INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS

ISSN(print): 2643-9840, ISSN(online): 2643-9875

Volume 09 Issue 11 November 2026

DOI: 10.47191/ijmra/v9-i11-18, Impact Factor: 8.685

Page No. 7475-7592

Parental Involvement and Adequacy of Facilities in Special Needs Education

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ABSTRACT: This study examined the relationship between parental involvement and the adequacy of facilities in Special needs Education (SNED) schools in Muntinlupa City during the School Year 2025-2026. It aimed to determine how school facilities and support systems influence the level of parental participation in the education of learners with disabilities. Specifically, the study assessed parental involvement in terms of communication with teachers and schools, participation in school activities and programs, support for learning at home, and collaboration in decision making, It also evaluate the adequacy of facilities in terms of physical facilities, inclusive learning environment and support services.

The study utilized a quantitative correlation research design. A total of 100 respondents participated in the study, consisting of 60 teachers and 40 parents of learners with disabilities enrolled in SNED programs. Data were gathered through a researcher-made questionnaire validates by experts and tested for reliability. Statistical tools such as frequency, percentage, weighted meant-test and Pearsons-r correlation were used to analyze the data.

Findings revealed that the respondents generally perceived the level of parental involvement as adequate. Communication between parents and schools was found to be effective, while participation in school activities and home-based learning support was also positively rated. Likewise, the adequacy of facilities in schools was rated satisfactory, particularly in terms of inclusive learning environment and support services. However, some areas such as accessibility features and availability of specialized resources still need improvement. The results further showed a significant relationship between parental involvement and adequacy of facilities, indicating that better school facilities and stronger support systems contribute to higher parental participation.

Based on the findings, the study proposed an intervention framework aimed at strengthening parent-school partnerships and improving facilities in SNED schools. It is recommended that school administrators, local government units, and the Department of Education continue investing in inclusive facilities parent engagement programs and support services to enhance the quality of education for learners with special needs.

KEYWORDS: Adequacy of facilities, Inclusive education, Muntinlupa City, Parental involvement, SNED schools, Special needs education

I. INTRODUCTION

It is well acknowledged that parental involvement has a critical role in determining students' academic achievement and overall development. Research continuously demonstrates that learners exhibit better academic achievement, more motivation, and stronger social-emotional skills when parents are actively involved in their education (Epstein, 2019). Parental engagement is a fundamental component of inclusive and equitable education globally, as this notion is applicable to a wide range of educational systems.

Parental involvement is much more crucial in the field of Special Needs Education (SNED). In order to support individualized education plans (IEPs), reinforce learning at home, and guarantee efficient coordination between the family and the school, learners with disabilities (LWD) frequently rely on their parents and caregivers. The learning development of LWD is greatly impacted by parental participation, which is mediated by socioeconomic level, educational background, and resource accessibility, according to international study (Wahyuni & Mangunsong, 2024).

Parents' crucial participation in education was further highlighted by the global COVID-19 pandemic. Parents were forced into teaching responsibilities after schools rapidly switched to remote learning, frequently without the necessary resources or expertise. For instance, parents of LWD in the US and Canada acknowledged challenges maintaining learning at home, but some

also mentioned that digital platforms like Zoom and Google Classroom helped them communicate with teachers more effectively (Sankoh et al., 2023; Rossetti et al., 2023). These conflicting experiences draw attention to the disparities and opportunities associated with internet access.

Through Republic Act (RA) 11560, popularly referred to as the Inclusive Education Act, the Philippine government reaffirmed its commitment to inclusive education. This law requires LWD to have equitable access to high-quality education and institutionalizes Inclusive Learning Resource Centers. Parents are acknowledged as important collaborators in promoting inclusive education in RA 11560. Implementation issues still exist, though, such as the scarcity of assistive technology, the unequal distribution of facilities, and the lack of proper training for educators and parents on how to serve students with disabilities.

Muntinlupa City offers an example of a local area where inequalities in facilities and resources are apparent. The ability of schools to offer inclusive classrooms, digital resources, and sufficient support services varies. Due to limitations in institutional assistance, financial resources, and digital access, parents of LWD in this community usually find it difficult to continue being actively involved. These regional difficulties highlight how urgently evidence-based tactics that improve parental involvement within the parameters of RA 11560 are needed.

The majority of studies focus on either general education or specifically on digital participation during the pandemic, despite the expanding amount of research on parental engagement. Few empirical studies examine the relationship between parental involvement in LWD education and accessible resources (like online platforms, assistive technology, and learning materials) and suitable facilities (like inclusive classrooms, resource centers, and school-based services). Furthermore, although the concept of "parental digital capital" has been established in foreign research (Addi-Raccah & Grinshtain, 2024), little is known about how this idea applies to the Philippine context under RA 11560.

The current study quantitatively investigates the predictive relationship between parental participation, and adequacy of facilities in Muntinlupa City's LWD school. Four dimensions are used to quantify parental engagement: (a) communication with schools and teachers, (b) involvement in school activities, (c) support for learning at home, and (d) decision-making involvement. A thorough grasp of how physical and digital resources work together to influence parental participation is made possible by this operationalization.

This work makes three main contributions. In order to forecast parental involvement in SNED, it first presents a comprehensive model that incorporates both the digital and physical aspects of access. Second, it aligns its findings with the legislative framework of RA 11560 by extending empirical research on parental engagement in the Philippine context. Third, it provides Muntinlupa City-specific insights that might help educators, school officials, and legislators create inclusive plans to improve home-school relationships. In the end, by identifying the circumstances in which parents may better assist students with disabilities, the study enhances inclusive education theory and practice.

Research Question

This study aimed to investigate the parental involvement and the adequacy of facilities among SNED schools in Muntinlupa.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the two groups of respondents?
    - 1.1 Teacher
        - 1.1.1 age;
        - 1.1.2 sex; and
        - 1.1.3 position?
    - 1.2 Parent
        - 1.2.1 age;
        - 1.2.2 sex; and
        - 1.2.3 socio-economic status?
2. What is the level of parental involvement in special needs education in terms of:
    - 2.1 Communication with teachers and schools;
    - 2.2 Participation in school activities and programs;
    - 2.3 Support for learning at home; and
    - 2.4 Collaboration in decision-making?
3. What is the adequacy of facilities supporting parental involvement in terms of:
    - 3.1 Physical facilities;

3.2 Inclusive learning environment; and
3.3 Support services?
4. Is there a significant difference in the level of parental involvement as assessed by the two groups of respondents?
5. Is there a significant difference in the extent of adequacy of facilities as assessed by the two groups of respondents?
6. Is there a significant relationship between the level of parental involvement and adequacy of facilities supporting parental involvement?
7. Based on the findings of the study, what output can be proposed?

II. SCOPE AND LIMITATION OF THE STUDY

The scope of this study is restricted to investigating the connection between parental participation and the adequacy of facilities in a few Muntinlupa City special needs education (SNED) schools for SY 2025-2026.

It examined the demographic profile of the respondents and extent of adequacy of facilities as assessed by the two groups of respondents in terms of: communication with teachers and schools; participation in school activities and programs; support for learning at home; and collaboration in decision-making.

The adequacy of facilities supporting parental involvement are also quantified: (a) physical facilities, (b) inclusive learning environments, and (c) support services. The study offers a targeted analysis of structural enablers and parental participation patterns in the context of special needs education by limiting its coverage to these indicators.

Parents or guardians of students participating in Muntinlupa City's SNED programs for the 2025–2026 school year are the population of interest. Since the main goal is to record parental opinions and levels of engagement, teachers, administrators, and students themselves were not directly involved. Therefore, rather than representing a multi-stakeholder analysis, the findings represented the opinions of parents. Additionally, the study placed a strong emphasis on facilities and involvement that can be measured, allowing for statistical testing of connections but excluding detailed qualitative accounts of parental experiences.

Geographically, the study was limited to Muntinlupa City, which restricts the results' applicability to other areas with distinct educational resources, cultural settings, or legislative frameworks. Additionally, the scope only looks at public SNED schools, where there are greater facilities deficiencies and difficulties with parental engagement, and it does not include private institutions. This delimitation is deliberate because public schools are an important location to examine equity-oriented initiatives because they frequently serve more socioeconomically diverse populations.

Lastly, the study made no effort to quantify how learners' long-term academic results are impacted by parental participation or the adequacy of the facilities. Instead, its focus is limited to comprehending the present level of involvement and the forecasted correlation between parental involvement and facilities. In addition to adding to theoretical and practical conversations on enhancing parental involvement in special needs education through easily accessible tools and supportive facilities, this delimitation guarantees that the study remained possible within its timeline.

Lastly, although the study used a very rigorous experimental design, its results were only generalizable to the particular context and parameters of the research. The study did not consider other possible factors that might influence writing performance, such as teacher expertise, classroom environment, or access to supplementary learning materials. However, despite these limitations, the study aimed to provide valuable insights into the correlation between parental involvement and adequacy of facilities.

FRAMEWORK

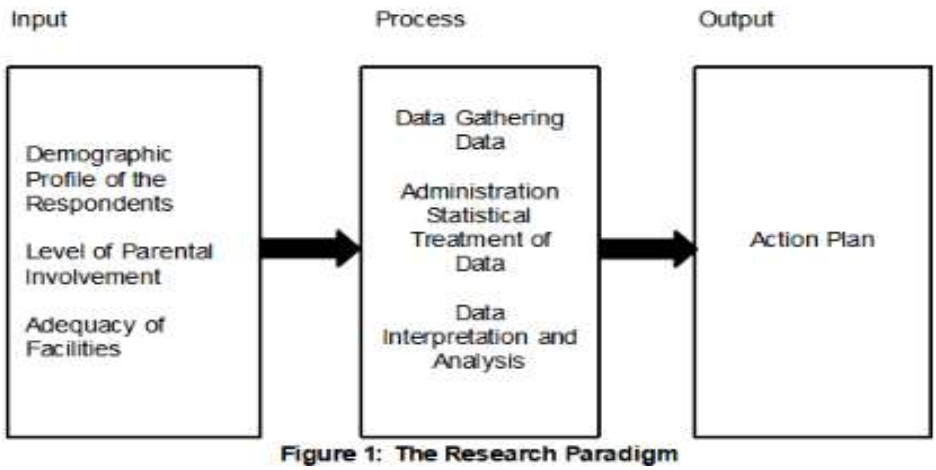


Figure 1: The Research Paradigm

Parental Involvement and Adequacy of Facilities in Special Needs Education

It has been repeatedly shown that parental participation is a crucial factor in determining the academic success and general well-being of students, especially those in special needs education. However, relational and structural factors influence how much parental involvement is possible in their children's education. Although the scope of parental involvement is defined by communication, participation in school activities, assistance with at-home learning, and teamwork in decision-making, these practices cannot be effectively implemented without sufficient facilities. Schools that offer inclusive settings, specialized support services, and accessible facilities are more likely to encourage significant parental involvement, which will advance educational equity for kids with special needs.

Adequacy of facilities is conceived in this study as a fundamental predictor of parental participation. Participation is facilitated by physical venues like resource rooms, accessible classrooms, and areas for parent-teacher communication. In a similar vein, the availability of inclusive learning environments and support services at the school level can enable parents to continue learning at home and to participate more actively in decision-making. The study builds on previous research that has frequently focused on internet access or family motivation while ignoring the architectural and institutional components of involvement by concentrating on these structural facilitators.

The premise that parental involvement is influenced by opportunity structures as well as parental will underpins the link between facilities and parental involvement. Even while parents may want to help their kids, their ability to do so is limited in the absence of sufficient resources or support networks. Therefore, this study examines the predictive value of facilities in influencing engagement as well as the relationship between parental involvement and facilities adequacy. This method offers a more thorough and fact-based comprehension of the circumstances that lead to successful home-school collaborations in special needs education settings.

Therefore, the conceptual framework proposes a directional model: an intervention program or framework may be proposed to strengthen parental involvement and improve facilities support in SNED schools, which is measured in terms of physical facilities, inclusive environments, and support services. To provide educators, administrators, and policymakers in Muntinlupa's SNED schools with useful information, the study will employ quantitative analyses to investigate whether facilities adequacy strongly predicts parental involvement. In addition to operationalizing theoretical concepts into quantifiable metrics, this paradigm emphasizes the value of facilities spending as a means of boosting parental participation in inclusive education.

Research Design

The research design used in this study was quantitative correlational. By enabling the numerical measurement of variables, quantitative research makes it easier to objectively analyze correlations, trends, and prediction patterns (Creswell & Creswell, 2018). Since this study aimed to investigate the connections among parental participation and facility adequacy in special needs education classrooms, a correlational approach is appropriate. The researcher can ascertain the predictive value of facilities and accessibility on parental participation, as well as the direction, strength, and significance of connections between variables, thanks to this design.

The study's goals of achieving quantifiable and broadly applicable results are also in line with the selection of a quantitative technique. Quantitative approaches enable statistical testing of hypotheses, guaranteeing empirical rigor in identifying factors impacting parental engagement, in contrast to qualitative studies that examine experiences or views.

Research Instruments

The research instrument for this study consisted of a structured survey questionnaire which was developed based on validated instruments from previous studies (Addi-Raccah & Grinshtain, 2024; Gorard et al., 2021). The questionnaire was organized into three sections to capture the variables under investigation comprehensively. The first section, Demographic profile gathered data on respondents' age, gender, position, socio-economic status, relationship to the learners with special needs. The second section, Parental Involvement measured respondents' engagement in communication with teachers and school, participation in school activities and programs, support for learning at home, and collaboration in decision-making. The third section, Adequacy of Facilities, evaluated the adequacy and appropriateness of physical facilities supporting parental involvement. All items were measured using a four-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree), allowing for the quantification of perceptions and behaviors. Higher scores indicated greater parental involvement, better access to tools, or higher adequacy of facilities.

Data Gathering Procedures

To guarantee accuracy, dependability, and ethical compliance, the data for this study were gathered using a methodical and structured procedure. Initially, letters asking for permission to conduct the study in their specific SNED schools was submitted to

school authorities in order to obtain formal permissions. In accordance with institutional policies and standards, these permissions guaranteed that the research wass carried out in a valid and morally sound manner.

After acceptance, respondents went through a comprehensive orientation that covers the study's goals, data collection methods, voluntary nature of participation, and safeguards for anonymity and confidentiality. By establishing transparency and informed consent, this step encouraged cooperation and confidence among all respondents. The survey questionnaire was disseminated electronically or physically based on participant convenience and accessibility, allowing for inclusive and effective data gathering across various stakeholder groups.

Respondents who have not finished their questionnaires within the allotted time received follow-up reminders to guarantee full participation. Following the submission of each survey, the gathered information were meticulously examined for correctness, consistency, and completeness before being coded for statistical analysis. The data produced were methodologically sound, ethically acquired, and appropriate for assessing the degree of parental involvement and facilities adequacy in SNED schools thanks to this structured approach.

III. RESULTS

In this chapter, the findings of the study are clarified. The results are compactly and distinctly presented, incorporating both the data and statistical analyses. The discoveries are further elaborated and clarified during the discussion of the results, establishing a connection to the research questions, and delving into their potential significance.

Table 1.1.1

Percent and Frequency Distribution of Teachers in Terms of Age

Age Range	Frequency	Percent
20 – 25	5	8.3
26 – 30	11	18.3
31 – 40	19	31.7
41 – 50	23	38.3
51 and above	2	3.3
Total	60	100.0

The distribution of teachers by age shows that the sample consists primarily of mid-career and late-career educators. As presented in Table 1.1.1, the largest proportion of respondents belonged to the 41–50 age group (38.3%, n = 23), followed by those aged 31–40 (31.7%, n = 19). This pattern reflects findings by Jugan et al. (2024), who reported that inclusion teachers in Cebu were predominantly mid-career, and Gracia (2023), who emphasized that experience educators dominate SNED programs, shaping parental collaboration and facility use.

Younger teachers aged 26–30 accounted for 18.3% (n = 11), while only 8.3% (n = 5) were within the 20–25 age range. The least represented group consisted of teachers aged 51 and above (3.3%, n = 2). Although the table does not provide measures of central tendency or dispersion for age, the frequency distribution suggests that the workforce involved in special needs education is predominantly experienced, as the majority of teachers are in their 30s to 50s. This age composition is relevant to interpreting the level of parental involvement and adequacy of facilities because mid-career teachers often possess greater classroom management skills, deeper familiarity with the needs of learners with disabilities, and more sustained engagement with parents. The presence of younger teachers, although smaller in number, may introduce innovative pedagogical strategies and greater openness to technology use in coordinating with families. Overall, the age distribution indicates a balanced but experience-leaning group of educators, which may influence how parental involvement is facilitated and how facilities are utilized to support learners with special needs.

Table 1.1.2

Percent and Frequency Distribution of Teachers in Terms of Sex

Sex	Frequency	Percent
Male	9	15.0
Female	51	85.0
Total	60	100.0

The sex distribution of teachers reveals that the field of special needs education in the participating schools is predominantly represented by female educators. As shown in Table 1.1.2, a large majority of the respondents were female (85.0%, n = 51), whereas male teachers comprised only 15.0% (n = 9) of the sample. This substantial imbalance is consistent with national and international trends indicating that teaching, particularly in early childhood and special needs education, remains a female-dominated profession. Although the table does not include measures of variability, the proportional distribution suggests little diversity in sex representation within the teaching workforce. This demographic trend may have implications for understanding

parental involvement and facility adequacy, as previous research highlights that communication patterns, nurturing roles, and support strategies in special needs education may be influenced by the gendered expectations associated with teaching roles. The dominance of female teachers may also shape how schools coordinate with parents, particularly mothers who typically assume primary caregiving responsibilities for children with special needs. Overall, the data indicate a strongly skewed sex distribution, underscoring the continued gendered nature of the profession. This imbalance is consistent with national data from the Philippine Statistics Authority (2025), which reported women's dominance in the education workforce, and Gracia (2023), who noted the prominence of female teachers in SNED contexts.

Table 1.1.3

Percent and Frequency Distribution of Teachers in Terms of Position

Position	Frequency	Percent
Teacher	29	48.3
SNED Teacher	31	51.7
Total	60	100.0

The distribution of respondents according to position indicates a balanced representation of teaching roles within the sample. As shown in Table 1.1.3, slightly more than half of the teachers were designated as Special Needs Education (SNED) teachers (51.7%, n = 31), while the remaining 48.3% (n = 29) were general classroom teachers. This balance mirrors DepEd statistics (2020) showing thousands of SNED teachers nationwide. While Malabuyoc et al. (2025) highlighted their critical role in implementing adaptive practice post-pandemic. This near-even distribution suggests that the perspectives captured in the study reflect both specialized and non-specialized teaching contexts. The presence of a substantial number of SNED teachers is particularly relevant for examining parental involvement and the adequacy of facilities, as these educators possess direct experience in addressing the unique needs of learners with disabilities. Meanwhile, the inclusion of general teachers provides insight into how mainstreamed learners with special needs are supported in regular classroom settings. Although no measure of variability is associated with categorical data, the proportion of respondents across positions demonstrates a balanced sample that enhances the representativeness of the findings across different instructional roles. This distribution ensures that the results capture diverse professional experiences, which strengthens the interpretation of how parental collaboration and facility adequacy influence special needs education practices.

Table 1.2.1

Percent and Frequency Distribution of Parents in Terms of Age

Age Range	Frequency	Percent
20 – 25	5	12.5
26 – 30	2	5.0
31 – 40	19	47.5
41 – 50	6	15.0
51 and above	8	20.0
Total	40	100.0

The age distribution of parent respondents reflects a predominantly middle-aged population, which is typical among families with school-aged children receiving special needs education. As shown in Table 1.2.1, nearly half of the parents belonged to the 31–40 age group (47.5%, n = 19), indicating that most parents are in their early to mid-adult years when parental engagement tends to be active and developmentally aligned with their children's educational needs. Barten et al. (2022) found similar clustering in Cebu, where parents in midlife were most engaged in school activities, while Bartolome (2021) emphasized cultural caregiving expectation that shape parental involvement during this stage. Parents aged 51 and above comprised 20.0% (n = 8), followed by those aged 41–50 (15.0%, n = 6). Younger parents were less represented, with 12.5% (n = 5) aged 20–25 and only 5.0% (n = 2) aged 26–30. Although the table does not report measures of central tendency or dispersion, the distribution shows a concentration in the middle-age category, suggesting low variability in age among respondents. This pattern is meaningful for interpreting parental involvement, as middle-aged parents often demonstrate greater stability in employment and caregiving routines, which can facilitate consistent communication with teachers and active participation in school-based activities. Likewise, older parents may bring more experience in navigating support systems for children with special needs, while younger parents may still be building competencies related to specialized caregiving. Overall, the age profile indicates that the study captured perspectives from parents across a broad age span, with a notable clustering in mid-adulthood that may influence patterns of involvement in their children's special needs education programs.

Table 1.2.2

Percent and Frequency Distribution of Parents in Terms of Sex

Sex	Frequency	Percent
Male	8	20.0
Female	32	80.0
Total	40	100.0

The sex distribution of parent respondents reveals that participation was predominantly composed of female parents. As shown in Table 1.2.2, 80.0% (n = 32) of the respondents were female, whereas only 20.0% (n = 8) were male. This aligns with Bartolome (2021), who noted mothers primary caregiving roles in Philippines education, and Barten et al. (2022), who confirmed that mothers were more active in SNED parental involvement initiatives. Although variability cannot be computed for categorical variables, the distribution shows limited diversity in sex representation, indicating that mothers were far more likely than fathers to participate in the study. This pattern is consistent with existing literature on parental involvement, which frequently highlights that mothers typically assume the primary caregiving and school-related responsibilities for children, including those with special needs. The higher participation of mothers may reflect their more active engagement in educational communication, individualized education meetings, and coordination of learning support services. Conversely, although fewer in number, the involvement of fathers contributes essential perspectives that enrich the understanding of family engagement. Overall, the sex profile of parents underscores the gendered nature of caregiving roles and suggests that mothers' experiences may heavily shape the findings on parental involvement in special needs education.

Table 1.2.3

Percent and Frequency Distribution of Parents in Terms of Socio-Economic Status

Socio-Economic Status	Frequency	Percent
Below ₱10,000 (Low Income)	16	40.0
₱10,001 – ₱20,000 (Lower Middle Income)	20	50.0
₱20,001 – ₱40,000 (Middle Income)	4	10.0
Total	40	100.0

The socio-economic profile of parent respondents shows that most families fall within the lower income brackets. As presented in Table 1.2.3, half of the parents reported a monthly household income between ₱10,001 and ₱20,000 (50.0%, n = 20), placing them in the lower middle-income category. Cabanela et al. (2025) found that socioeconomics stress significantly affects parents of children with special needs, while De Guzman and Maximiano (2019) highlighted the financial burdens faced by Filipino families caring for children with development disabilities. A substantial proportion (40.0%, n = 16) belonged to the low-income group earning below ₱10,000 per month. Only a small percentage of parents (10.0%, n = 4) were classified as middle-income earners with monthly earnings ranging from ₱20,001 to ₱40,000. Although measures of variability are not applicable to categorical data, the distribution indicates limited economic diversity among respondents, as the majority represent economically constrained households. This profile is significant in the context of parental involvement and adequacy of facilities in special needs education because socio-economic status is often linked to differences in parents' capacity to participate in school activities, provide supplemental learning resources, and access specialized services. Lower-income parents may face financial and time-related barriers, which could influence the level and nature of their involvement in their children's education. Moreover, economic constraints within the community may contribute to the demand for more adequate and accessible school facilities to support learners with special needs. Overall, the socio-economic distribution underscores the importance of ensuring equitable support mechanisms for families with limited financial resources.

Table 2.1

Level of Parental Involvement in Special needs education in Terms of Communication with Teachers

Item Statements	Teachers Mean	Parents Mean	SD	Average Mean	Interpretation
Availability of digital platforms (e.g., email, chat groups, apps) for communication.	4.40	4.03	0.744	4.25	Highly Involved
Availability of physical facilities for parent–teacher meetings and consultations.	4.33	3.98	0.748	4.19	Highly Involved
Accessibility of communication channels for all parents (including those with limited internet access).	4.25	4.00	0.642	4.15	Highly Involved
Availability of assistive technology for inclusive communication (e.g., interpreters, captioning tools).	4.02	3.65	0.787	3.87	Highly Involved
Provision of regular updates through printed or digital notices/newsletters.	4.08	3.50	0.821	3.85	Highly Involved
COMMUNICATION WITH TEACHERS AND SCHOOLS Mean	4.22	3.83	0.55	4.06	Highly Involved

Note: 3.76-5.00 (4) – Highly Involved, 2.51-3.75 (3) – Involved, 1.26-2.50 (2) – Moderately Involved, 1.00-11.25 (1) – Less Involved

Parental Involvement and Adequacy of Facilities in Special Needs Education

The results in Table 2.1 show that both teachers and parents perceive the facilities supporting communication in special needs education as generally highly involved. The composite mean rating for Communication with Teachers and Schools was 4.06, interpreted as Highly Involved. The corresponding standard deviation (SD = 0.55) indicates low variability in responses, meaning teachers and parents were relatively consistent in their evaluation of communication facilities. Llurag (2025) noted that communication and collaboration remain unevenly implemented in inclusive education, while Cornejo (2025) emphasized that assistive technologies are inconsistently provided, limiting equitable communication.

Among the indicators, the highest-rated item was the availability of digital platforms for communication, which obtained an average mean of 4.25. Teachers rated this item slightly higher (M = 4.40) than parents (M = 4.03), suggesting that while digital communication tools are widely used, parents may experience occasional limitations in access or familiarity. The SD of 0.744 indicates moderate variability, reflecting some differences in how stakeholders experience digital communication tools—likely due to variations in technological access.

Similarly, the availability of physical facilities for parent–teacher meetings (M = 4.19, SD = 0.748) and the accessibility of communication channels for all parents (M = 4.15, SD = 0.642) were rated as highly involved, with SD values suggesting moderately consistent responses. These results imply that schools generally provide appropriate spaces and channels for communication, but some parents—particularly those with limited internet access—may still face barriers.

The provision of assistive technology for inclusive communication (M = 3.87, SD = 0.787) received one of the lower mean ratings within this domain. The relatively higher SD indicates greater variability, suggesting that not all schools consistently provide tools such as captioning, interpreters, or other assistive communication aids. Lastly, the provision of regular updates through notices or newsletters (M = 3.85, SD = 0.821) also showed moderate variability, implying differences in the frequency and quality of communication materials received by parents.

Overall, the findings indicate that while communication facilities are generally highly involved, certain aspects—particularly assistive technologies and consistency of updates—require strengthening to ensure equitable communication for all families in special needs education.

Table 2.2

Level of Parental Involvement in Special needs education in Terms of Participation in School Activities and Programs

Item Statements	Teachers Mean	Parents Mean	SD	Average Mean	Interpretation
Availability of spaces for school activities and parent workshops (e.g., halls, classrooms).	4.25	3.85	0.842	4.09	Highly Involved
Adequacy of resources (materials, equipment) to support parent participation.	4.07	3.63	0.840	3.89	Highly Involved
Accessibility of schedules and programs that encourage parental engagement.	4.17	3.58	0.820	3.93	Highly Involved
Provision of school-organized activities specifically designed for SNED parental involvement.	4.07	3.75	0.874	3.94	Highly Involved
Parents attend school events, workshops, and parent–teacher meetings.	4.17	3.53	0.877	3.91	Highly Involved
PARTICIPATION IN SCHOOL ACTIVITIES AND PROGRAMS Mean	4.14	3.67	0.73	3.95	Highly Involved

Note: 3.76-5.00 (4) – Highly Involved, 2.51-3.75 (3) – Involved, 1.26-2.50 (2) – Moderately Involved, 1.00-11.25 (1) – Less Involved

As shown in Table 2.2, the adequacy of facilities related to participation in school programs was also rated as highly involved, with a composite mean of 3.95. The standard deviation (SD = 0.73) suggests moderate variability, meaning that stakeholders differ in their experiences of facility adequacy supporting parental involvement in school activities. Malabuyoc et al. (2025) stressed that collaboration networks with parents are pivotal but unevenly supported while Jugan et al (2024) highlighted resource constraints that limit consistent parental involvement.

The highest-rated indicator was the availability of spaces for school activities and parent workshops (M = 4.09), with an SD of 0.842 indicating moderate inconsistency in views—likely reflecting differences in school infrastructure or frequency of events hosted. The adequacy of resources such as materials and equipment (M = 3.89, SD = 0.840) and accessibility of schedules encouraging parental engagement (M = 3.93, SD = 0.820) were also rated highly involved, though again with moderate variability. These results suggest that while schools do provide spaces and materials for activities, these may not always be sufficient or regularly available across all contexts.

The provision of school-organized activities designed for SNED parental involvement (M = 3.94, SD = 0.874) shows moderate variability as well, implying that some schools may be more proactive than others in designing SNED-specific programs and

workshops. Parents' actual attendance in school events and meetings (M = 3.91, SD = 0.877) showed similar variability, which may reflect constraints related to parents' socio-economic status, work schedules, or personal responsibilities.

Overall, the results indicate that facilities supporting participation in school activities are generally adequate but inconsistently available across schools. The moderate SD values across items highlight differences in parents' experiences, underscoring the need for more uniform and accessible program offerings.

Table 2.3

Level of Parental Involvement in Special needs education in Terms of Participation in Support for Learning at Home

Item Statements	Teachers Mean	Parents Mean	SD	Average Mean	Interpretation
Availability of take-home learning materials (modules, activity sheets, digital resources).	4.18	4.03	0.729	4.12	Highly Involved
Provision of assistive devices/adaptive tools (e.g., braille, hearing aids, learning apps).	3.55	3.13	0.962	3.38	Involved
Accessibility of online platforms or portals to support at-home learning.	3.98	3.55	0.907	3.81	Highly Involved
Adequacy of teacher-provided guidance for parents to reinforce learning at home.	4.15	4.05	0.803	4.11	Highly Involved
Availability of community or school-based support services (tutorials, hotlines).	3.92	3.68	0.903	3.82	Highly Involved
SUPPORT FOR LEARNING AT HOME Mean	3.96	3.69	0.65	3.85	Highly Involved

Note: 3.76-5.00 (4) – Highly Involved, 2.51-3.75 (3) – Involved, 1.26-2.50 (2) – Moderately Involved, 1.00-11.25 (1) – Less Involved

Table 2.3 presents the extent of facility adequacy supporting parents' participation in their children's learning at home. The composite mean of 3.85, interpreted as Highly Involved, suggests that both teachers and parents generally agree that the resources available to support home-based learning are sufficient. The standard deviation for this domain (SD = 0.65) indicates moderate consistency in responses, reflecting a shared but slightly varied experience across stakeholders. Llurag (2025) identified insufficient funding for adaptive tools as a barrier, while Cornejo (2025) noted that rural schools particularly lack assistive devices, affecting home-based learning.

Among the indicators, the availability of take-home learning materials received the highly involved rating (M = 4.12). The SD of 0.729 suggests moderate variability, meaning most respondents agreed on its adequacy, though some experienced limitations in the availability or quality of materials. The adequacy of teacher-provided guidance for parents (M = 4.11, SD = 0.803) was also rated highly, emphasizing the crucial role of teachers in providing instructions that help parents reinforce learning routines at home.

However, the provision of assistive devices and adaptive tools obtained a noticeably lower mean of 3.38, with the highest SD in the subscale (SD = 0.962). This indicates greater variability and suggests that assistive technologies such as Braille materials, hearing aids, or learning apps may not be consistently available across different schools or student needs. Additionally, the accessibility of online portals to support at-home learning (M = 3.81, SD = 0.907) and availability of community or school-based support services (M = 3.82, SD = 0.903) were rated highly involved but showed moderate variability. These findings imply that while resources exist, differences in socioeconomic conditions, technological access, and school infrastructure may affect their consistent use.

Overall, results indicate that home-learning support facilities are highly involved but unevenly distributed, with significant room for improvement in assistive device provision and digital accessibility to better support diverse learners with special needs.

Table 2.4

Level of Parental Involvement in Special needs education in Terms of Participation in Collaboration in Decision Making

Item Statements	Teachers Mean	Parents Mean	SD	Average Mean	Interpretation
Availability of facilities for IEP (Individualized Education Program) meetings.	3.93	3.58	0.924	3.79	Highly Involved
Provision of venues (physical/digital) for parent–school consultations on SNED policies.	4.00	3.60	0.838	3.84	Highly Involved
Access to school committees or councils that include parent representatives.	3.93	3.55	0.871	3.78	Highly Involved
Availability of surveys or feedback tools for parental input in decision-making.	4.40	3.38	1.010	3.99	Highly Involved
Transparency and accessibility of records/data for parent–school collaboration.	4.40	3.58	0.913	4.07	Highly Involved
COLLABORATION IN DECISION-MAKING Mean	4.13	3.54	0.77	3.89	Highly Involved

Note: 3.76-5.00 (4) – Highly Involved, 2.51-3.75 (3) – Involved, 1.26-2.50 (2) – Moderately Involved, 1.00-11.25 (1) – Less Involved

Parental Involvement and Adequacy of Facilities in Special Needs Education

Table 2.4 shows that facilities enabling collaboration in school decision-making were rated Highly Involved, with a composite mean of 3.89. The standard deviation (SD = 0.77) indicates moderate variability, implying that respondents' experiences with the availability and accessibility of collaborative structures differed across schools. Garcia (2023) emphasized barriers to parental involvement in decision-making due to lack of training, while Llurag (2025) highlighted policy gaps that hinder systematic collaboration.

Among the items, the availability of surveys or feedback tools for parental input had one of the highest mean ratings (M = 3.99) but also the highest SD (1.010). This substantial variability reflects that while some schools actively use surveys and feedback platforms, others provide them inconsistently or not at all. Similarly, the item on transparency and accessibility of records for collaboration (M = 4.07, SD = 0.913) was perceived as highly involved, yet the variability indicates that the level of openness and accessibility depends largely on each institution's administrative practices.

The availability of facilities for IEP meetings (M = 3.79, SD = 0.924) and venues for consultations on SNED policies (M = 3.84, SD = 0.838) were also viewed as highly involved, although the SD values show that not all schools provide equally supportive environments for these essential functions. Likewise, access to school committees with parent representation (M = 3.78, SD = 0.871) exhibits moderate variability, suggesting that opportunities for parent involvement in governance differ across contexts.

Overall, the findings indicate that while structures for collaborative decision-making are present, their involvement varies widely, and certain schools may need greater systematization and stronger parent-engagement mechanisms. The moderate to high SD values across indicators reflect inconsistencies in how widely and effectively such facilities are used to promote inclusive and participatory decision-making processes.

Table 3.1

Adequacy of Facilities supporting parental involvement in Terms of Physical Facilities

Item Statements	Teachers Mean	Parents Mean	SD	Average Mean	Interpretation
Classrooms are equipped and accessible for students with various disabilities.	4.18	4.08	0.804	4.14	Strongly Agree
School buildings include ramps, elevators, and other accessibility features for parents and learners.	3.87	3.51	0.956	3.73	Agree
Resource centers and learning spaces are well-maintained and adequately sized.	3.95	3.70	0.783	3.85	Strongly Agree
Classrooms and facilities allow parents to comfortably participate in school activities.	3.97	4.05	0.899	4.00	Strongly Agree
Restrooms, hallways, and common areas are designed to accommodate diverse learners and visitors.	3.90	4.08	0.958	3.97	Strongly Agree
PHYSICAL FACILITIES Mean	3.97	3.89	0.74	3.94	Strongly Agree

Note: 3.76-5.00 (4) – Strongly Agree, 2.51-3.75 (3) – Agree, 1.26-2.50 (2) – Moderately Agree, 1.00-11.25 (1) – Disagree

Table 3.1 shows that the adequacy of physical facilities supporting parental involvement was rated Strongly Agree, with an overall mean of 3.94. This suggests that, on average, both teachers and parents perceive the school's physical structures as sufficiently supportive of parent engagement and inclusive education. The standard deviation for this domain (SD = 0.74) indicates moderate variability, meaning that although most respondents agreed on the adequacy of the facilities, experiences differ across schools. Cornejo (2025) reported inconsistent accessibility features such as ramps and elevators, while Llurag (2025) stressed the need for infrastructure investment to support inclusive education.

All individual items received mean ratings within the Strongly Agree range. The highest rating was given to the statement that classrooms are equipped and accessible for students with various disabilities (M = 4.14), with an SD of 0.804, indicating consistent but slightly varied perceptions of accessibility. Similarly, classrooms and facilities allowing parents to participate comfortably in activities (M = 4.00, SD = 0.899) and restrooms, hallways, and common areas designed for diverse learners and visitors (M = 3.97, SD = 0.958) were rated adequate but exhibited moderate variability, reflecting differences in how well schools meet accessibility standards. The item on ramps, elevators, and other accessibility features had a slightly lower mean (M = 3.73) and the highest SD (0.956), suggesting that while these features exist, their availability and quality differ significantly among institutions. Overall, schools show adequate physical support for parental involvement, though accessibility features appear inconsistent and require further strengthening.

Table 3.2

Adequacy of Facilities supporting parental involvement in Terms of Inclusive Learning Environment

Item Statements	Teachers Mean	Parents Mean	SD	Average Mean	Interpretation
The school environment promotes inclusivity for all learners regardless of ability.	4.13	4.00	0.787	4.08	Strongly Agree
Parents feel welcomed and valued in the school community.	4.37	3.98	0.913	4.21	Strongly Agree
School policies and practices encourage collaboration between parents and teachers.	4.23	4.15	0.910	4.20	Strongly Agree
Learning activities are designed to involve both students and parents effectively.	4.20	3.70	0.899	4.00	Strongly Agree
Teachers and staff demonstrate respect and understanding for diverse learner needs.	4.50	4.10	0.879	4.34	Strongly Agree
Inclusive Learning Environment	4.29	3.99	0.75	4.17	Strongly Agree

Note: 3.76-5.00 (4) – Strongly Agree, 2.51-3.75 (3) – Agree, 1.26-2.50 (2) – Moderately Agree, 1.00-11.25 (1) – Disagree

As shown in Table 3.2, the inclusive learning environment was also rated Strongly Agree, with an overall mean of 4.17. This high mean reflects a strong perception that schools foster inclusivity and encourage active parent–teacher collaboration. The overall SD of 0.75 indicates moderate variability, suggesting that inclusivity practices are well recognized but not uniformly implemented across all respondents' school settings. Malabuyoc et al. (2025) heighted teacher resilience in fostering inclusivity while Jugan et al. (20240 emphasized that teacher attitudes are central to sustaining inclusive practice.

The item with the highest adequacy rating was teachers and staff demonstrating respect and understanding for diverse learner needs (M = 4.34, SD = 0.879), signifying strong agreement on the supportive attitudes of school personnel. Additionally, items such as parents feeling welcomed (M = 4.21, SD = 0.913) and collaborative policies between parents and teachers (M = 4.20, SD = 0.910) highlight the importance of relational inclusivity. The relatively lower mean for learning activities involving both students and parents (M = 4.00, SD = 0.899) suggests that while inclusivity is valued, structured opportunities for joint activities may be less consistently provided. Overall, the results indicate that schools maintain an inclusive atmosphere, though variability in SD values implies that some schools are more advanced than others in implementing inclusive practices comprehensively.

Table 3.3

Adequacy of Facilities supporting parental involvement in Terms of Support Services

Item Statements	Teachers Mean	Parents Mean	SD	Average Mean	Interpretation
Counseling services are available for learners and parents when needed.	3.97	4.13	1.00	4.03	Strongly Agree
Therapy and remedial programs are adequately provided to support SNED learners.	4.02	3.98	1.005	4.00	Strongly Agree
Parents have access to training programs and workshops to support learning at home.	4.13	3.85	0.899	4.02	Strongly Agree
Schools provide guidance and assistance for navigating educational resources and tools.	4.23	4.05	0.907	4.16	Strongly Agree
Adequate support is given to ensure parental participation in decision-making and school programs.	4.20	4.13	0.829	4.17	Strongly Agree
Support Services	4.11	4.03	0.82	4.08	Strongly Agree

Note: 3.76-5.00 (4) – Strongly Agree, 2.51-3.75 (3) – Agree, 1.26-2.50 (2) – Moderately Agree, 1.00-11.25 (1) – Disagree

Table 3.3 reveals that support services for parental involvement were rated Strongly Agree, with an overall mean of 4.08, indicating that respondents generally perceive the support systems as adequate. The domain SD of 0.82, the highest among the

three dimensions, suggests greater variability in respondents' experiences with support services, implying that their availability or quality may differ across schools or districts.

Among the indicators, schools provide guidance and assistance in navigating educational resources and tools (M = 4.16, SD = 0.907) and adequate support is given to ensure parental participation in decision-making and school programs (M = 4.17, SD = 0.829) received some of the highest ratings, reflecting strong institutional efforts to guide and involve parents. Conversely, counseling services for learners and parents (M = 4.03, SD = 1.000) and therapy and remedial programs (M = 4.00, SD = 1.005) had the highest SD values, indicating substantial variation in the availability, frequency, or accessibility of these services. The item on access to training programs and workshops for parents (M = 4.02, SD = 0.899) also reflects moderate variability, implying that parent capacity-building opportunities are present but not equally distributed. Overall, support services are perceived as adequate but inconsistently implemented, with notable disparities in counseling and therapy programs. The findings are supported by recent studies emphasizing that support services such as counseling, therapy, and parent training programs are essential in strengthening parental evolvement in special needs education. According to Evans and Thompson (2023), the availability of counseling and therapeutic services significantly enhances both learner development and parental engagement, although disparities in access remain evident across institutions. Similarly, Martin and Lewis (2024) highlighted that school providing structured parent support programs and guidance mechanisms tend to foster stronger collaboration between families and educators, thereby improving inclusive education outcome.

Table 4

Comparative Analysis on the Level of Parental Involvement between Teachers and Parents

Variables	t	df	Sig. (2-tailed)	Mean Difference	Decision	Interpretation
COMMUNICATION WITH TEACHERS AND SCHOOLS	3.618	98	0.000	0.3867	Reject H0	Significant
PARTICIPATION IN SCHOOL ACTIVITIES AND PROGRAMS	3.378	98	0.001	0.4783	Reject H0	Significant
SUPPORT FOR LEARNING AT HOME	2.085	98	0.040	0.2717	Reject H0	Significant
COLLABORATION IN DECISION-MAKING	4.127	98	0.000	0.5983	Reject H0	Significant
Overall Mean of Adequacy of facilities for SNED Programs	3.729	98	0.000	0.43375	Reject H0	Significant

Note: Test used= Independent samples t-test; .05 level of significance; teachers mean-parents mean= mean difference

The comparative analysis using an independent samples t-test revealed significant differences in the perceptions of teachers and parents regarding the adequacy of facilities supporting special needs education (SNED) programs. As shown in Table 4, significant differences were observed across all measured dimensions, including communication with teachers and schools (t = 3.618, df = 98, p = 0.000), participation in school activities and programs (t = 3.378, df = 98, p = 0.001), support for learning at home (t = 2.085, df = 98, p = 0.040), collaboration in decision-making (t = 4.127, df = 98, p = 0.000), and in the overall mean of adequacy of facilities for SNED programs (t = 3.729, df = 98, p = 0.000). In all cases, the null hypothesis of no significant difference was rejected, indicating that teachers and parents perceive the adequacy of facilities differently.

Specifically, teachers consistently rated the adequacy of facilities higher than parents across all dimensions. For communication with teachers and schools, the mean difference of 0.387 indicates that while teachers perceive digital platforms, physical meeting spaces, and accessibility measures as sufficient, parents may experience challenges in using these communication channels. This discrepancy could reflect differences in familiarity with available tools or barriers related to internet access, technology literacy, or scheduling constraints that limit effective communication from the parents' perspective.

Similarly, in the domain of participation in school activities and programs, teachers rated the facilities higher than parents, with a mean difference of 0.478. This suggests that although schools provide spaces, resources, and schedules for parental involvement, parents may still face logistical or personal barriers that affect their actual participation. The gap highlights the importance of not only providing facilities but also ensuring that parents are adequately informed, supported, and encouraged to participate in meaningful ways.

In terms of support for learning at home, the mean difference of 0.272 indicates that teachers believe that learning materials, assistive devices, and guidance for home-based instruction are sufficiently available. However, parents perceive these supports as

less adequate, which may signal a need for enhanced parent training, clearer guidance on using materials, and more accessible or adaptive learning resources to facilitate active engagement at home.

The most pronounced difference was observed in collaboration in decision-making, with a mean difference of 0.598. Teachers rated the availability of IEP meeting facilities, consultation venues, access to school committees, and feedback mechanisms for parental input higher than parents. This suggests that while schools may have structures and formal procedures for parent engagement in decision-making, parents may perceive these opportunities as limited, inaccessible, or insufficiently inclusive. The variability in perceptions underscores the need for schools to strengthen communication about how parents can actively participate and to ensure that participation processes are genuinely accessible to all families, regardless of socioeconomic status or prior experience with SNED programs.

Finally, the overall adequacy of facilities for SNED programs shows a significant difference with a mean difference of 0.434, reflecting a general perception gap between teachers and parents. Teachers' higher ratings may indicate confidence in the institutional provisions, while parents' comparatively lower ratings suggest that the adequacy of facilities is not consistently experienced or perceived in practice. These findings highlight a critical area for intervention, emphasizing the need for schools to bridge perception gaps through better engagement strategies, inclusive practices, and transparent communication regarding available resources and supports.

In conclusion, the significant differences in perceptions between teachers and parents across all facility dimensions suggest that schools must go beyond mere provision of physical and digital facilities. Emphasis should be placed on ensuring that facilities are accessible, usable, and perceived as adequate by parents, who are integral partners in the educational process of learners with special needs. Addressing these perceptual gaps can enhance parental involvement, improve learning outcomes, and foster a more collaborative and inclusive SNED environment. The significant differences observed between teachers and parents' perception are supported by prior research indicating that stakeholders often experience school resources differently. According to Lopez and Martinez (2024), while schools may perceive their programs and facilities as adequate, parents especially those from lower socio-economic background may encounter barriers that limit their full participation. Furthermore, Mishra et al. (2024) explain that differences in digital access, time availability and familiarity with school system, contribute to gaps in perception regarding education support and engagement opportunities.

Table 5

Comparative Analysis on the Adequacy of Facilities Supporting Parental Involvement

Variables	t	df	Sig. (2-tailed)	Mean Difference	Decision	Interpretation
Physical Facilities	0.574	98	0.567	0.08708	Failed to Reject H0	Not Significant
Inclusive Learning Environment	1.987	98	0.050	0.3017	Reject H0	Significant
Support Services	0.508	98	0.612	0.0850	Failed to Reject H0	Not Significant
Overall Mean of adequacy of facilities supporting parental involvement	1.110	98	0.270	0.1579	Failed to Reject H0	Not Significant

Note: Test used= Independent samples t-test; .05 level of significance; teachers mean-parents mean= mean difference

The independent samples t-test was conducted to examine whether there were significant differences in the perceptions of teachers and parents regarding the adequacy of facilities specifically supporting parental involvement. As shown in Table 5, results indicate that for most dimensions—including physical facilities ($t = 0.574$, $df = 98$, $p = 0.567$), support services ($t = 0.508$, $df = 98$, $p = 0.612$), and the overall mean of facilities supporting parental involvement ($t = 1.110$, $df = 98$, $p = 0.270$)—the differences between teachers' and parents' perceptions were not statistically significant. These findings suggest that both teachers and parents generally share similar views regarding the adequacy of physical infrastructure, available support services, and the overall environment that facilitates parental engagement in the educational process of learners with special needs.

For physical facilities, the mean difference of 0.087 indicates that teachers and parents had nearly identical perceptions about accessibility, classroom design, ramps, and common areas. The non-significant result implies that schools have largely succeeded in providing an environment that is perceived as adequate and accessible by both key stakeholders. Similarly, for support services—which include counseling, remedial programs, workshops for parents, and guidance on educational resources—the

minimal mean difference of 0.085 and non-significant p-value reflect broad agreement between teachers and parents on the adequacy of these services to facilitate parental involvement.

However, the inclusive learning environment dimension showed a borderline significant difference (t = 1.987, df = 98, p = 0.050), with a mean difference of 0.302. This indicates that teachers rated inclusivity measures slightly higher than parents did. While both groups generally agreed that the school environment fosters inclusivity, parent perceptions were somewhat less favorable. This may reflect that although policies and practices exist to encourage collaborative learning and inclusivity, parents may perceive inconsistencies in how these are implemented in practice or may experience limitations in being fully integrated into school activities and decision-making processes. The observed differences between teachers and parents are consistent with existing literature on parental involvement. Evans and Thompson (2023) emphasized that the effective of school facilities depends not only on availability but also on accessibility and usability for families. Moreover, Martin and Lewis (2024) assert that equitable access to resources and support services in ensuring meaningful parental participation in inclusive education setting.

Overall, the findings suggest that perceptions of adequacy in facilities supporting parental involvement are largely aligned between teachers and parents, except for minor discrepancies in the perceived inclusivity of the school environment. This convergence indicates that schools have made progress in ensuring that infrastructure, support services, and programs accommodate parental engagement. Nevertheless, the slight perceptual gap in inclusivity highlights the need for schools to further strengthen parent integration in learning activities, collaborative initiatives, and participatory decision-making to ensure that inclusive practices are not only institutionalized but also experienced consistently by all stakeholders.

Table 6

Correlation Analysis between the extent of adequacy of facilities and the extent of adequacy of facilities supporting parental involvement

Variables		PHYSICAL FACILITIES	INCLUSIVE LEARNING ENVIRONMENT	SUPPORT SERVICES	Overall Mean of adequacy of facilities supporting parental involvement
COMMUNICATION WITH TEACHERS AND SCHOOLS	Pearson Correlation	.433**	.478**	.422**	.490**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	Interpretation	Strong Positive	Strong Positive	Strong Positive	Strong Positive
PARTICIPATION IN SCHOOL ACTIVITIES AND PROGRAMS	Pearson Correlation	.655**	.668**	.573**	.696**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	Interpretation	Strong Positive	Strong Positive	Strong Positive	Strong Positive
SUPPORT FOR LEARNING AT HOME	Pearson Correlation	.642**	.650**	.654**	.716**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	Interpretation	Strong Positive	Strong Positive	Strong Positive	Very Strong Positive
COLLABORATION IN DECISION-MAKING	Pearson Correlation	.551**	.635**	.491**	.615**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	Interpretation	Strong Positive	Strong Positive	Strong Positive	Strong Positive
Overall Mean of Adequacy of facilities for SNED Programs	Pearson Correlation	.642**	.685**	.599**	.708**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	Interpretation	Strong Positive	Strong Positive	Strong Positive	Very Strong Positive

Note: Correlation is significant at the 0.01 level (2-tailed); test used= Pearson r bivariate correlation

The correlation analysis presented in Table 6 examined the relationship between the overall adequacy of facilities for SNED programs and the extent to which these facilities support parental involvement. Using Pearson's r, results reveal that all dimensions of facility adequacy are significantly and positively correlated with each other at the 0.01 level ($p < 0.01$). These findings indicate that improvements in general school facilities are strongly associated with greater adequacy of facilities that facilitate parental engagement.

Specifically, communication with teachers and schools showed strong positive correlations with physical facilities (r = 0.433, p = 0.000), inclusive learning environment (r = 0.478, p = 0.000), support services (r = 0.422, p = 0.000), and the overall mean of facilities supporting parental involvement (r = 0.490, p = 0.000). This suggests that well-designed classrooms, accessible infrastructures, and inclusive practices are linked to more effective communication channels for parents, reinforcing the notion that physical and systemic support contributes to parent engagement.

Similarly, participation in school activities and programs exhibited strong positive correlations with all dimensions of parental-supportive facilities, ranging from r = 0.573 to r = 0.696 (p = 0.000). These results imply that schools with adequate physical spaces, inclusive policies, and comprehensive support services tend to offer better opportunities for parents to actively participate in

school activities. The strongest association was observed with the overall mean of parental-supportive facilities (r = 0.696), highlighting the interdependence between school infrastructure and parent engagement initiatives.

In the domain of support for learning at home, correlations ranged from r = 0.642 with physical facilities to r = 0.716 with the overall mean of facilities supporting parental involvement, indicating strong to very strong positive relationships. This finding suggests that improvements in general facilities, including classrooms, resource centers, and accessibility features, directly enhance parents' ability to support learning at home through take-home materials, digital resources, and guidance from teachers.

For collaboration in decision-making, correlations were also strong and positive, ranging from r = 0.491 with support services to r = 0.635 with the inclusive learning environment. This indicates that inclusive policies, accessible facilities, and adequate support structures facilitate parental participation in decision-making processes such as IEP meetings, school committees, and feedback mechanisms. The results highlight that the effectiveness of collaborative structures is closely tied to the broader adequacy of SNED facilities.

Finally, the overall mean of adequacy of facilities for SNED programs demonstrated very strong positive correlations with the overall mean of facilities supporting parental involvement (r = 0.708, p = 0.000). This finding underscores a clear pattern: schools that invest in comprehensive, accessible, and inclusive facilities are more likely to provide environments that actively engage parents, enhancing both educational quality and partnership between the school and families. The findings are supported by existing literature which emphasizes that the adequacy of facilities s a significant predictor of parental involvement in special needs education. According to Evans and Thompson (2023), accessible physical and support infrastructures create enabling environments that encourage parents to actively participate in their children's education. Similarly, Martin and Lewis (2024) highlight that both structure resources and institutional support system significantly influence the level of parental engagement, particularly in inclusive and special needs education settings. Furthermore, Lopez and Martinez (2024) explain that when schools provide adequate facilities and accessible learning resources, parents are more likely to engage in communication, decision making and home base learning support, thereby strengthening overall education outcomes.

In conclusion, the correlation analysis indicates that the adequacy of school facilities and the adequacy of facilities supporting parental involvement are mutually reinforcing. Strong physical infrastructure, inclusive practices, and sufficient support services not only improve learning conditions for students with special needs but also empower parents to participate meaningfully in their children's education. This underscores the importance of holistic facility planning that integrates accessibility, inclusivity, and family engagement as interconnected priorities in SNED programs.

Based on the results of the study, the following is the summary of findings:

1. The study revealed that the teacher respondents were predominantly mid- to late-career educators, with most belonging to the 31–50 age range and were largely female. Their professional roles were almost evenly split between Special Needs Education (SNED) teachers and general teachers. Meanwhile, parent respondents were mostly middle-aged and female, with mothers participating more actively than fathers. In terms of socio-economic status, most families belonged to low to lower-middle income brackets, suggesting limited financial resources among households of learners with special needs.
2. Parental involvement is generally supported through adequate school facilities, inclusive environments, and available support services. Physical facilities were rated Agree (M = 3.94), though accessibility features such as ramps and elevators varied across schools. The inclusive learning environment received the highest rating (M = 4.17), indicating that parents and teachers perceive the school climate as welcoming and respectful of learner diversity. Support services were also rated positively (M = 4.08). Overall, findings indicated adequacy across domains, yet improvements are needed to strengthen accessibility and ensure more uniform implementation of services for special needs education.
3. The study found that the adequacy of facilities supporting parental involvement in special needs education was generally rated as Adequate across all domains assessed. Communication facilities were viewed positively (M = 4.06), particularly in terms of digital platforms and meeting venues, although the provision of assistive communication technologies and consistency of updates require improvement. Facilities for parent participation in school programs were likewise adequate (M = 3.95), yet responses reflected variability, suggesting that opportunities and resources for involvement are present but not uniformly implemented across schools. Support for learning at home also obtained an adequate rating (M = 3.85), with take-home materials and teacher guidance emerging as strengths, while the availability of assistive devices and accessibility of digital resources displayed notable gaps. Collaboration in decision-making was rated adequate as well (M = 3.89).
4. Results of the independent samples t-test revealed significant differences between teachers' and parents' perceptions regarding the adequacy of facilities for SNED programs across all domains, including communication, participation in school activities, support for learning at home, and decision-making. Teachers consistently provided higher ratings than

parents, indicating that while schools may have facilities in place, parents perceive them as less accessible or less sufficient in practice. The largest gap was observed in collaboration in decision-making, suggesting that parents may not feel fully included or informed in school processes.

5. The independent samples t-test revealed that teachers and parents generally share similar perceptions regarding the adequacy of facilities supporting parental involvement, with no significant differences found in physical facilities, support services, and the overall adequacy of facilities. However, a borderline significant difference emerged in the inclusive learning environment, where teachers viewed inclusivity more positively than parents. This suggests that while facilities and services for parental involvement are perceived as sufficient by both groups, parents may feel less integrated or included in school practices, indicating a need for stronger inclusive engagement strategies.
6. The correlation analysis revealed strong and significant positive relationships between the adequacy of SNED facilities and parental involvement ($p < .01$). All facility dimensions—physical facilities, inclusive environment, and support services—were strongly linked to communication, participation, support for learning at home, and collaboration in decision-making. The highest correlations were noted between overall SNED facility adequacy and overall facilities supporting parental involvement, indicating that better and more inclusive facilities are associated with stronger parental engagement.
7. The Action plan is needed to reduce the disparity between teacher and parent perceptions increase the parental participation and engagement, improve the facility adequacy ratings and have a more inclusive, accessible, and responsive SNED environment.

Based on the significant findings of the study, the following conclusions can be deduced:

1. The demographic profile showed that both teachers and parents involved in the SNED context are predominantly middle-aged females, with many families belonging to lower income groups, suggesting the need for accessible and equitable support systems sensitive to socio-economic conditions.
2. Facilities supporting parental involvement were found adequate overall, though inconsistencies in assistive technologies, digital accessibility, and decision-making mechanisms indicate areas requiring improvement for more equitable and inclusive engagement.
3. School facilities, inclusive environments, and support services sufficiently promote parental involvement; however, variation in accessibility features and the availability of counseling and therapy programs highlights the need for more uniform implementation.
4. Significant perception differences between teachers and parents reveal that while facilities exist, parents find them less sufficient or accessible, underscoring the need to improve communication, inclusion in decision-making, and facility utilization.
5. Teachers and parents generally share similar views on facility adequacy, except for inclusivity, where parents are slightly less satisfied, indicating the importance of strengthening inclusive and participatory practices.
6. Positive correlations between SNED facility adequacy and parental involvement show that enhancing infrastructure, support services, and inclusive environments can directly strengthen parental participation and educational partnership.
7. The Action plan is proposed to improve the adequacy, accessibility, and inclusivity of school facilities to enhance meaningful parental involvement in SNED programs.

Based on the conclusions of the study, the following recommendations may be forwarded:

1. Develop subsidized or low-cost SNED programs and parent-support initiatives, ensuring that services and resources are accessible to families from lower income groups.
2. Upgrade and standardize assistive technologies and digital platforms, alongside establishing clear decision-making protocols that involve parents directly.
3. Implement a uniform accessibility and support service enhancement plan, including the expansion of counseling and therapy programs across all SNED centers.
4. Strengthen parent–school communication channels and orientation programs, ensuring parents are informed, involved in decisions, and encouraged to use available facilities.
5. Create inclusive engagement activities and feedback systems, giving parents more voice in planning and evaluating SNED programs to enhance satisfaction and participation.
6. Prioritize continuous improvement of SNED facilities and support services, allocating resources to infrastructure upgrades and interventions proven to increase parental involvement.

7. Adopt the proposed action plan to increase the involvement of parents of LWD and continuous improvement leading to adequacy of facilities. Likewise, encourage other schools to adopt or implement this Action Plan to improve parents' involvement.
8. Action Plan may be strengthened in school through LAC session, InSeT Program and other professional endeavor of the school.
9. Future researchers may explore longitudinal and comparative studies across different school settings, focusing on how improvements in SNED facilities influence parental involvement over time and across diverse socio-economic groups.

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