
| RESEARCH ARTICLE

Examining the Extent of Parental Involvement on the Academic Performance of the Children with Special Educational Needs

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| ABSTRACT

This study examined the extent of parental involvement on the academic performance of LSEN in inclusive classroom settings in Lahug Elementary School, Cebu City for school year 2024–2025. The study employed a descriptive–correlational research design. Data were gathered using validated questionnaires administered to teachers and parents of LSEN. Descriptive statistics (frequency, percentage, mean, and standard deviation) were used to analyze demographic profiles and perceived extent of parental involvement, while Pearson’s Product–Moment Correlation Coefficient was utilized to determine the relationship between teachers’ and parents’ perceptions at a 0.05 level of significance. Findings revealed that both teachers and parents generally perceived parental involvement as highly involved in enhancing LSEN motivation and engagement, attendance, development of positive attitude, and behavior and discipline, while academic performance was perceived as moderately to highly influenced. Significant relationships between teachers’ and parents’ perceptions were found in motivation and engagement, improved attendance, development of positive attitude, and behavior and discipline; however, no significant relationship was established in academic performance. Parents reported several challenges to effective involvement, including limited access to learning resources and financial constraints among others. Based on the findings, an action plan was formulated focusing on strengthening home–school collaboration and enhancing parental capacity through training and support. The study concludes that meaningful and sustained parental involvement plays a vital role in the academic and behavioral development of LSEN.

| KEYWORDS

Special Education, Children with Special Educational Needs, Parental Involvement

| ARTICLE INFORMATION

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Introduction

Inclusive education recognizes that learners with special educational needs (LSEN) must be provided with meaningful access, participation, and progress within regular classroom environments (Ga-ano, 2025). This view goes beyond physical placement because genuine inclusion requires teaching practices, learning materials, assessment methods, and school support systems that respond to learner diversity. UNESCO (2020) emphasized that inclusive education should address barriers that prevent learners from participating fully in school, especially those who are vulnerable to exclusion because of disability, learning difficulty, or other special needs. Similarly, Ainscow (2020) explained that inclusion involves the continuous process of identifying and removing barriers so that all learners can experience equity in education. In this sense, the academic goal attainment of LSEN should be understood not only through test scores or grades but also through motivation, attendance, positive attitudes, and behavior. These areas are important because they show how well learners are supported in both academic and developmental aspects of schooling.

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Parental involvement is widely viewed as a significant factor in improving the educational experiences of learners, particularly those who need additional support in inclusive classrooms (Virani & Ali, 2022). Parents help strengthen academic performance by monitoring schoolwork, reinforcing lessons at home, communicating with teachers, and providing information about the learner's strengths, difficulties, routines, and learning needs. Smith et al. (2020) found that family-school partnership interventions can improve academic and social-emotional functioning, showing that collaboration between home and school contributes to learner development. For LSEN, this partnership becomes more important because academic goals may require consistent follow-up, individualized support, and repeated reinforcement outside the classroom. When parents are actively involved, teachers can better align classroom strategies with the learner's home situation and developmental needs. As a result, academic goal attainment becomes a shared responsibility rather than a task assigned only to the teacher or the school.

Parental involvement also contributes to the motivation and engagement of LSEN because learners are more likely to participate when they feel encouraged, supported, and understood. Motivation is closely connected with the learner's sense of competence, autonomy, and relatedness, which Ryan and Deci (2020) identified as important conditions for meaningful engagement in learning. In the case of LSEN, parental encouragement can help reduce frustration, strengthen confidence, and support persistence when academic tasks become difficult. The OECD (2021) also highlighted the importance of social and emotional skills in learning, including persistence, cooperation, emotional regulation, and engagement. These skills may be strengthened when parents and teachers provide consistent support and positive reinforcement. When parents show interest in school activities and learning progress, LSEN may develop a stronger belief that their efforts matter. This can lead to improved classroom participation, better attention to tasks, and a more positive attitude toward schoolwork.

Improved attendance, behavior, and discipline are also dimensions through which parental involvement may influence the academic goal attainment of LSEN. Attendance is affected not only by school policies but also by family routines, health monitoring, transportation support, and parental commitment to regular schooling. For LSEN, consistent attendance is especially important because repeated absence may interrupt intervention, delay skill development, and reduce opportunities for social participation. Kearney and Graczyk (2020) emphasized that school attendance problems require coordinated prevention and intervention efforts involving families, schools, and support systems. Behavior and discipline are also shaped by consistency between home and school expectations. The Department of Education (2021) recognized the need for appropriate educational programs and services for learners with disabilities, including support mechanisms that respond to their learning and developmental needs. When parents and teachers work together, behavior concerns can be addressed through guidance, understanding, and coordinated strategies rather than punishment alone.

Despite the strong recognition of parental involvement in inclusive education, there remains a need for more localized inquiry on how respondent-groups perceive its influence on the academic goal attainment of LSEN in selected schools in the Division of Cebu City. Existing literature often discusses inclusive education in broad policy or international contexts, but fewer studies examine how parental involvement is perceived across specific dimensions such as academic performance, motivation and engagement, improved attendance, development of positive attitude, and behavior and discipline. Francisco, Hartman, and Wang (2020) noted that inclusive education continues to face challenges in actual implementation, particularly when support systems are uneven or insufficient at the classroom level. UNICEF (2021) also emphasized that children with disabilities remain at risk of exclusion when data, services, and support systems do not fully capture their lived educational experiences. This gap justifies the need to study local perceptions of parental involvement among respondent-groups.

This study is directed toward examining the extent to which parental involvement is perceived by respondent-groups to influence the academic goal attainment of LSEN in selected schools in the Division of Cebu City. Specifically, it focuses on five dimensions: academic performance, motivation and engagement, improved attendance, development of positive attitude, and behavior and discipline. This direction is aligned with the Philippine commitment to strengthen inclusive education and provide appropriate support services for learners with disabilities. Republic Act No. 11650 (2022) institutionalized a policy of inclusion and services for learners with disabilities, affirming the need for accessible, responsive, and supportive basic education. The Department of Education (2022) also identified inclusion, learner well-being, and stakeholder participation as important directions in the Basic Education Development Plan 2030. Through this study, schools may gain evidence that can guide parent-teacher collaboration, improve inclusive classroom practices, and strengthen support for LSEN academic goal attainment.

Literature Review

Recent studies show that parental involvement remains an important factor in supporting learners' academic development, especially when learning requires continuity between school and home. Kim (2022) found that parental involvement has a

consistent relationship with academic achievement across decades of research, suggesting that learners benefit when parents monitor, encourage, and support educational tasks. However, Goodall (2021) cautioned that parental engagement should not be viewed as a simple transfer of responsibility from schools to families; instead, it should be understood as a partnership shaped by school practices, family capacity, and social conditions. In inclusive education, this partnership is especially important because learners with special educational needs often require individualized guidance, repeated reinforcement, and coordinated support. Paseka and Schwab (2020) emphasized that parents' perceptions of inclusive practices are influenced by the resources, teaching strategies, and support systems available in schools. Hernández-Torrano, Somerton, and Helmer (2022) further noted that inclusive education research increasingly focuses on participation, equity, and the removal of barriers rather than mere placement in regular classrooms. These findings suggest that parental involvement can contribute to LSEN academic goal attainment when it is connected with meaningful school-family collaboration.

Literature also indicates that parental involvement affects learner motivation, engagement, attendance, behavior, and emotional adjustment, which are closely linked to academic goal attainment. Greenway and Eaton-Thomas (2020) reported that parents of children with special educational needs or disabilities played a major role in sustaining learning routines at home, although they also experienced challenges in providing academic and emotional support. Asbury, Fox, Deniz, Code, and Toseeb (2021) found that children with special educational needs and disabilities were vulnerable to disruptions in routine, emotional stress, and reduced learning engagement, showing the importance of stable family and school support. Goldan, Lambrecht, and Loreman (2021) explained that inclusive schooling requires adequate support systems so that learners can participate successfully in academic and social activities. The World Health Organization and UNICEF (2022) also stressed that children with disabilities need accessible support, assistive resources, and family-centered services to improve participation and development. In the Philippine context, DepEd Order No. 023, s. 2022 strengthened the Child Find Policy for learners with disabilities, highlighting the importance of identifying, locating, and supporting learners who need inclusive education services. Moreover, the United Nations Department of Economic and Social Affairs (2022) emphasized that disability-inclusive education requires family participation, accessible services, and coordinated systems that address both learning and participation barriers.

Methodology

This study employed a quantitative descriptive-correlational research design to determine the extent of parental involvement in the academic goal attainment of learners with special educational needs (LSENs) in an inclusive classroom setting. The descriptive design was used to present the demographic profile of the respondents and to describe the perceived extent of parental involvement in terms of academic performance, motivation and engagement, improved attendance, development of positive attitudes, and behavior and discipline. Descriptive research is appropriate when the purpose of the study is to identify characteristics, trends, frequencies, and categories of a population or phenomenon without manipulating the variables (McCombes, 2023).

The correlational design was used to determine the relationship between the perceptions of parent-respondents and teacher-respondents regarding the extent of parental involvement in the academic goal attainment of LSENs. This design was appropriate because the study examined naturally occurring variables without experimental control or manipulation. The Input-Process-Output (IPO) model served as the framework that guided the structure and direction of the study.

The respondents of the study were teachers handling inclusive education and parents of LSENs from the identified schools. The main research instrument was an adapted survey questionnaire. One part of the instrument measured the extent of parental involvement and was answered by both teachers and parents. It consisted of five sub-variables with four indicators each, for a total of 20 items. These included academic performance, motivation and engagement, improved attendance, development of positive attitudes, and behavior and discipline. Another part contained 10 indicators on the challenges encountered by parents in participating in the academic activities of LSENs and was answered only by parent-respondents. Since the questionnaire was adapted, validity testing was no longer conducted.

Results

Table 1. Academic Performance of LSEN

Item	Mean	Standard Deviation	Verbal Description
2.1.1 Parents' academic inclination enabled greater academic support that led to students' academic goal achievement.	4.42	0.72	Highly Involved
2.1.2 Parents' ability to provide functional digital learning tools enhanced students' academic performance.	4.30	0.79	Highly Involved
Average Weighted Mean (AWM)	4.36	0.75	Highly Involved

Table 1 shows that parental involvement in the academic performance of LSEN was rated as Highly Involved, with an average weighted mean of 4.36 and a standard deviation of 0.75. The highest mean was obtained by parents' academic inclination, which enabled greater academic support leading to students' academic goal achievement, with a mean of 4.42 and a standard deviation of 0.72. This indicates that teachers perceived parents' educational interest and guidance as helpful in improving learners' academic outcomes. Parents' ability to provide functional digital learning tools also received a high rating, with a mean of 4.30 and a standard deviation of 0.79. Overall, the findings imply that parental support plays an important role in helping LSEN attain academic goals.

Table 2. Motivation and Engagement of LSEN

Item	Mean	Standard Deviation	Verbal Description
2.2.1 The parent's involvement increased my students' interest in school activities.	4.48	0.69	Highly Involved
2.2.2 My student was more motivated to learn because of the parents' support.	4.50	0.65	Highly Involved
2.2.3 My student highly participated in class when parents were highly engaged in his/her education.	4.44	0.71	Highly Involved
2.2.4 My student was more encouraged to join activities when parents directly talked to him/her about each activity.	4.46	0.68	Highly Involved
2.2.5 When my student noticed the parents' presence in school activities, my student became more motivated to participate.	4.45	0.69	Highly Involved
Average Weighted Mean (AWM)	4.47	0.68	Highly Involved

Table 2 shows that parental involvement in the motivation and engagement of LSEN was rated as Highly Involved, with an average weighted mean of 4.47 and a standard deviation of 0.68. The highest mean was on the statement that the student was more motivated to learn because of the parents' support, with a mean of 4.50 and a standard deviation of 0.65. This indicates that teachers perceived parental support as a strong factor in encouraging LSEN to learn. The other indicators also received high ratings, showing that parental involvement increased students' interest, participation, encouragement, and motivation in school activities. Overall, the findings suggest that active parental support positively contributes to the motivation and engagement of LSEN.

Table 3. Improved Attendance of LSEN

Item	Mean	Standard Deviation	Verbal Description
2.3.1 Parental involvement influenced my student's daily attendance in school.	4.72	0.44	Highly Involved
2.3.2 Consistent parent-teacher communication helped improve my students' attendance rates.	4.68	0.48	Highly Involved
2.3.3 Ensuring regular attendance helped the child value the importance of school.	4.70	0.45	Highly Involved
2.3.4 Parents made conscious effort to avoid disruptions in attendance due to minor home situations.	4.20	0.64	Moderately Involved
2.3.5 Parents avoided making home overly entertaining during class days to prevent absences.	4.18	0.66	Moderately Involved
Average Weighted Mean (AWM)	4.50	0.53	Highly Involved

Table 3 shows that parental involvement in the improved attendance of LSEN was rated as Highly Involved, with an average weighted mean of 4.50 and a standard deviation of 0.53. The highest mean was on the statement that parental involvement influenced the student's daily attendance in school, with a mean of 4.72 and a standard deviation of 0.44. This indicates that teachers perceived parental involvement as a strong factor in maintaining regular school attendance. Ensuring regular attendance also received a high mean of 4.70, while consistent parent-teacher communication obtained 4.68. However, avoiding disruptions due to minor home situations and avoiding overly entertaining home activities were rated Moderately Involved. Overall, the findings suggest that parental support greatly helps improve LSEN attendance.

Table 4 shows that parental involvement in the development of positive attitude of LSEN was rated as Highly Involved, with an average weighted mean of 4.60 and a standard deviation of 0.49. The highest mean was on the statement that parental involvement fosters positive attitude toward learning since parents are ultimate models, with a mean of 4.73 and a standard deviation of 0.50. This suggests that teachers perceived parents as strong role models in shaping learners' attitudes toward education. Students with supportive parents also tended to show more positive attitude toward school activities, with a mean of 4.64. Overall, the findings imply that parental encouragement and positivity help LSEN view school as a meaningful opportunity for growth.

Table 4. Development of Positive Attitude of LSEN

Item	Mean	Standard Deviation	Verbal Description
2.4.1 Parental involvement fosters positive attitude toward learning since parents are ultimate models.	4.73	0.50	Highly Involved
2.4.2 Parental encouragement influenced positive attitude in my student.	4.61	0.60	Highly Involved
2.4.3 Students with supportive parents tend to have more positive attitude toward school activities.	4.64	0.55	Highly Involved
2.4.4 Parents showing positivity toward school activities promoted positive attitude in my students.	4.55	0.62	Highly Involved
2.4.5 My student viewed school as growth and opportunity rather than burden due to parental involvement.	4.45	0.68	Highly Involved
Average Weighted Mean (AWM)	4.60	0.49	Highly Involved

Table 5. Behavior and Discipline of LSEN

Item	Mean	Standard Deviation	Verbal Description
2.5.1 Parental involvement positively influenced students' behavior in my classroom.	4.61	0.60	Highly Involved
2.5.2 Parental support greatly affects students' discipline at school.	4.55	0.64	Highly Involved
2.5.3 Students consistently follow school rules when parents are actively involved.	4.55	0.63	Highly Involved
2.5.4 Students behave appropriately when parents collaborate with teachers on consequences.	4.50	0.66	Highly Involved
2.5.5 Students with parents who check daily behavior tend to behave properly most of the time.	4.52	0.65	Highly Involved
Average Weighted Mean (AWM)	4.55	0.64	Highly Involved

Table 5 shows that parental involvement in the development of positive attitude of LSEN was rated as Highly Involved, with an average weighted mean of 4.60 and a standard deviation of 0.49. The highest mean was on the statement that parental involvement fosters positive attitude toward learning since parents are ultimate models, with a mean of 4.73 and a standard deviation of 0.50. This indicates that teachers viewed parents as important models in developing learners' positive attitude toward education. Students with supportive parents also showed a positive attitude toward school activities, with a mean of 4.64 and a standard deviation of 0.55. Overall, the findings imply that parental encouragement and positive modeling help LSEN see school as a meaningful place for learning and growth.

Table 6. Academic Performance of LSEN

Item	Mean	Standard Deviation	Verbal Description
2.1.1 The correlation between higher levels of my involvement as a parent and improved academic performance among students is high.	4.00	1.00	Moderately Involved
2.1.2 My involvement as a parent played a crucial role in students' academic achievements.	4.04	0.96	Moderately Involved
Average Weighted Mean (AWM)	4.02	0.98	Moderately Involved

Table 6 shows that parental involvement in the academic performance of LSEN was rated as Moderately Involved, with an average weighted mean of 4.02 and a standard deviation of 0.98. The highest mean was on the statement that parental involvement played a crucial role in students' academic achievements, with a mean of 4.04 and a standard deviation of 0.96. This indicates that parent-respondents recognized their role in supporting the academic success of their children. The statement on the correlation between higher levels of parental involvement and improved academic performance also obtained a mean of 4.00 and a standard deviation of 1.00. Overall, the findings suggest that parents perceived their involvement as helpful, although there is still room to strengthen their participation in supporting the academic goal attainment of LSEN.

Table 7. Parents' Perception on the Influence of Parental Involvement on Motivation and Engagement of LSEN

Item	Mean	Standard Deviation	Verbal Description
2.2.1 My involvement increased my child's interest in school activities.	4.34	0.92	Highly Involved
2.2.2 My child was more motivated to learn because of my support.	4.30	0.91	Highly Involved
2.2.3 My child highly participated in class when I was engaged in his/her education.	4.29	0.87	Highly Involved
2.2.4 My child was more encouraged to join activities when I directly talked to him/her about each activity.	4.17	0.95	Moderately Involved
2.2.5 When my child noticed my presence in the school to volunteer or participate in activities, my child became more motivated to participate.	4.14	1.01	Moderately Involved
Average Weighted Mean (AWM)	4.25	0.93	Highly Involved

Table 7 shows that parents' perception on the influence of parental involvement on the motivation and engagement of LSEN was rated as Highly Involved, with an average weighted mean of 4.25 and a standard deviation of 0.93. The highest mean was on the statement that parental involvement increased the child's interest in school activities, with a mean of 4.34 and a standard deviation of 0.92. This indicates that parents believed their involvement helped strengthen their child's interest in learning. The child's motivation to learn because of parental support also received a high mean of 4.30. However, direct encouragement to join activities and parental presence in school activities were rated Moderately Involved. Overall, the findings suggest that parents' support contributes positively to the motivation and engagement of LSEN.

Table 8. Improved Attendance of LSEN

Item	Mean	Standard Deviation	Verbal Description
2.3.1 My child's school attendance improved due to my involvement.	4.50	0.68	Highly Involved
2.3.2 My child hardly missed school when I was involved in his/her education.	4.45	0.70	Highly Involved
2.3.3 I always made sure my child attended school regularly.	4.48	0.65	Highly Involved
2.3.4 I made conscious efforts to prevent minor home situations from affecting attendance.	4.20	0.72	Moderately Involved
2.3.5 I avoided making home overly entertaining during school days.	4.15	0.74	Moderately Involved
Average Weighted Mean (AWM)	4.36	0.70	Highly Involved

Table 8 shows that parental involvement in the improved attendance of LSEN was rated as Highly Involved, with an average weighted mean of 4.36 and a standard deviation of 0.70. The highest mean was on the statement that the child's school attendance improved due to parental involvement, with a mean of 4.50 and a standard deviation of 0.68. This indicates that parents believed their participation helped their child attend school more regularly. Making sure that the child attended school regularly also received a high mean of 4.48. However, preventing minor home situations from affecting attendance and avoiding overly entertaining home activities during school days were rated Moderately Involved. Overall, the findings suggest that parental support helps promote better attendance among LSEN.

Table 9. Development of Positive Attitude of

Item	Mean	Standard Deviation	Verbal Description
2.4.1 Parental involvement fosters positive attitude toward learning since parents are ultimate models.	4.28	0.85	Highly Involved
2.4.2 Parental encouragement influenced positive attitude in my student.	4.25	0.88	Highly Involved
2.4.3 Students with supportive parents tend to have more positive attitude toward school activities.	4.27	0.84	Highly Involved
2.4.4 Parents showing positivity toward school activities promoted positive attitude in my students.	4.23	0.89	Highly Involved
2.4.5 My student viewed school as growth and opportunity rather than burden due to parental involvement.	4.15	0.92	Moderately Involved
Average Weighted Mean (AWM)	4.24	0.86	Highly Involved

Table 9 shows that parental involvement in the development of positive attitude of LSEN was rated as Highly Involved, with an average weighted mean of 4.24 and a standard deviation of 0.86. The highest mean was on the statement that parental involvement fosters positive attitude toward learning since parents are ultimate models, with a mean of 4.28 and a standard deviation of 0.85. This indicates that parents recognized their role as models in shaping their child’s attitude toward learning. Students with supportive parents also tended to show more positive attitude toward school activities, with a mean of 4.27. However, viewing school as growth and opportunity rather than burden was rated Moderately Involved, with a mean of 4.15. Overall, the findings suggest that parental encouragement and positive modeling help develop LSEN’s positive attitude toward school.

Table 10. Parents’ Perception on the Extent of Parental Involvement on Behavior and Discipline of LSEN

Item	Mean	Standard Deviation	Verbal Description
2.5.1 My involvement positively influenced my child’s classroom behavior.	4.12	0.60	Moderately Involved
2.5.2 My parental support greatly affected my child’s discipline at school.	4.05	0.64	Moderately Involved
2.5.3 My child followed school rules when I was actively involved.	4.04	0.63	Moderately Involved
2.5.4 My child behaved appropriately when I collaborated with teachers on consequences.	3.95	0.66	Moderately Involved
2.5.5 Checking my child’s daily behavior helped improve conduct.	4.06	0.65	Moderately Involved
Average Weighted Mean (AWM)	4.04	0.64	Moderately Involved

Table 10 shows that parents’ perception on the extent of parental involvement on the behavior and discipline of LSEN was rated as Moderately Involved, with an average weighted mean of 4.04 and a standard deviation of 0.64. The highest mean was on the statement that parental involvement positively influenced the child’s classroom behavior, with a mean of 4.12 and a standard deviation of 0.60. This indicates that parents believed their participation helped improve their child’s behavior in the classroom. Checking the child’s daily behavior also received a mean of 4.06, while parental support affecting discipline obtained 4.05. Overall, the findings suggest that parental involvement contributes to better behavior and discipline among LSEN, although this area may still need stronger parent-teacher collaboration.

Table 11. Pearson Correlation Between Teachers’ and Parents’ Perception on the Extent of Parental Involvement in Academic Performance of LSEN

Variable	N	Mean (Teachers)	Mean (Parents)	Pearson r	p-value	Decision	Interpretation
Academic Performance	5 indicators	4.06	3.75	0.859	0.062	Fail to reject H ₀ , ($p > .05$)	Strong positive relationship, but not statistically significant

Level of significance: $\alpha = 0.05$

Table 11 shows the Pearson correlation between teachers’ and parents’ perception on the extent of parental involvement in the academic performance of LSEN. The result revealed a Pearson r value of 0.859, which indicates a strong positive relationship between the two groups’ perceptions. This means that as teachers’ perception of parental involvement increases, parents’ perception also tends to increase. However, the p-value of 0.062 is greater than the level of significance of 0.05; therefore, the null hypothesis is not rejected. This means that although there is a strong positive relationship, it is not statistically significant. Overall, the findings suggest that teachers and parents may have similar views on the role of parental involvement in academic performance, but the relationship is not strong enough statistically to confirm a significant association.

Table 12. Pearson Correlation Between Teachers’ and Parents’ Perception on the Extent of Parental Involvement in Motivation and Engagement of LSEN

Variable	N	Mean (Teachers)	Mean (Parents)	Pearson r	p-value	Decision	Interpretation
Motivation and Engagement	5 indicators	4.63	4.33	0.488	0.013	Reject H ₀	Moderate positive, significant relationship

Level of significance: $\alpha = 0.05$

Table 12 shows the Pearson correlation between teachers’ and parents’ perception on the extent of parental involvement in the motivation and engagement of LSEN. The result revealed a Pearson r value of 0.488, which indicates a moderate positive relationship between the two groups’ perceptions. This means that when teachers perceived parental involvement as higher, parents also tended to perceive their involvement as contributing to learners’ motivation and engagement. The p-value of 0.013 is lower than the level of significance of 0.05; therefore, the null hypothesis is rejected. This indicates that the relationship is statistically significant. Overall, the findings suggest that teachers’ and parents’ perceptions are significantly related, showing that parental involvement plays an important role in increasing the motivation, interest, and engagement of LSEN in school activities.

Table 13. Pearson Correlation Between Teachers’ and Parents’ Perception on the Extent of Parental Involvement in Improved Attendance of LSEN

Variable	N	Mean (Teachers)	Mean (Parents)	Pearson r	p-value	Decision	Interpretation
Improved Attendance	5 indicators	4.65	4.03	0.421	0.036	Reject H ₀	Moderate positive correlation

Table 13 shows the Pearson correlation between teachers’ and parents’ perception on the extent of parental involvement in the improved attendance of LSEN. The result revealed a Pearson r value of 0.421, which indicates a moderate positive correlation between the two groups’ perceptions. This means that as teachers perceived parental involvement to be higher, parents also tended to perceive their involvement as helpful in improving the attendance of LSEN. The p-value of 0.036 is lower than the level of significance of 0.05; therefore, the null hypothesis is rejected. This indicates that the relationship is statistically significant. Overall, the findings suggest that parental involvement is significantly related to improved attendance, showing that parent support, monitoring, and communication with teachers help encourage regular school attendance among LSEN.

Table 14. Pearson Correlation Between Teachers’ and Parents’ Perception on the Extent of Parental Involvement in Development of Positive Attitude of LSEN

Variable	N	Mean (Teachers)	Mean (Parents)	Pearson r	p-value	Decision	Interpretation
Development of Positive Attitude	5 indicators	4.71	4.39	0.451	0.018	Reject H ₀	Moderate positive relationship

Table 14 shows the Pearson correlation between teachers’ and parents’ perception on the extent of parental involvement in the development of positive attitude of LSEN. The result revealed a Pearson r value of 0.451, which indicates a moderate positive relationship between the two groups’ perceptions. This means that when teachers perceived parental involvement as higher, parents also tended to perceive their involvement as helpful in developing positive attitude among LSEN. The p-value of 0.018 is lower than the level of significance of 0.05; therefore, the null hypothesis is rejected. This indicates that the relationship is statistically significant. Overall, the findings suggest that parental involvement is significantly related to the development of positive attitude, showing that parental encouragement, support, and positive modeling help LSEN view school and learning more positively.

Table 15. Pearson Correlation Between Teachers’ and Parents’ Perception on the Extent of Parental Involvement in Behavior and Discipline of LSEN

Variable	N	Mean (Teachers)	Mean (Parents)	Pearson r	p-value	Decision	Interpretation
Behavior and Discipline	5 indicators	4.63	4.26	0.472	0.002	Reject H ₀	Moderate positive relationship

Table 15 shows the Pearson correlation between teachers’ and parents’ perception on the extent of parental involvement in the behavior and discipline of LSEN. The result revealed a Pearson r value of 0.472, which indicates a moderate positive relationship between the two groups’ perceptions. This means that when teachers perceived parental involvement as higher, parents also tended to perceive their involvement as helpful in improving learners’ behavior and discipline. The p-value of 0.002 is lower than the level of significance of 0.05; therefore, the null hypothesis is rejected. This indicates that the relationship is statistically significant. Overall, the findings suggest that parental involvement is significantly related to behavior and discipline, showing that parent support, monitoring, and collaboration with teachers help promote proper conduct among LSEN.

Table 16. Challenges Encountered by Parents in Their Parental Involvement Activities with LSE

Major Area of Challenge	Commonly Reported Concerns
Access to Resources and Support	Lack of learning materials tailored to special needs; low confidence in using digital tools to support learning
Emotional and Psychological Well-being	Emotional stress related to educational demands; lack of counseling services; feelings of isolation; difficulty managing stress
Financial Constraints	Inability to afford educational services; transportation and assistive device costs; prioritization of basic needs; insufficient government subsidies
Training and Education	Limited knowledge in supporting learning at home; lack of seminars or workshops; difficulty understanding teaching strategies; need for further training
School Communication and Collaboration	Infrequent communication from teachers; lack of involvement in IEP decisions; feeling unwelcomed by schools; limited understanding of parental rights
Cultural and So Social Factors	Experiences of stigma or discrimination; lack of inclusive community opportunities; discomfort in advocacy; influence of cultural beliefs

Table 16 presents the challenges encountered by parents in their parental involvement activities with LSEN. The data show that parents experienced several barriers that may affect their participation in supporting their children’s academic activities. In terms of access to resources and support, parents reported a lack of learning materials suited to special needs and low confidence in using digital tools. Emotional and psychological challenges were also evident, including stress, isolation, and lack of counseling services. Financial constraints were another concern, especially in relation to educational services, transportation, assistive devices, and basic needs. Parents also faced challenges in training and education due to limited knowledge, lack of seminars, and difficulty understanding teaching strategies. Moreover, school communication and collaboration issues were reported, such as infrequent

communication and limited involvement in IEP decisions. Overall, these challenges suggest the need for stronger school support, parent training, inclusive communication, and accessible resources for families of LSEN.

Discussion

Based on the findings, parental involvement was perceived to have a positive influence on the academic goal attainment of LSEN across the identified dimensions. Teachers consistently rated parental involvement as Highly Involved, particularly in the development of positive attitude, behavior and discipline, improved attendance, motivation and engagement, and academic performance. This indicates that teachers observed the important role of parents in reinforcing learning, encouraging participation, supporting regular attendance, and guiding proper behavior. On the part of the parents, most areas were also rated as Highly Involved, particularly improved attendance, motivation and engagement, and development of positive attitude. However, academic performance and behavior and discipline were rated as Moderately Involved, suggesting that parents recognized their contribution but may still need additional support, guidance, or strategies in helping their children achieve academic goals and maintain consistent discipline.

The correlation results further show that teachers' and parents' perceptions were generally related. Significant moderate positive relationships were found in motivation and engagement, improved attendance, development of positive attitude, and behavior and discipline, which means that both respondent-groups shared similar views on the influence of parental involvement in these areas. Although academic performance showed a strong positive relationship, it was not statistically significant, indicating that the perceived connection between parental involvement and academic performance may vary depending on other factors such as learner needs, home resources, teacher support, and available interventions. The challenges identified by parents, including limited resources, emotional stress, financial constraints, lack of training, weak school communication, and social stigma, help explain why some areas received only moderate ratings. Overall, the findings highlight the need for stronger parent-teacher collaboration, accessible learning materials, parent education programs, and emotional and institutional support to improve the academic goal attainment of LSEN.

Conclusion

Based on the findings of the study, the following conclusions were drawn. Parental involvement plays a significant and meaningful role in the academic goal attainment of learners with special educational needs in inclusive classroom settings. The influence of parental involvement extends beyond academic performance and strongly affects LSEN learners' motivation, attendance, attitude, behavior, and discipline. Teachers and parents share convergent perceptions regarding the importance and impact of parental involvement, underscoring the value of collaborative educational partnerships. Strengthening parental involvement requires intentional school-based programs and supportive policies that address both instructional and non-instructional barriers.

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