

# Understanding The Perspectives Of Secondary School Teachers On Home-School Collaboration In Inclusive Classrooms

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## Abstract

This study explored the lived experiences, challenges encountered, coping mechanisms and insights of public secondary school teachers on home-school partnership in the implementation of inclusive education in schools. The participants were coming from F. Bangoy National High School, Division of Davao City, DepEd Region XI. There were ten (10) secondary school teachers who participated in the study. This study made use of a phenomenological approach to extract the ideas from the participants. The participants were purposely selected as representatives from the group of secondary school teachers who are considered as inclusive teachers. The virtual in-depth interview was employed to gather significant information with regard to their respective lived experiences. Using the thematic analysis, the following themes emerged pertaining to their lived experiences: fostering supportive connections, valuing collaborative efforts, considering healthy communications and hurdling with collaboration issues. Further, there were three (3) subthemes identified on the hurdling with collaboration issues, these are differing expectations, lack of time for partnership and lack of specialized trainings. The coping mechanisms of teacher participants on the challenges they experienced were parent-teacher proactive communication and participation in trainings. The educational management insights drawn from the participants were communication impacts success and the value of continuous professional development. Thus, it is crucial for the DepEd administrators to provide a capacity enhancement training and development for programs for teachers. These programs would specifically target the areas of managing inclusive classrooms, adopting instructional methodologies within school settings, and fostering effective collaboration with parents. In addition, the curriculum may be enhanced to encompass subjects pertaining to the development and maintenance of collaborative relationships with parents and other stakeholders.

Key words: Lived experiences, inclusive education, secondary schools, public teachers

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## Introduction

Homes and schools represent two fundamental living settings for children. The cooperation between the two entities is widely recognized as a crucial element in the field of education, exerting a substantial influence on several aspects like learning results, motivation, and the well-being of students. The interaction between home and school had a comprehensive impact on children, affecting not just their academic progress inside the school setting but also their educational development at home and in the society as a whole. Hence, it is imperative for educators to acknowledge these influences and comprehend the impact of the home-school dynamic on a child's scholastic and holistic growth. The perceptions and viewpoints of educators on a particular problem within their educational settings often lead to further measures being taken (Bandura, 1993).

Inclusive classrooms have the potential to facilitate a greater range of occurrences, particularly with regards to the increased necessity for support that is crucial for children with special needs. Educators who

work with children with exceptional needs establish a separate avenue of communication by fostering a unique connection with their students. This dynamic allows the educator to understand the child's demands and need. However, as stated by Hagenauer et al. (2015), teachers may develop excessive emotional attachment to the classroom, leading to a potential neglect of important external factors that might hinder a child's learning capacity. Establishing a strong relationship with one's parents might perhaps mitigate the tendency to overlook or disregard external influences.

The prevalence of special education services among students in the United States had a significant growth throughout the years. Specifically, between 2007 and 2011, there was a notable rise of 58.61%. Subsequently, between 2011 and 2015, the proportion further climbed by 26.22%. These trends suggest that the current rate of students receiving special education services is even higher, as reported by the U.S. Department of Education in 2018. The success of every child, especially those with special needs, is a shared responsibility among public schools, instructors, and parents. For parents whose children have received a diagnosis of Autism Spectrum Disorder (ASD) or other special needs, advocating for their kid introduces a novel aspect of parenting that often catches them off guard, leading to a multitude of uncertainties and a dearth of solutions. The partnership between parents and professionals is of utmost importance for the academic performance of children and adolescents identified with various special needs. According to a study conducted by Schultz et al. (2016), there is a significant correlation between parental engagement in educational institutions and enhanced academic performance, increased involvement in extracurricular activities, and the development of social connections among students. According to Azad et al. (2017), the implementation of regular routines at both home and school has been found to increase the likelihood of success among children with special needs.

Currently in the Philippines, the education system is demonstrating its dedication to providing a superior standard of education by implementing an enhanced and all-encompassing K-12 curriculum for its regular programs including the Governments' MATATAG Agenda. The K-12 curriculum was additionally adjusted and altered within the framework of the Special Education program (SPED) to cater to the essential and fundamental requirements of students with special needs. This adaptation was considered crucial in ensuring the provision of a top-notch special education program for these students and even in providing equity and equality to all types of learners. The successful implementation of this endeavor necessitates the expertise and dedication of a proficient personnel, the active involvement of all stakeholders, including parents, and financial backing for the establishment of facilities, procurement of resources, and provision of supplementary assistance and services. As a result, educational institutions providing special education programs were obligated to implement the program in a religious and collaborative manner, including stakeholders, notably the family of the learners. Philippine schools face the challenge of fostering teacher-parent or home-school collaboration. This was particularly important because a significant number of parents in public schools lack awareness regarding the comprehensive needs, conditions, and support strategies required for their children with special needs in their academic journey.

The Division office of the Department of Education in Davao City persistently provides children with special needs the essential educational interventions via the Special Education (SPED) program. This statement is in accordance with the Department's goal of offering comprehensive and excellent primary education to all individuals, regardless of their background or circumstances. The Special Education (Sped) program implemented by the Department of Education (DepEd) offered a comprehensive approach to addressing the varied needs of pupils with exceptionalities. This program aims to provide exceptional children the opportunity to get a high-quality education by effectively addressing their distinct and individualized educational requirements. However, it had been observed that the collaborations between teachers and

families of learners are facing significant challenges during this period of pandemic. Educators and caregivers encounter challenges in fostering effective partnerships, such as parental disengagement in students' educational programs, insufficient funding for formal assessments of personality and mental well-being, parents' reluctance to acknowledge their children's circumstances, and socioeconomic constraints.

In alignment with the established objectives of the National Objectives for inclusive education, it was noteworthy that all educational institutions within Davao City presently provide inclusive education opportunities to students with special needs not just in the elementary level but also in the secondary level. Despite the establishment of special education as an institutionalized practice, there was a lack of adequate training and support for teachers and parents in effectively implementing and sustaining the objectives set out by the Department. The aforementioned phenomenon was also evident and documented in F. Bangoy National High School, namely within the secondary school settings. It was widely acknowledged that a strong collaboration between educational institutions and families may cultivate an environment conducive to the holistic growth of learners, including their emotional and academic advancement. Various research had shown evidence of the beneficial impact of this association, contributing to the creation of an inclusive and thriving educational environment.

### Purpose of the Study

The aforementioned circumstances led the researcher to conduct a qualitative investigation into the lived experiences, encountered challenges, coping mechanisms, and scholarly perspectives of secondary school teachers about the collaboration between parents or home and teachers or schools in inclusive educational settings. It was worth noting that there is a limited body of research and literature pertaining to inclusive education, specifically examining the experiences of secondary-level teachers inside Philippine educational institutions. The primary focus of most worldwide study had been directed towards the implementation of inclusive education within the primary and intermediate elementary levels and the scarcity of data in the secondary level on this topic is evident. Furthermore, the findings of this study have the potential to provide a basis for policymakers, school administrators, and educators to enhance their collaborative efforts within the context of inclusive education. Additionally, these results can serve as a starting point for future localized empirical investigations. Therefore, this work was considered to be of significant relevance.

### Research questions

1. What are the experiences of teachers in home-school collaborations?
2. What are the teachers' coping mechanisms for the challenges they encountered in home-school collaborations?
3. What are the management insights learned by the teachers on home-school collaboration in an inclusive classroom?

## METHODOLOGY

Presented in this chapter is the method. It includes the Philosophical Assumption, Qualitative Assumption, Design and Procedure, Research, Participants, Role of the Researcher, Data Collection, Data Analysis, and Trustworthiness of the Study.

### *Philosophical Assumption*

The philosophical assumptions of the study were used in analyzing and interpreting my results. At its most basic level, psychological research can be used to explain and forecast parts of the human experience, improve our understanding of the lived experiences of different groups of people, or criticize and change the current conditions in which we live and seek to grow (Lincoln, Lynham, & Guba, 2013). According to Creswell (2012), the ontological issue relates to the nature of reality and its characteristics. Qualitative researchers embrace the idea of multiple realities and report on these multiple realities by exploring multiple forms of evidence from different individuals' perspectives and experiences. Hence, when studying individuals, I as a qualitative researcher conducted a study with the intent of reporting these multiple realities. Evidence of multiple realities includes the use of multiple forms of evidence in themes using the actual words of different individuals and presenting different perspectives.

With the epistemological assumption, as a researcher, I aimed to become as close to the people I am studying as possible. The individual perspectives I gathered from the field research are used to compile subjective evidence. Therefore, conducting a qualitative study meant that I tried to get as close as possible to the participants being studied collecting subjective evidences assembled based on individual views. Since epistemology is concerned with providing a philosophical grounding for deciding what kinds of knowledge are possible and how we can ensure that they are both adequate and legitimate, I was able to discover how knowledge is known, through the subjective experiences of people. These are important contexts for understanding what the participants are saying. The longer researchers stay in the field or get to know the participants, the more they know what they know from firsthand information (Guba & Lincoln, 2008). Qualitative researchers make their values clear in a study, whereas quantitative researchers bring their values to a study. This is the axiological assumption that qualitative research is based on. In this study, I acknowledged the study's value-laden nature and actively reported their values and prejudices, as well as the value-laden nature of field data (Creswell, 2012).

Qualitative research processes or rhetoric are described as inductive, emergent, and influenced by my experience gathering and evaluating data. Rather than being handed down wholly from a theory or from the perspectives of the inquirer, the logic I shall follow is inductive, starting from the ground up. During the data analysis, I'll take a step-by-step approach to examine the data in order to gain a more in-depth understanding of the subject at hand.

### *Qualitative Assumptions*

Individuals want to comprehend their reality and generate their own unique meanings that correlate to their experiences using Social Constructivism as an interpretative framework for qualitative assumptions (Creswell, 2013). These meanings are not imprinted or innate in each person. Rather, meanings emerge as a result of interactions with others (Creswell, 2013). These meanings were varied and multiple, leading the researcher to look for the complexity of views rather than narrow the meanings into a few categories or ideas. Further, as a researcher, my purpose was to rely as much as possible on the perspectives of the participants. These subjective meanings were frequently disputed in social and historical contexts. In other words, they are developed through interactions with others as well as historical and cultural conventions that work in people's lives, rather than being merely imprinted on them.

### *Design and Procedure*

The study was conducted using a qualitative-inquiry-based phenomenological research design using open-ended questions. Phenomenological research is a kind of investigation in which the researcher identifies the essence of participants' descriptions of a phenomenon. The researcher bracketed or set aside his or her own experiences in order to understand the experiences of the study participants (Creswell & Creswell, 2017). The researcher was able to produce a description of the teachers' shared meanings with regard to their digital literacy efforts through technology-based teaching and learning practices while emphasizing the similarity of their experiences (Creswell, 2007). Phenomenological approaches are particularly effective at bringing to the fore individual experiences and perceptions from their own points of view, and so challenging structural or normative assumptions. Adding an interpretive component to phenomenological research allows it to inform, support, or question policy and action by allowing it to be utilized as the foundation for practical theory (Lester et al., 2009). As a result, the research methodology was a good fit for capturing the thoughts and experiences of teachers in an inclusive setting. According to Bogart (2017), gaining a clearer image of the occurrence will aid in filling research gaps and providing suggestions for improvement, which in the context of the current study refers to teachers' experiences in an inclusive classroom. The study attempted to present the "living worlds" of the participants, finally exposing their personal relevance in relation to the experience, as a design that captures the experiences of a "chosen few" addressing specific phenomena.

Further, this study also employed participants' observations in an In-Depth Interview (IDI). According to Denzel & Lincoln (2000), as cited by Lee (2007) in Pelobello (2015), this method involved the use and collection of variety of interviews, observations, history, interactional and visual texts that describe routines, problems and meaning of individual lives. It is an inquiry process of understanding based on distinct methodological traditions that explore a social or human problem. It builds a holistic picture, analyzes words, reports, detailed views of informants, and conducts the study in a natural setting. Furthermore, real life situations need to be explored in terms of their contextual nature as seen by the participants. Therefore, phenomenology was an appropriate and applicable technique to explore the topics on the lived experiences of secondary teachers in public secondary schools. Common themes will be analyzed, coded and extracted from all of the interviews.

### *Ethical Considerations*

#### *Informed Consent and Voluntary Participation*

The participants were adequately informed about the research undertaking through an informed consent. Consent was given freely and the researcher made sure that the participants understood what was being asked and emphasized that their participations were just purely voluntary. All participants were required to provide written informed consent. The potential participants were approached individually online and given an explanation of the purpose of the study and data collection process. They were also given an appropriate time to ask questions and address concerns. It was explained that their participation was voluntary; they may also refuse to participate or withdraw from the study while it was in progress. When the participants agreed to be part of the In-Depth Interview (IDI), a date, time, and venue were set.

#### *Anonymity and Confidentiality*

The anonymity and confidentiality of the participants were preserved by not revealing their names and identity in the data collection, analysis and reporting of the study findings. Privacy and confidentiality of

the interview environment were managed carefully during the interview sessions, data analysis and dissemination of the findings. The confidentiality of handling the data is in accordance to Republic Act 10173 or the Data Privacy Act of 2012.

### Interview Sessions

Each interview was conducted individual through online. The interview was done with the use of google meet, google sheets and messenger application. The researcher was the only knowledgeable person who can match the identity of the participants in voice and in video recordings. In recording the data, interviews were audio-taped and video recorded with the permission of the participants, and the voice records were transcribed verbatimly. Some notes were taken by the researcher to have genuine, accurate and authentic transcription but the identification of the information of the participants were removed or disguised. Further, the interviews, transcriptions and consent forms were kept in a secured location. To safeguard confidentiality, consent forms were stored in a separate location from the other data so there is no way they can be linked to the interviews.

### Research Participants

This study was conducted in DepEd Region XI, Division of Davao City, specifically in F. Bangoy National High School. Only 10 participants from different grade levels as the key informants were included and were purposely selected based on the nature of their work as classroom teachers and who already experienced working in the Department of Education for at least three years or more. The purposive sampling technique, also called judgment sampling, was the deliberate choice of an informant due to the qualities the informant possesses. According to Bernard (2006), it is a non-random technique that does not need underlying theories or a set number of informants. It was the researcher who decided what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience. Purposive sampling was exemplified through the key informant technique wherein one or a few individuals are solicited to act as guides to the phenomenon. Key informants were observant, reflective members of the community of interest who know much about the topic and are both able and willing to share their knowledge.

To gain a variance in perspective from participants, the effort was extended to include both male and female as well as individuals with various levels of educational training, attainment and rank. Specifically, the inclusion criteria included the following: (1) Teachers who have been teaching in the public secondary classrooms for three years or more; (2) had experienced teaching in the old and new normal handling learners with special needs; and (3) teachers who experienced challenges in collaboration with parents of the students with special needs in an inclusive classroom.

### *Role of the Researcher*

In qualitative research, the researcher's role was to try to gain access to the needed data while exploring the research participants' ideas and feelings on the phenomenon being studied. This was not a simple task, to say the least. This entailed inviting people to discuss topics that are potentially highly personal to them. Reliving prior experiences might be tough at times when the experiences being explored are somehow negative to them and are still fresh in the participant's thoughts. My first job as a researcher was to protect participants and their data in any method that data was acquired. Participants shall be given explicit and articulated mechanisms for such safeguarding.

### *Data Collection*

In gathering the data, I prepared the interview guide which is composed of three (3) main significant questions which inquired about the experiences of elementary school teachers. A thorough deliberation was made on the aspect of determining the problems of teachers in their effort to become effective and efficient new normal teachers in schools. I made sure that my interview guide was validated by the experts. Moreover, I made sure that all ethical protocols were observed and implemented as I collected the data.

An official letter was sent to the Schools Division Superintendent of Davao City, DepEd Division Office, and to the Principal of the School asking permission to conduct the study. After receiving the approval letter, the conditions set by the approving authority will be considered and met. Then, the interview sessions followed. The interviews were conducted in public places with private areas to protect confidentiality for some of the participants and since the study was conducted during the pandemic - COVID-19, Facebook Messenger, Google Sheets, Zoom and Google meet were also used to other participants to adhere to the protocols issued by the Department of Health and the Inter-Agency task Force. The interviews were audio recorded with the consent of the participants.

In addition, participants were asked to refrain from using names during the interview (names of people and places). At each interview, I discussed the purpose of the study, the structure of the interview and the nature, benefits and risks of participation were discussed with the participants. They were, likewise, informed that participation was voluntary and that all the information gathered are held with strict measures of confidentiality. They were informed that there was no financial compensation for their participation and their participation could raise awareness and provide insight on the phenomenon being investigated. Right after, the transcription of In-depth Interviews (IDI) proceedings was done with the help of the note taker and recorder. I also utilized Inscribe software trial version in transcribing the participants' responses and I also ensured the authentic responses of the informants. In the process, I was able to establish rapport with the interviewees to elicit honest and open responses. After the IDI process, I re-stated or summarized the information, then, presented it to them to vouch accuracy.

The sharing of findings with the participants allows them to critically analyze and comment on it. The participants also affirmed that the summaries presented to them is an original reflection of their views, feelings, and experiences. In this study, their affirmation on the accuracy and completeness of the information contributed much to the credibility of the study. The data gathered from the IDI were organized accordingly into themes for analysis.

### *Data Analysis*

In this study all the data collected were carefully examined and thoughtfully analyzed. The researcher first described personal experiences with the phenomenon under study. The researcher began with full description of her own experience of the phenomenon. This was an attempt to set aside the researcher's personal experiences so that the focus can be directed to the participants. She developed a list of significant statements. She then found statements about how individuals were experiencing the topic, lists these significant statements as having equal worth, and works to develop a list of nonrepetitive, nonoverlapping, statements. The researcher took the significant statements and then grouped them into larger units of information, called "meaning units" or themes. She wrote a description of "what" the participants in the study experienced with the phenomenon. Next, she wrote a description of "how" the experience happened. This was called "structural description," and the inquirer reflects on the setting and context in which the phenomenon was experienced. Finally, she wrote a composite description of the phenomenon incorporating both the

textural and structural descriptions. This passage was the “essence” of the experience and represents the culminating aspect of a phenomenological study.

**Thematic Content Analysis.** A thematic analysis strives to identify patterns of themes in the interview data. One of the advantages of thematic analysis is that it's a flexible method which can be used both for explorative studies, where the researcher does not have a clear idea of what patterns is being searched for, as well as for more deductive studies, where the researcher knows exactly what he or she were interested in. No matter which type of study was being done and for what purpose, the most important thing in the analysis is that the researcher respects the data and try to represent the results of the interview as honestly as possible (Montensen, 2020).

**Document analysis.** Document analysis is a form of qualitative research that uses a systematic procedure to analyze documentary evidence and answer specific research questions. Similar to other methods of analysis in qualitative research, document analysis requires repeated review, examination, and interpretation of the data in order to gain meaning and empirical knowledge of the construct being studied. Document analysis can be conducted as a stand-alone study or as a component of a larger qualitative or mixed methods study, where it is often used to triangulate findings gathered from another data source (e.g., interview or focus group transcripts, observation, surveys). When used in triangulation, documents can corroborate or refute, elucidate, or expand on findings across other data sources, which helps to guard against bias (Frey, Bruce B., 2018).

**Triangulation of Data.** Triangulation means using more than one method to collect data on the same topic. This was a way of assuring the validity of research through the use of a variety of methods to collect data on the same topic, which involves different types of samples as well as methods of data collection. However, the purpose of triangulation was not necessarily to cross-validate data but rather to capture different dimensions of the same phenomenon (Kulkarni, Prashant, 2013).

**Environmental triangulation -** The use of Environmental triangulation is limited only to those studies where the findings can be influenced by certain environmental factors. This type of triangulation uses different settings, locations and other factors such as time, day, season in which the study took place. The idea was to determine which of these factors influence the information received, these factors are then changed to see if the findings are the same. If the findings remain unaltered under varying environmental factors, then validity can be established (Naeem, Saira, 2019). In this study, such triangulation was used considering that the requirements as mentioned was the use of environmental triangulation best suit the environment of the research being conducted.

### *Analytical Framework*

According to Braun and Clark (2006) methods of qualitative data analysis fall in two groups. The first group consisted of methods driven by an epistemological or theoretical position, which have limited variability in how they are applied within their frameworks, such as conversation analysis (CA) and interpretative phenomenological analysis (IPA) and methods which are situated within a broad theoretical framework and can therefore be used in a variety of ways within those frameworks, such as grounded theory (GT), discourse analysis (DA) narrative analysis (NA).

The second group included methods independent of theory and epistemology, which can be applied across a range of different theoretical and epistemological approaches and are therefore very flexible. One

such method was thematic analysis, which through the theoretical freedom “provides flexible and useful research tool, which can potentially provide a rich and detailed, yet complex account of data (Braun and Clark, 2006).

I observed several steps in conducting thematic analysis. The first stage in extracting qualitative data for analysis from the tape recordings was transcription. This was done to gain greater familiarity with the data and deeper insight. I relied on my own resources to do the transcription with the use of my personal computer and some reliable headphones. I used several nights to listen to the interviews to deepen my understanding on the nuances of the language and semantics of the participants.

Practice varied considerably in terms of agreeing conventions with transcribers. Some negotiated themselves to lay-out and conventions required, including researchers who wanted the kind of detailed transcriptions appropriate for conversations or narrative analysis. Others were sometimes less directly involved, and accepted the conventions generally used by the one transcribing the information. The next step as data extraction and analysis. I used manual techniques based on note taking and summary while listening to the recordings. My manual technique usually included some process of verbatim recordings of selected spoken words. I selected quotations about central issues, or when what was said seemed important or interesting.

I used a number of different techniques as taught to me by my thesis adviser. I marked up transcripts with colored pens or sorted data by cutting and pasting. I used forms of thematic grids and charts, the framework technique as develop by the National Centre for Social Research (Ritchie et al, 2003). This technique was useful to me in the process of coding, sorting and collecting data for interrogation. This technique was very useful in understanding links and relationships between issues. All these efforts and procedure included saving verbatim spoken words from the transcripts, which could be cross referenced to the thematic displays or the maps.

To summarize, the thematic analysis method outlined by Braun and Clarke (2006) which consisted of six (6) phases used in analyzing the data.

Phase 1. I familiarized myself with the data by reading the whole data set and noting down initial ideas;  
Phase 2. I generated initial codes, with coded being the most basic segments of the raw data that can identify a feature of the data that appears interesting;  
Phase 3. I searched for themes by sorting different codes into potential themes and collated all data extracts within identified themes;  
Phase 4. I reviewed the themes and refined them further (at the level of coded data extracts and the entire data set) and produced a thematic map showing relationships between themes and sub themes;  
Phase 5. I defined and named themes, making sure they give the reader immediate sense of what the theme is all about.  
Phase 6. I wrote the report to convince the reader of the merit and validity of the analysis (within and across the themes), used data extracts embedded within an analytic narrative to make arguments in relation to the research question.

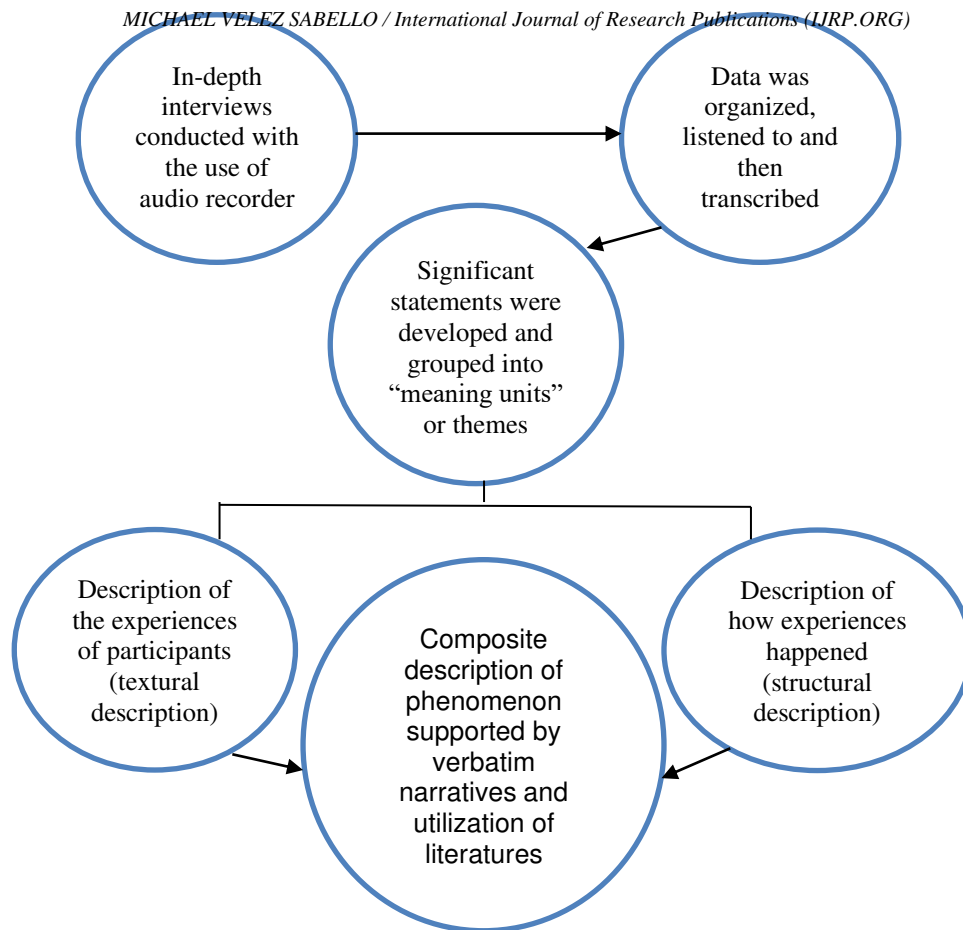


Figure 2. Analytical Framework of the Study

*Trustworthiness of the Study*

For trustworthiness of the study, I adhered to credibility, transferability, confirmability and dependability of qualitative study.

**Credibility.** This is defined as the confidence that can be placed in the truth of the research findings. Credibility establishes whether the research findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants' original views. One of the key criteria addressed by researchers is that of internal validity, in which they seek to ensure that their study measures or tests what is actually intended. Guba and Lincoln (2009) argued that ensuring credibility is one of most important factors in establishing trustworthiness. In this study, credibility was considered during the interview process and even in the analysis of data. I made sure that the responses of the participants were transcribed verbatim without adding to or rephrasing their answers.

**Transferability.** The term "transferability" refers to the extent to which the results of one study can be applied to a variety of circumstances (Silverman, 2001). The concern with positivist work is typically establishing that the results of the study at hand can be applied to a larger population. It is impossible to

demonstrate that the findings and conclusions of a qualitative study are relevant to other contexts and populations since qualitative findings are specialized to a small number of specific environments and individuals. Many naturalists feel that even conventional generalizability is impossible in practice since all observations are characterized by the individual situations in which they are made.

Dependability. In this study, I used approaches to address the issue of reliability to demonstrate that comparable results would be reached if the work was redone using the same procedures and circumstances. Guba and Lincoln (2008) emphasize the interconnectedness between credibility and dependability, stating that demonstrating the former goes a long way toward assuring the latter. This can be accomplished by combining tactics such as individual interviews to purposively selected different individuals.

Confirmability. The qualitative investigator's concept of confirmability and objectivity is a similar concern. In order to lessen the influence of bias, the importance of giving back and sharing the results to the participants in promoting such confirmability was highlighted once more to satisfy this part. The extent to which the researcher confesses his or her own predispositions, according to Miles and Huberman, is a significant factor for confirmability. In the study, part of the steps in analyzing the data were taken to ensure that the conclusions of the study are the result of the informants' experiences and thoughts, rather than my personal ideologies, qualities and preferences.

## RESULTS AND DISCUSSION

This part of the study dealt with the research questions and their answers based on the responses of the participants of the study. The participants revealed their experiences as they reflected on their lived experiences on home-school partnership in the implementation of inclusive education in secondary classes. The participants' challenges encountered, coping mechanisms and insights were also presented in this part of the research specifically in F. Bangoy National High School, Division of Davao City, DepEd Region XI. In this chapter, the results of the thematic analysis are presented. It is followed by discussions arranged according to themes and subthemes that were generated.

### *The lived experiences of secondary school teachers in home-school collaborations in an inclusive classroom*

Based on the interview responses provided by the teachers themselves (P1-P10), I was able to identify four major themes while conducting an analysis of the lived experiences of public secondary school teachers who collaborated with parents in the implementation of inclusive education in the secondary classrooms. These themes are as follows: fostering supportive connections, valuing collaborative efforts, considering healthy communications and hurdling with collaboration issues. Further, there were three (3) subthemes identified on the hurdling with collaboration issues, these are differing expectations, lack of time for partnership and lack of specialized trainings.

Teachers in public secondary schools have shared both positive and negative experiences working with parents on inclusive classrooms and mainstreaming, but the vast majority have been positive learning opportunities that they credit with keeping them in the field. Most respondents thought of inclusive education as a form of traditional schooling in which students of diverse skills and demographics attend the same classes. They enjoy each other's company while they take in the sights and learn something new. Each student's unique perspective and experiences are valued and celebrated in an inclusive classroom. In their

view, an inclusive setting is one in which all students feel welcome and protected, and in which educators have the tools they need to meet the diverse learning styles and requirements of their students. They also saw parental involvement as crucial to the success of inclusive education programs in schools.

Fostering supportive connections. The active participation of both parents and teachers is a crucial element in a student's educational experience. When there is active engagement between a student's family and their teacher, it facilitates the establishment of a collaborative partnership, fostering an ideal educational setting that encompasses both the home and school environments. This statement holds true for students across many educational levels, including those enrolled in basic education as well as those attending inclusive schools. Furthermore, educators possess the ability to engage in a comprehensive evaluation of a student's aptitude for acquiring knowledge, as well as identifying any constraints they may encounter. They can then develop a systematic approach to enhance the student's scholastic achievements, while also examining the factors that may either facilitate or impede their academic potential. Ultimately, educators can collaborate as a unified support network to aid the student in reaching their utmost academic, social, and psychological potential. In the context of the research, it is often anticipated that teachers possess the ability to discern the thoughts and intentions of their students. Nevertheless, with the establishment of a robust collaborative partnership with the parents or other family members of the student, it is posited that educators can gain the requisite understanding to offer assistance to the student, particularly in inclusive educational environments.

Based on the participants' articulation of home-school collaboration within the context of an inclusive school, the following terms were duly recorded:

Collaboration with parents and families in an inclusive education in the classroom is essential but sometimes demanding as it helps create a supportive learning environment for all students even to parents and teachers. Collaboration with parents and families in an inclusive education classroom involves building a partnership based on trust, respect, and open communication. It should aim to create an environment where all students, regardless of their abilities or backgrounds, can thrive and reach their full potential. In an inclusive classroom, successful collaboration with parents/guardians is essential for the overall well-being and progress of students. (P3)

Collaboration with parents in an exclusive education in my classroom means it deals with a process of two or more parties working together hand in hand to achieve same objective and goal. They are able to work together to promote student learning and performance. (P4)

Collaboration with parents and families is a crucial component of inclusive education. In order to provide a supportive and enriching learning environment for all students, including those with diverse needs and abilities there should be maintain open communication to both teachers and parents to discuss their child's performance, and involve parents and families in decision making processes relates to the classroom policies. By working together educators and families can create a more inclusive and supportive educational environment for all students. (P6)

P4 expressed that supportive learning environments for all children, including those of parents and teachers, can be achieved by close collaboration between educators and the families of those students. Building a mutually beneficial relationship with families and parents is essential for success in an inclusive education setting. It should work toward making school a place where every student, no matter their starting point or their personal history, can flourish and develop to their fullest potential. For students to thrive and make progress in an inclusive setting, teachers and parents must work together effectively. P4 shared that exclusive education in his classroom involves parent collaboration, which means that they will be working together to reach a common goal. They can collaborate to improve academic outcomes for students. P6 added that an integral part of inclusive education is working together with families and parents. In order to create a welcoming and stimulating classroom for all students, regardless of their background or level of ability, it is important to keep lines of communication open between teachers and parents about their child's progress and to include parents and families in classroom policy decision-making. The educational community may be made more welcoming and safer for all students if teachers and parents collaborate.

This pertains to the overarching assertion made by Monceau and Larivée (2019) that effective collaboration between families and schools necessitates a mutual dedication and synchronized efforts in pursuit of a shared goal, hence highlighting the significance of parental engagement. There is variation among authors in the usage of terms such as "parental participation," "school-family interactions," and "educational partnership." While some authors employ these phrases indiscriminately, others attribute specific meanings and goals to each form of collaboration (Monceau & Larivée, 2019). In their seminal work, Hoover-Dempsey et al. (2005) present an extensive conceptual framework that elucidates the various facets of parental involvement. This framework encompasses three key dimensions, namely home-based behaviors, school-based activities, and parent-teacher communication. Home-based behaviors encompass activities such as assisting with homework, while school-based activities involve attending school events. Lastly, parent-teacher communication entails engaging in discussions with the teacher regarding homework-related matters. This conceptualization of parental participation is employed in several scholarly investigations. However, it has been observed by certain authors that the operationalization of this concept poses challenges in empirical research due to its multidimensional nature.

Additionally, the research conducted by Vasarik Staub (2018) provides support for the notion that families and schools play crucial roles as key stakeholders in promoting the healthy development and academic achievement of children. Hence, the establishment of a productive collaboration between the two influencers holds significant importance. However, it is important to note that this matter is relatively contemporary, as throughout history, families and schools have always held separate responsibilities. The school has traditionally been accountable for providing formal education, while the burden of educating children in non-academic settings has rested with the family. Presently, there exists a widespread agreement within the social and educational sciences that the duties pertaining to social and educational matters should be jointly shared by schools and families. This is due to the fact that both institutions hold significant roles as social and educational entities for children and adolescents. Moreover, the topic of collaboration between educational institutions and families has been the subject of much discourse. In the global scientific literature, it has been widely acknowledged that the establishment of a "good relationship" between schools and families yields numerous benefits. Extensive research has demonstrated that school-family collaboration positively impacts children's academic achievement, motivation, and overall well-being (Hertel, 2016; Hampden-Thompson & Galindo, 2017). This study aims to analyze many aspects of the interaction between schools and families in order to elucidate the components that contribute to a fruitful collaboration.

Valuing Collaboration Efforts. Research has provided evidence to support the notion that children's academic performance, social aptitude, and emotional welfare are enhanced by favorable engagements with both their parents and instructors. The academic performance of children is enhanced when there is a collaborative effort between parents and teachers, both inside the school environment and at home. The concept of inclusive classrooms holds considerable appeal; nonetheless, its implementation necessitates substantial preparation, as well as the cultivation of patience and compassion on the part of educators. Inclusive classrooms encompass kids with diverse educational and developmental requirements, spanning from those progressing typically to individuals with severe and profound disabilities. As a result, the teacher may have challenges in delivering equitable help to all students. The findings of the study indicate that parents express satisfaction with the efforts exerted by teachers within educational institutions. Teachers were seen as the most influential and supportive figures in fostering the holistic development and achievement of their students.

The participants' responses indicated a clear connection between their perceived competence in working with parents' children with special needs and their feelings. Specifically, they expressed that parents' satisfaction with their efforts serves as an indication that they have fulfilled their responsibilities as inclusive teachers. Several responses from the participants were recorded.

I value the partnership with parents/guardians of learners with special needs in mainstreamed classes as essential for the success and well-being of all students. (P2)

I value working together with the parents and guardians of my special needs students who attend my normal lessons. These students' academic success depends on it, and I value their participation and cooperation in fostering a welcoming and encouraging learning environment. (P5)

Fulfilling a strong partnership between teachers and parents of learners with special needs can lead to more successful and inclusive educational experience for these students. It's important to approach this partnership with empathy, respect and commitment to meeting the individual needs of each learner. (P6)

P2 shared how he valued the cooperation with parents/guardians of learners with special needs in mainstreamed classes as crucial for the success and well-being of all pupils. P5 found it important to collaborate with the guardians of his learners with special needs who participate in her regular classes. P5 added that their academic performance also depends on the collaborations and she appreciated their help in creating a quality atmosphere in class. P6 expressed that a more positive and inclusive educational experience for students with special needs can be achieved when instructors and parents work together to make that happen. It's crucial to approach this collaboration with compassion, understanding, and a genuine desire to cater to each student's unique requirements.

Empirical study on parental satisfaction with schools often demonstrates a high degree of satisfaction, as noted above, as shown by Luder et al., (2020). Both parents of children with and without special needs found this to be true. However, few studies examine the levels of contentment experienced by the two demographics inside the same educational institution or environment. Research examining SEN-parents' levels of contentment Individual Education Plan (IEP) meetings, alternative pedagogical approaches, and mainstreaming are just a few examples of how children with special needs and their families interact with

mainstream educational institutions. Several studies (Pietsch et al., 2015; Jónsdóttir et al., 2017) show that students who have a positive relationship with their professors and who feel they have access to them are more satisfied with their educational experience.

Parental opportunities to participate in their child's education and the belief that they have a voice in their child's support system are equally important. Parents' perception of a positive and healthy school climate, students' academic success and well-being, students' enjoyment of school and motivation to learn, and teachers' and the school's capacity to address students' special needs and manage students' challenging behaviors are also important factors (Kaczan et al., 2014).

In addition, studies show that many family or parental characteristics are significant in explaining parental school satisfaction. Parents who do not work full-time, who have a high sense of self-efficacy, who have good views toward inclusion (Luder et al., 2020), and who live together and can better share responsibilities and worries about school are associated with better outcomes for their children. Conversely, having a child with special educational needs (SENs) or being bullied at school are connected with lower levels of parental school satisfaction (Jónsdóttir et al., 2017).

Considering Healthy Communication. When parents and educators are able to talk openly and honestly with one another, they strengthen the parent-teacher connection and provide their children a sense of belonging at school. Because they are the learner's greatest teacher and role model, parents must participate in their children's education rather than sitting on the sidelines and expecting the teacher to handle everything. Numerous studies have found that when parents and instructors are able to talk openly about their child's progress in school, the child's overall performance improves. Effective communication fosters mutual comprehension and trust. Having open lines of communication and mutual trust will allow you and the parents or caregivers of the children you work with to work together for the benefit of the learners. This is why it's so important to establish and maintain direct channels of honest communication with parents from the start. Teachers can effectively collaborate with parents and other caregivers when they share knowledge and experiences in order to learn more about the kid's environment and come up with a shared strategy to help the child.

On this note, some narratives of the participants were elaborated:

Communication is very important. The collaboration was successful since the parents/Guardians did their part especially with the behavior of the learner. (P1)

Effective communication, mutual trust, shared goals, and a commitment to the child's well-being were key elements contributing to successful collaboration, while a lack of communication and divergent goals led to unsuccessful outcomes. (P2)

I think it's the open communication with the parents and the student. the parent was there to follow up the student. in my case i always give attention and give positive feedback to the student if the student is doing well and behaving well in my class. (P4)

P1 expressed that the ability to communicate is crucial. The parents/guardians contributed to the cooperation by helping to manage the student's behavior, which was crucial to its success. P2 added that a lack of communication and different goals led to unsuccessful outcomes, but effective communication, mutual

trust, shared goals, and a dedication to the child's well-being all contributed to successful collaboration. P4 shared that it is the availability of two-way contact between the school and the family that matter especially if the parent was present to monitor the child's progress. If a student is doing well and acting appropriately his class, he made a point of paying attention to them and providing them with constructive feedback.

Hertel (2016) agreed with the participants that communication is crucial for the success of any business and for the growth and learning of its students. Building trust between parents and school stakeholders requires an acknowledgment of each party's knowledge and the identification of families' needs. Institutions are responsible for setting up the necessary framework to promote communication and cooperation. Teachers need to feel supported in their efforts to build relationships with their students' families, which includes providing them with time, space, and money to do so, as well as clear instructions and recommendations for how to collaborate effectively with families (Egger et al., 2014).

Current research in the field reveals challenges in the implementation of school-family collaboration, both in regular and inclusive schools (Hughes et al., 2013), despite the well-documented benefits of school-family collaboration and the identification of collaborative elements for decades. It is also believed that the growing complexity of the modern school-family relationship is to blame for this failure. These inspirations lead to the development of subsequent topics.

Hurdling with collaboration issues. The responsibilities of an inclusive classroom instructor encompass both rewarding and demanding aspects, particularly in fostering parental collaboration. While cooperation and partnership in an inclusive classroom can be beneficial for kids with special needs, teachers often encounter various problems and difficulties. Certain persons may lack the traits of a highly competent inclusive teacher. In addition to the requisite professional attributes essential for attaining proficiency in the teaching profession, there exist some supplementary traits that facilitate the proper execution of duties by competent educators, even amidst the ongoing epidemic. These traits manifest themselves via the daily tasks and teaching experiences of educators. The aforementioned problems are explicitly addressed in the subsequent subsections.

Differing expectations. Teachers encounter a recurring challenge in their daily professional practice, which involves effectively addressing the diverse characteristics of their students within the classroom environment. This challenge encompasses both the cognitive and non-cognitive aspects that are essential for facilitating good learning outcomes. Consequently, teachers must adapt their instructional approaches to accommodate the unique educational requirements of each individual learner. The teacher participants in the study thought that the expectations placed on learners induced feelings of anxiety and tension among teachers. Educators possess an understanding that it is incumbent upon them to fulfill their professional responsibilities by attending to the diverse demands and necessities of their pupils. Teachers experience significant stress as they strive to fulfill their dual roles as both "learning coaches" and "student evaluators." This stress arises from the need to meet the expectations of both students and parents. An inclusive classroom that implements mainstreaming facilitates a significantly broader range of experiences. Students with exceptionalities require individualized support and accommodations, necessitating heightened attention from educators. The expectations placed upon these students' academic progress and well-being are established by both parental involvement and the Department of Education.

The participants' points in relation to the theme are evident in the following:

Challenges included differing expectations, limited availability of parents, and occasional resistance to suggested strategies or accommodations. (P2)

The challenges and difficulties I encountered in collaborating with parents/guardians in an inclusive class, were the variety and unexpected reactions of students with special needs amongst non-mainstreamed students. (P3)

I faced difficulties collaborating with parents/guardians in an inclusive classroom due to different expectations, communication barriers, scheduling conflicts, and handling delicate topics. Additionally, it was sometimes hard to build good relationships because of the variety of family origins, the complex nature of the law, and parental weariness. (P5)

P2 shared that the Differences in expectations, parents' limited availability, and occasional pushback on proposed techniques or modifications all posed difficulties. P3 added that one of the most difficult aspects of working with parents of special needs children in a mainstream classroom was dealing with the wide range of responses she received from students who were not mainstreamed. P5 expressed that working with parents/guardians in an inclusive classroom was challenging for her because of misunderstandings, misaligned priorities, time constraints, and sensitive material. Moreover, it was sometimes challenging to create healthy relationships due to the diverse backgrounds of everyone involved, the complexities of the legislation, and the exhaustion of parents due to differing expectations.

The findings of this study are consistent with the perspectives put forth by Hertel and Sacher (2016), which suggest a change in parental attitudes towards schools. Specifically, the study on teacher stress indicates a rise in parents' expectations for their children's academic achievements. The attainment of academic success may lead educators to maintain a certain level of separation from parents in order to protect their professional autonomy. The progression was characterized in the following manner. The presence of inclusive schools serves as an additional element that adds complexity to school-family connections. Within the prevailing social and political milieu, empirical research underscores the imperative of implementing diverse school-family partnerships in educational institutions. This entails the inclusion of parents at various levels to foster effective collaboration. This task necessitates consideration of the family's characteristics and living circumstances, including educational attainment, cultural heritage, pedagogical ideologies, and occupation, among other factors.

Lack of time for partnership. Parents or guardians assume the role of primary educators for their children. The well-being of children significantly influences their growth, learning, and educational achievements. This encompasses several forms of learning support, both direct and indirect, which encompass aspects such as nutrition, health, and cleanliness, both preceding and throughout the period of formal schooling. Support responsibilities encompass various aspects, such as facilitating effective communication between the educational institution and families, providing aid in facilitating learning activities within the home environment, actively engaging in school events, and being an active member of school-decision making organizations. Assistance can encompass a wide spectrum of support, beginning with early childhood aid within the household and extending to direct aid once the kid has made the transition to formal education. This direct aid may include assistance with homework, as well as active involvement in classroom and school-related activities. Inclusive environments necessitate heightened parental support, particularly for children with special needs. It is imperative for parents to actively engage in addressing their children's intellectual, social, and emotional requirements, regardless of the financial obligations they may have. Parents from disadvantaged socioeconomic backgrounds actively engage in various forms of involvement in their children's educational pursuits. Educational institutions face challenges in effectively differentiating between

familial and scholastic responsibilities, leading to a discordant dynamic instead of a harmonious collaboration. The collaboration between parents and instructors in educational institutions is necessary and indispensable. The lack of parental presence and time for partnership might lead to a delay in the progress and development of children.

These are all evident in the words of the following participants:

Parents do not take time and effort. Other take our partnership for granted. (P4)

Some parents may not be actively involved in their child's education due to various reasons. Most of the time, they really lack time for their learners. (P9)

Time constraints. We both have busy schedules, making it challenging to find mutually convenient times for meetings. (P10)

P4, P9 and P10 shared the same sentiments. According to them, they had a hard time collaborating with other parents. There are several reasons why some parents might not be interested in their child's schooling. They really cannot devote enough time to their students due to Pressing schedules. Finding time that work for both of the teachers and parents was difficult because they both have hectic schedules.

The present discovery pertains to a limited-scale investigation conducted by Hornby and Blackwell (2018) involving 11 primary schools in the United Kingdom. The study focused on identifying the obstacles hindering parental engagement in education. The researchers employed a semi-structured interview protocol consisting of six key questions, supplemented by a set of subsequent inquiries, to interview headteachers or their representatives. The study findings indicated that the main barriers identified were time constraints, family structure, and the level of engagement between parents and teachers. The obstacles to achieving effective parental involvement continue to endure; nonetheless, the findings of this study demonstrated progress. Contemporary educational institutions place significant emphasis on the significance of parental engagement in a child's academic journey.

Additionally, this pertains to the research conducted by Adiputra et al. (2018), which identified two distinct categories of parental perceptual responses: one group that advocates for inclusive education and another group that opposes it. These groups are further classified based on cognitive, behavioral, facility, and social factors. This comparison suggests that there is variation in parental attitudes towards inclusive education. There exists a prevailing belief that parents possess a limited understanding of the underlying rationale for the implementation of inclusive education, thereby leading certain individuals to assert that it carries inherent risks. The study suggests that effective communication among relevant stakeholders is crucial prior to the introduction of an inclusive education system. This is important in order to ensure that parents are well-informed about the advantages of inclusive education for their children's overall development. This issue also manifests itself in other nations that endorse inclusive education.

The likelihood of schools properly adopting inclusive education is contingent upon the favorable perception of parents towards this approach. This phenomenon can be attributed to the fact that the perception of a child is significantly influenced by the perception held by their parents, especially in the context of primary school students. Parents of children with disabilities exhibit greater levels of enthusiasm towards inclusive education compared to parents of usually developing children. As a result, it becomes imperative to

provide education to parents of typically developing children on the objectives and aims of inclusive education. The success of any inclusive education program relies on positive parental perception, as parents play a crucial role in educating their children about those with disabilities.

Lack of specialized trainings. One of the most important things that can be done to promote inclusive education is to equip teachers with the materials they need to teach all of the children in their classrooms. It is impossible to accomplish inclusion if teachers don't possess the values, knowledge, and attitudes that are conducive to the success of every kid. There is a shift away from focusing on student problems and toward focusing on removing barriers to learning, even if different educational systems have different standards and credentials for teachers. Despite variations in teacher requirements and certifications among educational systems, this change has taken place. The long-held beliefs that some children are unable to learn, do not have the capacity to learn, or both must be disproved by educational institutions through opportunities for professional learning and teacher education. The research shows that some educators aren't adequately prepared for the job of teaching kids with special needs because they lack a history in interacting with such pupils in their own schooling. They complained that they don't get adequate preparation for their jobs.

Here are some of the ways that participants have discussed and demonstrated the truth of this theme:

I need a specialized training for a learner's special needs to become more effective in the classroom. (P1)

As a teacher, I am willing to work and communicate to parents regarding my difficulties and challenges in dealing children with special needs. My weakness as a teacher is that I need more experience, trainings and exposure in dealing children with special needs. (P4)

I have a deep sense of empathy and understanding for the challenges students with special needs and even in dealing with challenging behaviors and emotional issues. Teachers just lack professional advancement opportunities through workshops and seminars. (P10)

P1 shared that she needed a tailored instructional program to address the unique educational requirements of a student with special needs, with the aim of enhancing their efficacy within the classroom setting. P4 discussed that in his capacity as an educator, he was committed to engaging in open and effective communication with parents regarding the obstacles and complexities he encountered while working with children who have special needs. One area in which he perceived a limitation in his teaching practice is a lack of sufficient experience, training, and exposure in effectively addressing the needs of children with special needs. P10 mentioned that he possessed a profound capacity for empathy and comprehension regarding the difficulties encountered by children with special needs, including those pertaining to challenging behaviors and emotional concerns. Educators are faced with a dearth of opportunities for professional growth, particularly in the form of workshops and seminars.

The finding is related to the study by Zagona et al. (2017) that teachers of general education felt less prepared to fulfill the needs of students with disabilities and less at ease discussing student needs with families. In contrast, college-educated teachers with a focus on students with disabilities felt more prepared than their general education counterparts. Both groups of participants agreed that continual professional development is necessary to address the changing needs of the student population. They asserted that teacher preservice programs must support future educators by preparing them to promote public school education

models. As schools transition to more inclusive placements for students with disabilities, it is crucial that educators feel prepared to engage in meaningful conversations and discussions about best practices.

Further the result is also related to a study conducted by Burstein et al., (2004) that teacher-training programs should also equip general education instructors to address the needs of children with disabilities in order to increase the achievement of inclusive education through the partnership of general and special education teachers. Without efficient interaction between the Education Department and teacher preparation programs for special education teachers, the government's goals and the quality of special education teachers supplied by education providers will diverge. Beginning teachers will be more likely to remain in the special education field if they receive adequate training and ongoing support. This type of investment in the early years of a teacher's career will encourage teachers to remain in their profession of choice and hone their skills, thereby enhancing their own sense of self-efficacy and providing long-term educational benefits for students with disabilities (Khairudin et al., 2016).

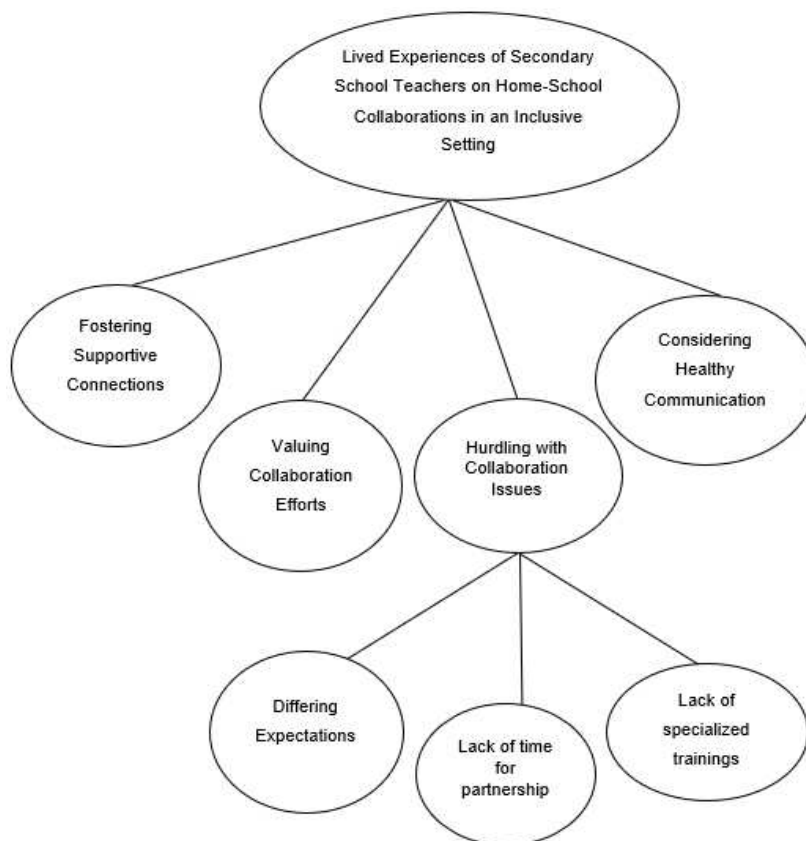


Figure 3. The lived experiences of secondary school teachers in home-school collaborations in an inclusive classroom

### *Coping Strategies on Home-School Collaboration Challenges experienced in inclusive schools*

The third research objective of this study focuses on the Coping Strategies of secondary school teachers on Home-School Collaboration Challenges experienced in inclusive schools. Figure four shows the summary of their coping strategies. As seen in Figure 4, the coping strategies of school leaders are divided into two (2) major themes. These are parent-teacher proactive communication and participation in trainings. These summarized the coping strategies of the teachers as they deal with the challenges of the current research circumstances.

Parent-teacher proactive communication. Parent-teacher conferences cover more ground than merely discussing how to boost a student's or learner's academic achievement. When parents and educators are able to talk to one another, it helps children grow up emotionally and socially. This is because the school cannot shoulder all the weight of a child's education. There needs to be a lot of two-way communication between home and school so that kids can feel comfortable and secure while they learn. Students' academic success is greatly influenced by the quality of the partnerships formed between home and school through open and honest dialogue. In the study, it was noticed that when learners have a positive relationship with both their teachers and their parents, they instantly begin to become more invested in their goals in the classroom. This is because they realize that their partner is also working hard to better themselves, and that they must as well if they want to succeed in school. Children are more likely to feel comfortable talking about their academic or personal difficulties with their parents and teachers when they perceive that their efforts are paying off in the shape of increased grades and overall growth. This helps both parties establish a positive relationship with one another. The teachers have set up a system that allows them to keep in touch with the parents on a consistent basis. For students with special needs, the system worked well whether it was used to generate weekly reports, maintain a journal of daily highlights, or distribute take-home tasks and activity updates.

The participants' insights as to this regard were noted:

Coping mechanisms included proactive communication, seeking guidance from special education professionals, offering flexibility in meeting times, and fostering a supportive and open-minded atmosphere for discussions. (P2)

To address the challenges, I experienced in collaboration with parents/guardians in an inclusive classroom, whether in the new or old normal, I adopted several coping mechanisms like clear communication, professional development, parent education and advocacy assistance. (P5)

Clear communication, maintaining empathy, and fostering a supportive and inclusive environment. (P9)

P2, P5 and P9 share almost the same thoughts explaining the theme proactive communication or connections with parents. According to them, coping strategies encompassed proactive communication, soliciting help from professionals in the field of special education, providing flexibility in scheduling meetings, and cultivating a friendly and receptive environment conducive to open discussions. In order to effectively navigate the hurdles encountered in collaborating with parents/guardians within an inclusive classroom setting, both in the context of the new or old normal, teachers implemented a range of strategies aimed at mitigating these difficulties. These strategies encompassed several approaches, including but not

limited to, fostering clear and concise communication, engaging in ongoing professional development, providing parent education initiatives, and offering advocacy support. Indeed, the key elements for effective communication include clarity, empathy, and the creation of a supportive and inclusive atmosphere.

This finding is aligned with the perspective put forth by Fishman and Nickerson (2015) that parental involvement has positive outcomes not just for educators and educational institutions, but also for the parents themselves. Active engagement and effective communication have the potential to foster positive relationships between parents and teachers. This can be achieved by influencing the perspectives of both parties, such as enhancing parents' perceptions of the school and the role of teachers, as well as encouraging teachers to view parents as valuable contributors to their children's education. Furthermore, the correlation between parental involvement, both at home and at school, and student accomplishment has been established. Additionally, it has been found that parents' enhanced self-confidence and self-efficacy are positively associated with higher school satisfaction. This implies that the involvement of parents is linked to enhanced communication between parents and their children.

Participation in trainings. One of the most controversial issues that arise in the context of educational inclusion is the inherent contradiction that exists between high demands and specific needs. When faced with a situation like this, many teachers in general education seek out special education teaching training to help them fill in any knowledge gaps they may have. Teachers need to understand how the majority of their students learn, but they can't help kids with special needs unless they can also reach students with different levels of ability and experiences. This is useful because today's institutions of higher education are more tolerant of students' differences than ever before. The education field, and working with students that have special needs in particular, is highly satisfying. Educators will be better able to adapt to the ever-evolving demands of their classrooms if they take a more student-centered approach to teaching. Teachers need to exhibit compassion and go beyond the box if they want to reach every student.

This study found that educators see training for mainstreaming courses as crucial to meeting the challenges of modern education. New teachers might gain confidence and a renewed passion for teaching with further training and knowledge in the field of special education. A teacher can make a lifelong impact on their pupils by developing individualized plans for teaching and managing student behavior. Those that excel in the subject of education will find that teaching is a rewarding profession, despite its difficulties.

The participants insights as to this regard were noted:

Inclusive teacher is encouraged to participate in ongoing professional development programs to stay updated on best practices in inclusive education and special education. Exploring the efficacy of mainstream teacher involve in conducting research studies to assess outcomes and identify best practices. (P6)

Being resilience, competent, hardworking and most of all committed to always grow professionally so I need to always update my skills and competence through trainings. (P8)

What do we really need? Trainings and professional development opportunities for teachers and SPED support funds. (P9)

The participants of this study presented their ideas as to how they coped with some difficulties or challenges they experienced. P6 shared that teachers who are committed to inclusive education are strongly encouraged to take part in ongoing professional development programs. Examining the contribution of regular educators to studies that evaluate results and single out effective strategies. P8 explained that as someone who values professional development, perseverance, and competence, he recognized the importance of continuing education in order to maintain his level of expertise. P9 added that funding for special education and cash for teacher training and development is what teachers in the field needed.

This finding is related to the Indonesia's State University of Surabaya and the United Kingdom's Open University's efforts who have collaborated on the Inclusive Indonesian Classrooms initiative. The program's overarching goal is to improve instructors' ability to provide an accessible, all-inclusive learning environment for all students (Sheehy & Budiyanto, 2014). Using social contacts as a teaching technique is highlighted as an important component of effective inclusive practices in this analysis. The social relationships that make the classroom's curricular activities and resources possible are crucial to the success of this instructional approach, especially for children with autism. The Inclusive Classrooms movement is currently emphasizing autism as a primary focus. The study was driven by curiosity in the autism knowledge and attitudes of Indonesian educators, as well as their thoughts on the best learning environment for autistic students (Budiyanto et al., 2020).

Nonetheless, answers from teachers and surveys showed that educators want and need training in autism education (Budiyanto et al., 2020). This is especially true for training that is hands-on and helps educators build skills they can immediately put to use in the classroom. Researchers from The Open University in the United Kingdom and the State University of Surabaya in Indonesia worked together to develop Key Word Signing (KWS) for use in inclusive classrooms. The statistics suggest that a different approach to teacher training and adapted instructional materials is required if the goal is to support inclusive activities in schools rather than producing isolated signing teachers.



Figure 4. Coping Strategies on Home-School Collaboration Challenges experienced in inclusive schools

*Educational management insights drawn from the experiences and challenges of secondary school teachers in home-school collaborations in an inclusive classroom*

The last research objective of this study focuses on the educational management insights drawn from the experiences and challenges of secondary school teachers in home-school collaborations in an inclusive classroom. Figure five (5) shows the summary of insights and lessons learned. Based on the experiences and challenges of the teachers in public secondary schools, the participants of this study had their respective insights to further improve their professional development situations and experiences in inclusive schools and in becoming effective partners with parents. These insights were some of the personal thoughts of the participants that they deemed significant in understanding their real situations whether in the old or in the new normal.

As seen in Figure 5, the insights of the participants are divided into two major themes. These are communication impacts success and the value of continuous professional development. These summarized the insights of the teachers based on their experiences in schools including the challenges and coping mechanisms. Based on the participants' replies, it is evident that they had both positive and negative experiences during the process. However, their reflections consistently served as a reminder of the valuable skills and knowledge they gained, ultimately enhancing their abilities and effectiveness as inclusive educators who actively engage with parents.

*Communication impacts success.* Collaboration between parents and teachers is crucial in establishing a comprehensive educational partnership with shared objectives. The collaborative efforts and effective communication between teachers and parents have been found to have a substantial positive impact on the academic achievement of pupils. Consequently, the domicile and educational institution of the child both function as prospective settings for the attainment of knowledge. The significance of these venues in the child's life lies in their potential to significantly influence the child's developmental trajectory in the future. The youngster can receive protection, education, support, and influence from either of these two environments. The partnership between parents and teachers is widely recognized as a crucial factor in shaping students' learning experiences and the general school atmosphere, which in turn impacts their academic achievements. The involvement of both parents and instructors in both school-based and home-based activities is of great importance in the facilitation of the teaching and learning process, as evidenced by this study. This phenomenon can be attributed to the fact that these resources have the capacity to assist pupils in addressing their areas of weakness, while simultaneously unleashing their untapped abilities. Educators should possess the requisite skills of communication, motivation, invitation, and instruction to effectively engage with parents, while parents should possess the abilities to collaborate, provide support, and aid instructors in order to establish a productive relationship with their children's educators. The utilization of cooperation of this nature has the potential to enhance the students' performance and foster their development in terms of capability, responsibility, and expertise. The significance of a helpful learning environment was acknowledged and discussed by the participants, who shared their individual narratives in the subsequent discourse.

My greatest learning is that open and respectful communication with parents/guardians is fundamental, and their active involvement is crucial for the success of inclusive education. (P2)

Good and open communication may lead to a successful partnership for the betterment of students. (P3)

To have an open communication with sincerity and respect. These can help in the academic success of the learners. This is the best realization I had as an inclusive teacher. (P5)

P2 shared that one significant insight he gained was the paramount need of open and respectful communication with parents or guardians in the context of inclusive education. Furthermore, she came to see that the active involvement of parents or guardians is indispensable for the achievement of successful inclusive education. P3 expressed that effective and transparent communication has the potential to foster a fruitful partnership that contributes to the improvement of pupils while P5 added that to establish effective and transparent communication, home and schools should be characterized with genuineness and courtesy. These resources can contribute to the academic achievement of students. As an inclusive educator, he came up to a profound awareness that this particular insight holds significant value.

This discovery is associated with the idea that inclusion in the educational process, enhanced learning, and the elimination of discrimination are the goals of inclusive education as proposed by Mariga and McConkey (2014). The educational system must be fashioned in such a way as to accommodate all differences and improve school environments. The significance of education is acknowledged by society, and interactions between the school and the community are strengthened through inclusive education. The goal is to construct classrooms and schools. The goal of inclusive education is to improve learning conditions for all students. Teachers and parents can have a significant impact on student achievement and results if they take it upon themselves to create more welcoming learning environments. In this way, they aid in removing any barrier to enrollment or attendance at school.

Further, this conclusion is similar to the idea of Navarro et al., (2016) that teachers play a vital role in the construction of educational environments that fit the various needs of students and give equal educational opportunities. In light of this, it is crucial that educators be capable of providing inclusive education. All stakeholders, including students, teachers, parents, and administration, must work together to create an inclusive learning environment (ERG, 2016). Thus, it is essential that school leaders actively participate in and support inclusive education. Awareness of inclusion has increased greatly in schools where inclusive education practices have received administrative backing.

Furthermore, parental involvement is crucial in an inclusive school setting. Because parental involvement and support are crucial to the success of an inclusive education program (ERG, 2016). It is crucial to modify the classroom setting in order to provide an inclusive education. The use of special and alternative models for students in assessment and evaluation, as well as the layout of school buildings, are just a few examples of research topics that could be explored in this setting, along with the development of flexible programs, educational applications for small groups, and the use of appropriate technology and individualized instructional materials. There must be funding for inclusive education.

*The value of continuous professional development.* One of the most important aspects of the push for inclusive education is providing adequate resources for every teacher so that they can teach their entire class. Inclusion cannot be achieved until teachers are agents of change with the beliefs, skills, and dispositions necessary for the success of every student. There is a shift away from focusing on student problems and toward focusing on removing barriers to learning, even though teacher standards and credentials vary widely from one educational system to the next. The long-held beliefs that some children are incapable of learning, inadequate, or both must be dispelled through teacher education and professional learning opportunities in order to complete this change. Participants in this study learnt the value of training teachers to handle and

manage inclusive classrooms, where students with special needs are integrated into regular classrooms. To better prepare them for their jobs, they wished for DepEd to offer additional high-quality training.

The participants' narration in relation to this theme are presented as follows:

Providing ongoing training and professional development for teachers on inclusive education. Offering resources and support for teachers to effectively collaborate with parents/guardians. (P2)

More all the way free seminar/workshop and materials needed. All free. (P3)

DepEd officials must provide more trainings and programs for the teachers with students with special needs. (P4)

Identify the regular teachers first then give them proper seminar/trainings about the inclusive setting within an ample time. (P5)

All the four cited answers of the participants are related to one another's' learnings. For them, giving educators a steady diet of professional development opportunities focused on inclusive education. Providing teachers with tools and support for productive parent/teacher conferences. Additional no-cost seminar/workshop and necessary supplies are on the way. The Department of Education (DepEd) needs to expand the resources available to teachers of students with disabilities. Regular educators should be singled out, and then given adequate opportunity to attend seminars and trainings focused on creating an inclusive classroom. These enumerations can sum up the them teachers' value continuous professional development through trainings.

This result is related to the study of West et al. (2012), who found that listening to educators' accounts of their own professional development successes was crucial. According to the results, inclusive schools need to prioritize providing instructors with opportunities to advance their knowledge and skills in working with students who have special needs. According to the results of their research, educators have a lot to gain from further education on the roles of practical experience, preservice education, in-service education, mentoring, and assistive technology in inclusive classrooms. As the number of students diagnosed with ASD grows, so does the demand for qualified educators to work with them. The study also aimed to shed insight on educators' perspectives on professional development in regards to teaching kids with ASD and other special needs. The questionnaires were created to elicit responses related to teachers' preparation and continuing education. The surveys were also made to capture free-text responses from teachers to encourage the growth of nuanced viewpoints. The findings highlighted the areas for which teachers reported seeking assistance the most frequently. As the number of students with disabilities continues to rise, it is imperative that the government provide preservice teachers with the necessary skills to enter the industry, including training in assistive technology, mentorship, and classroom observation.

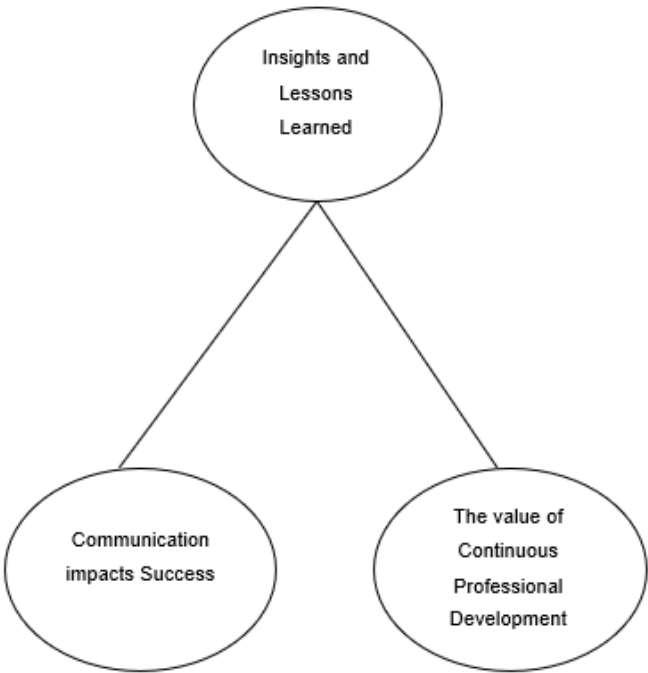


Figure 5. Educational management insights drawn from the experiences and challenges of secondary school teachers in home-school collaborations in an inclusive classroom

## IMPLICATIONS AND FUTURE DIRECTIONS

In this chapter, the summary of the study is presented, from the summary of the findings, I drew the implications and future directions. The purpose of my study was to explore the lived experiences, challenges encountered, coping mechanisms and insights of public secondary school teachers on home-school partnership in the implementation of inclusive education in secondary classes. The participants were coming from F. Bangoy National High School, Division of Davao City, DepEd Region XI.

To achieve the research objectives, I made use of a qualitative phenomenological method with the use of thematic analysis. In adherence to Cresswell's (2006) guidelines in which open-ended questions for interviews were applied to get an authentic understanding of people's experiences. Furthermore, through this interview approach, I encouraged my participants to fully and openly discuss their own definition or meaning of the phenomenon being explored which were the experiences of public secondary school teachers on home-school collaborations in an inclusive classroom.

### *Findings*

Based on the results of the thematic analysis of the responses from the teacher participants, the following themes were revealed.

The lived experiences of public elementary school teachers in collaborating with parents in implementing inclusive education showed the following themes: fostering supportive connections, valuing collaborative efforts, considering healthy communications and hurdling with collaboration issues. Further, there were three (3) subthemes identified on the hurdling with collaboration issues, these are differing expectations, lack of time for partnership and lack of specialized trainings. The coping mechanisms of teacher participants on the challenges they experienced were: parent-teacher proactive communication and participation in trainings. The educational management insights drawn from the participants were communication impacts success and the value of continuous professional development.

### *Implications*

The results of my analysis revealed the following significant findings.

Within the realm of special educational practices, the fundamental premise that serves as the foundation for the collaboration between homes and schools is predicated on the notion that individuals who possess a vested interest in a child's well-being, namely the child's parents and teachers, should engage in concerted efforts to guarantee the provision of optimal educational opportunities for the child. The active involvement of both teachers and families is crucial in promoting the academic achievement of students within an inclusive educational setting. Home-school or Parent-teacher collaboration entails a mutual dedication in which both parties are obligated to contribute towards enhancing the educational experiences of students within school settings. Parents express satisfaction with the efforts of teachers, particularly when they witness and experience the positive impact that instructors have on their children. Parents provided personal and moral support to teachers, recognizing the crucial role that their support plays in the growth of their children. Educators regarded beneficial avenues of parent-teacher communication as a means to inform parents about their child's academic progress, requirements, and accomplishments within the classroom setting. Despite the presence of substantial data indicating support for educators, teachers persistently encounter a range of challenges pertaining to collaborative efforts. Educators encountered challenges

pertaining to an overwhelming array of student expectations, leading to feelings of pressure and stress. Additionally, parents exhibited limited availability, particularly in relation to school activities, meetings, and conferences. Furthermore, teachers expressed a dearth of professional readiness in addressing inclusive school-related issues.

Adapting to the role of effective collaborators and partners to parents in an inclusive school setting can often be challenging, presenting both personal and professional obstacles for teachers. This is particularly true when teachers lack a framework or prior experience in working with diverse learners and navigating partnerships. The teachers implemented coping mechanisms and strategies in both their personal and professional capacities. Establishing harmonious connections through consistent and constructive communication is crucial for fostering productive partnerships between parents and teachers. Educators aspire to enhance their professional growth by participating in teachers' trainings and workshops focused on subjects pertaining to inclusive education and the integration of diverse learners into the classroom environment. The individuals express a desire to enhance their effectiveness and relevance as educators by engagement in diverse professional development opportunities, as well as personal training and seminars. In conjunction with the educational institution's professional development endeavors, it actively engages in personal development by actively participating in seminars and webinars. The individuals involved in the educational process are actively engaged in fostering a sense of personal esteem for the practice of mainstreaming. This is achieved via the cultivation of patience when working with learners who have special needs, as well as through the enhancement of collaborations and partnerships with parents and other stakeholders.

Educators have acquired knowledge that in order to achieve success in an inclusive educational setting, it is imperative to foster robust engagement and cooperation between instructors and parents. The act of collaborative engagement inherently serves as a manifestation of the concept of fostering inclusivity within educational institutions. The establishment of a real inclusive classroom, characterized by academic achievement and performance among pupils, hinges upon the collaboration between teachers and parents. In order to foster a more inclusive climate inside schools, where partnerships serve as catalysts for enhancing students' academic experiences, it may be beneficial to offer professional development programs for teachers. Educators express a genuine aspiration for professional development in order to effectively fulfill their responsibilities within inclusive educational settings.

The findings of this study shed light on the various experiences of public secondary school teachers handling inclusive classrooms. The study looked into the educators' actions and reactions. These experiences, acquired through systematic interviews, can help other educators interested in the phenomenon under study, as well as other scholars pursuing comparable lines of study. Participants' coping techniques can be used as a resource for those who find themselves in a similar position.

#### *Future directions*

Based on the findings of the study, it is imperative that the dissemination and utilization of the findings be effectively carried out among the target stakeholders of this research.

The administrators and supervisors of the Department of Education (DepEd) have the capacity to develop teacher enhancement programs utilizing either face-to-face training or webinars. These programs would specifically target the areas of managing inclusive classrooms, adopting instructional methodologies within school settings, and fostering effective collaboration with parents. In addition, the curriculum may encompass subjects pertaining to the development and maintenance of collaborative relationships with parents

and other stakeholders. In addition, educational institutions have the potential to furnish learners with special needs the requisite tools and educational materials.

Teachers may persist in their individual endeavors to acquire the necessary skills to effectively manage inclusive classrooms, establish productive collaborations with parents, and deliver teaching in accordance with various directives issued by the Department of Education.

The individuals responsible for formulating educational requirements, policy measures, and directives pertaining to collaboration tactics between parents and teachers in schools are mostly policymakers or government officials with the requisite power and authority. In order to effectively implement and ensure the provision of high-quality education for all, it may be necessary for policymakers to allocate additional funding towards inclusive education initiatives.

Future researchers may embark on the same research with different participants, place and, school. Other avenues not scrutinized in this research may also be explored.

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