

# Parental and teachers' collaboration on social and intellectual development of SPED learners

Marian Fe L. dela Rosa, LPT<sup>a</sup>, Shirly C. Dioneda, EdD<sup>b</sup>

<sup>a</sup> *marianfe.delarosa@deped.gov.ph*

<sup>b</sup> *shirlydioneda@mabini.colleges.edu.ph*

*Mabini Colleges, Inc., Governor Panotes Avenue,  
Daet, Camarines Norte, 4600, Philippines*

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## Abstract

The study investigates the importance of parental and teacher collaboration in fostering the social and intellectual development of learners with special educational needs (SEN), particularly within SPED classes. The research examines the profile of respondents, evaluates the level of collaboration between parents and teachers, and explores its relationship with the social and intellectual development of SPED learners as outlined in their Individualized Educational Plans (IEPs). Utilizing a descriptive-correlational design, the study includes 10 special education teachers and 50 parents, employing a researcher-made questionnaire to collect data. Ultimately, the research seeks to identify effective strategies that enhance collaboration, thereby improving the overall well-being and academic success of learners with SEN. The study examined the profiles of respondents, highlighting age, gender, educational background, and child disabilities among teachers and parents of SPED learners. Findings indicated a high level of collaboration between parents and teachers, with average scores of 3.60 for teachers and 3.53 for parents, particularly in areas like knowledge enhancement and participation in school activities. Both groups perceived SPED learners' social and intellectual development as fairly developed, with teachers rating social skills at 3.11 and intellectual skills at 3.09. Although positive correlations between parental and school collaboration and student development were noted, they lacked statistical significance. The study culminated in the proposal of the ELOSS program to enhance collaboration between parents and educators in SPED classes. The study concludes that teachers and parents collaborate effectively to support SPED learners, despite differing views on guidance and homework. The ELOSS program seeks to improve communication and tailored support, enhancing educational outcomes for students with disabilities. The study recommends that SPED schools should enhance teacher training on specific disabilities and provide workshops for parents to bridge educational gaps. Implementing the ELOSS program can strengthen collaboration between parents and teachers, improving support systems for special needs students.

*Keywords:* Collaboration; Special Educational Needs (SEN); Intellectual Development

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## 1. Introduction

Human life is a sacred gift that requires respect and care, particularly for vulnerable groups such as children with special needs. They deserve increased support from families, educational institutions, and society as a whole. Research shows that limited familial engagement in school programs and insufficient family-oriented educational initiatives hinder the development of children with special needs. Therefore, enhancing communication strategies and establishing regular parent-teacher conferences can significantly foster collaboration and involvement.

Furthermore, the formative years, from birth to eight years, are crucial for children's physical and cognitive development, which underscores the importance of active parental participation during this period. However, studies reveal that many Filipino parents primarily contribute financially rather than engaging in their child's educational journey, with only 22% actively participating. This indicates an urgent need for educational institutions to raise awareness about the significance of parental involvement.

Additionally, legislative efforts, such as the Parent Effectiveness Service (PES) Program Act, aim to empower parents and substitute caregivers to enhance their competencies in nurturing children's cognitive growth. By addressing these issues, the study aims to provide insights and strategies to improve collaboration between parents and educators, ultimately benefiting SPED learners' development.

## **2. Methodology**

The study adopted a descriptive-correlational research approach using surveys to analyze parental and teacher collaboration in the emotional and intellectual development of SPED learners. Participants included parents of 50 SPED learners and 10 teachers from Labo, Talisay, and Daet South Districts in Camarines Norte. Total enumeration was used due to the limited number of SPED learners. Data was collected through a researcher-made questionnaire, validated via a trial run, and tested for reliability. Unstructured interviews complemented the survey responses. Ethical considerations were prioritized, ensuring respondents' anonymity and data confidentiality. Statistical analysis employed frequency counts and Pearson's correlation coefficient to examine the relationship between collaboration and developmental outcomes.

## **3. Results and Discussion**

### *3.1. Profile of the respondents*

The profile of the respondents varies in terms of age, gender, educational background, and child disability.

#### *3.1.1 Age*

In terms of age, the majority of teachers are aged 26-40 and 41-55, each representing 40%, while most parents fall within the 26-40 (30%) and 41-55 (40%) age groups. This indicates a mix of relatively young and experienced educators. Younger teachers may contribute to innovative teaching approaches, as research shows they are often more adaptable to new pedagogical methods. A study by Kılınç et al. (2018) confirmed that younger educators tend to be more receptive to educational reforms and strategies that foster dynamic learning environments.

#### *3.1.2 Gender*

In terms of gender, all teachers are female, while 16% of parents are male and 84% are female. The female-dominated teaching staff may foster a more nurturing classroom environment, which aligns with studies indicating that female teachers are more likely to create supportive learning spaces. According to research by Sabates et al. (2018), female educators tend to develop student-centered environments that positively influence student engagement.

### 3.1.3 Educational Backgrounds

In terms of educational background, most teachers hold college degrees (80%), and 20% have post-graduate qualifications, whereas parents primarily have a high school education, with only 4% holding college degrees and 2% pursuing post-graduate studies. This educational gap suggests challenges in parental understanding of academic support, as research demonstrates that higher parental education levels often correlate with better student outcomes. A study by Jones et al. (2018) found that parents with higher education levels are more likely to be involved in their children's education, contributing to academic success.

Table 1. Profile of the Respondents as to Age, Gender, Educational Background, Occupation

Profile	Teacher Frequency	Percentage	Parents Frequency	Percentage
Age				
15 – 25	0	0	7	14
26 – 40	4	40	15	30
41 – 55	4	40	20	40
56 – 70	2	20	8	16
Gender				
Male	0	0	8	16
Female	10	100	42	84
Educational Attainment				
Elementary Level	0	0	1	2
Elementary Graduate	0	0	3	6
High School Level	0	0	15	30
High School Graduate	0	0	15	30
College Undergrad	0	0	2	4
College Graduate	8	80	13	26
Post Graduate School	2	20	1	2

### 3.1.4 Child Disability

In terms of child disability, 56% experience Difficulty in Remembering (DIR), 20% have Autism Spectrum Disorder (ASD), and 24% face Difficulty in Mobility (DIM). The high prevalence of DIR highlights the necessity for targeted instructional strategies to improve educational outcomes. Research by Aksu et al. (2020) indicates that tailored interventions can significantly enhance learning experiences for students with specific disabilities, reinforcing the importance of addressing the unique needs of each learner.

Table 2. Profile of the Respondents to Child Disability

Disability	Frequency	Percentage
Learner with Autism Spectrum Disorder (ASD)	10	20
Learner with Difficulty in Remembering (DIR)	28	56
Learner with Difficulty in Mobility (DIM)	12	24
Total	50	100

### 3.2. Level of parental and teachers' Collaboration in special need learners

There is a high level of parental and teacher collaboration regarding special needs learners, with an overall mean of 3.60 for teachers and 3.53 for parents.

### 3.2.1 Knowledge enhancement

In terms of knowledge enhancement, teachers reported a high collaboration sub-mean of 3.67, while parents rated it slightly lower at 3.61, suggesting that both groups recognize the importance of cooperative efforts in improving academic outcomes for learners. This indicates a strong alignment in perceptions of knowledge-sharing benefits, highlighting the potential for targeted interventions to enhance collaborative practices between parents and educators.

### 3.2.2 Guidance Counseling

In terms of guidance counseling, teachers had a sub-mean of 3.60, whereas parents rated their access lower at 3.46, indicating a discrepancy that points to the need for better guidance resources and communication strategies. Effective guidance counseling has been shown to play a critical role in the academic and emotional support of special needs learners, as supported by research from Jeynes (2018), which emphasizes the correlation between parental involvement and positive educational outcomes.

### 3.2.3 Attendance at Parent-Teacher Meetings

In terms of attendance at parent-teacher meetings, both groups reported high collaboration, with sub-means of 3.57 for teachers and 3.61 for parents, underscoring the importance of these meetings in fostering parental engagement. This high attendance reflects a mutual understanding of the benefits of such interactions, which research by Epstein and Sheldon (2019) indicates are crucial for improving student achievement.

### 3.2.4 Participation in School Activities

In terms of participation in school activities, teachers rated their collaboration with a sub-mean of 3.60, while parents had a slightly lower sub-mean of 3.45, suggesting occasional involvement but a need for greater parental participation. Research by Hill and Tyson (2020) indicates that increased parental involvement in school activities is linked to better academic and social outcomes for students.

### 3.2.5 Homework and Schoolwork Support

In terms of homework and schoolwork support, teachers reported a sub-mean of 3.37, indicating moderate collaboration, while parents rated their engagement higher at 3.51, reflecting differing perceptions of parental involvement in homework. Regular support at home is critical for academic success, as demonstrated in a study by Hill and Tyson (2020) that found parental engagement correlates strongly with student performance.

### 3.2.6 Monitoring and Supervision

In terms of monitoring and supervision, both groups indicated high collaboration, with sub-means of 3.50 for teachers and 3.59 for parents. This suggests that consistent oversight from parents is viewed as essential for student growth, aligning with research from Gordon and Louis (2019), which highlights the impact of effective monitoring strategies on learning outcomes.

### 3.2.7 Parental Collaboration in Extracurricular Activities

In terms of parental collaboration in extracurricular activities, teachers reported a sub-mean of 3.77, while parents rated it lower at 3.53, indicating a need for improved communication and strategies to foster greater involvement. Participation in extracurricular activities has been shown to enhance students' social skills and academic performance, as highlighted by Fredricks and Eccles (2019).

### 3.2.8 Home Environments

In terms of the home environment, both teachers (sub-mean of 3.70) and parents (3.53) indicated high collaboration, yet teachers noted a greater concern regarding the lack of home support. A supportive home environment is essential for academic success, as noted in Epstein's (2020) research emphasizing the role of home conditions in influencing student achievement.

### 3.2.9 Parental Attitudes and Beliefs

In terms of parental attitudes and beliefs, teachers reported a sub-mean of 3.67, while parents rated it slightly lower at 3.51, indicating a shared understanding of the significance of collaboration. Positive parental attitudes toward education have been linked to improved student engagement and academic achievement, as demonstrated by Jeynes (2018).

Table 3. Level of Parental and Teacher Collaboration in Special Needs Learners

Category	Teachers (n1 = 10)		Parents (n2 = 50)	
	WM	VI	WM	VI
<b>A. Knowledge Enhancement</b>				
1. The learners increase learning in various topics every quarter	3.90	F	3.52	F
2. The learners increase learning in various topics every six months	3.70	F	3.74	F
3. The learners increase learning in various topics every year	3.40	F	3.56	F
Sub-mean	3.67	F	3.61	F
<b>B. Guidance Counseling</b>				
4. There is always an available guidance counselor in school	3.90	F	3.30	O
5. There is limited access in a guidance counselor	3.70	F	3.48	F
6. There is no guidance counselor available in school	3.20	O	3.60	F
Sub-mean	3.60	F	3.46	F
<b>C. Attendance in Parent-Teachers Meeting</b>				
7. Parents are attending regularly	3.30	O	3.58	F
8. Parents are attending once every school year	3.90	F	3.54	F
9. Parents are not attending	3.50	F	3.72	F
Sub-mean	3.57	F	3.61	F
<b>D. Participation in School Activities</b>				
10. Parents are regularly attending the school activities	3.40	F	3.54	F
11. Parents attend school activities once every school year	3.70	F	3.34	O
12. Parents are not attending the school activities	3.70	F	3.46	F
Sub-mean	3.60	F	3.45	F
<b>E. Homework and Schoolwork Support</b>				
Parents are regularly checking the homework	3.30	F	3.46	F
Parents are not regularly checking the homework	3.10	O	3.52	F
Parents are not checking the homework	3.70	F	3.54	F
Sub-mean	3.37	O	3.51	F
<b>F. Monitoring and Supervision</b>				
13. Regularly monitoring and supervision of the learners' achievement	3.30	F	3.46	F
14. Quarterly monitoring and supervision of learners' achievement	3.50	F	3.78	F
15. Yearly monitoring and supervision of learners' achievement	3.50	F	3.48	F
Sub-mean	3.50	F	3.50	F

	Sub-mean	3.50	F	3.59	F
<b>G. Parental Collaboration in Extracurricular Activities</b>					
16.	The parents support all extra-curricular activities	4.00	F	3.46	F
17.	The parents rarely support extracurricular activities	3.70	F	3.46	F
18.	Parents are not attending extracurricular activities	3.60	F	3.68	F
	Sub-mean	3.77	F	3.53	F
<b>H. Home Environment</b>					
19.	There is a supportive home environment	3.70	F	3.56	F
20.	The home structure is child-friendly in terms of disability of learners	3.60	F	3.44	F
21.	There is no support at home	3.80	F	3.60	F
	Sub-mean				
<b>I. Parental Attitudes and Beliefs</b>					
22.	Parents have a very supportive attitude	3.80	F	3.62	F
23.	Parents believe in the importance of parental collaboration	3.70	F	3.36	F
24.	Parents have no idea about the effect of their participation in school	3.67	F	3.51	F
	Sub-mean	3.50	F	3.56	F
	Overall Mean	3.60	F	3.53	F

## Legend:

Scale	Range	Verbal Interpretation	Description
5	4.20-5.00	Always (A)	Present in all activities of learners in the school
4	3.40-4.19	Frequency (F)	Not present in all school activities but mostly they are present
3	2.60-3.39	Occasionally (O)	Half of the school activities, they are present
2	1.80-2.59	Rarely (R)	Present in school activities once to thrice only for the whole year
1	1.00-1.79	Never (N)	Never visited learner in any school activities

### 3.3. Social and intellectual development of SPED learners

The social and intellectual development of SPED learners is perceived differently by teachers and parents, with notable similarities in their evaluations.

#### 3.3.1 Social and Intellectual Development as Perceived by Teachers

In terms of the assessment of learners' social and intellectual development, as perceived by teachers, the Intellectual Development category received a sub-mean of 3.09, indicating "Fairly Developed" skills among learners with Autism Spectrum Disorder (ASD), Difficulty in Remembering (DIR), and Difficulty in Mobility (DIM). Notably, the mean score of 2.70 for learners with ASD emphasizes a critical need for targeted interventions, as literature supports specialized strategies to improve outcomes for students with ASD (Landa, 2018). Conversely, psychomotor and fine motor skills received higher scores of 3.83 and 3.67, respectively, reflecting moderate development and the ongoing need for support to enhance learning and social interactions among SPED learners.

#### 3.3.2 Social and Intellectual Development as Perceived by Parents

In terms of evaluation by parents, perceptions of social and intellectual development among learners with special needs (ASD, DIR, and DIM) varied significantly. The Intellectual Development category scored a sub-mean of 3.13, categorized as "Fairly Developed," indicating struggles across all groups, while language development skills received a lower sub-mean of 2.60, highlighting persistent challenges. In contrast, psychomotor skills achieved "Moderate Development" with a sub-mean of 3.83, suggesting proficiency in physical coordination. However, aesthetic and creative skills were rated "Poorly Developed" with a sub-mean of 2.57, indicating areas needing improvement. Research by Hattie and Timperley (2019) underscores the importance of parent involvement in addressing developmental gaps to support children's overall growth.

Table 4. Level of Social and Intellectual Development of Learners as Perceived by Teachers

Category	ASD		DIR		DIM		Overall	
	WM	VI	WM	VI	WM	VI	WM	VI
<b>A. Intellectual Development</b>								
1. Cognitive skills	2.70	FD	3.10	FD	3.60	MD	3.13	FD
2. Language and development skills	2.60	FD	2.60	FD	2.60	FD	2.60	FD
3. Psychomotor skills	3.40	MD	4.10	MD	4.00	MD	3.83	MD
4. Aesthetic and creative skills	2.50	PD	2.60	FD	2.60	FD	2.57	PD
5. Fine motor skills	3.40	MD	3.90	MD	3.70	MD	3.67	MD
6. Daily living skills	2.90	FD	3.20	FD	3.20	FD	3.10	FD
7. Orientation and mobility skills	2.50	PD	2.80	FD	2.80	FD	2.70	FD
Sub-mean	2.86	FD	3.19	FD	3.21	FD	3.09	FD
<b>B. Social Development</b>								
1. Sense of responsibility	2.50	PD	2.93	FD	3.58	MD	3.00	FD
2. Management of appropriate behavior	3.70	MD	2.89	FD	3.58	MD	3.22	FD
3. Emotional self-regulation	2.80	FD	3.39	FD	2.92	FD	3.16	FD
4. Communication with others	3.60	MD	3.11	FD	3.17	FD	3.22	FD
5. Start to understand who they are	3.70	MD	3.04	FD	3.33	FD	3.24	FD
6. Interacting with others	3.00	FD	3.32	FD	3.42	MD	3.28	FD
7. Understand gestures	2.90	FD	2.89	FD	2.67	FD	2.84	FD
Sub-mean	3.17	FD	3.08	FD	3.24	FD	3.14	FD
Overall Mean	3.01	FD	3.13	FD	3.20	FD	3.11	FD
<b>Legend:</b>								
	ASD – Learners with Autism Spectrum Disorder			DIR – Learners with Difficulty in Remembering				
	DIM – Learners with Difficulty in Mobility			VI – Verbal Interpretation				
	WM – Weighted Mean							
Scale	Range		Verbal Interpretation					
5	4.20-5.00		Highly Developed (HD)					
4	3.40-4.19		Moderately Developed (MD)					
3	2.60-3.39		Fairly Developed (FD)					
2	1.80-2.59		Poorly Developed (PD)					
1	1.00-1.79		Not Developed (ND)					

Table 5. Level of Social and Intellectual Development of Learners as Perceived by Parents

Category	ASD		DIR		DIM		Overall	
	WM	VI	WM	VI	WM	VI	WM	VI
<b>A. Intellectual Development</b>								
1. Cognitive skills	2.20	PD	3.04	FD	3.25	FD	2.83	FD
2. Language and development skills	2.10	PD	2.75	FD	2.67	FD	2.51	PD
3. Psychomotor skills	3.30	FD	4.11	MD	4.08	MD	3.83	MD
4. Aesthetic and creative skills	2.30	PD	2.71	FD	2.58	PD	2.53	PD
5. Fine motor skills	3.20	FD	3.79	MD	3.83	MD	3.61	MD
6. Daily living skills	2.70	FD	3.11	FD	3.08	FD	2.96	FD
7. Orientation and mobility skills	3.20	FD	2.71	FD	2.67	FD	2.86	FD
Sub-mean	2.71	FD	3.17	FD	3.17	FD	3.02	FD
<b>B. Social Development</b>								
1. Sense of responsibility	2.00	PD	2.75	FD	3.92	MD	2.89	FD
2. Management of appropriate behavior	2.50	PD	3.54	MD	3.50	MD	3.18	FD
3. Emotional self-regulation	3.30	FD	3.25	FD	3.17	FD	3.24	FD
4. Communication with others	2.30	PD	3.32	FD	3.67	MD	3.10	FD
5. Start to understand who they are	3.20	FD	3.43	FD	3.00	FD	3.21	FD
6. Interacting with others	2.70	FD	3.14	FD	3.42	MD	3.09	FD

7. Understand gestures	3.20	FD	3.00	FD	2.67	FD	2.96	FD
Sub-mean	2.74	FD	3.20	FD	3.33	FD	3.09	FD
Overall Mean	2.73	FD	3.19	FD	3.25	FD	3.06	FD
Legend:	ASD – Learners with Autism Spectrum Disorder			DIR – Learners with Difficulty in Remembering				
	DIM – Learners with Difficulty in Mobility			VI – Verbal Interpretation				
Scale	WM – Weighted Mean		Range					
5			Verbal Interpretation					
4			Highly Developed (HD)					
3			Moderately Developed (MD)					
2			Fairly Developed (FD)					
1			Poorly Developed (PD)					
			Not Developed (ND)					

3.4. Test for a significant relationship between parental and school collaboration with the social and intellectual development of sped learners based on the IEP (Individualized Educational Plan)

This test for significance was made as perceived by the teachers and the parents. As perceived by the teachers, the findings indicate weak to moderate correlations with both intellectual and social development among learners with special needs, with the categories of "guidance and counseling" and "monitoring and supervision" exhibiting the strongest links, especially for those with Difficulty in Remembering (DIR). This suggests that focused efforts in these areas may be pivotal in fostering better developmental outcomes. Research by Epstein (2018) supports this, highlighting that targeted parental engagement, particularly in counseling and supervision, significantly improves the developmental trajectories of children facing learning challenges.

Table 6. Relationship Between Parental and School Collaboration with Social and Intellectual Development of SPED Learners as Perceived by Teachers

Parental and School Collaboration		Intellectual Development			Social Development		
		ASD	DIR	DIM	ASD	DIR	DIM
1. Knowledge enhancement	Pearson r	-0.057	0.364	0.067	-0.021	-0.109	0.072
	Correlation	Very Weak	Weak	Weak	Very Weak	Weak	Weak
	Sig. (2-tailed)	0.876	0.301	0.853	0.884	0.452	0.619
2. Guidance and Counselling	Pearson r	0.000	0.488	0.240	0.386**	0.283*	0.049
	Correlation	None	Moderate	Weak	Weak	Weak	Very Weak
	Sig. (2-tailed)	0.999	0.152	0.505	0.006	0.046	0.733
3. Attendance in Parent-Teacher Meetings	Pearson r	0.351	0.200	0.206	0.244	-0.026	0.191
	Correlation	Weak	Weak	Weak	Weak	Very Weak	Weak
	Sig. (2-tailed)	0.320	0.579	0.568	0.088	0.856	0.184
4. Participation in School Activities	Pearson r	0.000	0.488	0.240	0.199	0.134	-0.118
	Correlation	None	Moderate	Weak	Weak	Weak	Weak
	Sig. (2-tailed)	0.999	0.152	0.505	0.779	0.353	0.416
5. Homework and Schoolwork Support	Pearson r	0.228	-0.031	0.474	-0.041	-0.095	0.200
	Correlation	Weak	Very Weak	Moderate	Very Weak	Very Weak	Weak
	Sig. (2-tailed)	0.527	0.933	0.166	0.779	0.513	0.165

			tailed)					
		Pearson r	0.414	0.739*	0.557	0.141	0.240	0.274
		Correlation	Moderate	Strong	Moderate	Weak	Weak	Very Weak
6.	Monitoring and Supervision	Sig. (2-tailed)	0.234	0.015	0.094	0.329	0.093	0.055
		Pearson r	0.232	0.316	-0.147	-0.069	-0.226	0.065
		Correlation	Weak	Weak	Very Weak	Very Weak	Weak	Very Weak
7.	Parental collaboration in extracurricular activities	Sig. (2-tailed)	0.518	0.374	0.685	0.636	0.115	0.656
		Pearson r	0.021	0.293	0.004	0.255	0.114	0.224
		Correlation	Very Weak	Weak	None	Weak	Weak	Weak
8.	Home environment	Sig. (2-tailed)	0.953	0.411	0.992	0.074	0.430	0.118
		Pearson r	-0.057	0.364	0.067	0.084	0.051	0.341*
		Correlation	Very Weak	Weak	Very Weak	Very Weak	Very Weak	Weak
9.	Parental attitudes and beliefs	Sig. (2-tailed)	0.876	0.301	0.853	0.562	0.725	0.015

\*\* Correlation is significant at the 0.01 level (2-tailed).

\*Correlation is significant at the 0.05 level (2-tailed).

As perceived by parents, they perceive "Guidance and Counselling" as having moderate positive correlations with both intellectual and social development, particularly for learners with Autism Spectrum Disorder (ASD), while "Knowledge enhancement" is negatively correlated with intellectual development for these learners. The weak correlations observed in areas like "Attendance in Parent-Teacher Meetings" suggest a limited impact on overall development. This is consistent with research by Hornby and Lafaele (2011), which emphasizes that targeted parental engagement is crucial for promoting development in children with special needs.

Table 7. Relationship Between Parental and School Collaboration with Social and Intellectual Development of SPED Learners as Perceived by Parents

Parental and School Collaboration		Intellectual Development			Social Development			
		ASD	DIR	DIM	ASD	DIR	DIM	
1.	Knowledge enhancement	Pearson r	-0.493	0.000	0.134	-0.389	-0.343	0.453
		Correlation	Moderate	None	Very Weak	Weak	Weak	Moderate
		Sig. (2-tailed)	0.148	1.000	0.695	0.267	0.074	0.139
2.	Guidance and Counselling	Pearson r	0.452	0.105	0.257	0.577	0.210	0.093
		Correlation	Moderate	Very Weak	Weak	Moderate	Weak	Very Weak
		Sig. (2-tailed)	0.190	0.596	0.445	0.081	0.284	0.775
3.	Attendance in Parent-Teacher Meetings	Pearson r	-0.136	0.021	0.385	-0.068	-0.318	0.223
		Correlation	Very Weak	Very Weak	Weak	Very Weak	Weak	Weak
		Sig. (2-tailed)	0.709	0.915	0.242	0.853	0.099	0.486

			tailed)					
		Pearson r	0.310	-0.067	-0.003	0.423	0.113	0.034
		Correlation	Weak	Very Weak	None	Moderate	Very Weak	Very Weak
4.	Participation in School Activities	Sig. (2-tailed)	0.383	0.736	0.994	0.223	0.565	0.916
		Pearson r	-0.551	-0.105	-0.187	-0.461	-0.109	0.520
		Correlation	Moderate	Very Weak	Very Weak	Moderate	Very Weak	Moderate
5.	Homework and Schoolwork Support	Sig. (2-tailed)	0.099	0.594	0.582	0.180	0.579	0.083
		Pearson r	0.131	0.109	0.407	-0.062	0.188	-0.076
		Correlation	Very Weak	Very Weak	Moderate	Very Weak	Very Weak	Very Weak
6.	Monitoring and Supervision	Sig. (2-tailed)	0.719	0.581	0.214	0.866	0.337	0.814
		Pearson r	-0.290	-0.188	-0.018	-0.281	-0.127	-0.158
		Correlation	Weak	Very Weak	Very Weak	Weak	Very Weak	Very Weak
7.	Parental collaboration in extracurricular activities	Sig. (2-tailed)	0.416	0.337	0.958	0.432	0.521	0.623
		Pearson r	0.388	-0.122	0.139	-0.292	0.232	-0.005
		Correlation	Weak	Very Weak	Very Weak	Weak	Weak	None
8.	Home environment	Sig. (2-tailed)	0.269	0.535	0.684	0.413	0.468	0.982
		Pearson r	-0.493	-0.104	0.020	-0.389	0.112	0.176
		Correlation	Moderate	Very Weak	Very Weak	Weak	Very Weak	Very Weak
9.	Parental attitudes and beliefs	Sig. (2-tailed)	0.148	0.598	0.953	0.267	0.570	0.585

\*\* Correlation is significant at the 0.01 level (2-tailed).

\*Correlation is significant at the 0.05 level (2-tailed).

### 3.5. Condition or status of the learner based on the Individual Education Program

Condition or status of the learner based on the Individual Education Program. The condition or status of the learner based on the Individual Education Program (IEP) indicates that 50% of learners struggle with attention, 24% with memory or understanding, and 12% with communication and mobility challenges, while 6% and 4% face issues with vision and hearing, respectively. The predominance of attention deficits emphasizes the necessity for tailored interventions and instructional strategies to effectively address these challenges and enhance overall learning outcomes for these learners. This is supported by research from Odom et al. (2020), which highlights the critical role of targeted support for attention-related difficulties in students with special needs.

Table 8. Condition or Status of the Learners Based on IEP

Condition	Frequency	Rank
Learners have difficulty in: Seeing	3	4

Hearing	2	5.5
Communicating	6	3
Moving/Walking	2	5.5
Focusing/Paying Attention	25	1
Remembering/Understanding	12	2
Total	50	

### 3.6. Developed program to strengthen the Collaboration between parents and schools in SPED classes

The ELOSS (Enhancing Learning Opportunities for Special Students) program aims to enhance collaboration between parents and schools in SPED classes by focusing on improved communication, engagement, and support systems. This initiative is crucial as effective partnerships between educators and families can lead to better educational outcomes, especially for students with special needs, by ensuring that both parties are actively involved in the learning process. Research by Smith et al. (2020) supports this, indicating that robust school-family partnerships significantly enhance the academic and social development of children with disabilities.

## 4. Conclusion and Recommendations

Based on the obtained results, the researcher formulated the following conclusions.

1. The findings highlight a diverse profile of respondents, characterized by a blend of youthful and experienced educators, a predominantly female teaching staff, a significant educational gap between parents and teachers, and a notable prevalence of learners with Difficulty in Remembering (DIR). This suggests that while teachers may bring innovative approaches and nurturing environments to the classroom, the limited educational backgrounds of many parents could impede effective support for their children's academic success. Additionally, the high incidence of DIR among students underscores the critical need for tailored instructional strategies to address specific learning challenges, emphasizing the importance of collaboration between educators and parents to enhance educational outcomes for students with disabilities.

2. While both teachers and parents recognize the benefits of knowledge enhancement and effective monitoring, teachers expressed concerns about the level of parental involvement in certain areas, such as extracurricular activities and homework support. This underscores the need for improved communication and strategies to engage parents more actively in their children's education. The importance of collaboration is further reinforced by research, such as that by Epstein and Sheldon (2019), which illustrates that strong school-family partnerships are crucial for improving student achievement and overall development.

3. The differing perceptions of social and intellectual development among SPED learners by teachers and parents underscore the need for targeted interventions, particularly for those with Autism Spectrum Disorder. The consensus on the challenges faced in areas such as language and aesthetic skills highlights the importance of collaborative efforts between parents and educators to effectively support the growth and development of learners with special needs.

4. Targeted areas such as guidance and counseling and monitoring and supervision are critical for fostering better developmental outcomes. The findings highlight the necessity for enhanced parental involvement, particularly for children with Autism Spectrum Disorder and those facing difficulties in remembering, to effectively support their overall growth and development.

5. The assessment of learners' conditions based on the Individual Education Program (IEP) underscores a significant prevalence of attention-related challenges, affecting 50% of the learners. The findings highlight the urgent need for customized interventions and instructional strategies to effectively address these difficulties, ensuring improved educational outcomes. Research indicates that targeted support for attention deficits is crucial in facilitating the overall development of students with special needs.

6. The ELOSS (Enhancing Learning Opportunities for Special Students) program serves as a

vital initiative designed to strengthen collaboration between parents and schools in SPED classes. By emphasizing improved communication, engagement, and support systems, this program addresses the essential need for effective partnerships that can lead to enhanced educational outcomes for students with special needs. Research demonstrates that such robust school-family collaborations significantly contribute to the academic and social development of children with disabilities.

Based on the conclusions, the researcher formulated the following recommendations.

1. Professional development programs for teachers may be implemented that focus on innovative teaching methods to enhance their adaptability to diverse learning needs. Additionally, efforts may be directed toward increasing parental education initiatives, helping parents gain a better understanding of academic support strategies that can positively influence their children's educational outcomes. Finally, targeted interventions may be developed to address the specific needs of learners with disabilities, particularly those struggling with Difficulty in Remembering (DIR), to improve their overall learning experiences.

2. Communication strategies may be enhanced regarding guidance counseling resources to align perceptions between parents and teachers, ultimately improving support for special needs learners. Additionally, efforts may be focused on increasing parental participation in school activities and extracurricular programs, as this involvement is linked to better academic and social outcomes. Finally, targeted initiatives may be developed to strengthen the collaboration in homework support, ensuring that both teachers and parents share a unified approach to fostering student success.

3. Targeted interventions may be designed to specifically support learners with Autism Spectrum Disorder (ASD), particularly in enhancing their intellectual and language skills. Furthermore, initiatives may be implemented to encourage greater parental involvement in addressing creative and aesthetic skill development, as this engagement has been shown to significantly influence overall growth. Additionally, ongoing training for teachers may be beneficial in refining strategies to enhance both psychomotor and social interaction skills among SPED learners, ensuring a more holistic approach to their development.

4. Targeted programs may be implemented that focus on improving guidance and counseling services, as these areas have shown the strongest correlations with developmental outcomes. Additionally, parents may benefit from training sessions that emphasize the importance of active participation in their child's education, particularly in areas like knowledge enhancement, which appears to be less effective currently. Furthermore, efforts may be made to increase attendance at parent-teacher meetings, as greater engagement in these settings may lead to more significant developmental impacts for special needs learners.

5. Targeted interventions may be developed to specifically enhance attention-related skills. Additionally, instructional strategies may need to be tailored to support learners with memory and understanding challenges, ensuring that educational practices are responsive to the diverse needs of all students. Implementing structured support systems may also be essential in fostering effective communication and mobility skills, thereby improving overall learning outcomes for special needs learners.

6. The ELOSS (Enhancing Learning Opportunities for Special Students) may be implemented as training sessions for both parents and teachers to foster engagement and provide support systems tailored to the unique needs of special needs students. Strengthening these partnerships may ultimately lead to improved educational outcomes and holistic development for children with disabilities, as highlighted by existing research.

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