

# INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2026, Vol. 7, No. 5, 1990 – 2000

<http://dx.doi.org/10.11594/ijmaber.07.05.12>

---

## Research Article

### From Understanding to Action: Exploring Sned Teachers in Implementing a School-Based Guidance Program

Zosie Joy G. Ruedas, Felinita III R. Doronio

Assumption College of Nabunturan, Philippines

---

#### Article history:

Submission 20 February 2026

Revised 14 May 2026

Accepted 23 May 2026

#### \*Corresponding author:

E-mail:

[zosiejoy0102@gmail.com](mailto:zosiejoy0102@gmail.com)

#### ABSTRACT

As inclusive education continues to develop, there remains limited research and awareness on how schools address the guidance needs of learners with disabilities. Using a qualitative phenomenological design, this study explored the lived experiences of 10 Special Needs Education (SNED) teachers of Magugpo Pilot Imelda Elementary School – SPED Center in implementing a school-based guidance program for learners with special needs. The researcher conducted in-depth interviews with SNED teachers to understand their experiences and challenges. The findings showed that the overall experiences of Special Needs Education (SNED) teachers in implementation of guidance programs involve taking on multiple roles, which SNED teachers find challenging and very tiring. The findings also revealed that the positive aspects of implementation include seeing learners make progress, seeing learners from self-contained to mainstream, and gain confidence. On the other hand, the challenges include a lack of trainings and expertise of teachers, limited resources, and teachers not being open to student. Additionally, at times, no guidance counselor available, or teachers sometimes work alone, which presents another challenge. The findings also highlighted ways to manage or address the challenges are through collaboration with stakeholders and parents, through resourcefulness, through exchange learning and through seeking peer support. Moreover, some regular teachers were not fully open to inclusive education practices. This study highlighted the need for professional development, sufficient resources, and stronger collaboration among teachers, administrators, and guidance personnel to ensure the effective delivery of guidance services for learners with special needs.

**Keywords:** *Challenges, Coping mechanisms, Experiences, Guidance and counseling, Insights, Learners with special needs, Phenomenological design*

---

#### How to cite:

Ruedas, Z. J. G. & Doronio, F, III, R. (2026). From Understanding to Action: Exploring Sned Teachers in Implementing a School-Based Guidance Program. *International Journal of Multidisciplinary: Applied Business and Education Research*. 7(5), 1990 – 2000. doi: 10.11594/ijmaber.07.05.12

## Introduction

Each child develops at a unique pace, and learners with special educational needs and disabilities (SNED) often face extra challenges in school. While school-based guidance programs are designed to support students' academic, social, and personal development, they often focus on students who already demonstrate appropriate behavior and self-regulation, leaving learners with special needs underserved (Mitra, 2008). For example, a student with a learning disability may struggle to access counseling services that are tailored to their needs, limiting their educational opportunities.

Limited resources, lack of trainings, and unclear policies affect the guidance services provided for special learners. In Indonesia, guidance programs face challenges these lack of training, not enough funding and staff, uncoordinated policies, and lack of involvement of society, as revealed in the study of Fatima (2023). In the Philippines, although inclusive education is guided by Department of Education Order No. 72, s. 2009, the policy does not clearly specify how learners with special educational needs (LSENs) should be integrated into regular classrooms, leading to implementation difficulties (Sumayang et al., 2022). At the school level, teachers are generally supportive of inclusion but often lack collaboration with SPED specialists, and there is a shortage of trained personnel (Bencito, 2024).

At Magugppo Pilot Imelda Elementary School-SPED Center in Tagum city, 206 SPED students (5.9 % of the school population based on school record) are supported by 13 SNED teachers. Despite their key role, research on SNED teachers' experiences in delivering guidance is limited. This article reports a qualitative study exploring these teachers' lived experiences, aiming to inform more inclusive and responsive guidance programs for special learners.

## Statement of the Problem

The study elicited in-depth insights into the experiences, approaches, and perspectives of Special Needs Education (SNED) teachers in implementing the school-based guidance program. It aimed to develop a comprehensive

understanding of their instructional practices, challenges, and collaboration with guidance services.

1. What are the experiences of SNED teachers in implementing a school-based guidance program for learners with special needs?
2. What specific and effective school-based guidance program does your school implement to support SNED learners?
3. What strategies and support mechanisms that help SNED teachers to effectively implement school-based guidance programs?
4. What challenges do SNED teachers experience in implementing a school-based guidance programs for learners with special need?
5. What coping strategies do SNED teachers use to address the challenges they encounter in implementing a school-based guidance program?
6. What are the insights gained by SNED Teachers from their experiences in implementing the school-based guidance program?

## Methods

A phenomenological qualitative research design was used to explore the lived experiences of the Special Needs Education (SNED) teachers in implementation of school-based guidance program. The use of phenomenology was selected because it allows gaining a deeper understanding of how participants experience and interpret their shared situations and perspective.

This study followed the qualitative research framework outlined by Fink (2000), which follows series of steps that include designing, interviewing, transcribing, thematizing, analyzing, verifying, and reporting. The research developed the methodology and adopted phenomenology as the main approach during design phase. The researcher used in-depth interviews in data collection.

Before the data collection, the researcher secured ethical clearance from the Ethics Review Committee. The researcher submitted a letter to the School Division Superintendent (SDS) and the school principal. The selected participants were informed of the study's purpose and were given informed consent forms,

which they signed if they were willing to participate.

In data collection, semi-structured interviews with validated guided questions were used for gathering responses that focused on SNED teachers' experiences, challenges, and practices in implementing a school-based guidance program. The interviews were conducted an estimated 2 to 3 weeks, each participant was interviewed for about 30 to 40 minutes. Depending on health and safety protocols, interviews were conducted either face-to-face or online, and session was recorded with respondents' consent. Field notes were taken to record the situation details ensure accuracy of the data.

### ***Locale of the Study***

The study was conducted in Magugpo Pilot Imelda Elementary School – SPED Center located in Sobrecary Street, Tagum City Davao Del Norte Philippines. The school was chosen based on its existing Special Needs Education (SNED) programs and availability of licensed SNED teachers who handle students with special needs.

### ***Participants of the Study***

The participants consisted of at least ten (10) SNED teachers currently teaching elementary learners with special needs at Magugpo Pilot Imelda Elementary School-SPED Center in Tagum city. Purposive sampling with criterion sampling was employed to select participants who were most relevant to the study.

The inclusion criteria were: (1) at least two years of experience teaching learners with special needs; (2) current assignment at Magugpo Pilot Imelda Elementary School SPED- Center; (3) willingness to participate in the study. Teachers who did not meet these criteria were excluded. Participants were well-informed of their right to withdraw from the study at any time without any consequences.

### ***Data Analysis***

For this study, all interviews were transcribed verbatim. Thematic analysis, which adheres to Braun and Clarke's six-phase framework, was used to analyze the gathered data

(2006). Identifying significant statements and labeling codes related to SNED teachers' experiences, difficulties, strategies, support systems, and insights into implementing a school-based guidance program were the first steps in the coding process. The codes were then grouped into broader themes that revealed recurring patterns in respondents' responses.

The study themes were checked and polished to confirm clarity and accuracy and to ensure that they aligns with the research objectives. The final themes were interpreted in relation to existing literature to generate meaningful insights into SNED teachers' implementation of school-based guidance programs.

### ***Trustworthiness of the Study***

To ensure the rigor of the study, the criteria of credibility, dependability, and transferability were applied. Credibility was enhanced through data saturation, which was achieved when no new information resulted from the interviews. The research procedures were systematically documented to ensure dependability and detailed descriptions of the research context and participants were provided to promote transferability.

### ***Ethical Considerations***

Ethical principles were strictly observed throughout the study in accordance with Bhasin (2020). Participation was voluntary, and informed consent was obtained to all participants. Confidentiality and privacy were kept by using pseudonyms; collected data was stored safely with protected-password. In compliance with the Data Privacy Act of 2012, all collected information will be deleted after the completion of the study. Respondents were clearly told that they could refuse to answer any questions or withdraw from the study anytime without any problems.

### ***Results and Discussion***

This section presents an analysis of the participants' responses collected during the interviews. It highlights various emerging themes that are illustrated through their answers.

Table 1. Experiences of SNED teachers in implementing a school-based guidance program for learners with special needs. (10 Participants)

Structured Theme	Subthemes
1.1 Describing Overall Experiences in Implementing the School-based Guidance Program for Learners with Special Needs.	<ul style="list-style-type: none"> <li>• Performed Multiple Roles</li> <li>• Challenging</li> <li>• Tiring</li> <li>• Rewarding and Fulfilling</li> </ul>
1.2 Ways of Program Being Carried Out in School.	<ul style="list-style-type: none"> <li>• Scheduling</li> <li>• Collaboration</li> <li>• Activities and Programs</li> <li>• Protocol</li> <li>• Achieving Scope, Goals and Objectives</li> <li>• Guidance Matrix</li> </ul>
1.3 Positive or Challenging Experience during the Implementation.	<ul style="list-style-type: none"> <li>• Learners' Progress in Inclusive Settings</li> <li>• Transition of Learners' to Mainstream Classes</li> <li>• Development of Learners' Confidence</li> <li>• Increased School Participation Despite Struggles</li> <li>• Positive Peer Interaction in Inclusive Settings</li> <li>• Challenging on Not Cooperative Learners</li> </ul>

As shown in Table 1. **Experiences of SNED teachers in implementing a school-based guidance program for learners with special needs.** The findings revealed that participants described their overall experiences in implementing the school-based guidance program as rewarding yet challenging. Themes included performing multiple roles, rewarding and fulfilling, and very tiring. The program was implemented through scheduling, collaboration, activities and programs, protocols, goals and objectives, achieving scope, guidance matrix which is a structured tool to organized and match student needs with appropriate support or interventions. Participants also reported positive and challenging experiences, including seeing learners' progress, increased confidence, transition to mainstream classes, and positive responses from regular learners, while challenges were encountered with non-cooperative learners. Participants mentioned that despite challenges encountered, the school-based guidance program contributed positively to learners' development and inclusion. Partici-

pants' response revealed mixed themes showing both benefits and challenges in implementing the school-based guidance program.

These findings are supported by Paires and Mandal (2023), who noted that collaboration enhanced professional practice. These results align with the present study, where participants revealed that program was implemented through collaboration of SNED teachers and teachers in a mainstream class, scheduling for activities and programs with goals and objectives.

This suggests that effective collaboration, proper schedule, and clear goals and objectives have a huge impact to the successful implementation of school-based guidance program for SNED learners. However challenges continue to exist, the program support learner enhancement in their confidence, and transition of SNED learners to a mainstream class. This shows that strong collaboration between teachers and structured program implementation are important in the success of SNED learners improvement.

Table 2. Specific and effective school-based guidance program does your school implement to support SNED learners. (10 Participants)

Structured Theme	Subthemes
2.1 Activities or Services Included in the Guidance Program for SNED Learners.	<ul style="list-style-type: none"> <li>• Social Skills Training Development and Inclusive Participation</li> <li>• Individualized and Differentiated Instruction and Assessment Practices</li> <li>• Behavioral, Counseling, and Psychosocial Support Strategies</li> <li>• Inclusive Program Implementation and Awareness Promotion</li> </ul>
2.2 Ways of Teachers and Guidance Counselors Work Together to Implement School-based Guidance Program.	<ul style="list-style-type: none"> <li>• Collaborative Planning and Stakeholder Engagement in Instruction</li> <li>• Guidance, Professional, and Institutional Support Systems</li> <li>• Integrated Instructional and Behavioral Support Approaches</li> </ul>
2.3 Improvements or Positive Changes Observed in SNED Learners as a Result of the Program.	<ul style="list-style-type: none"> <li>• Behavior Modification and Positive Discipline Practices</li> <li>• Academic and Skills Development of Learners</li> <li>• Inclusive Participation, Integration, and Sense of Belonging</li> <li>• Development of Learner Confidence and Self-Esteem</li> </ul>

Table. 2. **Specific and effective school-based guidance program does your school implement to support SNED learners.** Participant presents the structured themes describing the activities, collaborative practices, and observed improvements in SNED learners as a result of the school-based guidance program. Participants reported that the program included various services such as social skills training, counseling, assessments, individualized educational planning, calming activities, and awareness programs for mainstream learners. Teachers and guidance counselors collaborated through joint planning, shared strategies, and guidance policies and regulations. Also, the SNED learners showed improvement in the form of better behavior, higher self-confidence, and involvement in

mainstream activities, improvement in reading skills and a greater sense of belongingness.

These findings align with Okonkwo et al (2017), who stated that one of the most important things that need to be practice at schools is guidance and SNED teachers' collaboration. Thus, guidance and counseling are a process of helping learners within and outside the school, to achieve their full potential in personal, social, academic and vocational aspects (Rahman &Yunus, 2020).

The findings imply that collaborative planning and organized systematic support services improve to the academic, social development and behavioral of SNED learners. The merging of counseling services, teacher collaboration, and differentiated activities helps improve learners' confidence.

Table 3. Strategies and support mechanisms that help SNED teachers to effectively implement school-based guidance programs. (10 Participants)

Structured Theme	Subthemes
3.1 Strategies or Approaches Used to Implement the Program Effectively.	<ul style="list-style-type: none"> <li>• Differentiated and Individualized Instruction</li> <li>• Positive Reinforcement and Behavioral Management</li> <li>• Functional and Life Skills Integration</li> <li>• Parent-Teacher Collaboration</li> </ul>
3.2 Support Mechanisms Provided from Administration, Guidance Counselor and Parents.	<ul style="list-style-type: none"> <li>• Institutional, External, and Professional Support Systems</li> <li>• Stakeholder Communication and Collaboration</li> <li>• Parental Involvement in Learner Development</li> <li>• Guidance and Support Services for Inclusive Education</li> </ul>
3.3 Trainings, Seminars, or Resources that Helped in Implementing the Program	<ul style="list-style-type: none"> <li>• Professional Learning and Collaborative Practices among Educators</li> <li>• Institutional Resources and Support for Teaching Practice</li> <li>• Experiential Learning and Reflective Teaching Practice</li> <li>• Continuous Professional Development of Teachers</li> </ul>

Table 3. **Strategies and support mechanisms that help SNED teachers to effectively implement school-based guidance programs.** The findings describe the strategies, support, mechanisms, and capacity-building opportunities that assisted SNED teachers in implementing the school-based guidance program. Participants reported using differentiated and individualized approaches, behavioral management strategies, accommodations, and one-on-one teaching to address learners' diverse needs. Support from the administration, guidance counselors, parents, and an external organization was also highlighted, particularly in terms of funding communication, assessments, and parental cooperation.

Furthermore, trainings, seminars, and resources such as LAC sessions, NGO-provided seminars, and international short courses enhanced teachers' competencies in implementing the program.

These findings are consistent with Kebbi (2018) who emphasized that teachers'

participation in trainings and workshops improves their skills and effectiveness in implementing a school-based guidance program. This suggests a strong collaboration and supportive environment to implement a successful guidance program for learners with special needs. The Asian Development Bank (2020) also pointed that partnership is important for successful development of inclusive education. The government leads in implementing policies, legislation, and strategies, while collaborating with specialists, disability organizations, and NGOs to develop and apply inclusive education practices for children.

The findings demonstrate that effective implementation of school-based guidance programs need a fully support from the administration in providing teacher trainings, strong collaboration with stakeholders and parents cooperation. Effective implementation of school-based guidance programs requires a strong collaboration between teachers and guidance counselors.

Table 4. Challenges SNED teachers' faces in implementing a school-based guidance program for learners with special needs. (10 Participants)

Structured Theme	Subthemes
4.1 Challenges Encountered while Implementing the Program.	<ul style="list-style-type: none"> <li>• Teacher Capacity, Competence, and Professional Readiness Challenges</li> <li>• Lack of Resources, Institutions, and Administrative Constraints</li> </ul>

Structured Theme	Subthemes
	<ul style="list-style-type: none"> <li>• Workload Pressure, Emotional Burnout, and Teacher Well-being</li> <li>• Teacher Attitudes, Confidence, and Self-Efficacy Issues</li> <li>• Learner-Related Behavioral and Cognitive Difficulties</li> </ul>
4.2 Difficulties Faced Related to Time, Resources, Workload, or Collaboration.	<ul style="list-style-type: none"> <li>• Institutional Resource and Staffing Limitations</li> <li>• Collaboration and Stakeholder Engagement challenges</li> <li>• Time Management and Workload Organization Issues</li> <li>• Teacher Professionalism, Commitment, and Work Disposition</li> </ul>
4.3 Ways of Challenges Affect Work and SNED Learners.	<ul style="list-style-type: none"> <li>• Disruption of Teaching Activities and Learner Academic Progress</li> <li>• Barriers to Holistic Learner Development</li> <li>• Emotional and Motivational Effects on Learners</li> </ul>

Table. 4. **Challenges SNED teachers’ faces in implementing a school-based guidance program for learners with special needs.**

The findings imply that the SNED teachers experience multiple challenges in executing the school-based guidance programs for the learners with special needs, including lack of training and expertise in guidance and counseling, behavioral issues of learners, heavy workload, emotional burnout, limited resources and administrative constraints. Participants also raised concerns around time constraints, overlapping schedules, lack of instructional materials, lack of adequate teachers for self-contained learners, absence of guidance counselors, and limited collaboration with parents and government agencies. These challenges affected both teachers and learners, causing delays in activities and learners’ progress, hindering learners’ academic and developmental progress.

These findings are consistent with Gulzar (2021) who noted that the teachers find it difficult to implement an effective school-based guidance program because they lack of necessary skills to teach learners with special needs.

The training provided is only for a short period, and it is not well-organized and insufficient. Similarly, Fatimah et al. (2023), identified challenges of effective support as lack of training, insufficient funding and staff, uncoordinated policies, and lack of involvement of society. In addition, the implementation of inclusive education has presented difficulties for instructors as they carry out their regular responsibilities (Dorji, 2018) which align to the findings of the respondent who mentioned heavy workload and emotional burnout in implementing a school-based guidance program.

This presented that the challenges faced by SNED teachers are not only class-room based but also influenced by broader structural issue, including policy gaps, and lack of stakeholder support. Addressing these concerns need a strong administrative support in providing trainings and seminars for both regular and SNED teachers, and improve resource allocation to improve. It also highlights the need to strengthen collaboration among stakeholders for additional support guidance services.

Table. 5. *Coping mechanisms do the SNED teachers utilize to address the challenges in implementing the school-based guidance programs. (10 Participants)*

Structured Theme	Subthemes
5.1 Ways to Manage or Address the Challenges.	<ul style="list-style-type: none"> <li>• Collaborative Support Systems with Parents, Stakeholders, and Peers</li> <li>• Personal Resourcefulness and Structured Work Organization</li> </ul>

Structured Theme	Subthemes
	<ul style="list-style-type: none"> <li>• Values-Driven, Emotional, and Passive Coping Strategies in Handling Challenges</li> </ul>
5.2 Personal or Professional Strategies that Helps to Stay Resilient and Motivated.	<ul style="list-style-type: none"> <li>• Inner Motivation and Satisfaction from Learner Progress</li> <li>• Professional Growth Through Collaboration, Training, and Self-Learning</li> <li>• Personal Well-being Strategies</li> <li>• Spiritual Motivation and Reliance of Faith for Guidance</li> </ul>
5.3 Ways to Take Care of Emotional and Mental Well-being in Relation to Work.	<ul style="list-style-type: none"> <li>• Spiritual and Self-care Coping Mechanisms</li> <li>• Social Support from Trusted Colleagues and Partners</li> <li>• Work-life Boundary management and Emotional Regulation Strategies</li> <li>• Positive Mindset and Acceptance-based Coping Approaches</li> </ul>

**Table. 5. Coping mechanisms do the SNED teachers utilize to address the challenges in implementing the school-based guidance programs**, the findings demonstrate that participants employed different coping strategies to address the challenges of implementing school-based guidance programs. Participants reported managing challenges through collaboration with stakeholders and parents, being resourceful, organizing tasks, seeking peer support, constant communication, self-learning, scheduling activities, and being accepting and compassionate of learners. Teachers said that in order to sustain reliance and motivation they saw improvements in learners, collaborated with colleagues, enjoyed their work and their learners, engaged in hobbies, had a positive attitude, attended trainings, and relied on prayer and spiritual guidance. Teachers also looked after their emotional and mental health through prayer and self-care, talking about their concerns with trusted colleagues, creating boundaries between work and personal life, and staying positive.

The findings were supported by Lehane and Senior (2020), who noted that collaboration between mainstream teachers and special

education teachers collaborating within the sector. Collaboration allows for the assessment of educators’ abilities, including their knowledge, attitudes, and level of preparedness to ensure the effectiveness of implementing a school-based guidance program for learners with special needs. Moreover, the findings align with the current study, where respondents reported that to address the challenges they manage it through collaboration with stakeholders and parents, getting support from colleagues and constant communication. The findings were supported by another study conducted by Brown (2018) which showed that personal reasons were the main motivation for teachers to stay, with educators stating that they felt their work was a calling.

Therefore, respondents remained committed to their work by maintaining a positive outlook, staying happy and lowering expectations. Overall, these coping strategies indicate that the participants rely on personal, professional, social, and spiritual resources to sustain their motivation and well-being, enabling them to continue implementing school-based guidance programs despite the challenges encountered.

*Table. 6. Insights gained by SNED Teachers from their experiences in implementing the school-based guidance program. (10 Participants)*

Structured Theme	Subthemes
6.1 Insights or Realizations Gained from Implementing the Guidance Program.	<ul style="list-style-type: none"> <li>• Collaboration Engagement with Stakeholders, Parents, and Peers</li> </ul>

Structured Theme	Subthemes
6.2 Ways of Experiences Shaped SNED Teacher Professionally.	<ul style="list-style-type: none"> <li>• Resourcefulness, Self-Learning, and Exchange of Ideas for Professional Growth</li> <li>• Task Organization, Scheduling, and Structured Classroom Management</li> <li>• Emotional Coping through Acceptance, Positive Mindset, and Light-hearted Approach to Challenge</li> <li>• Learner-Centered Satisfaction through Observed Improvement and Success</li> <li>• Professional Collaboration, Knowledge Sharing, and Continuous Learning with Colleagues</li> <li>• Intrinsic Motivation and Passion for Teaching Learners</li> <li>• Personal Well-being Practices</li> </ul>
6.3 Improvements or Recommendations to Suggest in Enhancing School-based Guidance Programs.	<ul style="list-style-type: none"> <li>• Spirituality, Self-care, and Emotional Grounding Strategies</li> <li>• Social Support from Trusted Colleagues and Professional Networks</li> <li>• Positive Outlook, Emotional Acceptance, and Expectation Management</li> </ul>

**Table 6. Insights gained by SNED Teachers from their experiences in implementing the school-based guidance program**, presents the useful insights and realizations of participants from their experiences in implementing school-based guidance programs. The teachers shared the following lessons learned through collaboration with stakeholders and parents, resourcefulness, task organization, peer support, professional network, constant communication, acceptance, prayer, and love for learners. Professionally, these experiences shaped the respondents by allowing them to observe learners improvement, share ideas with colleagues, cultivate a passion for their work, engage in hobbies, stay positive, attending trainings, and rely on spiritual guidance.

The findings are consistent with Bencito (2024), who reported that educators are supportive of inclusion despite challenges particularly in lack of collaboration with SPED specialists, and a shortage of trained personnel. Similarly, Wellmer (2012) stated that parents, teachers, and school administrative must collaborate to ensure the students education and overall well-being.

The findings point out that collaboration with stakeholders and parents, task organization, emotional resilience, professional support

system plays important roles in supporting teachers involved in school-based guidance programs. The experiences of respondents show that constant communication, peer support, and continuous professional growth promote to the successful implementation of school-based guidance program.

### Conclusion

The results of the study show that the overall implementation of the School-Based Guidance Program both challenging and rewarding. Despite the difficulties encountered, the experience proved to be remarkable, as it has created a meaningful impact on the lives of special learners and to their parents.

Moreover, the study emphasizes the vital role of parent involvement in the success of the School-Based Guidance Program. The results shows that parents of SNED learners must take teacher feedback seriously and consistently collaborate with SNED teachers, to make sure the child’s continuous improvement. They should sustain the guidance and support provided by teachers in their children’s learning and development so that the child’s progress remains steady and does not regress because of inconsistency.

In addition, to achieve a successful outcome in implementing a school-based guidance program, strong collaboration and consistent support are important. School administrator must regularly monitor and give proper attention to the resources and trainings needed by SNED teachers to achieve the students' progress. Finally, there should be a designated formal liaison role between SNED teachers and the guidance office to be assigned in the SNED department to ensure better collaboration and provide necessary support for the teachers. If this matters are given proper attention, there will be a better outcomes in every program implemented.

### Implications for Practice

The findings show that effective implementation of the school-based guidance program for special learners needs full support from the administrative, enough resources and a reduced workload for SNED teachers. For future improvements, school administrators and DepEd, should provide free trainings and seminars, hire additional SNED teachers or personnel support and provide enough materials to enhance school-based guidance program. Moreover, strong collaboration between teachers, guidance counselor, and parents is necessary to sustain learner progress and behavioral improvement. Furthermore, promoting teacher well-being and resilience is important to maintain effective delivery. These outcomes focus on the need for structured and strong support system.

### Implications for Future Researcher

The study focused on SNED teachers from Magugpo Pilot Imelda Elementary School SPED Center, Division of Tagum City, and Davao Del Norte. This study can serve as a valuable reference for future researchers, providing them with ideas that they may further explore. They may also revisit this study to examine whether there have been changes in the identified problems after a years. Future studies may also involve parents of SNED learners on how they perceived the implementation of the school-based guidance program provided by the school. Future studies may be carried out in other educational levels like secondary schools

and private educational institutions to provide a more holistic picture on the implementation of school-based guidance program in different settings.

### Acknowledgement

First and foremost, I give thanks to Almighty God for the wisdom, knowledge, and guidance that made this research possible.

I am deeply grateful to my thesis Adviser, Dr. Felinita III R. Daronio for patience, encouragement, and valuable insights that greatly contributed to the improvement of this research.

I also extend my sincere thanks to Dr. Roel P. Villocino, Dean of Gradschool, and the Panel Members Dr. Elizabeth D. Dioso, and Dr. Dhan Timothy M. Ibojo for their constructive comments and suggestions that helped refined my study.

My sincere appreciation goes to the Special Needs Education (SNED) teachers, for their time and willingness to share their experiences, and learnings as my research informants.

I am also thankful to the School Division Superintendent Alona C. Uy, CESO V, to the School Principal IV, Leonila C. Anonuevo, and to the School Head Sir Jr F. Villa-Abrille, for allowing me to conduct my study in their prestigious school.

And to my family, papa, ate jing, charly, marge and my love ones charls and blessie thanks you for your support and encouragement throughout my journey.

Finally, to everyone who has contributed to this success, thank you so much.

### References

- Asian Development Bank (2020). Inclusive Education with Differentiated Instruction for Children with Disabilities. Retrieved from: <https://www.adb.org/sites/default/files/publication/83496/inclusive-education-children-disabilities-guidance-note.pdf> Abriol et al. 2022
- Bhasin, H., (2020). What are Ethical Considerations in Research? Marketing91. <https://www.marketing91.com/ethical-considerations/>
- Bencito, I., (2024). Secondary Regular Teachers and Inclusive Education in the New

- Normal in Magallanes, Cavite. Retrieved from: [https://www.researchgate.net/publication/380585072\\_Secondary\\_Regular\\_Teachers\\_and\\_inclusive\\_Education\\_in\\_the\\_New\\_Normal\\_in\\_Magallanes\\_Cavite](https://www.researchgate.net/publication/380585072_Secondary_Regular_Teachers_and_inclusive_Education_in_the_New_Normal_in_Magallanes_Cavite)
- Braun, V. & Clarke, V. (2006). Using Thematic Analysis in Psychology: Qualitative Psychology. Retrieved from: <https://www.tandfonline.com/doi/epdf/10.1191/147888706qp063oa?need-Accept=true>
- Brown, A. J. (2018). Factors that contribute to motivation and burnout among teachers of students with emotional behavioral disorders (Publication No. 1530192557) [Doctoral dissertation, William & Mary]. Retrieved from: <https://doi.org/10.25774/w4-tyhp-jay-Boyd2017>
- Dorji, B. (2018). Bhutanese teachers' attitudes towards inclusive education. Retrieved from: [https://www.researchgate.net/publication/330363001\\_Bhutanese\\_teachers\\_attitudes\\_towards\\_inclusive\\_education](https://www.researchgate.net/publication/330363001_Bhutanese_teachers_attitudes_towards_inclusive_education)
- Fatimah, S., Mareza, L., & Nugroho, A. (2023). Counseling Guidance for Children with Special Needs. Proceedings of the Annual International Conference on Counseling and Guidance (AICCG), 2(1), 195-204.
- Fink, A. S. (2000). The Role of the Researcher in the Qualitative Research Process: A Potential Barrier to Archiving Qualitative Data. Forum Qualitative Sozialforschung/Forum: Qualitative Social Research. Retrieved from: <https://doi.org/10.17169/fqs-1.3.1021>
- Gulzar, A. (2021). Challenges Faced by Teachers in Inclusive Classrooms in Early Childhood Education (ECE) Setting". Retrieved from: [https://www.researchgate.net/publication/372453308\\_Challenges\\_Faced\\_by\\_Teachers\\_in\\_Inclusive\\_Classrooms\\_in\\_Early\\_Childhood\\_Education\\_ECE\\_Setting](https://www.researchgate.net/publication/372453308_Challenges_Faced_by_Teachers_in_Inclusive_Classrooms_in_Early_Childhood_Education_ECE_Setting)
- Kebbi, M. (2018). Coping Mechanism Employed by Special Education Teachers in Teaching Special Needs Learners Retrieved from: [https://www.researchgate.net/publication/374754657\\_Coping\\_Mechanism\\_Employed\\_by\\_Special\\_Education\\_Teachers\\_in\\_Teaching\\_Special\\_Needs\\_Learners](https://www.researchgate.net/publication/374754657_Coping_Mechanism_Employed_by_Special_Education_Teachers_in_Teaching_Special_Needs_Learners)
- Lesh, J. J., Shatz, K., Harris-Looby, J., & Roberts, C. (2017). Why stay? A phenomenological look at special education teacher retention. International Journal of Education and Human Developments, 3(2), 12-24.
- Mitra, 2008; Pond & Rehan, (1997) Teaching and learning process to enhance teaching effectiveness: a literature review" Retrieved from: <https://files.eric.ed.gov/fulltext/ED610428.pdf>
- Okonkwo, H. C., Fajonyomi, M. G., Omotosho, J. A., Esere, M. O., & Olawuyi, B.O. (2017). Challenges, counselling needs, and coping strategies of students with visual impairment in regular secondary schools in Nigeria. Human and Social Studies, 6(1), 111-137. DOI 10.1515/hssr2016-0008
- Rahman, Q., & Yunus, M. T. (2020). Role of guidance and counselling process towards children education. Journal of education and development, 10(20), 131-133.
- Sumayang et al. (2022). Mainstreaming Learners with Special Needs in a Regular Classroom: A Scoping Review. Retrieved from: [https://www.researchgate.net/publication/363886315\\_Mainstreaming\\_Learnerswith\\_Special\\_Needs\\_in\\_a\\_Regu- lar\\_Classroom\\_A\\_Scoping\\_Review](https://www.researchgate.net/publication/363886315_Mainstreaming_Learnerswith_Special_Needs_in_a_Regu- lar_Classroom_A_Scoping_Review)
- Wellmer, G. (2012). Diagnostic issues for adolescents and adults with ADHD. Journal of Clinical Psychology, 61, 535-547. doi: 10.1002/jclp.20118
- Paires, M., Manda, L. (2023). Collaborative Teaching Between Special Education Teachers and Mainstream Teachers in Inclusive Education. Retrieved from: [https://www.researchgate.net/publication/369763506\\_Collaborative\\_Teaching\\_Between\\_Special\\_Education\\_Teachers\\_and\\_Mainstream\\_Teachers\\_in\\_Inclusive\\_Education](https://www.researchgate.net/publication/369763506_Collaborative_Teaching_Between_Special_Education_Teachers_and_Mainstream_Teachers_in_Inclusive_Education)