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Life skills development of learners with special needs through school-based household tasks

Fredesvin T. Saavedra*
Cebu Technological University-Main Campus, Cebu City, Philippines

ABSTRACT

This study assessed the life skills development of learners with special needs through school-based household tasks in the Special Education/SNED Program of Don Andres Soriano National High School during the School Year 2025–2026 to inform an action plan. The study also employed a descriptive-correlational research design involving 30 learners with special needs. The researchers gathered data using a researcher-developed 50-item Life Skills Development Assessment Tool, validated by three experts who were Master Teachers and SPED practitioners. The study used appropriate statistical tools to determine the extent of implementation of school-based household tasks, the level of life skills development, and the relationship between the two variables. The findings revealed that males were the most numerous respondents, aged 13–17 years, in Grade 8, and identified with Specific Learning Disability, particularly Dyslexia and Dyscalculia. Most had been enrolled in the Special Education/SNED Program for five years or more. The learners demonstrated a high level of independence in cleaning and organizing, food preparation and table setting, dishwashing and kitchen care, laundry-related tasks, waste segregation and environmental care, and safety and responsibility. Students also exhibited high levels of independence, responsibility, task completion, communication and cooperation, safety awareness, and self-confidence. A high positive and significant relationship was found between school-based household tasks and life skills development. An action plan was developed to implement structured, age-appropriate, and meaningful household-task activities that further strengthen learners' functional independence and adaptive life skills.

Keywords: Special education, descriptive-correlational research design, Cebu City, Philippines.

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INTRODUCTION

Learners with special needs in special education require both knowledge and practical life skills to function independently and participate meaningfully in family, school, and community contexts. Practical life skills encompass cleaning spaces, organizing materials, preparing simple meals, washing dishes, folding clothes, and maintaining personal and public

*Corresponding author / Email: fredesvinsaavedra2017@gmail.com
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environments. Engaging in these activities enables learners to develop essential functional abilities for daily living. However, individuals with physical, cognitive, behavioral, or developmental challenges may encounter limitations that hinder their ability to perform these tasks independently.

School-based household tasks offer meaningful learning experiences by enabling teachers to facilitate skill development through step-by-step demonstrations, repeated hands-on practice, and tailored support. Participation in these activities can enhance learners' motor coordination, attention, communication, decision-making, time management, and ability to follow instructions. Beyond practical skills, household tasks support emotional and social development by fostering self-confidence, patience, discipline, cooperation, responsibility, and respect for others. Consistent engagement in meaningful tasks may also strengthen learners' self-efficacy and gradually decrease their reliance on parents, teachers, and caregivers.

In the Philippine context, schools often implement household tasks for learners with special needs in limited and inconsistent ways. While activities such as cleaning, cooking, washing dishes, organizing materials, and folding clothes can promote independence and functional development, schools do not systematically integrate them into classroom instruction. Many schools prioritize academic subjects such as literacy and numeracy and address practical life skills only sporadically (Kaya & Deniz, 2020). Constraints such as limited instructional time, inadequate facilities and materials, and insufficient teacher training further impede the consistent implementation of household activities. Additionally, teachers may struggle to adapt these tasks to the diverse abilities and needs of learners with special needs. As a result, some learners have restricted opportunities to practice essential skills necessary for independent living, future employment, and active participation in their homes and communities.

At Don Andres Soriano National High School, these concerns highlight the need to examine how school-based household tasks can support the development of learners with special needs. While the importance of life skills education is widely recognized, evidence remains limited on the supportive effects of systematically integrating household tasks into daily instruction, particularly regarding learners' practical, social, and self-management skills. It remains necessary to determine how regular and structured participation in household tasks can provide meaningful opportunities for learners to apply skills in real-life situations and develop greater independence and responsibility.

Accordingly, this study aims to clarify the supportive effects of school-based household tasks on the development of practical, social, and self-management skills among learners with special needs at Don Andres Soriano National High School. The findings may inform teachers in designing adapted, experiential activities that address learners' functional needs, help school administrators enhance life-skills and functional education programs, and encourage parents to reinforce similar household activities at home.

Statement of the problem

This study examined the development of life skills among learners with special needs through participation in school-based household tasks within the Special Education/SNED Program at Don Andres Soriano National High School during the 2025–2026 academic year, with the findings intended to serve as a basis for developing an action plan.

Specifically, this study sought to answer the following questions:

1. What is the profile of the learner respondents in terms of age, gender, grade level, type of disability or learning need, and length of enrollment in the Special Education/SNED Program?

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2. What is the extent of implementation of school-based household tasks in terms of cleaning and organizing, food preparation and table setting, dishwashing and kitchen care, laundry-related tasks such as folding and sorting, waste segregation and environmental care, and safety and responsibility during task performance?
3. What is the level of life skills development of learners with special needs in terms of independence, responsibility, task completion, communication and cooperation, safety awareness, and self-confidence?
4. Is there a significant relationship between the extent of implementation of school-based household tasks and the level of life skills development of learners with special needs?
5. Based on the findings of the study, what action plan can be proposed to strengthen life skills development among learners with special needs through school-based household tasks?

METHODOLOGY

Design

A quantitative-correlational research design was utilized to assess the relationship between the extent of implementation of school-based household tasks and the level of life skills development among learners with special needs. This approach enabled a systematic description of prevailing conditions and facilitated examination of associations between variables as they naturally occurred within the school setting.

The descriptive component collected relevant information about respondents and documented the integration of household tasks into learners' experiences, including cleaning, organizing, basic cooking, dishwashing, laundry-related tasks, waste segregation, and other functional daily activities. The correlational component assessed the strength and significance of the relationship between the extent of implementation of school-based household tasks and the life skills development of learners with special needs. According to Creswell and Creswell (2022), a descriptive-correlational design is appropriate when the objective is to describe existing conditions and examine relationships among variables without experimental manipulation. The findings are intended to inform the development of practical, inclusive, and functional learning strategies, as well as an action plan to further enhance the independence and life skills of learners with special needs.

Research locale

Don Andres Soriano National High School is a public secondary institution that serves adolescents in its community and provides inclusive education for learners with diverse needs, including those with special needs. The school emphasizes practical and functional learning by encouraging teachers to integrate life skills-focused activities into their instruction. Inclusive education practices inform the design and implementation of school-based housework tasks that support the development of essential daily living skills in a structured, supportive classroom environment. The school promotes collaboration among teachers, facilitating the sharing of strategies, experiences, and effective practices for supporting learners with special needs. Regular discussions and informal mentoring among educators enhance instructional approaches, particularly through hands-on, activity-based learning such as cleaning routines, organizing materials, basic household tasks, and classroom maintenance activities. These

collaborative initiatives reinforce the school's commitment to providing meaningful and practical learning experiences that enhance learners' independence and functional abilities.

Furthermore, Don Andres Soriano National High School supports inclusive education through classroom resources, flexible teaching arrangements, and administrative support. Classrooms are organized to accommodate diverse learning styles and abilities, allowing learners with special needs to participate in guided housework tasks that foster responsibility, organization, and self-care skills. School administrators encourage teachers to implement instructional modifications and practical strategies to ensure all learners have equitable opportunities to develop essential life skills. These environmental factors create a supportive context for examining how school-based housework tasks contribute to the life skills development of learners with special needs. The school is an appropriate setting for this study because it offers an inclusive, practice-oriented learning environment where functional education is integrated into daily classroom activities, promoting independence, participation, and holistic development among learners.

Respondents of the study

The study examined 30 learners with special needs who were directly involved in school-based household tasks and life skills activities. The researcher purposively selected the respondents, as the research required participants with specific characteristics and relevant experiences aligned with the study objectives. This approach was appropriate because not all learners in the school had direct experience with school-based household tasks or were enrolled in the SPED or inclusive education program. Purposive sampling enabled the intended selection of learners who met the specified inclusion standards and had sufficient exposure to the activities under investigation. Consequently, this sampling method ensured respondents could provide relevant information on the implementation of school-based household tasks and the development of life skills.

The respondents comprised learners with a range of disabilities, including hearing impairment, visual impairment, intellectual disability, dyscalculia, and dyslexia. Eligibility for participation was determined by direct involvement in school-based household and life skills activities, such as cleaning school or classroom areas, organizing instructional materials, arranging teaching aids, sorting supplies, folding training materials, and performing other functional daily living tasks designed to promote independence and self-reliance.

Selection and description of respondents

The researcher purposively selected the respondents, as the research required participants with specific characteristics and relevant experiences aligned with the study objectives.

The study established specific inclusion standards to ensure respondent eligibility. Respondents were required to be officially enrolled learners with special needs, registered in the school's SPED or inclusive education program, and to have actual experience participating in school-based household tasks and life skills activities. The study included learners who regularly participated in these activities and could perform or attempt the identified household tasks.

Exclusion criteria included learners who were not officially enrolled in the school's inclusive education program, those without experience in school-based household tasks or life skills activities, and those unavailable during the data collection period. These criteria ensured that selected respondents had sufficient, relevant experience to provide appropriate information

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on the implementation of school-based household tasks and their level of life skills development.

Data gathering instruments

This study used a researcher-developed Life Skills Development Assessment Tool designed for learners with special needs. Three experts, all Master Teachers and SPED Coordinators, validated the tool. The instrument underwent pilot testing and achieved a Cronbach's alpha coefficient of 0.79, demonstrating acceptable internal consistency and reliability. The tool used an observation checklist and rating scale to assess functional life skills related to household tasks. Indicators included the ability to follow simple instructions; participation in cleaning activities such as sweeping, wiping, and organizing; personal hygiene practices; proper handling of materials and school supplies; independence in completing assigned tasks; cooperation and responsiveness to teacher guidance; and the ability to complete household tasks within a specified period.

Data gathering procedure

To ensure the reliability and validity of this research, the researcher implemented three (3) phases to address the study's sub-problems.

In preliminary stage, the researcher focused on the association between participation in campus chores and life skills, the study used a full-process data collection approach carried out in three sequential phases: preparation, implementation, and wrap-up. Ethical requirements were integrated into every step of the entire workflow. In the pre-entry preparation phase, the researcher first secured research approval from the school's administrative leadership while obtaining informed consent forms from all participants' guardians. Throughout the study, the researcher followed ethical guidelines: voluntary participation, strict data confidentiality, and prioritizing participants' well-being.

The researcher developed research tools adapted for learners with special needs: a simplified assessment checklist paired with a survey questionnaire. The questionnaire included three fixed modules covering learners' basic background information, their participation in campus chore tasks, and an assessment of life skill development across four dimensions: personal care, sense of responsibility, organizational ability, and independence. In the mid-term formal data collection phase, the researcher selected a classroom at the participants' own school—a space familiar to all respondents—as the test administration site. The researcher invited Special Education (SPED) professionals to assist with test delivery, providing only necessary support, such as reading test items aloud for students who required it, and never interfering with participants' independent completion of their responses.

Upon collection, all responses were checked and encoded in a spreadsheet for statistical analysis. The researchers then crafted conclusions and recommendations based on the study's findings. The study proposed an action plan as its output.

Data analysis procedure

The study involved learners with special needs as the research respondents. The researcher gathered data from learners who met the specified inclusion criteria and analyzed them using appropriate statistical tools to determine their level of skills development through school-based household tasks. This study utilized a frequency count, percentage, weighted

mean, standard deviation, and Pearson's r to determine the relationship between the extent of implementation of school-based household tasks and the level of life skills development among learners with special needs.

Ethical consideration

Learners with special needs serve as the research subjects in this study. The primary objective is to assess the development of life skills among these learners through school-based household tasks within the Special Education/SNED Program. The study will adhere to rigorous ethical principles, prioritizing participants' rights, personal dignity, and well-being. Ethical guidelines are specifically adapted to address the unique needs of minor learners with special needs.

Informed Consent. The enforceable ethical requirements are organized as follows. First, the informed consent process: prior to data collection, the research team will explain the study to participants' legal guardians, obtain written informed consent, and secure assent from the learners using accessible language. Participants were informed that participation is voluntary, withdrawal is permitted at any time, and withdrawal will not result in negative consequences. Second, confidentiality and anonymity: all participant information is stored securely and encrypted, with unique codes replacing personal identifiers. Only the researcher and authorized personnel have access to the data, which will be used exclusively for this academic research.

Voluntary Participation. Participation in the study is entirely voluntary. Withdrawal from the study will not affect academic grades, school standing, or teacher-student relationships.

Beneficence and non-maleficence. The principles of beneficence and non-maleficence ensure that all research activities, including school-based household tasks, are safe, appropriately adapted, and beneficial. The study emphasizes fostering independence, responsibility, and daily functional skills, while avoiding harm, discomfort, or undue stress.

Ethical Approval and Coordination. Formal approval from the school principal and administration is required before the study begins.

RESULTS AND DISCUSSION

This part shows the interpretation of information collected to determine the life skills development of learners with special needs through school-based household tasks in the Special Education/SNED Program.

Demographic Profile

Understanding the respondents' characteristics can provide valuable insights, as these variables help explain the findings.

The age distribution of the 30 respondents. The majority belonged to the most group, comprises were in respondents (6is was followed by the 18–22 years age group with 5 respondents (16.67%). Additionally, 3 respondents (10.00%) were in the 23–27 years age group, and 2 respondents (6.67%) were in the 28–33 years age group. The findings indicate that most respondents were adolescents aged 13–17 years, representing the typical secondary school age range. The smaller proportion of older respondents suggests that few learners were above the usual age for their grade level. Overall, the age distribution demonstrates that the study participants were primarily younger learners enrolled in the Special Education/SNED Program. These findings align with Kirchbyff and Keller (2021), who emphasized the significance of age in life skills development. This supports the present study, as age may

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influence learners' readiness, ability, and independence in performing school-based household tasks and applying acquired skills to daily situations.

In terms of gender, the results indicate that 23 respondents (76.67%) were male, whereas 7 respondents (23.33%) were female. The findings indicate that male respondents made up the majority, representing more than three-fourths of the total sample. In contrast, female respondents accounted for less than one-fourth. This distribution demonstrates a predominance of male participants, reflecting a notable gender imbalance within the study group. The gender distribution describes the sample composition and does not, in itself, suggest differences in the variables under investigation.

The profile of the 30 respondents in terms of grade level show that the majority of the respondents were Grade 8 students, with 25 respondents (83.33%). This was followed by Grade 7 and Grade 10, with 2 respondents each (6.67%). Meanwhile, only 1 respondent (3.33%) was from Grade 9. The predominance of Grade 8 respondents may also be considered in relation to the importance of providing age- and developmentally appropriate opportunities for learners with special needs to practice functional and independent-living skills. Research on students with disabilities emphasizes integrating instruction in daily living, self-care, communication, safety, and independence into educational programs based on learners' individual needs and developmental levels. Pawilen et al. (2018), in developing a transition program curriculum for special learners in the Philippine context, emphasized the importance of functional learning experiences, including care, livelihood, and pre-vocational areas, to prepare learners with special educational needs for more functional and independent lives.

The type of disability or learning need is important because different learners may have different strengths, challenges, and support requirements that can influence their ability to develop and perform life skills. The largest group consisted of individuals with Specific Learning Disability (dyslexia and dyscalculia), totaling 14 respondents (46.67%). Respondents with Intellectual Disability comprised the next largest group, with 7 individuals (23.33%). Additionally, 3 respondents (10.00%) had hearing impairment, and another 3 (10.00%) had autism spectrum disorder. Developmental delay, non-graded learning disability, and multiple disabilities each accounted for 2 respondents (6.67%). The findings indicate that Specific Learning Disability was the most prevalent type of disability or learning need among the respondents, representing nearly half of the total participants. This prevalence suggests that learners with challenges in specific academic domains, such as reading, writing, or mathematics, constitute a significant portion of those enrolled in the Special Education/SNED Program. The diversity of disability and learning profiles among respondents highlights the necessity for differentiated and individualized educational support within the Special Education/SNED Program. UNESCO (2023) emphasizes that a uniform approach is insufficient for addressing learners' varied needs and recommends that educators identify individual learning needs to adapt teaching and learning strategies accordingly.

Moreover, in terms of the respondents' profile by length of enrollment in the Special Education/SNED Program. The data show that the largest group consisted of respondents enrolled in the program for 5 years and above, with 14 respondents (46.67%). This was followed by those enrolled for 1–2 years, comprising 13 respondents (43.33%). Meanwhile, 2 respondents (6.67%) had been enrolled for 3–4 years, while only 1 respondent (3.33%) had been enrolled for less than 1 year. The findings indicate that most respondents had relatively long enrollment in the Special Education/SNED Program, with nearly half enrolled for five years or more. This suggests that a substantial proportion of the respondents had considerable exposure to and experience with the program. Their length of enrollment may have given them enough opportunities to become familiar with the program's routines, services, learning

activities, and support mechanisms. In contrast, the small percentage of respondents enrolled for less than one year indicates that only a few were relatively new to the program.

Extent of implementation of school-based household tasks

This section presents the extent of implementation of school-based household tasks among learners with special needs enrolled in the Special Education/SNED Program. It focuses on how frequently and effectively learners perform household-related activities as part of their learning experiences in school. The findings clarify the extent to which these tasks support the development of learners' practical life skills and independence.

Cleaning and Organizing

Results show that respondents demonstrated a high level of independence in cleaning and organizing, reflected in an aggregate weighted mean of 3.65 and a standard deviation of 0.58, interpreted as Highly Independent. This indicates that learners with special needs can generally perform routine functional activities with minimal assistance. The result suggests that the respondents have developed a considerable degree of independence, responsibility, and confidence in managing practical activities within the school environment. Their demonstrated ability may also reflect their familiarity with structured routines and repeated opportunities to practice functional skills through school-based activities.

The findings further indicate that the respondents have developed functional abilities that can support their participation in everyday school routines. Their high level of independence may be linked to ongoing exposure to practical, structured learning experiences that allow them to practice skills in authentic settings. Kennedy et al. (2024) emphasized that school-based interventions can contribute to the development of positive behaviors among young people when implemented in real-world school contexts. This supports the present finding that meaningful activities in the school environment can give learners opportunities to practice and reinforce functional behaviors.

Similar to the study's results by Kennedy et al. (2024) that school-based interventions can promote desirable behaviors when implemented in actual school contexts, the respondents' high level of independence indicates that consistent participation in structured school-based activities may help learners with special needs develop practical skills that can be applied in their daily routines. Thus, school-based household tasks may offer meaningful opportunities to reinforce independence and functional life skills among learners with special needs (Jacobs et al., 2022).

Food Preparation and Table Setting

The respondents demonstrated a high level of independence in food preparation and table setting, as indicated by an aggregate weighted mean of 3.63 and a standard deviation of 0.61, interpreted as Highly Independent. This indicates that learners with special needs can generally perform basic food-related and dining-related activities with minimal assistance. The result suggests that respondents have developed practical functional skills involving personal care, safety awareness, organization, responsibility, and appropriate management of routine activities. Their level of independence may reflect continued exposure to structured, practical learning experiences within the school environment.

The findings further suggest that practical activities involving food and dining provide meaningful opportunities for learners to apply functional skills in everyday life. Through repeated practice and appropriate guidance, learners may develop greater familiarity,

confidence, and responsibility in performing activities that require sequencing, attention to safety, and appropriate use of materials. The high level of independence demonstrated by the respondents indicates they can participate meaningfully in these functional learning experiences. However, continued practice and supervision may remain important for activities with greater safety considerations or more complex procedures.

The findings highlight the value of integrating functional activities into the learning experiences of learners with special needs. Food preparation and table-setting activities can strengthen independence, self-confidence, responsibility, and practical decision-making while allowing learners to apply skills in authentic situations. These experiences may contribute to the development of functional abilities that are useful not only in the school setting but also in home and community environments. Therefore, the results support continuing to provide structured, hands-on, developmentally appropriate activities that reinforce learners' independence and readiness for greater participation in daily living.

Moreover, the results are consistent with Jacobs et al. (2022), which emphasize providing learners with disabilities opportunities to develop functional skills through meaningful and practical experiences. Regular engagement in structured school activities may strengthen learners' confidence, responsibility, task persistence, and ability to function with reduced assistance. In the context of the present study, the high level of independence demonstrated by the respondents suggests that school-based household tasks provide a relevant setting for reinforcing functional life skills. These experiences may complement formal classroom instruction by allowing learners to apply and strengthen practical skills that contribute to greater participation, self-reliance, and independence in school and daily-life settings.

Dishwashing and Kitchen Care

The results point out that respondents exhibited a high level of independence in dishwashing and kitchen care, with an aggregate mean score of 3.67 and a standard deviation of 0.57, classified as Highly Independent. These results suggest that respondents can generally perform dishwashing and basic kitchen-care activities with minimal assistance. The data further show that students can complete the various steps of the task, including removing food leftovers, washing, rinsing, drying, storing, and cleaning the kitchen area.

The highest-rated indicator was "Washes plates, cups, spoons, and other utensils properly," with a mean of 3.73 and a standard deviation of 0.52. This finding indicates that respondents are particularly proficient in washing various kitchen utensils and can perform this task with a high degree of independence. The lowest-rated indicator, "Removes leftover food from plates and utensils before washing," received a mean of 3.60 and an SD of 0.56. Despite being the lowest, this score was still classified as Highly Independent, suggesting that respondents can generally perform this preparatory step independently, though occasional reminders or supervision may be beneficial.

The findings further support the value of providing learners with disabilities opportunities to acquire functional skills through meaningful and practical learning experiences. Pawilen et al. (2018), in the Philippine context, included care, livelihood, and pre-vocational learning areas in a proposed transition curriculum for special learners to help prepare them for functional living and greater participation in community life. Thus, the high level of independence demonstrated by the respondents suggests that school-based household tasks can serve as meaningful learning experiences that strengthen functional abilities and prepare learners for greater independence in everyday settings. Continued practice, appropriate

guidance, and systematic reinforcement may further support the development and maintenance of these skills.

Laundry-related Tasks

The respondents demonstrated a high level of independence in performing laundry-related tasks, with an aggregate weighted mean of 3.63 and a standard deviation of 0.48, interpreted as Highly Independent. This indicates that respondents can generally perform basic laundry-related activities with minimal assistance, including sorting, folding, arranging, and storing clothes or other materials.

The highest mean score was for the indicator "Folds clothes, towels, or other materials properly," with a weighted mean of 3.70 and a standard deviation of 0.47. This means respondents are particularly competent in folding clothes and similar materials properly and can perform this task with a high level of independence. The lowest-rated indicators were "Sorts clothes or materials according to type, color, or use" and "Places folded items in their assigned storage areas," both with a weighted mean of 3.57. Although these received the lowest ratings, they were still interpreted as Highly Independent, indicating that the respondents can perform these tasks with minimal assistance but may benefit from occasional reminders or supervision.

Overall, the results suggest that school-based household tasks help develop respondents' practical skills, organization, responsibility, and self-reliance in managing clothing and other personal materials. The particularly high performance in folding suggests that this skill has been well developed through practice and routine. Meanwhile, the relatively lower ratings in sorting and storing indicate areas where continued practice, clear instructions, visual cues, and consistent routines may further strengthen the respondents' independence in completing laundry-related tasks.

Waste Segregation and Environmental Care

The results show that respondents demonstrated a high level of independence in waste segregation and environmental care, as indicated by an aggregate weighted mean of 3.58 and an SD of 0.57, interpreted as Highly Independent. The highest-rated indicator was "Identifies biodegradable and non-biodegradable waste correctly," which obtained a weighted mean of 3.63 and a standard deviation of 0.68. This indicates that respondents can generally distinguish and properly classify waste with minimal assistance. In contrast, the lowest-rated indicator was "Helps maintain the cleanliness of the classroom," which obtained a weighted mean of 3.50 and an SD of 0.50. Although this received the lowest rating, it was still interpreted as Highly Independent, indicating that the respondents are generally capable of participating in classroom cleanliness activities without requiring assistance.

Implementing school-based household tasks supports the development of the respondents' environmental awareness, responsibility, and independent waste-management practices. The respondents' ability to distinguish between different waste categories indicates that they have developed the awareness and knowledge needed to participate in proper waste segregation. However, the comparatively lower rating in maintaining classroom cleanliness suggests the need for continued opportunities to practice and reinforce consistent participation in cleaning and environmental-care activities.

Many schools tend to prioritize academic areas such as literacy and numeracy, while practical life skills may receive less consistent attention (Kaya & Deniz, 2020). Several challenges may also affect the implementation of school-based household tasks, including limited instructional time, inadequate facilities and materials, and insufficient teacher training.

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These constraints may limit how often and consistently teachers incorporate practical household and environmental-care activities into instruction. Furthermore, teachers may struggle to adapt these activities to the diverse abilities and individual needs of learners with special needs. Therefore, providing appropriate resources, adequate teacher support, and structured practice opportunities may strengthen the implementation of school-based household tasks and further promote the development of environmental responsibility and independent life skills among learners with special needs.

Safety and Responsibility during Task Performance

The extent of implementation of school-based household tasks in terms of safety and responsibility during task performance. The results revealed an aggregate weighted mean of 3.64 with a standard deviation of 0.58, interpreted as Highly Independent. This indicates that school-based household tasks are implemented to a high extent in ways that encourage learners with special needs to observe safety practices and demonstrate responsibility while performing assigned activities.

The indicator "Follows safety instructions before and during each activity" obtained the highest weighted mean of 3.73 (SD = 0.68), interpreted as Highly Independent. This suggests that learners are consistently guided and encouraged to observe safety instructions before and while performing household tasks. It was followed by "Handles tools, utensils, and cleaning materials carefully" with a weighted mean of 3.70 (SD = 0.52), indicating that learners demonstrate appropriate care in handling materials used during activities.

The indicator "Completes tasks without causing harm to self or others" obtained a weighted mean of 3.67 (SD = 0.56), while "Performs assigned responsibilities consistently" received a weighted mean of 3.60 (SD = 0.68). These findings indicate that learners generally demonstrate responsible behavior and awareness of their own and others' safety while completing household tasks. Meanwhile, "Asks for help when a task is difficult or unsafe" obtained the lowest weighted mean of 3.50 (SD = 0.47). Although it ranked lowest, it was still interpreted as Highly Independent, suggesting that learners can generally recognize when assistance is needed and seek appropriate support.

These findings matter for learners with special needs because consistent practice of safety and responsibility helps them develop habits for performing functional daily activities while minimizing risks and accidents. For teachers, the results emphasize the importance of providing clear safety instructions, modeling proper handling of tools and materials, and teaching learners when and how to seek assistance during difficult or potentially unsafe tasks. Further, the findings imply that school-based household tasks can serve as an effective avenue for developing safety awareness, responsibility, and appropriate decision-making among learners with special needs.

According to Kaya and Deniz (2020), implementing a life skills program significantly improved learners' social cooperation, social interaction, and social independence while reducing problematic behaviors. The program's sustained effects further suggest that structured life skills activities can support the development of functional, independent behaviors among learners.

Level of life skills development of learners with special needs

The section presents the level of life skills development of learners with special needs enrolled in the Special Education/SNED Program. It focuses on the learners' ability to perform

essential daily living tasks with varying degrees of independence and competence. The findings provide an understanding of how well the learners have developed practical life skills that support their participation and independence in school, home, and community settings.

Level of Life Skills in terms of Independence

The results indicate an aggregate weighted mean of 3.55 with a standard deviation of 0.67, classified as Highly Independent. These findings suggest that learners typically exhibit a high degree of independence in initiating tasks, preparing materials, performing familiar activities, working with minimal assistance, and making simple decisions related to assigned tasks.

The indicators “Performs familiar tasks with minimal supervision” and “Continues working without constant assistance” received the highest weighted mean of 3.60, with standard deviations of 0.62 and 0.77, respectively. These findings suggest that learners can carry out familiar activities and sustain their participation without requiring continuous supervision from teachers or other adults.

The indicators “Begins an assigned task with little or no prompting” and “Prepares the materials needed for the task” both obtained a weighted mean of 3.53, with standard deviations of 0.68 and 0.57, respectively. These results indicate that learners can generally initiate activities and prepare the materials required for task completion with minimal assistance. Meanwhile, “Makes simple task-related decisions independently” received the lowest weighted mean of 3.50 (SD = 0.68). Although it ranked lowest, it was still interpreted as Highly Independent, indicating that learners can generally make simple decisions related to their assigned activities.

These findings matter for learners with special needs because independence helps them perform daily activities with less reliance on teachers, caregivers, and others. For teachers, the results highlight the importance of giving learners appropriate opportunities to initiate tasks, prepare materials, work independently, and make simple choices rather than providing immediate assistance.

The findings imply that school-based household tasks can provide meaningful opportunities for learners with special needs to strengthen their independence and functional life skills. Teachers may therefore provide structured tasks with gradually reduced prompts and supervision, allowing learners to practice initiating, performing, and completing activities independently and preparing them for greater participation in home, school, and community life. The results are aligned with Baker et al. (2021), who emphasized that daily living skills are important components of adaptive behavior and should be strengthened among adolescents with disabilities to promote greater independence in adulthood.

Level of Life Skills Development of Learners in terms of Responsibility

The results show an aggregate weighted mean of 3.54 and a standard deviation of 0.72, interpreted as Highly Independent. This indicates that the learners generally demonstrate a high level of independence in carrying out responsibilities and managing routine activities within the school environment. The findings suggest they can assume appropriate responsibilities, demonstrate accountability, and respond to expectations with minimal assistance. Their level of independence also indicates that they have developed functional behaviors that support their participation in structured school and daily-life activities.

The results further reveal that the respondents demonstrated consistently high levels of independence across the different aspects of responsibility assessed in the study. The relatively narrow range of weighted means indicates that no aspect fell below the Highly Independent

interpretation. This suggests that the learners generally possess a positive capacity to assume responsibilities and participate in activities that require accountability, appropriate behavior, and consistent engagement. The findings also indicate that while some areas may require continued reinforcement and guidance, the respondents have generally developed the functional behaviors necessary to perform responsibilities with a considerable degree of independence.

The findings suggest that school-based household tasks can serve as practical learning experiences to strengthen responsibility and independence among learners with special needs. In addition, teachers may integrate regular household responsibilities into classroom and SPED activities to provide learners with meaningful opportunities to develop accountability, proper work habits, and greater readiness for independent living (Kaya & Deniz, 2020). Moreover, the Department of Education identifies housekeeping, cooking, laundry, communication, self-direction, social skills, and health and safety as essential adaptive skills and competencies for learners with special educational needs. These findings support the present study's use of household tasks and functional competencies as indicators of learners' life skills development and reinforce the importance of providing learners with meaningful opportunities to practice these skills in authentic school and daily-life settings (Life Skills Education School Handbook, 2026).

Level of Life Skills Development of Learners in terms of Task Completion

In terms of the level of life skills development of learners with special needs in terms of task completion, the results revealed an aggregate weighted mean of 3.51 with a standard deviation of 0.73, interpreted as Highly Independent. This indicates that the learners generally demonstrate a high level of independence in completing school-based household tasks. The findings suggest they can perform assigned activities in an organized manner, maintain attention, follow expected procedures, and complete tasks with minimal assistance. Their level of independence reflects their ability to participate meaningfully in structured activities that require persistence, organization, and appropriate task performance.

The results further show that the respondents demonstrated consistently high levels of independence across the different aspects of task completion assessed in the study. The range of weighted means remained within the Highly Independent category, indicating that the learners generally possess the essential abilities needed to carry out and complete assigned activities. Although some aspects may still benefit from continued guidance, practice, and reinforcement, the overall findings demonstrate that the respondents have developed a considerable degree of independence in managing and completing school-based household tasks. This may be supported by regular exposure to structured activities that provide opportunities to practice attention, sequencing, time management, and self-monitoring.

These findings matter for learners with special needs because completing tasks independently builds self-reliance, responsibility, and readiness to perform functional activities in everyday life. For teachers, the results emphasize the value of providing structured and repeated opportunities for learners to practice task sequencing, concentration, time management, and self-monitoring through meaningful household tasks. The findings suggest that school-based household tasks can be used as functional learning activities to strengthen task completion and independence among learners with special needs. Teachers may therefore incorporate structured household tasks with clear instructions, appropriate time limits, and opportunities for self-checking to develop further learners' ability to complete activities

independently and prepare them for greater participation in home, school, and community settings.

Level of Life Skills Development of Learners in terms of Communication and Cooperation

The results show an aggregate weighted mean of 3.57 with a standard deviation of 0.69, interpreted as Highly Independent. This indicates that the learners generally demonstrate a high level of independence in communicating and interacting with others while participating in school-based household tasks. The findings suggest they can express their needs, understand expectations, respond appropriately in social situations, and participate in activities that require interaction and collaboration with others.

The results further indicate that the respondents demonstrated consistently high levels of independence across the different aspects of communication and cooperation assessed in the study. The weighted means remained within the Highly Independent category, suggesting that the learners generally possess functional communication and social skills that enable them to participate in shared activities with minimal assistance. Although continued guidance and reinforcement may help in some areas, the overall findings show that the respondents can engage positively with teachers, school personnel, and peers in structured learning situations.

These findings matter for learners with special needs because effective communication and cooperation support meaningful participation in functional activities and promote positive social interactions. Developing these skills may help learners express their needs, understand expectations, establish relationships, and work collaboratively with others. Kaya and Deniz (2020) emphasized the importance of addressing practical life skills alongside academic learning, particularly in supporting learners' ability to function effectively in everyday contexts. In the present study, school-based household tasks provide meaningful opportunities for learners to practice communication, cooperation, social participation, and responsibility in authentic and functional situations. The findings imply that school-based household tasks can serve as meaningful instruction to develop and strengthen communication and cooperation among learners with special needs. Teachers may therefore incorporate structured, collaborative household activities into SPED and inclusive education programs to give learners repeated opportunities to develop functional communication, social participation, cooperation, and independence. These experiences may help learners participate more effectively in activities at home, at school, and in the community.

Level of Life Skills Development of Learners in terms of Safety Awareness

The aggregate weighted mean of 3.60 with a standard deviation of 0.67, interpreted as Highly Independent based on the results level of life skills development of learners in terms of safety awareness. This indicates that the learners generally demonstrate a high level of independence in recognizing and practicing safety measures while performing household tasks.

The indicator "Follows safety rules and procedures consistently" obtained the highest weighted mean of 3.70 (SD = 0.60), interpreted as Highly Independent. This suggests that learners can generally follow established safety guidelines when performing household activities. In contrast, "Recognizes possible hazards during household activities" and "Reports spills, accidents, or unsafe conditions immediately" both received the lowest weighted mean of 3.53. Despite these lower ratings, both indicators remain within the Highly Independent level, indicating that learners can still generally identify and respond to potential safety concerns.

The findings indicate that learners with special needs demonstrate a high level of safety awareness when engaged in household activities. This suggests that continued exposure to structured, supervised household tasks can reinforce learners' ability to follow safety procedures, use materials appropriately, maintain hygiene, and respond appropriately to unsafe situations, thereby promoting greater independence in daily living activities.

Level of Life Skills Development of Learners in terms of Self-confidence

The results show an aggregate weighted mean of 3.72 with a standard deviation of 0.59, interpreted as Highly Independent. This indicates that the learners generally demonstrate a high level of self-confidence when performing school-based household tasks and other functional activities.

Among the indicators, "Shows confidence in performing previously learned tasks" obtained the highest weighted mean of 3.77 (SD = 0.50), interpreted as Highly Independent. This suggests that learners are confident in applying skills they have already acquired. Meanwhile, "Attempts new tasks even when they appear difficult" received the lowest weighted mean of 3.67 (SD = 0.55), which is still interpreted as Highly Independent. This indicates that although learners may find unfamiliar or difficult tasks challenging, they generally demonstrate willingness to attempt them.

The findings imply that learners with special needs possess a high level of self-confidence in performing household tasks, particularly when they have prior experience and familiarity with the activities. This suggests that giving learners regular opportunities to perform meaningful household tasks may strengthen their confidence, willingness to participate, and ability to handle tasks independently.

Zelazo et al. (2024) emphasized that strengthening executive functioning (EF)-based life skills is essential in helping learners develop the competencies needed to function effectively in real-world settings. This supports the present study on implementing school-based household tasks and developing life skills, as hands-on activities give learners meaningful opportunities to practice planning, decision-making, problem-solving, self-regulation, and task completion (Care et al., n.d.). Their findings further highlight the importance of designing practical interventions that respond to learners' needs and real-life experiences, reinforcing the value of school-based household tasks as an effective avenue for developing functional independence and life skills among learners with special needs.

Test of significant relationship between the extent of implementation of school-based household tasks and the level of life skills development

This section examined whether greater exposure to and participation in school-based household tasks are associated with higher levels of life skills development among learners enrolled in the Special Education/SNED Program. The results will provide evidence on whether school-based household tasks contribute significantly to the development of practical skills, independence, and functional abilities among learners with special needs.

The computed r-value of 0.62 shows a positive correlation between the two variables, indicating that greater implementation of school-based household tasks is associated with higher levels of life skills development. The p-value of 0.00, which is below the 0.05 significance threshold, supports the rejection of the null hypothesis and confirms a statistically significant relationship. These results suggest that consistent opportunities for learners with

special needs to participate in school-based household tasks can enhance their practical life skills, independence, and capacity to perform daily functional activities.

These findings indicate that consistent implementation of household tasks in school correlates with higher levels of life skills among learners with special needs. Maunde and Tatu (2025) corroborate these results, observing that pupils' participation in household tasks is often inconsistent and shaped by socioeconomic factors and family dynamics. Furthermore, Care et al. (n.d.) emphasize the critical role of the learning environment in facilitating the transfer of acquired competencies to real-life situations and underscore the importance of inclusive, hands-on practical skill instruction aligned with learners lived experiences. Collectively, these findings underscore the value of giving learners regular opportunities to engage in school-based household tasks, as these experiences can enhance their practical competencies, and independence.

CONCLUSION

The findings indicate that learners with special needs have developed a strong capacity to perform practical activities and manage responsibilities within the school environment. The learner's consistent engagement in meaningful, hands-on experiences appears to contribute to their ability to function more confidently and effectively in everyday situations. The strong association between the two variables further suggests that giving learners regular opportunities to practice functional activities can help strengthen their overall adaptive competencies. Hence, schools should continue to provide structured, age-appropriate, and meaningful experiences that promote autonomy, responsible behavior, collaboration, and preparedness for real-life demands. Based on the study's findings, school administrators are encouraged to strengthen school-based programs that provide learners with special needs regular opportunities to develop practical and functional competencies by ensuring adequate materials, facilities, and teacher support.

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