

## Parental Involvement and Behaviour to Learners with Special Educational Needs

April T. Barten<sup>1</sup>, Cristopher L. Celocia<sup>2</sup>, Loila M. Dismukes<sup>3\*</sup>, Rosein A. Ancheta Jr.<sup>4</sup>,  
Rebecca DC. Manalastas<sup>5</sup>, Cecilia Elena P. De Los Reyes<sup>6</sup>, Reylan G. Capuno<sup>7</sup>, Joseph  
C. Pepito<sup>8</sup>, Jonathan O. Etucban<sup>9</sup>, Niña Rozanne T. Delos Reyes<sup>10</sup>, Lilibeth C. Pinili<sup>11</sup>

<sup>1</sup> *Special Education Teacher, Granite School District, Utah, USA*

[april.barten@gmail.com](mailto:april.barten@gmail.com)

<https://orcid.org/0000-0002-9936-8854>

<sup>2</sup> *Teacher, Mandaue City Central School, Cebu, Philippines*

[cristophercelocia1205@gmail.com](mailto:cristophercelocia1205@gmail.com)

<https://orcid.org/0000-0003-1146-7274>

<sup>3 4 5 6 7 8 9 10 11</sup> *Faculty, Cebu Technological University – Main Campus, Cebu, Philippines*

[loilamandal627@gmail.com](mailto:loilamandal627@gmail.com)

<https://orcid.org/0000-0002-2161-5333>

[rosein.ancheta@ctu.edu.ph](mailto:rosein.ancheta@ctu.edu.ph)

[rebecca.manalastas@ctu.edu.ph](mailto:rebecca.manalastas@ctu.edu.ph)

<http://orcid.org/0000-0002-3217-9442>

[cedlreyes@yahoo.com](mailto:cedlreyes@yahoo.com)

[reylan.capuno@ctu.edu.ph](mailto:reylan.capuno@ctu.edu.ph)

<http://orcid.org/0000-0002-3426-1650>

[joseph.pepito@ctu.edu.ph](mailto:joseph.pepito@ctu.edu.ph)

<http://orcid.org/0000-0002-0218-8081>

[joetcuban@gmail.com](mailto:joetcuban@gmail.com)

<http://orcid.org/0000-0001-8930-6476>

[ninarozanne.delosreyes@ctu.edu.ph](mailto:ninarozanne.delosreyes@ctu.edu.ph)

[lilibeth.pinili@ctu.edu.ph](mailto:lilibeth.pinili@ctu.edu.ph)

<http://orcid.org/0000-0003-2603-9352>

*\*Corresponding Author*

### ABSTRACT

This study determined the extent of parental involvement and parenting behavior in supporting the school-related activities of the learners with special educational needs at the two (2) Special Education centers in the Philippines. There were 45 parent-respondents selected through purposive sampling in congruence with the inclusion and exclusion criteria. The questionnaires used were adapted from Preschool Behaviour Booklet. The data gathered were subjected to Descriptive and Inferential statistics. Findings revealed that in terms of profile, majority of the parent-respondents were high school graduates, had 1 to 3 children, and a monthly income of 9,100 pesos and below. The parents were highly involved in school-related activities to learners with special needs. The level of parenting behaviors was positively favorable to their children with special needs. There were no significant relationships between the profile of the parents and their extent of involvement in school-related activities to their children; and their level of parenting behaviour. It was recommended that the parents should always be supporting their children's endeavours for these kids to live a good productive life and attain a promising future.

**Keywords:** Descriptive method, Learners with Special Educational Needs, Parental Involvement, Special Education, Philippines

## I. INTRODUCTION

The family is the basic unit of society governed by the parents. One of the most significant obligations that parents must perform is sending their children to school. Parents are stakeholders of educational institutions who play a vital role in the educational process, child's holistic development and scholastic achievement (Cox, 2005). Parental involvement that consummates children's achievement in school ranges from encouraging conditions at home; collaboration and communication between parents and children about schoolwork; parents' collegial involvement with the school's administration; and partnerships between the parents and teachers (Epstein et al., 2014).

In the Philippines, the Department of Education (DepEd) have issued numerous memoranda and department orders intended at strengthening parental involvement, such as: boys and girls scouting, where parents have to present on some of its activities; the school-community socio-economic projects as manifested in Brigada Skwela; the disaster volunteer task force, mobilized during challenging times, and school-community workgroups, like the parents and teachers association (PTA). But despite the effort made, parental involvement continues a daunting challenge among school administrators and teachers. In many public schools in the Philippines, based on the School Monitoring, Evaluation and Adjustment (SMEA) reports during school years 2016 to 2019, the parents were observed to be least active in collaborating with the schools and a bit passive in supporting their children's academic activities.

At the onset of Covid-19 pandemic, wherein in-person classes are prohibited, parental involvement in the educational services delivery have become highly indispensable for the parents would be the one to facilitate the students in discussing and answering the assessment tasks written in the modules due to the schools' distance learning approach adoption. Epstein (2005) expounded that parental involvement includes: supporting the children's participation to curricular or extra-curricular activities; communicating with school's administrator or teachers; assisting the students in doing homework; attending the

school-related meetings where the parents' presence is needed.

Meanwhile, the DepEd remains unhampered with the pandemic in delivering quality educational services in congruence with its mandate by the Philippine Constitution (DepEd Order no. 32, series of 2020). In parallel with the new norm and to ensure parents' full cooperation during these trying times, the DepEd Covid-19 Task Force issued memorandum 63, series of 2020 launching an online parenting support and interventions on effective parenting amidst the covid-19 pandemic to empower the parents and caregivers in providing guidance and support to their regular students, and students with special needs as educational partners in ensuring learning continuity.

Dillenburger et al. (2004) discussed that parental involvement is seriously needed in special education because the parents provide information on the child's strengths and weaknesses at home, background information on the child's history and development, and information on any family factors that may affect the child's learning. These data are the principal considerations in crafting the individualized education program (IEP) for the student's parents, teachers, and other service providers to be of singular mind and direction about the educational program and interventions necessary to improve the students holistically. This only postulates that parents or guardians are extremely imperative in unveiling, strengthening, nurturing, and helping the children with special needs to unlock their hidden potentials and live a better life. The premises mentioned above prompted the researchers to ascertain the extent of involvement and behaviour of parents in the school-related activities of the learners with special educational needs amidst the global lockdowns.

## II. Review of Related Literature and Studies

The Covid-19 pandemic forces all countries to implement lockdown that prohibits in-person transaction to prevent the virus' transmission. The new situation has changed the

delivery of educational services which are now thru distance learning; in this approach parental involvement is so required to support children's learning at home for the parents are expected to act as sub-teachers in explaining the module discussions and assessment activities in asynchronous classes and providing technological resources in synchronous meetings. These make the parents' involvement of great importance for an effective distance learning to happen. Waters et. al. (2014) and Vukovic et al., (2013) defined parental involvement as all forms of support that the parents, guardians or caregivers extend to ensure that the learners acquire the subjects' competencies of a particular school year.

Epstein (2018) articulates that parents should understand child and adolescent development to establish appropriate home environments that support children as students; and communicate with the teachers to know the school programs and children's weaknesses and strengths. Such parental support is a formidable tool for the students to succeed in acquiring the competencies and knowledge they ought to have in an educational environment notwithstanding of the situation. The teachers and administrators should also reach out to involve and help the parents attain confidence and competence in their children's education. In addition, strong, diverse, and balanced partnership programs that enable all families to find ways to be productively involved at school and in their children's education at home and in the community (Cobb, 2014).

Prior & Gerard (2007) discussed that the interaction of children with their family members in their area is important for their knowledge and progress because the family is considered as their first teacher and where their initial learning occurs. Nunez et. al. (2015) illuminated that parental homework involvement and academic achievement are significantly related. Li & Fischer (2016) also found out that the effects of parental networking on parental involvement showed a positive impact on student achievement.

On one hand, the new modality, distance learning, posts significant challenges to regular mainstreamed education; more so, to the learners with special needs as they need in-depth assistance during the learning process from home knowing that these types of learners get

easily distracted and to a new learning method, and their tantrums may inevitably occur. Children's Mental Health Ontario (2020) revealed that irritability among children with special needs increases during this pandemic. Parental involvement is hence highly vital to the new norm of educational setup. Flores et. al. (2015) postulated that the correlation between parental involvement and academic achievement for special education students may vary depending on the student groups, grade levels, and disabilities. McDonnall, Cavanaugh, and Giesen (2012) found out that parental involvement was positively related to the mathematics performance of students with visual impairments. While Šukys et al. (2015) confirmed that parents in supporting their kids at home, they recognized their child's specific learning difficulty; had reported those to the teachers; and were the reasons why proper assessment and interventions were made, it increased the correlation between parental support and students' achievement. Nonetheless, it revealed likewise that parental involvement has a positive correlation with the improvement of learners with special needs. However, they stressed that economic and socio-cultural aspects of the parents have to be considered as it may affect the extent of parental involvement positive relationship to students with learning disabilities' improvement.

Vygotsky (1980) substantiated those social and cultural aspects of the individuals with disabilities are factors that affect the impact of parental involvement on academic achievement. Like when the parents are introverted where they do not have the guts or are not used to reaching out to the teachers about their kids' class performance or in the development of the Individualized Education Program (IEP), more likely, the children's progress may be compromised as no benchmark data are available that serve as the guide in crafting appropriate interventions. It is therefore imperative that the schools should initiate the steps in establishing rapport with the parents to encourage parental involvement. In addition, the teachers should also update the parents relative to the child's significant progress in accordance with IEP goals. This highlights the significance of parental involvement in a child's progression and achievement. Tekin (2011) supported that all involved stakeholders in the educational arena should understand why and how the

Socio-cultural Theory by Piagets and Vigotsky accentuated how the collaboration between parents and teaches magnify the parents' support to their children with special needs.

Lawrence et. al. (2021) presented that aside from the parents' socio-cultural aspects; economic status may also affect the efficacy of parental involvement or support to students' achievement during the delivery of distance learning amidst the Covid-19 pandemic. It was found out that the provision of online learning resources like internet-enabled tablets, smartphones, laptops, and internet data should be present. Otherwise, this may hamper the acquisition of learning and progress of students with special needs.

The apparent essentiality of parental support, as mentioned above, motivates the conception of this study to ascertain the extent of parental involvement and behaviour in supporting the learners with special educational needs' school-related activities during this global lockdown to improve the delivery of educational services in the Philippines while the new normal is still operative.

### III. OBJECTIVES

This study answered the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1. Educational attainment;
  - 1.2. Number of Children; and
  - 1.3. Monthly Income?
2. What is the extent of parental involvement in school-related activities to learners with special needs?
3. What is the level of parenting behavior of the parent-respondents?
4. Is there a significant relationship between the profile of parents and the extent of involvement in school-related activities of their child?
5. Is there a significant relationship between the profile of parents and the level of parenting behavior?

### IV. METHODOLOGY

Employing a descriptive correlational design is appropriate in statistically inferring the relationship between these paired variables on the profile of respondents from these SPED centers and the parents' involvement and parenting style (Tus, 2021). Three (3) SPED centers have been purposively identified from these two (2) highly urbanized cities in the central region of the Philippines. The sole criterion in the selection of such research environments is anchored on the latter category as a city where lesser involvement of parents in school-related activities of their child is highly probable due to the demand of their regular jobs. Second, the selection of the respondents is based on their willingness to participate in a voluntary manner in this study because some information may be sensitive for them to disclose. With the health crisis, inviting the suitable number of parents to participate in this empirical work is a concern. Thus, the purposive sampling method has been utilized since these respondents shall answer and/or fill in the warranted replies in the survey questionnaire that is centered on the articulated matters of interest (Torrecilla & Hernández-Castilla, 2020). As explained above, the number of parents had been pre-determined already since it is quite difficult to source respondents during the pandemic who are so agreeable to join in the survey-based from prior experiences before the actual administration of the survey materials. Furthermore, the questionnaires from Preschool Behaviour Booklet have been adopted as they suitably fit the need of such empirical intent. Cognizant of the manner of this current investigation, the salient provisions of the Data Privacy Act, as well as the requisites established therein by the Ethical Board of the university, have all been considered in the entirety of the process.

### V. RESULTS AND DISCUSSION

To achieve the objectives of the recent study, there are five (5) tables that presented the scientific results. As can be gleaned from each result, there is certain degree of data interactions within and among these tables, which are informative and interesting. Specifically, it expounded the interactions between the profile of respondents and the involvement and parenting style of the Filipino parents towards

the school-related activities of their child with special needs particularly during the pandemic.

**Table 1** Profile of the parent-respondents

<i>Sub-variables</i>	<i>SPED Center 1</i>		<i>SPED Center 2</i>		<i>SPED Center 3</i>		<i>Total</i>	
	<i>Freq</i>	<i>%</i>	<i>Freq</i>	<i>%</i>	<i>Freq</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>
Highest educational attainment								
College graduate	3	6.67	3	6.67	3	6.67	9	20.00
College level	3	6.67	4	8.89	1	2.22	8	17.78
High school graduate	6	13.33	6	13.33	7	15.56	19	42.22
High school level	3	6.67	1	2.22	2	4.44	6	13.33
Elementary graduate	–	–	1	2.22	1	2.22	2	4.44
Elementary level	–	–	–	–	1	2.22	1	2.22
Sub-Total	15	33.34	15	13.33	15	33.33	45	100.00
Number of children								
More than 10	–	–	1	2.22	–	–	1	2.22
7 to 9 children	–	–	2	4.44	–	–	2	4.44
4 to 6 children	4	8.89	3	6.67	6	13.33	13	28.89
1 to 3 children	11	24.44	9	20.00	9	20.00	29	64.44
Sub-Total	15	33.33	15	33.33	15	33.33	45	100.00
Combined monthly income								
Php 18,201 to 36,400	–	–	–	–	1	2.22	1	2.22
Php 9,101 to 18,200	2	4.44	2	4.44	1	2.22	5	11.11
Php 9,100 below	13	28.89	13	28.89	13	28.89	39	86.67
Sub-Total	15	33.33	15	33.33	15	33.33	45	100.00

Note: With two decimal places being considered, the percentage values in the last column have been adjusted.

In a developing country like the Philippines, sadly, it is a usual scene that parents are not economically blessed to fund and take up higher education. As can be gleaned on the table, true it is to the respondents of this recent study where almost half (42.22%) of them were only high school graduates. Research showed that

less-educated parents have found it difficult to technologically adapt while facilitating their child's education (Papadakis et al., 2019). Verily, this finding could mean that the intended learning objectives which would address the child's lifelong learning may have unwelcome implications if such case is to be referred at. Culturally, a lot of the Filipino parents are very hands-on when it comes to assisting their child's education even at the earlier schooling phase. As noticed, such involvement has positive influence on the aspect of a child's learning achievement.

This observation is supported by a previous study which found out that school involvement among parents at an earlier stage predicted the academic achievements of the young learners (Wang et al., 2016). Expressly, the foregoing is manageable to some extent specifically for those respondents who only have 1 to 3 children (64.44%) in the family. For those respondents who have 4 to 6 children (28.89%), the case may differ knowing also that the most of their

combined monthly income fell within the bracket at Php 9,100 below. This assertion is backed up by an empirical investigation which discloses that poverty has affected how the parents viewed involvement in the child's education as reflected in the cultural and socioeconomic context (Garcia & Guzman, 2020). This is a concern indeed.

**Table 2** Extent of parental involvement in school-related activities of their child

No	Parental Involvement	SPED Center 1		SPED Center 2		SPED Center 3	
		<i>x</i>	Description	<i>x</i>	Description	<i>x</i>	Description
1	I attend every orientation called by the school on online/modular classes.	3.60	Highly Involved	3.67	Highly Involved	3.40	Highly Involved
2	I explain to my child the instruction of activities before starting on his/her own.	3.60	Highly Involved	3.47	Highly Involved	3.53	Highly Involved
3	I communicate with my child's teacher on matter I do not understand.	3.27	Highly Involved	3.47	Highly Involved	3.33	Highly Involved
4	I discuss with my child on reading materials given as a lesson.	3.33	Highly Involved	3.47	Highly Involved	3.27	Highly Involved
5	I sit down with my child while he answers activities in all subjects.	3.33	Highly Involved	3.53	Highly Involved	3.60	Highly Involved
6	I check my child's homework in all subjects at the end of the day.	3.67	Highly Involved	3.33	Highly Involved	3.47	Highly Involved
7	I see to it that my child does his/her homework before sleeping.	3.60	Highly Involved	3.33	Highly Involved	3.53	Highly Involved
8	I always explain to my child the instruction in all activities.	3.47	Highly Involved	3.40	Highly Involved	3.53	Highly Involved
9	I contact the teacher of my child for problems encountered in all subject activities.	3.47	Highly Involved	3.20	Involved	3.40	Highly Involved
10	I always remind my child to be careful in answering tests or quizzes.	3.67	Highly Involved	3.33	Highly Involved	3.53	Highly Involved
11	I read the school newsletter to be well-informed of the	3.80	Highly Involved	3.53	Highly Involved	3.47	Highly Involved

	activities for the good of my child.						
12	I see to it that all homework's are done before his playtime.	3.33	Highly Involved	3.33	Highly Involved	3.33	Highly Involved
13	I reward my child for good grades.	3.47	Highly Involved	3.33	Highly Involved	3.53	Highly Involved
14	I see to it that my child has schedule both for studies and play.	3.53	Highly Involved	3.53	Highly Involved	3.67	Highly Involved
15	I attend school activities involving parents and child.	3.47	Highly Involved	3.73	Highly Involved	3.47	Highly Involved
16	I find time to be actively involved in my child's education.	3.60	Highly Involved	3.47	Highly Involved	3.67	Highly Involved
17	It is the teacher's full responsibility to educate my child.	2.87	Involved	2.73	Involved	3.20	Involved
18	I get overwhelmed trying to understand educational programs and procedures.	3.67	Highly Involved	3.60	Highly Involved	3.53	Highly Involved
19	I spend several hours to help my child understand homework.	3.47	Highly Involved	3.53	Highly Involved	3.73	Highly Involved
20	My child gets an excessive amount of homework every night and I have time to help.	3.07	Involved	2.87	Involved	3.33	Highly Involved
21	I always check my child's homework to make sure it is correctly done.	3.47	Highly Involved	3.33	Highly Involved	3.67	Highly Involved
22	I have a time understanding my child's homework enough to make sure it is correct.	3.47	Highly Involved	3.47	Highly Involved	3.60	Highly Involved
23	My child's homework takes time away from other home activities.	2.47	Less Involved	2.53	Involved	3.20	Involved
24	Homework should not be a priority at home.	1.67	Not Involved	1.73	Not Involved	2.47	Less Involved
25	I am always willing to help my child complete homework/assignments.	3.53	Highly Involved	3.60	Highly Involved	3.73	Highly Involved
	<b>Aggregate Weighted Mean</b>	<b>3.36</b>	<b>Highly Involved</b>	<b>3.30</b>	<b>Highly Involved</b>	<b>3.45</b>	<b>Highly Involved</b>

Note: 3.25 – 4.00 Highly Involved; 2.50 – 3.24 Involved; 1.75 – 2.49 Less Involved; 1.00 – 1.74 Not Involved

Albeit the extent of parental involvement is generally high, nonetheless, Table 1 and Table 2 illuminate data interactions which necessitated a closer review. The distribution of 17.77% among the respondents from Table 1, when categorically combined, revealed that being either at a high school level or elementary graduate could pose struggling experiences when particularly dealing on their child's special education needs. A research divulged that such parental involvement implies the measures on how the Filipino parents are driven in tutoring their child of the intended lessons and assisting them with their other schoolwork. This has been explicated by a related study where it has pointed out the vitality of the parents' educational background in carrying out such support to their child principally during the quarantine (Tus, 2021). It should be noted that facilitating the school-related activities among these children with special needs requires certain proficiencies and diligent moments to ascertain that the expected learning outcomes were met. This is supported by a another research which re-affirmed that the parenting stress is factored out by the presence of constraints in managing the homeschooling of

their child with special needs (Daulay, 2021). In the central region of Philippines, there are observably still many parents who are so involved in helping their children's class works and motivate them to continue engaging despite the challenges that the alternative learning modalities have during the quarantine period. This parental involvement reflects the cultural beliefs and practices related to traditional parenting in this country (Garcia & Guzman, 2020). Hence, this finding indeed calls on the school leadership to reinforce and back up the parents in expediting the child's instruction and learning at home during the new normal. An issue would certainly crop up when such warranted support to the parents is not timely and appropriately doled out by the concerned school personnel. In fact, current study expounded that the lack of parental involvement and the low interest in motivating them to get involved by the knowledge facilitators is traced from the failure of the school to provide guidance and assistance (Almalki et al., 2021). This is a worrying scene especially during the health crisis where educational delivery took its compelling form via various learning modalities which push the parents to render the role of being a shadow teacher at home.

**Table 3. Level of parenting behavior of the parent-respondents**

No	Parenting Behaviors	SPED Center 1		SPED Center 2		SPED Center 3	
		<i>x</i>	Description	<i>x</i>	Description	<i>x</i>	Description
1	When my child misbehaves, I do something right away.	3.87	Always This Way	3.73	Always This Way	3.27	Always This Way
2	Before I do something about a problem, I give my child several reminders or warnings.	3.87	Always This Way	3.60	Always This Way	3.20	Almost This Way
3	When I am upset or under stress, I am picky and on my child's back.	3.53	Always This Way	3.33	Always This Way	3.40	Always This Way
4	When I tell my child not to do something, I say very little.	3.67	Always This Way	3.40	Always This Way	3.60	Always This Way
5	When my child misbehaves, I usually get into a long argument with my child.	3.00	Almost This Way	2.20	Sometimes This Way	2.33	Sometimes This Way



6	I am the kind of parent that sets the limit on what my child can do.	3.93	Almost This Way	2.40	Sometimes This Way	2.87	Almost This Way
7	When my child misbehaves, I raise my voice or yell.	3.67	Always This Way	1.60	Not At All	1.27	Not At All
8	When my child does something I do not like, I do something about it every time it happens.	3.33	Always This Way	3.13	Almost This Way	3.40	Always This Way
9	When my child does not do what I ask I often let it go or end up doing it myself.	2.67	Almost This Way	2.33	Sometimes This Way	2.00	Sometimes This Way
10	When my child pesters me, I can ignore the pestering.	2.47	Sometimes This Way	2.20	Sometimes This Way	1.93	Sometimes This Way
11	When my child misbehaves, I give my child a long lecture.	3.47	Always This Way	2.87	Almost This Way	3.13	Almost This Way
12	If saying NO does not work right away, I take some other kind of action.	3.47	Always This Way	2.87	Almost This Way	3.07	Almost This Way
13	When I want my child to stop doing something, I firmly tell my child to stop.	3.33	Always This Way	3.53	Always This Way	3.27	Always This Way
14	When my child is out of my sight, I often don't know what my child is doing.	2.87	Almost This Way	2.40	Sometimes This Way	2.27	Sometimes This Way
15	When my child misbehaves, I spank, slap, grab or hit my child never or rarely.	1.73	Not At All	1.40	Not At All	1.53	Not At All
16	When my child misbehaves, I handle it without getting upset.	3.60	Always This Way	3.27	Always This Way	3.27	Always This Way
17	When my child misbehaves, I make my child tell me why she/he did it.	3.53	Always This Way	3.33	Always This Way	3.40	Always This Way
18	When I say my child can't do something, I let my child do it anyway.	3.20	Almost This Way	2.00	Sometimes This Way	2.87	Almost This Way
19	When I handle my problem, I ignore the complaining and stick to what I said.	2.00	Sometimes This Way	1.73	Not At All	2.20	Sometimes This way
20	If my child gets upset when I say "No" I back down and give it to my child.	1.67	Not At All	1.93	Sometimes This Way	2.07	Sometimes This Way
	<b><i>Aggregate Weighted Mean</i></b>	<b>3.04</b>	<b>Almost This Way</b>	<b>2.66</b>	<b>Almost This Way</b>	<b>2.72</b>	<b>Almost This Way</b>

Note: 3.25 – 4.00 Always This Way; 2.50 – 3.24 Almost This Way; 1.75 – 2.49 Sometimes This Way; 1.00 – 1.74 Not At All

It appears here that the parenting behaviors are positively favorable among the children with special needs basing on the indicators' overall rating from each locale. How the parents conduct themselves when it comes to parenting is equally essential as to the manner how they got themselves involved, too, on their child with special needs – be it in personal or school-related affairs. Expressly, the success of every child is nonetheless affected by the parenting behavior of the mother and/or father and some elderly members of the family. This is one of the reasons why the recent study tries to empirically investigate such variable to purposively unravel its influence on the child's scholastic development and holistic well-being. In fact, there is this scientific study which revealed that Filipino fathers with certain degree of attainment in education were reported to have spent more time on childcare (Rosenbaum et al., 2021). On the contrary, parental neglect may generally cause development delays on the child's mental, social, emotional and communicative aptness. Or worst, it may result to regressive development on such aspects. The latter is supported by a scientific investigation which discloses that those children who

experienced absence of parental care present an unwelcome development profile (Bengwasan & Bancual, 2020) This latest empirical result could be a good reference for those fathers in the central region of the country to nevertheless sustain particularly when the family has a child necessitating special attention and care in their personal and scholastic needs. Indeed, Table 1 and Table 3 showed to have interactions knowing that the profile of parents could be an aspect to reckon with in drawing out the connections between these tables as regards the latter case. As shown, there were three (3) indicators from this table which categorically garnered similar evaluations from the respondents namely Items 10, 15, and 19, respectively. Item 10 markings verily entailed that there are Filipino parents who can ignore the pestering exhibited by their child to a certain extent and moments out of profound love and deep understanding of their being. Although there were emotionally-wounded parents from their past experiences as a child, too, these two (2) indicators implied that there are parents who could indeed flex their patience when dealing the behavioral issues displayed by their child. The level of parenting here is suitably meaningful especially in the management of learning among the young learners during the new normal since it gave them the avenue to work well on their school-related activities.

**Table 4. Test of significance on the relationship between the profile of parents and extent of involvement in school-related activities of their child**

Variables in association	SPED Center 1			SPED Center 2			SPED Center 3		
	Comp. x <sup>2</sup> value	Critical x <sup>2</sup> value	Decision	Comp. x <sup>2</sup> value	Critical x <sup>2</sup> value	Decision	Comp. x <sup>2</sup> value	Critical x <sup>2</sup> value	Decision
Highest educational attainment and Extent of Parental Involvement	5.20	16.92	NSR	9.30	21.03	NSR	11.61	25.00	NSR
Number of Children and Extent of Parental Involvement	2.00	8.81	NSR	19.04	25.00	NSR	1.62	7.81	NSR

Combined monthly income and Extent of Parental Involvement	2.10	7.81	NSR	1.63	7.81	NSR	2.28	12.59	NSR
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\*No significant relationship (NSR for brevity); Tested at 0.05 level of significance

The scientific results apparently showed no significant relationships between these paired variables considering that the computed values are less than the critical values at 0.05 level of significance which fail to reject the null hypothesis. Such empirical outcomes from such statistical treatment can be explained by the cultural resiliency among Filipino parents where poverty and life’s struggles could not hinder or dampen their spirit from getting involved in the overall affairs of the child – this certainly includes the latter’s education. Although many of these parents from such research locale have not entered college (Table 1), since then they exerted their effort and time to assist their child’s schoolwork at home even before and during the quarantine. This scenario seemed to sway away from the previous research finding disclosing that those children, whose parents have not well completed their education, experience fairly lesser quality degree on some orientation quality characteristics (Stahl et al., 2018). This entails to have certain effects in the holistic development of the child, more specifically on education. Thus, the involvement of parents towards the child’s personal and scholastic undertakings is imperative. On the

other hand, sustaining involvement and child care among these economically-disadvantage households from the central region of the country still poses a challenge among the Filipino families even until the contemporary times. Positively, these parents from a low-income bracket are so engaged with their child’s education such that coordination with their kid’s teachers on matters concerning learning modules and pertinent instruction is done on regular basis. This scenario traverses from what one research has revealed which pointed out that those parents who are wealthy showed more involvement that those poor parents (Cashman et al., 2021). The case may not be the same with these parents as their involvement on school-related activities of their child is already fused in their parenting system. Accordingly, another study found out also that the parent-networking boosted the degree of accomplishment among the young learners as well as the school in general (Park & Holloway, 2017). As personally observed, both mothers and fathers took turn in claiming the resource materials and worksheets of their child from and to the school. As rationalized, the cultural aspects played an integrative part in having these parents spend time and effort in attending to the school needs of their child which is after all a proactive perspective to contemplate.

**Table 5. Test of significance on the relationship between the profile of parents and the level of parenting behavior**

Variables in association	SPED Center 1			SPED Center 2			SPED Center 3		
	Comp. $x^2$ value	Critical $x^2$ value	Decision	Comp $x^2$ value	Critical $x^2$ value	Decision	Comp $x^2$ value	Critical $x^2$ value	Decision
Highest educational attainment and Level of parenting behavior	7.50	16.92	NSR	13.06	21.03	NSR	13.40	25.00	NSR
Number of Children and Level of parenting behavior	2.92	7.81	NSR	16.27	25.00	NSR	2.68	7.81	NSR

Combined monthly income and Level of parenting behavior	1.73	7.81	NSR	13.06	21.03	NSR	4.55	12.59	NSR
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\*No significant relationship (NSR for brevity);  
Tested at 0.05 level of significance

The empirical outcomes here provide a clear imagery that the profile of respondents and parenting behavior has no significant relationship considering that the computed values are smaller than the critical values when statistically tested at 0.05 level of significance. The result here ushers to accept the null hypothesis, which implied that the socio-economic status (SES) of the mothers and fathers are not directly in association with their parenting behavior. For parent-respondents (Table 1), this condition is true and could be plainly explained by their innate role to culturally manage their family's affairs, basic needs, children's education and other necessities therein. Hence, this has exactly traversed from a previous scientific investigation which found out that there was a significant relationship between SES and parenting styles (Butler & Le, 2018). Another study, somehow, clarifies that a larger inventory of literature had recorded a limited link between SES and parenting due to some disjunctive factors. It was pointed out that the latter two (2) variables can independently shape the progress and development of a child in several aspects of life and education, respectively (Roubinov & Boyce, 2017). Hence, this study indeed confirms the results of such recent study here that the correlation between the profile and parenting style of these parent-respondents from these research environments may not have direct association after all.

## VI. CONCLUSION

Based on the findings of this study, it was concluded that in terms of profile, majority of the parent-respondents were high school graduates, had 1 to 3 children, and a monthly income of 9,100 pesos and below. The parents were highly involved in school-related activities to learners with special needs. The level of parenting behaviors was positively favorable or responsible to their children with special needs.

There were no significant relationships between the profile of the parents and their extent of involvement in school-related activities to their children; and their level of parenting behaviour. It was recommended that the parents should always be supporting all of their children's endeavours for these kids to live a good productive life and attain a promising future.

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