

ABSTRACT

Title of the Research: **CORRELATION OF PUBLIC SPECIAL EDUCATION TEACHERS' PROFILE AND SELF-ASSESSMENT CORE SKILLS AS A BASIS FOR IMPROVEMENT**

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The study was conducted to correlate profile towards self-assessment core skills of public elementary special education teachers in Cavite. Specifically, it determined the 1) demographic and professional profile, 2) self-assessment core skills scores, 3) correlation between the profile of the special education teachers and self-assessment scores in teaching core skills set, and 4) what possible improvement strategies may be developed?

Respondents of the study were 73 special education teachers with item. Descriptive-correlation method was used and supplemented by survey questionnaires.

Findings from the study showed that most of the respondents are 25-30 years old and dominated by female. It was found that most of respondents have earned Master's Degree on education major in Special Education, with 4-10 years length of service, and have attended in-service training and seminars to enhance quality of teaching. There was

no correlation between demographic and professional profile towards self-assessment core skills.

The study concluded that no matter what the age, gender, educational attainment, length of service, or attended training is, it does not affect their teaching skills in handling students with special needs as long as they are trained to be special education teachers. All clusters of self-assessment core skills are interpreted as high but still a room for improvement in the lowest mean is needed. Working collaboratively with colleagues can improve assessment strategies while collaboration with stakeholder and network linkages can improve information communication technology. Lastly, capacity building and coaching can improve creative teaching of the Cavite special education teachers.