

Level of Parental Acceptance for Learners with Disabilities

Kercy May B. Filipino^a, Honey Rose Ladylee M. Dela Cruz^b, Jullie Marie C. Lugong^c, Jonelyn P. Mission^d, Arah R. Rosel^e, and Wenefredo E. Cagape^f

^akmbfilipino01729@usep.edu.ph, ^bhrlmdelacruz01587@usep.edu.ph, ^cjmclugong01919@usep.edu.com.ph, ^djpmission01582@usep.edu.ph, ^earrosel01869@usep.edu.ph, ^fcagapefred@gmail.com

^aTeacher, Pangantucan Central Elementary School, SpEd Center, Poblacion, Pangantucan Bukidnon 8717, Philippines

^b Administrative Aide, Davao De Oro State College-Main Campus Poblacion Compostella Davao De Oro 8803, Philippines

^c JHS Teacher, Quezon Institute of Technology, Inc. Poblacion, Quezon, Bukidnon 8715, Philippines

^dOffice Clerk, LGU Compostella Davao De Oro 8803 Philippines

^eTeacher, Precious International School of Davao Matina, Davao City 8000, Philippines

^fOIC- College President, City College of Davao, Davao City 8000, Philippines

Abstract

This research aims to investigate the impact of parental education programs on the acceptance levels of learners with disabilities in mainstream schools. It is driven by the belief that parental involvement is crucial for the development of learners with disabilities and for cultivating a culture of acceptance within the broader educational community. The study will investigate the dynamics of parental involvement and the acceptance levels exhibited by parents towards learners with disabilities, providing insights for educators, policymakers, and stakeholders involved in creating inclusive learning environments.

The research will focus on the interdependence of parental education programs and the placement of learners with disabilities in mainstream classrooms. Scholars like Zanobini (2018) emphasize the importance of full inclusion and collaborative partnerships between educators, parents, and students. Kouroshnia (2014) emphasizes the role of family support systems in creating a nurturing environment for learners with disabilities. The Convention on the Rights of Persons with Disabilities (CRPD) also places a legal and ethical responsibility on states to ensure the inclusion and participation of individuals with disabilities in all aspects of society, including education.

The research will use Joyce Epstein's Framework of Six Types of Involvement to provide a comprehensive understanding of the effectiveness of parental education initiatives in fostering greater acceptance of students with disabilities within mainstream educational settings. This framework includes parenting, communication, volunteering, learning at home, decision-making, and collaborating with the community.

The study will answer questions about the level of acceptance for learners with disabilities in terms of participation in inclusive activities, inclusive language use, and parental attitudes. By examining existing literature, conducting empirical research, and engaging with relevant stakeholders, the study provided valuable insights into best practices for empowering parents and fostering an inclusive educational environment that benefits all students. The study has a positive result on level of parental acceptance for learners with disabilities and has a high impact in the field of education's inclusivity.

Keywords: Quantitative Research, Acceptance Levels, Learners with Disabilities

1. Introduction

In recent years, the paradigm of inclusive education has evolved significantly, emphasizing the integration of learners with disabilities into mainstream classrooms. This transformative shift represents a profound commitment to fostering diversity, empathy, and equal opportunities for all students, irrespective of their abilities. While the educational landscape has made strides toward inclusivity, the successful integration of learners with disabilities into mainstream settings necessitates a closer examination of the crucial role played by parents in this holistic process.

Recognizing parents as pivotal agents of change, this research endeavors to delve into the multifaceted dynamics of parental involvement within the context of learners with disabilities. Specifically, it investigates the impact of parental education programs on the nuanced aspects of acceptance within mainstream schools. The compelling reasons and rationale driving this study stem from a deep-seated conviction that parental engagement is not only instrumental in the individual development of learners with disabilities but also paramount to cultivating a culture of acceptance and inclusion within the broader educational community.

Against this backdrop, the research aims to shed light on the intricate interplay between parental education programs and the acceptance levels exhibited by parents toward learners with disabilities. By exploring and articulating the underlying motivations and potential barriers to acceptance, this study seeks not only to contribute to the academic discourse on inclusive education but also to offer practical insights for educators, policymakers, and stakeholders invested in creating truly inclusive learning environments. Through an amalgamation of empirical research, theoretical frameworks, and the lived experiences of those involved, this study aspires to pave the way for informed strategies and best practices that foster acceptance, understanding, and support for learners with disabilities within the mainstream educational landscape.

1.1 Objectives of the Study

This study will be conducted with the primary objective of investigating and describing parental education programs aimed at bolstering acceptance levels among parents of learners with disabilities at Compostela Central Elementary School-SPED Center. This research will meticulously address various facets of acceptance within the context of learners with disabilities. It will delve into questions surrounding the degree of acceptance concerning their participation in inclusive activities, the usage of inclusive language, and parental attitudes towards these learners.

Additionally, the study will gauge the overall acceptance levels for learners with disabilities within this educational institution. Moreover, a pivotal aspect of this research will be to explore whether a significant correlation exists between the effectiveness of parental education programs and the levels of acceptance displayed by parents toward learners with disabilities. Through this study, a more comprehensive understanding of the dynamics between parental involvement and acceptance within the special education system will be developed, shedding light on potential areas for improvement and advancement in support of these exceptional learners.

1.2 Purpose of the Study

The decision to investigate the intersection of parental education programs and the placement of learners with disabilities in mainstream classrooms stems from a growing body of research that underscores their interdependence. The works of scholars such as Harry and Kalyanpur (1999), who advocate for the importance of full inclusion and collaborative partnerships between educators, parents, and students, have underscored the relevance of this topic. Their seminal research calls attention to the need for a holistic approach to inclusive education, where parental involvement is integral. Furthermore, the rationale for this study is grounded in the findings of research by Turnbull and Turnbull (2001), who emphasize the role of family support systems in creating a nurturing environment for learners with disabilities. This environment, characterized by informed and engaged parents, is posited to contribute to students' acceptance within mainstream educational settings significantly. Additionally, the Convention on the Rights of Persons with Disabilities (CRPD), adopted by the United Nations in 2006, places a legal and ethical responsibility on states to ensure the inclusion and participation of individuals with disabilities in all aspects of society, including education. Investigating the role of parental education programs in fulfilling this international commitment is essential. Considering these factors, this research seeks to bridge the gap in our understanding of how parental education programs can enhance acceptance levels for learners with disabilities within mainstream schools. By examining the existing literature, conducting empirical research, and engaging with relevant stakeholders, this study aims to provide valuable insights into best practices for empowering parents and fostering an inclusive educational environment that benefits all students.

1.3 Statement of the Problem

This research aims to provide a comprehensive understanding of the effectiveness of parental education initiatives in fostering greater acceptance of students with disabilities within mainstream educational settings. By investigating the outcomes of these programs, the study intends to contribute valuable insights to the existing knowledge base on the acceptance of students with disabilities in regular classrooms. The findings will serve as a foundation for developing targeted and efficient strategies to elevate parental acceptance levels, promoting a more inclusive and supportive environment for students with disabilities in mainstream educational settings.

This study sought to answer the following questions; What is the level of acceptance for Learners with Disability in terms of (1) Participation in Inclusive Activities, (2) Inclusive Language Use, (3) Parental Attitudes.

1.4 Theoretical Framework

This research study will be grounded in the Framework of Six Types of Involvement by Joyce Epstein. This theoretical framework, often referred to as the "School-Family-Community Partnership Model," has demonstrated enduring significance in the realm of school, family, and community engagement. This encompasses the types of involvement such as parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Though subject to revisions over the years, the

foundational elements of this framework have consistently emphasized the multifaceted nature of involvement, recognizing that successful educational outcomes are contingent upon collaborative efforts among schools, families, and communities.

1. Parenting

The first type of involvement in Epstein's framework focuses on parenting. This involves activities and strategies that support parents in understanding and fulfilling their role as educators at home. In the context of learners with disabilities, this theoretical lens will explore how parental education programs contribute to enhancing parents' understanding of the unique needs and abilities of their children, fostering a supportive home learning environment that extends beyond traditional academic concerns.

2. Communicating

Communication is the second dimension of Epstein's framework, emphasizing the importance of regular, two-way communication between schools and families. Within the context of learners with disabilities, this theoretical lens will assess how parental education programs facilitate effective communication channels, ensuring that parents are well-informed about their child's progress, educational plans, and any specific accommodations or strategies employed in the inclusive education setting.

3. Volunteering

Epstein's framework includes volunteering as a type of involvement, highlighting the significance of parents actively participating in school activities. In the case of learners with disabilities, this theoretical lens will explore how parental education programs encourage and guide parents to engage in volunteering opportunities that directly contribute to the inclusive education environment, fostering a sense of community and shared responsibility.

4. Learning at Home

The fourth type of involvement pertains to learning activities at home. This dimension in the theoretical lens will investigate how parental education programs equip parents with the knowledge and skills to support their child's learning at home, especially in the context of learners with disabilities. It will explore strategies for parents to extend and reinforce inclusive education principles beyond the school environment.

5. Decision-Making

Decision-making involves parents participating in school decisions that affect their children. This will examine how parental education programs empower parents of learners with disabilities to actively engage in the decision-making processes related to their child's education, ensuring that their perspectives are valued and integrated into the inclusive education framework.

6. Collaborating with the Community

The sixth type of involvement focuses on collaboration with the community. This dimension will explore how parental education programs facilitate connections between parents of learners with disabilities and external support networks, advocacy groups, and community resources. It will assess the extent to which parents are empowered to advocate for inclusive practices beyond the school setting.

By applying the Framework of Six Types of Involvement by Joyce Epstein, this research aims to provide a comprehensive understanding of how parental education programs can enhance acceptance levels for learners with disabilities within mainstream schools, emphasizing the interconnectedness of school, family, and community engagement in fostering an inclusive educational environment.

1.5 Review of Related Literature

Parental Education Programs

Enhancing Parental Engagement through Inclusive Education Workshops

Author(s): Garcia, M., & Martinez, L. (2020)

Garcia and Martinez investigate the impact of inclusive education workshops on parental engagement and their children's acceptance levels in mainstream schools. Their findings underscore the significant role of workshops in improving communication and fostering positive attitudes among parents.

This longitudinal study examines the effects of parental education programs on parental attitudes toward inclusive education. It highlights the positive changes in attitudes over time as parents participate in education programs, emphasizing the role of these programs in shaping parental perspectives Smith, J., & Johnson, A. (2019)

Parental Attitudes

Author(s): Jackson, H., & White, K. (2018)

This study by Jackson and White investigates the relationship between parental attitudes and the social inclusion of children with disabilities. It underscores the role of parental attitudes in shaping the acceptance levels of learners with disabilities both at home and in school.

Lee and Kim's cross-sectional study explores how parental involvement in their children's education affects acceptance levels within a school. Their research reveals the intricate connections between parental engagement and the acceptance experiences of learners with disabilities, Lee, S., & Kim, E. (2019).

Chen and Wang's study explores the relationship between parental involvement in inclusive activities, such as extracurricular events and volunteering, and their attitudes toward inclusion. The research highlights how active participation positively influences parental acceptance levels Chen, Q., & Wang, L. (2018)

Jones et al. (2013) provide a strong theoretical foundation for teaching languages to all pupils, including those with special educational needs (SEN). Their statement provides a powerful rationale for expanding language teaching in SEN contexts.

Jones et al. (2013) provide a strong theoretical foundation for teaching languages to all pupils, including those with special educational needs (SEN). Their statement provides a powerful rationale for expanding language teaching in SEN contexts.

Acceptance Levels for Learners with Disability:

Inclusive Language Use and Its Impact on School Climate for Students with Disabilities

Author(s): Anderson, R., & Brown, S. (2021)

Anderson and Brown's research delves into the significance of inclusive language use within school settings. Their findings reveal that the use of inclusive language positively contributes to a more accepting school culture, benefiting learners with disabilities.

The peers of the kids, in contrast, demonstrated a high level of acceptance of individuals with disabilities (Abosi et al., 2012). It mainly concerns adequate special education training and sufficient programs that enable everyone to be aware of and accept LSEN.

According to Walton (2015), argues that all students with special educational needs (SEN) must be accepted and have access to regular schools, which should be equipped with the resources and expertise to support them within a child-centered pedagogy. This means that schools should tailor their teaching and learning approaches to meet the individual needs of all students, regardless of their abilities or disabilities.

1.6 Ethical Consideration

The respondents of this research are the parents of officially enrolled grade 4,5, and 6 students of Compostela Central Elementary School-SPED Center in the school year 2023-2024. To ensure the respondents' overall safety, the researchers observed the following ethical considerations.

The researchers considered conducting the process of recruitment ethically. As a result, the researchers pointed out the following ethical concerns; (a) Voluntary- the researchers will not pressure the parents to participate or force them to do so, the researcher will make sure to give the respondents plenty of time for them to consider their involvement or participation in the study. (b) Respect for Privacy- the respondents' sensitive information will be given with utmost care and will remain confidential until the end of the conduct of the study. For this reason, the information gathered should only be used for research purpose. (c) Accurate information- the respondents will be provided with details on what the research is all about, the objective of the study, and its significance for them to be aware of how their data will be utilized.

Overall, during the recruitment stage, the respondents will be given a background of the study, its objective and significance, and how their information will be utilized. Its importance is that as parents, they will be given awareness about the effect of their acceptance level in relation to learners with disabilities. In this process, the parents were also told of the time required or projected duration of their participation in the study.

1.7 Research Hypotheses

The researchers formulated two hypotheses to investigate the potential impact of parental education programs on the acceptance levels of learners with disabilities in mainstream schools. The Null Hypothesis (H0) posits that there is no significant relationship between the effectiveness of parental education programs and the acceptance levels of these learners in mainstream school environments.

On the other hand, the Alternative Hypothesis (H1) suggests that there is indeed a significant relationship between the effectiveness of parental education programs and the acceptance levels of learners with disabilities attending mainstream schools.

This research aims to rigorously examine and analyze data to determine whether parental education programs significantly influence the acceptance of students with disabilities in mainstream educational settings.

This investigation holds substantial implications for educational policies and practices, potentially shedding light on the crucial role of parental involvement in enhancing the inclusivity of mainstream schools for learners with disabilities.

II. Methodology

This section delineates the methodology employed in this quantitative study. It provides a comprehensive overview of the research design, participant selection, ethical considerations, the researcher's role, the methods and procedures governing data collection, and analysis, and the overall trustworthiness of the study. Through this exploration, the study's methodological framework and the ethical principles governing its execution are explained.

2.1 Research Design

This study will employ a cross-sectional research design, gathering data at a single point in time to measure parental acceptance levels. The cross-sectional design is particularly appropriate for capturing a snapshot of parental attitudes toward students with disabilities within a specific timeframe (Babbie, 2017). By collecting data at a single point, this design facilitates an efficient exploration of the current landscape of parental acceptance, offering insights into prevailing attitudes without the need for prolonged data collection periods.

2.2 Participants

The research aims to investigate the impact of parental education programs on acceptance levels among parents of learners with disabilities attending the Compostela Central Elementary School SPED Center. The population for this study consists of 100 parents with children enrolled in the SPED program at the mentioned school. The locale of the study is at Compostela Central Elementary School located at Dagohoy St. Poblacion, Municipality of Compostela, Province of Davao de Oro. It is a pro-active and fast-growing school and said to be the window of all primary educational institutions of Compostela Davao De Oro.

2.3 Procedure

In order to choose participants for data collection in this research, stratified random sampling will be used. For us researchers to ensure participation from different categories and a more accurate representation of the total population, stratified random sampling enables the systematic selection of participants from diverse subgroups within the entire population.

Data will be collected through survey questionnaires administered to the selected parents. The research will seek to gather information about their experiences with parental education programs and how it influences their acceptance levels toward their children's disabilities and their inclusion in mainstream school settings.

The researchers will ensure the privacy and confidentiality of respondents and obtain informed consent before data collection. Additionally, the collected data will be anonymized to protect the identity of the participants.

This sampling strategy will provide valuable insights into the influence of parental education programs on the acceptance levels of parents with children in the SPED program at Compostela Central Elementary School, contributing to a more comprehensive understanding of inclusive education practices.

There were two limitations to this study. The first is that the chosen respondents were the parent of grade one to grade six students who are enrolled in the said learning Institution in the school year 2023-2024.

Second, the study focuses only on determining the impact of Parental Education Programs in Enhancing Acceptance Levels for Learners with Disability.

The delimitation of the study is that the researchers focus only on one school in choosing the respondents of the study that corresponds to the needed data to be gathered.

2.4 Data Analysis

The principal statistical method employed for data analysis will involve the computation of the weighted mean, a robust measure that provides a nuanced understanding of parental acceptance levels (Trochim & Donnelly, 2008). This statistical approach, acknowledged for its effectiveness in capturing the central tendency of a dataset while considering the varying significance of different responses, ensures a comprehensive examination of the average level of parental acceptance. By assigning weights to different responses based on their importance or relevance, the weighted mean accounts for the diverse and intricate nature of attitudes towards students with disabilities, offering a more accurate representation of the overall parental acceptance within the study context. This methodological choice aligns with the research's commitment to precision and comprehensiveness in quantifying parental attitudes toward inclusive education.

III. Results and Discussion

Cronbach Alpha Test for Reliability

In order to ensure the instrument's consistency, the reliability test was conducted through pilot testing, wherein researchers could evaluate the entire questionnaire under survey conditions. The pilot testing was to evaluate each question's reliability using Cronbach's alpha (Cleave, 2021), and the researchers gathered data from 100 respondents to answer research questionnaire. The calculated Cronbach Alpha value is 0.626 which is acceptable. Moreover, it can be concluded that the research instrument is trusted or reliable.

The Level of Acceptance for Learners with Disability

This section deals with the presentation of the results and discussion of the data gathered. Analysis of the data and its interpretations are also discussed. The study focuses on the level of acceptance for learners with disability in terms of participation in inclusive activities, inclusive language use, and parental attitudes.

Participation in Inclusive Activities	Weighted Mean	Descriptive
1. I actively participate in inclusive recreational activities with people from diverse backgrounds.	4.05	Observable
2. I feel welcomed and included in inclusive community events and gatherings.	4.31	Highly Observable
3. I actively engage in discussions and decision-making related to promoting inclusivity in my community.	4.09	Observable
4. Inclusive activities in my community provide opportunities for people of different cultural backgrounds to connect.	4.12	Observable
5. I feel comfortable expressing my opinions and suggestions for improving inclusive activities in my community.	4.03	Observable
6. I have witnessed instances of discrimination or exclusion during inclusive activities in my community.	4.09	Observable
7. I actively volunteer or contribute to organizing inclusive activities in my community.	4.01	Observable
8. Inclusive activities have led to meaningful friendships and connections for me.	4.24	Highly Observable
9. I have attended inclusive activities that were well-organized and enjoyable.	4.37	Highly Observable
10. I am willing to invest time and resources in supporting the growth of inclusive activities in my community.	4.15	Observable
Grand Mean	4.15	Observable

The table above shows that the weighted means for the *participation in inclusive activities* varied between 4.01 and 4.37. The first statement which states that “I actively

participate in inclusive recreational activities with people from diverse backgrounds” was found to be observable with the mean which is equal to 4.05.

The second statement which says that “I feel welcomed and included in inclusive community events and gatherings” has the mean value of 4.31 which is highly observable.

The third statement, "I actively engage in discussions and decision-making related to promoting inclusivity in my community," received a mean score of 4.09, indicating that it is observable. This suggests that individuals are actively participating in conversations and decisions aimed at fostering inclusivity within the community.

The fourth statement, "Inclusive activities in my community provide opportunities for people of different cultural backgrounds to connect," has a mean of 4.12, making it observable. This implies that the inclusive activities are successful in creating platforms for individuals from diverse cultural backgrounds to interact and form connections.

The fifth statement, "I feel comfortable expressing my opinions and suggestions for improving inclusive activities in my community," received a mean score of 4.03, suggesting that individuals generally feel at ease contributing their ideas to enhance inclusive activities. This variable is categorized as observable.

The sixth statement, "I have witnessed instances of discrimination or exclusion during inclusive activities in my community," has a mean score of 4.09, indicating that such instances are observable, albeit at a relatively low frequency.

The seventh statement, "I actively volunteer or contribute to organizing inclusive activities in my community," has a mean score of 4.01, showing that individuals are somewhat engaged in volunteerism or organizational efforts related to inclusive activities. This variable falls under the observable category.

The eighth statement, "Inclusive activities have led to meaningful friendships and connections for me," obtained a mean score of 4.24, suggesting that these activities contribute significantly to the formation of meaningful relationships. This variable is highly observable.

The ninth statement, "I have attended inclusive activities that were well-organized and enjoyable," has a mean of 4.37, indicating that individuals generally find the inclusive activities well-organized and enjoyable. This variable is highly observable.

The tenth statement, "I am willing to invest time and resources in supporting the growth of inclusive activities in my community," received a mean score of 4.15, signifying a positive willingness to contribute to the development of inclusive activities. This variable is categorized as observable.

The grand mean for participation in inclusive activities is calculated as 4.15, reinforcing the overall positive perception and involvement of individuals in inclusive initiatives within the community. The findings from these weighted means and descriptive statistics provide valuable insights into the level of inclusivity and engagement within the community, offering a foundation for further analysis and improvement efforts.

Inclusive Language Use	Weighted Mean	Descriptive
1. In our household, we make an effort to use words that promote inclusivity and respect for people with disabilities.	4.13	Observable
2. We are conscious of the language we use to describe individuals with disabilities in our conversations.	4.06	Observable
3. We promote the use of language that emphasizes abilities rather than disabilities.	4.10	Observable
4. We actively correct and educate others who use non-inclusive language in our presence.	4.02	Observable
5. We believe that using inclusive language helps reduce stigma associated with disabilities.	3.98	Observable
6. Our family acknowledges the power of language in shaping attitudes toward individuals with disabilities.	4.03	Observable
7. We believe that using inclusive language fosters a more accepting and supportive community.	3.95	Observable
8. We support educational initiatives that emphasize the importance of using inclusive language.	3.97	Observable
9. We are aware of the impact our words can have on the self-esteem of individuals with disabilities.	4.05	Observable
10. We actively promote the use of language that empowers individuals with disabilities to reach their full potential.	3.99	Observable
Grand Mean	4.03	Observable

The weighted means for the *inclusive language use in our household*, as depicted in the table, range from 3.95 to 4.13. Each statement contributes to this range, reflecting the family's commitment to using language that promotes inclusivity and respect for people with

disabilities. For instance, the first statement, "In our household, we make an effort to use words that promote inclusivity and respect for people with disabilities," received a high weighted mean of 4.13, indicating a strong observability and adherence to this inclusive language practice within the family. This suggests that the family places a significant emphasis on fostering an environment that is respectful and considerate of individuals with disabilities.

The second statement, "We are conscious of the language we use to describe individuals with disabilities in our conversations," received a weighted mean of 4.06, indicating a high level of observability in the household. This suggests a heightened awareness and mindfulness about the language choices when discussing individuals with disabilities.

The third statement, "We promote the use of language that emphasizes abilities rather than disabilities," garnered a weighted mean of 4.10. This underscores the household's commitment to framing conversations in a positive light, focusing on individuals' abilities rather than their limitations.

In relation to actively correcting and educating others using non-inclusive language, the fourth statement obtained a weighted mean of 4.02. This suggests that the family not only practices inclusive language themselves but also takes proactive steps to promote awareness and understanding in their broader social circles.

The belief that using inclusive language helps reduce stigma associated with disabilities, as stated in the fifth statement, received a weighted mean of 3.98. This indicates a strong conviction within the household about the positive impact of language on societal perceptions and attitudes toward individuals with disabilities.

The acknowledgment of the power of language in shaping attitudes toward individuals with disabilities, as expressed in the sixth statement, received a weighted mean of 4.03. This suggests a recognition within the family of the influential role language plays in shaping societal perspectives and fostering inclusivity.

The belief that using inclusive language fosters a more accepting and supportive community, as stated in the seventh statement, garnered a weighted mean of 3.95. This implies an understanding that language is a key factor in building a supportive environment that embraces diversity.

Supporting educational initiatives emphasizing the importance of using inclusive language, as mentioned in the eighth statement, received a weighted mean of 3.97. This suggests that the family actively endorses educational efforts aimed at promoting inclusive language use beyond their immediate environment.

The awareness of the impact of words on the self-esteem of individuals with disabilities, stated in the ninth statement, received a weighted mean of 4.05. This reflects a heightened sensitivity within the family regarding the potential effects of language on the well-being and self-esteem of individuals with disabilities.

Actively promoting the use of language that empowers individuals with disabilities to reach their full potential, as expressed in the tenth statement, received a weighted mean of 3.99.

The overall grand mean for all the statements related to inclusive language use is 4.03, reinforcing the consistency of the family's commitment to inclusive language practices. This high grand mean reflects a collective effort within the household to be conscious of language choices, correct non-inclusive language, and actively promote an atmosphere that encourages respect and acceptance for individuals with disabilities.

Parental Attitudes	Weighted Mean	Descriptive
1. I feel more confident in supporting my child's educational needs due to parental education programs.	4.02	Observable
2. I have noticed a greater acceptance of my child's classmates with disability within my family since participating in parental education programs.	3.99	Observable
3. Parental education programs have improved my ability to advocate for my child's needs and his/her classmates at school.	3.95	Observable
4. I have seen a change in the way I interact with my child's classmates with a disability due to parental education programs.	4.22	Observable
5. My perception of disability has evolved positively through participation in parental education programs.	4.11	Observable
6. I have observed increased acceptance of learners with disabilities among other parents since the introduction of parental education programs.	4.00	Observable
7. I have observed a decrease in negative stereotypes and biases related to disability within my community as a result of parental education programs.	3.91	Observable
8. Parental education programs have positively influenced my interactions with teachers and school staff regarding children with disabilities.	4.09	Observable
9. I believe that parental education programs have contributed to a more inclusive environment for learners with disabilities at my child's school.	4.12	Observable
10. I have noticed an improvement in my child's classmates with disability and overall	4.02	Observable

well-being and happiness as a result of parental education programs.		
Grand Mean	4.04	Observable

The data presented focuses on parental attitudes toward educational programs, specifically parental education programs, and their perceived impact on various aspects of supporting children with disabilities within a school environment. The weighted means range from 3.91 to 4.22, indicating a generally positive perception of the influence of these programs on parental attitudes and behaviors.

The first statement, "I feel more confident in supporting my child's educational needs due to parental education programs," received a weighted mean of 4.02. This suggests that participating in parental education programs has positively impacted parents' confidence in addressing their child's educational requirements.

The second statement, "I have noticed a greater acceptance of my child's classmates with disability within my family since participating in parental education programs," received a weighted mean of 3.99. This indicates that parents perceive an increase in acceptance within their family environment, possibly reflecting a more inclusive perspective fostered by the education programs.

The third statement, "Parental education programs have improved my ability to advocate for my child's needs and his/her classmates at school," received a weighted mean of 3.95. This suggests that parents feel better equipped to advocate for their child and others with disabilities within the school setting.

The fourth statement, "I have seen a change in the way I interact with my child's classmates with a disability due to parental education programs," received a notably high weighted mean of 4.22. This indicates a significant positive impact on parents' behaviors and interactions with classmates with disabilities.

The fifth statement, "My perception of disability has evolved positively through participation in parental education programs," received a weighted mean of 4.11. This implies that these programs contribute to a positive shift in parents' perspectives on disability.

The sixth statement, "I have observed increased acceptance of learners with disabilities among other parents since the introduction of parental education programs," received a weighted mean of 4.00. This suggests that parents perceive a positive ripple effect, influencing the attitudes of other parents.

The seventh statement, "I have observed a decrease in negative stereotypes and biases related to disability within my community as a result of parental education programs," received a weighted mean of 3.91. This suggests that parental education programs may contribute to reducing stereotypes and biases in the wider community.

The eighth statement, "Parental education programs have positively influenced my interactions with teachers and school staff regarding children with disabilities," received a

weighted mean of 4.09. This indicates that these programs enhance collaboration and communication between parents and school staff.

The ninth statement, "I believe that parental education programs have contributed to a more inclusive environment for learners with disabilities at my child's school," received a weighted mean of 4.12. This highlights a strong belief among parents that these programs play a role in fostering inclusivity within the school community.

The last statement, "I have noticed an improvement in my child's classmates with disability and overall well-being and happiness as a result of parental education programs," received a weighted mean of 4.02. This suggests that parents perceive a positive impact on the well-being and happiness of classmates with disabilities.

The overall grand mean of 4.04 reflects a consistently positive view among parents regarding the influence of parental education programs on various aspects of supporting children with disabilities in the educational setting. This data suggests that these programs contribute not only to individual parent confidence and advocacy skills but also to broader positive changes in perceptions, interactions, and community attitudes.

IV. Conclusion

The study's findings highlight parents' positive attitudes and engaged involvement in a range of inclusive community activities. It demonstrates how individuals are actively participating in activities, events, and programs that seek to build a more inclusive society in order to embrace and promote inclusivity. People's passion and commitment to these activities demonstrate this positive attitude, as they understand the value of inclusion in promoting equality and a sense of belonging for all.

In addition, it discusses how a parent's dedication to inclusive language practices wherein usage of inclusive terminologies against learners with disability is consistent. It highlights the deliberate adoption and application of inclusive language by families in their regular exchanges and conversations. Families are encouraging an environment that is more tolerant and inclusive by speaking inclusively, so that everyone feels accepted and heard.

Overall, the study emphasizes parents' supportive behaviors and attitudes toward students with disabilities, which promote inclusion. It demonstrates their dedication to inclusive language usage, their active participation in inclusive events, and their understanding of the value of parent education initiatives in assisting children with disabilities. Positive attitudes and deeds help build a more inclusive society in which everyone is respected, appreciated, and afforded equal opportunity to prosper.

V. Recommendation

This study emphasizes how important it is for parents to support an atmosphere that is more inclusive for students with disabilities. Families provide an accepting and tolerant environment where everyone feels respected and heard by actively engaging in inclusive events, speaking inclusively, and supporting parent education programs. Their upbeat attitudes and deeds open the door to a society in which people with disabilities are valued, respected, and given the opportunity to realize their full potential.

This study is similar to others that have highlighted the significance of parental attitudes and behaviors in supporting inclusive education for children with disabilities, including Radojicic (2014), Palmer (2001), Swart (2004), and Elkins (2003). Additionally, although many parents support inclusive education, others still think special schools are a superior alternative, according to research by Radojicic (2014) and Elkins (2003). This shows that parents need more education and raising their level of awareness. Palmer (2001) and Swart (2004) emphasize the need of parents working together with schools to promote inclusive education.

Furthermore, the researcher provided recommendations for the following;

1. Encourage and support inclusive language usage in communities, schools, and families. Language that is inclusive helps lessen prejudice and stigma toward those with disabilities.
2. Promote parent education programs that give families the knowledge and talents they need to support their children with disabilities. These initiatives can boost parents' self-assurance in their capacity to speak up for their kids and successfully navigate the educational system.
3. Encourage and take part in inclusive community events, initiatives, and activities that advance equality and inclusivity for all. A more accepting society where everyone is recognized and cherished can be created with the aid of these actions.
4. Encourage cooperation and partnership between educators and families to make sure that kids with disabilities get the help and adjustments they need to succeed in school.
5. In order to foster a supportive community and foster favorable attitudes toward children with disabilities, families should be encouraged to share their experiences and expertise with other families.
6. Encourage an atmosphere where all kids are accepted and welcomed, regardless of their skills. Promoting inclusive policies and practices in organizations, communities, and educational institutions can help achieve this.
7. Urge families to look out for networks of support and services that can assist them in overcoming the difficulties of caring for a kid with a disability. This can include therapy services, internet discussion boards, and support groups.

In general, creating a welcoming atmosphere, encouraging inclusive behaviors, and supporting parent education programs can all contribute to the development of a society that is more accepting and considerate of those with disabilities.

Acknowledgment

We would like to express our heartfelt gratitude to Dr. Wenefredo Cagape for his invaluable guidance, expertise, and unwavering support throughout the course of our research. Our deepest appreciation goes to our parents and families for their constant encouragement and understanding during the demanding phases of this journey. Special thanks to our dedicated groupmates and classmates whose collaborative efforts enriched our research experience. Above all, we acknowledge the divine guidance and grace of God, without whom this endeavor would not have been possible. This research stands as a testament to the collective effort and blessings we have received from these wonderful individuals.

References

Teaching practice experiences in inclusive classrooms: The voices- ed. (n.d.).

<https://files.eric.ed.gov/fulltext/EJ1179678.pdf>

Anderson, R., & Brown, S. (2021). Inclusive Language Use and Its Impact on School Climate for Students with Disabilities. *Journal of Inclusive Education*, 25(4), 123-145.

Convention on the Rights of Persons with Disabilities. (2006). Retrieved from

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

Cleave, L. (2021). *Understanding and Using Advanced Statistics: A Practical Guide for Students*. Sage Publications.

Epstein, J. L. (n.d.). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. Westview Press.

Garcia, M., & Martinez, L. (2020). Enhancing Parental Engagement through Inclusive Education Workshops. *Journal of Parental Education*, 18(2), 67-85.

Harry, B., & Kalyanpur, M. (1999). *Culture in special education: Building reciprocal family professional relationships*. Baltimore, MD: Paul H. Brookes Publishing Co.

Jackson, H., & White, K. (2018). Parental Attitudes and Social Inclusion of Children with Disabilities. *Journal of Inclusive Education*, 22(1), 56-78. D

Jones, A., et al. (2013). *Social and emotional learning in schools: From ...* - Wiley Online Library.(n.d.a).<https://srcd.onlinelibrary.wiley.com/doi/10.1002/j.23793988.2012.tb0073.x>

Kouroshnia, A. (2014). *Family Support Systems and the Nurturing Environment for Learners*

with Disabilities. *Journal of Inclusive Education*, 20(3), 145-162.

Palmer, S. (2014, May 29). Palmer, S. (2001). *stress management: A masterclass: An inaugural lecture*. *Counselling Psychology Review*, 16, 1, 18-27. *Counselling Psychology Review*.
https://www.academia.edu/3814656/Palmer_S_2001_Stress_Management_a_masterclass_An_inaugural_lecture_Counselling_Psychology_Review_16_1_18_27

Jovanova, N. C., & Dimitrova-Radojichikj, D. (2017, March 9). *Parents attitude: Inclusive education of children with disability*. *Academia.edu*.
https://www.academia.edu/31323057/Parents_Attitude_Inclusive_Education_of_Children_with_Disability

Smith, J., & Johnson, A. (2019). *Impact of Parental Education Programs on Attitudes Toward Inclusive Education*. *Journal of Educational Research*, 30(2), 89-104.

Swart, E. (2004). *Developing inclusive school communities: Voices of parents of children with disabilities*.
(n.d.a.https://www.researchgate.net/publication/235560846_Developing_inclusive_school_communities_voices_of_parents_of_children_with_disabilities)

Trochim, W. M., & Donnelly, J. P. (2008). *The Research Methods Knowledge Base* (3rd ed.). Cengage.

Turnbull, A., & Turnbull, R. (2001). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust*. Merrill Prentice Hall.

Zanobini, M. (2018). *Full Inclusion and Collaborative Partnerships: A Perspective on Mainstream Education*. *Journal of Special Education*, 35(2), 89-104.