

Lived Experience of Special Education Teachers in Quaranteaching

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Abstract

The closure of schools is one of the most significant impacts of the COVID-19 pandemic. Teaching during the quarantine period presented unique challenges to special education teachers (SPED) who teach students with additional needs. This study described the lived experience of special education teachers while teaching during the quarantine period using the qualitative phenomenology approach. Based on the findings of the study, the success of SPED teachers is defined by active communication and collaboration which help realize the implementation of quarantine teaching and learning. Moreover, four themes emerged for the challenges of SPED teachers, which include: lack of sufficient attention, support and resources from the administration; special education teachers' technological skills must be improved; special education teachers encountered emotional flounders and uncertainties; and constraints in monitoring and assessing students' learning and progress. Finally, the coping mechanisms of the SPED teachers are described in two themes: special education teachers adapt practices in the new teaching dynamics and special education teachers develop stress management strategies. Administrators should devise a strategy and distribute adequate funds to meet the needs of SPED teachers and students with additional needs in this era of quaranteaching.

Keywords— *Teaching during the quarantine period, special education teachers, students with additional needs, phenomenology, quarantine teaching and learning, quaranteaching.*

I. INTRODUCTION

In response to the COVID-19 outbreak, schools around the world closed in the first quarter of 2020. Due to the closure of educational institutions, a huge shift in teaching approaches from in-person classes to quaranteaching was required. Schools were forced to quickly adapt to a slew of new concerns, such as ensuring students' physical health and safety, providing technology to teachers and students, and implementing quality educational techniques from a distance (Schuck & Lambert, 2020). The current

educational dynamics also posed a greater challenge for special education (SPED) teachers who are faced with the enormous task of teaching students who require special support needs and who rely heavily on close interaction teaching-learning process.

Quaranteaching is the term used to refer to the new normal way of teaching during the quarantine period as brought by the pandemic. This is characterized by remote instruction in which the teaching and learning process is executed outside the confines of a physical classroom and teachers are

separated from their students in time and in distance. Moreover, teaching during the quarantine period raised concerns about insufficient facilities for educators, a lack of technologies for both students and teachers, a lack of a stable internet connection, a lack of logistical planning for the delivery of printed modules, and the safety of students, teachers, and their families.

According to Dietrich et al. (2020), even if some teachers and classes are prepared to deal with remote instruction, teachers and students must adapt their teaching and learning in a relatively short period of time, with limited training, bandwidth, and planning. Thus, in addition to the health catastrophe, COVID-19 has resulted in an educational crisis as the pandemic's suddenness, ambiguity, and volatility forced the educational system to react quickly to the new learning landscape (Dayagbil et al., 2021).

In special education, the circumstances and needs of a large majority are exacerbated. There have been problems in keeping the progress of the students with additional needs as the measure of growth made by them in face-to-face classes was abruptly cut in the middle of a stride (Long, 2021). With the absence of in-person interactions during quaranteaching, special educators find it difficult to establish and reinforce connection with the students. Additionally, Chris Williams, an intervention specialist interviewed by Long (2021) recognizes that the dynamics during face-to-face classes are challenging to recreate in an online setting.

The participation and learning task submissions are also challenging for the majority of students with additional needs during remote instruction because of inadequate access to educational technologies and internet connection. Some special education students do not have access to the tools that they need in learning. In a research study conducted, it was found out that there is a growing digital divide that is not only dependent on the students' disabilities, but also on their socioeconomic status (Iivari et al., 2020). Indeed, Schuck and Lambert (2020) documented that some SPED teachers are unable to reach some students and that these students are losing academic gains, notably in the area of self-regulation.

While increasing student engagement is a hurdle, a few students appeared to thrive in the new learning environment provided they could implement and adhere to a routine and had adequate access to technology and resources. Iivari, et al (2020) discovered that students in India who were able to establish a new home-schooling routine tend to perform well in remote instruction.

On the part of the SPED teachers, the pandemic created a unique difficulty for them, who were forced to quickly and massively adapt all of their classes to remote instruction.

Transitioning teaching methods to remote instruction is difficult because children with additional needs, particularly those who require extensive assistance, often benefit from interpersonal relationships, modeling, and the use of physical manipulatives (Schuck & Lambert, 2020). As further stated by Ohio-based intervention specialist, Chris Williams who was mentioned by Long (2021), the biggest challenges are handling students who need extra support from their teachers, primarily for activity regulation, and do not have adults to help them at home. The inadequate support from both the parents of the students and administrators greatly affects the capacity of teachers to teach effectively during this crisis.

SPED teachers also face difficulties interacting with their students, in addition to a lack of technology for remote instruction. Students with speech and communication impairments find it difficult to express their desires and interests in a virtual learning environment. Even if some SPED teachers are successful in connecting and engaging with these pupils, Williams (2021) as cited by Long (2021) expresses that doing so "is like locating a needle in a haystack".

In the Philippines, in order to maintain educational continuity with the same quality, the Department of Education (DepEd) developed learning modalities which students with additional needs can access without physically attending schools. Self-Learning Modules (SLMs), television-based and radio-based instruction, blended, and video sessions or online learning are the implemented alternative learning delivery across the country.

Additionally, SPED teachers in the Philippines stretch a hands-on approach in teaching their students with additional needs. However, Toquero (2021) came about in her research study that teaching in special education is more challenging as the process of designing and implementing individualized flexible learning programs must strongly consider the students' disabilities. The burden of delivering quality and attainable education at present is increased by the inadequacy of specialized training for emergency remote instruction (Toquero, 2021).

The underperforming educational systems worldwide during remote instruction had caused teachers to undergo high levels of stress and worry in their careers (Bhat et al., 2020). Several teachers have left the teaching profession, citing a lack of support as well as the job's negative impact on their general quality of life, including feelings of burnout, as the primary reasons for their decision (Hester, et al, 2020).

Although there has been substantial research on the experiences of teachers while teaching during the

quarantine period, there has been little research on the lived experience and perspective of SPED teachers in the Philippines during COVID-19 quaranteaching. As of this writing, the researchers found only one study that analyzed the perspective of special education teachers who are teaching during the quarantine period.

II. OBJECTIVES OF THE STUDY

This study aimed to describe the experience of special education teachers while teaching during the quarantine period. Specifically, it answered the following questions:

- 2.1 What is the learning modality used by the special education teachers during the quarantine period?
- 2.2 What are the experiences of special education teachers during the quarantine period?
 - 2.2.1 Successes
 - 2.2.2 Challenges
 - 2.2.3 Coping
- 2.3 What are the special education teachers' suggestions to improve the teaching quality during the quarantine period?
- 2.4 What recommendations can be proposed based on the result of the study?

III. RESEARCH METHODOLOGY

Phenomenology is the study of human experience and how things show up to us in and through that experience (Sokolowski 2000). It is a type of qualitative research that looks at how people in a group interact with each other. The main goal of this method is to come up with a way to describe the nature of the event in question (Creswell, 2013).

To describe the lived experience of special education teachers teaching throughout the quarantine period, this study used qualitative phenomenology research. This study used a descriptive phenomenological technique and Colaizzi's (1978) seven data analysis procedures. When limited information is known about an issue and the goal of the study is to make obvious and explain the most essential meaning of a phenomenon of interest from the perspective of those directly involved in it, descriptive phenomenology is used (Giorgi, 1997). While Colaizzi's (1978) approach of data analysis is thorough and resilient, it ensures the credibility and dependability of its results and may be used as a clear and logical process to study the essential structure of an experience. Convenience sampling was applied. The special education teachers were chosen for the researchers' convenience, that is, they were special education teachers who have and are currently teaching during the quarantine

period and live within the researchers' locality. Convenience sampling is a sort of non-probability sampling method in which persons are randomly selected because they are "convenient" data sources for the researchers.

The researchers described the lived experience of special education teachers during the quarantine period. The gathered information from the lived experiences of the participants were transformed into knowledge by following the five steps in phenomenological transformation by Reinharz (1983). First, the special education teacher's lived experiences were transformed into language through written and verbal interactions between them and the researchers. Second, the researchers transformed the shared information into an understanding of what they have seen or heard. Third, the researchers compounded the formed understanding into conceptual categories that they reckon as the core of the original experiences. Fourth, the formed conceptual categories were transformed into a written document which defined the thoughts of the researchers on the participants' experiences. Fifth, the researchers transformed the written document into internal representations that can be employed as filters for the preceding steps. The last step provided a comprehensive explanation on the lived experiences of special education teachers during the quarantine period.

Five (5) special education teachers who are actively teaching during the quarantine period were asked to partake as the participants in the study. The said special education teachers reside within the locality of the researchers. Additionally, the participants are handling learning disabilities and visually impaired students. The researchers made use of a fully structured interview questionnaire and conducted it to the participants via online meetings using Google Meet. After systematically collecting the data gathered from this study, Colaizzi's (1978) strategy for the analysis of phenomenological data was used. The interview transcripts were read and reviewed to obtain the understanding of the mentioned experiences and were extracted into significant statements. Then, the researchers clustered the significant statements into common themes which were formed into description of the essential structure of the phenomenological study. The protection of the privacy of the participants and educational institutions where the participants belong, as well as the adequate level of confidentiality of the research data was ensured. Any type of communication was done with utmost transparency and the confidentiality of the participants' verbatim responses was prioritized. Moreover, any type of misleading as well as biased way of representation of the data findings was avoided.

The five (5) research participants were chosen through convenience sampling based on their experience in teaching

special education during the quarantine period. After the participants provided their consent, one-on-one interviews were conducted using a fully structured open-ended interview guide. Individual interviews were recorded using the Google Meet application for a period of 55 minutes to an hour. The interviewers and participants agreed on the date, time, and platform used. The interview was transcribed and coded using Collazi's (1978) thematic analysis method. The final results of the thematic analysis were presented to the special education teachers for validation of the findings.

IV. ETHICAL CONSIDERATIONS

In this study, certain ethical considerations were addressed. Initial approval was granted by the University's Research Ethics Committee, and all requirements were met. Second, individuals' informed consent was gained. Third, the researchers treated the identities and data of the participants with the utmost discretion. During the final stages of writing the report, it was made certain that no component of the study's output revealed the identities of the participants.

V. RESULTS AND DISCUSSIONS

5.1. What is the learning modality used by the special education teachers during the quarantine period?

During the quarantine period, special education teachers made use of different learning modalities as they delivered instruction to the students. Through the data gathered, it was shown that three (3) of the participants utilized a Self-Learning Module and two (2) of them have made use of an Online Learning as their learning modality. This self-learning module is structured and helps students through the subject, as well as the teacher's assessment. Some students have difficulties answering their modules, and their parents are unsure how to advise and instruct their children. Thus, teachers conducted home visitation in order to monitor the progress of the students, particularly the challenging students (Alferez, 2022). On the other hand, online learning engages students through the use of technologies being accessed through the internet while having teacher and students discussion. Learners can use the internet to download materials, complete and submit assignments online, and participate in webinars and virtual classes (Llego, 2020).

5.2. What are the experiences of special education teachers during the quarantine period?

5.2.1 Successes

Active communication and collaboration help realize the implementation of quarantine teaching and learning

During the pandemic, the skills in communicating and collaborating were developed among the special education teachers. Furthermore, data shows that these two 21st century skills have played a critical part in allowing the teachers to carry on with the challenges in teaching during the quarantine period. As (P3) claimed, *"Through the help and advice of our school head and my group, I am now capable of doing things positively and effectively."* The teachers also recognized the help of parents during quaranteaching, as evident in the responses:

"As I look the situation, I guess parents right now is more active in their children education, their engagement is a big help in achieving our goal and making learning possible even at home." (P4)

"The effectiveness of today's kind of new normal education relies on the support of the parents and their willingness to help their child learn and develop new skills. Without their support, I don't think it is possible for me to teach their child." (P5)

Communication and collaboration are two of the most critical skills in the 21st century. With technology advancing and information being made more accessible, communicating and collaborating have become much easier to do nowadays. Students, teachers, and the school all benefit from effective collaboration. Tzivinikou (2015) as cited in Boholano & Jamon (2021) emphasized that teachers' collaboration is one of the most crucial indications of a school's performance. To elaborate, engaging with others promotes teacher job satisfaction (Boholano & Jamon, 2021), and effective collaboration with stakeholders can boost collaborative team ideas and outcomes. Aside from the fact that collaboration generated from effective communication reduces stress because of less confusion among stakeholders (Nelson, 2014 as cited in Gammon, 2021), it also reduces conflict as attributed by the shared understanding among teachers. When a communicative collaboration is present, teachers increase their confidence in their abilities and build a positive school culture.

The aforementioned data demonstrates that the ability to communicate and use that skill to share knowledge and collaborate with others are critical to be able to keep on going despite the challenges in quaranteaching. Teaching during the quarantine period offers an out-of-the-ordinary experience to all teachers. The skills that teachers possess are important as they carry out their roles and responsibilities. It is gratifying to learn that teachers possess those abilities, which contrasts with what others believe teachers possess during these trying times.

5.2.2 Challenges

5.2.2.1 Lack of sufficient attention, support and resources from the administration

The teachers recognized that the inadequacy of available support and assistance during quaranteaching have caused difficulties in teaching effectively to the students with additional needs. (P1) mentioned that there is no equal budget allocation, support and attention given as “... *the special education here is not given as much attention as the general education within the city.*” There are also inequality issues in terms of professional development programs in some special education schools. According to (P2), “*the inattentiveness to the needs of SPED teachers in remote teaching impacts student progress*”.

Hande (2014), expressed that teachers are continually challenged to properly align strategies at the appropriate time, in specific instructional scenarios, as these have an impact on student learning results. Effective teaching methods are critical for student achievement (Hande, 2014) and in addition, a scarcity of teaching materials contributes to ineffective teaching methods (Mupa, 2014). Rastamilda, et al. (2020) stated that without proper support, a teacher who designs instruction might lose confidence and enthusiasm. Implementing quaranteaching has changed instructional strategy, so support from parents, colleagues, principals, and schools is vital to continue the implementation of instruction in an orderly manner and to ensure that students are not left behind. The administration play an essential role in determining and implementing policies that are appropriate and with that in mind support from them can be a form of motivation to teachers thus could provide proper education to students (Rastamilda et.al, 2020). As agreed by Participant 4: “*Everyone deserves a quality education*”. With the challenges in quaranteaching, SPED teachers are asking for equality and aid in the new teaching and learning modality in order for them to teach effectively and ensure quality of learning in this pandemic.

5.2.2.2 Special education teachers’ technological skills must be improved

Taurines (n.d.) observed that as the pandemic spreads, physical engagement is being supplanted by virtual support, necessitating more action on digital inclusion as it becomes the new normal. According to the SPED teachers, another concern in the implementation of quaranteaching is the difficulty to navigate various technological tools that would help teachers to conduct lessons, monitor student progress, and communicate with parents and colleagues. This is apparent from their responses. (P3) admitted: “*I have come to the point that I seek help from an IT colleague of mine so I can pass the report on time... it is quite difficult while preparing slides and videos but I carried away through the help of my ICT colleagues.*”

Given the current circumstances, there is a growing need for teachers to integrate technology into their teaching methods and lessons. Both instructors and students, according to Nawaz and Kundi (2010), need to learn ICT skills in order to thrive in the digital developing societies of nowadays. Boholano and Jamon (2021) asserted that one of the most significant skills that teachers must have in quaranteaching is the ability to use technology. It is unfathomable that teachers without technological skills will be able to survive in these unprecedented circumstances (Boholano & Jamon, 2021). Furthermore, the teachers’ capacity to incorporate technology into the classroom has a direct impact on students’ achievement (Chang, 2012). That stated, it is critical that teachers receive formal ICT training and be given many opportunities to improve their knowledge, skills, and attitude toward ICT (Mahmud & Ismail, 2010).

5. 2.2.3 Special education teachers encountered emotional flounders and uncertainties

The teachers identified having emotional flounders while teaching during the quarantine period. The feelings of worry, uneasiness, discomfort and uncertainty engulfed the teachers at the start of quaranteaching. They eventually learned to adapt to the new teaching and learning modality and became comfortable in the course of quaranteaching.

As (P1) recounted: “*I was worried because the parents entrusted their children more to us, teachers and that made me worry about how I will manage teaching and helping the students achieve their goals as they are in their homes and I am in mine.*”

(P5) also said: “*At first I couldn't even handle those emotions and I had to cry and even went into depression for a while.*” (P5) further added that the abrupt change of environment from teaching at school to teaching at home is a struggle during the first month of conducting quaranteaching.

The feelings identified by the teachers characterize uneasiness to teach remotely and the difficulties that come along with it. The strange feeling of teaching during the quarantine period is true to the public school teachers in the country (Boholano & Jamon, 2021). Even the college faculty who are more exposed to online and remote teaching also admitted having difficulty in teaching during the quarantine period because there is no preparation conducted in these unprecedented times (Hew, Jia, Gonda, & Bai, 2020). A study by Toquero and Talidong (2020) revealed that teachers are not fully prepared to teach in remote instruction.

Moreover, the account of participants also showed that although they still worried and felt uneasy at times, they were capable of managing their worry, uneasiness, and discomfort. (P3) shared: “*I felt quite good at times, not good*”

sometimes because I really do submit and make the reports ahead of time.”

The teachers noted during the interview that their coping mechanisms and adaptability in quaranteaching were largely attributed from the support obtained from colleagues and assistance acquired from the parents of the students with additional needs.

The ability of teachers to manage their feelings of worry, uneasiness, and discomfort is important since teaching with worry and tension affects the learning achievements of students. Aydin (2021) stressed that teaching anxiety may profoundly affect both the teaching and learning processes. In addition, emotional management is now an important factor in teaching effectively and adapting to quaranteaching.

5.2.2.4 Constraints in monitoring and assessing students' learning and progress

The new teaching methodologies caused by today's pandemic has led SPED teachers to deliver their lessons remotely. With that, teaching during the quarantine period affected the learning progress of students with additional needs as in-person student-teacher interactions were inadequately exercised. This is evinced in one of their responses: *“Many students have been left behind because they can't accommodate one teacher alone when it comes to home visitation... They are more quiet than when they were in the classroom.”* (P2)

Many SPED teachers are struggling to monitor and assess the learning of the students during quaranteaching. Long (2021) emphasized that there is difficulty in establishing and strengthening connections with students with additional needs because they rely on body language, eye contact, and other face-to-face interactions when learning. Schuck and Lambert (2020) discovered that in order to improve communication and better teach the students during the quarantine period, teachers in the US follow three distinct stages: first, making contact; second, establishing routines; and third, transitioning to academics.

On the other hand, despite the challenges of the SPED teachers in monitoring and assessing their students' development while learning remotely, they have also noted that through teacher-parent collaboration and communication between co-sped teachers, solutions were developed to partially address constraints in monitoring and assessing student progress. As (P2) narrated: *“I made a [messenger] group chat of parents in my class so that parents would be the one to share it with their children considering their disability.”* (P2)

According to Pajarianto, H., et al. (2020), schools, teachers, and parents should provide social support at home so that

children are comfortable in learning. Both teachers and parents act as essential individuals that can support the academic success of the student especially during this pandemic, and it can be best achieved when they themselves provide the necessary support to each other. Norazami, et al. (2021) opined that a pedagogical teacher-learner partnership is imperative to teaching and teachers must be strategic in providing adequate attention to each individual student's needs and in redistributing emotional support and engagement with students.

5.2.3 Coping

5.2.3.1 Special education teachers adapt practices in the new teaching dynamics

To prevent problem behaviors in the classroom, it is often necessary for teachers to change their own practices (Vaughn, et al., 2000). The special education teachers expressed how they established new routines and behaviors towards adapting to the new teaching dynamics. This is evident in the teachers' responses:

“In our home, I really allocate time to work and match it with my co-sped teachers so that in case I have any question, I can ask just easily communicate with them.” (P1)

“Since face to face classes was not allowed in our school, I prefer to have modular distance instruction, pupils were given modules and I visited my learner once a week for some follow up or remedial instructions. Pupils [were] reminded [of] their routinely activity.” (P2)

“Before the class starts, I informed the parents to ask me about their questions regarding the child's needs. I meet students during a 30-45 mins class every Monday. Right after the class, I assigned the parents to guide their son/daughter and do the LAS.” (P3)

Essentially, once taught, routines are daily activities that students are able to complete with little or no teacher assistance, which accomplishes two objectives: first, students have more opportunity to learn and second, teachers can devote more time to instruction (Colvin & Lazar, 1995). Moreover, Scales (2009) opined that effective teachers change their teaching methods to match the learning demands of their pupils. This adaptation of teaching methods should meet all three criteria: first, it is non-routine, proactive, thoughtful, and invented; second, it must include a modification in the teacher's professional knowledge or professional practices; and third, it will be done to anticipate the needs of students or instructional situations (Duffy et al., 2008). From the data that was gathered, it is pleasing to learn that special education

teachers chose to adapt practices as coping mechanisms and they were able to build new routines and apply processes and approaches that were effective in teaching and learning. Changes in methods and modalities make teaching and managing students with additional needs more difficult and challenging. Despite these challenges, teachers will grow from the pandemic with new experiences and learnings. The teachers' perspective in the field of digital competence, the ability to develop and implement alternative strategies, and a stronger sense of collaboration among colleagues will raise them up to their professional development (Norazmi, et al., 2021).

5.2.3.2 Special education teachers develop stress management strategies

McLeod (2010) describes stress as a biological and psychological response that occurs when we believe we lack the resources necessary to deal with a threat. A stressor is an external stimulation (or threat) that results in stress, such as exams, divorce, the death of a loved one, relocation, or job loss. This is true since stress is a natural aspect of life for everyone.

(P1) expressed one of the stressors in teaching during the pandemic: *"I was worried because the parents entrusted their children more to us teachers and that made me worry about how I will manage teaching and helping the students achieve their goals as they are in their homes (and I am in mine) which made it really difficult for me as a teacher."*

Mutual experiences were also narrated by (P2) as she articulated: *"Some challenges I encountered were the emotional and lack of concentration, non-conducive environment, the problems of communicating, and sometimes lack of specific teaching aids."*

Teachers throughout the world have been subjected to significant stress and worry as a result of the world's failing educational institutions (Bhat et al., 2020). Numerous teachers have left the field, claiming a lack of support and the bad influence of the job on their general quality of life, including feelings of burnout, as main causes (Hester, et al, 2020). However, special education teachers engaged in recreational activities as a means to cope with the daily stressors. Recreation, according to the NCBI Bookshelf, is "all those activities that people choose to rejuvenate their bodies and brains and enrich their leisure time". Walking, swimming, meditation, reading, playing games, and dancing are all examples of recreational activities.

(P1) indicated the activities to which were considered as a way of recreation: *"I watch television, especially comedy movies and browse through the internet and my Facebook wall. This has helped me to be at ease."*

(P2) also detailed the activities towards leisure time: *"I took time and adjustment. First, I can save time; it eliminates traveling, allowing me to take advantage of those extra hours whether for extra sleep or extra time for family and friends; it lowers stress and reduce related expenses and improving my health. I can combat stress at work (experts recommended taking breaks); walking during breaks; regular stretching; exercise at your desk and eating a healthy lunch."* In addition, (P2) also disclosed: *"I had been teaching every weekend and [have] body massage for my physical relaxation."*

According to the data acquired, special education teachers are overburdened with their many obligations, making it difficult for them to provide courses while simultaneously fulfilling the needs and changes of education in today's environment. However, the teachers' narratives also indicated that they were able to manage and balance their teaching and leisure time efficiently.

"Every weekend we have practice and we often perform praises and singing lovely musics in the church. On that way I was really feeling relaxed and it was comforting too. As a matter of fact, I'm really enjoying it." (P4)

"For me to handle my stress in this field I had to ask help from my mentors, and they help me understand what special education is really all about, and they have given me some ideas on how to properly handle my students well without stressing myself to every difficulty I had to face." (P5)

While stress is inevitable, the way teachers respond to it and learning to manage stress make them more effective in teaching to students and attending to their school responsibilities. Responding well to stress allows them to unwind and prioritize both mental and physical health (Mumford, 2015). Additionally, recreational activities help manage stress and add to the positive experiences of special education teachers. They provide a chance to nurture oneself and a sense of balance and self-esteem which directly reduce anxiety and depression (McLeod, S., 2010).

3. What are the special education teachers' suggestions to improve the teaching quality during the quarantine period?

According to the data gathered, the special education teachers expressed their suggestions for improving the teaching quality during the quarantine period. These concerns were about the allocation of the monthly Special Education Budget, which will be used to cover student assessment fees, equipment and materials, and other SPED center-related activities. Another proposal by the teachers is to establish good communication with the school head or

administration in order to easily collaborate with the special education department for needed assistance. Participants suggest that during the quarantine period, students' learning should be prioritized so that if a certain skill or learning is not achieved, the teacher can provide supplementary activities or change the approach to teaching the students to ensure the delivery of quality education. Finally, the teachers' most persistent suggestion for improving teaching quality during the quarantine period is to request full administration support in terms of equal distribution of resources such as materials, and for the administration to provide opportunities for seminars and workshops for special education teachers on strategies to further improve, adapt, and handle teaching during the quarantine period.

4. What recommendations can be proposed based on the result of the study?

Based on the analysis and result of the study, the researchers recommend that the education sector should fully support the special education teachers in order to ensure that students with additional needs receive a high-quality education despite the pandemic. The researchers suggest that administrators should conduct a review of the findings of this study to gain a better understanding of the special education teachers' lived experience during quaranteaching, as well as their personal well-being, and to assist them in dealing with the challenges of delivering lessons to students with additional needs. Administrators should establish a strategy and set aside funding to accommodate the needs of both teachers and students, which includes providing transportation to special education teachers in delivering learning modules to the students' respective homes.

Furthermore, the researchers recommend that the administration use a survey or a teacher's conference to convey the reality and problems of teaching in order to address the concerns of the special education teachers and respond to the needs of the students with additional needs. In addition, the researchers of this study proposed that the education administration provide additional training sessions for Special Education teachers on how to use various online platforms so that they will become proficient in using technology inside the classroom and better teach students in remote instruction.

VI. CONCLUSION AND RECOMMENDATIONS

Overall, the Covid-19 pandemic provided special education teachers with strengths, challenges, and coping mechanisms. Based on the information provided by the teachers, the education sector should provide full support to the special education teachers in order to ensure that students with additional needs receive high-quality education. Administrators should devise a strategy and

distribute adequate funds to meet the needs of SPED teachers and their students with additional needs. Moreover, in order to enhance student conduct and strengthen parent-teacher collaboration, parents must become more involved in the education of their child. It is recommended that more research be conducted to understand deeply the situation and perspectives of special education teachers in quaranteaching and address the concerns of SPED teachers in teaching during the quarantine period.

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