





Parental involvement and support of selected parents for children with special needs: a case study

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ABSTRACT

The purpose of the study was to determine the extent of parental involvement with respect to guiding, communication, home training and attending meetings/conferences in the school. As well as parental support with respect to financial, psychological, and emotional aspects were used. This study made use of the descriptive methods of research. The questionnaire-checklist developed and subjected to validation of experts in the field of research and education. The subject-respondents of the study were the 40 parents and 3 Special Education teachers who were chosen through stratified random sampling. Regarding the assessment of the respondents, parental involvement components such as Guiding, Communicating, Home Training and Attending Meeting/School Conference that affected the learner's performance were assessed often by the parents. Among the four, Attending Meeting/School Conference had a notable mean of 6.35 verbally interpreted as Often. In terms of parental support Financial, Emotional and Psychological aspects, they gained Often as elicited by the parents toward their child. Among the three, the financial aspect had the notable mean of 3.67 verbally interpreted as Often. There was no significant difference on the assessments of the two groups of respondents on the extent of parental involvement since the t-value did not exceed the 0.05 level of significance which failed to reject the null hypothesis. However, there was a significant difference on the assessment of the two groups of respondents on parental support and psychological aspect and no significant difference on financial and emotional aspect. Lastly, the School Improvement Plan and Annual Implementation Plan carried out involvement programs engaging parents and other stakeholders.

RESUMO

O objectivo do estudo foi determinar a extensão do envolvimento dos pais no que diz respeito à orientação, comunicação, formação em casa e participação em reuniões/conferências na escola. Bem como foi utilizado o apoio dos pais no que diz respeito aos aspectos financeiros, psicológicos e emocionais. Este estudo fez uso dos métodos descritivos de pesquisa. O questionário-checklist foi desenvolvido e submetido à validação de especialistas da área de pesquisa e educação. Os sujeitos-respondentes do estudo foram os 40 pais e 3 professores de Educação Especial que foram escolhidos por meio de amostragem aleatória estratificada. No que diz respeito à avaliação dos inquiridos, as componentes de envolvimento parental, como Orientação, Comunicação, Formação em Casa e Participação em Reuniões/Conferências Escolares, que afetaram o desempenho do aluno, foram avaliadas frequentemente pelos pais. Entre os quatro, Participar de Reuniões/Conferências Escolares teve uma média notável de 6,35, interpretada verbalmente como Frequentemente. Em termos de apoio parental nos aspectos Financeiro, Emocional e Psicológico, ganharam muitas vezes conforme suscitado pelos pais em relação ao seu filho. Entre os três, o aspecto financeiro teve a média notável de 3,67 interpretado verbalmente como Frequentemente. Não houve diferença significativa nas avaliações dos dois grupos de entrevistados sobre a extensão do envolvimento parental, uma vez que o valor t não excedeu o nível de significância de 0,05, o que não rejeitou a hipótese nula. No entanto, houve diferença significativa na avaliação dos dois grupos de entrevistados sobre apoio parental e aspecto psicológico e nenhuma diferença significativa no aspecto financeiro e emocional. Por último, o Plano de Melhoria Escolar e o Plano Anual de Implementação realizaram programas de envolvimento envolvendo pais e outras partes interessadas.

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Introduction

Parents play an essential part in their family life. They are the nurturers of moral values in their family and home, they also partake a large role in the development of their child's growth and foundation. Parents are given tremendous charge in the education of their children as they are considered as the first teachers of their children and the one who spends more time with them.

It is said that parental involvement, parental support, and parental performance are essential factors in the foundation of their children's education. Parents are considered as the first teachers before formal schooling where schoolteachers will then serve as one of the people who'll promote growth and development. Despite some studies proven hypothesis and stated benefits of parental involvement, parental support and parental performance, still some parents do not employ themselves in their children's schooling because of different reasons. This absence of involvement directly affects student performance and eventually their continuing educational development and success. With such undesirable effect, the parents and teachers should work hand in hand to help them achieve good results. To reiterate, teachers play a dynamic role in developing a collaborative effort with the parents, the school, and the child.

Learners' achievement, on the other hand can be influenced by different factors; it can be the environment, and their social interaction even within the family. All these factors, work together toward their progress and self-fulfilment. Moreover, children themselves play a central role in forming and reforming their behavior and aspirations through their self-will and genuine abilities.

It is stated that:

Article 209 of the "Family Code of the Philippines" stated that:

"Pursuant to the natural right and duty of parents over the person and property of their emancipated children, parental authority and responsibility shall include the caring for and rearing them for civic consciousness and efficiency and the development of their moral, mental and physical character and well-being."

The said provision states how parental involvement plays a vital role on the life of their children and their mental, moral, and physical development.

Furthermore, parents should be involved in school activities as stated in Civil Code of the Philippines, Article 356 on the Care and Education of the children and to quote:

"Every child is entitled to the parental care and shall receive at least elementary education shall be given moral and civic trainings by parents or guardians and has the right to live in an atmosphere conducive to his physical, moral, spiritual and intellectual development."

In support to what is mentioned above, an article by Meador (2010) states that educational development of an individual shall begin at home where parents will be the first educators of their children. With that, it is believed that children will gain more success in school if the parents spare their time and gets involve in their child's schooling.

In research conducted by National Coalition for Parent Involvement (2008) It is stated that Parent involvement in education is crucial. That students who have parents who engage themselves on their child's schooling more likely influence their child to adapt in school enabling them to achieve higher grades and attend class regularly than those whose parents are less participatory in school. Moreover, they also tend to develop better social skills and behavior.

Furthermore, research on parental involvement indicates that numerous cases of children whose families are involved in their schooling have higher level of academic achievement than children whose families are less involve (Jeynes, 2010). Hence, it was not difficult to establish that parental involvement is an essential tool for a child to maximize their potential in school.

On a research synthesis executed by the Southwest Educational Development Laboratory, regardless of other factors, such as economic level, ethnicity, gender and nationality, family involvement improves a student's success in school in terms of having higher GPA and test scores. Plus, students benefit more when family continuously supports learning even at home.

Lastly, Centre for Child Well-Being (2010) states that aside from academic improvement it is believed that if the parents are involved in their child's schooling, they also promote better behavior and social adjustment that further persuades a positive development on the child's growth. Moreover, when parent's gets more involved, school administrations and teachers become more motivated and committed in supporting the initiative of the parents to provide success and limitless learning opportunities for the learners that brings forth a positive result.

With the shift in financial responsibilities, many families are unable to support their children when it comes to parental involvement in schools, in the traditional sense. Research by (Johnson & Duffett, 2003) has indicated that the disconnect between parents' engagement. Schools have been obliged to shoulder a large portion of the burden for educating pupils, both intellectually and socially, due to parents' involvement and support in school activities. As a result, instead of serving as only a supporter of the parents, the school system is now directly responsible for acting as the child's primary caretaker.

In addition, the teachers' primary role is to secure a gradual flow of the teaching-learning process consisting of a collaborative work from teachers, parents and learners. But then, and upon observation, parental involvement seems to become a frustration in schools as it continuously declines despite the attempts exerted by the school heads and teachers as they

establish Homeroom Teachers Association which adheres to promote parental involvement. Unfortunately, the community even the parents often place solitary blame on teachers and school heads on the failure of the child to meet the academic requirements, as they are considered as source of learning. This is because some parents are not mindful of their obligations as the primary teacher of their child.

Going back to the idea and notion of parental involvement, support, and performance In the 21st century, active parents are recognized as a vital element of education as seen in the eyes of teachers and administrators. New ways are being utilized to further understand the relationships existing between families and schools.

There's no doubt how crucial parental involvement as mentioned in 21st century learning. Learners become more explorative and mindful of their environment. With it comes to challenge for teachers and parents to collaboratively be involved in such exploration.

Families are seen as a vital part of society in the Philippines. The history, values, experiences, adaptations, and ways of being unique to the Filipino people and their culture have been included into it (Alampay, n.d.). It may seem like Filipino parents face insurmountable obstacles while attempting to raise their children given the long history of political and social upheaval in the country (Blair, 2014). Alampay (n.d.) claims that the majority of parents in the Philippines hold authoritarian views. Her study demonstrates that among the interconnected themes that permeate the dynamics of Filipino parenting and parent-child relationships, which are characterized by children's respect for parental authority and obedience, cohesion, and familial obligations, are the aforementioned cultural values of giving to others, being shy, and repaying favors.

Although all parents in the Philippines, regardless of social class, believe that education is essential for their children's success and are prepared to go to great lengths to support their children in school, retention is a major issue in Philippine schools because many students leave after the first few grades (Blair, 2014).

At present, there are problems in school as to the students' academic performance which is a scenario both in public and private institutions. The researcher has also encountered such problems that led to the academic failure of the students. In response to this, she found out that some of the parents are not involving themselves in the schooling of their child due to different reasons.

As observed by the researchers at Rosario Ocampo Elementary School cases like separated parents, working parents whether here or abroad, child raised by the grandparents or relatives like cousin, Tita and Tito's, and parents who are in jail were some of the characteristics pupils with alarming academic performance have in common. The grades of the learners are affected when the issues of parental involvement support happen to them which more often lead to learner's academic failure. There are also occurrences that the learners tend to drop at the middle of the school year.

Methodology

The theoretical foundation for the current study is provided by the bioecological model developed by Bronfenbrenner (Bronfenbrenner, 2014, quoted on Roundy, 2014). This theory contends that to comprehend human development, one must comprehend each of the contextual settings, or subsystems, in which an individual's experiences evolve. Two key ideas that serve as the cornerstone of Bronfenbrenner's paradigm are examples of this holistic approach to human development.

The idea first proposes that human growth happens as a result of a human's interactions with the people, things, opportunities, and activities in their immediate surrounds. According to Bronfenbrenner's theory, these intricate and dynamic interactions between a person and their environment are referred to as proximal processes. Children's relationships with their family, friends, and caretakers, as well as their interactions with their teachers and classmates at school, all fall under the category of proximal processes.

Second, this theory is based on the idea that the characteristics of the individual, the environment in which growth occurs, and the developmental outcome under investigation all have an impact on the nature and potency of proximal processes. Thus, each person's particular developmental pathway is shaped by a multitude of factors that exist both within the individual and in his or her external systems. Bronfenbrenner suggested five main subsystems that serve as the framework for his bioecological model in order to more fully comprehend and appreciate the various environmental factors that may influence growth and learning (Bronfenbrenner, 2014; cited in Roundy, 2014). These five subsystems are interconnected and progress from the microsystem, which is the immediate environment that influences growth, to the macrosystem, which is the larger social and cultural setting in which people live.

The first subsystem, known as the microsystem, deals with a person's regular activities and interactions with people in their immediate surroundings. Peer groups, schools, and children's homes are typical instances of microsystems. The mesosystem, which is composed of two linked microsystems, is the next level up. The link between children's home and school environments (such as parental school involvement and parent-teacher contact) is one of the most significant mesosystems. Exosystem refers to the third level of the bioecological paradigm. Like the mesosystem, the exosystem connects two or more environments, however in this case, just one of the surroundings directly impacts the person. The connection between a parent's place of employment and the surroundings in which their children are raised is frequently used as an example (for example, if a parent is under a lot of stress at work, this could have an indirect impact on the child through changes in the parent's conduct at home).

The broadest developmental system is the macrosystem, which encompasses factors like the media and the economy that have an impact on society and culture. Not to mention, Bronfenbrenner added a fifth element (the chronosystem) to this paradigm that spans all four subsystems and shows change through time in both the individual and historical events.

Because it is crucial to consider children's environmental circumstances when examining developmental outcomes, the current study used Bronfenbrenner's model as a lens to understand children's academic and social-emotional development during their elementary years (Bronfenbrenner, 2014).

Peters (2012) asserts that "when schools have a reputation for being successful, they typically have a lot of parent engagement" (p. 46). Mwai Kimu (2012) draws the conclusion that family support is the first step in increasing a society's degree of educational involvement. His qualitative study on parent involvement in Kenyan public elementary schools led him to this result. Since teachers are parents' primary point of contact with the school, are essential to students' academic performance, and promote family involvement, he contends that teacher-parent interaction can strengthen parent-school ties. The curriculum must consistently include and prioritize parents. Nihat Ad and Gürbüztürk (2013). They go on to explain that school-based instruction will be successful if parents participate at home.

Parental involvement in schooling has been associated with improvements in academic achievement, motivation, school attachment, responsibility and confidence, higher social adaptability, and fewer behavioral disorders, according to both Sapungan and Sapunga. (2014). A school can be regarded to be proactive in welcoming changes or student advancement if parents are involved in their children's education. As parent involvement rises, the likelihood that teachers and school administrators will carry out high-quality educational improvements rises.

This study concentrated on two subsystems that are very important to children, both at the microsystem (the school) and mesosystem levels (the relationship between the home and the school). In two developmental contexts that are particularly crucial to students' wellbeing and academic success, this study used a systems approach to evaluate potential risk and protective factors for children.

It is also feasible to view responsibilities, linkages, and impacts on children's development from a wider perspective when parents and schools work together. Reschly and Christenson (2010). By creating novel and distinctive activities to engage in with one another in accordance with the specific educational environment, families and schools take the lead in establishing their responsibilities and modes of interaction. The most significant studies in the family-school area demonstrate how this link enhances academic performance and student accomplishment, among other positive outcomes. Only a few instances include Sebastian et al. (2017), Hotz and Pantano (2015), and Epstein and Sander (2000).

Finally, the favorable impact of parental involvement on academic achievement has also received strong support from international research, as revealed by a number of meta-analyses carried out across various cultures and educational levels. (Castro et al., 2015; Ma et al., 2016; Jeynes). Although there are numerous definitions of parental participation, some more general and others more specific, the research findings about its advantages for children's

academic attainment are largely in agreement. For instance, Wilder (2014) found in his meta-synthesis of nine meta-analyses that this influence persisted across all studies. However many definitions and measures were used, this nevertheless maintained true

In order to collect the necessary data, the study used a researcher-made questionnaire checklist in a descriptive-evaluative design.

According to Burns and Grove (2008), descriptive research provides a picture of the situation as it happens. It may be used to explain current practice, make decision, and develop theories suited on the situation. The aim of descriptive method is to prove formulated hypotheses that refer to the present situation in order to interpret it. Since the nature of the study requires the collection and analysis of extensive data, which served as the foundation for evaluating parental engagement and support of students with special educational needs at Rosario Ocampo Elementary School, Taytay, Rizal.

This method allows a flexible approach also the researcher strongly believes that the descriptive survey method is the most appropriate for the study because of its ability to specifically describe and interpret the conditions as it exist during the study.

Results and Discussions

The table shows the positive assessment in the parental involvement as reflected by the overall mean of 3.78 and verbally interpreted as “often”.

This implies both two groups often exhibit the behavior of advising their son/daughter to study harder as well as encourage good study habit as form of Guiding which is an aspect of Parental Involvement in the study.

This finding further supports the idea of Jeynes (2010) where numerous cases of children whose families are involved in their schooling has higher level of academic achievement rather than children whose families are less involved.

Table 2 illustrates shows extent of parental involvement as assessed by the parents and teachers with respect to Communicating.

As depicted from the table, with respect to the participation of parents and teachers on communicating, as perceived by the two groups of respondents the average weighted mean is 3.75 and 3.82, all interpreted as “Often”.

This implies that the two groups often get themselves involve in the child’s schooling through Communication. Also, it can be gleaned from the table that telling what is good and bad is the most favorable mode of communication used by teacher with the mean of 4.04. Lastly, both agreed using it favorably obtaining a mean of 3.83.

Table 1.
Extent of Parental Involvement as Assessed by Parents
and Teachers with Respect to Guiding

Guiding	Parents		Teachers		Overall	
	Mean	VI	Mean	VI	Mean	VI
1. encourages good study habit	3.78	O	3.89	O	3.81	O
2. assists or guide son/ daughter in making assignment	3.78	O	3.63	O	3.74	O
3. advises the son/daughter to study harder	3.79	O	3.93	O	3.83	O
4. creates positive atmosphere with regard to academic concerns	3.76	O	3.67	O	3.74	O
Overall	3.78	O	3.78	O	3.78	O

Legend: O- Often

This study strengthens the belief of Nyarko (2011) wherein communication is cited as an extended activity at home where parents should encourage their children's academic success even at home which can further help the child achieve success and optimum development.

Table 3 presents the extent parental involvement with respect to home training as perceived by parents and teachers with respect to home training.

Table 2.
Extent of Parental Involvement as Assessed by Parents and Teachers with Respect to
Communication

Communication	Parents		Teachers		Overall	
	Mean	VI	Mean	VI	Mean	VI
1. creates good communication models	3.81	O	3.72	O	3.78	O
2. sets as model of good behavior thru spoken and written language	3.76	O	3.73	O	3.75	O
3. tells their son/daughter what is good and bad	3.75	O	4.04	O	3.83	O
4. communicates to their children every day	3.70	O	3.84	O	3.73	O
5. establishes harmonious communication relationship with their children	3.77	O	3.74	O	3.76	O
Over all	3.75	O	3.82	O	3.77	O

Legend: O- Often

It can be gleaned from the table that as evaluated by the parents and teachers, the result show a positive assessment as reflected by the overall mean of 3.70 verbally interpreted as "Often".

Looking closer at the table, it is interesting to note that in home training, reinforcing good manners and right conduct with the has the weighted mean of 3.75. Monitoring the home work of their children being done at home with a mean score of 3.64, both verbally interpreted as "Often".

This implies that learners achieve academic success more when their parents and teachers reinforce their good manner and right conduct. The results are consistent with Barr's

(2008) study, which found that creating a learning-supportive environment at home is crucial. For example, helping a child complete their homework in a place that is quiet and distraction-free, showing an interest in what they are learning at school by asking them questions and having conversations with them, and regularly reading the school newsletter.

Table 3.
Extent of Parental Involvement as Assessed by Parents and Teachers with Respect to Home Training

Home Training	Parents		Teachers		Overall	
	Mean	VI	Mean	VI	Mean	VI
1. establishes rules or policy to discipline their children	3.70	O	3.79	O	3.73	O
2. reinforces good manners and right conduct at home	3.66	O	4.01	O	3.75	O
3. Monitors the homeworks of their children being done at home	3.63	O	3.68	O	3.64	O
4. creates positive atmosphere at home which is conducive to learning	3.66	O	3.70	O	3.67	O
Over all	3.66	O	3.79	O	3.70	O

Legend: O- Often

Table 4 reveals the extent parental involvement with respect to attending meeting/ conference to school by parents and teachers with respect to attending meeting/ conferences to school.

It can be noticed from the table that both parents and teachers agreed on the extent of parental involvement with respect to attending meeting/ conference to school as reflected by the overall mean 3.64 verbally interpreted as “Often”.

The results validate the finding of Conway and Houtenville (2008) on their study revealed parental effort to be part of their child’s school is associated with higher levels of academic performance thus, parental effort is substantial.

Table 4.
Extent of Parental Involvement as Assessed by Parents and Teachers with Respect to Attending Meeting/ Conference to School

Attending Meeting/ Conferences to the School	Parents		Teachers		Overall	
	Mean	VI	Mean	VI	Mean	VI
1. attends the meeting or conferences given by the school	3.67	O	3.57	O	3.64	O
2. asks questions during meeting regarding performance of their child in class	3.68	O	3.50	O	3.64	O
3. relays to the school officials about academic problems of their children.	3.68	O	3.65	O	3.67	O
Over all	3.68	O	3.58	O	3.65	O

Legend: O- Often

Table 5 displays the composite table on the extent of parental involvement as assessed by parents and teachers with respect to Parental Involvement.

Looking closer at the table, it is interesting to note that the extent of parental involvement with respect to its different aspect as evaluated by both respondents, first is

Guiding with a mean score of 3.78 verbally interpreted as “Often”. Last is attending Meeting/ Conference to the school with a mean of 3.65 with verbal interpretation of “often”.

This implies parents do not involve themselves and are not personally aware of how PTA is worked out. This is supported by the study of Hernandez (2008) who stated that there are solutions on how to enhance parental involvement. There as regular or weekly conference, seminars for the parents and coordination with the other sector of the government. She also included that administrator must include parents in the seminars or curriculum planning.

Based on the Focus Group Discussion conducted with the teacher they stated that the low participation rate on meetings were one of the crucial variables that affects the learner’s performance. Quarterly the teacher conducts meeting and all five-teacher interviewee narrated the low attendance they had during meeting. They believe that meetings are opportunity for them and the parent to talk about the learner’s performance and make up if low performances were noted.

This confirms the study of Ferrara (2015) which further supported the results of this study as they explained that parental involvement helps promote better student attendance, increase promotion and graduation ratios which eventually decreases grade retention and discipline reports. Parental Involvement leads to higher achievement scores and academic success. Parents who volunteer their time are encouraging and supporting their children's academic aspiration.

Generally, as perceived by the parents and teachers, involvement of parent is evident. However, parents need more time to attend school activities and conferences.

Table 5.

Composite Table on the Extent of Parental Involvement as Assessed by parents and teachers with Respect to the Different aspects of Parental Involvement

Aspect	Parents		Teachers		Overall	
	Over all Mean	VI	Over all Mean	VI	Mean	VI
Guiding	3.78	0	3.78	0	3.78	0
Communicating	3.75	0	3.82	0	3.77	0
Home Training	3.66	0	3.79	0	3.70	0
Attending Meeting/ Conferences to the School	3.68	0	3.58	0	3.65	0
Grand	3.72	0	3.75	0	3.72	0

It can be noticed from the table that there is no significant difference on the assessment of the two groups of respondents on the parental involvement in terms of

guiding, communicating, home training, and attending meetings/conferences in the school since the obtained p-values of 0.925, .404, 0.090 and .233 exceeds at 0.05 level of significance, thus it fails to reject the null hypothesis.

This implies that the following aspects indeed do not affect the performance of the learner towards their academic success.

Table 6.

Significant difference on the assessment of the two groups of respondents on the extent of parental involvement with respect to the different aspects

Parental Involvement	Respondent	Mean	Sd	Mn Df	T	Df	Sig	H₀	VI
Guiding	Parent	3.78	.815	.007	.094	516	.925	FR	NS
	Teacher	3.78	.714						
Communication	Parent	3.75	.762	.061	.836	516	.404	FR	NS
	Teacher	3.82	.668						
Home Training	Parent	3.66	.796	.132	1.697	517	.090	FR	NS
	Teacher	3.79	.742						
Attending Meeting/ Conferences to the School	Parent	3.68	.822	.094	1.194	516	.233	FR	NS
	Teacher	3.58	.707						

As depicted from the table, it was found out that there is no significant difference between the assessment of the two groups of respondents in terms of financial and Emotional aspect of parental support since the obtained p-values of .630 and 0.602 exceeds at 0.05 level of significance.

However, in terms of psychological aspects, the respondent's assessments differ significantly since the obtained p-value of 0.001 did not exceed at 0.05 level of significance, hence the null hypothesis is rejected. This implies that psychological aspect affects the extent of parental support on the learners.

This supports the study of Lakshmi and Minakshi (2010) where the results indicated that parents who were encouraging their children, less limiting and less argumentative tended to produce children with higher academic performance, good grades and academic success.

Also, same findings are written on an article by Ryan (2007) Higher Cognitive Assessment is evident on children who have at least one supportive parent than those who have parents that are unsupportive towards their schooling. This simply denotes that parental support by means of love, belongingness, and acceptance affects the performance of the learners.

Table 7.

Significant Difference on the Assessment of the Two Groups of Respondents on the Extent of Parental Support with Respect to Different Aspects

Parental Support	Respondent	Mean	Sd	Mn Df	T	Df	Sig	H_o	VI
Financial	Parent	3.66	.825	.035	.482	510	.630	FR	NS
	Teacher	3.70	.688						
Psychological	Parent	3.65	.789	.247	3.254	510	.001	R	S
	Teacher	3.90	.698						
Emotional	Parent	3.79	.781	.039	.521	511	.602	FR	NS
	Teacher	3.83	.678						

The table shows that there is a significant relationship on the assessment of two groups of respondents in terms of Guiding, Communication, Attending Meeting, Financial, Psychological, and Emotional aspects thus, rejecting the null hypothesis. The table reveals that parental involvement and parental support are significantly related to each other and both contributes on the performance the learners. This implies that the following aspects indeed affect the performance of the learners towards their academic success as well as the school with respect to their performance.

This is similar to the study of Gillian (2007) where he stated the family's participation in social and recreational activities has immense impact on the children's participation on activities.

Children who have less supportive families tend to produce a negative effect when it comes to children's participation in activities, thus they do not participate in school activities while children have supportive family tend to be more involved in school activities.

In summary, on the Extent of Parental Involvement as Assessed by Teachers and Parents with Respect to the Different Aspects

Attending Meeting/ Conference to the school was the variable "Parental Involvement" that got a score which implies that parents do not involve themselves and are not personally aware of school meetings. In terms of "Parental Support" the variable "Financial aspect" got a score which initially prompts that financial capability affects the parental support parents extend towards their child schooling which is reflected on their child's performance.

Table 8 reveals the significant relationship between the extent of Parental Involvement and Support of Selected Parents for Children with Special Needs

Table 8.

Significant Relationship between the extent of Parental Involvement and Support of Selected Parents for Children with Special Needs

Parental Support	Parental Involvement	Pearson-r	Sig	H ₀	VI
Financial	Guiding	.614	.000	R	S
	Communication	.685	.000	R	S
	Home Training	.720	.000	R	S
	Attending Meeting/ Conferences to the School	.745	.000	R	S
	Average	.781	.000	R	S
Psychological	Guiding	.651	.000	R	S
	Communication	.739	.000	R	S
	Home Training	.740	.000	R	S
	Attending Meeting/ Conferences to the School	.696	.000	R	S
	Average	.798	.000	R	S
Emotional	Guiding	.654	.000	R	S
	Communication	.732	.000	R	S
	Home Training	.710	.000	R	S
	Attending Meeting/ Conferences to the School	.624	.000	R	S
	Average	.767	.000	R	S
Average	Guiding	.707	.000	R	S
	Communication	.793	.000	R	S
	Home Training	.799	.000	R	S
	Attending Meeting/ Conferences to the School	.762	.000	R	S
	Average	.864	.000	R	S

While significant Difference on the Extent of Parental Involvement and Support of Selected Parents for Children with Special Needs

Assessment of the parent-respondent and teacher-respondent did not differ significantly in terms of Guiding, Communicating, Home Training and Attending Meeting/School Conference. Thus, it fails to reject the null hypothesis stating that there is no significant difference on the extent of Parental Involvement and support of selected parents with respect to different indicators. In terms of Parental Support, it was statistically found out that Psychological aspect differ significantly.

Conclusion

The education of children as well as the contribution it makes to society depend greatly on parental engagement. A national policy and framework are not in place in the Philippines to encourage early childhood education, despite the fact that there exist programs and contemporary practices encouraging parental involvement. Statistics demonstrate that children have poor levels of reading proficiency, studies show a gap in parents' awareness of Parental Involvement, it is recommended to expand parental involvement programs in all barangays. The majority of the literature on parental participation is based on American and

western literature, which is quite helpful in this regard. However, it produces results that call for contextualization.

Despite the fact that various researchers emphasize its significance and beneficial effects, there are still some studies that outlined the difficulties in doing and promoting it. Some research didn't take into account while some data collection efforts are hampered by linguistic and cultural barriers, parents' viewpoints.

There are misunderstandings between the schools and the parents, which highlights the various viewpoints in all sides. This gap adds a significant element to the creation of a framework that will enhance communication between parents and schools and student learning outcomes Programs and activities should therefore not just concentrate on the existing models but also a child's overall development is influenced by cultural variables.

Neither the school nor education alone can fully meet the demands of a society that is evolving.

exactly what is required and pertinent for schooling. For the benefit of a comprehensive education, parents must support their children's education, and the Philippine government must consider take into consideration the adoption of a family affairs council or policy.

Based on the study the following conclusions were formulated:

- a) The exemplary performance of public elementary schools is a joint and collaborative effort of school leaders, faculty, parents and learners with special educational needs.
- b) Inadequate financial resources and lack of family and peer support are some factors that can adversely affect a learner's progress and development.
- c) Parents engage in the learning process to create a culture of inquiry that develops new capabilities and experience that will enhance the learners' development and schools' progress.
- d) Engaging the parents on the learner's performance is crucial as they contribute to the capability of the child in being empowered.
- e) Establishing harmonious relationships and a positive emotion towards the learners schooling promotes the chances of the child in having a positive performance as well as giving a good performance in school as they tend to be empowered and well-motivated.
- f) The Department of Education may conduct symposiums for parents' awareness of their responsibilities as well as the consciousness of the rights of every child.
- g) The School Administrators may establish a good linkage with stakeholders to support the school's programs and projects to help build harmonious relationships among the school, parents, and community.
- h) Teachers may spearhead symposiums with speakers who have an extensive knowledge on parental involvement. Teachers may also use different venues for meetings to make it more accessible and convenient for the parents. After which, they may conduct

recognition rites to honor their children as part of the development program of the school.

1. Parents and teachers may have close coordination regarding the activities of learners at home and school.
2. Future researchers may use this study as model in parallel studies using bigger population and wider contexts.

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