Evaluation of the Readiness of Special Educators in the Integration of Technological Innovation in Teaching Children with Special Needs at HOPE Qatar

Review of Integrative Business & Economics Research

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ABSTRACT

The purpose of this research paper is to evaluate the readiness of special educators in the integration of technological innovation in teaching children with special needs at HOPE Qatar Centre for Special Needs. It aims to improve the academic program with the use of technology as a tool to enhanced the curriculum. Special educators and therapists' readiness is an important factor to the success of the Special Education Center and the improvement of children with special needs. Thus, we need to study the factors affecting the readiness of the special educators in the integration of technological innovation and its implications to their professional development stategies. Overall, the study found that the special educators should undergo professional training in classroom discipline and technological innovation at least every term to improve the quality of education in the said centre.

Keywords: Technological innovation, Teaching children with special needs.

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1. INTRODUCTION

It has been said that teaching is the most important and noble profession from the standpoint of human welfare. To understand what makes an effective teacher, it is important to know the tasks and roles of a teacher. Considered complex and many-sided functions, the teachers' major role is to facilitate the learning of the students. But aside from this, he also has other roles to perform. Among these are sharing responsibilities in guidance and counseling, organize and or participate in cocurricular activities, working with parents and community; and observing professional responsibilities.

As a teacher, one must be flexible enough to face whatever roles he must portray. If the administrator placed him in any class setting, he must be equipped first with knowledge and has the background of it. The teacher must be professional enough to find ways so that he can be effective in whatever role he will play. Generally speaking, only few teachers have a heart for special education. One must be educated in dealing with the subject matter and in planning and organizing the lessons. Teachers must have good communication skills, instructional strategies, classroom management, administrative supports, and physical arrangements so that he can be effective and help the students maximize their capabilities and potential. It is therefore necessary to answer the question: What are the

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problems encountered by Special Educators in the integration of technological innovation in teaching students with special needs?

The State of Qatar is a sovereign and independent state in the Middle East, occupying a peninsula that juts into the Arabian Gulf. The state is institutionalized local customs rooted in Qatar's conservative Islamic heritage. Most of expats in Qatar which is 85.7% of the total of Qatar population must secure state issued permits in working, studying and visiting the country. It is Qatar's national policy that every child should be provided with education to help it reach its full potential, and the Ministry of Education and Higher Education is committed to inclusive integration in education where possible. There are limited special education Centre in Qatar and because of the Islamic culture which is the major factor that limits some further studies to be administered.

The study was conducted at HOPE Qatar Centre for Special Needs, Doha Qatar, Term 1 Annual Year 2022-2023. The said Centre is under the Ministry of Education and Higher Education which provides educational programs for students with special needs under the supervision of the Special Educational Needs Education Department. The said Centre offers academic and therapeutic programs to children with special needs not only in Doha but also in other parts of the world through onsite and online sessions. One of the goals of the said Centre is to have general awareness of special education not only in Doha but also in other countries. The said Centre has plans of expansion for vocational courses and aiming to be the First Choice not only for the parents but also for employees. Because of the said goals the Centre is doing its best to hire effective educators and therapists. Thirty Special Educators and therapists in different grade levels are the respondents of this study. The reason for this study is to evaluate and improve the integration of technological innovation in teaching children with special needs at the said Special Education Centre.

2. THEORETICAL FRAMEWORK

The Person Environment Fit (P-E) Theory suggests that problems likely increase as the person-environment (P-E) gap widens. This focuses on the relationship between an individual's perception of a task and his perception of his ability to complete the task. Such idea gives a significant description of the link between special educators performing an active role in educating children with special needs using technological innovation. Teachers must be fully aware of their capabilities, and they should also know how to address their difficulties so that they can give a positive learning output to the students.

This research undertaking is basically focused on identifying special educator's personal variables and the different problems they encounter as they execute the integration of technological innovation in teaching special education. Difficulties experienced in the areas related to dealing with the planning and organizing of lessons, instructional strategies, classroom management, evaluation through which administrative support~~s~~ is needed for this purpose. An action plan is also designed to improve the special education program.

Statement of the Problem

This study seeks to evaluate and improve the integration of technological innovation in teaching children with special needs at the said center based on the profile of the special educators in terms of:

- Gender
- Age
- Educational attainment

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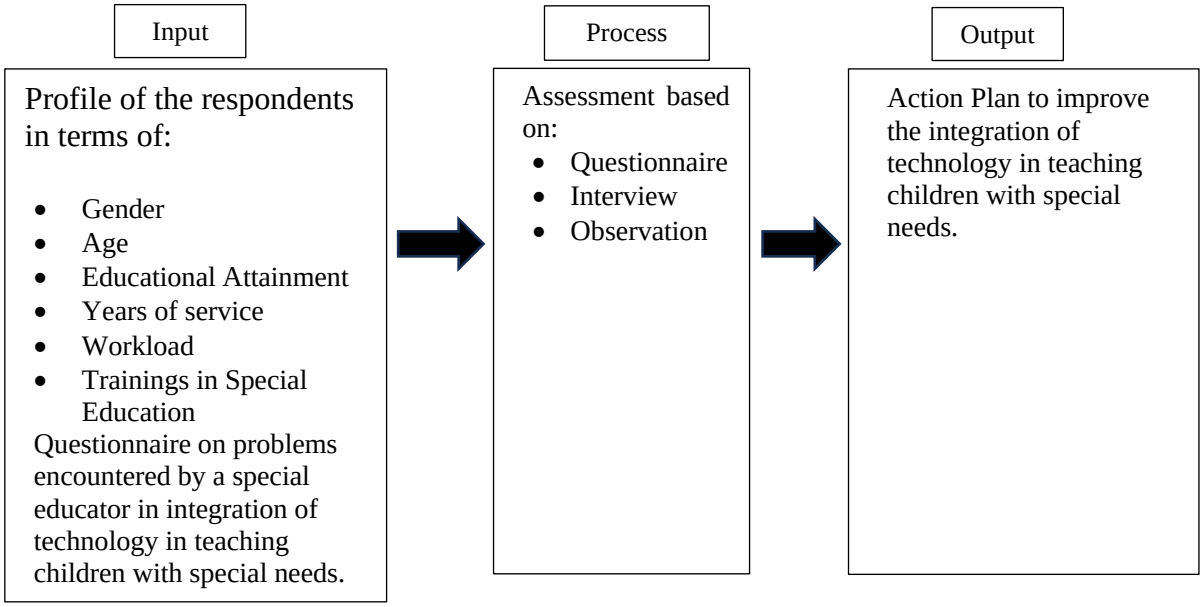
- Years of service
- Workload, and
- Trainings attended in special education?

Figure 1 Research Paradigm



Specifically, this study aimed to answer the following questions:

- What problems are encountered by special educators in the integration of technological innovation in teaching Children with Special Needs at HOPE Qatar in terms of:
  - planning and organizing a lesson
  - Curriculum
  - Instructional strategies
  - Classroom discipline
  - Evaluation
  - Administrative support?
- What action plan can help to improve the integration of technological innovation in teaching Children with special needs?

Significance of the Study

The present study has a positive outlook on the improvement of integration of technological innovation in teaching children with special needs. And it can also help the personal and professional growth of special educators in terms of effectively delivering special education program.

Information that will be gathered from this research undertaking will specifically be helpful to administrators, special education team, as well as the persons with special needs.

Administrators. Implications of the study may prove beneficial in addressing teacher-related concerns. They should provide more in-service trainings to special educators and therapist for them to become more aware of dealing with the planning and organizing of lesson, communication skills, instructional strategies, classroom management, evaluation and administrative supports that is suited to the program.

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Special education team. These are the specialists, therapists, special educators, teaching assistants who may be guided by this study to perform their roles more effectively for the betterment of the children with special needs.
Children with Special Needs. Findings may help in properly guiding and training them to maximize their capabilities to the fullest potential.
It is hoped that this study will help contribute to the betterment of special education services and achieved its ultimate goal which is bringing the individual to the highest potential level.

Scope and Delimitations

The study was conducted at HOPE Qatar Centre for Special Needs, Doha Qatar, Annual Year 2022-2023. The said Centre offers academic and therapeutic programs to children with special needs not only in Doha but also in other parts of the world through onsite and online sessions. Thirty Special Educators and therapists in different grade levels are the respondents of this study.

Personal variables of the respondents such as gender, age, educational attainment, years of service in handling special education, workload and trainings in special education were considered in this study.

Evaluation and improvement of the integration technological innovation in teaching children with special needs at the said Centre became the focus of the study. Specific attention was directed to the difficulties encountered by special educators in dealing with the planning and organizing of lesson, instructional strategies, classroom management, evaluation and administrative support. Some suggestions given by the teachers are also given due consideration.

These limitations of the study were attributed to the difficulty of getting the questionnaires back because of teachers' very hectic schedule and respondents' lukewarm attitude towards answering the questionnaire. Another factor to the limitation of the study was the limited time the researcher had for this study.

Definition of terms

For the better understanding of the study, the following terms are defined:
Assessment. This is the process by which information is gathered about students in order to make educational decision.
Behavior modification. This refers to ~~is~~ an approach or technique used to modify behavior by using operant conditioning particularly shaping and fading.
Children with Special Needs. These refers to children commonly called special children whose performance deviates from the norm either below or above, to the extent that special education program is necessary.
Classroom Management. This refers to the administration or direction of activities with special reference to such problems as discipline, democratic techniques, use and care of supplies and reference materials, the physical features of the classroom, general housekeeping, and the social relationship of pupils.
Curriculu. Online curriculum for PreK-12 that provides standards-aligned content in math, language arts, science, and social studies.
Problems. These refer to the difficulties encountered by special educators in integration of Curriculum in teaching children with special needs. Problem areas include knowledge of the planning and organizing a lesson, instructional strategies, classroom management, evaluation and administrative support.

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Special Education Needs. Special education needs basically refer to a range of educational and social services catered by educational institutions to those children who are born with disabilities and who are between 3 to 21 years of age.

3. LITERATURE REVIEW

Technology is a term that originated from the Greek word *technologia*, which is a combination of *techne*, meaning "craft" and *logia* meaning "saying". As a result, technology might be considered the articulation of a craft. In a formal meaning, it is a branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science and pure science (Random House Dictionary, 2013). Technology's use in education is becoming an increasingly important part of higher and professional education (Wernet, Olliges & Delicath, 2000). Some reasons for teachers to use technology in classroom instruction are to promote student agreement, to teach 21st century skills, to stay current, to have hands-on interactive learning, to vary instructional methods, to conduct research, and to communicate (Hakverdi-Can & Dana, 2012; Hechter & Vermette, 2012). However, for many teachers, lack of personal experience with technology presents a challenge. In order to incorporate technology-based activities and projects into their curriculum, those teachers must first find the time to learn to use the tools and understand the terminology necessary for participation in those projects or activities (Starr, 2011). Well-employed use of technology in the classroom can allow teachers to tailor learning to student's individual needs while freeing up classroom time, leaving teachers more time for projects, one-on-one coaching, and more creative activities (Starr, 2011). The Technology Acceptance Model (TAM) was introduced by Fred David in 1989. It has since been widely used and extended by various researcher to assess individuals acceptance and adoption of technology in different contexts, including education. Researchers and educators can apply TAM to evaluate the readiness of special educators in integrating technological innovations for teaching children with special needs.

Methodology

This study employed a descriptive type of research. Descriptive research as a purposive gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends, and cause and effect relationships and then making adequate and accurate interpretation about such data.

This study also used empirical research as the researcher based the data on observation and direct interview from the respondents. The data gathered was based on the real-life experience of the special educators in the said Centre. The researcher also had a direct observation on the execution of the lesson of the special educator during school hours.

The use of the research lies in the fact that the main objective of the study was to determine the problems encountered by special educators in integration of technological innovation in teaching children with special needs. The results of which shall serve as a basis for the development of action plan to improve the special educational needs program, enhance the instructional strategies, and integration of technology in teaching.

The respondents of the study included a total of Thirty special educators and therapists from a special education needs center in Doha, Qatar.

Purposive sampling is used to determine the target population. The respondents are chosen on the basis of their knowledge in special education and experience in handling special education needs program.

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The main instrument of data gathering was a researcher-made questionnaire. Part 1 of the questionnaire provides respondent's profile. Part 2 included the sub areas of problems encountered by special educators in the basis of knowledge of planning and organizing a lesson, strategies, classroom discipline, evaluation, and administrative support.

The questionnaire was prepared with reference to the readings made by the researcher from literature and related studies.

A five-point Likert Scale was used in the questionnaire for the following computed and equivalent weights:

Value	Range	Verbal Interpretation
5	4.50 – 5.00	Highly Evident
4	3.50 – 4.49	Evident
3	2.50 – 3.49	Slightly Evident
2	1.50 – 2.49	Not Very Evident
1	1.00 – 1.49	Not Evident at All

The researchers asked for the permission of her coordinator in conducting the study in the Centre. Dissemination of the questionnaire to those special educators who handled special education classes is the next concern of the researcher. Unstructured interview with the special educators was also conducted to ensure the relevance and provide supplement on the findings of the study. Observation as an additional data gathering was also done to see the actual performance of the respondents.

Statistical Treatment

Descriptive method was used to present the profile of the respondents. Empirical research was used in evaluating the integration of technological innovation in teaching children with special needs. The data collected were tabulated and analyzed using statistical treatment to provide answers to the problems raised in this study. Frequency distribution, Percentage and Ranking were used in the analysis of the survey forms.

Data were statistically treated with the use of the following formulas:

Percentage was used to determine the respondents' profile which includes the gender, age, educational attainment, years of service, workload and trainings attended in special education. The percentage (Pagoso, 2000) is defined by the formula:

$$P = f/N \times 100$$

Where:

P is the percentage
F is the frequency distribution
N is the total number of the respondents

Weighted Mean was computed by dividing the summation of all weighted frequency per item by the frequency under each degree of problem. The formula used in computing the weighted mean is defined by:

$$WM = \sum WF / f$$

Where:

WM is the weighted mean
$\sum WF$ is the summation of the weighted frequency
f is the frequency

Ranking is assigning the numeral to the member of classification according to its relative position in the group from highest to lowest.

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T-Test is used to test non-significant difference between a single pair of samples. This test was used to determine the significant difference between the profile of the respondents which are the gender and trainings they had attended and the problems they had encountered in integration of technological innovation.

$$T = (X1 - X2) / \sqrt{\frac{(n1-1)(s1)^2 + (n2-1)(s2)^2}{n1 + n2 - 2}} \sqrt{\frac{1}{n1} + \frac{1}{n2}}$$

Where:

X1 is the mean of the first sample
X2 is the mean of the second sample
S1 is the standard deviation of the first sample
S2 is the standard deviation of the second sample
N1 is the number of items in the first sample
N2 is the number of items in the second sample

4. RESULTS

Table 1

Profile of the respondents as to gender

Gender	f	Percentage
Male	4	13.33
Female	26	86.67
Total	30	100

Gender	Mean	SD	df	t stat	p value	Interpretation
Male	2.92	0.08	6	-1.29	0.24	Not significant
Female	2.99	0.14				

Table 1 shows that 26 or 86.67 percent of the respondents are females while 4 or 13.33 percent are males. The greater number of the female respondents only means that teaching profession is more appealing to females than males. The data proved that more females are into education courses and teaching compared to males. Gender does not appear to be statistically significant factor influencing the problems faced in the integration of technological innovation according to the data collected.

Table 2

Profile of the respondents as to age

Age	f	Percentage	Rank
20-29	5	16.67	3
30-39	12	40.00	1
40-49	11	36.67	2
50-59	2	6.67	4
Total	30	100	

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Table 2 shows that there are 12 or 40 percent of the respondents who are aged 30-39 while there are 2 or 6.67 percent of the respondents whose age range from 50-59. The table proves that the younger teachers are more exposed in handling special education classes. Nowadays, education students are required to take special education subject. This gives them a background of the different disabilities of a child with special needs. Younger educators may bring fresh ideas and different approaches while experienced educators possess extensive wisdom of traditional teaching methods. A diverse age range among educators can contribute to a well-rounded and effective educational environment.

Table 3

Profile of the respondents as to educational attainment

Educational Attainment	f	Percentage	Rank
Doctorate units	1	3.33	4
Masters Degree	6	20.00	2
Bachelors Degree	19	63.33	1
Others	4	13.33	3
Total	30	100	

It can be observed from Table 3 that 19 or 63.33 percent of the respondents have Bachelor's Degree while 1 or 3.33 percent Doctorate units. Profile of the respondents by educational background revealed that majority of the teachers who participated in this study are Bachelor graduates. Such exposure is seen as a very important requisite in teaching a special education for it equips professionals to create inclusive environments and tailor interventions for children with special needs, fostering their development and well-being.

Table 4

Profile of the respondents as to years of service in special education

Years of service	f	Percentage	Rank
21 and above	2	6.67	3
16-20	2	6.67	3
11-15	6	20.00	2
5 and below	20	66.67	1
Total	30	100	

It can be determined from Table 4 that 20 or 66.67 percent of the respondents have spent less than five years in teaching special needs interpreted as a neophyte in the industry. It is also noteworthy that 2 or 6.67 percent of the cases have dedicated more than 16 years of service while 6 or 20 percent of have rendered 11-15 years of their lives teaching. This means Years of service can enhance an educator's expertise in handling children with special needs. Experience often brings a deeper understanding of diverse conditions, effective interventions, and different approaches to support individualized learnings.

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Table 5

Profile of the respondents as to workload

Workload	f	Percentage	Rank
8 hours teaching with other assignments	4	13.33	2
8 hours teaching load	25	83.33	1
5 hours teaching with other assignments	1	3.33	3
Total	30	100	

The data implies the profile of respondents by workload. It can be gleaned from the table that 25 or 83.33 percent of respondents have rendered 8 hours teaching load and 1 or 3.33 percent of the respondents work less than 5 hours since they have other responsibilities apart from teaching. They have limited time in doing further studies or trainings for they spent most of their time at school working 8 hours daily and 6 days in a week. Managing a reasonable workload allows educators to give sufficient attention to individual students, plan tailored interventions, and collaborate with support services or parents. Burnout educators may struggle to provide the necessary focus and support, potentially impacting the quality of education for children with special needs.

Table 6

Profile of the respondents as to trainings attended in special education in the last 5 years

Trainings attended	F	Percentage	Rank
6-10	10	33.33	2
0-5	20	67.67	1
Total	30	100	

Trainings	Mean	SD	df	t stat	p value	Interpretation
6-10	2.97	213.20	15	-0.20	0.83	Not significant
0-5	2.99	0.17				

It can be inferred from the table that there are 20 or 67.67 percent of the special educators participated less than 5 Special Education trainings in the last 5 years. This means that the respondents receive minimal training and very few have the opportunity to participate in seminars related to special education. Specialized trainings enable professionals to understand diverse needs, implement evidence-based interventions, and create inclusive learning environments. Continuous trainings ensure educators stay updated on the latest research and best practices, enhancing their ability to provide quality support for children with special needs. It implies that the type of trainings respondents have undergone does not appear to be statistically significant factor influencing the problems faced in the integration of technological innovation.

Problems are encountered by special educators on the integration of technological innovation in teaching Children with Special Needs at HOPE Qatar in terms of:

Planning and Organizing a Lesson

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Table 7
Planning and Organizing a Lesson

Area	Mean Score	Verbal Interpretation	Rank
Nature of Pupil	4.433	Evident	1
Objective of the lesson	4.333	Evident	2
Subject Matter	3.433	Slightly Evident	3
Teaching Materials	2.200	Not Very Evident	5
Evaluation	2.400	Not Very Evident	4
Overall Mean Score	3.360	Slightly Evident	

The respondents' problem encountered in planning and organizing a lesson is Slightly evident. Careful planning helps educators identify nature of the pupil and plan the appropriate objective of the lesson according to subject matter. Prepare suitable teaching materials to create enjoyable learning experiences. Organizing resources and activities ensures structured and engaging environment, promoting effective use of technology to address individual needs and enhance the overall educational experience of children with special needs.

Curriculum and Technology Innovation

Table 8
Curriculum and Technology Innovation

Area	Mean Score	Verbal Interpretation	Rank
Latest or up to date	2.167	Not Very Evident	5
Relevance to intended learners	3.433	Slightly Evident	1
Topics needed to be added	3.433	Slightly Evident	1
Topics needed to be removed	3.367	Slightly Evident	3
Valid skills to meet the goals	2.767	Slightly Evident	4
Overall Mean Score	3.033	Slightly Evident	

The respondents have a slightly evident problem encountered in integration of Curriculum and technological innovation. This only means that the respondent has minimal knowledge in proper execution of the IXL Curriculum and use of different kinds of technology applications. The relevance of the content to the intended learners is also slightly evident for they are mostly applicable for regular students. Some topics also needed to be added because the topics in social studies are more inclined with American settings. As a result, they have a hard time in using the said curriculum with the child with special needs. Limited touchscreen computers are also taken into consideration. Technological innovations provide personalized learning experiences, adapts to diverse needs through assistive technologies, and facilitates multisensory learning. It enables interactive and engaging lessons, helping to capture the limited attention and interest of students with special needs.

Instructional Strategies

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Table 9
Instructional Strategies

Area	Mean Score	Verbal Interpretation	Rank
Preparing varied instructional materials	2.533	Slightly Evident	4
Using appropriate strategy for subject matter	3.300	Slightly Evident	1
Presentation of the lesson	2.733	Slightly Evident	3
Implementation of 4 C's (Critical thinking, Collaboration, Communication, Creativity)	2.533	Slightly Evident	4
Relating the lesson with the student's experience	2.033	Not Very Evident	7
Adjusting the phase of the lesson	3.267	Not Very Evident	2
Use of technology in support of teaching and learning	2.167	Slightly Evident	6
Overall Mean Score	2.652	Slightly Evident	

The data reveals the major problem the respondents are facing in integration of Curriculum is the use appropriate strategy for subject matter and adjusting the phase of the lesson because of the slow transitioning of student learning experience. The least problem encountered by the respondents is the relating the lesson with the students experience for majority of the learners are not expressive. Tailored strategies ensures that technology aligns with diverse learning styles and abilities, creating an enjoyable learning environment. It is commonly known that a teacher only receives sufficient compensation; as a result, they just allot their salaries with the basic needs and priorities. They have limited time also in investing to seminars to enhance their knowledge in technology. We also have to consider some demotivating factors like stress in preparing materials and some personal or family matters. Adaptive approaches help address individual challenges, while interactive and multimedia elements enhance engagement.

Classroom Discipline

There is an evident problem encountered by the respondents in dealing with children with different disabilities in the area of applying positive reinforcement making it in the first ranked. It is very obvious that if someone stands in the classroom and creates a sound the class will be disrupted because he will catch the attention of the majority. Establishing a structured and supportive environment help these students navigate digital tools effectively. Discipline involves guiding learners in responsible and respectful technology use, promoting a focused and inclusive educational experience.

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Table 10

Classroom Discipline			
Area	Mean Score	Verbal Interpretation	Rank
Create a classroom conducive to learning	3.600	Evident	3
Manage efficiently routinely activities	3.467	Slightly Evident	4
Deal with children with different abilities	3.733	Evident	2
Sustain attention of students	3.100	Slightly Evident	5
Apply positive reinforcement	3.967	Evident	1
Overall Mean Score	3.573	Evident	

Administrative Support

Table 11

Administrative Support			
Area	Mean Score	Verbal Interpretation	Rank
Monitoring the progress of the academic program	3.633	Evident	1
Procuring basic materials and equipment needed for delivery of services	2.300	Not Very Evident	4
Motivating teachers to maximize their potentials	2.467	Not Very Evident	3
Providing incentives to the teachers	2.133	Not Very Evident	5
Faculty development	3.167	Slightly Evident	2
Overall Mean Score	2.740	Slightly Evident	

The major problems encountered by the respondents in terms of administrative support is the monitoring the progress of the academic program and faculty development making it as a second. Incentive schemes can motivate special educators to have good performance, encouraging them to utilize more effort in teaching and learning or continue doing what they do best. Allocating sufficient resources for assistive technologies, providing ongoing professional development, ensuring robust technological support are key components to have successful program. By establishing clear policies, fostering collaboration, and advocating for integration of technology, administrators contribute significantly to creating an inclusive and effective learning environment for children with special needs.

Comments and Suggestions

Based on direct observation made by the researcher, the empirical data analysis was made and the gathered information were presented:

- Classroom Discipline is essential for creating a structured and safe learning environment, fostering focus, social skills development and positive reinforcement.
- Assistive technology effectiveness in aiding students with different disabilities,

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specifying which tools works best for particular student and situations.

- Adaptation success on how a particular technological tool or device has positively impacted a student's learning process by adapting to their specific learning needs and how do the parents do intervention or follow-up.
- Increase of learners engagement and participation during learning activities.
- Challenges faced while implementing technology in special education and suggestions for improvements or additional support needed to enhance the learning experience.
- Progress tracking and feedback are important to monitor the success of learner and the program.
- Administrative support coupled with technological innovation, is essential for implementing and optimizing digital tools, and policies to meet the evolving needs of an organization.

5. CONCLUSION

Based on the findings the following conclusions were drawn:

- Educational attainment and attendance to various professional development and training become useful in preparation of the teachers in handling special education classes. It is crucial that a teacher has a background related to special education and undergo continuous training in the development of technology.
- Timely or updated knowledge to Information Technology programs that can be used in teaching and learning must be facilitated and monitored by the coordinators. Being up to date with the trends makes a coordinator and a teacher effective in the field. It increases their competency where colleagues will look up to them for leadership. Communication and collaboration are the keys to maintain healthy working environment.
- Special Educators have difficulty in teaching if they are not well trained with the curriculum they are using and not properly oriented with the disability and ability of the child. Curriculum based professional development trains teachers on how to adapt the program and it prepares them to meet students' learning needs that may come up during the term. Understanding the student's disabilities and interests will help the special educators to provide quality learning opportunities that will make the students acquire knowledge which shaped them to be independent individual and make them ready to face the world.
- Behavior modification is a psychotherapeutic intervention primarily used to eliminate or reduce maladaptive behavior of students. Special Educators must have knowledge in Behavior Modification Technique to encourage certain behavior and discourage others. A class must be settled first before starting a lesson to make an environment conducive for learning. As such, the process mentioned here can improve both the special educators and students' classroom teaching and learning process.
- The school administration is directly responsible for leading both the teaching staff and the students to work better to succeed. Therefore, school administrators must be able to demonstrate the importance of unity and collaboration in times of change. The administration monitors not only the admission of the child in a program but must do a follow-up with the child's performance and the needs of the special educators as well.

6. RECOMMENDATIONS

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In the light of the findings and conclusion, the following recommendations are offered:

- That the administration may sustain effort in conducting various in-service trainings and other international level trainings not only to the coordinators but also the special educators that will enhance teachers' competencies in handling special education classes.
- Give specific, positive feedback and affirmation to special educators for a job well done. Positive reinforcement can go a long way towards creating a positive culture where teachers feel valued and supported. The administration should be more generous in giving incentives such as yearly bonuses or a performance-based honorarium to motivate the teachers to perform at their best at all times. Recognition of teachers who exceeded expectations provides affirmation for them and serves as a stimulus for other staff members in general. Partnering with local businesses that can supply gifts and discounts can be mutually beneficial for both. Aside from tangible accomplishments, ensure that you listen to teachers' feedback and concern. It encourages and allows them to know their voices are heard and contributes to collaborative work environment.
- That the implementation, supervision, and evaluation of the action plan be undertaken to determine its effectiveness in addressing the problems of special educators in the integration of technological innovation in special education classes. To achieve improved teaching learning process requires supervision to help teachers develop a new set of instructional methodologies. Formal and informal assessment provides teachers with valuable information on the progress and achievements of their students. Monitoring students' progress also gives special educators the opportunity to reflect on their own teaching and assess the impact of the instructional strategies they use. Timely and honest feedback and evaluations from the stakeholders are also crucial for the success of the educational program.
- Future research may conduct parallel study in the integration of technological innovation in teaching special education to ensure accuracy and assess further the Special Education program. Parallel study allows researchers to address not only the present needs hence it helps you understand the connections between seemingly unrelated needs that require necessary actions to achieve success.

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