environment				

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