

Guidance and Counseling Strategies of Filipino SpEd Teachers in Supporting Learners with Disabilities: Basis for An Enhanced Counseling Support Framework

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ABSTRACT: This study examined the counseling practices and utilization of guidance and counseling strategies of Filipino Special Education (SpEd) teachers in addressing the academic, social, and emotional needs of students with disabilities. Specifically, it determined the level of counseling practices in terms of individualized instruction and remediation, Individualized Education Plans (IEPs), assistive technology and digital tools, peer teaching, and assessments and feedback. It also assessed the extent of utilization of guidance and counseling strategies in terms of teacher-student relationships, behavior management, student academic performance and engagement, and emotional adjustment and self-confidence. Furthermore, it examined significant differences based on age, sex, educational attainment, and teaching experience and determined the relationships between the two major variables. The study employed a quantitative descriptive-correlational research design involving 82 Filipino SpEd teachers. Data were collected through a structured questionnaire and analyzed using frequency, percentage, mean, t-test, one-way ANOVA, and Pearson product-moment correlation. Findings revealed that counseling practices were consistently employed, with all dimensions interpreted as Always. Guidance and counseling strategies were likewise strongly utilized across all dimensions. Age, sex, educational attainment, and teaching experience did not significantly influence academic counseling practices. However, age and educational attainment significantly influenced teacher-student relationships. Significant positive relationships were found between several academic counseling practices and guidance and counseling strategies, particularly individualized instruction, IEP implementation, peer teaching, and assessment and feedback. The study concluded that academic counseling and guidance strategies are interconnected in providing comprehensive support to students with disabilities. A Counseling Support Enhancement Framework was proposed to strengthen individualized, academic, behavioral, social, and emotional support through measurable interventions and appropriate resource allocation.

KEYWORDS: Special Education, counseling practices, guidance and counseling, students with disabilities, SpEd teachers, social-emotional support

I. INTRODUCTION

Learners with disabilities encounter numerous academic, behavioral, social, and emotional challenges that require comprehensive educational and counseling support. Beyond learning difficulties, many students with disabilities experience anxiety, low self-esteem, peer rejection, behavioral concerns, social isolation, emotional dysregulation, and difficulties in developing interpersonal relationships, all of which negatively influence their academic achievement and overall well-being (American Psychological Association [APA], 2023; UNESCO, 2020). These challenges highlight the importance of integrating Guidance and Counseling services into Special Education to ensure that learners receive holistic support that addresses not only their educational needs but also their personal and socio-emotional development.

The Individuals with Disabilities Education Act (IDEA) recognizes learners with disabilities as individuals entitled to a Free Appropriate Public Education (FAPE) through individualized and comprehensive educational support. According to the National Center for Education Statistics (NCES, 2023), the number of children aged 3 to 21 receiving Special Education services under IDEA increased from approximately 6.4 million during the 2012–2013 school year to 7.5 million during the 2022–2023 school year, representing an increase from 13% to 15% of total public school enrollment. This continuous increase reflects the growing demand for qualified Special Education (SpEd) teachers who are capable of providing not only effective instruction but also appropriate

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Guidance and Counseling interventions that respond to the diverse academic, behavioral, emotional, and social needs of learners with disabilities.

These gaps in the literature demonstrate the need for a comprehensive investigation into the Guidance and Counseling strategies employed by Filipino Special Education teachers. Understanding how these educators address learners' academic, social, and emotional needs will contribute to strengthening evidence-based counseling practices in Special Education and provide valuable insights into factors associated with effective counseling support.

Hence, this study aims to investigate the Guidance and Counseling strategies employed by Filipino SpEd teachers in supporting learners with disabilities. Specifically, it examines teachers' demographic profiles, counseling practices that address learners' academic needs, the extent to which Guidance and Counseling strategies are utilized to support students' social and emotional development, the significant differences according to demographic characteristics, and the relationship between academic counseling practices and socio-emotional support strategies. Ultimately, the findings of this study will serve as the basis for developing an Enhanced Counseling Support Framework that may strengthen counseling services and improve educational outcomes for learners with disabilities.

Research Question

This study aims to investigate the Guidance and Counseling strategies employed by Filipino SpEd teachers.

Specifically, the study sought to answer the following questions:

1. What is the demographic profile of Filipino SpEd teachers in terms of:
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Educational Attainment; and
 - 1.4 Teaching Experience?
2. What is the level of counseling practices employed by Filipino SpEd teachers to address the academic needs of students with disabilities in terms of:
 - 2.1 individualized instruction and remediation;
 - 2.2 Individualized Education Plans (IEPs);
 - 2.3 Assistive technology and digital tools;
 - 2.4 Peer Teaching; and
 - 2.5 Assessments and feedback?
3. What is the extent of the utilization of Guidance and Counseling strategies of Filipino SpEd teachers to support the social and emotional needs of students with disabilities in terms of:
 - 3.1 Teacher-student relationships;
 - 3.2 Behavior management plans and interventions;
 - 3.3 Student academic performance and engagement; and
 - 3.4 Emotional adjustment and self-confidence?
4. Is there a significant difference in the level of counseling practices of Filipino SpEd teachers to address the academic needs of students with disabilities when grouped according to their demographic profile?
5. Is there a significant difference between the extent of the utilization of Guidance and Counseling strategies of Filipino SpEd teachers to support the social and emotional needs of students with disabilities when grouped according to their demographic profile?
6. Is there a significant relationship between the level of counseling practices of Filipino SpEd teachers to address the academic needs of students with disabilities and the extent of the utilization of Guidance and Counseling strategies of Filipino SpEd teachers to support the social and emotional needs of students with disabilities?
7. Based on the findings of the study, what proposed plan or framework may be developed to enhance the counseling support provided to students with disabilities?

II. SCOPE AND LIMITATION OF THE STUDY

This study focuses on investigating the Guidance and Counseling strategies employed by Filipino Special Education (SpEd) teachers working in the United States in supporting learners with disabilities. Specifically, it examines the teachers' demographic profile, the level of counseling practices employed to address the academic needs of students with disabilities, the extent of the utilization of Guidance and Counseling strategies that support learners' social and emotional needs, the significant differences in

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these practices and strategies when grouped according to demographic profile, and the relationship between counseling practices and Guidance and Counseling strategies. Based on the findings, the study aims to develop an Enhanced Counseling Support Framework that may strengthen counseling support for learners with disabilities.

The respondents of the study are limited to Filipino SpEd teachers who are currently employed in public or private schools in the United States and have at least one (1) year of teaching experience in Special Education. Filipino SpEd teachers were selected because they serve as the primary implementers of classroom-based Guidance and Counseling interventions and are directly responsible for addressing the academic, behavioral, social, and emotional needs of learners with disabilities. Moreover, as internationally recruited educators, they possess unique professional experiences in adapting their counseling practices within multicultural educational environments while complying with U.S. Special Education policies and inclusive education standards. Their experiences provide valuable evidence regarding culturally responsive counseling strategies in Special Education settings (UNESCO, 2020; Council for Exceptional Children [CEC], 2023).

The respondents will be selected using purposive sampling, as this technique is appropriate for selecting participants who possess specific qualifications, experiences, and characteristics relevant to the objectives of the study. Purposive sampling enables researchers to obtain information-rich data from individuals who have direct knowledge and experience regarding the phenomenon being investigated (Campbell et al., 2020; Creswell & Guetterman, 2023).

Furthermore, the study is confined to counseling practices related to individualized instruction and remediation, Individualized Education Programs (IEPs), assistive technology and digital tools, peer teaching, and assessments and feedback, as well as Guidance and Counseling strategies involving teacher–student relationships, behavior management plans and interventions, student academic performance and engagement, and emotional adjustment and self-confidence. The findings are based solely on the self-reported responses of Filipino SpEd teachers using a researcher-made questionnaire. The study does not include classroom observations, interviews, or objective measures of student performance and counseling outcomes. Therefore, the findings are limited to the participating respondents and may not be generalized to all Special Education teachers, educators from other nationalities, or educational settings outside the United States. The results should be interpreted within the context and limitations of the selected respondents and research design (Creswell & Guetterman, 2023; American Psychological Association [APA], 2020).

FRAMEWORK

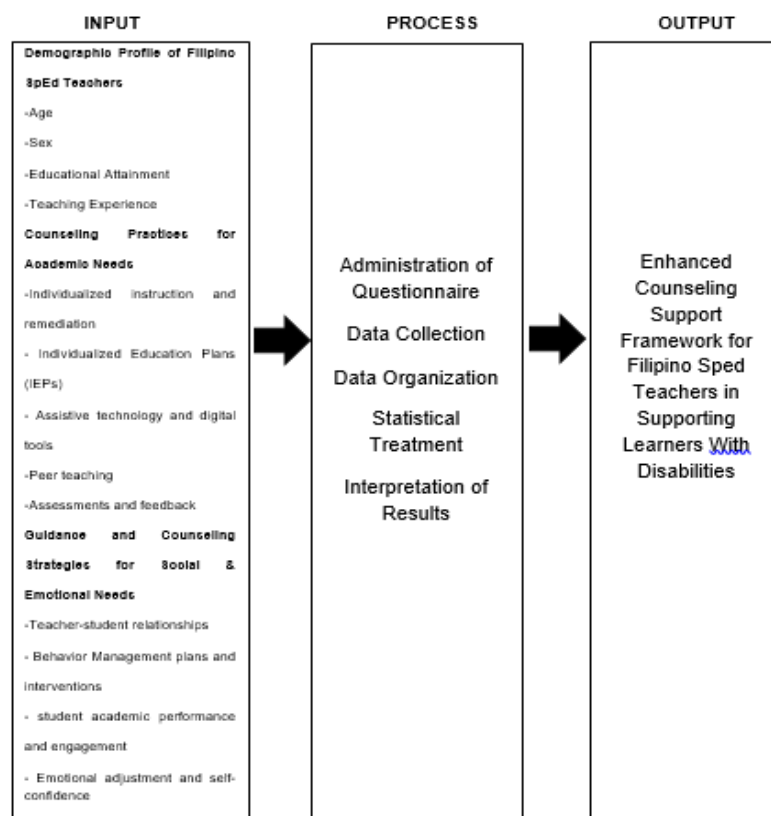


Figure 1. Research Paradigm

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The Input consists of the independent variables of the study. These include the demographic profile of Filipino SpEd teachers in terms of age, sex, educational attainment, and teaching experience. It also encompasses the counseling practices for addressing the academic needs of learners with disabilities, specifically individualized instruction and remediation, Individualized Education Programs (IEPs), assistive technology and digital tools, peer teaching, and assessment and feedback. Furthermore, the input includes the counseling strategies utilized to support the social and emotional needs of learners with disabilities, namely teacher–student relationships, behavior management plans and interventions, student academic performance and engagement, and emotional adjustment and self-confidence. These variables serve as the basis for determining the existing support strategies implemented by Filipino SpEd teachers.

The Process involves the systematic conduct of the research. It begins with the administration of the researcher-made questionnaire to the respondents, followed by the collection, organization, and analysis of the gathered data. Appropriate statistical tools such as frequency, percentage, weighted mean, standard deviation, t-test, one-way analysis of variance (ANOVA), and Pearson Product-Moment Correlation will be utilized to describe the respondents' demographic profile, determine the level of counseling practices, assess the extent of the utilization of counseling strategies, identify significant differences based on demographic characteristics, and examine the relationship between counseling practices and counseling strategies. The results will then be interpreted to address the objectives of the study.

The Output of the study is the development of an Enhanced Counseling Support Framework for Filipino SpEd teachers in supporting learners with disabilities. The proposed framework will be based on the findings of the study and is intended to strengthen counseling practices that address the academic, social, and emotional needs of learners with disabilities. It is expected to provide evidence-based recommendations that may assist Filipino SpEd teachers, school administrators, guidance counselors, and other educational stakeholders in improving counseling support services and promoting inclusive, learner-centered educational environments.

Overall, the conceptual framework illustrates the logical flow of the study, wherein the identified inputs are processed through systematic data collection and statistical analysis to generate an evidence-based Counseling Support Framework that enhances the quality of counseling services provided to learners with disabilities.

Research Design

This study employed a descriptive-correlational research design to examine the Guidance and Counseling strategies utilized by Filipino Special Education (SpEd) teachers in supporting learners with disabilities. This design was appropriate because it allowed the researcher to describe the respondents' demographic profile, determine the level of counseling practices addressing learners' academic needs, assess the extent of Guidance and Counseling strategies supporting their social and emotional needs, and examine the relationships among the identified variables.

The descriptive component was used to determine the profile of Filipino SpEd teachers in terms of age, sex, educational attainment, and teaching experience, as well as to identify their counseling practices related to individualized instruction and remediation, Individualized Education Programs (IEPs), assistive technology and digital tools, peer teaching, and assessment and feedback.

The correlational component was utilized to determine the significant relationship between teachers' academic counseling practices and their Guidance and Counseling strategies in addressing the social and emotional needs of learners with disabilities. It also examined significant differences in these practices when respondents were grouped according to their demographic characteristics. According to Creswell and Creswell (2023), correlational research is appropriate for determining the association among variables without manipulating them.

Thus, the descriptive-correlational design provided an appropriate framework for understanding the counseling practices of Filipino SpEd teachers and served as the basis for developing an Enhanced Counseling Support Framework for supporting learners with disabilities.

Research Instrument

This study utilized a researcher-made structured questionnaire as the primary data-gathering instrument. The questionnaire was developed based on the objectives of the study, relevant literature, and existing guidance and counseling practices in Special Education. It was designed to gather data on the guidance and counseling strategies employed by Filipino Special Education (SpEd) teachers in supporting learners with disabilities. The instrument employed a four-point Likert scale to measure the respondents' perceptions and practices.

The questionnaire consisted of three parts. Part I gathered the respondents' demographic profile in terms of age, sex, educational attainment, and teaching experience. Part II assessed the level of counseling practices employed by Filipino SpEd

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teachers to address the academic needs of students with disabilities, covering individualized instruction and remediation, Individualized Education Plans (IEPs), assistive technology and digital tools, peer teaching, and assessments and feedback. Part III measured the extent of the utilization of guidance and counseling strategies to support the social and emotional needs of students with disabilities, focusing on teacher-student relationships, behavior management plans and interventions, student academic performance and engagement, and emotional adjustment and self-confidence. The instrument underwent expert validation and pilot testing to establish its validity and reliability, and the findings served as the basis for the proposed Enhanced Counseling Support Framework.

Data Gathering

The researcher followed a systematic and ethical procedure in gathering data from the 82 Filipino Special Education (SpEd) teachers currently employed in the United States. Prior to data collection, the researcher secured the necessary approval from the appropriate authorities and ensured compliance with ethical research principles, including voluntary participation, informed consent, confidentiality, and respect for the rights of the respondents.

After obtaining approval, the validated and reliability-tested researcher-made questionnaire was administered electronically through online platforms such as email, professional networks, and other appropriate communication channels to accommodate the geographical location of the respondents.

Before answering the questionnaire, respondents were provided with an informed consent form containing the purpose of the study, the nature of their participation, confidentiality measures, and their right to voluntarily participate or withdraw from the study at any time. Clear instructions were provided to guide respondents in completing the questionnaire.

The respondents were given sufficient time to accomplish the instrument. Follow-up reminders were sent periodically to encourage participation while ensuring that respondents' voluntary involvement was maintained. After the data collection period, the retrieved questionnaires were checked for completeness and accuracy before data processing.

The collected data were coded, organized, and analyzed using appropriate statistical tools. Frequency and percentage were used to describe the demographic profile of respondents, while weighted mean and standard deviation were utilized to determine the level of counseling practices and extent of utilization of Guidance and Counseling strategies. Furthermore, independent t-test and Analysis of Variance (ANOVA) were used to determine significant differences when respondents were grouped according to demographic variables, while Pearson product-moment correlation was employed to determine the significant relationship between academic counseling practices and social-emotional counseling strategies.

Throughout the data gathering and analysis process, the researcher ensured the confidentiality and security of all collected information. The results were presented in aggregate form to protect the identity of respondents and ensure the integrity and ethical conduct of the study. The gathered data served as the basis for developing the Enhanced Counseling Support Framework for supporting learners with disabilities.

Statistical Treatment

The data gathered from the respondents were analyzed using descriptive and inferential statistics. Descriptive statistics were used to summarize the demographic profile of Filipino SpEd teachers and determine the level of counseling practices and extent of utilization of Guidance and Counseling strategies in supporting learners with disabilities.

Frequency and percentage were used to describe the demographic profile of the respondents in terms of age, sex, educational attainment, and teaching experience. Weighted mean and standard deviation were utilized to determine the level of counseling practices employed by Filipino SpEd teachers in addressing the academic needs of learners with disabilities and the extent of utilization of Guidance and Counseling strategies in supporting their social and emotional needs.

For inferential analysis, the independent samples t-test and one-way Analysis of Variance (ANOVA) were employed to determine whether significant differences existed in the counseling practices and Guidance and Counseling strategies when respondents were grouped according to their demographic profile.

Furthermore, the Pearson product-moment correlation coefficient (r) was used to determine the significant relationship between the level of counseling practices addressing the academic needs of learners with disabilities and the extent of utilization of Guidance and Counseling strategies supporting their social and emotional needs.

All statistical analyses were conducted using appropriate statistical software, with the level of significance set at 0.05 to determine the acceptance or rejection of the null hypotheses.

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III. RESULTS

This chapter presents the results of the study based on the data gathered from the respondents. The collected data are systematically organized, analyzed, and interpreted in accordance with the specific problems and objectives of the research. Tables, figures, and descriptive explanations are utilized to clearly illustrate the findings and facilitate better understanding of the results.

The presentation follows the sequence of the research questions, beginning with the demographic profile of the respondents, followed by the analysis of the main variables of the study. Statistical tools appropriate to the research design were applied to ensure accurate interpretation of the data. The findings are further explained through supporting discussions to highlight patterns, relationships, and significant insights derived from the responses.

1. What is the demographic profile of Filipino SpEd teachers in terms of:

Table 1.

Demographic profile of Filipino SpEd teachers in terms of Age

Age	Frequency	Percentage
20 – 29 years old	10	12.2
30 – 39 years old	30	36.6
40 – 49 years old	30	36.6
50 years old and above	12	14.6
Total	82	100

The demographic profile of the 82 Filipino Special Education (SpEd) teachers in terms of age showed that the largest groups were those aged 30–39 years old and 40–49 years old, with 30 respondents or 36.6% each. This was followed by teachers aged 50 years old and above, with 12 respondents or 14.6%, while those aged 20–29 years old comprised the smallest group, with 10 respondents or 12.2%. Overall, teachers aged 30–49 years old accounted for 73.2% of the respondents, indicating that the participants were predominantly within the mid-career stage of the teaching profession.

The age distribution further implies that schools may capitalize on the experience of mid-career and senior SpEd teachers by strengthening mentoring, peer coaching, collaborative lesson planning, and professional learning communities. Experienced teachers can serve as valuable sources of practical knowledge for younger teachers, particularly in differentiated instruction, classroom management, individualized interventions, and assessment of learners with disabilities. At the same time, the smaller proportion of younger teachers highlights the need for sustained recruitment, induction, and professional development programs to ensure continuity of SpEd services. Continuous professional development remains essential regardless of age because inclusive and Special Education practices continue to evolve. Recent studies have emphasized that professional development, collaboration, and institutional support contribute significantly to the competence and self-efficacy of SpEd teachers. Delima et al. (2025) found that in-service development activities positively influence the self-efficacy of Special Education teachers, while Dela Cruz and Baguio (2024) highlighted the importance of collaborative learning through Learning Action Cells in enhancing teachers' professional capabilities. Similarly, Cagape and Bauyot (2024) emphasized professional growth, collaboration, differentiated instruction, and support systems as essential components of effective Special Education practice. These findings suggest that the predominance of mid-career teachers presents an opportunity for schools to strengthen mentoring systems and collaborative professional development initiatives while preparing younger educators to sustain the future Special Education workforce.

Table 2.

Demographic profile of Filipino SpEd teachers in terms of Sex

Sex	Frequency	Percentage
Male	10	12.2
Female	72	87.8
Total	82	100

The demographic profile of the 82 Filipino Special Education (SpEd) teachers in terms of sex revealed a predominantly female composition, with 72 respondents or 87.8% identified as female, while only 10 respondents or 12.2% were male. This indicates that female teachers constituted the overwhelming majority of the respondents, demonstrating the continued female dominance in the Special Education teaching workforce. The substantial difference between the number of female and male teachers may be associated with broader patterns in the teaching and caregiving professions, where women have historically been more strongly

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represented. The finding also suggests that male participation in Special Education remains relatively limited within the population represented by the study.

The predominance of female SpEd teachers may have implications for the diversity of perspectives and approaches available within the teaching workforce. Although sex does not determine a teacher's competence, a more balanced representation of male and female educators may provide schools with a broader range of perspectives, experiences, and interaction styles when addressing the diverse needs of learners with disabilities. Recent Philippine research has likewise documented the strong representation of female teachers in Special Education and inclusive education settings, reflecting the continuing gender pattern within the Zprofession. This emphasizes the importance of creating an inclusive professional environment in which both male and female teachers are encouraged to pursue and remain in Special Education careers.

The finding further implies that educational institutions and teacher-training programs may consider initiatives that encourage greater male participation in Special Education, particularly through career orientation, recruitment efforts, mentorship, and professional development opportunities. Increasing gender diversity should not be viewed as a replacement for the existing female workforce but rather as a means of expanding the pool of qualified educators who can contribute different experiences and perspectives. Recent literature also emphasizes that effective Special Education depends more strongly on teachers' professional preparation, self-efficacy, collaboration, and access to appropriate support than on sex alone. Thus, while the substantial female representation is an important demographic characteristic of the respondents, professional competence and continuous development should remain the primary considerations in strengthening the SpEd teaching workforce.

Table 3.
Demographic profile of Filipino SpEd teachers in terms of Educational Attainment

Educational Attainment	Frequency	Percentage
Bachelor's Degree	37	45.1
Master's Degree	33	40.2
Doctorate/PhD	12	14.6
Total	82	100

The demographic profile of the 82 Filipino Special Education (SpEd) teachers in terms of educational attainment revealed that 37 respondents or 45.1% held a Bachelor's Degree, making this the largest group. This was followed closely by 33 respondents or 40.2% who held a Master's Degree, while 12 respondents or 14.6% had earned a Doctorate or PhD. The findings indicate that although a substantial proportion of the respondents had attained only a bachelor's degree, a large percentage had pursued graduate-level education. In particular, 54.8% of the respondents held either a Master's Degree or Doctorate/PhD, demonstrating that more than half of the participants had advanced educational qualifications beyond the undergraduate level.

The findings suggest that the Filipino SpEd teachers represented in the study generally possessed a strong academic background, with a considerable proportion having pursued postgraduate education. The high percentage of teachers with Master's Degrees may indicate their commitment to professional advancement and continuous learning, particularly because Special Education requires specialized knowledge and skills in differentiated instruction, assessment, intervention, classroom management, and inclusive practices. The presence of teachers with doctoral qualifications, although comparatively smaller, further demonstrates that some educators had reached advanced levels of professional and academic preparation. This educational profile may contribute positively to the teachers' ability to respond to the complex and diverse learning needs of students with disabilities.

The findings further imply the importance of supporting graduate education and continuing professional development among SpEd teachers. Schools and educational institutions may provide opportunities for teachers to pursue master's and doctoral studies through scholarships, flexible study arrangements, professional development programs, and institutional support. At the same time, teachers with advanced qualifications may be encouraged to share their expertise through mentoring, peer coaching, action research, and professional learning communities. Recent Philippine literature has emphasized that teacher preparation and in-service professional development are important contributors to SpEd teachers' professional competence and self-efficacy. Delima et al. (2025), for example, reported a positive relationship between in-service development activities and the self-efficacy of Filipino SpEd teachers, highlighting the value of continuous professional learning. Thus, the relatively high proportion of respondents with postgraduate qualifications provides a strong foundation for strengthening instructional practices, mentoring systems, and evidence-based Special Education programs.

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Table 4.
Demographic profile of Filipino SpEd teachers in terms of Teaching Experience

Teaching Experience	Frequency	Percentage
1 – 5 years	35	42.7
6 - 10 years	16	19.5
11 – 15 years	13	15.9
16 years and above	18	22.0
Total	82	100

The demographic profile of the 82 Filipino Special Education (SpEd) teachers in terms of teaching experience revealed that 35 respondents or 42.7% had 1–5 years of teaching experience, representing the largest group. This was followed by 18 respondents or 22.0% with 16 years and above, 16 respondents or 19.5% with 6–10 years, and 13 respondents or 15.9% with 11–15 years of teaching experience. The findings indicate that the respondents were composed of teachers with varying levels of professional experience, although those with 1–5 years of experience constituted the largest proportion. When combined, teachers with more than 10 years of experience accounted for 37.9%, indicating that a considerable portion of the respondents had extensive experience in the teaching profession.

The findings suggest that the SpEd teaching workforce represented in the study had a relatively diverse range of professional experience. The predominance of teachers with 1–5 years of experience may indicate that many respondents were still in the early stages of their teaching careers and were continuing to develop their expertise in addressing the complex and diverse needs of learners with disabilities. Nevertheless, the presence of teachers with 16 years or more of experience provides an important pool of seasoned educators who may possess substantial practical knowledge and expertise in Special Education. This combination of beginning and experienced teachers creates opportunities for professional learning and knowledge exchange within schools.

The distribution further implies the need for structured professional development, mentoring, and peer-support programs, particularly for teachers with fewer years of experience. Beginning SpEd teachers may benefit from guidance provided by more experienced colleagues in areas such as individualized instruction, behavior management, assessment, intervention planning, and collaboration with parents and other professionals. Meanwhile, experienced teachers may be encouraged to assume mentoring and leadership roles while also engaging in continuing professional development to remain updated with current Special Education practices. Recent Philippine research has emphasized the importance of in-service development and professional support in strengthening SpEd teachers' self-efficacy and instructional capacity. Delima et al. (2025) found a positive relationship between in-service development activities and the self-efficacy of Filipino SpEd teachers, reinforcing the importance of continuous learning regardless of years of teaching experience. Thus, the varied teaching experience of the respondents highlights the value of combining the fresh perspectives of early-career teachers with the accumulated expertise of experienced educators to strengthen Special Education practices.

2. What is the level of counseling practices do Filipino SpEd teachers employ to address the academic needs of students with disabilities in terms of:

Table 5.
Level of counseling practices do Filipino SpEd teachers employ to address the academic needs of students with disabilities in terms of individualized Instruction and Remediation

Indicators	Mean	VI
1. I tailor lessons according to each student's learning needs.	3.87	A
2. I provide one-on-one support for students who struggle academically.	3.82	A
3. I modify teaching strategies to match student learning styles.	3.89	A
4. I provide additional practice materials for students who need reinforcement.	3.80	A
5. I use differentiated instruction in classroom activities.	3.80	A
6. I adjust the pace of instruction based on students' comprehension.	3.85	A
7. I provide remedial sessions outside regular class hours.	3.28	A
8. I create personalized learning objectives for each student.	3.65	A
9. I monitor students' progress individually.	3.91	A
10. I collaborate with parents to encourage one-to-one learning support at home.	3.82	A
General Assessment	3.77	A

Note:

3.25 – 4.00 Always (A)
1.75 – 2.49 Rarely (R)

2.50 – 3.24 Sometimes (S)
1.00 – 1.74 Never (N)

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The findings in Table 5 revealed that Filipino Special Education (SpEd) teachers always employed individualized instruction and remediation practices to address the academic needs of students with disabilities, as indicated by the general assessment mean of 3.77, verbally interpreted as Always. This suggests that teachers consistently tailored their instructional practices to accommodate the individual learning needs, abilities, and pace of their students. The highest mean was 3.91, obtained by the indicator “I monitor students’ progress individually,” which demonstrates that continuous monitoring was the most consistently practiced strategy among the respondents. This was followed by modifying teaching strategies to match students’ learning styles (3.89), tailoring lessons according to individual learning needs (3.87), and adjusting the pace of instruction based on students’ comprehension (3.85). These results indicate that teachers placed strong emphasis on monitoring learners and adapting instruction according to their individual academic needs.

The findings further showed that providing one-on-one academic support and collaborating with parents to encourage learning support at home both obtained a mean of 3.82, while providing additional practice materials and using differentiated instruction each obtained 3.80. Creating personalized learning objectives received a mean of 3.65. Although all indicators were interpreted as Always, the lowest mean was 3.28 for “I provide remedial sessions outside regular class hours.” This suggests that extended remedial sessions were practiced consistently but to a comparatively lesser extent than other individualized strategies. The lower rating may imply that providing additional instruction beyond regular class hours could be affected by teachers’ workload, available time, school schedules, or other practical constraints. Nevertheless, the fact that the indicator remained within the “Always” range demonstrates that teachers still made efforts to provide additional academic assistance when necessary.

The results imply that Filipino SpEd teachers strongly practiced learner-centered, differentiated, and individualized approaches in addressing the academic needs of students with disabilities. The particularly high rating for individual progress monitoring suggests that teachers recognized the importance of continuously identifying learners’ strengths, difficulties, and progress to guide appropriate interventions. The consistent use of differentiated instruction, individualized lessons, adjusted instructional pacing, and one-on-one support further demonstrates responsiveness to learner diversity. These practices are important because students with disabilities may require different levels of support, instructional strategies, and remediation depending on their individual abilities and educational needs. The comparatively lower rating for remedial sessions outside regular class hours suggests that schools may strengthen scheduled intervention periods within the regular school program to provide additional support without placing excessive demands on teachers or learners.

The findings are consistent with recent literature emphasizing differentiated instruction, individualized support, collaboration, and continuous professional development in Special Education. Cagape and Bauyot (2024) emphasized differentiated instruction, collaboration, and professional growth as important components of Filipino SpEd teachers’ practices and experiences. Delima et al. (2025) likewise found a positive relationship between in-service professional development and the self-efficacy of Filipino SpEd teachers, indicating that continuous professional learning can strengthen teachers’ capacity to respond to diverse learner needs. Thus, the 3.77 general assessment mean, interpreted as Always, indicates a high and consistent implementation of individualized instruction and remediation among the participating Filipino SpEd teachers. The findings highlight the teachers’ strong commitment to tailoring instruction and monitoring individual progress, while also pointing to the need for schools to provide adequate time, resources, and institutional support for sustained remedial interventions.

Table 6.
Level of counseling practices do Filipino SpEd teachers employ to address the academic needs of students with disabilities in terms of Individualized Education Plans (IEPs)

Indicators	Mean	VI
1. I participate in the development of IEPs for students.	3.77	A
2. I set measurable goals in IEPs tailored to each student.	3.83	A
3. I review and update IEPs.	3.85	A
4. I ensure that classroom activities align with IEP objectives.	3.83	A
5. I communicate specific IEP goals clearly to individual students.	3.74	A
6. I involve parents in the IEP planning process.	3.80	A
7. I modify instructional strategies based on the IEP.	3.79	A
8. I track progress based on IEP benchmarks.	3.83	A
9. I collaborate with general education teachers to implement teaching accommodations in the IEP.	3.74	A
10. I provide IEP progress to parents as well as school administrators separately.	3.82	A
General Assessment	3.80	A

Note: 3.25 – 4.00 Always (A) 2.50 – 3.24 Sometimes (S)
1.75 – 2.49 Rarely (R) 1.00 – 1.74 Never (N)

The findings in Table 6 revealed that Filipino Special Education (SpEd) teachers always employed counseling practices related to Individualized Education Plans (IEPs) to address the academic needs of students with disabilities, as indicated by the general assessment mean of 3.80, verbally interpreted as Always. This indicates that teachers consistently participated in planning, implementing, monitoring, and communicating IEP-related interventions. The highest mean was 3.85, obtained by the indicator

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"I review and update IEPs," demonstrating that teachers placed strong emphasis on keeping students' educational plans current and responsive to their changing needs. This was followed by setting measurable goals in IEPs (3.83), ensuring that classroom activities aligned with IEP objectives (3.83), tracking progress based on IEP benchmarks (3.83), and providing IEP progress information to parents and school administrators (3.82). These findings suggest that teachers consistently used IEPs as a guide for establishing goals, aligning instruction, and monitoring students' academic development.

The findings further showed that involving parents in the IEP planning process obtained a mean of 3.80, while modifying instructional strategies based on the IEP received a mean of 3.79. Participation in IEP development obtained a mean of 3.77, whereas communicating specific IEP goals to individual students and collaborating with general education teachers to implement accommodations both received the lowest mean of 3.74. Despite having the lowest ratings, all indicators remained within the Always category. This demonstrates that IEP-related practices were consistently implemented across the different areas measured. The results particularly highlight the importance placed on reviewing IEPs, setting measurable goals, aligning classroom activities with individualized objectives, and monitoring student progress.

The findings are consistent with recent literature emphasizing collaboration, individualized planning, parent involvement, and continuous monitoring in Special Education. Recent Philippine studies have highlighted the importance of collaborative practices and professional support in enabling SpEd teachers to respond effectively to diverse learner needs. Cagape and Bauyot (2024) emphasized collaboration, differentiated instruction, and professional growth among Filipino SpEd teachers, while Delima et al. (2025) found that in-service professional development was positively associated with SpEd teachers' self-efficacy. These findings reinforce the importance of strengthening teachers' knowledge and skills in developing, implementing, monitoring, and communicating IEPs. Overall, the 3.80 general assessment mean, interpreted as Always, indicates that Filipino SpEd teachers consistently employed IEP-related practices, reflecting a strong commitment to individualized educational planning and coordinated support for students with disabilities.

Table 7.
Level of counseling practices do Filipino SpEd teachers employ to address the academic needs of students with disabilities in terms of Assistive technology and digital tool

Indicators	Mean	VI
1. I integrate assistive technology in lessons to support learning.	3.66	A
2. I teach students how to use digital tools for academic tasks.	3.55	A
3. I select appropriate technology based on individual student needs.	3.71	A
4. I monitor students' use of assistive technology.	3.67	A
5. I provide training for students on using educational apps or software.	3.29	A
6. I adapt teaching materials for digital platforms.	3.65	A
7. I utilize online resources to reinforce learning.	3.74	A
8. I encourage collaboration through digital tools.	3.60	A
9. I troubleshoot technology issues to maintain learning continuity.	3.30	A
10. I evaluate the effectiveness of assistive technology in improving academic outcomes	3.50	A
General Assessment	3.57	A

Note:

3.25 – 4.00 Always (A)	2.50 – 3.24 Sometimes (S)
1.75 – 2.49 Rarely (R)	1.00 – 1.74 Never (N)

The findings in Table 7 revealed that Filipino Special Education (SpEd) teachers always employed assistive technology and digital tools to address the academic needs of students with disabilities, as reflected in the general assessment mean of 3.57, verbally interpreted as Always. This indicates that teachers consistently integrated technology into their instructional practices to support learning, provide access to digital resources, and accommodate individual learner needs. The highest mean was 3.74, obtained by the indicator "I utilize online resources to reinforce learning," followed by selecting appropriate technology based on individual student needs (3.71) and monitoring students' use of assistive technology (3.67). These results suggest that teachers recognized the value of digital resources and attempted to select and monitor technology according to the specific needs of their learners. Integrating assistive technology into lessons also received a high mean of 3.66, while adapting teaching materials for digital platforms obtained 3.65, demonstrating that technology was incorporated into different aspects of instruction.

The findings further showed that encouraging collaboration through digital tools obtained a mean of 3.60, while teaching students how to use digital tools for academic tasks received 3.55. Evaluating the effectiveness of assistive technology in improving academic outcomes obtained 3.50. The lowest mean was recorded for "I provide training for students on using educational apps or software," with 3.29, followed closely by troubleshooting technology issues to maintain learning continuity, with 3.30. Although these indicators received the lowest ratings, both remained within the Always category. This suggests that teachers consistently performed these practices, but student training on educational applications and troubleshooting technological problems were comparatively less emphasized than using online resources and selecting appropriate technologies.

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These findings are consistent with recent literature emphasizing the growing importance of digital technology and assistive technology in inclusive and Special Education. Recent research has highlighted that appropriate educational technologies can support accessibility, engagement, individualized learning, and participation among students with disabilities, but effective implementation depends on teachers' technological competence, training, and access to appropriate resources. Philippine research on SpEd teachers has likewise emphasized the importance of professional development and institutional support in strengthening teachers' capacity to respond to diverse learner needs. Thus, the 3.57 general assessment mean, interpreted as Always, indicates that Filipino SpEd teachers consistently utilized assistive technology and digital tools as part of their academic support practices. The results nevertheless suggest that strengthening teacher training, student technology orientation, technical support, and systematic evaluation of technology effectiveness could further improve the use of digital tools in Special Education.

Table 8.
Level of counseling practices do Filipino SpEd teachers employ to address the academic needs of students with disabilities in terms of Peer Teaching

Indicators	Mean	VI
1. I pair students to facilitate peer-assisted learning.	3.55	A
2. I train peer tutors to support learners with disabilities.	3.24	S
3. I monitor peer teaching sessions to ensure effectiveness.	3.38	A
4. I use cooperative learning strategies in classroom activities.	3.73	A
5. I encourage collaborative problem-solving among students.	3.66	A
6. I assign roles to peers to maximize learning support.	3.50	A
7. I evaluate the outcomes of peer teaching on a weekly and/or monthly basis.	3.46	A
8. I provide guidance to students on how to support each other.	3.56	A
9. I organize group activities that promotes student collaboration.	3.68	A
10. I adjust peer teaching strategies based on student feedback.	3.62	A
General Assessment	3.54	A

Note:
3.25 – 4.00 Always (A)
1.75 – 2.49 Rarely (R)
2.50 – 3.24 Sometimes (S)
1.00 – 1.74 Never (N)

The findings in Table 8 revealed that Filipino Special Education (SpEd) teachers always employed peer teaching practices to address the academic needs of students with disabilities, as indicated by the general assessment mean of 3.54, verbally interpreted as Always. This indicates that teachers consistently utilized peer-assisted and collaborative learning strategies as part of their instructional and academic support practices. The highest-rated indicator was “I use cooperative learning strategies in classroom activities,” with a mean of 3.73, followed by organizing group activities that promote student collaboration (3.68) and encouraging collaborative problem-solving among students (3.66). These results suggest that teachers strongly valued cooperation and interaction among learners as mechanisms for supporting academic development. Adjusting peer teaching strategies based on student feedback also obtained a high mean of 3.62, indicating that teachers were responsive to students' experiences when implementing peer-assisted learning.

The findings further showed that providing guidance to students on how to support one another obtained a mean of 3.56, while pairing students to facilitate peer-assisted learning received 3.55. Assigning roles to peers obtained a mean of 3.50, and evaluating the outcomes of peer teaching on a weekly and/or monthly basis obtained 3.46. Monitoring peer teaching sessions received 3.38, which was still interpreted as Always. However, the lowest-rated indicator was “I train peer tutors to support learners with disabilities,” with a mean of 3.24, verbally interpreted as Sometimes. This was the only indicator that fell below the threshold for “Always.” The result suggests that while teachers regularly used cooperative and collaborative activities, the formal preparation or training of peer tutors was comparatively less consistent.

Recent literature supports the use of peer-assisted and cooperative learning as inclusive instructional approaches. Research on inclusive education emphasizes that meaningful peer interaction can promote learner participation, collaboration, social inclusion, and academic engagement when appropriately structured and supported by teachers. The findings also complement recent Philippine literature emphasizing differentiated instruction, collaboration, and professional support in addressing the diverse needs of learners with disabilities. Thus, the 3.54 general assessment mean, interpreted as Always, demonstrates that Filipino SpEd teachers consistently incorporated peer teaching practices, particularly cooperative learning and collaborative activities. Nevertheless, the 3.24 rating for training peer tutors indicates the need for more systematic preparation and guidance of student peer tutors to ensure that peer-assisted learning is safe, purposeful, inclusive, and academically effective.

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Table 9.
Level of counseling practices do Filipino SpEd teachers employ to address the academic needs of students with disabilities in terms of Assessments and feedback

Indicators	Mean	VI
1. I provide timely feedback on student performance.	3.85	A
2. I use formative assessments to monitor learning progress.	3.84	A
3. I adjust teaching strategies based on assessment results.	3.77	A
4. I provide clear rubrics and grading criteria.	3.67	A
5. I conduct quarterly assessments aligned with the learning objectives	3.79	A
6. I use assessment results in lesson planning	3.85	A
7. I provide positive reinforcement to motivate students.	3.87	A
8. I involve students in self-assessment and reflection.	3.68	A
9. I communicate assessment results to parents.	3.84	A
10 I implement follow-up activities based on assessment outcomes.	3.82	A
General Assessment	3.80	A

Note:

3.25 – 4.00 Always (A)	2.50 – 3.24 Sometimes (S)
1.75 – 2.49 Rarely (R)	1.00 – 1.74 Never (N)

The findings in Table 9 revealed that Filipino Special Education (SpEd) teachers always employed assessment and feedback practices to address the academic needs of students with disabilities, as shown by the general assessment mean of 3.80, verbally interpreted as Always. This indicates that teachers consistently used assessment results and feedback to monitor student learning, guide instruction, and provide appropriate academic support. The highest-rated indicator was “I provide positive reinforcement to motivate students,” with a mean of 3.87, followed by providing timely feedback on student performance and using assessment results in lesson planning, both with a mean of 3.85. Formative assessment and communication of assessment results to parents both obtained 3.84, while implementing follow-up activities based on assessment outcomes received 3.82. These results demonstrate that teachers placed considerable emphasis on timely feedback, formative assessment, positive reinforcement, and the use of assessment information to inform instructional decisions.

The findings imply that assessment and feedback served as an important component of the academic support provided by Filipino SpEd teachers. The high rating for positive reinforcement suggests that teachers recognized the importance of encouraging students and acknowledging their progress, which may contribute to motivation and continued participation in learning. Similarly, the consistent use of formative assessments and assessment results in lesson planning indicates that teachers used evidence of student performance to identify learning difficulties and adjust instruction. However, the comparatively lower rating for self-assessment and clear rubrics suggests an opportunity to further promote student-centered assessment practices. Teachers may encourage students with disabilities to participate in age- and ability-appropriate self-assessment, reflection, and goal-setting while providing clear and accessible criteria for evaluating their work.

These findings are consistent with contemporary approaches to inclusive and Special Education that emphasize formative assessment, individualized feedback, positive reinforcement, and data-informed instructional decision-making. Recent literature stresses that assessment should not merely measure academic performance but should also provide information that teachers can use to modify instruction and support individual learner progress. The results therefore indicate that the 3.80 general assessment mean, interpreted as Always, reflects a strong and consistent implementation of assessment and feedback practices among Filipino SpEd teachers. The findings further suggest that strengthening student participation in assessment, transparent grading criteria, and individualized feedback mechanisms could enhance the effectiveness of these practices in addressing the academic needs of students with disabilities.

3. What is the extent of the utilization of guidance and counseling strategies of Filipino SpEd teachers to support the social and emotional needs of students with disabilities in terms of:

Table 10.
Extent of the utilization of guidance and counseling strategies of Filipino SpEd teachers to support the social and emotional needs of students with disabilities in terms of Teacher-student relationships

Indicators	Mean	VI
1. I maintain open communication with students about their concerns.	3.90	SA
2. I show empathy and understanding toward students' challenges.	3.88	SA
3. I build trust through consistent support and encouragement.	3.90	SA
4. I recognize students' achievements and strengths.	3.90	SA
5. I adapt my communication style to meet individual student needs.	3.84	SA
General Assessment	3.89	SA

Note:

3.25 – 4.00 Strongly Agree (SA)	2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D)	1.00 – 1.74 Strongly Disagree (SD)

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The findings in Table 10 revealed that Filipino Special Education (SpEd) teachers strongly agreed that they utilized guidance and counseling strategies that promote positive teacher-student relationships in supporting the social and emotional needs of students with disabilities, as indicated by the general assessment mean of 3.89, verbally interpreted as Strongly Agree. This indicates a very high level of relational practice among the respondents, particularly in maintaining communication, demonstrating empathy, building trust, and recognizing students' strengths. The highest mean of 3.90 was obtained by three indicators: maintaining open communication with students about their concerns, building trust through consistent support and encouragement, and recognizing students' achievements and strengths. These findings suggest that teachers consistently created supportive relationships in which students could communicate their concerns, receive encouragement, and feel that their accomplishments were valued.

These findings are consistent with recent literature emphasizing the importance of positive teacher-student relationships, empathy, emotional support, and inclusive classroom environments in promoting the social and emotional development of students with disabilities. Recent research on Filipino SpEd teachers has similarly emphasized collaboration, professional support, and responsive teaching practices as important components of effective Special Education. The findings therefore demonstrate that the 3.89 general assessment mean, interpreted as Strongly Agree, reflects a very high extent of utilization of teacher-student relationship strategies among Filipino SpEd teachers. Overall, the results suggest that maintaining open communication, building trust, demonstrating empathy, and recognizing students' strengths are important components of the teachers' guidance and counseling practices, while further personalization of communication can strengthen their support for the diverse social and emotional needs of students with disabilities.

Table 11.
Extent of the utilization of guidance and counseling strategies of Filipino SpEd teachers to support the social and emotional needs of students with disabilities in terms of Behavior management plans and interventions

Indicators	Mean	VI
1. I implement structured behavior management plans for students.	3.78	SA
2. I provide clear rules and expectations for classroom behavior.	3.88	SA
3. I monitor and adjust behavior interventions based on student response.	3.82	SA
4. I reinforce positive behavior through recognition and rewards.	3.78	SA
5. I collaborate with parents and colleagues on behavior support strategies.	3.84	SA
General Assessment	3.82	SA

Note:

3.25 – 4.00 Strongly Agree (SA) 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) 1.00 – 1.74 Strongly Disagree (SD)

The findings in Table 11 revealed that Filipino Special Education (SpEd) teachers strongly agreed that they utilized behavior management plans and interventions to support the social and emotional needs of students with disabilities, as indicated by the general assessment mean of 3.82, verbally interpreted as Strongly Agree. This indicates that teachers consistently applied structured and supportive behavior management practices in their classrooms. The highest mean of 3.88 was obtained by the indicator "I provide clear rules and expectations for classroom behavior," demonstrating that teachers strongly emphasized establishing clear behavioral standards and expectations. This suggests that structure, consistency, and clarity were considered important in helping students understand appropriate classroom behavior and creating a predictable learning environment.

The indicator "I collaborate with parents and colleagues on behavior support strategies" obtained a mean of 3.84, while "I monitor and adjust behavior interventions based on student response" received a mean of 3.82. These findings indicate that teachers strongly recognized the importance of collaboration and responsiveness when addressing behavioral concerns. Meanwhile, implementing structured behavior management plans and reinforcing positive behavior through recognition and rewards both obtained the lowest mean of 3.78. Despite having the lowest ratings, both indicators remained within the Strongly Agree category. The narrow range of means, from 3.78 to 3.88, demonstrates that the respondents consistently utilized the different behavior management strategies measured in the study.

The findings imply that Filipino SpEd teachers placed strong emphasis on preventive, structured, and positive approaches to behavior management. Establishing clear rules and expectations may help students with disabilities understand classroom routines and behavioral boundaries, thereby promoting a more predictable and supportive environment. The strong rating for monitoring and adjusting interventions also suggests that teachers did not rely solely on fixed behavior management strategies but considered students' responses when determining whether interventions needed modification. Furthermore, collaboration with parents and colleagues indicates that teachers recognized behavior support as a shared responsibility rather than an isolated classroom concern. However, the comparatively lower ratings for structured behavior plans and positive reinforcement suggest that schools may further strengthen teachers' access to individualized behavior intervention planning and evidence-based positive reinforcement strategies.

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The findings are supported by recent literature emphasizing positive behavior support, structured classroom environments, collaboration, and individualized interventions for learners with disabilities. Contemporary inclusive education approaches encourage teachers to establish clear expectations, reinforce appropriate behavior, monitor learner responses, and work collaboratively with families and other professionals. These practices are particularly relevant in Special Education because behavioral needs may be closely connected with students' communication, emotional regulation, learning, and social participation. Overall, the 3.82 general assessment mean, interpreted as Strongly Agree, indicates a very high extent of utilization of behavior management plans and interventions among Filipino SpEd teachers. The results suggest that clear expectations, collaborative support, and responsive behavioral interventions constitute important components of their guidance and counseling practices for promoting students' social and emotional well-being.

Table 12.
Extent of the utilization of guidance and counseling strategies of Filipino SpEd teachers to support the social and emotional needs of students with disabilities in terms of Student academic performance and engagement

Indicators	Mean	VI
1. My counseling practices help improve students' academic performance.	3.88	SA
2. My strategies increase students' engagement in classroom activities.	3.77	SA
3. I provide support that motivates students to complete their assignments on time. My strategies increase students' engagement in classroom activities	3.82	SA
4. I encourage students to actively participate in learning tasks.	3.89	SA
5. My counseling practices help students overcome learning difficulties	3.70	SA
General Assessment	3.77	SA

Note:
3.25 – 4.00 Strongly Agree (SA) 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) 1.00 – 1.74 Strongly Disagree (SD)

The findings in Table 12 revealed that Filipino Special Education (SpEd) teachers strongly agreed that their guidance and counseling practices supported students' academic performance and engagement, as reflected in the general assessment mean of 3.77, verbally interpreted as Strongly Agree. This indicates that teachers perceived their counseling practices as highly supportive of students' participation, motivation, and academic involvement. The highest mean was 3.89, obtained by the indicator "I encourage students to actively participate in learning tasks," showing that promoting active participation was the most strongly practiced or perceived contribution of counseling strategies. This was followed by providing support that motivates students to complete their assignments on time, with a mean of 3.82, and strategies that increase students' engagement in classroom activities, with a mean of 3.77. These findings suggest that teachers strongly recognized the importance of motivation and active participation in supporting students with disabilities.

Recent literature on inclusive and Special Education similarly emphasizes the interconnectedness of social-emotional support, student engagement, motivation, and academic participation. Supportive teacher-student relationships, positive behavior interventions, individualized instruction, and collaborative practices can create conditions that encourage learners with disabilities to participate actively in educational activities. The present findings therefore demonstrate that the 3.77 general assessment mean, interpreted as Strongly Agree, reflects a high extent of utilization of counseling practices in supporting students' academic performance and engagement. Overall, the results suggest that Filipino SpEd teachers particularly emphasized active participation and motivation, while the somewhat lower rating for direct academic improvement highlights the need to integrate counseling strategies with targeted academic interventions and continuous monitoring of student progress.

Table 13.
Extent of the utilization of guidance and counseling strategies of Filipino SpEd teachers to support the social and emotional needs of students with disabilities in terms of Emotional adjustment and self-confidence

Indicators	Mean	VI
1. My counseling practices help students manage their emotions effectively	3.87	SA
2. My strategies increase students' self-confidence in academic tasks.	3.74	SA
3. I provide support that helps students adjust to challenging situations.	3.79	SA
4. I encourage students to express their emotions appropriately.	3.84	SA
5. My counseling practices foster positive emotional development among students.	3.78	SA
General Assessment	3.76	SA

Note:
3.25 – 4.00 Strongly Agree (SA) 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) 1.00 – 1.74 Strongly Disagree (SD)

The findings in Table 13 revealed that Filipino Special Education (SpEd) teachers strongly agreed that their guidance and counseling practices supported the emotional adjustment and self-confidence of students with disabilities, as indicated by the general assessment mean of 3.76, verbally interpreted as Strongly Agree. This indicates that teachers consistently perceived their counseling strategies as supportive of students' emotional development, confidence, and ability to cope with challenging

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situations. The highest mean was 3.84, obtained by the indicator “I encourage students to express their emotions appropriately,” suggesting that promoting healthy and appropriate emotional expression was the most strongly emphasized practice. This was followed by providing support that helps students adjust to challenging situations, with a mean of 3.79, and fostering positive emotional development, with a mean of 3.76. These results indicate that teachers placed considerable importance on helping students communicate their feelings and develop adaptive responses to difficult situations.

The indicator “My strategies increase students’ self-confidence in academic tasks” obtained a mean of 3.74, while “My counseling practices help students manage their emotions effectively” received the lowest mean of 3.67. Although this was the lowest-rated indicator, it remained within the Strongly Agree category, demonstrating that teachers still strongly perceived their practices as contributing to students’ emotional management. The relatively lower rating may suggest that emotional regulation is more complex and may require sustained interventions, individualized support, and collaboration with parents, guidance personnel, and other professionals. The narrow range between the highest and lowest means, from 3.67 to 3.84, indicates that all areas of emotional adjustment and self-confidence were consistently supported by the respondents.

4. Is there a significant difference in the level of counseling practices of Filipino SpEd teachers to address the academic needs of students with disabilities when grouped according to their demographic profile?

Table 14.

Significant difference in the level of counseling practices of Filipino SpEd teachers to address the academic needs of students with disabilities when grouped according to their demographic profile in terms of Age

Demographic Profile	Level of Counseling Practices	F-value	df	P-value	Remarks	Decision
Age	Individualized Instruction and Remediation	0.391	81	0.760	Not Significant	Accept the Ho
	Individualized Education Plans (IEPs)	0.351	81	0.788	Not Significant	Accept the Ho
	Assistive Technology and Digital Tool	0.519	81	0.670	Not Significant	Accept the Ho
	Peer Teaching	0.550	81	0.649	Not Significant	Accept the Ho
	Assessments and feedback	1.671	81	0.180	Not Significant	Accept the Ho

The results in Table 14 revealed that there was no significant difference in the level of counseling practices of Filipino Special Education (SpEd) teachers when grouped according to age across all dimensions. For individualized instruction and remediation, the computed F-value of 0.391 with a p-value of 0.760 indicated no significant difference. Similarly, individualized education plans (IEPs) obtained an F-value of 0.351 and a p-value of 0.788, while assistive technology and digital tools yielded an F-value of 0.519 and a p-value of 0.670. Peer teaching also showed no significant difference, with an F-value of 0.550 and a p-value of 0.649, while assessment and feedback obtained an F-value of 1.671 and a p-value of 0.180. Since all p-values were greater than the 0.05 level of significance, the null hypothesis was accepted across all dimensions.

The findings indicate that age did not significantly influence the counseling practices employed by Filipino SpEd teachers in addressing the academic needs of students with disabilities. This suggests that teachers, regardless of whether they belonged to younger, middle-aged, or older age groups, demonstrated relatively similar practices in individualized instruction and remediation, IEP implementation, technology utilization, peer teaching, and assessment and feedback. The absence of significant differences may indicate that these practices are guided more by professional responsibilities, school policies, training, and the specific needs of learners rather than by teachers’ age. It also suggests that accumulated age alone does not necessarily result in substantially different approaches to supporting students with disabilities.

The result is also consistent with recent literature emphasizing that the effectiveness of Special Education practices is influenced by professional preparation, continuing development, collaboration, and institutional support, rather than demographic characteristics alone. Delima et al. (2025), for instance, highlighted the importance of in-service professional development in strengthening the self-efficacy of Filipino SpEd teachers. The present finding reinforces this perspective because the teachers demonstrated similar levels of counseling practices despite differences in age. Overall, the non-significant results across all five dimensions indicate that age was not a determining factor in the counseling practices of the participating Filipino SpEd teachers, supporting the conclusion that their academic support practices were generally consistent across age groups.

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Table 15.

Significant difference in the level of counseling practices of Filipino SpEd teachers to address the academic needs of students with disabilities when grouped according to their demographic profile in terms of Sex

Demographic Profile	Level of Counseling Practices	t-value	df	P-value	Remarks	Decision
Sex	Individualized Instruction and Remediation	-0.218	81	0.828	Not Significant	Accept the Ho
	Individualized Education Plans (IEPs)	1.077	81	0.285	Not Significant	Accept the Ho
	Assistive Technology and Digital Tool	-0.338	81	0.736	Not Significant	Accept the Ho
	Peer Teaching	-1.750	81	0.084	Not Significant	Accept the Ho
	Assessments and feedback	-0.450	81	0.654	Not Significant	Accept the Ho

The results in Table 15 revealed that there was no significant difference in the level of counseling practices of Filipino Special Education (SpEd) teachers when grouped according to sex across all dimensions. For individualized instruction and remediation, the computed t-value of -0.218 with a p-value of 0.828 indicated no significant difference between male and female teachers. Similarly, individualized education plans (IEPs) obtained a t-value of 1.077 and a p-value of 0.285, while assistive technology and digital tools yielded a t-value of -0.338 and a p-value of 0.736. Peer teaching obtained a t-value of -1.750 and a p-value of 0.084, while assessment and feedback recorded a t-value of -0.450 and a p-value of 0.654. Since all p-values were greater than the 0.05 level of significance, all results were interpreted as Not Significant, and the null hypothesis was accepted.

The finding is consistent with the broader emphasis of recent Special Education literature on teacher competence, professional development, collaboration, and institutional support as important factors in effective practice. Delima et al. (2025), for example, emphasized the role of in-service development in strengthening the self-efficacy of Filipino SpEd teachers. The present results reinforce the idea that professional preparation and continuous learning may be more relevant to teachers' practices than demographic characteristics such as sex. Overall, the non-significant results across all five dimensions demonstrate that male and female Filipino SpEd teachers in the study employed generally comparable counseling practices, supporting the conclusion that sex was not a significant factor in their approaches to addressing the academic needs of students with disabilities.

Table 16.

Significant difference in the level of counseling practices of Filipino SpEd teachers to address the academic needs of students with disabilities when grouped according to their demographic profile in terms of Educational Attainment

Demographic Profile	Level of Counseling Practices	F-value	df	P-value	Remarks	Decision
Educational Attainment	Individualized Instruction and Remediation	0.400	81	0.672	Not Significant	Accept the Ho
	Individualized Education Plans (IEPs)	1.606	81	0.207	Not Significant	Accept the Ho
	Assistive Technology and Digital Tool	0.227	81	0.789	Not Significant	Accept the Ho
	Peer Teaching	0.081	81	0.922	Not Significant	Accept the Ho
	Assessments and feedback	1.680	81	0.193	Not Significant	Accept the Ho

The results in Table 16 revealed that there was no significant difference in the level of counseling practices of Filipino Special Education (SpEd) teachers when grouped according to educational attainment across all dimensions. For individualized instruction and remediation, the computed F-value of 0.400 with a p-value of 0.672 indicated no significant difference. Similarly, individualized education plans (IEPs) obtained an F-value of 1.606 and a p-value of 0.207, while assistive technology and digital tools yielded an F-value of 0.227 and a p-value of 0.789. Peer teaching recorded an F-value of 0.081 and a p-value of 0.922, while assessment and feedback obtained an F-value of 1.680 and a p-value of 0.193. Since all p-values were greater than the 0.05 level of significance, all results were interpreted as Not Significant, and the null hypothesis was accepted.

The results are consistent with recent literature emphasizing that professional development, in-service training, collaboration, and institutional support contribute to teachers' capacity to implement effective Special Education practices. Delima et al. (2025), for example, reported a positive relationship between in-service development activities and the self-efficacy of Filipino SpEd teachers, highlighting the importance of ongoing professional learning. Thus, the present findings suggest that educational attainment alone may not be a determining factor in counseling practice implementation. Overall, the non-significant results across all five dimensions demonstrate that Filipino SpEd teachers exhibited relatively consistent counseling practices regardless of whether they held a Bachelor's, Master's, or Doctoral degree, supporting the acceptance of the null hypothesis.

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Table 17.

Significant difference in the level of counseling practices of Filipino SpEd teachers to address the academic needs of students with disabilities when grouped according to their demographic profile in terms of Teaching Experience

Demographic Profile	Level of Counseling Practices	F-value	df	P-value	Remarks	Decision
Teaching Experience	Individualized Instruction and Remediation	0.357	81	0.784	Not Significant	Accept the Ho
	Individualized Education Plans (IEPs)	0.935	81	0.428	Not Significant	Accept the Ho
	Assistive Technology and Digital Tool	0.474	81	0.702	Not Significant	Accept the Ho
	Peer Teaching	1.151	81	0.334	Not Significant	Accept the Ho
	Assessments and feedback	1.855	81	0.144	Not Significant	Accept the Ho

The results in Table 17 revealed that there was no significant difference in the level of counseling practices of Filipino Special Education (SpEd) teachers when grouped according to teaching experience across all dimensions.

For individualized instruction and remediation, the computed F-value of 0.357 with a p-value of 0.784 indicated no significant difference. Similarly, individualized education plans (IEPs) obtained an F-value of 0.935 and a p-value of 0.428, while assistive technology and digital tools yielded an F-value of 0.474 and a p-value of 0.702.

Peer teaching recorded an F-value of 1.151 and a p-value of 0.334, whereas assessment and feedback obtained an F-value of 1.855 and a p-value of 0.144. Since all p-values were greater than the 0.05 level of significance, all results were interpreted as Not Significant, and the null hypothesis was accepted.

The findings indicate that teaching experience did not significantly influence the counseling practices of Filipino SpEd teachers in addressing the academic needs of students with disabilities.

Teachers with different levels of experience, from those with 1–5 years of teaching experience to those with 16 years or more, demonstrated generally comparable practices in individualized instruction and remediation, IEP implementation, assistive technology and digital tools, peer teaching, and assessment and feedback.

This suggests that longer teaching experience did not necessarily result in significantly higher or lower levels of counseling practice. The consistency across experience groups may indicate that SpEd teachers are guided by similar professional expectations, instructional standards, school policies, and learner-centered practices regardless of their length of service.

The findings are consistent with recent literature emphasizing the importance of continuous professional development rather than experience alone in strengthening Special Education practices. Delima et al. (2025) highlighted the relationship between in-service professional development and the self-efficacy of Filipino SpEd teachers, suggesting that ongoing learning opportunities can strengthen teachers' professional capacity.

Thus, the present findings suggest that professional competence in counseling practices may be developed and maintained through continuous training, collaboration, and institutional support across all stages of a teacher's career.

Overall, the non-significant results across all five dimensions demonstrate that Filipino SpEd teachers exhibited relatively consistent counseling practices regardless of their teaching experience, supporting the acceptance of the null hypothesis.

5. Is there a significant difference between the extent of the utilization of guidance and counseling strategies of Filipino SpEd teachers to support the social and emotional needs of students with disabilities when grouped according to their demographic profile?

Table 18.

Significant difference between the extent of the utilization of guidance and counseling strategies of Filipino SpEd teachers to support the social and emotional needs of students with disabilities when grouped according to their demographic profile in terms of Age

Demographic Profile	Utilization of Guidance and Strategies	F-value	df	P-value	Remarks	Decision
Age	Teacher-student Relationships	3.337	81	0.024	Significant	Reject the Ho
	Behavior Management Plans and Interventions	0.703	81	0.553	Not Significant	Accept the Ho
	Student Academic Performance and Engagement	0.814	81	0.490	Not Significant	Accept the Ho
	Emotional Adjustment and Self-confidence	0.560	81	0.643	Not Significant	Accept the Ho

The results in Table 18 revealed that age significantly influenced the utilization of guidance and counseling strategies in terms of teacher-student relationships, but did not significantly influence the other dimensions. The teacher-student relationship

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dimension obtained an F-value of 3.337 with a p-value of 0.024, which was below the 0.05 level of significance. Thus, the result was interpreted as Significant, and the null hypothesis was rejected for this dimension. This indicates that there was a statistically significant difference in the utilization of teacher-student relationship strategies among Filipino SpEd teachers when grouped according to age. In contrast, behavior management plans and interventions obtained an F-value of 0.703 and a p-value of 0.553; student academic performance and engagement obtained an F-value of 0.814 and a p-value of 0.490; and emotional adjustment and self-confidence obtained an F-value of 0.560 and a p-value of 0.643. Since all these p-values were greater than 0.05, the differences were not significant, and the null hypothesis was accepted for these dimensions.

The significant result for teacher-student relationships suggests that teachers' age may be associated with differences in how they establish and maintain relationships with students with disabilities. Differences among age groups may reflect variations in communication styles, interpersonal experiences, approaches to empathy, classroom interaction, or professional exposure. Older or more experienced teachers may have developed different approaches to building trust and communicating with learners compared with younger teachers. However, the data do not establish which specific age group demonstrated higher or lower utilization because the table provides only the overall ANOVA result. A post-hoc test would therefore be necessary to determine which specific age groups significantly differed from one another.

Overall, the findings provide partial evidence against the null hypothesis. The null hypothesis was rejected only for teacher-student relationships because its p-value of 0.024 was below 0.05, while it was accepted for behavior management plans and interventions, student academic performance and engagement, and emotional adjustment and self-confidence because their p-values exceeded 0.05. This means that age was a significant factor only in the utilization of teacher-student relationship strategies and was not a significant factor in the other measured areas.

Table 19.

Significant difference between the extent of the utilization of guidance and counseling strategies of Filipino SpEd teachers to support the social and emotional needs of students with disabilities when grouped according to their demographic profile in terms of Sex

Demographic Profile	Utilization of Guidance and Strategies	t-value	df	P-value	Remarks	Decision
Sex	Teacher-student Relationships	-0.353	81	0.725	Not Significant	Accept the Ho
	Behavior Management Plans and Interventions	0.005	81	0.996	Not Significant	Accept the Ho
	Student Academic Performance and Engagement	0.081	81	0.936	Not Significant	Accept the Ho
	Emotional Adjustment and Self-confidence	-0.188	81	0.852	Not Significant	Accept the Ho

The results in Table 19 revealed that there was no significant difference in the extent of utilization of guidance and counseling strategies of Filipino Special Education (SpEd) teachers when grouped according to sex across all dimensions. For teacher-student relationships, the computed t-value of -0.353 with a p-value of 0.725 indicated no significant difference between male and female teachers. Similarly, behavior management plans and interventions obtained a t-value of 0.005 and a p-value of 0.996, while student academic performance and engagement yielded a t-value of 0.081 and a p-value of 0.936. Emotional adjustment and self-confidence also showed no significant difference, with a t-value of -0.188 and a p-value of 0.852. Since all p-values were greater than the 0.05 level of significance, all dimensions were interpreted as Not Significant, and the null hypothesis was accepted.

The findings indicate that sex did not significantly influence the utilization of guidance and counseling strategies among Filipino SpEd teachers. Both male and female teachers demonstrated generally comparable practices in establishing teacher-student relationships, managing classroom behavior, supporting academic performance and engagement, and promoting emotional adjustment and self-confidence. This suggests that the provision of social and emotional support to students with disabilities was not substantially determined by whether the teacher was male or female. Instead, these practices may be shaped more strongly by professional responsibilities, teacher preparation, institutional policies, training, and the specific needs of students.

The findings are consistent with recent literature emphasizing the importance of teacher competence, continuous professional development, collaboration, and supportive educational environments in Special Education rather than relying primarily on demographic characteristics. Overall, the non-significant results across all four dimensions demonstrate that male and female Filipino SpEd teachers employed comparable guidance and counseling strategies in supporting the social and emotional needs of students with disabilities. The null hypothesis was therefore accepted for teacher-student relationships, behavior management plans and interventions, student academic performance and engagement, and emotional adjustment and

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self-confidence. These findings suggest that sex was not a significant factor in determining the extent to which Filipino SpEd teachers utilized guidance and counseling strategies.

Table 20.
Significant difference between the extent of the utilization of guidance and counseling strategies of Filipino SpEd teachers to support the social and emotional needs of students with disabilities when grouped according to their demographic profile in terms of Educational Attainment

Demographic Profile	Utilization of Guidance and Strategies	F-value	df	P-value	Remarks	Decision
Educational Attainment	Teacher-student Relationships	4.926	81	0.010	Significant	Reject the Ho
	Behavior Management Plans and Interventions	0.885	81	0.417	Not Significant	Accept the Ho
	Student Academic Performance and Engagement	0.627	81	0.537	Not Significant	Accept the Ho
	Emotional Adjustment and Self-confidence	0.236	81	0.790	Not Significant	Accept the Ho

The results in Table 20 revealed that educational attainment significantly influenced the extent of utilization of guidance and counseling strategies in terms of teacher-student relationships, as shown by the F-value of 4.926 and p-value of 0.010, which was below the 0.05 level of significance. Thus, the null hypothesis was rejected for this dimension. This finding suggests that Filipino SpEd teachers with different levels of educational attainment may differ in how they establish communication, trust, empathy, and supportive relationships with students with disabilities. However, the result only establishes that a significant difference exists among the educational attainment groups; it does not indicate which specific groups differ. A post-hoc test would therefore be necessary to determine whether the significant difference occurs between Bachelor's, Master's, or Doctoral degree holders.

The findings are supported by recent research emphasizing the importance of teacher-student relationships in Special Education. Alsem et al. (2025) found that high-quality, close teacher-student relationships were associated with fewer student behavior problems and highlighted the complexity of relationships between teachers and students with special educational needs. Their findings further emphasized the need for interventions that strengthen relationship quality in Special Education settings. Similarly, Cecere et al. (2025) reported that teachers' mentalization abilities, emotional regulation, and relational competencies were important factors associated with relational closeness with students with special educational needs. These findings support the present result that teacher-student relationships constitute an important area in which differences in teachers' professional preparation may become evident.

Table 21.
Significant difference between the extent of the utilization of guidance and counseling strategies of Filipino SpEd teachers to support the social and emotional needs of students with disabilities when grouped according to their demographic profile in terms of Teaching Experience

Demographic Profile	Utilization of Guidance and Strategies	F-value	df	P-value	Remarks	Decision
Teaching Experience	Teacher-student Relationships	2.086	81	0.109	Not Significant	Accept the Ho
	Behavior Management Plans and Interventions	1.936	81	0.131	Not Significant	Accept the Ho
	Student Academic Performance and Engagement	0.413	81	0.744	Not Significant	Accept the Ho
	Emotional Adjustment and Self-confidence	0.502	81	0.682	Not Significant	Accept the Ho

The results in Table 21 revealed that teaching experience did not significantly influence the extent of utilization of guidance and counseling strategies of Filipino Special Education (SpEd) teachers across all measured dimensions. For teacher-student relationships, the computed F-value of 2.086 with a p-value of 0.109 indicated no significant difference. Similarly, behavior management plans and interventions obtained an F-value of 1.936 and a p-value of 0.131; student academic performance and engagement yielded an F-value of 0.413 and a p-value of 0.744; while emotional adjustment and self-confidence obtained an F-value of 0.502 and a p-value of 0.682. Since all p-values were greater than the 0.05 level of significance, all results were interpreted as Not Significant, and the null hypothesis was accepted across all dimensions.

The findings indicate that teachers with varying lengths of teaching experience employed generally comparable guidance and counseling strategies in supporting the social and emotional needs of students with disabilities. Whether teachers were relatively new to the profession or had many years of teaching experience, their practices in establishing teacher-student relationships, managing behavior, supporting academic engagement, and promoting emotional adjustment and self-confidence did not differ

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significantly. This suggests that years of teaching experience alone may not determine the extent to which SpEd teachers utilize guidance and counseling strategies. Instead, their practices may be influenced by professional standards, school-based expectations, specialized training, continuing professional development, and the individual needs of learners.

The findings further imply that professional competence in guidance and counseling can be developed and maintained throughout a teacher's career, regardless of length of service. The similarity among experience groups may indicate that both beginning and experienced SpEd teachers have access to common professional guidelines and practices that encourage learner-centered and inclusive approaches. However, the non-significant findings should not be interpreted to mean that teaching experience is unimportant. Rather, they suggest that experience by itself may not be sufficient to produce statistically different levels of practice. Continuous professional development remains necessary to ensure that teachers are exposed to updated approaches in behavior management, social-emotional learning, communication, and individualized support.

The findings also have implications for professional development planning. Since no significant differences were found across teaching-experience groups, schools may provide inclusive professional development programs that involve both beginning and experienced SpEd teachers rather than limiting training opportunities based on years of service. Training may focus on evidence-based behavior support, teacher-student communication, emotional regulation, student engagement, counseling approaches, and individualized interventions. Mentoring and peer-learning activities can also allow experienced teachers to share practical knowledge while enabling newer teachers to contribute updated strategies and perspectives.

Overall, the findings provide no evidence to reject the null hypothesis. The null hypothesis was accepted for teacher-student relationships, behavior management plans and interventions, student academic performance and engagement, and emotional adjustment and self-confidence because all p-values—0.109, 0.131, 0.744, and 0.682, respectively—were greater than 0.05. Thus, teaching experience was not a significant factor in the extent of utilization of guidance and counseling strategies among the Filipino SpEd teachers included in the study. The results highlight the importance of focusing on continuous professional development, institutional support, and competency-based training rather than relying solely on years of teaching experience to strengthen guidance and counseling practices.

6. Is there a significant relationship between the level of counseling practices of Filipino SpEd teachers to address the academic needs of students with disabilities and the extent of the utilization of guidance and counseling strategies of Filipino SpEd teachers to support the social and emotional needs of students with disabilities?

Table 22.

Significant relationship between the level of counseling practices of Filipino SpEd teachers to address the academic needs of students with disabilities and the extent of the utilization of guidance and counseling strategies of Filipino SpEd teachers to support the social and emotional needs of students with disabilities in terms of Individualized Instruction and Remediation

Level of Counseling Practices	Utilization of Guidance and Strategies	R-value	N	P-value	Remarks	Decision
Individualized Instruction and Remediation	Teacher-student Relationships	0.390	82	0.000	Significant	Reject the Ho
	Behavior Management Plans and Interventions	0.606	82	0.000	Significant	Reject the Ho
	Student Academic Performance and Engagement	0.502	82	0.000	Significant	Reject the Ho
	Emotional Adjustment and Self-confidence	0.401	82	0.000	Significant	Reject the Ho

The results in Table 22 revealed a significant positive relationship between individualized instruction and remediation and all dimensions of the utilization of guidance and counseling strategies among Filipino Special Education (SpEd) teachers. Individualized instruction and remediation showed a significant positive relationship with teacher-student relationships ($r = 0.390$, $p = 0.000$), behavior management plans and interventions ($r = 0.606$, $p = 0.000$), student academic performance and engagement ($r = 0.502$, $p = 0.000$), and emotional adjustment and self-confidence ($r = 0.401$, $p = 0.000$). Since all p-values were below the 0.05 level of significance, all relationships were interpreted as Significant, and the null hypothesis was rejected in all dimensions.

The results indicate that teachers who more consistently implemented individualized instruction and remediation also tended to utilize guidance and counseling strategies more extensively in addressing students' social and emotional needs. The strongest relationship was found between individualized instruction and remediation and behavior management plans and interventions ($r = 0.606$), indicating a moderately strong positive relationship. This suggests that teachers who adjust instruction according to individual learner needs may also be more likely to recognize behavioral needs, establish appropriate expectations, monitor learner responses, and implement supportive behavioral interventions. The relationship with student academic performance and

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engagement ($r = 0.502$) was also moderate, suggesting that individualized academic support is associated with greater utilization of strategies intended to encourage participation and academic engagement.

Overall, the findings provide strong evidence against the null hypothesis. The significant positive relationships across all four dimensions demonstrate that higher levels of individualized instruction and remediation were associated with greater utilization of teacher-student relationship strategies, behavior management interventions, academic engagement strategies, and emotional adjustment and self-confidence support. Among the dimensions, behavior management plans and interventions showed the strongest relationship ($r = 0.606$), while teacher-student relationships showed the weakest, although still significant, relationship ($r = 0.390$). These findings highlight the importance of integrating individualized academic interventions with comprehensive guidance and counseling strategies to provide more holistic support for students with disabilities.

Table 23.

Significant relationship between the level of counseling practices of Filipino SpEd teachers to address the academic needs of students with disabilities and the extent of the utilization of guidance and counseling strategies of Filipino SpEd teachers to support the social and emotional needs of students with disabilities in terms of Individualized Education Plans (IEPs)

Level of Counseling Practices	Utilization of Guidance and Strategies	R-value	N	P-value	Remarks	Decision
Individualized Education Plans (IEPs)	Teacher-student Relationships	0.250	82	0.024	Significant	Reject the Ho
	Behavior Management Plans and Interventions	0.401	82	0.000	Significant	Reject the Ho
	Student Academic Performance and Engagement	0.193	82	0.083	Not Significant	Accept the Ho
	Emotional Adjustment and Self-confidence	0.243	82	0.028	Significant	Reject the Ho

The results in Table 23 revealed that the level of counseling practices in terms of Individualized Education Plans (IEPs) had significant positive relationships with teacher-student relationships, behavior management plans and interventions, and emotional adjustment and self-confidence, but not with student academic performance and engagement. Specifically, IEP implementation had a significant positive relationship with teacher-student relationships ($r = 0.250$, $p = 0.024$), behavior management plans and interventions ($r = 0.401$, $p = 0.000$), and emotional adjustment and self-confidence ($r = 0.243$, $p = 0.028$). Since the p-values were below the 0.05 level of significance, the null hypothesis was rejected for these three dimensions. In contrast, the relationship between IEP implementation and student academic performance and engagement ($r = 0.193$, $p = 0.083$) was not significant because the p-value exceeded 0.05; therefore, the null hypothesis was accepted for this dimension.

The strongest relationship was observed between IEP implementation and behavior management plans and interventions ($r = 0.401$), indicating a moderate positive relationship. This suggests that teachers who actively participate in developing, reviewing, monitoring, and implementing IEPs also tend to utilize structured behavioral strategies more consistently. An IEP provides a systematic basis for identifying individual learner needs, setting measurable goals, determining appropriate accommodations, and monitoring progress, which can guide teachers in developing appropriate behavioral interventions. Meanwhile, the relationships between IEP implementation and teacher-student relationships ($r = 0.250$) and emotional adjustment and self-confidence ($r = 0.243$) were relatively weak but statistically significant. This indicates that individualized educational planning may be associated with teachers' ability to understand students' needs, provide appropriate support, and promote positive emotional experiences.

Recent research supports the importance of individualized planning and positive teacher-student relationships in Special Education. Alsem et al. (2025) emphasized that the quality of teacher-student relationships is particularly important for students with special educational needs and is associated with student functioning. Likewise, Cecere et al. (2025) highlighted the importance of teachers' relational and emotional competencies in developing positive relationships with students with special educational needs. In addition, Di Lisio et al. (2025) reported that positive teacher-student relationships are associated with student engagement and academic outcomes, while also emphasizing the particular relevance of these relationships for learners with special educational needs. These recent findings reinforce the present result that individualized educational practices such as IEP implementation are interconnected with relational, behavioral, and emotional dimensions of Special Education, although their relationship with academic engagement may depend on other intervening factors.

Overall, the findings provide partial evidence against the null hypothesis. The null hypothesis was rejected for teacher-student relationships, behavior management plans and interventions, and emotional adjustment and self-confidence, while it was accepted for student academic performance and engagement. Therefore, the results indicate that stronger implementation of IEP-related practices is associated with greater utilization of social-emotional and behavioral guidance strategies, but not necessarily with academic engagement. These findings emphasize the importance of strengthening IEP implementation through

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collaborative planning, regular progress monitoring, individualized behavioral support, and coordinated social-emotional interventions while simultaneously employing separate strategies specifically designed to increase students' academic participation and engagement.

Table 24.
Significant relationship between the level of counseling practices of Filipino SpEd teachers to address the academic needs of students with disabilities and the extent of the utilization of guidance and counseling strategies of Filipino SpEd teachers to support the social and emotional needs of students with disabilities in terms of Assistive Technology and Digital Tool

Level of Counseling Practices	Utilization of Guidance and Strategies	R-value	N	P-value	Remarks	Decision
Assistive Technology and Digital Tool	Teacher-student Relationships	0.132	82	0.239	Not Significant	Accept the Ho
	Behavior Management Plans and Interventions	0.254	82	0.021	Significant	Reject the Ho
	Student Academic Performance and Engagement	0.214	82	0.053	Not Significant	Accept the Ho
	Emotional Adjustment and Self-confidence	0.163	82	0.144	Not Significant	Accept the Ho

The results in Table 24 revealed that the utilization of assistive technology and digital tools had a significant positive relationship with behavior management plans and interventions, but no significant relationship with teacher-student relationships, student academic performance and engagement, and emotional adjustment and self-confidence. Specifically, assistive technology and digital tool utilization showed a significant relationship with behavior management plans and interventions ($r = 0.254$, $p = 0.021$). Since the p-value was below the 0.05 level of significance, the null hypothesis was rejected for this dimension. In contrast, the relationships with teacher-student relationships ($r = 0.132$, $p = 0.239$), student academic performance and engagement ($r = 0.214$, $p = 0.053$), and emotional adjustment and self-confidence ($r = 0.163$, $p = 0.144$) were not significant because their p-values were greater than 0.05. Thus, the null hypothesis was accepted for these three dimensions.

The non-significant relationship between assistive technology and teacher-student relationships ($r = 0.132$, $p = 0.239$) suggests that technology use does not automatically strengthen interpersonal relationships between teachers and students. Meaningful relationships continue to depend heavily on direct communication, empathy, trust, responsiveness, and personal interaction. Similarly, the relationship with student academic performance and engagement ($r = 0.214$, $p = 0.053$) was not statistically significant, although its p-value was relatively close to the 0.05 threshold. This indicates that digital tool utilization alone may not be sufficient to produce significant differences in academic engagement. The effectiveness of technology may depend on how appropriately it is selected, integrated into instruction, and matched with individual learner needs. The relationship with emotional adjustment and self-confidence ($r = 0.163$, $p = 0.144$) was also non-significant, suggesting that technology-based support may need to be combined with direct counseling, emotional support, and interpersonal interventions to address learners' social and emotional needs.

The findings imply that assistive technology should be viewed as a complementary tool rather than a replacement for teacher-led guidance and counseling practices. While digital tools may assist teachers in establishing structure and managing learner behavior, their contribution to relationships, academic engagement, and emotional development may depend on the quality of teacher implementation and the specific needs of individual students. Therefore, SpEd teachers should receive continuous training not only in operating assistive technologies but also in determining when, why, and how specific digital tools can be integrated into individualized interventions.

Overall, the findings provide partial evidence against the null hypothesis. The null hypothesis was rejected only for behavior management plans and interventions, where assistive technology and digital tool utilization demonstrated a significant positive relationship ($r = 0.254$, $p = 0.021$). It was accepted for teacher-student relationships, student academic performance and engagement, and emotional adjustment and self-confidence. The results therefore suggest that assistive technology may be particularly useful as a support mechanism for behavior management, but its broader contribution to academic, relational, and emotional outcomes requires complementary teacher-led strategies, individualized interventions, and appropriate professional development.

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Table 25.

Significant relationship between the level of counseling practices of Filipino SpEd teachers to address the academic needs of students with disabilities and the extent of the utilization of guidance and counseling strategies of Filipino SpEd teachers to support the social and emotional needs of students with disabilities in terms of Peer Teaching

Level of Counseling Practices	Utilization of Guidance and Strategies	R-value	N	P-value	Remarks	Decision
Peer Teaching	Teacher-student Relationships	0.154	82	0.166	Not Significant	Accept the Ho
	Behavior Management Plans and Interventions	0.407	82	0.000	Significant	Reject the Ho
	Student Academic Performance and Engagement	0.339	82	0.002	Significant	Reject the Ho
	Emotional Adjustment and Self-confidence	0.313	82	0.004	Significant	Reject the Ho

The results in Table 25 revealed that peer teaching had significant positive relationships with behavior management plans and interventions, student academic performance and engagement, and emotional adjustment and self-confidence, while its relationship with teacher-student relationships was not significant. Specifically, peer teaching showed a significant positive relationship with behavior management plans and interventions ($r = 0.407$, $p = 0.000$), student academic performance and engagement ($r = 0.339$, $p = 0.002$), and emotional adjustment and self-confidence ($r = 0.313$, $p = 0.004$). Since these p-values were below the 0.05 level of significance, the null hypothesis was rejected for these three dimensions. In contrast, the relationship between peer teaching and teacher-student relationships ($r = 0.154$, $p = 0.166$) was not significant because the p-value exceeded 0.05; therefore, the null hypothesis was accepted for this dimension.

The strongest relationship was found between peer teaching and behavior management plans and interventions ($r = 0.407$), indicating a moderate positive relationship. This suggests that classrooms that utilize peer-assisted learning may also demonstrate more effective behavior management practices. Peer teaching provides learners with structured opportunities to cooperate, assume responsibilities, follow classroom expectations, and support one another. Such activities may encourage appropriate social behavior and reduce disruptive behaviors by giving students meaningful roles within the learning process. Meanwhile, the relationship between peer teaching and student academic performance and engagement ($r = 0.339$) was also positive and significant, suggesting that collaborative learning opportunities may encourage students with disabilities to participate more actively in academic activities. Peer support can provide learners with additional explanations, encouragement, modeling, and opportunities to practice skills in a less intimidating environment.

The significant relationship between peer teaching and emotional adjustment and self-confidence ($r = 0.313$) further indicates that peer-assisted learning may contribute to students' social-emotional development. Working with classmates can provide opportunities for interaction, acceptance, cooperation, and mutual encouragement, which may help students with disabilities develop confidence and become more comfortable participating in classroom activities. However, the relationship remains relatively modest, indicating that peer teaching should be complemented by direct teacher support and other guidance and counseling interventions. In contrast, the non-significant relationship with teacher-student relationships ($r = 0.154$, $p = 0.166$) suggests that peer teaching may primarily influence interactions among students rather than directly strengthening the interpersonal relationship between teachers and learners.

The findings imply that peer teaching can serve as an important complementary strategy in addressing both academic and social-emotional needs of students with disabilities. Teachers may intentionally organize peer-assisted learning activities, cooperative tasks, peer tutoring, and collaborative problem-solving opportunities while providing appropriate supervision and guidance. However, peer teaching should be carefully structured to ensure that peer tutors understand their roles and that students with disabilities receive equitable and meaningful support. The results also suggest that peer teaching should not replace teacher-student interaction because its relationship with teacher-student relationships was not statistically significant.

Overall, the findings provide partial evidence against the null hypothesis. The null hypothesis was rejected for behavior management plans and interventions, student academic performance and engagement, and emotional adjustment and self-confidence, while it was accepted for teacher-student relationships. Among the significant relationships, behavior management showed the strongest association ($r = 0.407$), followed by academic performance and engagement ($r = 0.339$) and emotional adjustment and self-confidence ($r = 0.313$). These findings suggest that peer teaching is particularly valuable as a collaborative strategy for improving classroom behavior, learner engagement, and emotional support, although additional teacher-led approaches remain necessary to strengthen teacher-student relationships.

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Table 26.

Significant relationship between the level of counseling practices of Filipino SpEd teachers to address the academic needs of students with disabilities and the extent of the utilization of guidance and counseling strategies of Filipino SpEd teachers to support the social and emotional needs of students with disabilities in terms of Assessments and feedback

Level of Counseling Practices	Utilization of Guidance and Strategies	R-value	N	P-value	Remarks	Decision
Assessments and feedback	Teacher-student Relationships	0.362	82	0.001	Significant	Reject the Ho
	Behavior Management Plans and Interventions	0.515	82	0.000	Significant	Reject the Ho
	Student Academic Performance and Engagement	0.412	82	0.000	Significant	Reject the Ho
	Emotional Adjustment and Self-confidence	0.261	82	0.018	Significant	Reject the Ho

The results in Table 26 revealed that assessment and feedback practices had significant positive relationships with all dimensions of the utilization of guidance and counseling strategies among Filipino SpEd teachers. Specifically, assessment and feedback showed a significant positive relationship with teacher-student relationships ($r = 0.362$, $p = 0.001$), behavior management plans and interventions ($r = 0.515$, $p = 0.000$), student academic performance and engagement ($r = 0.412$, $p = 0.000$), and emotional adjustment and self-confidence ($r = 0.261$, $p = 0.018$). Since all p-values were below the 0.05 level of significance, the null hypothesis was rejected across all four dimensions.

The strongest relationship was observed between assessment and feedback and behavior management plans and interventions ($r = 0.515$), indicating a moderate positive relationship. This suggests that teachers who consistently assess learners and provide timely feedback are also more likely to implement effective behavioral interventions. Assessment results can help teachers identify patterns in learner behavior, determine areas requiring support, and modify interventions based on individual responses. The significant relationship with student academic performance and engagement ($r = 0.412$) likewise indicates that assessment and feedback are associated with greater attention to students' academic participation and progress. Timely and constructive feedback may help learners recognize their strengths and areas for improvement, while formative assessment enables teachers to adjust instruction according to learners' needs.

Recent research supports the importance of positive teacher-student interactions and supportive educational practices for students with special educational needs. Alsem et al. (2025) emphasized that high-quality teacher-student relationships are associated with positive student functioning among learners with special educational needs. Similarly, Di Lisio et al. (2025) found that positive teacher-student relationships are associated with student engagement and academic outcomes, including among students with special educational needs. These findings complement the present results by demonstrating that instructional practices and interpersonal support are interconnected. The significant relationships observed in the present study suggest that assessment and feedback may provide teachers with opportunities to communicate expectations, recognize learner progress, identify difficulties, and provide appropriate academic and behavioral support.

Overall, the findings provide strong evidence against the null hypothesis. The null hypothesis was rejected for all four dimensions: teacher-student relationships, behavior management plans and interventions, student academic performance and engagement, and emotional adjustment and self-confidence. Among these, behavior management demonstrated the strongest relationship ($r = 0.515$), followed by student academic performance and engagement ($r = 0.412$), teacher-student relationships ($r = 0.362$), and emotional adjustment and self-confidence ($r = 0.261$). These findings highlight the importance of integrating systematic assessment, timely feedback, behavioral monitoring, academic support, and social-emotional interventions in providing comprehensive guidance and counseling services to students with disabilities.

7. Based on the findings of the study, what proposed plan or framework may be developed to enhance the counseling support provided to students with disabilities?

Proposed Guidance and Counseling Enhancement Plan for Filipino SpEd Teachers

Rationale

The proposed Guidance and Counseling Enhancement Program was developed based on the findings of the study, which showed that Filipino SpEd teachers consistently practiced individualized instruction and remediation, IEP implementation, assistive technology, peer teaching, and assessment and feedback in addressing the academic needs of students with disabilities. The findings also revealed a high extent of utilization of guidance and counseling strategies in supporting teacher-student relationships, behavior management, academic engagement, and emotional adjustment and self-confidence. However, the significant and non-significant relationships across the different dimensions indicate that counseling and academic support

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practices do not function independently but may complement one another in addressing the diverse needs of students with disabilities.

The proposed program therefore aims to strengthen the integration of academic, behavioral, social, and emotional support through a systematic and learner-centered framework. It prioritizes assessment and identification, individualized instruction, IEP implementation, positive teacher-student relationships, behavior management, assistive technology, peer teaching, academic engagement, emotional support, assessment and feedback, and collaboration with parents and other stakeholders. These components are intended to address areas where stronger coordination, monitoring, and intervention may further improve the delivery of support services.

The framework also incorporates measurable outputs, target percentages, budget allocations, responsible persons, and implementation periods to ensure that the proposed interventions are practical, monitorable, and accountable. The target outcomes, generally ranging from 85% to 100%, provide specific benchmarks for determining the extent to which the interventions are accomplished and whether they contribute to improvements in learner participation, academic progress, behavior, emotional adjustment, and overall support. The allocation of resources is likewise intended to prioritize direct learner interventions, particularly individualized instruction, assistive technology, IEP implementation, behavior management, and social-emotional support.

Overall, the proposed program seeks to establish a coordinated, individualized, evidence-based, and sustainable guidance and counseling support system for students with disabilities. Through collaboration among SpEd teachers, guidance counselors, parents, general education teachers, administrators, and other stakeholders, the program is expected to enhance the capacity of schools to respond comprehensively to the academic, behavioral, social, and emotional needs of learners with disabilities.

Priority Area	Proposed Activities/Interventions	Measurable Outputs	Target at Completion	Time Frame	Responsible Designee/s	Target Expected Outcome
1. Assessment and Identification	Conduct learner academic, behavioral, social, and emotional assessments.	80% of identified learners assessed and provided with documented needs profiles.	85%	Quarterly	SpEd Teachers, Guidance Counselor	85% of learners have updated assessment profiles.
2. Individualized Instruction and Remediation	Provide differentiated instruction, accommodations, support, remedial services, and individualized learning objectives.	Individualized instruction plans and remediation records are prepared for identified learners.	85%	Monthly/Continuous	SpEd Teachers	85% of identified learners demonstrate measurable progress in targeted competencies.
3. Individualized Education Plans (IEPs)	Develop, review, and update IEPs with measurable goals and progress benchmarks.	Updated IEPs and progress-monitoring records are available for eligible learners.	85%	Quarterly	SpEd Teachers, Parents, Guidance Counselor	85% of eligible learners have updated IEPs; 85% show documented progress toward goals.
4. Teacher-Student Relationship Development	Conduct individual check-ins, active listening, mentoring, and positive communication activities.	Counseling check-ins, records, and learner feedback forms are maintained.	85%	Monthly	SpEd Teachers, Guidance Counselor	85% of participating learners report positive teacher support and communication.
5. Behavior Management	Implement individualized behavior plans, classroom expectations, positive reinforcement, and behavior monitoring.	Individual behavior plans and monitoring records are completed.	85%	Monthly	SpEd Teachers, Guidance Counselor, Parents	85% of targeted learners demonstrate improvement in identified behavioral indicators.
6. Assistive Technology and Digital Tools	Provide appropriate assistive technologies, educational applications, and digital learning resources.	Appropriate digitalization tools are identified and utilized by learners requiring them.	85%	Quarterly	SpEd Teachers, ICT Coordinator	85% of identified learners appropriately utilize assigned assistive/digital tools.
7. Peer Teaching and Collaborative Learning	Implement peer tutoring, cooperative learning, and structured group support activities.	At least one group support activity is conducted monthly.	85%	Monthly	SpEd Teachers, Peer Tutors	85% of participating learners demonstrate increased participation in collaborative activities.
8. Academic Engagement and Motivation	Conduct goal setting, motivational activities, positive reinforcement, and assignment support strategies.	Learner goal sheets, participation records, and assignment monitoring reports are maintained.	75%	Monthly	SpEd Teachers	85% of targeted learners demonstrate improved classroom participation and task completion.
9. Emotional Adjustment and Self-Confidence	Conduct counseling, emotional expression activities, coping skill lessons, and confidence-building activities.	Counseling records and emotional adjustment self-confidence assessment records are completed.	85%	Monthly/Quarterly	Guidance Counselor, SpEd Teachers	85% of participating learners demonstrate improved social-emotional indicators.
10. Assessment and Feedback	Conduct formative assessments, provide timely feedback, and implement follow-up interventions.	Assessment records, feedback forms, and follow-up intervention reports are maintained.	75%	Monthly	SpEd Teachers	85% of learners receive timely feedback and appropriate follow-up interventions.
11. Parent and Stakeholder Collaboration	Conduct parent conferences, meetings, and collaborative intervention planning.	At least one documented parent-learner per quarter intervention planning.	85%	Quarterly	SpEd Teachers, Guidance Counselor, Parents	85% and higher participation in identified intervention activities.
12. Monitoring and Evaluation	Conduct quarterly evaluation of counseling strategies and review support plans based on evidence.	Quarterly monitoring and evaluation reports are completed.	85%	Quarterly	SpEd Coordinator, Guidance Counselor, School Administrators	85% of intervention plans are reviewed and revised based on documented evidence.
TOTAL	Comprehensive Guidance and Counseling Enhancement Program	All planned outputs documented and monitored	85%	One School Year	All Stakeholders	At least 85% overall program outcome attainment

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This chapter presents the summary of findings, conclusions, and recommendations of the study on the counseling practices and utilization of guidance and counseling strategies of Filipino Special Education (SpEd) teachers in addressing the academic, social, and emotional needs of students with disabilities. The findings are synthesized based on the research questions and statistical analyses presented in the preceding chapter. The conclusions are drawn from the significant and non-significant results of the study, while the recommendations are formulated to address the identified areas for improvement and to strengthen the delivery of counseling and support services in Special Education. The chapter also provides the basis for the proposed Counseling Support Enhancement Framework, which aims to promote more responsive, individualized, and comprehensive support for students with disabilities.

The study examined the counseling practices of Filipino Special Education (SpEd) teachers in addressing the academic, social, and emotional needs of students with disabilities. A total of 82 Filipino SpEd teachers participated in the study. The findings were summarized according to the specific research questions.

1. Demographic Profile of Filipino SpEd Teachers

In terms of age, the largest proportions of respondents were 30–39 years old and 40–49 years old, both accounting for 36.6%, followed by those aged 50 years and above at 14.6%, while 12.2% were aged 20–29 years. This indicates that the respondents were predominantly in the middle stages of their careers.

In terms of sex, the respondents were predominantly female, comprising 87.8%, while males accounted for 12.2%. This demonstrates that the participating SpEd teaching workforce was largely female.

In terms of educational attainment, 45.1% of the respondents held a bachelor's degree, 40.2% had a master's degree, and 14.6% had a doctorate or PhD. This shows that most respondents had completed undergraduate education, while a substantial proportion had pursued graduate-level studies.

In terms of teaching experience, 42.7% had 1–5 years of experience, 19.5% had 6–10 years, 15.9% had 11–15 years, and 22.0% had 16 years and above. Thus, although the respondents included highly experienced teachers, the largest group consisted of teachers with 1–5 years of teaching experience.

2. Level of Counseling Practices Addressing the Academic Needs of Students with Disabilities

The level of counseling practices in terms of individualized instruction and remediation obtained a general mean of 3.77, interpreted as Always. The highest-rated practice was monitoring students' progress individually, with a mean of 3.91, while providing remedial sessions outside regular class hours obtained the lowest mean of 3.28. This indicates that teachers consistently individualized instruction and monitored learners, although extended remedial sessions were comparatively less practiced.

In terms of Individualized Education Plans (IEPs), the general mean was 3.80, interpreted as Always. Reviewing and updating IEPs received the highest mean of 3.85, while communicating specific IEP goals clearly to students and collaborating with general education teachers both received 3.74. This indicates consistent teacher involvement in planning, monitoring, and implementing individualized educational goals.

For assistive technology and digital tools, the general mean was 3.57, interpreted as Always. The highest-rated practice was utilizing online resources to reinforce learning, with a mean of 3.74, while providing training on educational applications or software obtained the lowest mean of 3.29. This suggests that teachers regularly integrate technology but may need additional support in training students to independently use digital and assistive technologies.

In peer teaching, the general mean was 3.54, interpreted as Always. Cooperative learning strategies obtained the highest mean of 3.73, whereas training peer tutors obtained the lowest mean of 3.24, interpreted as Sometimes. This indicates that collaborative learning is commonly used, but formal preparation of peer tutors requires further strengthening.

In terms of assessment and feedback, the general mean was 3.80, interpreted as Always. Positive reinforcement obtained the highest mean of 3.87, while providing clear rubrics and grading criteria obtained the lowest mean of 3.67. Overall, the results demonstrate that assessment, feedback, and reinforcement were consistently incorporated into counseling and instructional practices.

3. Extent of Utilization of Guidance and Counseling Strategies for Social and Emotional Needs

The teacher-student relationship dimension obtained a general mean of 3.89, interpreted as Strongly Agree. Open communication, trust-building, recognition of student strengths, and empathy were highly evident. This indicates that positive interpersonal relationships were a major component of teachers' support for students with disabilities.

Behavior management plans and interventions obtained a general mean of 3.82, interpreted as Strongly Agree. Providing clear classroom rules and expectations obtained the highest mean of 3.88. This demonstrates that teachers strongly emphasized structure, consistency, and positive behavioral support.

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Student academic performance and engagement obtained a general mean of 3.77, interpreted as Strongly Agree. Encouraging students to actively participate in learning tasks received the highest mean of 3.89. This suggests that counseling strategies were strongly associated with promoting participation and engagement in academic activities.

Emotional adjustment and self-confidence obtained a general mean of 3.76, interpreted as Strongly Agree. Encouraging students to express emotions appropriately obtained the highest mean of 3.84, while helping students manage emotions effectively obtained the lowest mean of 3.67. Nevertheless, all indicators were interpreted as Strongly Agree, demonstrating strong attention to students' emotional well-being.

4. Significant Differences in Counseling Practices According to Demographic Profile

Age did not produce significant differences in any of the five academic counseling practice dimensions, with all p-values greater than 0.05. Similarly, sex, educational attainment, and teaching experience did not significantly differentiate the teachers' counseling practices. These findings indicate that academic counseling practices were relatively consistent regardless of the teachers' demographic characteristics.

5. Significant Differences in Guidance and Counseling Strategy Utilization According to Demographic Profile

Age significantly influenced teacher-student relationships, with an F-value of 3.337 and p-value of 0.024. However, age did not significantly affect behavior management, academic performance and engagement, or emotional adjustment and self-confidence.

Sex did not significantly affect any of the four dimensions of guidance and counseling strategy utilization. This indicates that male and female SpEd teachers generally employed comparable strategies.

Educational attainment significantly influenced teacher-student relationships, with an F-value of 4.926 and p-value of 0.010. However, no significant differences were found in behavior management, academic performance and engagement, or emotional adjustment and self-confidence.

Teaching experience did not significantly affect any of the four dimensions. Thus, teachers with varying lengths of service demonstrated generally similar patterns of guidance and counseling strategy utilization.

6. Significant Relationship Between Academic Counseling Practices and Guidance and Counseling Strategies

Individualized instruction and remediation showed significant positive relationships with teacher-student relationships ($r = .390$), behavior management ($r = .606$), student academic performance and engagement ($r = .502$), and emotional adjustment and self-confidence ($r = .401$).

IEP practices were significantly related to teacher-student relationships ($r = .250$), behavior management ($r = .401$), and emotional adjustment and self-confidence ($r = .243$), but were not significantly related to student academic performance and engagement ($r = .193$, $p = .083$).

Assistive technology and digital tools showed a significant relationship only with behavior management ($r = .254$, $p = .021$). Its relationships with teacher-student relationships, academic engagement, and emotional adjustment were not statistically significant.

Peer teaching significantly related to behavior management ($r = .407$), academic performance and engagement ($r = .339$), and emotional adjustment and self-confidence ($r = .313$), but not to teacher-student relationships ($r = .154$, $p = .166$).

Assessment and feedback demonstrated significant positive relationships with all four guidance and counseling dimensions: teacher-student relationships ($r = .362$), behavior management ($r = .515$), academic performance and engagement ($r = .412$), and emotional adjustment and self-confidence ($r = .261$). These results demonstrate that assessment and feedback were the most consistently associated academic counseling practices across the social and emotional support dimensions.

7. Proposed Counseling Support Enhancement Framework

Based on the findings of the study, the following conclusions were drawn:

1. The Filipino SpEd teachers who participated in the study were predominantly female and were largely within the 30–49 age range. A considerable proportion had graduate-level qualifications, while many had relatively limited years of teaching experience.
2. Filipino SpEd teachers consistently employed counseling practices to address the academic needs of students with disabilities. Individualized instruction, IEP implementation, assistive technology, peer teaching, and assessment and feedback were all practiced at the Always level.
3. Guidance and counseling strategies supporting the social and emotional needs of students with disabilities were highly utilized. Teacher-student relationships received the highest overall assessment, followed by behavior management, academic performance and engagement, and emotional adjustment and self-confidence.

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4. Demographic characteristics generally did not significantly affect academic counseling practices. Age, sex, educational attainment, and teaching experience did not produce significant differences across the five academic counseling dimensions.
5. Age and educational attainment significantly influenced teacher-student relationships, while sex and teaching experience did not significantly influence the utilization of guidance and counseling strategies.
6. Academic counseling practices were generally positively associated with guidance and counseling strategies for students' social and emotional needs. The strength and significance of the relationships varied according to the specific counseling practice and outcome dimension.
7. The significant relationships suggest that counseling support for students with disabilities should not be treated separately from academic instruction. Individualized instruction, IEP implementation, technology integration, peer teaching, and assessment and feedback can function as complementary components of a comprehensive support system.
8. The findings provide a basis for developing a structured Counseling Support Enhancement Framework for Filipino SpEd Teachers, focusing on measurable interventions, continuous professional development, collaboration, technology integration, peer support, and systematic assessment.

Based on the conclusions of the study, the following recommendations are proposed:

For SpEd Teachers: Filipino SpEd teachers should continue strengthening individualized instruction and remediation by developing learner-specific interventions, monitoring progress regularly, and providing appropriate follow-up activities.

For School Administrators: Schools should provide institutional support for IEP implementation, including adequate planning time, collaborative meetings, documentation resources, and opportunities for teachers to coordinate with parents and general education teachers.

For Professional Development: Training programs should focus on assistive technology, digital accessibility, peer tutoring, behavior management, emotional regulation, and counseling-informed instructional practices.

For Peer Teaching: SpEd teachers should strengthen peer teaching by providing systematic training and guidance to peer tutors, particularly because peer tutor preparation received the lowest rating in the peer teaching dimension.

For Assessment and Feedback: Teachers should maintain timely and constructive feedback while strengthening the use of clear rubrics, formative assessments, learner reflection, and data-driven instructional adjustments.

For Guidance and Counseling Support: Schools should strengthen collaboration among SpEd teachers, guidance counselors, parents, school administrators, and general education teachers to provide integrated academic, behavioral, social, and emotional support.

For Teacher-Student Relationships: Since age and educational attainment were significantly associated with teacher-student relationships, professional development should emphasize individualized communication, empathy, relationship-building, and culturally responsive approaches regardless of teachers' age or educational background.

For Future Researchers: Future studies may use larger samples, qualitative interviews, longitudinal designs, and student- or parent-reported measures to validate and further explain the relationships identified in the present study.

For Program Implementation: The proposed Counseling Support Enhancement Framework should be implemented gradually and evaluated using measurable indicators such as teacher participation, intervention completion, IEP monitoring rates, assistive technology utilization, student engagement, behavioral improvement, and emotional adjustment.

For Future Program Evaluation: Subsequent studies should determine whether implementation of the proposed framework produces measurable improvements in the academic performance, classroom participation, behavior, social relationships, emotional adjustment, and self-confidence of students with disabilities.

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