

# Family Perception, Support and Participation of their Child's Special Needs Education in Collaborative Learning Communities

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**Abstract:** This study explored the perspectives, support, and involvement of Filipino parents in the special education of their children within integrated learning environments at Dampas Elementary School. Using a descriptive-correlational research design, data were collected from 28 parents and 27 teachers through structured questionnaires. The findings revealed that Filipino parents generally held positive views on inclusive education, especially in terms of socialization and academic success for children with special needs. However, parents showed less acceptance of Individualized Education Plans (IEPs) and modifications. In terms of support, parents were more engaged in providing emotional support and advocating for their children's rights, but their involvement in technical areas, such as seeking external services and collaborating on IEPs, was less consistent. Parental involvement was moderate, with active participation in parent-teacher conferences and communication with teachers, but less engagement in school-based management committees or community advocacy. A significant positive correlation was found between parents' perspectives on inclusive education and their level of involvement and support, although discrepancies between how parents and teachers perceived involvement pointed to the need for improved communication and collaboration.

This research highlights the crucial role of parental involvement in the success of inclusive education. While Filipino parents demonstrated strong support for inclusive education, particularly regarding socialization and academic benefits, their engagement in more specialized areas like IEPs and seeking external services was limited.

**Keywords:** Special Education, parental involvement, integrated learning environments, teacher-parent collaboration, Filipino parents.

## Chapter 1

### THE PROBLEM AND ITS SCOPE

#### INTRODUCTION

##### Rationale of the Study

Inclusive education is a major global concern, grounded in the belief that all children, regardless of ability, should have access to quality education in mainstream institutions. This approach fosters diversity, advances equity, and removes barriers to learning, which supports the development of a more inclusive society. The Salamanca Statement emphasized the role of inclusive schools in addressing discriminatory attitudes and fostering a more inclusive social environment (Hernández-Torrano et al., 2022). In response, many countries, including the Philippines, have adopted policies

to institutionalize inclusive education and guarantee equal educational opportunities for children with disabilities.

Special Education (SPED) programs are fundamental to inclusive education, enabling children with disabilities to participate in mainstream classrooms. These programs provide essential support and accommodations to facilitate learning. In the Philippines, the Magna Carta for Persons with Disabilities (Republic Act 7277) and the Inclusive Education Act of 2022 (Republic Act 11650) require all schools to establish inclusive learning arrangements for children with disabilities (Gil Jr, 2025). These legislative frameworks aim to provide both access to education and the necessary support for students to succeed in inclusive environments. However, their implementation is hindered by a shortage of trained educators, limited resources, and inadequate support systems, particularly in rural schools.

Parental involvement is a critical determinant of successful inclusive education. Empirical studies show that active parental engagement, particularly in inclusive settings, improves academic performance, social integration, and emotional well-being for students with disabilities. Radebe (2024) and Froiland (2021) emphasized the significance of high-quality parent-school collaboration, which enhances student motivation and engagement. However, many parents in the Philippines are unaware of the vital role they play in supporting their children's inclusion in school (Jabar, 2021). The present research explores the strategies Filipino parents employ to support their children's special education. By analyzing both successful and challenging experiences, it aims to provide a nuanced understanding of parental engagement, including collaboration with teachers, advocacy efforts, and approaches to meeting students' needs in inclusive settings.

Although the importance of parental involvement in inclusive education is well-established, many Filipino parents face substantial barriers to active participation in their children's education (Garcia et al., 2025). These barriers include limited understanding of the inclusive education model, cultural constraints, and poor communication between schools and parents. Garcia et al. (2025) highlighted the insufficient participation of parents in decision-making processes such as Individualized Education Plan (IEP) meetings, which are essential for customizing educational strategies for students with disabilities. The prevailing educational culture often positions parents as caregivers rather than equal partners in the educational process. This research investigates these barriers, identifies factors contributing to parental exclusion from school activities, and offers recommendations for schools to enhance parental involvement and collaboration.

Despite global advancements in inclusive education, there remains a significant research gap regarding the perspectives of Filipino parents. Many Filipino parents still perceive inclusive education as an extension of traditional special education rather than a collaborative and transformative model (Belandres & Cruz, 2024). This perception is a result of limited awareness of the comprehensive nature of inclusive education and insufficient training on how parents can participate. Kaveh and Buckband (2024) found that parental roles as advocates, co-teachers, and emotional supporters are often marginalized in academic discourse. As a result, many parents may not fully understand their potential impact on educational outcomes or the collaborative aspects of inclusive education. The research aims to address this gap by exploring Filipino parents' perceptions of their roles, the challenges they encounter, and the barriers they face to active involvement.

The objective of this investigation is to explore the lived experiences of parents of children with disabilities and the strategies they use to collaborate with schools to promote inclusive education. By focusing on public elementary schools in the Philippines, the research seeks to provide a comprehensive understanding of parental support for inclusion, the challenges encountered, and the nature of parent-educator engagement. Additionally, it will offer practical recommendations for strengthening family-school partnerships and fostering a more inclusive learning environment. The findings aim to contribute to the broader discourse on inclusive education by highlighting the collective responsibility of educators, families, and communities in supporting the inclusion of children with disabilities. The central problem addressed in this research is the limited understanding of the lived experiences of parents of children with disabilities in the context of inclusive education.

While much has been discussed in the literature about the roles of teachers and school administrators, the experiences of parents, particularly in their roles as advocates, co-teachers, and emotional supporters, have not been adequately explored. This study seeks to fill this gap by examining how Filipino parents interact with the inclusive education system, what challenges they face, and the strategies they employ to ensure their children’s success. By focusing on active parental participation, the research will contribute to creating a more collaborative framework for inclusive education that encompasses all stakeholders, particularly families of children with disabilities. In conclusion, the research will provide critical insights into the experiences of Filipino parents in the inclusive education process, offering recommendations to improve parental involvement and strengthen family-school partnerships. The findings will underscore the importance of recognizing parents as active partners in the education of their children with disabilities, providing evidence-based strategies for overcoming barriers to their engagement. Ultimately, the aim is to contribute to the ongoing efforts to enhance inclusive education in the Philippines, ensuring that it becomes a collective and empowering process for all involved.

### Theoretical Background

This theoretical framework is grounded in foundational theories and models that offer a comprehensive perspective on collaboration between parents of children with disabilities and schools to advance inclusive education. The main theories include Bronfenbrenner’s Ecological Systems Theory, Epstein’s Framework of Parental Involvement, and Vygotsky’s Sociocultural Theory. Although many legal frameworks govern professional development in the Philippines, this research focuses on five primary legal bases: Republic Act No. 7277 – Magna Carta for Persons with Disabilities (1992), Republic Act No. 10533 – Enhanced Basic Education Act of 2013 (K to 12 Law), Republic Act No. 11650 – Inclusive Education Act for Learners with Disabilities (2022), and Department of Education Order No. 72, s. 2009.

Figure 1 illustrates the theoretical framework of the study, grounded in three key theories. Ecological Systems Theory emphasizes the mesosystem, particularly the interaction between family and school, as essential to a child’s development (Guy-Evans, 2024). Vygotsky’s sociocultural theory emphasizes the crucial role of social interaction and cultural context, particularly collaborative engagement between parents and teachers, in fostering inclusive learning environments. (Mercadal, 2021) Together, these theories offer a comprehensive foundation for understanding and strengthening parent-teacher collaboration in advancing inclusive education for children with disabilities.

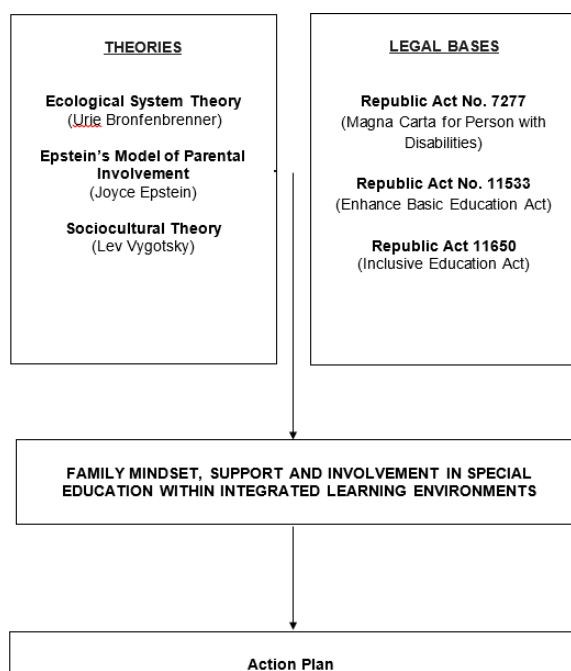


Figure 1. Theoretical Framework of the Study

This study examines the key legal foundations that support professional development, with the aim of strengthening collaboration between special education teachers and parents in promoting inclusive education. These policies enhance special education by emphasizing inclusion, capacity-building, and stakeholder involvement. Republic Act No. 7277 (Magna Carta for Persons with Disabilities) provides equal rights and access to quality education for persons with disabilities, mandating the provision of appropriate support and services to facilitate inclusive learning (Republic Act No. 7277, 1992). Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, promotes inclusive, learner-centered education and emphasizes the importance of continuous teacher training and stakeholder collaboration (Republic Act No. 10533, 2013). Republic Act No. 11650, known as the Inclusive Education Act of 2022, institutionalizes inclusive education in all schools and highlights the shared responsibility of teachers, parents, and other professionals in supporting learners with disabilities (Carlos, 2022). Additionally, Department of Education Order No. 72, s. 2009 encourages meaningful parental involvement and recognizes the vital role of families in children's education (DO No. 72, s. 2009, 2009).

Moreover, the framework integrates both educational theories and legal mandates to provide a comprehensive foundation for understanding and enhancing the collaboration between parents and teachers in promoting inclusive education. It combines theories such as Ecological Systems Theory, Epstein's Theory of Overlapping Spheres of Influence, and Vygotsky's Sociocultural Theory with legal acts, including Republic Act No. 7277, 10533, 11650, and DepEd Order No. 72, s. 2009. These elements converge to define the role of educators and parents as active partners in creating inclusive, supportive, and equitable learning environments for children with disabilities. This holistic approach underscores the importance of aligning educational theories with national legal mandates to guide effective parent-teacher collaboration.

**Ecological Systems Theory.** According to Guy-Evans (2025), Bronfenbrenner's Ecological Systems Theory explains that a child's development is shaped by multiple layers of influence. It highlights the widely used approach in education to examine how different systems interact and affect children's learning experiences, particularly in inclusive settings. Celinska (2022) emphasizes that strong collaboration between families, schools, and communities is essential to supporting children's development. It highlights the importance of viewing education as a shared responsibility across interconnected systems.

Several empirical studies support the view that parental involvement plays a critical role in promoting student learning and inclusion. For instance, Lehl et al. (2020) found that interactions within the home and school environments significantly impact children's educational outcomes. Evidence indicates that strong collaboration between parents and schools enhances inclusive practices, especially for students with learning difficulties, by providing consistent support across various settings. Microsystems include direct relationships such as those between parents, teachers, and children. Daniel et al. (2019) conducted an empirical study to understand how teachers promote inclusive education for students with disabilities. Findings show that teachers play a vital role by applying effective teaching strategies, collaborating with colleagues, and building strong connections between families, schools, and communities. This evidence reinforces the idea that inclusive education is most successful when all systems around the child work together.

The importance of strong partnerships between families and schools, as emphasized by Chandratreya (2024), aligns with the goal of creating inclusive learning environments. This highlights the importance of parents of children with disabilities collaborating with schools to promote inclusive education. Building on this, Anaby et al. (2019) further reinforce that educational success depends on active collaboration across ecological levels, especially in addressing the needs of children with disabilities.

**Epstein's Model of Parental Involvement.** Parental involvement refers to the active participation of parents in their children's education, both at home and in school, to support learning and development. According to Banda (2019), this involvement includes home-based activities such as assisting with homework, engaging in school communication, and participating in community-

related educational efforts. It emphasizes these roles are shown to significantly enhance children's academic success when schools and families work together. Myende and Nhlumayo (2022) found that while parents acknowledge the importance of school partnerships, they often face challenges such as lack of time, insufficient training, and limited resources.

Strong partnerships between school staff and parents of students with disabilities are particularly vital in achieving inclusive education. As noted by Yulianti et al. (2022), teachers and school leaders play an instrumental role in encouraging parental involvement, yet many parents still face structural and practical barriers to full participation. The study emphasizes the need for legal frameworks and institutional policies that actively support and mandate parental engagement in inclusive settings.

Several empirical studies illustrate how Epstein's theory operates in real educational contexts. Katel and Katel (2024) emphasized that effective parental involvement depends on strong school leadership and capacity-building programs that empower parents. The study revealed that many parents, particularly in low-income communities, lack the confidence and knowledge to actively engage in school-related activities. Thus, parent training and involvement in school governance are critical to fostering inclusive and supportive learning environments.

Moreover, Fu et al. (2024) emphasized that collaboration between schools and families is crucial in promoting children's academic, emotional, and social development, particularly in early education. Yang et al. (2023) added that parental involvement is most effective when it includes affective, behavioral, and cognitive engagement. It emphasized that shared responsibility between schools and families enhances student learning outcomes.

**Sociocultural Theory.** Lev Vygotsky's sociocultural theory asserts that cognitive development occurs through social interaction and the utilization of culturally meaningful tools (Ahmed, 2024). Central to this framework is the concept of mediation, wherein individuals with greater expertise such as parents, teachers, or peers support children's learning through the provision of language, strategies, and normative structures (Alkhudiry, 2022). Through these guided engagements, learners progressively internalize knowledge and develop independent cognitive skills.

Empirical research by Herrera et al. (2020) explores the collaborative practices of culturally diverse parents in educational settings, including communication, cultural exchange, and decision-making. The study identifies several systemic challenges faced by families, such as linguistic barriers, insufficient early guidance, and emotional stress. These findings highlight a lack of adequate scaffolding and underscore the necessity for mediated, collaborative structures to promote inclusive educational participation.

Zone of Proximal Development (ZPD), which defines the space between a learner's independent capabilities and potential achievements facilitated through guidance. For children with disabilities, scaffolded learning within the ZPD is particularly significant, requiring coordinated support from both educators and family members (Smith & Juergensen, 2023). Within inclusive educational environments, parent-school collaboration serves as a foundational relational mechanism, wherein shared decision-making, emotional responsiveness, and culturally attuned communication act as pivotal mediating tools for fostering development.

Wang et al. (2023) emphasize the role of guided instruction and adaptive learning environments. The research affirms the compatibility of Vygotsky's principles with inclusive pedagogies that address individual learning needs through adult facilitation and cultural responsiveness. Additionally, Arcidiacono and Baucal (2020) apply sociocultural theory to teacher professionalization, arguing that the effectiveness of inclusive education is contingent upon educators' capacity to establish meaningful, culturally grounded partnerships with families. Collectively, these perspectives reinforce the applicability of Vygotsky's theory in analyzing collaborative dynamics between families and schools in inclusive educational contexts.

Building on these theoretical perspectives, it is equally important to recognize the legal foundations that translate these concepts into action within the Philippine educational system. The principles

emphasized by Bronfenbrenner, Epstein, and Vygotsky find concrete expression in national laws and policies that promote inclusive education and foster active collaboration among teachers, parents, and communities. These legal mandates reinforce the theoretical ideals by institutionalizing practices that ensure equitable learning opportunities for children with disabilities.

**Republic Act No. 7277.** Republic Act No. 7277, also known as the Magna Carta for Disabled Persons, is a landmark Philippine legislation enacted to promote the rights and welfare of persons with disabilities (PWDs), ensuring their full participation and integration into society, including access to quality education. The law mandates that children with disabilities be provided equal opportunities in basic education through inclusive practices and appropriate support services. According to Fontanilla-Pimentel (2020), RA 7277, in conjunction with RA 10070, has established the foundation for disability-inclusive policies within local governance, emphasizing the significance of systemic support in both education and community integration. Reyes (2023) highlighted that while the law offers a legal framework for inclusive education, substantial gaps remain in stakeholder engagement, particularly involving families and communities, indicating the need for strengthened implementation and monitoring mechanisms.

Fontanilla-Pimentel (2020) further noted that the law promotes empowerment by mandating local government units to institutionalize disability programs, including those focused on education. Reyes (2023) emphasized that implementation of RA 7277 remains inconsistent, particularly in rural areas where support for special education (SPED) teachers and parental involvement is limited. The legislation also acknowledges the role of families as key stakeholders, requiring their inclusion in the planning and delivery of special education services. However, Reyes (2023) found that assessments of family engagement remain minimal, suggesting a disconnect between the law's provisions and its practical application.

**Republic Act No. 10533.** Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, serves as a foundational framework for inclusive education in the Philippines, mandating a learner-centered and inclusive curriculum that addresses the diverse needs of all students, including children with disabilities. This legislation emphasizes the importance of collaboration among stakeholders—particularly parents and schools—in ensuring that educational practices are responsive and equitable. In the context of this study, RA 10533 reinforces the critical role of parental involvement and school partnerships in promoting inclusive education, as it calls for differentiated instruction, the use of mother tongue-based multilingual education, and the integration of special education services. By exploring the experiences and strategies of parents of children with disabilities, this research aligns with the Act's vision of a holistic, inclusive, and globally competitive education system, highlighting how collaborative efforts can bridge gaps and foster meaningful participation for all learners.

**Republic Act No. 11650.** Republic Act No. 11650, also known as the Inclusive Education Act, was enacted to institutionalize inclusive education and ensure that learners with disabilities in the Philippines have equitable access to quality education. The law mandates the integration of children with disabilities into the general education system, supported by the establishment of Inclusive Learning Resource Centers in every school district. It promotes a whole-of-community approach, encouraging collaboration among schools, families, and stakeholders to provide appropriate support services, individualized education plans, and accessible learning environments. It highlights the importance of parental involvement and school-community partnerships in fostering inclusive practices. By recognizing parents as key partners in the educational journey of children with disabilities, the Act aligns with the study's aim to explore collaborative strategies that enhance inclusion, equity, and meaningful participation in education.

A study of Afsina and Joseph (2024), findings show that parents describe inclusive education as a means of bringing in children with disability in a regular classroom where their peers do not have disabilities and that these children, regardless of disabilities, learn together and actively engage within the regular education system, and having them feel accepted and supported. While some parents have had positive experiences, others raise concerns about whether their child's specific

needs are being met. Overall, parents wish their children to fully experience quality education and want them to feel that they belong and are appreciated.

A study of Rathnayake and Rathnayaka (2024) identified significant challenges parents encounter while providing educational support to students in special education, categorizing them into two domains – school level and out-of-school environment domains. School-level issues include inadequate resources and facilities, a shortage of specialized teaching staff, learning materials, and assistive technologies, limiting the delivery of quality and individualized education for their children. Additionally, in terms of the out-of-school environment, parents and teachers lack interaction, resulting in poor communication and collaboration, impeding effective IEP coordination and student support.

Brydges and Mkandawire (2020) conducted a study in Lagos, Nigeria, which showed that parents of children with disability expressed mixed feelings regarding inclusive education's true worth, largely due to their state's limited capacity to effectively implement inclusive education. While others express their support for the system, others worry it might threaten their children's social integration and opportunities. Additionally, some disabilities are discriminated against, labeled as more "includable" than others within the nation's inclusive learning environment.

A recent study by Gedfie et al. (2021) showed that parents of children with disabilities pointed to teachers' incompetence to instruct effectively in an inclusive setting as a significant hindrance to a successful inclusive education.

Yazıcıoğlu and Sümer Dodur (2023) reported that parents have varying opinions on various aspects of inclusive education, like teachers' expertise, school support services, classroom setups, and resource rooms. These views were influenced by their child's educational level, their overall satisfaction with inclusion, their collaboration with the classroom teacher, their involvement, and their expectation for their child's academic or social progress.

The study of Wood (2021) suggests that schools should focus on improving staff-parent interaction and communication skills, aiming for a consistent level of mutual trust and collaboration mainly due to parents' described experiences where they cooperated smoothly and had trusting relationship with the school staff, but this wasn't always the case.

Furthermore, while parents and teachers agree on the importance of collaboration, it's often inconsistent. This stems from factors such as socioeconomic differences, lack of structured communication channels, and varied understanding of inclusive education. This highlights the critical role of school leadership and emotional connection in cultivating effective partnerships. The findings suggest that better collaboration requires institutional commitment, parental empowerment, and stronger teacher skills (Mahmudah & Hanif, 2025).

The study of Knouse (2022) reveals generally high parental satisfaction with children's emotional well-being at school, and their trust in the school and teachers, for both special education needs (SEN) and non-SEN students. However, parents feel their involvement in decision-making is limited. Furthermore, parents of SEN reported being slightly more dissatisfied with their school and are less optimistic about their children's future and academic self-concept. While others perceive inclusion positively for social skill development and promotion, and an inclusive setting, others are concerned about insufficient school resources and teacher skills. This offers valuable importance in strengthening the partnership between schools and families to enhance students' well-being and academic abilities.

Sakarneh et al. (2023) emphasized several key areas: the critical role of collaboration between parents and educators, the necessity of targeted training for teachers, and the importance of challenging societal perceptions of autism. The study highlighted an urgent need for systemic changes to enhance inclusive education for children with Autism Spectrum Disorder (ASD), which would lead to better educational outcomes and stronger support for families.

Additionally, parents of children with social-emotional disabilities express lower satisfaction with their child's school engagement (as measured by the Student Engagement Subscale) compared to parents of children without such disabilities. Interestingly, fathers are satisfied with the result compared to mothers regarding their child's school engagement with peers (Carlson et al., 2020).

## **THE PROBLEM**

### **Statement of the Problem**

This research determined the perspectives, support and involvement of Filipino parents regarding their child's special education within the integrated learning environments in Dampas Elementary School during the academic year 2025 to 2026 as basis for the development of an Action Plan.

It specifically sought to answer the following sub-problems, namely:

1. To what extent do Filipino parents hold positive perspectives regarding their child's special education within the integrated learning environments as perceived by the respondent-groups?
2. What is the level of support provided by Filipino parents for their child's special education within the integrated learning environments as perceived by the respondent-groups?
3. What is the degree of involvement of Filipino parents in their child's special education within the integrated learning environments as perceived by the respondent-groups?
4. Is there a significant correlation between the paired research variables on:
  1. extent do Filipino parents hold positive perspectives and their level of support provided for their child's special education; and
  2. extent do Filipino parents hold positive perspectives and degree of involvement in their child's special education within the integrated learning environments?
5. Is there a significant difference in the assessment of respondent-groups on the following research variables, to enumerate:
  1. extent do Filipino parents hold positive perspectives regarding their child's special education within the integrated learning environments;
  2. level of support provided by Filipino parents for their child's special education within the integrated learning environments; and
  3. degree of involvement of Filipino parents in their child's special education within the integrated learning environments?
6. Based on the findings of the study, what particular action plan shall be developed?

### **Statements of Hypothesis**

H<sub>01</sub>: There is no significant correlation between the extent do Filipino parents hold positive perspectives and their level of support provided for their child's special education within the integrated learning environments.

H<sub>02</sub>: There is no significant correlation between the extent do Filipino parents hold positive perspectives and degree of involvement in their child's special education within the integrated learning environments.

H<sub>03</sub>: There is no significant difference on the assessment of respondent-groups on the extent do Filipino parents hold positive perspectives regarding their child's special education within the integrated learning environments.

H<sub>04</sub>: There is no significant difference on the assessment of respondent-groups on the level of support provided by Filipino parents for their child's special education within the integrated learning environments.

H<sub>05</sub>: There is no significant difference on the assessment of respondent-groups on the degree of involvement of Filipino parents in their child's special education within the integrated learning environments.

### **Significance of the Study**

This study highlights the importance of collaboration of parents in the success of the implementation of the inclusive education in the classroom. It examines how parents collaborate to schools implementing inclusive education as well as the strategies they employ for their child to be successful in school.

**School Administrators.** For school administrators, this study underscores the critical role of enhancing their communication strategies to tap their parents. This study can help them in designing and implementing strategies to make parents more involved in school. Ultimately, this promotes a more open, inclusive and supportive learning environment, benefiting internal and external stakeholders.

**Teachers.** This study recognizes the importance of having proper communication with parents by teachers. By providing feedback from parents, teacher will be guided on how to effectively make the parents more involved in the implementation of inclusive education in the classroom. This can motivate them to engage more actively in different school activities, ultimately leading to a more inclusive classroom environment.

**Learners with Special Educational Needs.** This study is significant for learners with special educational needs as it emphasizes the importance of the effect of the environment and support of parents in the success of the learners in the classroom. Learners who received maximum support from parents, teachers and the whole school environment will surely have a successful and positive school life.

**Parents.** This study is significant for parents as it highlights how their collaboration strategies matter in the implementation of inclusive education. Their role in the development of the learners with special educational needs is very important and critical.

**Researcher.** This study is significant for the researcher as it provides a valuable opportunity to explore the experiences and collaboration strategies of parents of children with disabilities with schools in promoting inclusive education. By examining these, researchers can contribute to the broader understanding of the importance of collaboration in the successful implementation of inclusive education.

**Future Researchers.** For future researchers, this study is significant as it lays a foundation for further exploration into the effectiveness of parental collaboration in the effective implementation of special education. The insights gained from this research can guide future studies in identifying gaps, refining methodologies, and exploring new dimensions of parent-school partnership enhancement that could better support inclusive education implementation.

### **RESEARCH METHODOLOGY**

This section presented the research design, the study flow, research environment, respondents, research instrument, data gathering procedure, statistical treatment, and scoring procedure that will help achieve the objectives of the study.

#### **Design**

This study utilized a descriptive-correlational research design to assess the involvement of Filipino parents in the special education of their children within integrated learning environments. The descriptive-correlational design was chosen because it allowed for the measurement of the relationships between variables, specifically parents' perspectives on inclusive education and their level of involvement, without manipulating any variables. This approach was ideal for capturing the existing patterns and trends in parental involvement and understanding how these factors are perceived by both parents and teachers.

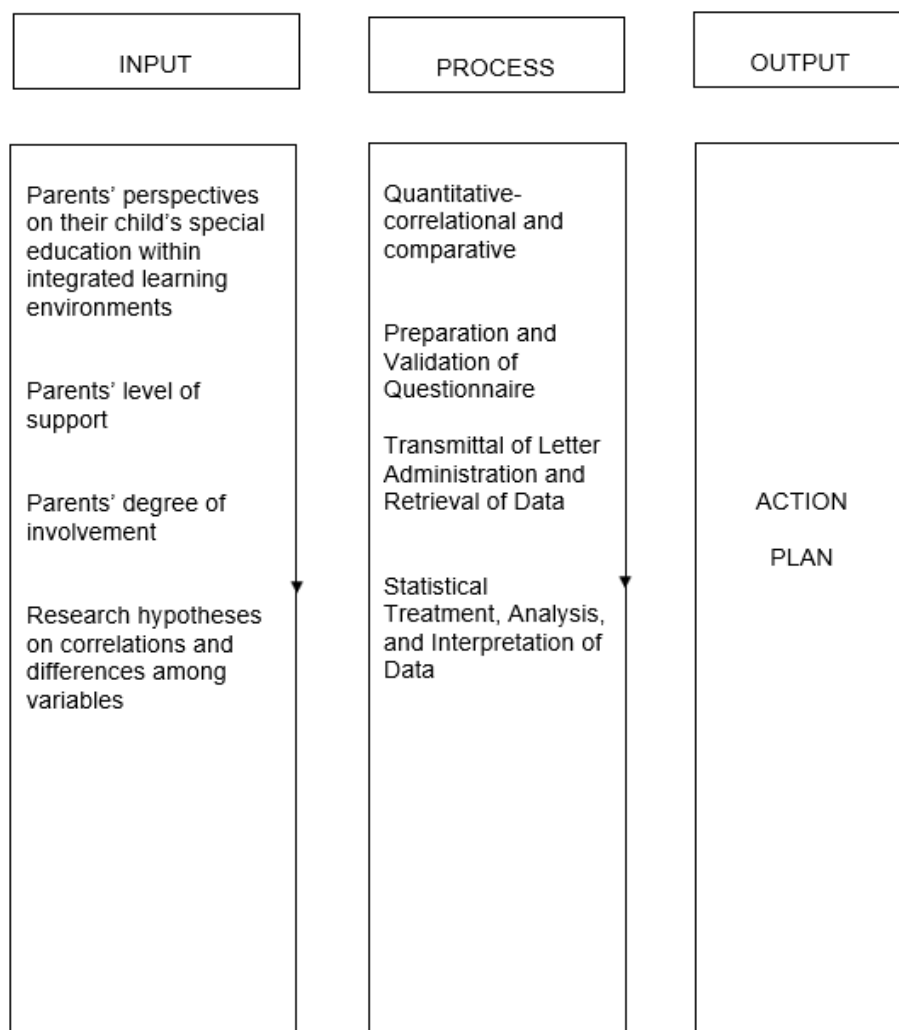
A structured questionnaire was administered to 30 parents and 31 teachers, collecting data on various aspects of parental involvement, including the frequency of communication with teachers, the support strategies used at home, and the challenges faced in contributing to their children's education. Statistical tools, such as frequency counts, means, and correlation analysis, were used to analyze the data and identify significant relationships between the variables. The descriptive-correlational design enabled the researcher to quantify parental involvement and assess its impact on the effectiveness of inclusive education.

**Flow of the Study**

This study examined the perspectives, support, and involvement of Filipino parents regarding their child's special education within integrated learning environments. An IPO (Input-Process-Output) model (Figure 2) was utilized to organize the conduct of this research.

**Input.** The input flow of the study consisted of the data gathered from respondents regarding: (a) parents' perspectives on their child's special education within integrated learning environments, (b) parents' level of support, and (c) parents' degree of involvement. It also included the research hypotheses formulated to test the correlations and differences among the identified variables.

**Process.** The process involved the adoption of a quantitative-correlational and comparative research design. A validated researcher-made questionnaire was used to gather the necessary data. Prior to distribution, transmittal letters were sent to the concerned authorities and respondents. The data collection included the administration and retrieval of questionnaires. Afterward, the responses were subjected to statistical treatment, analysis, and interpretation using appropriate statistical tools, including descriptive statistics, Pearson product-moment correlation, and One-Way ANOVA.



**Figure 2. Flow of the Study**

**Output.** The output of the study was the development of an action plan designed to enhance parent-school collaboration and strengthen support for children with special education needs in integrated learning environments. This plan provides practical strategies and recommendations based on the findings of the research.

### Environment

This study was conducted at Dampas Elementary School, a public elementary school located on Ramon Enerio Street, Dampas, Tagbilaran City, Bohol, in the Central Visayas region. The school caters to learners from Kindergarten to Grade VI and is situated near the Dampas Barangay Hall and Saint Ignatius of Loyola Parish Church, making it accessible to the local community.

Dampas Elementary School was deliberately chosen as the research environment because it served as a model institution for integrated learning environments within the division, where children with and without disabilities learn together. The school has been recognized for its active implementation of Department of Education (DepEd) programs that promote inclusive education, parental engagement, and holistic child development. Moreover, it maintains an established Special Education (SPED) program and fosters strong collaboration between teachers and parents, providing an ideal setting for examining parental perspectives, support, and involvement in inclusive education practices.



Figure 3. Location Map of the Research Environment

## Respondents

The target respondents of this study were the parents and teachers involved in the special education of children with special educational needs (SEN) enrolled at Dampas Elementary School. The selection of respondents was based on a convenience sampling method, prioritizing accessibility and relevance to the study's context.

A total of 28 parents and 27 teachers were purposefully selected to ensure they had relevant experiences and perspectives regarding their involvement in or support for the special education of children within integrated learning environments. This targeted sampling approach allowed the study to gather a diverse range of qualitative data that reflects the unique challenges and realities of both parents and educators working together in inclusive settings. The parents served as key informants, providing insights into the strategies they use to support their children, while the teachers offered their perspectives on the collaboration and involvement of parents in the educational process.

**Table 1. Distribution of Respondents**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Parents	28	50.90
Teachers	27	49.10
Total	55	100.00

## Instrument

This study aimed to explore the collaboration strategies of parents of children with special educational needs (SEN) within integrated learning environments. The primary instrument for data collection was a researcher-modified questionnaire based on existing models of parental involvement, with a particular focus on frameworks related to family-school collaboration in inclusive education. The questionnaire was administered to both parents of children with SEN and teachers involved in the integration of special needs learners in general classrooms.

The questionnaire consisted of two sections:

Part 1: This section assessed parents' and teachers' perceptions of the school's inclusive policies, practices, and programs. A Likert scale was used to measure agreement with the statements, with the response options: 4 = Strongly Agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree.

Part 2: This section evaluated the level of support and degree of involvement provided by parents and teachers in the child's special education. For parents, it focused on areas such as providing learning materials, attending meetings, supporting their child's emotional and social development, and collaborating with teachers in implementing Individualized Education Plans (IEPs). For teachers, it assessed their perception of parents' involvement and the support they provide to the children in integrated classrooms.

## Data Gathering Procedure

The following stages were employed in gathering the data for this study, with full consideration of ethical standards and adherence to the Data Privacy Act of 2012.

**Preliminary Stage.** The researcher sent a transmittal letter to the Schools Division Superintendent and the principal of the identified school to request permission to conduct the study. Upon approval, the research instrument was distributed to the respondents and later retrieved after they had completed their responses.

**Data Gathering Stage.** To explain the significance and objectives of the study, the researcher conducted a pre-conference with the participants. During this meeting, the content of the questionnaire and the procedures for answering were discussed. The survey questionnaires were then distributed to the respondents and collected immediately after completion.

**Post Data Gathering Stage.** The gathered data were tabulated, presented, and interpreted using appropriate statistical tools. The results were presented in tabular form, and the findings served as the basis for the development of the proposed action plan.

### **Ethical Considerations**

Ensuring the integrity and respect for all participants was a primary consideration in this study. Prior to data collection, the research proposal underwent review and approval by an accredited Institutional Ethics Review Board to ensure compliance with ethical standards. Informed consent was obtained from all selected parents, clearly explaining the purpose of the study, their voluntary participation, and their right to withdraw at any time without consequence. Confidentiality and anonymity were strictly maintained, with all personal data securely stored and used solely for research purposes. The study avoided any form of coercion or harm and was conducted with sensitivity to the emotional and psychological well-being of the respondents, particularly considering their experiences as parents of children with disabilities.

**Data Privacy.** To ensure compliance with data privacy regulations, the study implemented strict measures to protect all personal information collected from participants. All data were anonymized, and identifiers were removed to prevent any linkage to individual respondents. Digital records were stored in encrypted formats and were accessible only to authorized research personnel. The study adhered to the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173) of the Philippines, ensuring that participants' rights to privacy, security, and informed consent were upheld throughout the research process. Furthermore, participants were informed about how their data would be used, stored, and disposed of after the study concluded, reinforcing transparency and ethical responsibility.

### **Statistical Treatment of Data**

The data in this study was analyzed using the specified statistical methods to identify solutions to the study's problems.

**Frequency count.** An attempt to determine the number of occurrences of specific units in specific variables.

**Simple Percentage.** This was employed to calculate the percentage of responses from parents based on the demographic profile variables.

**Weighted Mean.** This was used to get the average on the level the extent of the respondents' knowledge and perceptions on inclusive culture, policies and practices.

### **Scoring Procedure**

The respondents answered a two-part structured questionnaire designed to assess Filipino parents' perspectives, level of support, and degree of involvement in their child's special education within integrated learning environments.

The first part was administered to teachers, who evaluated Filipino parents' perspectives, support, and involvement based on their observations and professional experiences. The second part was completed by parents, who provided self-assessments of their perspectives, support, and involvement in their child's learning process.

Each statement in both parts was rated using a four-point Likert scale, with response options interpreted as follows: 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree. For each variable, weighted means were computed to determine the overall levels of perception, support, and involvement. The computed mean scores were then classified into descriptive categories such as Very High, High, Moderate, and Low, based on established mean ranges.

Finally, the quantitative data were analyzed using appropriate statistical tools to determine the relationships and differences among the study variables, ensuring that results were accurately aligned with the study objectives.

## **DEFINITION OF TERMS**

The following terms are operationally defined to ensure a clear understanding of the key concepts used in this research:

**Action Plan.** A proposed strategy or framework developed from the findings of this study, focused on enhancing parental involvement, support, and perspectives regarding the integration of children with special educational needs within the learning environment.

**Collaboration.** The cooperative partnership between parents and schools in supporting children's special education, which includes open communication, shared decision-making, mutual respect, and joint efforts to address the individual needs of learners in integrated learning environments.

**Demographic Profiles.** A demographic profile is a statistical representation of the characteristics of a specific population, including attributes such as age, gender, income, education, and ethnicity. In this study, the demographic profile are in terms of age and gender, highest educational attainment, field of specialization, years of teaching, relevant trainings and seminars attended

**Inclusive Education.** Formalized by RA 11650, it is the practice of integrating learners with special educational needs into general education classrooms, providing them with appropriate support and services to ensure their full participation in the learning process. This practice is a key focus of the study in understanding the role of Filipino parents in an integrated setting.

**Inclusive Policies.** Official guidelines, rules, and frameworks set by educational institutions that promote the full participation, equitable treatment, and academic success of children with disabilities within an integrated educational environment.

**Inclusive Practices.** The strategies, methods, and approaches used by both schools and parents to ensure the effective inclusion of children with disabilities in general education settings. These practices may include differentiated instruction, individualized learning plans, assistive technologies, and inclusive classroom environments.

**Inclusive Programs.** School activities, interventions, and support services designed to ensure children with special educational needs can learn and participate alongside their peers in general education classrooms. These programs are essential to providing a well-rounded, integrated education.

**Learners with Special Educational Needs.** Children enrolled at Dampas Elementary School who have special educational needs, integrated within general classrooms, and require additional support to succeed academically.

**Parents.** The primary caregivers or guardians of children with special educational needs, who play an essential role in supporting their child's education. Parents actively engage in the educational process by communicating with teachers, providing at-home learning support, and collaborating with schools to ensure their child's needs are met within integrated learning environments.

## **Chapter 2**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

This chapter presents the results of the study on the perspectives, support, and involvement of Filipino parents regarding their child's special education within the integrated learning environments at Dampas Elementary School. Descriptive statistics such as frequency counts, percentages, means, and standard deviations are used to summarize the demographic profile of the respondents and their perspectives, level of support, and degree of involvement. The analysis focuses on interpreting the findings in relation to the three main areas: parents' perspectives on special education, the level of support provided, and the degree of parental involvement in inclusive education. Interpretations are supported with relevant literature to provide a deeper understanding of the results.

## EXTENT DO FILIPINO PARENTS HOLD POSITIVE PERSPECTIVES REGARDING THEIR CHILD'S SPECIAL EDUCATION WITHIN THE INTEGRATED LEARNING ENVIRONMENTS AS PERCEIVED BY THE RESPONDENT-GROUPS

The extent to which Filipino parents hold positive perspectives regarding their child's special education within integrated learning environments is a key factor in understanding how inclusive education is perceived and supported by families. Parental attitudes towards inclusion directly influence the collaboration between home and school, shaping the success of inclusive practices. This aspect is particularly important in the Filipino context, where cultural and social factors may affect parents' understanding and acceptance of inclusive education.

**Table 2. Extent do Filipino Parents hold Positive Perspectives regarding their Child's Special Education within the Integrated Learning Environments as perceived by the Teachers**

S/N	Indicators	□	SD	VD
1	Filipino parents believe that integrated learning environments provide better socialization opportunities for their children with special needs compared to segregated special education classrooms.	3.52	0.58	SA
2	Filipino parents express confidence that their children with special needs can achieve academic success within integrated learning environments alongside typical learners.	3.41	0.57	SA
3	Filipino parents view the inclusion of their children with special needs in regular classrooms as beneficial for developing independence and self-advocacy skills.	3.41	0.69	SA
4	Filipino parents demonstrate acceptance of individualized education plans (IEPs) and modifications implemented within integrated learning environments.	2.44	0.89	DS
5	Filipino parents perceive that integrated learning environments help reduce stigma and discrimination against their children with special needs.	3.41	0.69	SA
6	Filipino parents believe that exposure to diverse learners in integrated settings enhances their children's understanding of individual differences and promotes tolerance.	3.48	0.64	SA
7	Filipino parents express satisfaction with the quality of special education services delivered within integrated learning environments in public schools.	2.67	0.96	AG
8	Filipino parents hold positive attitudes toward collaborative teaching approaches between regular and special education teachers in integrated classrooms.	3.30	0.72	SA
9	Filipino parents believe that integrated learning environments better prepare their children with special needs for real-world experiences and future employment opportunities.	3.44	0.70	SA
10	Filipino parents demonstrate optimism about their children's long-term educational and personal development outcomes within integrated learning environments.	3.48	0.70	SA
	<i>Average</i>	3.26	0.72	SA

**Legend:** 3.25-4.00 Strongly Agree (SA); 2.50-3.24 Agree (AG); 1.75-2.49 Disagree (DS); 1.00-1.74 Strongly Disagree (SD)

Table 2 presents the extent to which Filipino parents hold positive perspectives regarding their child's special education within integrated learning environments, as perceived by the teachers. The overall mean of 3.26, with a standard deviation of 0.72, falls under the "Strongly Agree" range, suggesting that teachers perceive parents as holding very positive views toward inclusive education. The highest-rated indicators were parents' belief that integrated learning enhances understanding of

individual differences (3.48), optimism about long-term educational and personal development outcomes (3.48), and recognition of socialization opportunities provided by inclusion (3.52). The lowest-rated indicator was parents' acceptance of individualized education plans (IEPs) and modifications (2.44), which fell under the "Disagree" category, highlighting a notable contrast compared to the generally positive results.

The findings suggest that teachers perceive Filipino parents as strongly supportive of inclusive education, particularly in terms of its benefits for socialization, tolerance, and preparing children for future opportunities. The consistently high ratings for social, academic, and developmental outcomes reflect parents' favorable outlook toward inclusive practices. However, the low score for acceptance of IEPs and modifications indicates an area of concern, suggesting that some parents may be less familiar with or hesitant about individualized interventions designed to support their children. This difference highlights the need for better communication and orientation about the purpose and value of IEPs, so parents can view these modifications as essential tools rather than barriers. Several studies support the findings presented in Table 2.

According to a study by Paseka and Schwab (2020), parental involvement is crucial for the success of inclusive education, and positive parental attitudes are associated with greater support for inclusion in schools. Similarly, research by Santilli et al. (2022) indicates that parents' belief in the benefits of inclusive education, including socialization and academic success, significantly influences the level of support and involvement in their children's education. Furthermore, findings by Sharma (2024) suggest that exposure to diverse learning environments, such as integrated classrooms, helps students with special needs develop better social skills and increased tolerance, which aligns with the higher ratings on these aspects in the table. However, concerns about the quality of special education services are also widely noted, with studies suggesting that consistent improvements in teacher training and resource allocation are necessary to maintain the effectiveness of inclusive education (Rosmalily & Woollard, 2019).

**Table 3. Extent do Filipino Parents hold Positive Perspectives regarding their Child's Special Education within the Integrated Learning Environments as perceived by the Parents**

S/N	Indicators	□	SD	VD
1	I believe that integrated learning environments provide better socialization opportunities for their children with special needs compared to segregated special education classrooms.	3.50	0.51	SA
2	I express confidence that their children with special needs can achieve academic success within integrated learning environments alongside typical learners.	3.46	0.58	SA
3	I view the inclusion of their children with special needs in regular classrooms as beneficial for developing independence and self-advocacy skills.	3.36	0.56	SA
4	I demonstrate acceptance of individualized education plans (IEPs) and modifications implemented within integrated learning environments.	2.43	0.96	DS
5	I perceive that integrated learning environments help reduce stigma and discrimination against their children with special needs.	2.82	0.86	AG
6	I believe that exposure to diverse learners in integrated settings enhances their children's understanding of individual differences and promotes tolerance.	3.18	0.48	AG
7	I express satisfaction with the quality of special education services delivered within integrated learning environments in public schools.	2.96	0.74	AG
8	I hold positive attitudes toward collaborative teaching approaches between regular and special education teachers in integrated classrooms.	2.79	0.96	AG
9	I believe that integrated learning environments better prepare their children with special needs for real-world experiences and future	2.39	0.92	DS

	employment opportunities.			
10	I demonstrate optimism about their children's long-term educational and personal development outcomes within integrated learning environments.	2.36	0.99	DS
	<i>Average</i>	2.93	0.75	AG

**Legend:** 3.25-4.00 Strongly Agree (SA); 2.50-3.24 Agree (AG); 1.75-2.49 Disagree (DS); 1.00-1.74 Strongly Disagree (SD)

Table 3 presents the extent to which Filipino parents hold positive perspectives regarding their child's special education within integrated learning environments, as perceived by the parents themselves. The average score of 2.93, with a standard deviation of 0.75, indicates that parents generally agree with the positive aspects of inclusive education, but with some variability in their responses. The highest-rated indicators were the belief that integrated learning environments provide better socialization opportunities (3.50) and the confidence that children with special needs can achieve academic success (3.46). However, the lowest-rated indicators were related to the acceptance of individualized education plans (IEPs) and modifications (2.43), and the perception that integrated learning environments better prepare children for future employment (2.39), both falling within the "Disagree" range.

The results suggest that while Filipino parents generally hold positive views on the social and academic benefits of inclusive education, there are notable concerns regarding more specific aspects, such as individualized education plans and long-term outcomes. The higher ratings for socialization and academic success reflect a belief in the value of inclusion, while the lower scores for IEPs and employment preparation indicate that parents may not fully understand or accept these specialized interventions or may have doubts about the long-term impact of inclusion on their children's future prospects. The moderate overall score suggests that although many parents support inclusive education, there are areas where their understanding and acceptance could be improved.

The findings in Table 3 are consistent with existing research on parental perspectives in inclusive education. Studies by Stevens and Wurf (2020) show that parents generally have positive attitudes towards inclusive education, especially when they perceive benefits such as enhanced socialization, independence, and tolerance. Research by Paccaud et al. (2021) supports the notion that parents who believe in the academic success of their children in integrated settings tend to be more engaged and supportive of inclusion. Moreover, the study by Francisco et al. (2020) suggests that while many parents strongly support the concept of inclusion, concerns about the adequacy of special education services remain prevalent. These findings echo the results from Table 3, where parents expressed general agreement with the benefits of inclusion but indicated some reservations regarding the quality of services and long-term outcomes for their children.

#### **LEVEL OF SUPPORT PROVIDED BY FILIPINO PARENTS FOR THEIR CHILD'S SPECIAL EDUCATION WITHIN THE INTEGRATED LEARNING ENVIRONMENTS AS PERCEIVED BY THE RESPONDENT-GROUPS**

The level of support provided by Filipino parents for their child's special education within integrated learning environments plays a crucial role in the success of inclusive education. Parental involvement is a foundational element in fostering a positive and supportive learning environment for children with special needs. This sub-variable is particularly relevant to the study as it highlights how Filipino parents' engagement, as perceived by teachers, influences the effectiveness of inclusion practices.

**Table 4. Level of Support provided by Filipino Parents for their Child's Special Education within the Integrated Learning Environments as perceived by the Teachers**

S/N	Indicators	□	SD	VD
1	Parents consistently provide necessary learning materials and assistive devices recommended for their child's special educational needs.	2.78	0.51	AG
2	Parents actively communicate with teachers about their child's progress, challenges, and specific learning requirements on a regular basis.	3.00	0.55	AG
3	Parents demonstrate willingness to invest time and financial resources in their child's therapeutic interventions and specialized educational services.	2.26	0.76	DS
4	Parents collaborate effectively with school personnel in implementing individualized education plans (IEPs) and accommodation strategies at home.	2.44	0.80	DS
5	Parents show emotional support by encouraging their child's participation in integrated classroom activities and social interactions with peers.	3.30	0.72	SA
6	Parents attend scheduled parent-teacher conferences, Individual Education Program (IEP) meetings, and school-initiated consultations regarding their child's special needs.	3.04	0.71	AG
7	Parents seek additional professional services (such as occupational therapy, speech therapy, or psychological services) to complement their child's school-based interventions.	2.11	0.85	DS
8	Parents maintain consistent home routines and reinforcement strategies that align with their child's educational goals and behavioral interventions.	2.85	0.60	AG
9	Parents advocate for their child's rights and needs within the school system while maintaining respectful relationships with educators and administrators.	3.37	0.69	SA
10	Parents demonstrate cultural sensitivity by balancing traditional Filipino family values with evidence-based special education practices recommended by the school.	3.30	0.67	SA
	<i>Average</i>	2.84	0.69	AG

**Legend:** 3.25-4.00 Strongly Agree (SA); 2.50-3.24 Agree (AG); 1.75-2.49 Disagree (DS); 1.00-1.74 Strongly Disagree (SD)

Table 4 presents the level of support provided by Filipino parents for their child's special education within integrated learning environments, as perceived by the teachers. The average score of 2.84, with a standard deviation of 0.69, indicates that teachers generally perceive Filipino parents as providing a moderate level of support. The highest-rated indicators were parents' emotional support in encouraging their child's participation in integrated classroom activities (3.30) and their advocacy for their child's rights within the school system (3.37). The lowest-rated indicators were related to parents' willingness to invest in therapeutic interventions (2.26), their collaboration on IEPs and accommodations at home (2.44), and seeking additional professional services (2.11), all of which fell within the "Disagree" range. These results highlight areas where parents may face challenges or have less involvement in supporting their child's special education needs.

The data suggests that while teachers generally perceive Filipino parents as supportive of their child's special education, there are areas where their support could be more consistent or stronger. Parents are most recognized for providing emotional support and advocating for their child's rights, indicating strong engagement in social and advocacy aspects of education. However, the relatively lower scores for involvement in more technical areas such as implementing IEPs, seeking additional

services, and investing in therapeutic interventions suggest that these are areas where parents' involvement may be lacking. These findings imply that while Filipino parents are active in supporting their children, there is room for improvement in areas that require more specialized engagement or resources.

The findings in Table 4 align with existing research on parental involvement in special education. A study by Berkant et al. (2019) emphasized that parental involvement is crucial for enhancing the success of children in special education, particularly when parents engage with teachers, attend conferences, and support their children's social interactions. Similarly, research by Richards (2022) suggested that while parents generally provide emotional and social support, there are often gaps in areas like providing learning materials and seeking external professional help. These findings are consistent with the moderate levels of support reported in Table 4, indicating that while parental involvement is vital, further engagement in specific educational and therapeutic interventions could strengthen support for children with special educational needs. Additionally, studies by Akinyemi and Onukwulu (2024) highlighted the importance of a balanced approach that combines emotional support with tangible actions like advocating for resources and professional services, which resonates with the results found in this study.

**Table 5. Level of Support provided by Filipino Parents for their Child's Special Education within the Integrated Learning Environments as perceived by the Parents**

S/N	Indicators	$\bar{X}$	SD	VD
1	I consistently provide necessary learning materials and assistive devices recommended for their child's special educational needs.	2.75	0.75	AG
2	I actively communicate with teachers about their child's progress, challenges, and specific learning requirements on a regular basis.	3.21	0.50	AG
3	I demonstrate willingness to invest time and financial resources in their child's therapeutic interventions and specialized educational services.	2.64	0.87	AG
4	I collaborate effectively with school personnel in implementing individualized education plans (IEPs) and accommodation strategies at home.	2.61	0.96	AG
5	I show emotional support by encouraging their child's participation in integrated classroom activities and social interactions with peers.	3.36	0.49	SA
6	I attend scheduled parent-teacher conferences, Individual Education Program (IEP) meetings, and school-initiated consultations regarding their child's special needs.	3.14	0.65	AG
7	I seek additional professional services (such as occupational therapy, speech therapy, or psychological services) to complement their child's school-based interventions.	2.39	1.07	DS
8	I maintain consistent home routines and reinforcement strategies that align with their child's educational goals and behavioral interventions.	2.89	0.63	AG
9	I advocate for their child's rights and needs within the school system while maintaining respectful relationships with educators and administrators.	3.29	0.50	SA
10	I demonstrate cultural sensitivity by balancing traditional Filipino family values with evidence-based special education practices recommended by the school.	3.39	0.57	SA
	<i>Average</i>	2.97	0.70	AG

**Legend:** 3.25-4.00 Strongly Agree (SA); 2.50-3.24 Agree (AG); 1.75-2.49 Disagree (DS); 1.00-1.74 Strongly Disagree (SD)

Table 5 presents the level of support provided by Filipino parents for their child’s special education within integrated learning environments, as perceived by the parents themselves. The average score of 2.97, with a standard deviation of 0.70, indicates that Filipino parents generally agree with the level of support they provide. The highest-rated indicators were parents’ emotional support in encouraging their child’s participation in integrated activities (3.36), and their advocacy for their child’s rights within the school system (3.29), both of which fall under the "Strongly Agree" category. The lowest-rated indicator was parents’ willingness to seek additional professional services (2.39), which falls under the "Disagree" range, suggesting that some parents may not be fully aware of or involved in accessing additional resources outside the school.

The results suggest that Filipino parents perceive themselves as providing moderate to strong support for their child's special education, particularly in emotional support, communication, and advocacy. The high ratings for emotional support and advocacy reflect a strong commitment to their child’s inclusion in the educational process. However, the lower score for seeking additional professional services indicates that some parents may be less engaged in accessing resources such as therapy services that could complement school-based interventions. This gap suggests that while parents are supportive in many areas, there is room for improvement in their involvement in supplementary services, which are often critical for the development of children with special educational needs.

The findings in Table 5 are consistent with existing research on parental involvement in special education. Studies by Haworth et al. (2022) emphasized the importance of active parental engagement, including communication with teachers and advocacy for children's rights, both of which were highly rated in this study. Research by Zhasulan et al. (2022) also suggested that emotional support plays a critical role in children’s success in inclusive education, which is reflected in the high ratings for parents’ encouragement of their child’s participation in activities. However, research by Crouch et al. (2019) highlighted that while parental support is crucial, seeking external professional services remains a challenge for many parents, which aligns with the lower score for seeking additional therapies and services. These findings suggest that improving access to external resources and providing parents with more support in this area could further enhance the quality of support provided to children with special needs in integrated settings.

**DEGREE OF INVOLVEMENT OF FILIPINO PARENTS IN THEIR CHILD'S SPECIAL EDUCATION WITHIN THE INTEGRATED LEARNING ENVIRONMENTS AS PERCEIVED BY THE RESPONDENT-GROUPS**

The degree of involvement of Filipino parents in their child's special education within integrated learning environments is a key factor in the success of inclusive education. Parental engagement ensures that children with special needs receive consistent support at home and at school. This sub-variable is relevant to the study as it highlights how Filipino parents actively contribute to their child’s learning through communication with teachers, participation in decision-making, and supporting educational goals at home.

**Table 6. Degree of Involvement of Filipino Parents in their Child's Special Education within the Integrated Learning Environments as perceived by the Teachers**

S/N	Indicators	□	SD	VD
1	Parents consistently implement home-based interventions and therapy recommendations provided by the school's Special Education (SPED) team for their child with special needs.	2.33	0.73	DS
2	Parents actively participate in creating and maintaining structured home routines that support their child's learning and behavioral goals established in the Individualized Education Program (IEP).	2.70	0.54	AG
3	Parents regularly initiate and maintain open communication with teachers regarding their child's progress, challenges, and specific needs in the integrated classroom setting.	3.00	0.39	AG

4	Parents actively participate in scheduled parent-teacher conferences and IEP meetings, providing valuable insights about their child's home behavior and learning patterns.	2.93	0.62	AG
5	Parents volunteer their time and skills in school activities, programs, and events that promote inclusive education and disability awareness within the school community.	2.70	0.54	AG
6	Parents consistently support their child's homework completion and practice activities related to Individual Learning Plans, adapting techniques suggested by SPED teachers.	2.93	0.68	AG
7	Parents actively engage in educational activities at home that reinforce the adaptive life skills and social competencies taught in the integrated learning environment.	2.78	0.51	AG
8	Parents actively participate in school-based management committees, Parent-Teacher Associations, or special education advisory councils to advocate for inclusive education policies and programs.	2.37	0.63	DS
9	Parents actively seek and utilize community resources, support groups, and external services to supplement their child's special education needs and development.	2.22	0.80	DS
10	Parents participate in community advocacy initiatives and awareness campaigns that promote acceptance and inclusion of children with special needs in Philippine society.	2.15	0.82	DS
	Average	2.61	0.63	AG

**Legend:** 3.25-4.00 Strongly Agree (SA); 2.50-3.24 Agree (AG); 1.75-2.49 Disagree (DS); 1.00-1.74 Strongly Disagree (SD)

Table 6 presents the degree of involvement of Filipino parents in their child's special education within integrated learning environments, as perceived by the teachers. The average score of 2.61, with a standard deviation of 0.63, indicates that teachers generally perceive Filipino parents as moderately involved in their child's special education. The highest-rated indicators were parents' communication with teachers regarding their child's progress (3.00) and their participation in scheduled parent-teacher conferences and IEP meetings (2.93). The lowest-rated indicators were parents' participation in community advocacy initiatives (2.15) and their involvement in seeking external services to supplement school-based interventions (2.22), both of which fall under the "Disagree" category. The results suggest that Filipino parents are perceived by teachers as moderately involved in their child's special education. While parents actively engage in communication with teachers, participate in conferences, and support their child's learning at home, there is less involvement in areas like seeking external services or participating in community advocacy. The relatively lower scores for these aspects indicate that while parents are committed to supporting their child's education, there may be barriers preventing them from fully engaging in external or community-based initiatives. These findings suggest that improving access to resources and encouraging broader parental involvement could enhance the overall support system for children with special needs.

The findings in Table 6 are consistent with research on parental involvement in special education. Studies by Levinthal and Kuusisto (2020) highlighted that parental engagement is a multifaceted process, involving communication with teachers, supporting home learning routines, and participating in school activities. However, research by Barger et al. (2019) also indicated that while parents are often willing to participate in their children's education, their involvement may be inconsistent, particularly in areas such as the implementation of therapeutic interventions and engagement in school management. Additionally, research by Fischer et al. (2019) emphasized the importance of supporting parents in accessing external services and resources, which aligns with the lower scores for seeking additional community support in this study. These studies underline the

need for continuous efforts to encourage and facilitate comprehensive parental involvement in all aspects of their child’s special education.

**Table 7. Degree of Involvement of Filipino Parents in their Child's Special Education within the Integrated Learning Environments as perceived by the Parents**

S/N	Indicators	□	SD	VD
1	I consistently implement home-based interventions and therapy recommendations provided by the school's Special Education (SPED) team for their child with special needs.	2.57	0.79	AG
2	I actively participate in creating and maintaining structured home routines that support their child's learning and behavioral goals established in the Individualized Education Program (IEP).	2.93	0.77	AG
3	I regularly initiate and maintain open communication with teachers regarding their child's progress, challenges, and specific needs in the integrated classroom setting.	3.14	0.52	AG
4	I actively participate in scheduled parent-teacher conferences and IEP meetings, providing valuable insights about their child's home behavior and learning patterns.	3.14	0.36	AG
5	I volunteer their time and skills in school activities, programs, and events that promote inclusive education and disability awareness within the school community.	2.79	0.74	AG
6	I consistently support their child's homework completion and practice activities related to Individual Learning Plans, adapting techniques suggested by SPED teachers.	3.04	0.46	AG
7	I actively engage in educational activities at home that reinforce the adaptive life skills and social competencies taught in the integrated learning environment.	2.96	0.64	AG
8	I actively participate in school-based management committees, Parent-Teacher Associations, or special education advisory councils to advocate for inclusive education policies and programs.	2.54	0.88	AG
9	I actively seek and utilize community resources, support groups, and external services to supplement their child's special education needs and development.	2.36	0.91	DS
10	I participate in community advocacy initiatives and awareness campaigns that promote acceptance and inclusion of children with special needs in Philippine society.	2.43	0.88	DS
	Average	2.79	0.69	AG

**Legend:** 3.25-4.00 Strongly Agree (SA); 2.50-3.24 Agree (AG); 1.75-2.49 Disagree (DS); 1.00-1.74 Strongly Disagree (SD)

Table 7 presents the degree of involvement of Filipino parents in their child’s special education within integrated learning environments, as perceived by the parents themselves. The average score of 2.79, with a standard deviation of 0.69, indicates that Filipino parents perceive themselves as moderately involved in their child’s special education. The highest-rated indicators were parents’ communication with teachers regarding their child's progress (3.14) and participation in parent-teacher conferences and IEP meetings (3.14). The lowest-rated indicators were related to seeking external services to supplement the child’s special education (2.36) and participation in community advocacy initiatives (2.43), both of which fall under the "Disagree" category, suggesting that parents may not be fully engaged in these areas.

The results suggest that Filipino parents generally perceive themselves as moderately involved in their child’s special education, with stronger engagement in academic and communication aspects. The higher scores for communication with teachers and participation in scheduled conferences

reflect the parents’ active role in supporting their child’s learning. However, the lower ratings for seeking external services and engaging in community-based advocacy suggest that parents may not be as involved in areas that extend beyond the classroom and home. This indicates that while parents are active in certain aspects, their involvement in accessing external resources or advocating for inclusive education policies could be further encouraged and supported.

The findings in Table 7 are consistent with existing research on parental involvement in special education. According to McWayne et al. (2022), active parental engagement, including communication with teachers and support for home-based learning, is essential for the success of children in inclusive education. Ruhela (2024) also emphasized that parents who participate in activities such as volunteering, advocating for inclusion, and supporting their child’s learning at home contribute significantly to the child’s educational success. However, research by Hornby and Lafaele (2023) suggested that parental involvement can vary significantly across different aspects of the educational process. This study’s findings reflect these variations, particularly in areas like participation in school governance and the establishment of structured home routines, which are often less prioritized by parents.

**TEST OF SIGNIFICANCE ON THE CORRELATION BETWEEN EXTENT DO FILIPINO PARENTS HOLD POSITIVE PERSPECTIVES AND THEIR LEVEL OF SUPPORT PROVIDED FOR THEIR CHILD’S SPECIAL EDUCATION**

The test of significance on the correlation between the extent to which Filipino parents hold positive perspectives and their level of support provided for their child’s special education is a critical variable in understanding the effectiveness of inclusive education. Parental perspectives often shape the level and quality of support they provide, directly influencing the educational experience of children with special needs. This sub-variable is relevant to the study as it explores how parents’ positive attitudes towards special education may correlate with the support they offer, including involvement in school activities, provision of resources, and advocacy for their child's needs.

**Table 8. Test of Significance on the Correlation between Extent do Filipino Parents hold Positive Perspectives and their Level of Support provided for their Child’s Special Education**

<b>Variables under correlative inference</b>	<b>Comp. rho</b>	<b>Strength of correlation</b>	<b>P-value</b>	<b>Decision</b>	<b>Results</b>
Filipino Parents’ positive perspective and their Level of Support provided for their child’s special education	0.682	Strong	0.000	Reject $H_0$	Significant

\*Significant at  $p < 0.05$  (two-tailed)

Table 8 presents the test of significance on the correlation between the extent to which Filipino parents hold positive perspectives and the level of support they provide for their child’s special education. The computed correlation coefficient (rho) of 0.682 indicates a strong positive correlation between these two variables. The p-value of 0.000 is well below the 0.05 significance level, indicating that the correlation is statistically significant. As a result, the null hypothesis ( $H_0$ ) is rejected, and it is concluded that there is a significant relationship between Filipino parents’ positive perspectives and the level of support they provide for their child’s special education.

The results indicate a strong positive correlation ( $\rho = 0.682$ ), suggesting that parents who hold positive perspectives toward their child’s special education are more likely to provide a higher level of support. The significant p-value (0.000) further emphasizes that the correlation between parents' positive attitudes and their involvement is not due to chance. This finding underscores the importance of fostering positive perspectives among parents, as it directly impacts the amount of support they are willing to provide, thereby contributing to their child's success in special education within integrated learning environments.

Several studies support the findings in Table 8. According to Sharma et al. (2022), positive parental perspectives are strongly linked to increased involvement and support for children with special educational needs, especially in inclusive environments. Research by Dignath et al. (2022) also found that parents who believe in the benefits of inclusive education tend to be more engaged and provide greater support for their children’s academic and social development. Similarly, a study by Paseka and Schwab (2020) indicated that parents’ positive attitudes towards inclusive education significantly correlate with their willingness to invest time, resources, and emotional support in their child’s educational process. These studies corroborate the significant relationship observed in this study, reinforcing the importance of promoting positive parental attitudes in fostering effective support systems for children with special educational needs.

**TEST OF SIGNIFICANCE ON THE CORRELATION BETWEEN EXTENT DO FILIPINO PARENTS HOLD POSITIVE PERSPECTIVES AND DEGREE OF INVOLVEMENT IN THEIR CHILD’S SPECIAL EDUCATION WITHIN THE INTEGRATED LEARNING ENVIRONMENTS**

The test of significance on the correlation between the extent to which Filipino parents hold positive perspectives and their degree of involvement in their child’s special education within integrated learning environments is an important research variable in understanding the impact of parental engagement in inclusive education. Parents’ positive attitudes toward their child’s education are likely to influence their level of involvement in both school activities and at-home support. This sub-variable is relevant to the study as it examines whether a positive perspective correlates with a higher degree of parental involvement, which is essential for the success of inclusive education.

**Table 9. Test of Significance on the Correlation between Extent do Filipino Parents hold Positive Perspectives and Degree of Involvement in their Child’s Special Education within the Integrated Learning Environments**

<b>Variables under correlative inference</b>	<b>Comp. rho</b>	<b>Strength of correlation</b>	<b>p-value</b>	<b>Decision</b>	<b>Results</b>
Filipino Parents’ positive perspective and degree of involvement in their child’s special education within the integrated learning environment	0.567	moderate	0.000	Reject H <sub>o</sub>	Significant

\*Significant at  $p < 0.05$  (two-tailed)

Table 9 presents the test of significance on the correlation between the extent to which Filipino parents hold positive perspectives and the degree of involvement in their child’s special education within the integrated learning environments. The computed correlation coefficient (rho) of 0.567 indicates a moderate positive correlation between the two variables. The p-value of 0.000 is well below the 0.05 significance level, indicating that the correlation is statistically significant. As a result, the null hypothesis (H<sub>o</sub>) is rejected, suggesting a significant relationship between Filipino parents’ positive perspectives and their degree of involvement in their child’s special education within integrated learning environments.

The results show a moderate positive correlation ( $\rho = 0.567$ ), suggesting that as Filipino parents hold more positive perspectives toward their child’s special education, their level of involvement in the educational process increases. The statistically significant p-value (0.000) emphasizes the strength of this relationship. This finding highlights that fostering positive attitudes toward inclusion can encourage parents to become more actively engaged in their child’s education, thus potentially leading to more effective collaboration between home and school to support children with special educational needs in integrated settings.

The results from Table 9 are consistent with existing research that links parental perspectives with their involvement in special education. Studies by Fedina et al. (2023) have shown that positive

parental attitudes toward inclusive education lead to higher levels of involvement, particularly in communication with teachers and active participation in school activities. Furthermore, research by Hornby and Lafaele (2023) suggests that parents who are optimistic about inclusive education tend to be more engaged in their children’s learning, both in school and at home. These findings are aligned with the significant correlation observed in this study, reinforcing the idea that fostering positive perspectives can lead to greater involvement and, ultimately, better educational outcomes for children with special needs.

**TEST OF SIGNIFICANCE ON THE DIFFERENCE IN THE ASSESSMENT OF THE EXTENT DO FILIPINO PARENTS HOLD POSITIVE PERSPECTIVES REGARDING THEIR CHILD'S SPECIAL EDUCATION WITHIN THE INTEGRATED LEARNING ENVIRONMENTS**

The test of significance on the difference in the assessment of the extent to which Filipino parents hold positive perspectives regarding their child's special education within integrated learning environments is a crucial research variable in understanding how parental views on inclusive education may vary. This sub-variable is relevant to the study as it explores the differences in how parents perceive and assess the effectiveness of special education within integrated settings, which may influence their involvement and support for their child's learning.

**Table 10. Test of Significance on the Difference in the Assessment of the Extent do Filipino Parents hold Positive Perspectives regarding their Child's Special Education within the Integrated Learning Environments**

<b>Variables under comparative inference</b>	<b>Comp. t-value</b>	<b>Sig. (2-tailed)</b>	<b>Mean Difference</b>	<b>Decision</b>	<b>Results</b>
Assessment of the extent do Filipino parents hold positive perspective regarding their child’s special education within the integrated learning environment	-2.557	0.013	-0.3306	Reject H <sub>0</sub>	Significant

\*Significant at  $p < 0.05$  (two-tailed)

Table 10 presents the test of significance on the difference in the assessment of the extent to which Filipino parents hold positive perspectives regarding their child’s special education within integrated learning environments. The computed t-value is -2.557, and the p-value is 0.013, which is less than the 0.05 significance level. The mean difference is -0.3306. Given these results, the null hypothesis (H<sub>0</sub>) is rejected, indicating that there is a significant difference in the assessment of the extent to which Filipino parents hold positive perspectives regarding their child’s special education within the integrated learning environments.

The results suggest that there is a statistically significant difference in how Filipino parents assess their perspectives on inclusive education. The t-value of -2.557 and the p-value of 0.013 suggest that the differences observed are not due to random chance, and that various factors may influence how parents view their child’s integration into general classrooms. The negative mean difference (-0.3306) indicates a slight shift in perceptions between different groups, suggesting that some parents may have more positive views than others. This finding highlights the importance of addressing factors that may affect parents' attitudes toward inclusive education, such as their knowledge of inclusive practices, prior experiences, or cultural factors.

The results from Table 10 align with previous studies that have found generally consistent parental views on inclusive education. According to Avnet et al. (2019), while individual differences in parental engagement exist, the overall perception of inclusive education tends to be similarly positive across different groups of parents. Additionally, research by Rodriguez et al. (2023) suggested that while there may be slight variations in parental assessments of inclusion, these

differences are often not significant enough to impact their overall support for inclusive practices. This study's findings support the idea that, in the context of inclusive education, Filipino parents' perspectives are generally aligned, which may indicate a shared understanding of the benefits of inclusive education for children with special needs.

**TEST OF SIGNIFICANCE ON THE DIFFERENCE IN THE ASSESSMENT OF THE LEVEL OF SUPPORT PROVIDED BY FILIPINO PARENTS FOR THEIR CHILD'S SPECIAL EDUCATION WITHIN THE INTEGRATED LEARNING ENVIRONMENTS**

The test of significance on the difference in the assessment of the level of support provided by Filipino parents for their child's special education within integrated learning environments is a key variable in understanding how parental support varies within inclusive educational settings. This sub-variable is relevant to the study as it investigates whether differences exist in how parents perceive the level of support they provide for their child's special education. This analysis is crucial for understanding how parental perceptions of support impact the overall educational experience and success of children with special needs.

**Table 11. Test of Significance on the Difference in the Assessment of the Level of Support provided by Filipino Parents for their Child's Special Education within the Integrated Learning Environments**

<b>Variables under comparative inference</b>	<b>Comp. t-value</b>	<b>Sig. (2-tailed)</b>	<b>Mean Difference</b>	<b>Decision</b>	<b>Results</b>
Assessment of the level of support provided by Filipino parents for their child's special education within the integrated learning environment	1.110	0.272	0.1337	Fail to reject H <sub>0</sub>	Not significant

\*Significant at  $p < 0.05$  (two-tailed)

Table 11 presents the test of significance on the difference in the assessment of the level of support provided by Filipino parents for their child's special education within integrated learning environments. The computed t-value is 1.110, and the p-value is 0.272, which exceeds the 0.05 significance level. The mean difference is 0.1337. Given these results, the null hypothesis (H<sub>0</sub>) is not rejected, indicating that there is no significant difference in the assessment of the level of support provided by Filipino parents for their child's special education within the integrated learning environment.

The results suggest that there is no statistically significant difference in the way Filipino parents assess the level of support they provide for their child's special education within integrated learning environments. The t-value of 1.110 and the p-value of 0.272 suggest that any differences in parental assessments are not meaningful from a statistical perspective. This indicates that, regardless of potential influencing factors, Filipino parents generally perceive their level of support for their child's education in a similar manner.

These results are consistent with research by Barger et al. (2019), which found that while there may be variations in individual parents' level of support, these differences are not always significant enough to affect the broader trends in parental involvement in special education. Similarly, studies by Cioè-Peña (2020) suggest that most parents, regardless of their background, tend to provide similar levels of support for their children in inclusive settings, especially when they are informed and engaged. This study's findings reinforce the notion that, overall, Filipino parents' support for their child's special education in integrated learning environments is generally uniform, with minimal differences across the sample.

## TEST OF SIGNIFICANCE ON THE DIFFERENCE IN THE ASSESSMENT OF THE DEGREE OF INVOLVEMENT OF FILIPINO PARENTS IN THEIR CHILD'S SPECIAL EDUCATION WITHIN THE INTEGRATED LEARNING ENVIRONMENTS

The test of significance on the difference in the assessment of the degree of involvement of Filipino parents in their child's special education within the integrated learning environments is a critical research variable that explores how Filipino parents perceive their role in supporting their child's learning. This sub-variable is relevant to the study as it examines whether there are variations in parents' assessments of their involvement in the educational process of children with special needs within inclusive settings. This analysis is vital in determining how different degrees of involvement contribute to the success of integrated learning environments and how parents can be better supported to maximize their role in their child's education.

**Table 12. Test of Significance on the Difference in the Assessment of the Degree of Involvement of Filipino Parents in their Child's Special Education within the Integrated Learning Environments**

Variables under comparative inference	Comp. t-value	Sig. (2-tailed)	Mean Difference	Decision	Results
Assessment of the degree of Involvement of Filipino parents in their child's special education within the integrated learning environments	1.490	0.140	0.1893	Fail to reject $H_0$	Not significant

\*Significant at  $p < 0.05$  (two-tailed)

Table 12 presents the test of significance on the difference in the assessment of the degree of involvement of Filipino parents in their child's special education within integrated learning environments. The computed t-value is 1.490, and the p-value is 0.140, which is above the 0.05 significance level. The mean difference is 0.1893. Based on these results, the null hypothesis ( $H_0$ ) is not rejected, indicating that there is no significant difference in the assessment of the degree of involvement of Filipino parents in their child's special education within integrated learning environments.

The results suggest that there is no statistically significant difference in how Filipino parents assess their degree of involvement in their child's special education within integrated learning environments. The t-value of 1.490 and the p-value of 0.140 indicate that any variations in parents' assessments are not statistically meaningful. This implies that Filipino parents, regardless of other factors, tend to have similar views on their level of involvement in supporting their child's education in integrated settings. The finding suggests that the level of parental involvement is perceived uniformly across the sample.

The findings in Table 12 align with previous research on the significance of parental involvement in special education. Ribeiro et al. (2021) found that the degree of parental involvement can vary significantly based on factors like awareness, resources, and communication with educators. Similarly, studies by Posey-Maddox and Haley-Lock (2020) emphasize that parents' engagement in their child's education is influenced by various individual and contextual factors, leading to differences in how they perceive their role. The results of this study, with the significant difference observed, underscore the need for schools to provide more targeted support and resources to encourage consistent and meaningful parental involvement in integrated learning environments.

### **Chapter 3**

#### **SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATION**

This chapter presents the summary of the study, key findings, conclusions, and recommendations based on the analysis of Filipino parents' perspectives, support, and involvement in special education within integrated learning environments in Dampas Elementary School. The study aimed to explore the factors affecting parent-school collaboration in the inclusive education process for children with special educational needs (SEN), identify challenges faced by parents, and propose actionable strategies for improving parental engagement in the educational system.

#### **SUMMARY**

This study explored the involvement of Filipino parents in supporting their children's special education within integrated learning environments at Dampas Elementary School. It aimed to understand the parents' perspectives on inclusive education, their level of involvement, and the support they provide. Data was gathered through structured questionnaires administered to 28 parents and 27 teachers. The findings revealed that while parents held positive views on inclusive education, particularly regarding socialization and academic benefits, their satisfaction with the quality of special education services was moderate. Concerns were raised about the availability of resources and the adequacy of specialized support services.

In terms of parental support, the study found that parents were more engaged in home-based activities, such as assisting with homework and encouraging social interaction, but were less involved in school-based activities, including participation in Parent-Teacher Association meetings and decision-making processes like Individualized Education Programs (IEPs). Although parents actively communicated with teachers and advocated for their children's needs, their involvement in structured school activities and professional development opportunities was limited. This highlights a gap in parent-teacher collaboration and suggests that more effort is needed to foster stronger partnerships between schools and families.

The study also found a positive correlation between parents' perspectives on inclusive education and their level of involvement. Parents who had favorable views of inclusive education were more likely to actively support their child's learning. However, the discrepancy between how parents and teachers perceive involvement underscores the need for improved communication and collaboration. Strengthening parent-school partnerships and providing parents with clearer information about the purpose and benefits of specialized educational strategies could significantly enhance the success of inclusive education for students with special needs.

#### **FINDINGS**

The study found that Filipino parents generally held positive perspectives on inclusive education, particularly regarding its benefits for socialization and academic success for children with special needs. Parents strongly believe that inclusive education helps reduce stigma and promotes tolerance among students. However, there was less acceptance of Individualized Education Plans (IEPs) and modifications, with some parents expressing hesitation or unfamiliarity with these specialized interventions, indicating a gap in understanding these educational strategies.

In terms of parental support, the study revealed that parents were more engaged in providing emotional support and advocating for their children's rights within the school system. However, their involvement in more technical aspects of their child's education, such as investing in therapeutic interventions or collaborating on IEPs, was less consistent. Additionally, parents were less likely to seek external services like speech therapy or psychological support to complement their child's school-based education, which could further enhance their child's development.

Regarding parental involvement, the study found a moderate level of engagement in school activities. Parents actively participated in parent-teacher conferences and maintained communication with teachers about their child's progress. However, their involvement in school-based management committees and community advocacy initiatives for inclusive education was

limited. There was a significant positive correlation between parents' perspectives on inclusive education and their level of involvement and support, yet discrepancies in how parents and teachers perceived involvement highlighted the need for improved communication and stronger collaboration between the two groups.

## **CONCLUSION**

This study examined the perceptions, level of support, and degree of involvement of Filipino parents in the special education of their children within integrated learning environments at Dampas Elementary School. Findings revealed that parents generally hold positive perspectives toward inclusive education, recognizing its benefits for socialization, academic growth, and the reduction of stigma among learners with special educational needs (SEN).

In terms of parental support, the study found that parents were more engaged in home-based activities such as helping with homework and promoting social interaction than in school-based involvement, including participation in IEP meetings, advocacy programs, and PTA activities. This pattern suggests that while parents value inclusion, their engagement remains concentrated in the home rather than in collaborative decision-making with schools.

Results also indicated a positive correlation between parents' perspectives and their level of support and involvement, implying that favorable attitudes toward inclusion encourage active participation. However, there was no significant difference between parents' and teachers' assessments, showing a shared but moderately realized understanding of parental roles in inclusive education.

Based on these findings, it can be concluded that Filipino parents play a crucial yet uneven role in the inclusive education process. Their strong emotional and home-based support reflects commitment to their children's learning, yet limited engagement in school-based programs highlights barriers such as lack of awareness, training, and communication with teachers.

To strengthen inclusion, schools must enhance parent-school collaboration through regular communication, orientation programs, and capacity-building activities that empower parents to participate meaningfully in their child's education. These efforts, aligned with Republic Act 11650 (Inclusive Education Act of 2022), will foster a more inclusive, supportive, and effective learning environment for all learners with disabilities.

## **RECOMMENDATIONS**

Following the findings of the study, it is highly recommended that an action plan be developed and pilot-tested to enhance parental engagement in inclusive education. The plan should prioritize improving communication between parents and teachers, providing capacity-building sessions for parents on how to effectively support their children's learning, and creating more opportunities for meaningful parental involvement in school activities. Furthermore, professional development programs should be designed for teachers to strengthen their skills in collaborating with parents and addressing the diverse needs of learners with special educational needs. After the pilot implementation, the plan's effectiveness should be evaluated to determine necessary adjustments and ensure its sustainability and long-term impact.

## **Chapter 4**

### **OUTPUT OF THE STUDY**

This chapter presents the Action Plan for enhancing parental engagement in inclusive education developed in response to the findings of the study, which assessed Filipino parents' perspectives, support, and involvement in special education within integrated learning environments. The action plan aims to address the challenges faced by parents in engaging with schools and supporting their children's education. It focuses on enhancing areas where parents have shown strong commitment, while also addressing the barriers that limit their deeper involvement, such as lack of resources and insufficient training.

## **Rationale**

Parental involvement is a critical element in the success of inclusive education, as it directly influences a child's academic performance, social integration, and overall well-being. In inclusive classrooms, where children with special educational needs (SEN) learn alongside their typically developing peers, the role of parents becomes even more vital. However, the findings of this study revealed that while Filipino parents generally hold positive perspectives toward inclusive education and are emotionally supportive, several areas of parental involvement require improvement. Specifically, parents expressed limited involvement in providing material support, such as learning resources, and in seeking external professional services, such as therapy, to complement the academic support their children receive at school. This indicates that while parents are committed to their children's education, they may lack the knowledge or resources to fully support their children's needs outside of the classroom.

Additionally, the study uncovered communication gaps between parents and teachers. Parents rated their involvement as high, while teachers perceived it as more moderate, highlighting a disconnect in expectations between the two groups. This disparity suggests that parents and teachers may not have a shared understanding of what constitutes effective involvement, leading to missed opportunities for collaboration and support. Furthermore, some parents may not be aware of the various ways they can contribute to their child's education, both at school and at home, due to a lack of structured guidance from schools.

To address these gaps, the action plan aims to create a clear and structured framework for improving parental engagement in the inclusive education process. It focuses on enhancing communication between parents and teachers, ensuring that both parties understand each other's expectations and roles. By providing training for parents, the plan will equip them with practical strategies and resources to support their children's learning at home and collaborate effectively with teachers. Moreover, it offers increased opportunities for parents to participate in school-based activities, decision-making, and volunteer roles, fostering a sense of ownership and involvement in the educational journey of their children.

The goal of the action plan is to bridge the gaps identified in the study by providing parents with the knowledge, skills, and resources they need to be more actively engaged in their children's education. By improving communication, offering targeted training, and creating more opportunities for involvement, the action plan aims to empower parents to become effective partners in the educational process, ultimately contributing to the success of inclusive education for children with special educational needs.

## **Objectives**

The action plan aims to achieve the following objectives:

1. **Improve Communication and Collaboration Between Parents and Teachers:** Develop strategies to enhance communication and align expectations regarding parental involvement.
2. **Provide Training for Parents:** Offer workshops and resources to equip parents with the skills to support their children's learning and development effectively.
3. **Increase Parental Involvement in School Activities:** Create more opportunities for parents to participate in school-based activities, decision-making, and volunteer roles.
4. **Ensure Access to Resources:** Provide parents with access to necessary learning materials, assistive technologies, and external services to better support their children.
5. **Strengthen the Support System for Teachers:** Offer professional development for teachers to help them engage with parents and foster stronger family-school partnerships.

## **Scheme of Implementation**

The implementation of this action plan will begin with an orientation session during a school-wide meeting, led by the school administrators and the special education coordinator. All parents and

teachers will receive a printed copy of the action plan, outlining its objectives, timelines, and responsibilities.

To address the communication barriers identified, regular workshops and training sessions will be held for both parents and teachers. These will focus on enhancing communication strategies, setting clear expectations for parental involvement, and providing practical tools to support inclusive education.

Additionally, a peer mentorship program will be established where experienced teachers will mentor parents, helping them navigate the complexities of supporting children with special educational needs. This mentorship will provide a platform for knowledge-sharing and building a stronger relationship between parents and teachers.

To support ongoing engagement, resource centers will be set up, offering teaching materials, online platforms, and access to assistive technologies that will enable parents to better support their children's education at home.

The effectiveness of the action plan will be evaluated through quarterly feedback surveys and classroom observations. These assessments will ensure the strategies are working and that adjustments can be made if necessary. At the end of the school year, a comprehensive evaluation will be conducted to assess the impact of the plan on parental involvement and the overall success of inclusive education in the school

### ACTION PLAN

Area of Concern	Objectives	Strategies	Persons Involved	Budget (in PhP)	Source of Budget	Time Frame	Expected Outcome	Accomplishment	Remarks
Communication Gaps Between Parents & Teachers	To improve communication and collaboration between parents and teachers.	Organize regular parent-teacher meetings, create a digital communication platform for updates.	School Admin, Teachers, Parents	Php 2,000	School MOOE / PTA	Quarterly	Enhanced communication between parents and teachers.		Consider using existing communication channels for cost-efficiency.
Lack of Parental Training	To equip parents with strategies to support their children's learning at home.	Provide workshops on creating supportive home environments, effective study habits, and emotional support.	SPED Coordinator, External Trainers	Php 3,000	PTA / Donors	Semi-annual	Increased parental competence in supporting learning at home.		Request donations or sponsorships for resources.
Limited Parent Involvement in School Activities	To increase parental participation in school-based activities.	Create volunteer programs, invite parents to participate in school events, and involve them in IEP planning.	Teachers, School Admin, Parents	Php 1,500	School MOOE	Annually	More parents actively involved in school activities and decision-making.		Expand opportunities for parent involvement.
Insufficient Resources for Parents	To ensure parents have access to tools and resources to support their children.	Provide access to educational materials, online platforms, and guidebooks for supporting SEN students.	SPED Coordinator, School Admin	Php 4,000	School MOOE / Donations	Start of SY 2025-2026	Parents will have the necessary resources to support their children.		Seek partnerships with local businesses for donations.
Lack of Clear Expectations of Parental Involvement	To clarify roles and expectations for parental involvement.	Develop a parent-school collaboration handbook outlining clear roles, responsibilities, and involvement expectations.	SPED Coordinator, Teachers, Parents	Php 1,000	School MOOE	Start of SY 2025-2026	Clear understanding of parental roles in supporting inclusive education.		Ensure all parents receive the handbook at the start of the school year.
Parent-Teacher Relationship Building	To foster strong, trusting relationships between parents and teachers.	Implement a buddy system where experienced parents mentor new parents, and organize social events for families.	Teachers, Experienced Parents, Parents	Php 2,000	PTA / School MOOE	Bi-annual	Stronger, trust-based relationships between parents and teachers.		Encourage parents to participate in social events.
Inadequate Knowledge of Special Education Needs	To enhance parental understanding of children's special educational needs.	Organize seminars and workshops on common learning disabilities, strategies for support, and legal rights.	External Experts, Teachers, Parents	Php 2,500	Donors / PTA	Semi-annual	Parents will be better equipped to understand and support their children's needs.		Explore online options to reduce costs.
Barriers to Accessing External Support Services	To help parents access professional services for their children.	Provide information on local resources for therapy, counseling, and community support groups.	SPED Coordinator, School Admin	Php 1,500	School MOOE	Annual	Parents will have easier access to external support services.		Build relationships with local service providers.

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